English Language Curriculum

Comprehensive Curriculum Guide

Grade 5 General

Term 2

2025 – 2026 A.D

Certified
This document is certified by the
Ministry of Education

Table of Contents

Introduction to the Cycle 2 English Language Comprehensive Curriculum Guide

The English Language Comprehensive Curriculum Guide (CCG) supports high-quality, inclusive English language instruction across Cycle 2 and forms part of a broader framework that includes the full Curriculum Framework and English Language Learning Continuum documentation. Together, these tools ensure coherence across planning, instruction and assessment.

The CCG offers a clear structure while allowing teachers the flexibility to respond to student needs and classroom contexts. The CCG is grounded in the English Language Learning Continuum, which outlines progression across nine developmental stages, ensuring alignment to the Grade Level Goal (GLG) while supporting those working towards or beyond expectations.

Learning is defined through the Scope and Sequence that translates the curriculum student learning outcomes into classroom-ready learning outcomes, lesson goals, grammar and functional language refrences and direct links to the required resources for each lesson.

As detailed in the Scope and Sequence, students engage in six English Language periods per week: **four focused on core** instruction using the Access Grade 5 book and **two dedicated to PBLA** over a six-week period. Project-Based Learning and Assessment (PBLA) provides a practical, student-centred framework that immerses Cycle 2 learners in meaningful, real-world projects across Mathematics, Arabic, English, and Science. Rooted in Design Thinking and aligned with UAE values, PBLA strengthens critical thinking, creativity, collaboration, and responsible citizenship by connecting knowledge with authentic practice. Teachers are encouraged to refer to the PBLA Teacher Guide for further guidance.
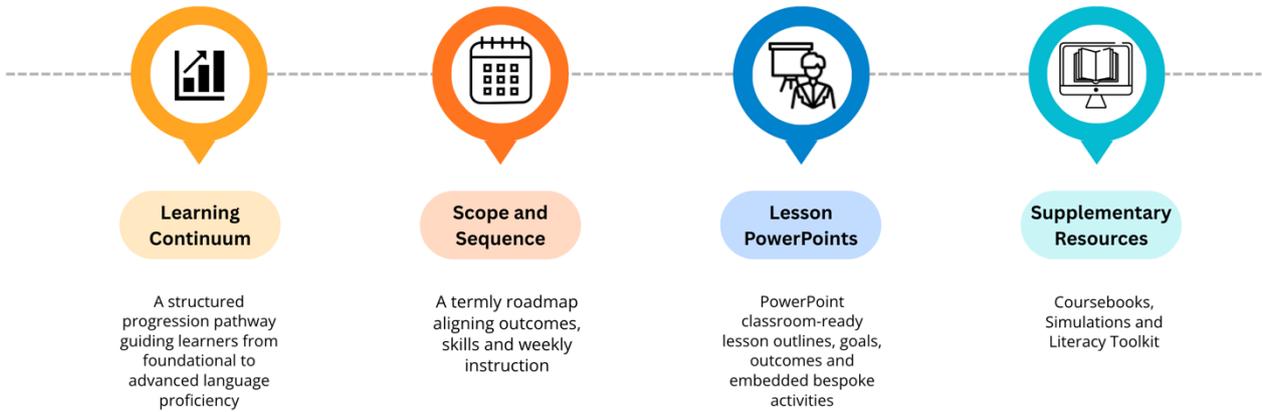
For AY 2025-2026 Term 2, teachers will receive **supporting ready-to-teach PowerPoint core lesson resources** aligned with the Comprehensive Curriculum Guide (CCG), integrating outcomes, learning goals, target language, practice activities and differentiation. Designed for clarity, consistency, and accessibility, these slides guide both teacher delivery and student learning. Embedded differentiation ensures students can access appropriate challenge and support, while integrated "Can Do" statements promote reflection and self-assessment

All lesson resources are designed to support and empower teachers with structured guidance anchored in clear learning outcomes. They encourage flexible, creative, and student-centred instruction that meets learners where they are and helps them move forward with confidence, clarity, and purpose.
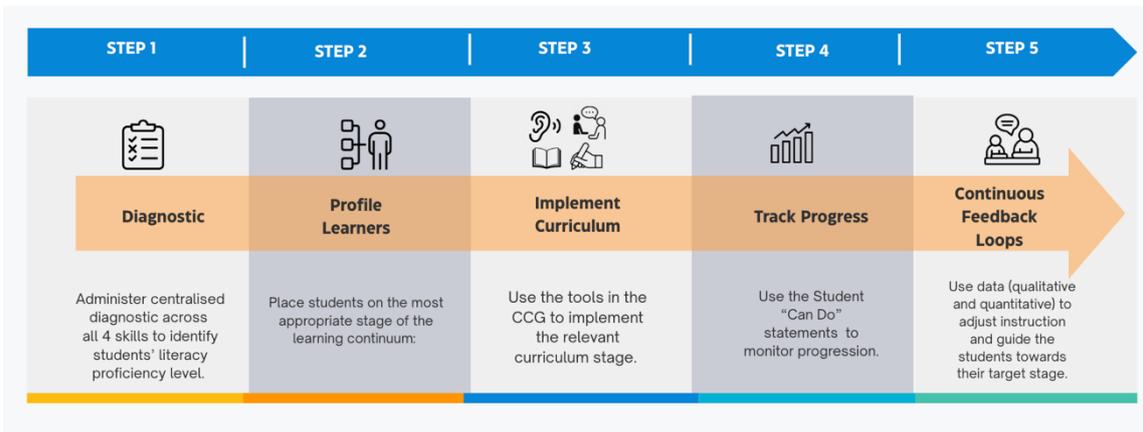
CCG Snapshot

A quick reference guide to provide teachers with an overview of the available tools for implementation of the English Language CCG
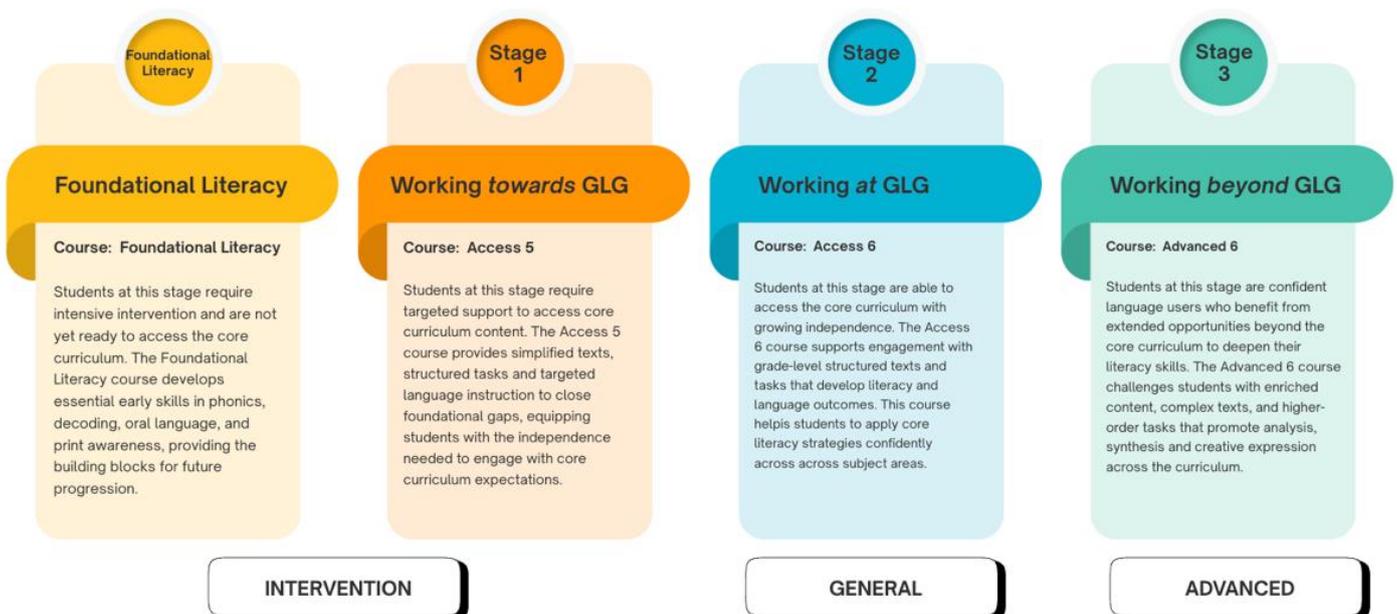
Core Tools

Learning Continuum

A structured progression pathway guiding learners from foundational to advanced language proficiency

Scope and Sequence

A termly roadmap aligning outcomes, skills and weekly instruction

Lesson PowerPoints

PowerPoint classroom-ready lesson outlines, goals, outcomes and embedded bespoke activities

Supplementary Resources

Coursebooks, Simulations and Literacy Toolkit

Implementation Process

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Diagnostic	**Profile Learners**	**Implement Curriculum**	**Track Progress**	**Continuous Feedback Loops**
Administer centralised diagnostic across all 4 skills to identify students' literacy proficiency level.	Place students on the most appropriate stage of the learning continuum:	Use the tools in the CCG to implement the relevant curriculum stage.	Use the Student "Can Do" statements to monitor progression.	Use data (qualitative and quantitative) to adjust instruction and guide the students towards their target stage.

