

Listening and Speaking

Listening and Speaking are important skills at each stage as children get exposure to language use in various situations. They capture the correct pronunciation and the spoken idiom. They respond to classroom activities/tasks and are able to use language in their immediate environment.

Learning Outcomes:

Children will be able to:

- ☑ adopt classroom practices e.g., listening to others and taking turns speaking about the topics and texts for discussion;
- ☑ build on conversation by responding to comments;
- ☑ recite simple poems with appropriate actions;
- ☑ comprehend a text read aloud by asking and answering questions about key details;
- ☑ respond to simple questions based on stories;
- ☑ ask questions/make enquiries to clear confusion/ doubt;
- ☑ describe people, places, things as per their interpretation / context;
- ☑ express ideas and feelings clearly;
- ☑ use words and phrase acquired through conversation, reading and being read to, and responding to texts;
- ☑ produce complete sentences as appropriate to task and situation;
- ☑ give and follow simple two-step directions.

Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Poems for recitation on themes related to a child's life ➤ Stories for narration and speaking about events, characters etc. ➤ Picture reading ➤ Listen and talk about familiar places, persons, objects etc. ➤ Talk about self, family, friends etc. ➤ Take and give simple directions. ➤ Ask questions and respond as per situation/context. ➤ Contextual dictation e.g. on fruits, on animals etc. 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Creating learning situations to listen and talk about themselves, e.g. clothes they like to wear, their likes and dislikes, their surroundings, people, places, ➤ Discussing topics such as: Where do they like to go/play and why? What is their favourite colour? Why are friends important to them? ➤ Playing audio recordings of poems, stories, anecdotes, etc. and asking children to answer and raise questions. ➤ Drawing children's attention towards new words and using them in their context to peers and elders. ➤ Reciting poems on different themes and encouraging children to recite/sing with them with actions & expressions. 	<ul style="list-style-type: none"> ➤ Age appropriate selection of audio/video clips of poems/stories for children to listen and speak. ➤ Picture books, big books etc. to show children pictures and to encourage them to talk about it and connect it to their own life experiences. ➤ Realia/Flash cards/Posters /Charts/puppets/toys/ games etc. to stimulate language. ➤ Worksheets/activities/ tasks.

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Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<ul style="list-style-type: none">➤ Giving simple directions (verbal and written short messages) for children to follow e.g. we will go out and then turn left, go straight and reach the auditorium to watch a movie.➤ Providing opportunities and context to speak with and listen to each other, e.g. My Family. My Friend. My Pet. My toy. What did I do last evening?➤ Giving dictation of some familiar words to enable the children to listen and write (listening is linked to speaking and writing) on paper / computer	

NOTE: Recitation should form an integral part of the school class-table and may be evaluated and included for Internal Assessment.

Reading and Writing

Reading and writing skills need to be developed keeping in view the interest of children. They need to be provided a variety of reading material and encouraged to write small sentences with an understanding.

Learning Outcomes:

Children will be able to:

- read with the help of pictures (print/tactile forms);
- engage in group and individual reading with an understanding and meaning;
- draw or add visual displays to descriptions wherever appropriate, to clarify ideas, thoughts, and feelings;
- identify who is telling the story at various points in the passage;
- read grade appropriate text with fluency and pauses at the appropriate places;
- write (using print and tactile letters), words and sentences;
- begin a sentence with a capital letter and end it with a full stop;
- draw and write on a familiar topic (e.g. “my teacher”, “my surrounding”, etc.);
- narrate with the help of pictures and charts a single event or several linked events, in the order in which they occurred and describe a reaction to what happened;
- respond to questions and suggestions from peers and add details to improve writing as required;
- recall information from experiences/gather information from provided sources to answer a question;
- take dictation - three and four letter words and small sentences;
- write stand-alone sentences of 8-10 lines on a given topic (e.g. “I love ice cream...”).

Reading and Writing

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Poems, stories on themes such as birds, animals, environment, self, family, friends etc. ➤ Picture reading. ➤ Drawing/ colouring. ➤ Write words, sentences on familiar topics e.g. trees, self, games. ➤ Use of capital and full stop. ➤ Dictation (contextual). 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning ➤ Providing contextual pictures for learners to read, interpret, comprehend and speak ➤ Providing short stories, small poems to read with the help of pictures. ➤ Creating learning situations to talk about an incident relating to a character in any story, including their personal experiences. ➤ Giving dictation on familiar words and small sentences e. g. picnic list. ➤ Sharing idea/s and asking children to add more information from their own experiences and write 5-6 sentences (e.g. “my teacher”, “my surrounding”, etc.) 	<ul style="list-style-type: none"> ➤ Age appropriate selection of poems/stories for children to read ➤ Picture books, big books, etc. to share and read. ➤ Flash cards/Posters/ /Charts/ puppets /toys/games/ etc. to read and comprehend. ➤ Worksheets /activities (tasks).

Grammar and Vocabulary in Context

Grammar and vocabulary are developed in context and in a phased manner. Children learn to use basic concepts which is reflected in their writing.

Learning Outcomes:

Children will be able to:

- make contextual use of naming, action, describing and position words with their opposites, as the case may be;
- get acquainted with the concepts of number (one and many) and gender (she/he);
- learn the use of 'a', 'an' and 'the';
- write all upper and lower case letters;
- use gender neutral common, proper and possessive nouns;
- use singular, plural nouns and opposites with matching verbs in basic sentences. (e.g. she hops/ we hop);
- use verbs in context to convey a sense of simple past, simple present and simple future;
- use frequently occurring adjectives, conjunctions, determiners, and prepositions;
- use capital letters for proper nouns (names of people, places, etc.);
- learn to use commas, full stops, question marks and exclamation marks appropriately;
- spell untaught words phonetically, drawing on phonetic awareness and spelling conventions;
- rearrange words in alphabetical order (first letter only, e.g. names of fruits, proper nouns, places, etc.);
- use vocabulary appropriate to their age level;
- spell: three and four letter words.

Grammar and Vocabulary in Context

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Grammar items such as: nouns, adjectives, verbs, prepositions, articles, pronouns etc. ➤ Gender and number. ➤ Tenses: <ul style="list-style-type: none"> ☛ <i>Simple past, present and future</i> ➤ Vocabulary in context. ➤ Use of punctuation e.g. <ul style="list-style-type: none"> ☛ <i>Full stop, question mark, use of capital, comma</i> 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning. ➤ Providing visuals/ verbal clues to introduce use of grammatical elements at this level e.g. for number understanding 'let me in', 'let us in.' ➤ Providing worksheets with pictures, illustrations etc. to help learners use grammar in context e.g. this cat is small, that cat is big. ➤ Drawing attention of the children to the use of punctuation. 	<ul style="list-style-type: none"> ➤ Age appropriate worksheets /activities/tasks for grammar in and vocabulary in context. ➤ Pictures with activities. ➤ Charts/ posters / flash cards for doing activities. ➤ Online activities.