

**Deutsche  
Schule  
Shanghai**

**Primary  
English as a  
Foreign Language  
Curriculum**

**Years 1 to 4**

**Academic Year 2010/2011**

**“The value of life lies not in the length of days, but in the use we make of them...”**

*Montaigne*

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## **1. Forward**

The Deutsche Schule Shanghai (DSS) is a fully accredited institution of learning for German-speaking students residing in the People's Republic of China. It is a full school with facilities to educate German-speaking children from Kindergarten to the German Abitur. English is offered at both primary and secondary levels. At secondary level, instruction is strictly based on the content, objectives and methodologies of the secondary curriculum for the teaching of English language in Germany. In the primary school, English is taught as a foreign language (EFL).

English language instruction/teaching (ELT) at secondary level at DSS realises the objectives of the English Language Curriculum in Germany without compromising the needs of the international German-speaking community living in Shanghai. The Primary EFL Curriculum shares this vision. Both curricula recognise the salient characteristics of the German-speaking student living overseas and strive for an all-inclusive methodology, which captures the individualism of every learning experience while encouraging solidarity and promoting inter-cultural understanding. ELT at the school emphasises independent learning within the system. The greater aim of instruction is to foster creativity, cognitive and communicative abilities with the affective needs of the students as central to its teaching philosophy.

The learning of English as the first foreign language is also perceived to be the passage of inquiry into the wider culture of the international community via cross-curricular training in English. The international nature of DSS and its rigorous ELT curricula in the primary and secondary sections bring this discussion to unprecedented heights. The aims of ELT and the real needs of the students in terms of language learning take on a very different meaning at DSS than at any school in Germany. The challenge of the ELT program at DSS is to raise the level of learning in the international school community, extend the delicate nature of an international teaching philosophy to cross-curricular study and uphold the standards of instruction laid down by the curriculum in Germany.

It is on this basis that the English as a Foreign Language (EFL) Curriculum at primary level is established. It strives to provide quality instruction to its younger learners in the tradition of the secondary English language program.

Beyond that, the decision to include primary students in the school's EFL fold echoes the objectives for action proposed for the year 1996 by the European Commission in its White Paper on Education and Training. The document spells out the importance of the early exposure to a foreign language and argues for strategies to increase proficiency of the first foreign language learned at secondary level. In its Fourth General Objective, the Paper states:

*It is desirable for foreign languages learning to start at pre-school level. It seems essential for such teaching to be placed on an established footing in primary education, with the learning of a second Community foreign language starting in secondary school. It could even be argued that secondary school pupils should study certain subjects in the first foreign language learned.*

*(White Paper on Education and Training: Teaching and Learning – Towards the Learning Society Part Two, IV. Fourth General Objective – Proficiency in three Community Languages)*

The general objective of the Primary EFL Curriculum is to equip primary school students with the language skills and competences to manage their English language learning at secondary level. With the increasing importance of English as a core subject in the secondary school, the use of English as a medium of instruction for the Humanities in the bilingual stream and the establishment of the Deutsche Internationale Arbiturpruefung at the end of Year 12, the necessity to install a sound EFL Curriculum in the primary school, which is in line with the general teaching objectives of the secondary school curriculum it supports, is of priority. The content, skill areas, teaching objectives, attainment targets, methodology, materials, assessment methods and reporting conventions are carefully selected to strengthen the link between the two school systems. It is the aim of the Primary EFL Curriculum to establish continuity and facilitate a smooth transition from primary school to secondary school in the students' educational continuum at DSS.

The curriculum model developed for the primary English section of DSS is unique and bears no resemblance to any English language program taught in Germany. As no primary EFL curriculum exists in Germany to date, the

model that is developed for the primary section of DSS is based on the teaching philosophy of the school body and draws on the objectives of ELT from existing curriculum models. Efforts have also been put to keep the Primary EFL Curriculum abreast with the findings of the current research into ELT and Second Language Acquisition. The document is generally informed by the following sources:

- 1) Primary Curriculum of the German Section DSS
- 2) Secondary English Curriculum of DSS
- 3) The National Curriculum for England and Wales - Key Stage 1 & Key Stage 2
- 4) The National Literacy Strategies for Key Stage 1 & Key Stage 2
- 5) The NASSEA Steps program for English as an Additional Language
- 6) Materials taken from works cited in the References/Resources section of this document

## 2. English as a Foreign Language at DSS

### 2.1 EFL Instruction

EFL is offered as a compulsory (but non-core subject) in the primary school. Students from Year 1 to Year 4 receive 4 45-minute periods of classroom instruction a week. English is the only spoken code of the EFL classroom and the materials and resources used by the teachers and students are monolingual. DSS maintains that the learning of EFL in the primary school provides the students with a valuable educational, social and cultural experience. Students develop communication and literacy skills that lay the foundation for future language learning, especially in the secondary school. In the early years, they develop linguistic competence, extend their knowledge of how language works and explore the similarities and differences between English and German. Their awareness of the multi-lingual and multi-cultural world is raised and an international dimension to their learning is introduced. Through the learning of EFL, students are given an insight into their own culture and those of others. It is the medium of cross-curricular links and the reinforcement of knowledge, skills and understanding developed in other areas of their learning experiences.

The general aims of the curriculum are developed according to the principles of English language teaching in the secondary school – teaching communicative competence in the traditional four skills. It is understood that the learning of the English language means learning in key areas of **Speaking and Listening**, **Reading & Responding** and **Writing**. These skills in turn facilitate the learning of communicative skills, which are expanded to bring about learning for content and purpose, with the cognitive, emotional and social aspects of education developing alongside them.

EFL in the primary years is regarded as the preparatory course in English Language for the student's secondary English language learning career. It is an important foundation element of the school's ELT tradition and the curriculum is developed to ease the transition from primary school to secondary school. The primary EFL years consist of two discrete but interdependent organisational blocks. Year 1 and Year 2 form the **Foundation Years** and Year 3 and Year 4 form the **Transition Years**. The



teaching objectives, performance targets, methods of assessment, placement method and system of reporting in the primary school years reflect this organisational paradigm. The Foundation Years is the introductory program to EFL. The lower order receptive and productive skills (*Speaking & Listening*) are the main elements of EFL instruction in these years and the language learning threshold achieved by the students at the end of the Foundation Years allows them to enter the Transition Years with confidence and proficiency to become competent learners of higher order receptive and productive skills (*Reading & Responding* and *Writing*), which are in turn consolidated at the end of the Transition Years for further education in the secondary years.

The student who has benefited from the full four years of the primary EFL curriculum at DSS is equipped with the necessary linguistic and para-linguistic skills for more rigorous English language training at secondary level at DSS, another international school or a state school in Germany with minimal disruption. The student who has benefited from fewer than the four years of the primary EFL curriculum at DSS is ready to perform according to his ability in the subject at secondary level within the same settings cited above. All primary school students are given the opportunity to exploit their innate language learning facilities to become responsible users of the English language in the wider international humanistic community. Their native tongue is neither neglected nor downplayed. The EFL curriculum harnesses the skills that the students acquire in their mother tongue by encouraging them to apply pre-knowledge of language and language learning to their EFL learning.

In Year 1, Reading & Responding will be introduced after the first semester. Writing will be introduced in April of the academic year. In Year 2, all four skills are taught but emphasis continues to be placed on the lower order receptive and productive skills. Reading & Responding and Writing skills are introduced in the Foundation Years to prepare the students for the Transition Years where all four skills are consolidated. However, even in the Transition Years, EFL teaching acknowledges the primacy of the lower order receptive and productive skills and observes that order of teaching. The Methods of Assessment, Placement Method and System of Reporting between the years are designed to reflect this teaching philosophy.

## 2.2 Ability Groups

The Primary EFL Curriculum orientates itself around the concept of equal education for its students. It upholds the right of the individual to learn within his or her own ability and sets out a clear and full entitlement to learning for all students from Year 1 to Year 4 according to their individual capacity for language learning.

The student profile in both the primary and secondary schools is international, with students of various cultural and language backgrounds from various parts of the world coming together for the common purpose of learning. The oral competencies of the students range from low to near native-speaker-like with a wide spectrum of intermediate competences in between. From Year 2 to Year 4, students are banded into 4 ability groups based solely on their oral competences, which is in line with the school's philosophy of promoting fluency over accuracy. The **Starter** group admits students from overseas, who have had from little to no prior EFL instruction at the point of enrolment. Their oral competences are extremely sparse. They are unable to make themselves understood and they are unable to understand their EFL teachers. Students possessing incremental amounts of English language proficiency are placed into 'higher' ability groups from **Rollers**, **Movers** to **Flyers** respectively. Students who have achieved specific competency levels in Speaking & Listening as defined by the minimum exit levels in the Attainment Target Descriptors from Year 1 to Year 3 will be placed into groups suited to their abilities in the next higher grade – i.e. Starters, Rollers, Movers and Flyers, with respect to oral proficiency only.

Year 1 students will not be banded according to ability. Instead, they will be placed randomly into 5 different classes at the point of enrolment and will be taught within the Vygotskian paradigm of the 'Zone of Proximal Development' and 'Scaffolding' (Vygotsky, 1978). Students work between the distance where he or she can potentially achieve and develop with the teacher or more capable peers. Together with their peers and teacher, they co-construct the arena for learning and development that is not pre-determined and has no lock-step limits or ceiling (McCarthy & O'Keefe, 2004). The teacher and other students in the classroom provide the framework for 'scaffolding', which is the cognitive support to help a student to learn. This process is realised in classroom dialogue so that the student can come to make sense of meaning during goal-directed activities (ibid: 11). They will work within the attainment targets suitable to their language

abilities in Speaking & Listening, Reading & Responding and Writing. They will complete Year 1 with exit levels that will allow them to be placed into an ability group in Year 2, which corresponds to their performance in Speaking & Listening only. Their exit levels for Reading & Responding and Writing will be reference points for their continuing study in Year 2. At the end of Year 2, the students' performance in the 4 skills will allow them to be placed in a similar fashion into a suitable class at the start of the Transition Years. The student continues to be instructed and challenged in his or her ability in the 4 skill areas although Speaking & Listening will be given more weight when assessing the student's overall performance. In the Transition Years, students are assessed in both lower order and higher order receptive and productive skills and progress is reported in terms of each skill area. Their exit levels in the four skills will allow them to be placed into an appropriate English class in the secondary school according to the criterion set out by the secondary English language department.

### 2.3 Differentiated Teaching

Differentiated teaching is the cornerstone of EFL instruction in the primary school at DSS. Language teaching in Ability Groups as the baseline for differentiated teaching to safeguard equal opportunities for the students is further extended to include differentiated teaching within each class. Given that the range of abilities cannot be fully represented in the 4 ability groups, the EFL teacher undertakes the responsibility to teach every student in each class according to his or her abilities in all the skill areas in an attempt to include every single individual and his or her language learning needs in the single unit of the language classroom. Every student is accounted for in the syllabus plans for the academic year and he or she is given the opportunity to take responsibility for and negotiate his or her language learning processes.