Learning Continuum Stages

Foundational Literacy

Foundational Literacy

Course: Foundational Literacy

Students at this stage require intensive intervention and are not yet ready to access the core curriculum. The Foundational Literacy course develops essential early skills in phonics, decoding, oral language, and print awareness, providing the building blocks for future progression.

Stage 1

Working *towards* GLG

Course: Access 5

Students at this stage require targeted support to access core curriculum content. The Access 5 course provides simplified texts, structured tasks and targeted language instruction to close foundational gaps, equipping students with the independence needed to engage with core curriculum expectations.

Stage 2

Working *at* GLG

Course: Access 6

Students at this stage are able to access the core curriculum with growing independence. The Access 6 course supports engagement with grade-level structured texts and tasks that develop literacy and language outcomes. This course helips students to apply core literacy strategies confidently across across subject areas.

Stage 3

Working *beyond* GLG

Course: Advanced 6

Students at this stage are confident language users who benefit from extended opportunities beyond the core curriculum to deepen their literacy skills. The Advanced 6 course challenges students with enriched content, complex texts, and higher-order tasks that promote analysis, synthesis and creative expression across the curriculum.

INTERVENTION　　**GENERAL**　　**ADVANCED**

Intervention should be regarded as an 'interim' solution and reviewed regularly to ensure students are progressing towards their target Grade Level Goal.

Cycle 2-3 English Language Curriculum Design

The English Language Curriculum is structured around four integrated domains: Reading and Viewing, Listening, Speaking, and Writing and Representing. These are underpinned by essential skill strands, including phonological awareness, comprehension, strategies, pronunciation, interaction and production.

Cross-cutting language components such as Grammar, Functional Language, and Vocabulary support progression across all domains, with clear stage-based descriptors and real-world application.

Aligned with CEFR proficiency levels, the curriculum promotes inclusion, differentiation, and learner autonomy through a structured continuum of learning.

It also embeds key global competencies, equipping students with the skills for critical and creative thinking, well-being, ethical and intercultural understanding, digital and financial literacy and sustainability.

In alignment with SDG 4.6 and 4.7, the curriculum empowers students to achieve literacy, engage in sustainable development and thrive as active global citizens.

SDG Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
SDG Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.

Cycle 2 Learning Continuum

CYCLE AND GRADE			LEARNING CONTINUUM STAGE	CEFR	IELTS
CYCLE 2	Working Towards Grade 5		Literacy Intervention 1	Pre-A1-A1.1	
			Literacy Intervention 2	A1.1-A1.2	
			PRE-STAGE 1	A1.2	
	Grade 5 GLG		STAGE 1	A1.2-A2.1	
	Grade 6 GLG		STAGE 2	A2.1	
	Grade 7 GLG		STAGE 3	A2.1-A2.2	
	Grade 8 GLG	CYCLE 3	Working Towards Grade 9	STAGE 4	A2.2-B1.1	4
	Working Beyond Grade 8		Grade 9 GLG	STAGE 5	B1.1	4.5
			Grade 10 GLG	STAGE 6	B1.2	5
			Grade 11 GLG	STAGE 7	B1.2-B2.1	5-5.5
			Grade 12 GLG	STAGE 8	B2.1	5.5
			Working Beyond Grade 12	STAGE 9	B2.2	6

GRADE	WORKING TOWARDS GLG		GRADE LEVEL GOAL	WORKING BEYOND GLG
	Intervention			
5	Literacy Skills 5-8	Grade 4 Access Pre-Stage 1	Grade 5 Access Stage 1	Grade 5 Advanced Stage 2
6	Literacy Skills 5-8	Grade 5 Access Stage 1	Grade 6 Access Stage 2	Grade 6 Advanced Stage 3
7	Literacy Skills 5-8	Grade 6 Access Stage 2	Grade 7 Access Stage 3	Grade 7 Advanced Stage 4
8	Literacy Skills 5-8	Grade 7 Access Stage 3	Grade 8 Access Stage 4	Grade 8 Advanced Stage 5

The Cycle 2 Learning Continuum is a part of the wider English Language Learning Continuum. The English Language Learning Continuum is a structured progression model that outlines the stages of language acquisition across listening, speaking, reading and writing in alignment with national and international benchmarks and best practice.

The Learning Continuum is organised across 9 core stages of learning with provision for literacy intervention at each stage.

The continuum features clearly defined descriptors for each stage, enabling consistent benchmarking of language outcomes, personalised instruction and aligned assessments. A student version is also available and embedded in teaching and learning resources, using "Can Do" statements to guide students in tracking their progress and understanding what they can achieve at each stage of their language journey. Resources are differentiated based on this continuum and grouped into three key components:

❑ Working Towards Grade Level Goal (GLG)
❑ Grade Level Goal (GLG)
❑ Working Beyond Grade Level Goal (GLG)

Students will be placed in these stages based on diagnostic and literacy screening data. All students will receive a core resource aligned with their GLG or Working Beyond level, while those Working Towards the GLG will be supported through a targeted literacy strategy and additional online intervention resources.

Curriculum Scheduling

The weekly English Language Programme is structured around six instructional periods. To ensure consistent, inclusive and outcomes-driven instruction, the schedule is divided into **four periods** allocated to core curriculum delivery and **two periods allocated** for PBLA.
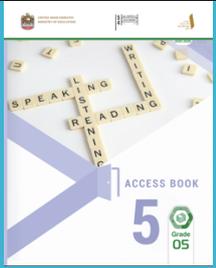
Schools are encouraged to use diagnostic and formative assessment data to make informed decisions about how to best utilise these periods to meet the diverse needs of students. The weekly time allocation is outlined as follows:

Core Instruction	4 periods	These lessons are designed to address the Grade Level Goals (GLGs) through structured, outcome-based planning. Teachers are encouraged to adapt tasks to student readiness, using the guidance embedded in the Comprehensive Curriculum Guide (CCG).
Skill Development	2 periods	These periods provide space for teachers to focus on PBLA which will take place across 2 periods over a consecutive 6-week timeframe. Teachers will receive the following: • Parental Guide • Leadership Guide • Teacher Guide • Scenario Bank • Student Portfolio • Assessment Bank

Resources

A range of learning resources is available to support the effective delivery of **Grade 5 GLG outcomes**. These resources should be selected based on student data and aligned to individual readiness levels. They offer flexible options for both support and extension, ensuring all students have access to meaningful, appropriately challenging instruction.

Stage: Working at GLG (General) | **Schedule:** Core curriculum periods (4 x periods a week) | **Format:** Online via LMS

The **Grade 5 General Lesson PowerPoints** are the primary resource for students working at the Grade Level Goal (GLG). Each lesson PowerPoint provides a complete, ready-to-teach sequence aligned with the Comprehensive Curriculum Guide (CCG), integrating outcomes, learning goals, target language, practice activities and differentiation. Designed for **clarity, consistency, and accessibility**, these slides guide both teacher delivery and student learning. Embedded differentiation ensures students can access appropriate challenge and support, while integrated "Can Do" statements promote reflection and self-assessment.

Stage: Working at GLG (General) | **Schedule:** Core curriculum periods (4 x periods a week) | **Format:** Printed*****

The **Access 5** course is the primary resource for students at GLG. The Access 6 course supports engagement with grade-level structured texts and tasks that develop literacy and language outcomes. This course helps students to apply core literacy strategies confidently across subject areas.

Stage: Working at or beyond GLG | **Schedule:** Skill Development periods (2 x periods across 6 weeks) | **Format:** Project-based

During the two weekly PBLA periods, students apply their English learning in meaningful, real-world contexts. PBLA connects English language instruction to the four Pillars of Sustainability, encouraging learners to show how their ideas support human, community, and environmental needs, as well as economic responsibility. Through project work, students use English to explain why their solutions matter and how they contribute to positive change. PBLA also strengthens learner confidence; through active inquiry and presentation, students learn to communicate clearly, think independently, and take ownership of their progress as developing English users.

Stretch Resources	**Stage:** Working *beyond* GLG | **Schedule:** During core curriculum lessons depending on student needs | **Format:** Al Diwan
	Students can access the **Grade 5 Advanced course** for further challenge which contains enriched content, complex texts and higher-order tasks that promote analysis, synthesis and creative expression across the curriculum.

Intervention resources	**Stage:** Working *towards* GLG | **Schedule:** Core periods based on student needs **Format:** Lesson PowerPoints
	Intervention materials support students not yet ready to engage with grade-level instruction. These will be embedded into the PowerPoint materials.

The Literacy and Communication Toolkit contains a vast variety of student and teacher resources. These resources cover areas of grammar, functional language and different teaching strategies for listening, speaking, reading and viewing, and writing and representing. In addition, there are strategies for vocabulary, pronunciation and second language teaching. Relevant resources are listed in the teacher guide; however, teachers are encouraged to explore the toolkit more fully to find other resources which could support the lesson and their students.

Learning Package link

In the following link, teachers will find access to the **PowerPoint lesson resources** to be delivered during the 4 core periods per week. PBLA will be delivered during the remaining 2 dedicated periods per week.

