

Listening and Speaking

Listening and speaking are enhanced by bigger chunks of language such as stories narratives and poems. Activities like role play etc. engage the children with the language.

Learning Outcomes:

Children will be able to:

- tell a story, or recount an experience with appropriate and relevant facts;
- give descriptive details, speaking clearly at an understandable pace;
- speak clearly in front of an audience using volume and pitch suited to the purpose and respond to questions asked;
- narrate stories / recite poems aloud with expression for enjoyment;
- use grammatically correct language and specific vocabulary to communicate ideas and supporting details;
- engage in drama/ role play activities;
- take dictation of short stories.

Listening and Speaking		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Picture stories ➤ Narrate stories on various themes with expressions and actions ➤ Narrate experiences with relevant facts, descriptive details. ➤ Recite poems aloud with the required expression. ➤ Drama/ role play activities based on poems, stories, incidents ➤ Dictation in content/short stories 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning. ➤ Encouraging children to participate in role play /dialogue and contribute to conversations. ➤ Creating opportunities for listening to a poem/ story/ dialogue and enacting it. ➤ Setting a cooperative, positive classroom tone for discussion. ➤ Providing opportunities for children to share information that is relevant and interesting to them (e.g., asks children to share ideas, in small groups, about items, situations and experiences based on values and focusing on diversity). ➤ Providing opportunities for children to retell the stories orally, using props such as puppets, costumes, story maps, and felt boards. ➤ Using illustrations in a picture book to unfold the story with children. ➤ Developing childrens' background knowledge (schema) and vocabulary 	<ul style="list-style-type: none"> ➤ Audio/video clips/cartoons for poems/stories ➤ magazines, newspapers, picture books etc. ➤ Realia/ Flashcards/ Posters/ puppets/ Models/ Charts etc.

Listening and Speaking

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
	<p>related to the topic of the text and real life experiences.</p> <ul style="list-style-type: none">▶ Periodically scheduling book talks, reading conferences, and literature circles, as appropriate for the physical, social, emotional and developmental needs of individual children or groups.▶ Giving dictation of some familiar words and simple sentences to enable children to listen and write (<i>listening is linked to speaking and writing</i>)▶ Setting aside time for extensive reading (reading for leisure /pleasure).	

NOTE: *The activities/tasks suggested above are not necessarily restricted to listening and speaking. As the language teacher is aware, all four language skills are inter-related and often overlap.*

Reading and Writing

Children read a text with fluency, interpret and raise critical questions. They write with sense of purpose that is drawn from personal experience.

Learning Outcomes:

Children will be able to:

- ☑ interpret a picture and raise critical thinking questions;
- ☑ read aloud appropriate level prose, poetry and other texts with fluency and expression;
- ☑ write a paragraph of approximately 100 words with one central idea that introduces a topic. makes use of linking words (e.g. 'because', 'and', 'also' etc.) to provide a sequence and a conclusion. topics could be personal, narrative or descriptive;
- ☑ draw from personal experiences or real life situations;
- ☑ write a simple letter (to a parent, friend, relative etc.).

Reading and Writing		
Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Picture reading with stimulating questions. ➤ Read aloud age appropriate prose and poetry with fluency and expression on themes. ➤ Paragraph writing of approximately 100 words with one central idea that introduces a topic. ➤ Use of linking words (e.g. 'because', 'and', 'also' etc.) to provide a sequence and conclusion. Topics could be personal narrative or descriptive. ➤ Draw from personal experiences or real life situations to express in writing. ➤ Write a simple letter (to a parent, friend, relative etc. 	<ul style="list-style-type: none"> ➤ Reviewing and building on previous learning. ➤ Supporting child's development as an independent reader with books that are consistent with developing her/his phonic knowledge. ➤ using films / documentaries to develop inference and critical skills. ➤ creating opportunities for children to ask questions about what they are reading. ➤ creating opportunities for recitation and performance. ➤ using drama to support writing. Inviting children to write in the role of real or imagined others. ➤ fostering talk amongst children to generate ideas, rehearse orally and to reflect on the process of writing. ➤ organizing of ideas-reading and reviewing. (e.g. using drama and role play, annotating text, teacher modelling, guided writing.) 	<ul style="list-style-type: none"> ➤ Picture reading books with chunks (group of words in language) ➤ Big books, Cartoons with audio or text. ➤ Self / teacher created materials. ➤ Magazines, newspapers ➤ Activities/tasks (<i>for recognizing words, associating letters and sounds with words</i>). ➤ Text types: Very short stories, articles, poems and songs, texts with visuals, etc. ➤ Age appropriate magazines, newspapers, picture books, story books etc. (<i>for reading and connect it to their own experiences</i>.) ➤ Realia/ Flashcards/ Posters/ Puppets/ Charts etc. (<i>to stimulate language</i>). ➤ Establish and use a Book /Reading Corner

Grammar and Vocabulary in Context

Use of vocabulary and grammar is supplemented with the introduction of Dictionaries. They distinguish between various uses of language functions.

Learning Outcomes:

Children will be able to:

- ☑ understand the concept of subject and predicate;
- ☑ learn to use collective nouns and material nouns;
- ☑ understand and apply the functions of nouns, pronouns, verbs, adjectives and adverbs in general and their use in a particular sentence;
- ☑ form and use regular and irregular and plural nouns, forms and uses simple tenses (past, present, future);
- ☑ learn the use of adjectives and their kinds.
- ☑ understand and use sequencing through an alphabetical order (first two letters of the words)
- ☑ distinguish between definite and indefinite articles and their appropriate use;
- ☑ use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- ☑ use vocabulary in context appropriate to their age level.
- ☑ learn to use an apostrophe to show singular possession and know the difference between plurals and possessives.
- ☑ learn to use prefixes and suffixes.

Grammar and Vocabulary in Context

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
<ul style="list-style-type: none"> ➤ Subject and predicate. ➤ Collective nouns and material nouns. ➤ Functions of nouns, pronouns, verbs, adjectives and adverbs in general. ➤ Regular and irregular and plural nouns. ➤ Singular possession. Difference between plurals and possessives. ➤ Simple tenses (past, present, future). ➤ Sequencing through an alphabetical order (first two letters of the words) ➤ Definite and indefinite articles and their appropriate use. ➤ Use of dictionaries, glossaries both print and digital. ➤ Vocabulary in context appropriate to the age level e.g. prefixes and suffixes. 	<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. ➤ Providing worksheets with pictures, illustrations etc. to help children use grammar in context. ➤ E.g.: using pictures to teach position. <i>The cat is sitting on the table.</i> ➤ Giving /Assigning meaningful exercises that allow / encourage children to practice grammar, vocabulary and specific language points. ➤ Providing authentic and real-world / practical / assignments/ tasks to make children aware of their usefulness. 	<ul style="list-style-type: none"> ➤ Self / teacher created materials e.g. worksheets, activities and tasks. ➤ Audio, video, print / text. ➤ Authentic tasks and activities of short duration (<i>These would bring in an engagement with</i> <ul style="list-style-type: none"> • words, • expressions in dialogue. • formula use • collections • word chunks • word / Languages games.) ➤ Realia/ Flashcards/ Posters/ puppets/ Charts etc. (<i>to stimulate language.</i>)

Grammar and Vocabulary in Context

Suggested Areas/Content	Suggested Transactional Processes	Suggested Learning Resources
▶ Dictation of language chunks.	▶ Giving dictation of language chunks. ▶ Generating ideas about a potential topic, using a variety of strategies and resources <i>(e.g., formulate and ask questions to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic)</i>	