The EFL syllabus for each grade comprises 4 sub-syllabi containing teaching objectives, learning targets, resources and materials and classroom methodologies selected and graded (White, 1988) according to the 4 ability groups within the cohort. The materials and methodologies are further adapted according to the teacher's discretion to target the mixed abilities of every group. As the language learning process is a dynamic model representing the needs of the students of a single class and a single cohort at any given point during the implementation of the curriculum, the teaching

objectives, learning targets, methods of assessment and placement structure of the EFL syllabi are regularly reviewed to ensure that it is uncompromising in meeting the changing needs of the international school community and society. The teacher who undertakes to implement a part of or parts of the Primary EFL Curriculum accepts the responsibility and accountability of delivering the teaching materials to the EFL class or classes in this tradition.

### **3. Rationale of the Primary EFL Curriculum**

The Primary EFL Curriculum upholds the promise to maintain quality education offered in the primary and secondary sectors in the dynamic socio-economic global situation. While the secondary curriculum is guided by the objectives and standards defined by the home government in Germany, the lack of a viable parallel model in Germany for EFL in the primary sector produces a potential rift between the two schools that has to be bridged if continuity in instruction from primary to secondary levels for the same subject is to be established. The need to maintain continuity in the education process of a single student in the same subject within the same school is the basis of the rationale of the Primary EFL Curriculum. It is envisioned that the primary student, who experiences the benefits of a well-organised set of instructional material and superior classroom methodology that are developed with the objectives and content of the secondary school English curriculum in mind will have a lower learning burden when he or she transits from primary school to secondary school. Since there is also the possibility that many primary students from DSS are fed back into the state schools in Germany, a primary curriculum, which bears no resemblance to the secondary curriculum, will produce a crop of students who will be increasingly incapable of bridging the gap between levels on their own abilities after their primary school career at DSS comes to a close. Further, with the growing importance of English at DSS up to Arbitur level, it is imperative that an organised system of instruction and checks and balances from the secondary school downwards is established.

#### 3.1 Levels & Transitions

The Primary EFL Curriculum is developed to facilitate a smoother transition between all the transition years within the primary school and across the primary and secondary sections. Language learning occurs in fixed stages. Single skills or skill areas are introduced at various stages in the EFL course over four years so that new skills build on the old skills and the old skills support the learning of new skills. With the delayed introduction of Reading & Responding and Writing in Year 1 and the greater emphasis on oral proficiency, the gap between the lower order and higher order receptive and productive skills is of primary concern throughout the formative school years. The systematic approaches to teaching Reading & Responding and

Writing are attempts to prevent the gap between the lower order and higher order receptive and productive skills from widening as the student progresses from the Foundation Years to the Transitions Years and further into the secondary years. The Primary EFL Curriculum narrows the gap between Year 4 and Year 5 by offering a whole-school concept to the primary school EFL syllabi. The Primary EFL Curriculum 2007/2008 and secondary English curriculum work together to streamline the skills and content to be taught in the primary school, so that language learning during the interim years can be optimised for the common good of both sectors. The ELT Approaches of the primary school are developed out of the objectives of ELT in the secondary school and the findings of current research into Second Language Acquisition and ELT.

### 3.2 The Spiral Curriculum

The desired sense of continuity between primary and secondary education in English language that is to result from the developed Primary EFL Curriculum is achieved by the installation of a *spiral curriculum* (Swan, 1985). At DSS, EFL is neither taught in a vacuum nor in isolation. Language is presented as parts of a coherent course where Topics and Units of Work, which mirror those of its secondary counterpart, are delivered as tools for the teaching and learning of cognitive linguistic processes. Students learn about the behaviour and linguistic conventions of the target language within context. A pre-defined list of the topical, notional, functional and lexical items of the language are carefully selected, graded, introduced and revisited at various stages throughout the primary years, each time at varying degrees of breaths and depths of study, for them to be picked up again and further reinforced in the secondary years so that a *spiral* of contents in the Primary EFL Curriculum, which extends to the secondary section is established. Through this primary strand of recycling key syllabus items in the curriculum, the primary years enjoy the opportunity to focus on fluency over accuracy, secure in the knowledge that key syllabus elements continue to receive attention throughout the student's spiral secondary school career. As the research into the sequence of the second language acquisition of structures and lexis is inconclusive, the Primary EFL Curriculum is not written according to structures and lexis and does not demand productive accuracy of structures and aspects of word knowledge, within a time span and order of acquisition that is not justified by Second Language Acquisition research (White, 1988). The lexico-grammatical content of the Primary EFL

Curriculum is selected and organised according to the items as they occur in the secondary curriculum and is not a public statement of a pre-supposed or specific order of the second language acquisition of structures and lexis it may seem to imply.

## 4. Approaches to English Language Teaching

### 4.1 Communicative Language Teaching

The main language teaching approach in the secondary school English curriculum, which extends down to the primary school, is Communicative Language Teaching (CLT). In line with the principles of CLT, the Primary EFL Curriculum includes a range of methodology and material that focuses on the ‘functional and communicative potential of language’ (Richards and Rodgers, 2001). The CLT approach assumes the following basic characteristics of language teaching:

1. Language is a system for expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse. (ibid: 161)

The implication of the above is an understanding that language-teaching starts from a communicative model of language and language use and the goal of EFL teaching should be to teach ‘communicative competence’ and not to break the target language down into its component parts for analysis. The goal of classroom activities is authentic and meaningful communication, focussing on fluency and meaning, with limited emphasis on accuracy and form. However, the Primary EFL Curriculum does not exclude the necessity and benefits of receptive and limited productive competence in lexico-grammar, given the provisions of the spiral structural and lexical elements in the primary and secondary curricula. Hence, the resulting primary school syllabi are examples of the Hybrid or Blended Syllabus of the ‘A-B’ tradition; ‘A’ being the structural Functional-Notional syllabus and ‘B’ being the Task-Based syllabus that bridges the gap between skills and levels.

The first phase of the planning process is to organise the language content according to functions and notions that are in line with the content of the secondary English curriculum. This content is adapted for and worked into a viable spiral model for classroom instruction in the primary years. The



structural content of the Primary EFL Curriculum is delivered to teach the communicative functions, which the forms of the language serve and not in isolation as analytical items of the target language. To safeguard this key concept of language teaching and to extend the functional-notional syllabus to admit communicative teaching objectives, key *functions* and basic *notions* to communicate appropriately in specific *situations* are integrated into the teaching of the four skills that are taught in relation to a *topic* or *context*. The bridge between the structural syllabus and the communicative syllabus is the shift towards Task-Based Learning (Willis, 1996). Through *tasks* and *processes* in the language classroom, students practise the structures they have been introduced to and learn the skills of communication through *speaking, listening, reading, understanding* and *writing*. There is no penal code for accuracy and form although it is the desired outcome of language learning. In fact, the Primary EFL Curriculum concedes that ‘while involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form. Communication cannot take place in the absence of structure, or grammar...’ (Berns, 1990). To maintain the delicate equilibrium between fluency and meaning versus accuracy and form, the cornerstone of the teaching of structures is to teach grammar in relation to communicative needs, purpose and experience in the skill areas of ‘Speaking & Listening’, ‘Reading & Responding’ and ‘Writing’.

For students with limited English language proficiency, structures are taught in the tradition of the Weak Version of CLT or the PPP version. In the first P, structures are presented for modelling in the classroom. During the second P phase, students practise these structures in a controlled practice stage and work their way towards a phase of less controlled production stage – the final P phase, which a student may only gain mastery over in his or later years of secondary or adult education. The Weak Version draws on the Humanistic approaches of education for the lifetime. It makes provisions for the ‘learning by doing’, ‘experience approach’ and ‘learner-centred’ ideologies, which stem from a discipline outside the language teaching tradition. Form and accuracy models act as monitor systems for the target output instead of prescriptive formulae. The Primary EFL Curriculum includes a *Descriptive* or *Pedagogical Grammar* as opposed to a Prescriptive Grammar and recognises any standard variety of English its teachers deliver.

With the higher ability students, the Strong Version (Nunan, 1998 & Seedhouse, 1997) is applicable. Unlike teaching for the less proficient students, the Strong Version pushes for language development through the use of a series of authentic real world tasks. It shuns drills and controlled practice and promotes tasks that develop both fluency and accuracy without isolating one from the other. This takes the form of various classroom activities that provide the students with opportunities to express their knowledge of English in the skill areas listed above, such as brainstorming, group discussions, oral presentations, question and answer forums and process writing. These activities focus on the *functional* aspect of language learning such as listening and reading to understand as well as speaking and writing to inform, entertain, express, instruct and recount. These develop the student's ability to use language for purposes serving *communicative acts*. These may arguably include grammatical competence, but more so the sociolinguistic competence, discourse competence and strategic competence needed when language is to be expanded for the purpose of negotiating successful and effective communication.

#### 4.2 The Humanistic Approaches

The Primary EFL Curriculum is a Humanistic Curriculum. The curriculum is developed to include innovative and alternative methods of language teaching that steer EFL teaching away from the earlier preference for Structuralism. The document salutes the work of Noam Chomsky (Chomsky, 1966) and John B. Carroll (Carroll, 1966a), which argue that the basic properties of language are based on innate aspects of the mind and how human experience is processed through language. The curriculum holds central to its ethical code, a holistic approach to EFL teaching, placing the individual's thoughts, feelings and emotions at the forefront of language development to lighten "learning burden".

The preferred methodology is *The Comprehension Approach* (Blair, 1982). The method introduces the English language during an extended period exclusively for comprehension training ahead of production training, especially in the Foundation Years and in the lower ability groups in the Transition Years. The method is used to consolidate listening and reading skills for understanding. This is further applied to the curriculum by systematically avoiding the teaching of the higher order receptive and productive skills (reading and writing) until the lower order skills (speaking

and listening) are firm. Successful Reading & Reaopnding and Writing skills are firmly built on effective comprehension skills established in the Foundation Years and consolidated in the Transition Years.

*Total Physical Response (TPR)* by James Asher is the productive-skill extension of The Comprehension Approach favoured in the EFL classrooms. TPR is a teaching methodology based on issuing commands calling for overt, physical response chains that can be monitored visually by the teacher. The physical responses are the visual manifestations of the mental dimension of listening-comprehension or reading-comprehension skills. In the Foundation Years, TPR is mostly bodily response chains to verbal stimuli issued by the teacher (or a student) otherwise commonly known as 'listening comprehension'. In the Transition Years these can be adapted to include physical response chains to written stimuli issued by the teacher (or a student) in other words, reading comprehension. The Comprehension Approach and TPR introduce vocabulary and structures to the EFL classes in a non-threatening way that is learner-centred.

## **5. Content of the Primary EFL Curriculum**

### **5.1 Topics & Units of Work**

Throughout the primary years, elements of the English language are presented to the students within familiar contexts. Topics provide the basic framework for the units of work in the syllabi and through the discussion of familiar contexts and experiences, students develop their literacy skills in the English language for the concrete and abstract. Grammatical structures and aspects of word knowledge are introduced in environments, which support acquisition. Speaking & Listening competencies are the minimum requirements for the content in each unit of work and these in turn support Reading & Responding and Writing within the unit. For every unit of work, all four skills are taught although not necessarily with equal emphasis and in a pre-determined order. Teaching material, methodology and classroom activities orientate themselves around a single topic and the content of the topic becomes the basis upon which linguistic competencies in the four skills are accessed.