English Language Cycle 2 Lesson Resources

Note to Teacher: The tools provided are to help teachers meet students where they are on their learning journey. The focus should remain on outcomes-based teaching, using the English Language Learning Continuum and student profiles to guide planning, instruction and assessment. Through the supporting PowerPoints, teachers will find that not every activity from the book is covered – this is to guide teachers to **prioritise what students need to learn rather than focussing on completing the coursebook.** Resources should be used flexibly to ensure all students are progressing meaningfully along their learning pathway.

> **Disclaimer:**
> **The lessons outlined in the Scope and Sequence, along with the corresponding PowerPoint materials, have been designed to align with the Ministry of Education's cultural and educational expectations. These resources should be regarded as the core content for lesson delivery. Teachers are strongly advised to use these materials as the primary guide for instruction and to refrain from teaching or referencing any sections of the course book that may contain content deemed culturally sensitive or inappropriate within the local context.**

Term 2 Scope and Sequence

Curriculum Pacing [6 weeks = curriculum coverage | Week 7 = Skill development and review]
4 periods = Core Curriculum | 2 periods = PBLA

<table>
<tr><td colspan="14" align="center">TERM 2 Unit 5: Getting around
WEEK 1</td></tr>
<tr><th>Lesson</th><th>Lesson Topic</th><th>Focus</th><th>Lesson Goal</th><th>Classroom-Ready Main SLO</th><th>Classroom-Ready Supporting SLO</th><th>Resources</th><th>Grammar</th><th>Functional Language</th><th>Further Language Support</th><th>Vocabulary</th><th>Global Competency Capabilities</th></tr>
<tr>
<td>1</td>
<td>Getting to school</td>
<td>Speaking</td>
<td>Students engage in short, simple conversations discussing how they get get to school.</td>
<td>**ENG.01.S.F.1.1** Engage in short, simple spoken exchanges.</td>
<td>**ENG.01.L.CS.5.1** Listen and identify some details.</td>
<td>Lesson 1 PPT
Access 5 p92-93</td>
<td>G.17.2 Wh-question words: how</td>
<td>-</td>
<td>-</td>
<td>*bus, car, boat, bike, metro, train, tram*</td>
<td>Sustainability and Futures Thinking</td>
</tr>
<tr>
<td>2</td>
<td>Road safety</td>
<td>Reading and Viewing</td>
<td>Students read and identify the overall meaning of a text about road safety.</td>
<td>**ENG.01.RV.CS.1.1** Read and identify the overall meaning.</td>
<td>**ENG.01.WR.P.2.1** Express simple ideas and information with developing coherence in writing.</td>
<td>Lesson 2 PPT
Access 5 p94-95</td>
<td>G.4.3 Imperatives</td>
<td>-</td>
<td>-</td>
<td>*traffic light, zebra crossing, road, stop, cross the road*</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>3</td>
<td>Language Focus</td>
<td>Listening</td>
<td>Students listen to a text about weekend activites and make personal connections to their lives.</td>
<td>**ENG.01.L.CS.3.1** Make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them when listening.</td>
<td>**ENG.01.S.F.1.1** Engage in short, simple spoken exchanges.</td>
<td>Lesson 3 PPT
Access 5 p96-97</td>
<td>G.15.2 Future time (going to)</td>
<td>-</td>
<td>-</td>
<td>*visit, watch, see, race, next week, can't wait*</td>
<td>Intercultural Understanding</td>
</tr>
<tr>
<td>4</td>
<td>Treasure Hunt</td>
<td>Listening</td>
<td>Students listen to a short text about giving directions and label a map.</td>
<td>**ENG.01.WR.S.4.1** Apply basic pre-writing strategies, including:
- repetitive patterns
- repetition
- formulaic structures
- modelled forms
- sentence starters
- graphic organisers
- dictionaries
to produce texts.</td>
<td>**ENG.01.L.S.3.1** Take short, simple notes using a graphic organiser or a word bank when listening, and when prompts and clarification are provided.</td>
<td>Lesson 4 PPT
Access 5 p98-99</td>
<td>G.4.3 Imperatives</td>
<td>-</td>
<td>-</td>
<td>start, turn, left, right, go straight, next to</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td colspan="3" align="center">PBLA (2 x periods)</td>
<td colspan="11">**Understand:** Students explore the topic, gather information and identify what they already know and what they need to learn. This stage builds awareness of the problem or situation.</td>
</tr>
</table>

TERM 2 Unit Unit 5: Getting around **WEEK 2**
Lesson	**Lesson Topic**	**Focus**	**Lesson Goal**	**Classroom-Ready Main SLO**	**Classroom-Ready Supporting SLO**	**Resources**	**Grammar**	**Functional Language**	**Further Language Support**	**Vocabulary**	**Global Competency Capabilities**
5	Getting around the city	Speaking	Students use modelled speech to accurately give directions on a map.	**ENG.01.S.P.2.2** Accurately reproduce simple language with some modelling.	**ENG.05.L.CS.3.1** Make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them when listening.	Lesson 5 PPT Access 5 p100-101	_	FL.11 Asking for and giving directions	-	*library, cinema, swimming pool, beach club, zoo, shopping centre, go past*	Critical Thinking
6	Language Focus	Reading and Viewing	Students use visuals, culture and experience to read and understand a simple multimodal text about a safari park.	**ENG.01.RV.S.3.3** Apply basic reading strategies, including using: - visuals - context - first language - culture and experiences to understand texts.	**ENG.01.S.P.2.2** Accurately reproduce simple language with some modelling.	Lesson 6 PPT Access 5 p102-103	G.15.2 future time (going to)	_	-	*buy, take photos, crocodile, giraffe, flamingo, tomorrow*	Sustainability and Futures Thinking
7	Lost in the mall	Listening	Students listen to a text and match new, unknown words with their meaning using pictures.	**ENG.01.L.CS.4.1** Infer the meaning of unknown words for a concrete action or object when listening.	**ENG.01.S.IP.4.1** Express simple ideas and information with developing coherence when speaking.	Lesson 7 PPT Access 5 p104-105	G.12.1 prepositions of place	_	-	*entrance, on the...floor, car park, food court, clothes shop, shoe shop*	Critical Thinking
8	An invitation	Writing and Representing	Students express simple ideas in writing by responding to an invitation.	**ENG.01.WR.P.2.1** Express simple ideas and information with developing coherence in writing.	**ENG.01.RV.S.2.1** Recognise key features of a range of text types, including, format, appearance, structure and organisation, when reading.	Lesson 8 PPT Access 5 p106-107	G.15.2 future time (going to)	_	-	*invitation, party, invite, ice cream, best friend*	Creative Thinking
	PBLA (2 x periods)		**Define:** Students define the core problem by organizing and analyzing findings from the previous stage.

TERM 2 Unit 5: Getting around / Unit 6: Looking backgrounds and forwards
WEEK 3

Lesson	Lesson Topic	Focus	Lesson Goal	Classroom-Ready Main SLO	Classroom-Ready Supporting SLO	Resources	Grammar	Functional Language	Further Language Support	Vocabulary	Global Competency Capabilities
9	A day in Dubai	Reading and Viewing	Students read a short story about visiting a city and make personal connections using their own experince and background knowledge.	**ENG.01.RV.CS.3.1** Make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them when reading.	**ENG.01.S.F.2.1** Produce short, simple spoken texts.	Lesson 9 PPT Access 5 p108-109	G.14.1 past simple (including the verb 'to be')	-	-	*busy, excited, kind, funny, drums, hug, lost, shout*	Personal, Social and Emotional Well-Being
10	School holidays	Writing and Representing	Students write short, simple sentences using 'because' to justify preferences.	**ENG.01.WR.S.5.1** Use basic conjunctions and sequencers to connect ideas in written or multimodal texts with developing coherence.	**ENG.01.S.F.2.1** Produce short, simple spoken texts.	Lesson 10 PPT Access 5 p112-113	G.6.2 subordinating conjunctions (because)	-	-	*long, short, summer camp, back to school, bored, boring, end*	Personal, Social and Emotional Well-Being
11	Summer fun	Speaking	Students deliver short presentations about what holiday activies their classmates should do.	**ENG.01.S.IP.5.1** Deliver short, simple prepared statements, using a short and clear text where ideas are connected with the use of basic conjunctions and sequencers,.	**ENG.01.RV.S.3.3** Apply basic reading strategies, including using: - visuals - context - first language - culture and experiences to understand texts.	Lesson 11 PPT Access 5 p114-115	G.6.1 coordinating conjunctions (but)	-	-	*art, draw, paint, tell stories, play games, tent*	Personal, Social and Emotional Well-Being
12	Let's go on a trip	Writing and Representing	Students write sentences with a rubric to ensure correct punctuation usage.	**ENG.01.WR.S.3.1** Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control.	**ENG.01.RV.S.3.4** Recognise the effect of a wide range of punctuation (full stops, question marks, commas, apostrophes, quotation marks, hyphens) when reading.	Lesson 12 PPT Access 5 p118-119	G.8.1 present modal (would you like?)	-	-	*little brother, leave, trip, invite, reply, email, flight*	Intercultural Understanding
PBLA (2 x periods)			*Ideate:* Students generate diverse and creative ideas to solve the defined problem and explore different possibilities.								

TERM 2 Unit Unit 6: Looking backgrounds and forwards WEEK 4
Lesson	Lesson Topic	Focus	Lesson Goal	Classroom-Ready Main SLO	Classroom-Ready Supporting SLO	Resources	Grammar	Functional Language	Further Language Support	Vocabulary	Global Competency Capabilities
13	In my bag	Reading and Viewing	Students read a short brochure and identify text type and text features.	**ENG.01.RV.S.2.1** Recognise key features of a range of text types, including, format, appearance, structure and organisation, when reading.	**ENG.01.WR.P.1.1** Produce short, simple written or multimodal texts.	Lesson 13 PPT Access 5 p116-117	G.6.1 coordinating conjunctions (but)	_	_	sunglasses, backpack, toothbrush, hat, trainers, jacket, towel, picnic	Critical Thinking
14	Language focus	Speaking	Students take turns retelling what they did at the weekend with a partner.	**ENG.01.S.IP.3.1** Retell simple spoken stories, past experiences and events.	**ENG.01.L.S.1.1** Listen and respond appropriately to peers and adults.	Lesson 14 PPT Access 5 p120-121	G.14.1 past simple (including the verb 'to be')	_	_	plane, fly, today, yesterday, last week	Intercultural Understanding
15	Out and about	Writing and Representing	Students use a structured writing frame to write a short, simple text recounting what they did at the weekend.	**ENG.01.WR.P.3.1** Recount stories, past experiences and events in writing.	**ENG.01.RV.CS.3.1** Make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them when reading.	Lesson 15 PPT Access 5 p122-123	G.14.1 past simple (including the verb 'to be')	_	_	stadium, palace, lake, forest, diary, gold	Intercultural Understanding
16	Language Focus	Listening	Students listen to a simple dialogue about weather and answer speciic information questions.	**ENG.01.L.CS.2.1** Listen and identify specific information.	**ENG.01.S.IP.3.1** Retell simple spoken stories, past experiences and events.	Lesson 16 PPT Access 5 p124-125	G.14.1 past simple (including the verb 'to be')	_	_	last night, last weekend, warm weather, cool weather	Creative Thinking
	PBLA (2 x periods)		**Model:** Students create solutions based on the selected idea by using simple tools.

TERM 2 Unit: Unit 6: Looking backgrounds and forwards / Unit 6: Story time **WEEK 5**											
Lesson	Lesson Topic	Focus	Lesson Goal	Classroom-Ready Main SLO	Classroom-Ready Supporting SLO	Resources	Grammar	Functional Language	Further Language Support	Vocabulary	Global Competency Capabilities
17	Win a prize	Speaking	Students give a short, simple description of an object using linked sentences.	**ENG.01.S.F.2.1** Produce short, simple spoken texts.	**ENG.01.L.S.3.1** Take short, simple notes using a graphic organiser or a word bank when listening, and when prompts and clarification are provided.	Lesson 17 PPT Access 5 p126-127	G.13.1 present simple	_	_	*bike, scooter, football, skateboard, teddy bear, goldfish*	Creative Thinking
18	Back to school	Reading and Viewing	Students read a short story and identify puncution mistakes while using a rubric.	**ENG.01.RV.S.3.4** Recognise the effect of a wide range of punctuation (full stops, question marks, commas, apostrophes, quotation marks, hyphens) when reading.	**ENG.01.S.IP.1.1** Participate in short, simple conversations.	Lesson 18 PPT Access 5 p128-129	_	_	_	*Saying how you feel I was very nervous.*	Critical Thinking
19	The old woman in the shoe	Listening	Students listen to a simple nursery rhyme and identify intonation patterns.	**ENG.01.L.PA.4.1** Identify a limited range of intonation patterns when listening.	**ENG.01.S.P.2.1** Produce connected speech with correct stress, intonation and rhythm, demonstrating increasing fluency, though some errors may interfere with meaning.	Lesson 19 PPT Access 5 p130-131	G.14.1 past simple (including the verb 'to be')	_	_	*nice, caring, help, give, children, soup, bread*	Creative Thinking
20	Language focus	Writing and Representing	Students write a short, simple text about what they did last week.	**ENG.01.WR.P.1.1** Produce short, simple written or multimodal texts.	**ENG.01.RV.CS.2.1** Read and identify specific information.	Lesson 20 PPT Access 5 p136-137	G.14.1 past simple (including the verb 'to be')	_	_	*film, stay at home, tidy my room*	Critical Thinking
\multicolumn{2}{PBLA (2 x periods)}		\multicolumn{10}{**Test**: Students test the created solutions while gathering insights for improvement.}								

TERM 2 Unit: Unit 6: Story time
WEEK 6

Lesson	Lesson Topic	Focus	Lesson Goal	Classroom-Ready Main SLO	Classroom-Ready Supporting SLO	Resources	Grammar	Functional Language	Further Language Support	Vocabulary	Global Competency Capabilities
21	Treasure	Reading and Viewing	Students read a short, simple story and infer the meaning of unknown words using context.	**ENG.01.RV.CS.4.1** Infer the meaning of unknown words for a concrete action or object when reading.	**ENG.01.WR.S.2.2** Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings.	Lesson 21 PPT Access 5 p134-135	G.6.1 coordinating conjunctions (but)	_	_	*treasure, lazy, strong, son, farm, grow*	Critical Thinking
22	Telling a story	Speaking	Students us basic conjunctions and sequences to tell a short story using visuals as supports.	**ENG.01.S.F.3.1** Use basic conjunctions and sequencers to connect ideas in spoken texts with developing coherence.	**ENG.01.L.S.2.1** Apply basic listening strategies, including: - using visuals, gestures and immediate context - seeking clarification and repetition to understand listening texts.	Lesson 22 PPT Access 5 p138-139	G.14.1 past simple negative (including the verb 'to be')	FL.2.2 Sequencing Adverbs	_	*drive, camp, noise, sand dune, hear*	Critical Thinking
23	Postcards	Writing and Representing	Students use modelled structures and writing tempates to write a postcard about a holiday.	**ENG.01.WR.S.4.1** Apply basic pre-writing strategies, including: - repetitive patterns - repetition - formulaic structures - modelled forms - sentence starters - graphic organisers - dictionaries to produce texts.	**ENG.01.RV.S.2.1** Recognise key features of a range of text types, including, format, appearance, structure and organisation, when reading.	Lesson 23 PPT Access 5 p142-143	G.13.1 present simple	_	_	*weather, lovely, address, message*	Critical Thinking
24	The rhyming game	Listening	Students listen and interact with a partner playing a rhyming game.	**ENG.01.L.S.1.1** Listen and respond appropriately to peers and adults.	**ENG.01.S.P.2.1** Produce connected speech with correct stress, intonation and rhythm, demonstrating increasing fluency, though some errors may interfere with meaning.	Lesson 24 PPT Access 5 p144-145	_	_	_	*cup, grass, laugh, sad, king, daughter*	Creative Thinking
	PBLA (2 x periods)		**Present:** Students present the outcome, highlighting its value, usability, and potential impact.								

Appendices

Appendix 1: Grade 5 Learning Continuum

WORKING TOWARDS GRADE 5 GLG	GRADE 5 GLG	WORKING BEYOND GRADE 5 GLG
PRE-STAGE 1	STAGE 1	STAGE 2
LISTENING		
Listening texts are **short, simple** and on **familiar topics**, use **very simple** language, and are spoken **very slowly** and **clearly** with **some long pauses**.	Listening texts are **simple** and on **familiar topics**, use **simple** language, and are spoken **slowly** and **clearly** with **some pauses**.	Listening texts are **simple** and on **familiar topics**, use **simple** language, and are spoken **slowly** and **clearly**.
By the end of Pre-Stage 1, learners will be able to listen to texts at this stage and…	By the end of Stage 1, learners will be able to listen to texts at this stage and…	By the end of Stage 2, learners will be able to listen to texts at this stage and…
☐ Segment individual sounds in a wide range of spoken words with accuracy.		
☐ Distinguish between similar-sounding words in connected speech.		
☐ Identify rhyming words and patterns in spoken text.		
☐ Segment multisyllabic (more than two syllable) spoken words into syllables.		
☐ Develop an awareness of intonation patterns.	☐ Identify a limited range of intonation patterns.	☐ Identify an increasing range of intonation patterns.
☐ Respond appropriately to peers and adults.	☐ Respond appropriately to peers and adults.	☐ Respond appropriately to peers and adults.
☐ Apply basic listening strategies, including, using first language, visuals and gestures, and seeking clarification and repetition to understand texts.	☐ Apply basic listening strategies, including, using visuals, gestures and immediate context, and seeking clarification and repetition to understand texts.	☐ Apply a range of basic listening strategies, including, using visuals and immediate context, seeking clarification and repetition, and exploiting numbers, dates and proper nouns to understand texts.
☐ Record some short, simple information using a graphic organiser and a word bank, and when prompts and clarification are provided.	☐ Take short, simple notes using a graphic organiser or a word bank when prompts and clarification are provided.	☐ Take simple notes when prompts and clarification are provided.
☐ Identify the overall meaning.	☐ Identify the overall meaning.	☐ Identify the overall meaning.
☐ Identify familiar words and set phrases.	☐ Identify specific information.	☐ Identify specific information.
☐ Make some simple personal connections between ideas or characters and own experience or background knowledge.	☐ Make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them.	☐ Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content.
☐ Infer the meaning of unknown words for a concrete action or object.	☐ Infer the meaning of unknown words for a concrete action or object.	☐ Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text.
	☐ Identify some details.	☐ Identify some details.