*A sample Unit of Work is provided in the Appendices.*

### **5.2 Structures**

The following lists of grammatical structures have been identified as the set of basic key grammatical items to be taught during the primary years. They are short-listed from the Year 5 and Year 6 secondary syllabi and woven into the primary school syllabi from Year 1 to Year 4 at all ability levels. The structures are introduced in the first P stage of CLT at the relevant grade, practised in the second P stage throughout the primary years (and in many cases into the secondary years) in a spiral manner and monitored closely to ascertain when and if accuracy in oral production in the final P stage is achieved. In order to maintain a measure of consistency in the CLT approach to language teaching, grammatical accuracy in spoken and written production is desired but inaccuracies in either form are not penalised in the primary years.

*Sample lists of lexico-grammatical items are provided in the Appendices.*

## **Year 1**

1. Personal pronouns + be (simple present)  
[1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> persons – statements]
2. Personal pronouns – objective case (me, him, her, you)  
[1<sup>st</sup> & 2<sup>nd</sup> persons – statements in simple present]
3. Adjectives  
[finite forms]
4. no. 1 in [questions]
5. no. 2 in [questions]
6. Can, Can't [in statements]
7. Can, Can't [in questions]
8. Progressive aspect (present)  
[statements]
9. Plural of nouns  
[regular items]
10. Simple Present Tense (plural agreement)  
[statements]
11. Progressive aspect (past)  
[questions]
12. Simple Present Tense (plural agreement)  
[questions]
13. This/That  
[statements & questions]

## **Year 2**

1. Possessive determiners (my, your, his, her)  
[1<sup>st</sup> & 2<sup>nd</sup> persons – statements in present]
2. Personal pronouns + be (simple present)  
[1<sup>st</sup> & 2<sup>nd</sup> persons – questions]
3. Personal pronouns – objective case (me, him, her, you)  
[1<sup>st</sup> & 2<sup>nd</sup> persons – questions in simple present]
4. Adjectives  
[finite forms]
5. Question words (“Who” & “What”)  
[singular & plural agreements in simple present]
6. Progressive aspect  
[singular & plural agreements in present statements]
7. Progressive aspect  
[singular & plural agreements in present questions]

8. Plural of nouns  
[including common irregular forms]
9. Simple Present Tense  
[singular & plural agreements in statements]
10. Simple Present Tense  
[singular & plural agreements in questions]
11. These/Those (note: NOT This/These)  
[statements & questions]
12. Possessive forms (s-genitive)

### **Year 3**

1. Personal pronouns + be (simple past)  
[1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> persons – statements]
2. Personal pronouns + be (simple past)  
[1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> persons – questions]
3. Comparison of Adjectives  
[regular comparative & superlative forms]
4. Simple Past Tense  
[regular forms – statements]
5. Quantifiers (Some/Any)  
[statements]
6. There's/There are + short forms  
[statements]
7. Possessive pronouns (mine, yours, his, hers)  
[statements]
8. Simple Past Tense  
[regular forms – questions]
9. Quantifiers (Some/Any)  
[questions]
10. There's/There are + short forms  
[questions]
11. Question words “When” & “Where”  
[singular & plural agreements in simple present]
12. Progressive aspect (present)  
[singular & plural agreements – statements & questions]
13. Possessive pronouns (mine, yours, his, hers)  
[questions]
14. Countable & Uncountable Nouns
15. Plural of nouns

- [including common irregular forms]
16. Adverbs of Frequency (always & never)  
[statements & questions]
  17. Simple Present Tense  
[singular & plural agreements – statements & questions]

#### **Year 4**

1. Have got/Has got  
[statements & questions]
2. Comparison of Adjectives  
[including common irregular comparative & superlative forms]
3. Simple Past Tense  
[statements & questions]
4. Question word “Why”  
[singular & plural agreements – statements & questions]
5. Quantifiers (Some/Any)  
[positive & negative statements & questions]
6. Imperatives
7. Modals & their Negatives
8. Adverbs  
[taught as lexical forms without comparisons]
9. Have to/Has to  
[statements & questions]
10. Plural of nouns  
[including ‘rule-governed’ irregular items e.g. \_y to \_ies, \_es]
11. This/That – These/Those (note: NOT This/These)
12. Countable & Uncountable Nouns  
[statements & questions]
13. Some/Any  
[statements & questions]

#### 5.3 Aspects of Word Knowledge

100 Vocabulary Knowledge Scales tests were administered to students from threshold grades (Year 6 and Year 10) to determine the aspects of word knowledge accessible to the students at DSS. The results of the tests inform the Primary EFL Curriculum in terms of ‘lexis’. The implications drawn from the statistical results of the tests steer the concept of vocabulary

teaching for the receptive and productive skills in the primary years as follows.

The following are observed from the test responses:

1. Year 6 students have limited receptive word knowledge of low frequency content words.
2. Year 10 students have relatively high receptive knowledge of the same set of words, indicating an upward shift in the receptive aspects of word knowledge.
3. Year 6 students are unable to exhibit productive knowledge as a result of their limited receptive word knowledge of the items on the test.
4. Year 10 students are able to exhibit accurate but limited productive knowledge of the test words by extending their receptive knowledge of the test words to produce structurally sound sentences that indicate sufficient word knowledge in terms of 'form' but limited word knowledge in terms of 'meaning'.
5. Both Year 6 and Year 10 students responded actively and accurately to items testing collocations (majority of the students ticked these options and answered correctly).

The implications of the result can be summarised as follows:

The Primary EFL Curriculum should teach word knowledge by:

1. making a distinction between the *high and low frequency function and content words*.
2. teaching high frequency function and content words before low frequency function and content words.
3. requesting written accuracy only for high frequency words and accepting inaccurate but viable written production of low frequency words.
4. teaching content words with discretion and not demanding accuracy in written production although stipulating that this is a commendable result of vocabulary learning.
5. paying more attention to the *structure and spelling conventions* of word families (e.g. word building strategies), i.e. verb forms, adjective forms, noun forms, adverb forms and word classes.



6. teaching Multi-word units, fixed expressions and simple idiomatic phrases.
7. teaching collocations.

In the Foundation Years, weekly word lists are drawn up solely on high frequency function and content words on the argument that receptive and productive word knowledge of high frequency words is the minimum requirement for effective study of more complex word knowledge aspects in the Transition Years. The key aspects of word knowledge to be taught in the Transition Years are listed below but do not necessarily occur in the order in which they are presented. They are the immediate basis of the weekly word lists for the Transition Years only.

### **Categories of Word Knowledge – Spelling conventions & Collocations**

1. words containing ‘ch’ – initial, middle & endings
2. words containing ‘ee’ & ‘ea’ – initial, middle & endings
3. words containing double consonants
4. words containing ‘sh’ – initial, middle & endings
5. words containing ‘th’ – initial, middle & endings
6. cardinal & ordinal numbers
7. words containing ‘wh’
8. verbs ending in ‘\_ing’
9. verbs – regular & irregular past tense forms
10. comparative & superlative adjectives – regular & irregular forms
11. how words change when we add ‘\_y’
12. adverbs – regular & irregular forms without comparison
13. suffixes – words ending in ‘\_le’, ‘\_able’, ‘\_ible’, ‘\_tion’, ‘\_ist’, ‘\_ness’, ‘\_ful’, ‘\_ly’
14. prefixes – words beginning with ‘de’, ‘re’, ‘pre’
15. prefixes – how opposites are formed by adding ‘un’, ‘dis’, ‘non’, ‘mis’, ‘in’, ‘de’, ‘ir’ & the suffix ‘\_less’
16. short form negative modals & their long forms
17. short forms & their long forms - e.g. there’s/there is
18. singular & plural nouns - including the common irregular forms
19. Days of the week
20. Months of the year
21. Multi-word Units
22. common collocations of words
23. simple phrasal verbs

*Word Banks are provided in the Appendices for reference and syllabus planning.*

#### 5.4 Reading

The Primary EFL Curriculum includes various aspects of Reading in its Reading Program. Students are encouraged to read for pleasure, read and respond, read to understand and read to communicate meaning. Reading aloud for fluency and intonation is a secondary objective in the program. Students are given the opportunity and encouraged to read short sections of a whole text aloud either for the teacher or before the class, but the recitation of printed text is used as a monitor to assess understanding of printed material. The students' awareness of intonation as a mode of conveying essential meaning in spoken and written discourse is reinforced by the activity itself. In the primary years, reading for meaning refers to relating form and meaning at word, sentence and text levels.

Materials are provided for skills in many aspects of reading to be developed throughout the primary years. The Reading Program in the primary school is continuous, cumulative and graded. Students are given the opportunity to read according to their level and for various purposes. To track the progress of the student's reading progress, the **Oxford Reading Tree** series of graded readers and classroom support materials are used.

Learning to read in a second language requires the student to draw on the resources he or she has of his native language as well as pre-knowledge of the world. Common experiences, problems and fantasies surround the reading activities in and out of class. Reading & Responding is regarded as the extension of the lower order receptive and productive skills and the aim of the reading program is to teach the strategies needed to enable the student to optimise his or her reading experiences. For example, promoting automaticity and word recognition (Koda, 1996), reading to broaden vocabulary knowledge at word level e.g. guessing meaning by recognising word families and extending from knowledge of the world and mother tongue as well as guessing meaning beyond word level (sentence and text levels) from context (Bensoussan & Laufer, 1984).

In the Transition Years, students learn to use the dictionary and thesaurus and are encouraged to consult them for independent inquiry and learning.

The Primary EFL Curriculum takes into account the Language Threshold Hypothesis (Lee & Schallert, 1997), which implies that a certain level of second language proficiency is necessary before first language reading strategies and skills (and pre-knowledge of the world) can be utilised effectively to bring about successful and effective reading strategies and habits in the foreign language. Thus, the Reading Program in the primary school exists in a learning context that also promotes overall proficiency in the foreign language, especially for lower-level students. It is important that students are allowed to and reminded to read within their abilities in order for them to obtain the most out of their reading activities.

### 5.5 Functional Writing

Writing is introduced early in the primary years as the culmination of EFL literacy strategies. The primary EFL Curriculum assumes that the acquisition of second language literacy can take place alongside second language proficiency. It also maintains that early exposure to EFL literacy strategies sharpen the general linguistic competence of more mature learners, such as secondary school students and adult learners (Silva & Matsuda, 2002). In teaching writing, all aspects of the written are addressed so that writing becomes ‘demystified’ (ibid in Schmidt 2002: 252). The Relational Aspects of writing between writer/reader and text/reality are explored. The Strategic Aspects of writing (or ‘heuristics’) are brought to the students’ attention, e.g. ‘expressive’ (emphasis on the reader), ‘persuasive’ (emphasis on the writer), ‘referential’ (emphasis on reality) or ‘literary’ (emphasis on the text). The teaching of heuristic skills is the forefront of teaching writing and students are made aware of the aspects of functional and purposeful writing through the exploration of Field, Mode and Tenor (Halliday, 1985). Positive writing habits which in turn reinforce oral habits are learnt through Controlled Composition (Fries, 1945; Rivers, 1968). Organisational skills at the above-sentence level are important features of the Primary EFL Curriculum. To instill an awareness of the key elements of producing *coherent* writing, the Paragraph Pattern Approach (Raimes, 1983b) is the single most important concept of functional writing in the primary school. However, these concepts and approaches to the teaching of writing come together under the umbrella of The Process Approach (ibid, 1983a). Through processes, the

linguistic competencies in all the four skills work together over a continuous period of time to result in a piece of writing, which reflect the productive capacity of the writer within a given context, purpose and function. During Process Writing, literacy skills are challenged and harnessed through brainstorming, planning, peer/group/teacher-conferencing, drafting, editing and writing. The following are the five common Functional Writing Topics to be included in the Primary EFL Curriculum.