Appendix 2: Learner Profile

Grade	5
Stream	General
Continuum Level	Stage 1 - Grade 5 Grade Level Goal
Resource	Grade 5 Access
Text Features	Learners will be able to access and produce texts at Stage 1 with the following features: • Listening texts are simple and on familiar topics, use simple language, and are spoken slowly and clearly with some pauses. • Reading texts are written or multimodal, simple, clearly structured and on familiar topics, use simple language, and usually have visual support. • Learners produce short, simple spoken texts and participate in short, simple interactions, using a limited range of familiar phrases and expressions in short, simple and some linked sentences, although there may be frequent pauses and limitations in vocabulary or structure. • Learners produce short, simple written or multimodal texts on familiar topics, using short, simple and some linked sentences, although there may be frequent inaccuracies and limitations in vocabulary or structure.
Characteristics of Learner Group	By the end of Stage 1, learners will be able to … Listen to level-appropriate texts and • identify a limited range of intonation patterns • respond appropriately to peers and adults • apply basic listening strategies to understand texts • take short, simple notes using a graphic organiser or a word bank when prompts and clarification are provided • identify overall meaning, specific information and some details • make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them • infer the meaning of unknown words for a concrete action or object. Read and view level-appropriate texts and

- recognise key features of a range of text types
- apply basic reading strategies to understand texts.
- take short, simple notes using a graphic organiser or a word bank
- identify overall meaning, specific information and some details
- make simple personal connections between ideas, events or characters and own experience, background knowledge, other familiar texts or the world around them
- infer the meaning of unknown words for a concrete action or object.

Speak at the expected level of proficiency and
- accurately reproduce simple language with some modelling
- produce connected speech with correct stress, intonation and rhythm, demonstrating increasing fluency, though some errors may interfere with meaning
- engage in short, simple exchanges
- produce short, simple spoken texts
- use basic conjunctions and sequencers to connect ideas with developing coherence
- participate in short, simple conversations
- ask and answer questions in short and simple interactions, seeking clarification when needed
- retell simple stories, past experiences and events
- express simple ideas and information with developing coherence
- deliver short, simple prepared statements, using a short and clear text where ideas are connected with the use of basic conjunctions and sequencers.

Write and represent at the expected level of proficiency and
- spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings
- write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control
- apply basic pre-writing strategies to produce texts
- use basic conjunctions and sequencers to connect ideas with developing coherence
- produce short, simple written or multimodal texts
- express simple ideas and information with developing coherence
- recount stories, past experiences and events.

Appendix 3: Glossary of Terms

Access 4

The core textbook designed for Grade 5 students working toward the Grade Level Goal (GLG), supporting structured literacy instruction.

Access 5

The core textbook designed for Grade 5 students working at the Grade Level Goal (GLG), supporting structured literacy instruction.

Advanced 6

An extension resource for students working beyond the GLG, featuring more complex texts and tasks that promote critical thinking and expression.

Assessment for Learning

Ongoing, informal checks for understanding during instruction, used to guide teaching and support student learning.

"Can Do" statements

Student-friendly descriptors that indicate what students are expected to achieve at each stage of the learning continuum.

CCG (Comprehensive Curriculum Guide)

A structured document outlining instructional planning, learning outcomes, assessment guidance and resource alignment for English language instruction.

CEFR (Common European Framework of Reference for Languages)

A global framework defining language proficiency across six levels, from A1 to C2.

Continuous Assessment

Assessment embedded throughout the term that evaluates progress through observations, tasks and learning evidence.

Differentiation

Instructional adjustments made to meet diverse student needs, such as varying content, tasks, or levels of support.

Extension

Instructional enrichment designed for students working beyond the GLG to deepen understanding and promote higher-order thinking.

Foundational Literacy

An intervention course focusing on phonics, decoding, oral language and early print awareness for students below grade level.

Functional Language

Language used to express real-life functions, such as asking for help, expressing opinions, or giving directions, integrated into lessons.

GLG (Grade Level Goal)

The expected proficiency standard for a student at their current grade level in English language.

Global Literacy Simulation

A skills-based literacy programme aligned to international benchmarks (PIRLS and PISA), integrating sustainability themes and global competencies.

Intervention

Targeted instructional support provided to students who are not yet meeting the GLG, based on diagnostic and ongoing assessment.

Learning Continuum

A progression framework that outlines stages of English language development across listening, speaking, reading and viewing and writing and representing, aligned to proficiency benchmarks.

Learning Outcome

A specific skill or understanding that students are expected to develop as part of a lesson or unit.

PIRLS (Progress in International Reading Literacy Study)

An international benchmark assessing reading comprehension of students in primary grades.

PISA (Programme for International Student Assessment)

A global benchmark assessing reading, mathematics and science skills of 15-year-olds.

Pre-Stage

The entry point in the Learning Continuum for students significantly below the GLG, often requiring foundational support.

Text Features

Structural elements of texts, such as headings, illustrations, captions and paragraphs, that support comprehension.

Appendix 4: Global Competencies and Capabilities

The English Language Curriculum is shaped by **eight global competencies and capabilities**, aligned with international frameworks including the ACARA General Capabilities, UNESCO, the OECD Learning Compass 2030, and We the UAE Vision 2031. These reflect both what students need to be able to do (competencies) and the broader personal and social qualities they need to develop (capabilities) in order to thrive in a complex and rapidly changing world.

The competencies and capabilities are designed to build the knowledge, skills, values, and dispositions that support student success—both academically and in life. With a particular focus on **well-being, sustainability, resilience, and future readiness, they foster performance, adaptability, and character.**

Rooted in the UAE's national values of **tolerance, respect, justice, compassion, innovation, and faith**, the curriculum supports the development of balanced individuals who are deeply connected to their local heritage and confidently engaged as global citizens. Recognising the UAE's role as a vibrant cultural hub, it celebrates rich traditions while embracing diversity, inclusion, and progress. These competencies and capabilities inform learning outcomes and thematic content, promoting learner agency, ethical responsibility, and intercultural understanding. Ultimately, they empower students to contribute to sustainable, peaceful, and inclusive futures – both locally and globally.

Global Competency and Capability	Description
Creative Thinking	Students generate original ideas, explore new possibilities, and adapt to change with imagination and innovation.
Critical Thinking	Students analyse, evaluate, and interpret information, make reasoned decisions to solve problems, and consider multiple perspectives with curiosity and reflection to support lifelong learning.
Personal, Social, and Emotional Well-being	Students build resilience, emotional intelligence, and positive relationships, and demonstrate the ability to navigate challenges and support their own and others' well-being.
Ethical Understanding	Students recognise ethical issues, reflect on consequences, and make responsible choices based on fairness, integrity, and respect.
Heritage and Intercultural Understanding	Students develop appreciation for their own heritage while building empathy, tolerance, and respect for others, and communicate across differences as part of a diverse global community.
Digital Citizenship and Digital Literacy	Students use digital tools safely and responsibly, with the skills and ethics to participate meaningfully in a digital and connected world.

Financial Literacy	Students understand how to manage money, make informed financial decisions, and act responsibly within personal and societal economic contexts, while developing financial confidence and accountability.
Sustainability and Futures Thinking	Students think systematically about global challenges, co-create resilient solutions, and take informed action to build a sustainable and equitable world.

Appendix 5: Literacy Strategies: A Guide for Teachers

Listening

This guide provides teachers with practical strategies to help students develop effective listening skills. Listening is a fundamental skill that underpins communication, comprehension, and engagement in both academic and real-world contexts. Strong listening skills enhance students' ability to follow instructions, participate in discussions, and understand spoken language in different settings. This guide outlines key listening skills and provides step-by-step strategies to support students at different proficiency levels.

For a more in-depth look at the different skills and strategies, please follow the video links for each one.