### **1. Writing to Inform / Report**

- fiction vs non-fiction
- mind maps
- charts
- tables
- lists
- reports
- summaries
- newspaper advertisements
- information sheets / guide maps & booklets
- navigational maps

### **2. Writing to Entertain (Narratives)**

- fiction vs non-fiction
- characters, setting & plot in narratives

### **3. Writing to Express**

- conversations in speech bubbles
- simple rhymes
- simple poems, limericks & Haikus
- raps & songs

### **4. Writing to Instruct**

- instruction sheets / manuals / booklets
- recipes

### **5. Writing to Recount**

- postcards
- letters
- diaries
- journals

- biographies / autobiographies
- book reviews
- media reviews
- film reviews
- lists, charts, tables, mind maps

## **6. Teaching Objectives – Knowledge, Skills and Understanding**

### **6.1 The Foundation Years**

#### **Speaking & Listening**

During the Foundation Years, students have been taught to speak clearly, fluently and confidently to different people including their teachers and peers. They are encouraged to perform within their ability levels but are taught to speak with appropriate intonation, focus on main points and join in discussions by making relevant points and posing appropriate questions. They are made aware that language can be used in imaginative ways to express ideas and feelings. They are given the opportunity in class to show their oral proficiency through group work activities, drama, role-plays and in Show and Tell.

For listening, students are taught to listen, understand and respond to others and encouraged to sustain concentration during listening activities in class. They are asked to listen carefully so that they can remember specific points, make relevant comments and listen to others' reactions and ask questions. In small groups or as a class, they practise thinking about the needs of their listeners.

#### **Reading & Responding**

During the Foundation Years, students are taught to read with understanding and enjoyment. Their interest and pleasure in reading is developed and they learn to read confidently and independently.

They read high-frequency words and familiar words on their word lists on sight and learn to focus on words and sentences and how they fit into whole texts. They are taught to work out the meaning of straightforward texts and say why they like them or do not like them. Their reading materials include stories with familiar settings, nursery rhymes and traditional folk and fairy stories from a range of cultures by significant children's authors.

When reading and responding to texts, they are encouraged to draw on their prior experience of literacy in their mother tongue to aid their early reading experiences in the EFL classroom. These include knowledge of initial and final sounds, short and long vowels in words and the importance of visual cues in reading. Reading & Responding focus on meaning derived from texts as a whole and students bring their background knowledge to bear on their understanding of content.

In the Foundation Years, students develop their understanding of simple fiction, poetry (nursery rhymes) and drama by learning to identify and describe characters, events and settings. They use their knowledge of sequence and story language when they are retelling stories and predicting events. They are asked to express preferences and encouraged to give reasons for them.

## **Writing**

In the Foundation Years, students start to enjoy writing although they may not necessarily see the value of it. In Year 1, they are taught to differentiate between print and pictures and make connections between speech and writing. They are made aware of the differences between the names of letters in their mother tongue and English and how to write them.

Foundation Year students learn to write key vocabulary items on their word lists with the Look-Cover-Write-Check method and may extend this through the Transition Years for learning dictation passages.

Students are taught the simple punctuation conventions of capital letters, full stops and question marks and begin to use them in their writing. They know how to hold a pencil/pen correctly to produce a legible style and learn to write from left to right and top to bottom of a page. They are asked to form letters of regular size and shape and put appropriate spaces between letters and words. They are taught to form upper- and lower-case letters.

In Year 2, students are taught to put their ideas into sentences and to use structures to organise their writing. They are instructed to use the texts they read as models for their own writing and this may continue into the Transition Years for the Starts and Rollers. They are told that clear and neat presentation in order to communicate meaning is expected.

At the end of the Foundation Years, students are introduced to the value of writing for remembering and developing ideas, concepts that are consolidated in the Transition Years. They are asked to write to their teachers, their parents, their peers and themselves. The range of functional writing forms taught in the Foundation Years includes simple narratives, descriptions, notes, lists, captions, invitations, instructions and messages.

**In the Foundation Years, teaching ensures that work in ‘Speaking & Listening’, ‘Reading & Responding’ and ‘Writing’ is integrated.**

## 6.2 The Transition Years

### **Speaking & Listening**

During the Transition Years, students extend their oral proficiency to speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences. They use vocabulary and syntax that enables them to communicate layers of meaning and learn to respond responsibly, sensibly and appropriately to others, thinking about what has been said and the language used. They select material that is relevant to the topic and their listeners and speak with shape and organisation. Students are taught to evaluate their own speech and reflect on how it varies to accommodate their surrounding. They are trained to identify the gist or key points of an account and to ask relevant questions to clarify. They refine their recall skills and represent important features competently.

Transition Year students are instructed to listen, understand and respond appropriately to others during lessons and during group discussions. They practise their turn taking skills during discussions and forums and are able to listen independently for details. In class, they are given the opportunity to take up and sustain different roles during group discussions and are encouraged to express their preferences by giving reasons. They make contributions in discussions by talking effectively as members. They qualify and justify what they think after listening to others’ questions and accounts.

In the Transition Years, students are taught different ways to help a discussion group move forward, including summarising the main points of a



discussion, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

## **Reading & Responding**

In the Transition Years, students work towards reading with fluency, accuracy and understanding. They are taught the skills necessary for reading a wide range of materials and use their knowledge of words, sentences and texts to understand and respond to meaning. They are challenged to read lengthy texts independently for meaning and are encouraged to reflect on meaning of texts and to analyse and discuss them with others.

The Transition Year student's heightened awareness of grammatical structures aids them in working out complex contextual meaning in texts. They are trained to use inference and deduction to respond to texts and are made aware of the start and end conventions in texts. They are encouraged to use their knowledge of other materials they have read when responding to texts.

Transition Year students are taught to scan texts for information, skim for gist and overall impression. They are taught to obtain specific information through detailed reading. Transition Year students read to identify different ways of constructing sentences and learn how character and setting are created in narratives. They learn about the different effects of varying sentence structures and vocabulary and discuss how plot and themes can be developed through these. They read for dramatic techniques to explore characters and issues (e.g. hot seating, flashback, humour and twists in endings).

Through their reading, Transition Year students are taught to recognise structure and vocabulary that convey formal and impersonal tones. They read for organisation features of texts (e.g. paragraphing), different layouts and formats (e.g. tables, charts, bullet points and icons), chronology and content. Students are introduced to a wider range of printed material than in the Foundation Years. These include textbooks, dictionaries, thesauruses, the Internet, newspapers, magazines, leaflets, brochures and advertisements. These printed material are also the basic models for the extension of written work in the Transition Years.

Transition Year students read with greater accuracy and fluency and learn how verbs, adjectives and adverbs contribute to overall effect. Their reading exposes them to varying sentence length and structure and they are taught to look out for how the use of connectives improves the structural quality of a text.

## **Writing**

During the Transition Years, students develop an understanding that writing is both essential to thinking and learning. They see that writing is enjoyable in its own right and learn the main rules and conventions to bring about pleasure in the writing process. They explore how English can be used to express meaning in different ways and in ways different to or similar to those of their mother tongue. They engage in Process Writing to plan, draft, proofread, edit, discuss and evaluate and present their written work. In the Transition Years, written work is the result of the consolidation of all the skills and strategies learnt in the four skills.

Similar to how students learn to alter the way they speak in the Transition Years according to context, Transition Year students learn to write to suit different situations, purposes and audiences.

Transition Year students choose form and content for a particular writing purpose. They broaden their vocabulary and learn to use it in inventive ways to create interesting work. They are taught to use features of layout, presentation and organisation effectively and appropriately for a specific purpose of writing. They are taught a fuller set of writing conventions including punctuation e.g. capitalisation, full stops, question and exclamation marks, commas, speech marks (inverted commas) and apostrophes to mark possession and omission.

The productive accuracy of a Transition Year student is more advanced than the Foundation Year student and students in all ability groups are taught to analyse words into syllables and other known words to produce viable written production of unfamiliar words. They are taught the conventions of spelling and are asked to apply these to their writing. They are encouraged to use word banks, dictionaries and spellcheckers to check for mistakes in spelling and constantly revise and build on their knowledge of word-building conventions and spelling patterns. They are taught to write with

awareness of morphological meaning e.g. the use of common prefixes and suffixes, and are taught the relevance of word families, roots and origins of words for their writing. Transition Year students are trained to write statements, questions, exclamations and commands. Although accuracy of written production is desired and encouraged, inaccuracies in complex structures and lexis are tolerated.

The range of readers for writing in the Transition Years should include teachers, students, adults and imagined readers. Students should be taught to write for both concrete and abstract situations and explore both familiar and unfamiliar subject matters. Their training in writing in the Foundation Years are extended to include poems, simple play scripts, book reviews, film reviews and simple commentaries. Students comfortable with exploring unusual writing strategies to create specific effects in texts are encouraged to draw on their Speaking & Listening and Reading & Responding experiences to improve the quality of their writing. They are taught to use flashbacks, humour, twists and hot seating techniques to introduce drama and effect into their writing.

**In the Transition Years, teaching ensures that work in ‘Speaking & Listening’, ‘Reading & Responding’ and ‘Writing’ is integrated.**

## **7. Teaching Resources & Classroom Activities**

Teaching resources are sourced from a wide range of internationally recognised EFL presses such that the syllabus material and the instructional objectives in a particular course for the year are fulfilled. Classroom activities are learner-centred and task-based so that differentiated teaching can be carried out.

## **8. Attainment Target Descriptors (Applicable to both The Foundation Years & The Transition Years)**

The attainment targets for the traditional four skills apply to both the Foundation Years and the Transition Years. The targets for each skill area are described in 8 levels, increasing in complexity from one level to the next. Each level is further sub-divided into 3 sub-levels so that an as-wide-as-possible range of abilities is accounted for in every skill area. Students in each year are expected to work within a specified range of levels and according to their ability grouping as listed at the end of this section. The exit levels for Speaking & Listening at the end of Years 1, 2 and 3 will determine ability group placement into the next higher grade. Overall performance indicators for all years include attainment levels in all the skill areas and the grading system for Year 3 and Year 4 reflects the attainment target descriptors at each exit level according to the conversion table supplied in section 10.2 of this document so that an overall grade for EFL that is compatible to the system of reporting in the German sector can be arrived at.

### 8.1 Speaking & Listening

#### *Level 1*

a) Students show confidence in joining in classroom activities such as circle time and games. They show evidence of listening by engaging in stories and attempting to repeat rhymes using words and actions.

b) Students show that they understand simple classroom instructions, commands, short statements and questions by performing the TPR tasks. They communicate with a combination of gestures and single words or short phrases.

c) Students show evidence of understanding speech spoken clearly face-to-face. They show confidence in responding verbally to greetings and questions about themselves. They begin to use simple everyday vocabulary to interact with others.

### *Level 2*

a) Students understand simple descriptions with visual support. They listen attentively to a range of speakers in the classroom e.g. the teacher and classmates. They respond verbally to a range of familiar statements and questions with increasing confidence.

b) Students understand the gist of simple explanations with visual support. They respond to a clear model of standard language, but may need items to be repeated. Students give short verbal responses to what they see and hear, but their delivery may be hesitant.

c) Students show a broader understanding of more complex classroom discourse e.g. instructions combining 2 or more sequences. They name and describe people, places and objects with confidence. Students are able to ask and answer closed questions confidently. They begin to ask and answer functional questions with simple sentences that are not necessarily syntactically accurate.

### *Level 3*

a) Students begin to show an understanding of short, spoken passages made up of familiar language that is spoken at moderate speed. They participate as attentive listeners and respond with increasing confidence and propriety. They use short phrases to express personal responses and attempt to include the vocabulary of everyday topics in their talk. They initiate simple conversation about personal experiences in one-to-one situations.

b) Students are able to process short spoken passages spoken at moderate speed. They are able to provide simple descriptions of the environment by introducing adjectives into their speech. They communicate more freely, being more concerned with meaning than accuracy.

c) Students begin to identify and note main points in and personal responses to short passages spoken at moderate speed, but may still need sections to be repeated. Students take part in brief prepared tasks of at least 2 to 3 exchanges with audio-visual cues. They begin to initiate conversation and provide some detail in small group settings.

#### ***Level 4***

a) Students show an understanding of larger passages made up of familiar language spoken at near normal speed by re-telling stories in simple language and with increasing accuracy.

b) Students are able to identify and note main points and some details with fewer repetitions. They begin to produce longer utterances by attempting to use connectives such as 'and' and 'then', but not necessarily with syntactic accuracy.

c) Students listen attentively to instructions and stories and respond enthusiastically by using key words and visual cues to help them along. They begin to produce short uninterrupted spoken discourse with increasing confidence about personal experiences and the environment before a small audience, but with some support.

#### ***Level 5***

a) Students are confident participants of familiar conversational contexts. They follow what others say and do and they listen with understanding to sequences of instructions and respond appropriately. Students are able to convey meaning and sustain the interest of their listeners with increasing ease.

b) Students show confidence in talking and listening, showing awareness of the needs of the listener by including detail. They develop and explain their ideas using a growing vocabulary.

c) Students understand longer passages involving a wider range of topics. They cope well with language spoken at near normal speed and participate actively in extended group sessions, expressing personal views and making constructive comments within the group. They begin to show an awareness of the past, present and future concepts when they speak by attempting to include words like ‘yesterday’, ‘tomorrow’ and ‘today’.

### *Level 6*

a) Students understand short narratives and extracts of spoken language that cover past, present and future events in familiar and unfamiliar contexts. They ask and answer wh- and how questions but with some hesitation.

b) Students begin to extend appropriate judgement on spoken passages when the subject of the content is more concrete than abstract by including conjunctions such as ‘because’ and ‘when’ in their talk. They use the target language to meet most of their routine needs for information and explanation, sometimes hesitatingly but being able to make themselves understood with little difficulty.

c) Students are able to engage in listening and speaking activities by discussing a story they have heard and predicting what might happen next. They give an account of an event or story that demonstrates a developing vocabulary.

### *Level 7*

a) Students participate as active speakers and listeners in group tasks. They understand most social and academic interactions delivered at normal speed. They are able to understand more complex sentences and extend some figurative and idiomatic language used by their teacher and peers in familiar classroom contexts.

b) Students talk and listen confidently in different contexts, explaining and communicating ideas. In group activities, they contribute by identifying and discussing main points. They use more complex sentences in their talk e.g. therefore, because, when, however, unless, nevertheless. They attempt to include topic-appropriate vocabulary introduced in class when the opportunity arises.

c) Students demonstrate that they are competent listeners by providing relevant comments and asking appropriate questions within a wider range of listening contexts. They begin to adapt what they say to the needs of the listener and context by varying their use of vocabulary and structures. They use appropriate language registers to give coherent and logical explanations of a given task.

### *Level 8*

a) Students show that they understand short narratives and extracts of spoken language, which cover various past, present and future events. They identify and note main points and details with little repetition. In discussions, they make contributions and ask questions that are responsive to others' ideas and views. They begin to show an awareness of the features of Standard English vocabulary and structures.

b) Students understand a range of material containing some complex sentences and unfamiliar language. They understand language spoken at normal speed, including brief news items and non-factual material from radio and television. They communicate in formal and informal situations using near native-like features of complex language appropriate to age group with few inaccuracies. They are confident public speakers who are able to improvise and paraphrase appropriately.

c) Students understand different types of spoken material from a wide range of sources e.g. news items, interviews, documentaries, films and plays. They have well developed higher order skills e.g. inferential skills for reflection and justification. They contribute to the planning of and take an active part in group presentations. They are able to draw conclusions and formulate hypotheses. Their talk is adapted to purpose, developing their ideas thoughtfully, describing events and conveying their opinions clearly. They



use a range of vocabulary, structures and time references in their delivery and their language is largely accurate with few mistakes of any significance.

### ***Exceptional Performance***

Students show an understanding of a wide range of factual and imaginative speech and are able to identify main points, details, points of view, issues and concerns swiftly and perceptively. They demonstrate independent listening skills by selecting from and responding to sources with discretion. Students' speaking abilities exceed the level descriptors in terms of topic, structures and vocabulary. They discuss a wide range of factual and imaginative topics, giving and seeking personal opinions and views in formal and informal situations. They deal confidently with unpredictable elements in conversations, give clear messages and make few errors. They speak without hesitation and express themselves with native-like fluency.

## **8.2 Reading & Responding**

### ***Level 1***

*Students entering Level 1 of Reading & Responding are ready to read Stage 1+ of the Oxford Reading Tree.*

- a) Students show signs of interest in books and reading during reading lessons in class and circle time activities. They enjoy browsing through books in the library and in class. They hold the book the correct way, recognising front and back covers. They match shapes of the same size and colour and recognise the initial letters in their own names.
- b) Students begin to recognise their own names and familiar words, sometimes able to identify several letters by name and/or sound. They know that in English, print is read from left to right and top to bottom. When looking at texts or following reading, they show left to right awareness. They recognise that words carry meaning in books and in their environment.
- c) Students attempt to read single words presented in clear script in familiar contexts. They may need visual cues but are able to read CVC words in

either their mother tongue or in English with little difficulty. They demonstrate awareness of reading as a key concept of their language classroom routines and enjoy reading short familiar passages along with the teacher, paying attention to the print.

*Students who have attained Level 1c of Reading & Responding are ready to start reading Stages 2 and 3 of the Oxford Reading Tree.*

## ***Level 2***

*Students entering Level 2 of Reading & Responding are ready to read Stage 2 of the Oxford Reading Tree.*

a) Students begin to associate sounds with letters in English and guess new words by applying the rules and conventions they have learnt in their mother tongue to read English words. They try to match the letters in their own names to other words and are able to identify some initial letter sounds. They know and recognise some letters of the English alphabet and demonstrate a widening sight vocabulary.

b) Students show an understanding of short phrases presented in familiar contexts especially in the Oxford Reading Tree readers. They recite words and short phrases from books that they have learnt with confidence. They are able to match sound to print by reading aloud, single familiar but unseen words and phrases. They read familiar passages along with the teacher with enthusiasm.

c) Students begin to make use of contextual information to help their reading of familiar and unfamiliar texts e.g. they demonstrate an interest in illustrations and use them to guess words and phrases and deepen understanding of what they are reading. They are able to arrange 2 to 3 pictures to form a logical sequence in a story. They read and understand simple signs, captions, labels and notices around them, using various strategies to guess new words and phrases. With support, they follow an unseen text read aloud.

*Students who have attained Level 2c of Reading & Responding are ready to start reading Stage 4 of the Oxford Reading Tree.*

### ***Level 3***

*Students entering Level 3 of Reading & Responding are ready to read Stage 4 of the Oxford Reading Tree.*

- a) Students can read a range of familiar words with little hesitation and identify initial and final sounds in familiar but unseen words. They say and match letter names to letter sounds. They read groups of words with a growing awareness of their meaning and begin to respond to texts by answering closed questions.
- b) Students show that they understand short texts and dialogues made up of at least 2 sentences, printed in books or word-processed. They read stories with repetitive language e.g. Oxford Reading Tree and are beginning to read familiar but unseen texts independently.
- c) Students employ 1 or 2 reading strategies to make sense of texts e.g. using picture cues and their knowledge of the world. They respond to material read aloud by expressing an opinion or talking about the characters. With support, they can establish meaning when reading aloud phrases or simple sentences.

*Students who have attained Level 3c of reading & Responding are ready to start reading Stages 5 and 6 of the Oxford Reading Tree.*

### ***Level 4***

*Students entering Level 4 of Reading & Responding are ready to read Stage 5 of the Oxford Reading Tree.*

- a) Students use their knowledge of letters, sounds and words to establish meaning when reading familiar texts, sometimes with prompting. They

respond to events & ideas in poems, stories and non-fiction material, commenting on elements that are of interest to them.

b) Students read and sequence simple texts with pictures and 1 to 4 lines of text. They focus understanding on meaning at sentence level but are able to identify and note main points and some details of whole texts with prompting.

c) Students are able to give a personal response to a text and offer an appropriate prediction of events to follow. With some support, they are able to retell or role play a story they have read and recall the key events in the story. They are able to relate characters and events in a story to their own experiences. They express their responses to poems, stories and non-fiction by identifying aspects they like or dislike.

*Students who have attained Level 4c of Reading & Responding are ready to start reading Stages 7 and 8 of the Oxford Reading Tree.*

### ***Level 5***

*Students entering Level 5 of Reading & Responding are ready to read Stage 7 of the Oxford Reading Tree.*

a) Students are aware of the various strategies in reading unfamiliar words and extracting information from a variety of texts e.g. graphic, phonic, syntactic and contextual. They confidently work out initial and final sounds in words to arrive at near accurate guesses of familiar but unseen words. They are able to read short passages silently and independently for content only.

b) Students use a range of strategies such as graphic, phonic, syntactic and contextual cues to guess unknown words with increasing confidence. They begin to tell a story using book language and are generally confident in reading aloud before an audience. There is an attempt to use appropriate intonation to convey meaning when reading aloud.

c) Students use a more extensive sight vocabulary and are able to identify and note main points and specific details swiftly. They show an understanding of a range of written material, including texts conveying

present, past and future events. They are able to express own opinions about an event or character in a text with some depth.

*Students who have attained Level 5c of Reading & Responding are ready to start reading Stages 8 and 9 of the Oxford Reading Tree.*

## **Level 6**

*Students entering Level 6 of Reading & Responding are ready to read Stage 8 of the Oxford Reading Tree.*

a) Students begin to use reading as a tool for learning and inquiry rather than only as a process, which is an end in itself. They demonstrate knowledge of alphabetical order through the use of dictionaries and thesauruses to find out meanings and spelling of new words and alternative versions of familiar and unfamiliar words. They read silently with sustained concentration.

b) Students scan written material for stories and articles of interest and choose books or texts to read on their own, at their own level. They are more confident in using context and their knowledge of syntax and lexis to work out the meaning of language foreign to them. They are generally confident in reading aloud before an audience, paying attention to intonation and patterns to convey meaning, details and their own views to their audience but not necessarily with complete accuracy.

c) Students' reading of simple texts is increasingly accurate and demonstrates general understanding of what they read. They employ at least 2 strategies such as graphic, phonic, syntactic and contextual, in reading unfamiliar words and establishing layers of meaning. They begin to use inference (how, why) when discussing a text and use appropriate intonation to convey meaning when reading aloud and with sufficient understanding to correct their own mistakes.