SKILL	DESCRIPTION	STRATEGIES	LINK
Activating Prior Knowledge	Before engaging in a listening activity, students benefit from activating prior knowledge related to the topic, setting, or vocabulary they will encounter. This process helps them anticipate content, recognise key ideas, and connect new information with existing knowledge.	• ***Discussion prompts*** *– Ask students what they already know about the topic before they listen.* • ***Brainstorming activities*** *– Use mind maps or group discussions to generate relevant vocabulary and concepts.* • ***Prediction tasks*** *– Provide a title, image, or keywords and ask students to predict what they might hear.* • ***KWL charts*** (***Know***, ***Want to Know***, ***Learned***) *– Encourage students to list what they already know and what they expect to learn*	Activating prior knowledge
Pre-Teaching Vocabulary	Introducing key vocabulary before a listening task helps students understand the audio content more easily. It prevents them from becoming overwhelmed by unfamiliar words and allows them to focus on meaning rather than decoding individual words.	• ***Word banks*** *– Provide a list of key words and phrases that will appear in the audio.* • ***Context clues*** *– Teach students how to infer meaning from surrounding words and expressions.* • ***Matching activities*** *– Use definitions, images, or synonyms to help students familiarise themselves with new vocabulary.* • ***Pronunciation practice*** *– Model the pronunciation of difficult words to improve recognition during listening.*	Pre-teaching
Listening for the Main Idea (Gist)	Listening for gist involves identifying the overall message or main idea of a spoken passage without focusing on every detail. This skill is essential for real-life situations where people need to grasp meaning quickly.	• ***One-sentence summaries*** *– Ask students to summarise the audio in one sentence after listening.* • ***Key questioning*** *– Provide a simple question before listening (e.g., "What is the main topic?").* • ***Headline writing*** *– Have students create a headline that captures the essence of the listening passage.* • ***First and last sentence focus*** *– Encourage students to listen carefully to the introduction and conclusion, as they often contain the main idea.*	*Listening for the main idea*

Listening for Specific Information (Scanning)	Scanning in listening involves quickly identifying details, such as names, dates, numbers, or specific facts. This skill is useful for listening to announcements, timetables, instructions, and reports.	• *Guiding questions – Give students specific questions before they listen (e.g., "What time is the train leaving?").* • *Fill-in-the-Gap exercises – Use transcripts with missing key details for students to complete while listening.* • *Matching tasks – Provide multiple options and ask students to select the correct details from the audio.* • *True or false statements – Present statements about the audio, and students determine their accuracy.*	*Listening for specific information*
Predicting Content	Predicting involves using context clues, prior knowledge, and familiar structures to anticipate what will be said next in a conversation or speech. This skill improves comprehension and helps students stay engaged.	• *Listening with pauses – Stop the audio at key moments and ask students to predict what comes next.* • *Context clue analysis – Teach students to use tone, speaker intention, and background noise for prediction.* • *Dialogue completion – Provide half of a conversation and have students predict the responses before listening.* • *Guess the speaker's purpose – Ask students to determine if the speaker is informing, persuading, instructing, etc.*	<u>Predicting content</u>
Identifying the Speaker's Tone and Attitude	Understanding the tone and attitude of a speaker helps students interpret meaning beyond the literal words. This skill is crucial for detecting sarcasm, humour, urgency, and emotion in spoken language.	• *Tone comparison – Play audio clips with different tones and ask students to identify the emotions conveyed.* • *Word choice analysis – Highlight how certain words indicate formality, friendliness, or frustration.* • *Intonation and stress awareness – Teach students to notice pitch and stress patterns that reveal meaning.* • *Role-playing exercises – Have students practise expressing different tones using the same sentence.*	*Identifying the speaker's tone and attitude* <u>Intonation</u>
Making Inferences	Inferring meaning in listening involves reading between the lines to understand what is implied but not directly stated. This is essential for understanding humour, indirect suggestions, and cultural nuances.	• *Inference-based questions – Ask students why a speaker might say something in a particular way.* • *Contextual analysis – Provide background information on the conversation to help students infer meaning.* • *Dialogue breakdown – Analyse conversations with implied meanings and discuss possible interpretations.* • *Identifying hints – Train students to recognise phrases like "I guess so" (reluctant agreement) or "That's interesting…" (polite disagreement).*	*Making inferences when listening*

SKILL	DESCRIPTION	STRATEGIES	LINK
Following Spoken Instructions and Directions	Listening to and following spoken instructions accurately is a key skill for real-life communication, whether in the classroom, workplace, or everyday activities.	• *Action-based listening* – Have students perform actions based on verbal instructions (e.g., draw a shape, move to a location). • *Sequencing tasks* – Give scrambled instructions and have students put them in order after listening. • *Listening and responding* – Create interactive tasks where students must react to spoken commands. • *Map reading activities* – Provide a map and have students follow oral directions to locate places	*Following spoken instructions and directions*
Note-Taking While Listening	Effective notetaking helps students organise information from lectures, interviews, or discussions. It improves focus and retention of key points.	• *Guided note-taking* – Provide a template with key sections to fill in while listening. • *Summarisation practice* – Have students write brief summaries rather than copying verbatim. • *Abbreviation techniques* – Teach shorthand methods to take quick and effective notes. • *Mind mapping* – Encourage students to visually organise ideas from the listening text.	<u>Note taking and making</u>
Listening to Different Accents and Speaking Styles	Exposure to different accents and speaking styles prepares students for real-world interactions with diverse speakers.	• *Varied audio sources* – Use recordings of different accents, such as British, American, Australian, and regional variations. • *Transcription challenges* – Have students transcribe short excerpts to notice pronunciation differences. • *Context clues for understanding* – Encourage students to rely on context when encountering unfamiliar pronunciations. • *Repeat and imitate* – Engage students in imitating different accents to build familiarity.	*Different accents and speaking styles*

Reading and Viewing

This guide provides teachers with practical strategies for developing students' reading skills. Each section outlines key strategies that can be applied in the classroom to support students at different levels. The strategies include approaches for activating prior knowledge, previewing texts, identifying key information, making inferences, and more. By implementing these strategies, teachers can support students in becoming confident, independent readers with strong comprehension skills.
For a more in-depth look at the different skills, please follow the video links for each one.

SKILL	DESCRIPTION	STRATEGIES	LINK
Activating Prior Knowledge	Activating prior knowledge involves prompting students to recall and use information they already know about a topic before reading. This helps them connect new ideas with existing knowledge, improving comprehension and engagement. By making these connections, students	• *Brainstorming using mind maps to organise students' thoughts.* • *KWL Charts (Know, Want to Know, Learned) to structure pre-reading discussions.*	<u>Activating prior knowledge</u>

	can better predict content, understand themes, and relate texts to their personal experiences.	• *Show and Tell using realia to provide tangible context.* • *Mini quizzes to activate prior knowledge in a fun way.* • *Visual and auditory prompts, such as videos or images, to spark discussion.*	
Pre-teaching	Pre-teaching introduces students to new vocabulary, concepts, or skills before they encounter them in a reading text. This strategy is particularly useful when working with challenging or subject-specific language. By providing prior exposure, students are more confident and better equipped to understand and engage with the text.	• *Use images, gestures, or real-life objects to reinforce meaning.* • *Model new vocabulary in context before students encounter it in the text.* • *Provide sentence starters and word banks to scaffold understanding.* • *Introduce key concepts through discussion or simple explanations.*	Pre-teaching
Previewing Texts	Previewing a text before reading allows students to set expectations and anticipate key information. It helps students determine if a text is relevant to their needs and allows them to approach reading with a clear focus.	• *Skim titles, headings, and subheadings to get an overview.* • *Examine images, charts, and diagrams to gather contextual clues.* • *Identify bold, italicised, or highlighted words to find important concepts.* • *Read introductory and concluding sentences to understand the main idea.*	Previewing texts
Critical Evaluation	Critical evaluation involves assessing the reliability, bias, and purpose of a text. Students learn to question the credibility of sources, distinguish between fact and opinion, and identify any underlying messages.	• *Ask key questions such as 'Who wrote this?' and 'What is their purpose?'.* • *Identify supporting evidence and determine if claims are backed by reliable sources.* • *Compare multiple texts covering the same topic to evaluate different perspectives.* • *Recognise misleading visuals, biased language, and clickbait tactics.*	Critical evaluation
Chunking and Strategic Pauses	Chunking is the process of breaking a text into smaller, more manageable sections, making it easier for students to process information. Strategic pauses allow students to reflect on what they have read before continuing.	• *Identify natural stopping points in a text, such as paragraph breaks.* • *Annotate or highlight key sections for focus.* • *Use 'Stop and Think' questions to check comprehension before proceeding.*	Chunking and strategic pausing
Identifying the Main Idea (Gist) and Skimming	Skimming is a technique used to quickly grasp the overall meaning of a text. It involves scanning key parts of a passage to determine the central idea without focusing on every detail. This skill is particularly useful when previewing material, looking for main ideas, or deciding whether a text is relevant to a reader's needs. Skimming allows readers to save time while still gaining a general understanding of a passage, making it an	• *Focus on the first and last sentences of paragraphs to identify key points.* • *Look for repeated words and themes throughout the text.* • *Skim bold or italicised text for clues about important information.*	Identifying the main idea (gist) and skimming

	essential strategy for academic reading, exam preparation, and research. By focusing on key words, headings, and structural elements, students can navigate texts more efficiently and improve their ability to locate important information.		
Identifying Specific Information and Scanning	Scanning is a reading technique used to locate specific details in a text quickly. This skill is particularly useful when searching for key facts, names, dates, figures, or targeted information without needing to read every word. Unlike skimming, which focuses on general understanding, scanning allows readers to find precise information efficiently, making it an essential tool for reading schedules, timetables, menus, lists, research materials, and exam questions. Strong scanning skills help students navigate large amounts of text with confidence and develop better reading fluency by focusing only on relevant details.	• *Use guiding questions such as 'When did this happen?' or 'Who was involved?'.* • *Identify and highlight key terms before reading.* • *Read vertically as well as horizontally to quickly locate information.*	<u>Identifying specific information and scanning</u>
Linear and Non-Linear Reading Pathways	Linear reading follows a sequential path, such as reading a novel from start to finish. Non-linear reading allows readers to jump between sections, such as navigating a website, infographic, or timetable.	• *Teach when to use linear reading for comprehension (e.g., novels, academic texts).* • *Use non-linear reading strategies for reference texts (e.g., graphs, web pages).* • *Develop skimming and scanning techniques for efficient reading.*	<u>Linear and non-linear reading pathways</u>
Making Connections	Making connections helps students link new information to prior knowledge, other texts, and real-world experiences, enhancing comprehension and engagement. When students actively relate a text to something they already know, they develop deeper understanding, retention, and personal investment in what they are reading. Strong connections improve critical thinking by allowing students to compare perspectives, recognise themes, and apply learning to different contexts. This strategy also helps students engage with texts on an emotional and intellectual level, making reading more meaningful and enjoyable. Connections can be made in three key ways: text-to-self (relating the text to personal experiences), text-to-text (comparing it with other books, articles, or stories), and text-to-world (linking it to broader real-world issues, history, or events). Encouraging students to make these connections deepens comprehension, fosters curiosity, and builds confidence in interpreting texts independently.	• *Use graphic organisers such as mind maps or Venn diagrams.* • *Encourage think-pair-share activities to discuss text connections.* • *Ask guiding questions to help students relate texts to personal experiences.*	<u>Making connections</u>
Making Inferences	Inference-making allows students to read between the lines and interpret meanings beyond the literal text. Instead of relying solely on explicitly stated information, students use contextual clues, prior knowledge, and logical reasoning to infer unstated details, such as a character's emotions, the author's intentions, or hidden	• *Model inference-making by providing real-life examples.* • *Highlight contextual clues such as tone, word choice, and sentence structure.* • *Use inference-based comprehension questions.*	<u>Making inferences</u>

	messages in a text. This skill is essential for understanding nuanced language, identifying themes, and developing critical thinking, as many texts—especially literature, news articles, and opinion pieces—require readers to draw conclusions based on implied rather than direct information. Teaching students how to make inferences helps them engage with texts on a deeper level, improves reading comprehension, and enhances their ability to interpret tone, intent, and subtext.		
Post-task Development	Post-task development involves activities that extend learning beyond initial reading comprehension, allowing students to deepen their understanding, apply critical thinking skills, and reinforce newly acquired knowledge. Engaging in post-task activities encourages students to process, analyse, and interact with a text in meaningful ways, ensuring longer retention and improved comprehension. These activities also promote creativity, collaboration, and higher-order thinking, as students move beyond passive reading to active engagement with texts.	• *Assign project work such as reviews or presentations.* • *Encourage visualisation activities like posters or storyboards.* • *Use debates and role-plays to explore ideas.*	Post-task development
Summarising and Retelling	Summarising and retelling help students process and express information clearly by identifying key points and conveying them concisely. Summarising focuses on distilling essential ideas without unnecessary details, improving comprehension and critical thinking. Retelling reinforces understanding by allowing students to express what they have read in their own words, enhancing verbal fluency and narrative structure. These skills support academic success by strengthening language development, memory retention, and engagement with texts. Strategies include assigning short-form summaries (e.g., summarising in five words), conducting group-based summaries to encourage collaboration, using retelling activities like storytelling chains, and practising text reduction exercises to build conciseness.	• *Assign short-form summaries (e.g., summarise in five words).* • *Conduct group-based summaries to encourage teamwork.* • *Use retelling activities, such as storytelling chains.* • *Practise text reduction exercises to build conciseness.*	Summarising and retelling
Guessing the Meaning of Words	Developing the ability to deduce word meanings from context is a crucial reading skill that enhances comprehension and vocabulary acquisition. When students encounter unfamiliar words, they should be encouraged to infer meaning rather than immediately relying on a dictionary. This skill promotes independent learning, problem-solving, and deeper engagement with texts, as students actively interact with language rather than passively looking up definitions. Guessing word meanings effectively requires recognising context clues, analysing word structure (prefixes, suffixes, and root words), and identifying relationships between words (synonyms, antonyms, and definitions embedded in the text). Encouraging students	• *Teach students to use context clues.* • *Break down unfamiliar words using prefixes and suffixes.* • *Guide students to look for embedded definitions.* • *Practise identifying synonyms and antonyms.* • *Encourage educated guesses before using a dictionary.*	Guessing the meaning of words

	to make educated guesses builds confidence in reading, improves fluency, and prepares them to encounter new vocabulary in academic, professional, and real-world contexts.		
Identifying Different Types of Text	Recognising different types of text, or genres, is an important reading skill. Different texts have distinct structures, language styles, and purposes. Understanding these differences helps readers adjust their reading strategies accordingly. For example, stories use descriptive language, while informational texts prioritise clarity and factual details.	*Teach students to identify common genres such as stories, news articles, adverts, comics, and schedules.* *Highlight structural differences, such as the use of speech bubbles in comics or columns in newspapers.* *Use matching exercises where students pair texts with their correct genre.* *Discuss the purpose of different texts (e.g., entertainment, information, persuasion).* *Encourage students to explore different genres to build familiarity and comprehension skills.*	<u>Identifying different types of text</u>
How Can I Improve My Reading Skills	Improving personal reading skills involves building vocabulary, practising comprehension, and exploring different types of texts. Reading regularly and engaging with different genres enhances fluency and understanding. Effective reading strategies help readers to navigate texts confidently and extract relevant information.	*Start with simple texts, such as children's books or beginner-friendly materials, to build confidence.* *Read aloud to improve pronunciation, fluency, and expression.* *Expand vocabulary by using flashcards, language apps, and keeping a journal of new words.* *Read a variety of genres, including news articles, fiction, and comics, to experience different writing styles.* *Join a book club or reading group to discuss texts and gain new perspectives.* *Practise reading regularly, aiming for at least 10–15 minutes a day.* *Choose texts on topics of personal interest to maintain motivation and engagement.*	<u>How can I improve my reading skills?</u>
How To Develop My Students' Reading Skills	Helping students improve their reading skills requires providing engaging and structured activities. By introducing effective strategies, teachers can help students become confident, independent readers. It is important to create an environment where students feel encouraged to read and explore different texts.	*Encourage students to start with familiar, simple texts before progressing to more complex materials.* *Use guided reading sessions to support students as they build fluency and comprehension skills.* *Introduce interactive activities such as reading games, role-playing, and storytelling.* *Teach students skimming and scanning techniques to help them identify key ideas efficiently.* *Provide access to a range of reading materials, including fiction, non-fiction, and multimedia resources.* *Foster discussion by asking students to summarise and share their thoughts on texts.* *Use digital tools and audiobooks to supplement traditional reading methods and enhance engagement.*	<u>How to develop my students' reading skills</u>

SKILL	DESCRIPTION	STRATEGIES	LINK
Different Types of Reading	Readers do not engage with all texts in the same way. The type of reading we use depends on the purpose of reading and the structure of the text. Understanding different reading types allows students to apply appropriate strategies to improve comprehension and efficiency. Some texts, like novels, require a linear reading approach, while others, such as menus, timetables, or search results, require quick navigation to find specific information. Effective reading skills include **skimming** (quickly getting the gist), **scanning** (searching for specific details), **intensive reading** (detailed study of a text), **extensive reading** (reading for enjoyment and fluency), and **critical reading** (evaluating the reliability and intent of a text). Mastering these reading approaches helps students read with greater speed, accuracy, and understanding across different contexts.	• ***Skimming:** Practise scanning headlines, introductions, and first sentences of paragraphs to get the main idea without reading everything.* • ***Scanning:** Engage in activities where students search for specific details in a timetable, menu, or article.* • ***Intensive Reading:** Focus on short, complex texts in class to analyse language, grammar, and meaning in detail.* • ***Extensive Reading:** Encourage students to choose enjoyable texts and read regularly for fluency and comprehension.* • ***Critical Reading:** Teach students to question the reliability of a text by identifying bias, fact vs. opinion, and supporting evidence.*	Different types of reading

Speaking

Speaking is a key skill in language learning and communication. It allows students to express their thoughts, engage in discussions, and participate in real-life conversations with confidence. Developing speaking skills involves more than just vocabulary and grammar—it also requires fluency, pronunciation, turn-taking, and the ability to structure ideas clearly.

This guide provides teachers with practical strategies to help students develop confidence, fluency, and accuracy in spoken English. The strategies focus on improving students' ability to express themselves naturally in different situations, whether in everyday interactions, academic discussions, or professional settings.

For a more in-depth look at the different skills and strategies, please follow the video links for each one.