*Students who have attained Level 6c of Reading & Responding are ready to start reading the Oxford Tree Tops and supplementary material provided by the teacher at the teacher's discretion.*

## ***Level 7***

*Students entering Level 7 of Reading & Responding are ready to read within the Oxford Tree Tops and supplementary material provided by the teacher.*

a) Students show that they understand a range of written material, imaginative and factual, that includes some complex sentences and unfamiliar language. They start to explore beyond the literal by using higher order reading skills such as inference, deduction and hypothesis more systematically to enable them to arrive at logical conclusions. They read independently using strategies and reference materials appropriately to establish meaning.

b) Students begin to read a range of more complex texts by tracking ideas throughout a text. They use new vocabulary and structures found in their reading to respond in speech or in writing. They discuss characters and their motivations in a story e.g. hot seating characters.

c) Students read a wide range of texts fluently and accurately. They demonstrate an understanding of the main points and express preferences when responding to fiction and non-fiction. They are able to summarise and critically analyse the main points of fiction and non-fiction texts by selecting key information for purpose and filtering out details and supporting information. They read and select material for purpose, rejecting irrelevant and unimportant information as they move along.

*Students who have attained Level 7c of Reading & Responding continue to read the Oxford Tree Tops and material provided by the teacher but are ready to select supplementary reading material independently.*

## ***Level 8***

*Students entering Level 8 of Reading & Responding are ready to select supplementary material independently over and above the Oxford Tree Tops and material provided by the teacher.*

a) Students show an understanding of significant ideas, themes, events and characters in their reading activities. They begin to compare and contrast texts, predict and evaluate ideas and analyse tables, charts, diagrams and

results. They recognise different genres in their reading e.g. descriptives, instructions, narratives and so on.

b) Students show that they understand a wide variety of types of written material, demonstrating insightful ability to distinguish between formal and informal writing by drawing attention to the language used in texts. When reading for personal interest and for information, they consult a range of appropriate sources. They begin to use inference and deduction independently and refer to the text when expressing their views. They locate and use points for informing and explaining from texts competently.

c) Students cope with reading unfamiliar topics involving more complex language and recognise attitudes and emotions. They skim texts for overall meaning and interpret texts on more than one level. They are comfortable with discussing texts containing figurative language, subtle humour and nuance.

### ***Exceptional Performance***

Students show that they understand a wide range of factual and imaginative texts dealing with both concrete and abstract ideas, some of which express different points of view, issues and concerns, and which include official and formal material e.g. news print, reports, documents. They summarise in detail, report and explain extracts orally and in writing with competence. They develop their independent reading by choosing stories, articles, books and plays according to their interests and employ a series of strategies to respond to the material successfully.

## **8.3 Writing**

### ***Level 1***

a) Students hold a pencil and make marks on paper representing some form of writing or drawing. They are able to distinguish between writing and drawing by pointing to correct parts of a page when asked to do so. They take an interest in colouring activities and use at least 2 colours in their

work. They are not able to form closed circles and draw straight lines but take an interest in tracing shapes and patterns.

b) Students attempt to produce recognisable shapes or pictures rather than just 'scribble', and are able to identify what has been drawn. Some attempt is made to keep colouring within the frame. Students hold pencils correctly and attempt to write their own names. They trace with increasing accuracy and begin to form wobbly horizontal and vertical lines. They produce some marks resembling writing e.g. horizontal or linear scribble with some breaks.

c) No provision is made for Level 1c in Writing.

### ***Level 2***

a) Students produce recognisable pictures and are able to clearly identify what they have drawn. They use a larger range of colours in their work and are able to keep colouring within the frame most of the time. They form recognisable letter and number shapes from the orthographical script of their mother tongue although these may be mirror images. They write their names with the correct capital and initial letters. They begin to show an interest in copying from a book, paper or board.

b) Students begin to copy words and short phrases legibly from the board with help, making some mistakes e.g. letters and numbers formed incorrectly, incorrect spacing between letters within a word and words. They are able to form closed circles and draw straight lines with the help of a ruler. Their left to right orientation in writing is consistent and they attempt to independently produce 'writing', which resembles a series of words even if none of the letters is correct, and can read it back.

c) No provision is made for Level 2c in Writing.

### ***Level 3***

a) Students are able to draw or copy representational pictures demonstrating a degree of fine motor control. They write their names correctly and use some upper and lower case letters. They hold the pencil correctly at all times



and 75% of letters and numbers are recognisable. They use 75% correct initial sounds when writing words from their spelling lists.

b) Students begin to copy write isolated statements, which convey meaning in their writing books. They write with awareness of what full stops and capital letters and when they are used in writing. 75% of letters and numbers are formed correctly and majority are the same size. They maintain at least 50% accuracy on their spelling tests.

c) Students begin to use capital letters for names and explain the need for full stops and capital letters verbally when copy writing sentences. They consistently leave a space between words and keep appropriate spacing between letters within words. Their handwriting is legible with letters mostly correctly formed and the same size. They rarely mix upper and lower case letters within words. They maintain 75% accuracy on their spelling tests, confidently using the Look-Cover-Write-Check strategy of learning to spell. They are able to independently write simple SVO type clauses with audio-visual support.

#### ***Level 4***

a) Students confidently produce written sentences of the SVO type with minimal support. With cues from the teacher, they begin to write longer phrases to convey meaning with some detail e.g. including adjectives, although these may not be accurate. They read their writing back without time delay and extend their knowledge of the Look-Cover-Write-Check strategy for learning to spell to simple sentences for mini-dictation tests.

b) Students produce short texts containing at least 3 sentences in response to a given stimulus. With some prompting they attempt to correct letter sounds in words beyond initial letters to produce words containing 2 or more correct sounds. They use regular phonic strategies from their mother tongue to write CVCC, CCVC words with mostly correct vowel sounds.

c) Students use simple, cohesive statements to convey meaning in their writing, including details by using adjectives and verbs although not with complete accuracy. They show evidence of ability to form proper sentences and their thoughts are sometimes added in a sensible order within the text. They can read their writing back, but given the increased complexity of the

sentences, sometimes with time delay. Most high frequency words are spelt correctly or phonetically appropriately. Students begin to join handwriting.

### ***Level 5a***

#### Working Objectives

Students write texts of at least 50 words. They begin to write simple narratives and introduce characters into their writing, but reader knowledge of context is assumed. They do not develop setting and plot consciously. Stories have beginnings but no endings. Writing resembles spoken language rather than written language.

They are able to make lists but writing sequences are not always accurate.

#### Punctuation

Students use commas, full stops and capital letters correctly and with increasing consistency.

#### Structures

Students communicate meaning beyond single simple written statements with sentence lengths of about 6 to 8 words.

The vocabulary is appropriate to the subject matter and some key words taught in class are included in the writing e.g. adjectives. Students use connectives such as 'and' to lengthen their sentences and S-V agreement is usually inaccurate and the tense system is generally inconsistent.

#### Spelling

Students spell high frequency words correctly but rely on appropriate phonic strategies to spell common irregular words.

#### Handwriting

Students' handwriting is clear with ascenders and descenders distinguished. There is clear spacing between words and they demonstrate ability to join handwriting.

### ***Level 5b***

### Working Objectives

Students write texts of at least 60 words and write with more awareness of sequencing. There is a more developed beginning but no ending. Ideas are communicated more clearly but there is a lack of details.

### Punctuation

Students use capital letters for only proper nouns and not for all nouns as in their mother tongue. Basic punctuation including commas and full stops is correctly observed 50% of the time.

### Structures

Students use a greater variety of adjectives in their writing to convey simple details. They write with awareness of past and present tenses but do not produce them accurately. They use connectives such as 'and' and 'but' in their writing to increase sentence length.

### Spelling

Students spell high frequency words on the word lists for Years 1 and 2 50% correctly. Others are phonetically plausible and show a growing awareness of word structure, visual patterns and letter strings.

### Handwriting

Students' handwriting continue to be clear and of a reasonable size with correctly formed ascenders and descenders. Upper and lower case letters are not mixed up and they demonstrate ability to join handwriting.

## ***Level 5c***

### Working Objectives

Students write texts of at least 70 words. They use appropriate words and phrases to describe characters and more details are included. They begin to pay attention to setting in their writing. They write with more focus on communicating meaning, which is lively, logical, sequenced and interesting.

### Punctuation

Students extend their use of commas, full stops and capital letters with increasing confidence and maintain 50% punctuation accuracy in their writing.

### Structures

Students introduce a wider variety of alternative adjectives to their writing and attempt to use appropriate tenses, but not necessarily accurately. They use at least 4 adjectives in their written work and use connectives such as ‘and’, ‘then’ and ‘so’ to link ideas and events in their work.

### Spelling

Students spell monosyllabic words accurately and polysyllabic words phonetically but appropriately. They spell high frequency words on the word lists for Years 1 and 2 with 75% accuracy.

### Handwriting

Students’ handwriting continues to be clear and accurate with consistent use of spacing. They demonstrate ability to join handwriting and use cursive to create written work conveying effect.

## ***Level 6a***

### Working Objectives

Students write texts of at least 80 to 100 words. They write with an element of sequencing and provide details. They attempt to introduce 2 characters to their narrative writing and develop setting. Their writing is focussed on purpose and organised or recorded appropriately. They organise their writing in 2 paragraphs with a clearly defined and developed beginning and middle but not necessarily an ending. They know when to leave a line when writing for specific purposes.

### Punctuation

Students begin to use question marks in their writing and continue to demonstrate consistency in their use of commas, full stops and capital letters.

### Structures

Students begin to use appropriate register for specific writing purposes. They use a wider range of adjectives in their writing and attempt to use comparative forms of adjectives and more than one tense system when the opportunity arises, but not necessarily with accuracy. They continue to produce longer sentences with connectives including as ‘but’ and ‘because’. They attempt to include wh- and how questions in their writing.

### Spelling

Students spell monosyllabic and some high frequency polysyllabic words accurately with plausible attempts at longer words. They spell the high frequency words on the word lists for Years 1 and 2 with 85% accuracy.

### Handwriting

Students write with a clear hand and are able to join handwriting when asked to. They begin to develop a style of their own.

## ***Level 6b***

### Working Objectives

Students write texts of at least 100 words. They focus their writing on purpose and audience and organise and record appropriately to the task. They include a range of characters and events in their narrative writing, paying more attention to detail and setting. They write in 2 paragraphs but there is an attempt to address a conclusion in their writing. They leave a line where necessary.

### Punctuation

Students regularly and appropriately use question marks, commas, full stops and capital letters in their writing.

### Structures

Students use a range of adjectives and verbs, which demonstrates a developing vocabulary. They use tenses with increasing confidence and accuracy and adjust their use of vocabulary and structures to suit the purpose of their writing and the intended audience. They link time sequences with words like 'before', 'after', 'later on', 'some time ago' and so on.

### Spelling

Students spell monosyllabic and most polysyllabic words accurately with plausible attempts at longer words. They spell high frequency words on the word lists for Years 1 and 2 with 85% accuracy.

### Handwriting

Students continue to write with a clear hand and are able to join handwriting when asked to do so to achieve specific effects in their writing. They develop an identifiable style.

## ***Level 6c***

### Working Objectives

Students write texts of about 100 to 150 words. They focus their writing on purpose and audience and organise and record appropriately. They develop at least 2 characters in their narrative writing and include details to convey meaning more effectively. They are able to write narratives in 3 paragraphs representing clearly defined beginning, middle and conclusion.

### Punctuation

Students use question marks, commas, full stops and capital letters with consistent accuracy making few mistakes of any significance.

### Structures

Students use a range of special vocabulary e.g. adjectives and verbs, which demonstrate a well developed vocabulary for their age and EFL ability group. They represent tenses indicating the ability to put pen to abstract ideas and events. They use vocabulary and structures competently to write for purpose and intended audience. Their sequential writing is explicit because they use sequential vocabulary to link ideas and events.

### Spelling

Students spell with near 100% accuracy and their spelling of longer words although inaccurate, demonstrate a developing awareness of English word structure and spelling conventions.

### Handwriting

Students continue writing with a clear hand and are able to use joint handwriting for specific purposes in their writing. They have a clearly identifiable style.

## ***Level 7a***

### Working Objectives

Students use a variety of adjectives and verbs to set the scene and describe characters' feelings and motives in their narrative writing. They explore functional writing and write with more focus on purpose and audience, paying attention to voice e.g. letters, diaries, journals and so on. When

writing stories, events are sequenced logically with distinguished beginning, middle and end. They begin to experiment with plot common configurations such as problem-solution. Their writing shows a developing coherence but lacks pace. Students begin to engage in simple editing activities in groups or in pairs to check their work for one aspect of writing at a time e.g. spelling or structures or omissions.

### Punctuation

Students' use of punctuation conventions is consistent and correct. They start using speech marks (inverted commas) in their writing.

### Structures

Students use past and present tenses correctly 50% of the time but may produce inaccurate forms in their writing. They continue to extend sentences with connectives and begin to use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person writing (e.g. as narrator).

### Spelling

Students spell simple polysyllabic words mostly accurately and inaccurate spellings are phonetically plausible.

### Handwriting

As for Level 6.

## ***Level 7b***

### Working Objectives

Students write with a developed beginning, middle and end structure with events, but not always well paced. They use a variety of more difficult adjectives and verbs and begin to incorporate adverbs into their writing to create interest through character, setting and plot descriptions. They explore a larger range of functional writing such as recipes, instruction manuals, information leaflets, captions, labels and signs. Students begin to engage in selective editing activities in groups and in pairs to check their work for spelling, structures and omissions.

### Punctuation

Apart from the basic punctuation conventions, students are able to explain the use of speech marks verbally and attempt to include exclamation marks in their writing.

### Structures

Students use a variety of tenses in their writing appropriately and correctly 50% of the time. They consistently produce accurate plural verb agreement although their verbs continue to be incorrectly inflected for singular agreement. They use a wider range of connectives to produce longer and more complex sentences. They vary their sentence structure to include statements, questions, expletives and imperatives.

### Spelling

Students spell common polysyllabic words correctly e.g. banana, hamburger, spaghetti and use common letter patterns within familiar words e.g. 'fone' for 'phone'.

### Handwriting

As for Level 6.

## ***Level 7c***

### Working Objectives

Students write with a definite beginning, middle and end with improving pace. They introduce interaction between characters to their narrative writing with the use of dialogues although relationships between the characters are not developed. They use a growing range of more difficult adjective, verb and adverb forms to set the scene or describe feelings. They write stories with a series of logically sequenced events and demonstrate some ability to develop structure and story plot in their writing. They continue writing for various purposes. Students continue to engage in editing activities in groups or in pairs to check their writing for spelling, structures and omissions. With prompting, they may begin to make suggestions to improve organisation and character, setting and plot development.

### Punctuation



Students are able to explain the use of speech marks and exclamation marks and use them 50% correctly in addition to the other basic punctuation conventions.

### Structures

Students experiment with complex tense structures e.g. present and past tenses as well as progressive aspect in their writing and use them correctly 50% of the time. Their writing shows accuracy of plural agreement and an increasing attempt to produce verbs accurately inflected for singular agreement. They use articles and 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person pronouns confidently in their writing and begin to include accurate possessive pronouns forms in their writing. They demonstrate a developing ability to use connectives to extend their sentences by relationally e.g. between ideas (because), contrast (but, so, also).

### Spelling

Spelling is mainly accurate and common letter patterns are correctly used within longer familiar words e.g. ‘discushon’ for ‘discussion’.

### Handwriting

As for Level 6.

## ***Level 8a***

### Working Objectives

Students write with a clear beginning, middle and ending, which attempts to resolve main points. In narratives, their writing leads up to direct speech in an appropriate and interesting manner. The interaction between characters is developed through action and dialogue and ideas are organised for both purpose and style. Students continue to edit their work and their friends’ work as part of routine and make it a point to offer suggestion to improve the quality of their and their friends’ written work.

### Punctuation

Sentences are correctly demarcated with some evidence of awareness of format and layout for irregular pieces of written work e.g. commas for lists, bullet points for summarising, brackets for additional information and so on. Apostrophes begin to appear in their writing to denote possession and short forms but these are used inconsistently.

### Structures

Students write coherently but not necessarily concisely or to the point. They are able to hold the interest of the reader although the pace may be slowed down with the overuse of adjectives and adverbs. Details are included to add interest and a variety of sentence structures are used but not necessarily with 100% accuracy. Students use a wider range of connectives e.g. 'rather than', 'whether', 'as well as', 'however', 'besides' and so on. There is consistent subject-verb agreement with singular agreement correctly used 75% of the time. Vocabulary use demonstrates courage, ambition and adventure but there are inaccuracies in its use.

### Spelling

Spelling is mostly accurate and shows an increased use of rules and conventions such as doubling consonants, and past tense inflections. Where words are spelt incorrectly it is easy to see what the writer intended and why the mistake has occurred.

### Handwriting

As for Level 6.

## ***Level 8b***

### Working Objectives

Students' writing is structured logically and events are related. In narratives, characters, character relationships, setting and plot are developed with increasing confidence and competence. Sufficient details are provided in their writing to help the reader visualise events and characters as they develop and change in the story. Sound effects that are appropriate to the style of writing are added for effect. Dramatic techniques and descriptions are used for character development to move a story forward from initial settings. There is a clear distinction between spoken and written words and non-narrative writing e.g. letters, reports, interviews etc. contains sustained used of conventions such as format, layout and opening and closing formulas. Students are able to focus on more extensive editing exercises, devoting whole lessons or periods to the activity.

### Punctuation

Sentence demarcation is generally accurate and paragraphs, spacing, format and layout are in evidence to help clarify organisation and recording. Series

of dialogues are correctly represented by appropriate punctuation and correctly marked with changes of line between speakers for play scripts. Apostrophes remain less well used than other features.

### Structure

Students use direct speeches more competently and there is an attempt to use more interesting reporting verbs than 'said'. Sentence structure is most simple but there is evidence of emerging compound sentences joined by connectives such as 'although' and 'however'. Students handle 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person writing well. They use a range of different clauses accurately including common multi-word units and fixed expressions such as 'as a matter of fact', 'once and for all', 'as far as I am concerned', 'a jolly good time', 'for goodness sake' and classical storybook language such as 'once upon a time' and 'and they lived happily ever after' to liven up their writing. Students begin to experiment with writing strategies that help to create interesting effects in their stories such as fronting (or front-placing), humour or twists in story endings. They use vocabulary and tenses adventurously, ambitiously and mostly accurately.

### Spellings

Students' spelling is mostly accurate with the exception of longer low frequency words.

### Handwriting

As for Level 6.

## ***Level 8c***

### Working Objectives

Students deliver their writing according to the descriptors in Level 8b but with greater fluency and ease. However, there is more than adequate coverage of range of points and some attempt to persuade. Pupils see the benefits of using, and routinely use a well-developed set of writing skills such as mind maps, charts, tables and lists to organise and record information even during lessons when writing is not the main activity. Editing activities are routine and systematic.

### Punctuation

Students continue to write using a full range of punctuation conventions although apostrophes still remain less well used than other features.

### Structures

Students use vocabulary that is appropriate to the subject matter, purpose and audience in their writing and there is an attempt to improve structural aspects of written language e.g. better adjectives, adverbs, verbs, connectives and replacing colloquial expressions with a more suitable written register in order to produce more interesting sentences conveying meaning and details coherently. Students' writing contains some well-chosen multi-word units and fixed expression, which create humour and suspense.

### Spelling

Students spell longer words, which conform to patterns such as 'message', 'famous' and 'right' accurately. Their spelling habits demonstrate insightful awareness of the basic spelling conventions and word structure of the English language.

### Handwriting

As for Level 6.

### ***Exceptional Performance***

Students write coherently and accurately about a wide range of factual and imaginative topics. They choose the appropriate form of writing for a particular task and use resources to help them vary the style and scope of their writing. They express and justify ideas, opinions or personal views and seek the views of others. They are effective editors for precision and variety of expression.

## 8.4 Range of Working Targets for Years 1 to 4

## Year 1

All Year 1 students work within *Level 1 and Level 4* of the curriculum.

### **Speaking & Listening**

All classes – Level 1 – Level 4

### **Reading & Responding**

All classes – Level 1 – Level 4

*Oxford Reading Tree All Stages + Assigned Supplementary Material*

### **Writing**

All classes – Level 1 – Level 4

## Year 2

Year 2 students work within *Level 1 and Level 5* of the curriculum. Students working beyond the specified range for his or her group complete the semester or year with **Exceptional Performance**.

### **Speaking & Listening (Minimum Target Level at the end of...)**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
Starters	Level 1	Level 2
Rollers	Level 2	Level 3
Movers	Level 3	Level 4
Flyers	Level 4	Level 5

### **Reading & Responding (Minimum Target Level at the end of...)**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
Starters	Level 1	Level 2
Rollers	Level 2	Level 3
Movers	Level 3	Level 4
Flyers	Level 4	Level 5

***Oxford Reading Tree All Stages, Treetops All Stages +Assigned Supplementary Material***

**Writing (Minimum Target Levels at the end of...)**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
Starters	Level 1	Level 2
Rollers	Level 2	Level 3
Movers	Level 3	Level 4
Flyers	Level 4	Level 5

**Year 3**

Year 3 students work within ***Level 1 and Level 7*** of the curriculum. Students working beyond the specified range for his or her group complete the semester or year with **Exceptional Performance**.

**Speaking & Listening (Minimum Target Level at the end of...)**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
Starters	Level 3	Level 4
Rollers	Level 4	Level 5
Movers	Level 5	Level 6
Flyers	Level 6	Level 7

**Reading & Responding (Minimum Target Level at the end of...)**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
Starters	Level 3	Level 4
Rollers	Level 4	Level 5
Movers	Level 5	Level 6
Flyers	Level 6	Level 7

***Oxford Reading Tree All Stages, Treetops All Stages + Assigned and Self-sourced Supplementary Material***

**Writing (Minimum Target Levels at the end of...)**

<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
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Starters	Level 3	Level 4
Rollers	Level 4	Level 5
Movers	Level 5	Level 6
Flyers	Level 6	Level 7

### Year 4

Year 4 students work within *Level 1 and Level 8* of the curriculum. Students working beyond the specified range for his or her group complete the semester or year with **Exceptional Performance**.

#### **Speaking & Listening (Minimum Target Level at the end of...)**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
Starters	Level 4	Level 5
Rollers	Level 5	Level 6
Movers	Level 6	Level 7
Flyers	Level 7	Level 8

#### **Reading & Responding (Minimum Target Level at the end of...)**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
Starters	Level 4	Level 5
Rollers	Level 5	Level 6
Movers	Level 6	Level 7
Flyers	Level 7	Level 8

*Oxford Reading Tree All Stages, Treetops All Stages + Assigned and Self-sourced Supplementary Material*

#### **Writing (Minimum Target Levels at the end of...)**

	<b><u>Semester 1</u></b>	<b><u>Semester 2</u></b>
Starters	Level 4	Level 5
Rollers	Level 5	Level 6
Movers	Level 6	Level 7
Flyers	Level 7	Level 8

## 9. Assessments

### 9.1 Methods of Assessment

Students' proficiency and competence in their use of EFL in the 4 skill areas in the primary years is assessed according to the Attainment Targets stipulated in the curriculum for each skill area. The rationale for assessment is to track students' learning of individual skills in relation to the Attainment Targets so as to avoid stagnation, intermittent performance or overload. As a result, it is recommended that teachers inform their students formally and informally of their performance regularly and frequently in the interim period between the 2 traditional and formal end of term reports. This may be done by issuing mini-progress reports, self-assessments and parent-teaching conferencing over and beyond the 1 scheduled parent-teacher conference per academic term.

In the Foundation Years, performance in Speaking & Listening is the single factor, determining placement into the next higher level. Assessment of Speaking & Listening according to Attainment Targets is informal and ongoing during and out of lessons. Reading & Responding and Writing are informally assessed in the same way but final performance in these skill areas at the end of each year bears no consequence on placement into the next higher level.

No written assessments are administered in the Foundation Years although at the teacher's discretion, written work pertaining to all skill areas is given either as class work or homework and will contribute towards overall assessments of performance according to the Attainment Targets in all skill areas. Isolated 'grammar' and 'vocabulary' exercises and quizzes may be issued routinely as homework or class work, but these are not deployed as assessment tools to indicate performance and proficiency.

In the Transition Years, assessments begin to take on a more formal and structured note. Transition year students are made aware of assessments and are given ample time to prepare for them in the way they deem fit. Similar to the Foundation Years, Speaking & Listening in the Transition Years is mostly assessed informally although the teacher may exercise discretion to 'test' specific aspects of the skill area in order to help identify the suitable



level according to the Attainment Targets. Informal assessments in Speaking & Listening are ongoing during and out of lessons and will count towards the overall assessment of performance according to the Attainment Targets. The teacher may administer written type 'tests' for Speaking & Listening if he or she so chooses and the result of the 'tests' will contribute to overall assessments of performance in the Attainment Targets. A final grade for Speaking & Listening based on performance according to the Attainment Targets will be given at the end of each academic term. Similar to the Foundation Years, performance in Speaking & Listening is the single factor, determining placement into the next higher grade.

Reading & Responding and Writing are both informally and formally assessed in various ways. In the Transition Years, methods of assessment take into consideration factors of Reliability and Validity (Bachman, 1990). In order to obtain a valid and reliable indication of a student's performance level at any one point of his or her primary school career in Reading & Responding and Writing, the effects of negative 'washback' (ibid, 1990) as a factor influencing real ability must be eliminated. Thus, 'grammar' and 'vocabulary' practice exercises and quizzes are issued as class work and homework only. These do not serve as assessment tools and do not contribute to formal assessment formats. Informal assessments for Reading & Responding and Writing take the forms of class work and homework that will provide the teacher with snapshots of the students' actual abilities in specific skill areas without evidence of 'mugging'. Students are held accountable for the overall results and performance in their own learning since class work and homework will contribute to overall assessment in the various skill areas at the teacher's discretion.

Formal assessments in Reading & Responding and Writing are administered monthly in class in the form of various types of comprehension exercises (e.g. reading a text and responding verbally or in writing to closed and open questions, multi-choice questions, cloze exercise, summary writing, sequencing exercises and question writing) and functional writing activities with a given stimulus (in the form of writing narratives, designing charts, tables, advertisements, captions and so on). Multi-skill assessment formats may also be used to assess students' performance in cross-skill abilities (e.g. project work, presentation, book and film reviews, play script writing with drama & role play, interviews with reporting and so on). Students are made aware of these monthly assessments and are given the option of preparing for them in a suitable manner. At the teacher's discretion, weekly spelling

test results may also contribute to overall performance assessments in Writing. Final grades for Reading & Responding and Writing based on performance according to the Attainment Targets for each skill area will be given at the end of each academic term. Although Reading & Writing are assessed and reported in the same way as Speaking & Listening in the Transition Years, final performance in these skill areas at the end of each year bears no consequence on placement into the next higher level.

## 9.2 Placement

Students are placed into Years 2, 3 and 4 on their final performance levels for all skill disciplines as follows:

### **From Year 1 to Year 2**

*All Year 1 students work within Level 1 and Level 4.*

Students exiting Year 1 with Level 2 enter Year 2 Rollers.

Students exiting Year 1 with Level 3 enter Year 2 Movers.

Students exiting Year 1 with Level 4 enter Year 2 Flyers.

Students enrolling at the end of Year 1 of the same academic year or Year 2 at the beginning of the next academic year enter Year 2 Starters.

### **From Year 2 to Year 3**

*All Year 2 students work within Level 1 and Level 5.*

Students exiting Year 2 with Level 3 enter Year 3 Rollers.

Students exiting Year 2 with Level 4 enter Year 3 Movers.

Students exiting Year 2 with Level 5 enter Year 3 Flyers.

Students enrolling at the end of Year 2 of the same academic year or Year 3 at the beginning of the next academic year enter Year 3 Starters.

## **From Year 3 to Year 4**

*All Year 3 students work within Level 1 and Level 7.*

Students exiting Year 3 with Level 5 enter Year 4 Rollers.

Students exiting Year 3 with Level 6 enter Year 4 Movers.

Students exiting Year 3 with Level 7 enter Year 4 Flyers.

Students enrolling at the end of Year 3 of the same academic year or Year 4 at the beginning of the next academic year enter Year 4 Starters.

## **In Year 4**

*All Year 4 students work within Level 1 and Level 8 in Speaking & Listening.*

Placement into Year 5 is based on the placement criteria of the Secondary English Department.

## 10. Reporting

### 10.1 Methods of Reporting

Reporting is carried out for all the 4 skill areas at every year in both the Foundation Years and the Transition Years in terms of the Attainment Targets. This is performed informally and formally in both the Foundation Years and the Transition Years.

Informal reporting in all year groups includes regular and frequent student-teaching conferencing, parent-teacher conferencing, mini progress reports and self-assessments. Informal reporting is for the benefit of the students, their parents and the teacher for tracking purposes. It gives all parties a fair opportunity to adjust teaching and learning strategies and processes to optimise language learning in all the skill areas in preparation for formal assessments especially in Reading & Responding and Writing in the Transition Years. Through regular and frequent informal reporting, students' attention is drawn towards the Attainment Target Descriptors and they are held more accountable for their own learning and performance in formal assessments.

Formal reporting is carried out twice a year at the end of the first and second academic terms. Students receive a report card on which their overall performance at each point is documented. For Foundation Year students, a brief comment on the student's linguistic abilities in all the skill areas is provided free of value judgement. For Transition Year students, Level performance in each skill area according to the Attainment Targets is individually reported without value judgement. Performance achieved beyond the range of levels specified for the corresponding year and ability group is recognised as Exceptional Performance in the report card. Depending on the method of reporting stipulated by the governing body of the current academic year, the level indicators for all skill areas may be converted to value judgement grades according to the guidelines in the following conversion table:

### **Year 3 Starters**

#### **Semester 1**

Level 3 – Grade 1

Level 2 – Grade 2

Level 1 – Grade 3

Pre-level performance – Grades 4, 5 or 6.

#### **Semester 2**

Level 4 – Grade 1

Level 3 – Grade 2

Level 2 – Grade 3

### **Year 3 Rollers**

#### **Semester 1**

Level 4 – Grade 1

Level 3 – Grade 2

Level 2 – Grade 3

Level 1 – Grade 4

Pre-level performance – Grades 5 or 6.

#### **Semester 2**

Level 5 – Grade 1

Level 4 – Grade 2

Level 3 – Grade 3

Level 2 – Grade 4

### **Year 3 Movers**

#### **Semester 1**

Level 5 – Grade 1

Level 4 – Grade 2

Level 3 – Grade 3

Level 2 – Grade 4

Level 1 – Grade 5

Pre-level Performance – Grade 6

#### **Semester 2**

Level 6 – Grade 1

Level 5 – Grade 2

Level 4 – Grade 3

Level 3 – Grade 4

Level 2 – Grade 5

### **Year 3 Flyers**

#### **Semester 1**

Level 6 – Grade 1

Level 5 – Grade 2

Level 4 – Grade 3

Level 3 – Grade 4

Level 2 – Grade 5

Level 1 and below – Grade 6

#### **Semester 2**

Level 7 – Grade 1

Level 6 – Grade 2

Level 5 – Grade 3

Level 4 – Grade 4

Level 3 – Grade 5

## **Year 4 Starters**

### **Semester 1**

Level 4 – Grade 1  
Level 3 – Grade 2  
Level 2 – Grade 3  
Level 1 – Grade 4  
Pre-level performance – Grade 5 or 6

### **Semester 2**

Level 5 – Grade 1  
Level 4 – Grade 2  
Level 3 – Grade 3  
Level 2 – Grade 4

## **Year 4 Rollers**

### **Semester 1**

Level 5 – Grade 1  
Level 4 – Grade 2  
Level 3 – Grade 3  
Level 2 – Grade 4  
Level 1 – Grade 5  
Pre-level performance – Grade 6

### **Semester 2**

Level 6 – Grade 1  
Level 5 – Grade 2  
Level 4 – Grade 3  
Level 3 – Grade 4  
Level 2 – Grade 5

## **Year 4 Movers**

### **Semester 1**

Level 6 – Grade 1  
Level 5 – Grade 2  
Level 4 – Grade 3  
Level 3 – Grade 4  
Level 2 – Grade 5  
Pre-level performance – Grade 6

### **Semester 2**

Level 7 – Grade 2  
Level 6 – Grade 2  
Level 5 – Grade 3  
Level 4 – Grade 4  
Level 3 – Grade 5

## **Year 4 Flyers**

### **Semester 1**

Level 7 – Grade 1  
Level 6 – Grade 2  
Level 5 – Grade 3  
Level 4 – Grade 4  
Level 3 – Grade 5  
Pre-level performance – Grade 6

### **Semester 2**

Level 8 – Grade 1  
Level 7 – Grade 2  
Level 6 – Grade 3  
Level 5 – Grade 4  
Level 4 – Grade 5

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## **12. Appendices**

[To be compiled.]