SKILL	DESCRIPTION	STRATEGIES	LINK
Developing Fluency	Fluency refers to the ability to speak smoothly and naturally without long pauses or excessive hesitation. Fluent speakers can express ideas with minimal effort and maintain a conversation without frequently stopping to search for words. Fluency does not mean speaking quickly — it means speaking in a steady and natural rhythm. Building fluency helps students gain confidence and overcome the fear of speaking in English. It also improves their ability to engage in conversations and respond appropriately in different contexts.	• ***Timed speaking activities** – Set a short time limit (e.g., one minute) for students to speak about a topic without stopping. Gradually increase the time as their confidence grows.* • ***Picture descriptions** – Provide students with images and ask them to describe what they see in detail. This encourages continuous speech.* • ***Speed conversations** – Organise quick, rotating conversations where students must respond immediately to a partner's question or comment.* • ***Speaking without notes** – Encourage students to speak freely instead of reading from scripts. This helps them rely on memory and natural expression rather than pre-written text.*	Fluency and accuracy in production

Speaking with Accuracy	Accuracy in speaking involves using correct grammar, sentence structures, and verb tenses. While fluency focuses on the ability to speak smoothly, accuracy ensures that students communicate their ideas correctly and avoid common grammatical errors that might lead to misunderstandings. Developing accuracy helps students produce well-formed sentences, making their speech clearer and more professional.	• *Grammar-based role-plays* – Design role-plays that encourage the use of specific grammar structures (e.g., past tense in storytelling, conditionals in hypothetical situations). • *Error correction through recasting* – Instead of directly correcting mistakes, model the correct grammar by rephrasing students' sentences in a natural way. • *Sentence completion activities* – Provide sentence starters and ask students to complete them aloud, ensuring they practise correct grammar structures. • *Structured speaking frames* – Give students speaking templates that follow grammatical patterns, helping them build sentences correctly.	Fluency and accuracy in production
Improving Pronunciation and Intonation	Pronunciation refers to the clarity and accuracy of speech sounds, while intonation involves the rise and fall of pitch in spoken language. Good pronunciation ensures that students can communicate clearly and be easily understood, while natural intonation helps them sound more expressive and engaging. Poor pronunciation can lead to misunderstandings, so it is important for students to develop awareness of common pronunciation challenges. Intonation also plays a vital role in conveying emotion, emphasis, and intent in speech.	• *Minimal pairs practice* – Use word pairs that differ by only one sound (e.g., "ship" vs. "sheep") to help students notice small but important pronunciation differences. • *Choral repetition* – Have students repeat words or phrases together to develop muscle memory for pronunciation. • *Shadowing technique* – Ask students to listen to a recording and repeat the speaker's words immediately, mimicking pronunciation, intonation, and pace. • *Stress and rhythm drills* – Use tongue twisters and rhythmic exercises to reinforce correct pronunciation patterns.	Intonation Connected speech Weak forms Drilling
Expanding Vocabulary for Speaking	A broad and varied vocabulary allows students to express themselves more precisely and effectively. Without a strong vocabulary, students may struggle to find the right words, leading to pauses and hesitation in their speech. Expanding vocabulary helps students become more confident speakers and prepares them for different topics and situations. Learning collocations, idioms, and context-specific vocabulary can make their speech more natural and fluent.	• *Thematic vocabulary building* – Introduce new words and phrases in the context of specific topics (e.g., travel, work, hobbies) to make them more memorable. • *Word association games* – Engage students in activities where they connect related words and phrases, reinforcing word relationships. • *Synonym challenges* – Ask students to replace common words with more advanced alternatives to build a richer vocabulary. • *Use of collocations and phrases* – Teach students common word pairings (e.g., "strong coffee" instead of "heavy coffee") to improve fluency and natural expression.	Presenting vocabulary Vocabulary games and activities
Using Functional Language for Everyday Conversation	Functional language refers to common phrases and expressions used in daily conversations, such as asking for help, giving advice, making suggestions, or expressing uncertainty. Learning these phrases enables students to communicate effectively in real-world situations. Functional language is particularly useful for survival English (e.g., shopping, ordering food, asking for directions) and professional settings (e.g., making requests, giving instructions, handling complaints).	• *Dialogue practice* – Use scripted conversations featuring functional phrases (e.g., "Can I help you?" or "I'd like to order…"). • *Real-life role-plays* – Simulate common social situations where students must use functional language naturally. • *Substitution drills* – Give students set phrases and ask them to modify parts of the sentence (e.g., "Could you…?" → "Would you mind…?"). • *Listening and responding tasks* – Play audio clips featuring common interactions and have students practise responding appropriately.	*Using functional language for everyday conversation*

Engaging in Conversation and Turn-Taking	Effective conversation skills involve more than just speaking—they require active listening, turn-taking, and responding appropriately. Good conversationalists maintain the flow of discussion by knowing when to speak, when to listen, and how to build on what others say. Many language students struggle with interrupting, long pauses, or speaking too much in conversations. Teaching turn-taking strategies helps students engage naturally in dialogues and discussions, making interactions smoother and more enjoyable.	• *__Conversation chains__ – Start a conversation and have each student contribute a sentence that connects logically to the previous one.* • *__Dialogue completion__ – Provide students with half a conversation and ask them to complete the missing parts.* • *__Active listening prompts__ – Teach students to show engagement with phrases like "That's interesting!", "I see what you mean", or "Could you explain that more?".* • *__'Think-Pair-Share' activities__ – Give students a discussion question, have them discuss it in pairs, and then share their thoughts with the whole class.* • *__Role-reversal conversations__ – Have students practise both roles in a conversation (e.g., interviewer and interviewee) to develop perspective-taking.*	*Engaging in conversation and turn-taking*
Narrating and Storytelling	Storytelling is an essential speaking skill that helps students structure their thoughts clearly. It develops coherence, logical sequencing, and descriptive language. Being able to narrate events is useful for everyday conversations, job interviews, and public speaking. Strong storytelling skills help students engage their listeners by adding details, emotions, and a natural flow to their speech. It also improves their ability to express past experiences and ideas in a structured way.	• *__Personal storytelling__ – Ask students to share a personal experience using clear sequencing (beginning, middle, and end).* • *__Story sequencing activities__ – Give students a jumbled story and ask them to arrange the events in the correct order before telling it aloud.* • *__Using picture prompts__ – Provide a series of pictures and have students create a story based on them.* • *__Creative storytelling games__ – Use games like "One Word at a Time", where each student adds a word to build a story.* • *__Recording and self-review__ – Have students record themselves telling a story, listen back, and identify areas for improvement.*	*Narrating and storytelling*
Speaking in Informal and Formal Contexts	Different situations require different levels of formality in speech. Understanding the difference between formal and informal language helps students communicate appropriately in various social, academic, and professional settings. For example, casual conversations with friends use slang and contractions, while professional or academic presentations require structured and polite language. Teaching this distinction prevents students from using inappropriate speech in formal situations.	• *__Comparing formal and informal speech__ – Provide dialogues in both registers (e.g., a conversation between friends vs. a business meeting) and discuss the differences.* • *__Role-plays in different settings__ – Assign students scenarios such as a job interview, ordering food, or chatting with a friend and have them adjust their speech accordingly.* • *__Politeness and register activities__ – Teach students how to adjust their language for politeness, such as "Could you possibly…?" instead of "Give me…".* • *__Code-switching practice__ – Have students say the same sentence in both formal and informal ways (e.g., "Hey, what's up?" vs. "Hello, how are you today?").* • *__Analysing real-life examples__ – Use TV shows, interviews, and news clips to highlight differences in speaking styles.*	*Formal vs informal in spoken English*
Public Speaking and Presentations	Public speaking is a valuable skill for students, helping them build confidence, clarity, and the ability to communicate ideas to an audience. Strong public speakers can hold attention, organise their thoughts effectively, and use engaging delivery techniques. Many students feel nervous about speaking in front of an audience. Teaching public speaking strategies helps	• *__Structured presentation practice__ – Teach students to use a clear introduction, body, and conclusion in their speeches.* • *__Using visual aids__ – Encourage students to use slides, images, or props to support their speech and make it more engaging.* • *__Voice control exercises__ – Practise varying tone, volume, and pace for effective delivery and audience engagement.*	*Public speaking* FL.25 Giving presentations

them manage anxiety and improve their ability to express ideas persuasively and professionally.

- *Peer feedback sessions* – Have students present short speeches and receive constructive feedback from classmates.
- *Impromptu speaking drills* – Give students a random topic and ask them to speak about it for one minute without preparation.
- *Speech analysis activities* – Show videos of great speakers and discuss what makes their delivery effective.

Writing and Representing

This guide provides teachers with practical strategies for developing students' writing skills. Each section outlines key strategies that can be applied in the classroom to support students at different levels. The strategies include different approaches to writing, keyboard skills, note taking, and many more. By implementing these strategies, teachers can support students in becoming confident, independent writers with strong communication skills.
For a more in-depth look at the different skills and strategies, please follow the video links for each one.

SKILL	DESCRIPTION	STRATEGIES	LINK
Approaches to Writing	Writing is a fundamental skill that requires students to structure their thoughts, organise ideas, and communicate effectively. For language students, writing is particularly challenging as it involves linguistic accuracy, coherence, and awareness of audience expectations. There are three main approaches to teaching writing, each with different focuses: • **The Product-Oriented Approach** – Focuses on accuracy and imitation of model texts. • **The Process-Oriented Approach** – Emphasises idea development, drafting, and revision. • **The Genre-Based Approach** – Helps students understand different writing styles and audience expectations. Each approach has its own advantages and can be adapted based on the students' needs and the writing task. In practice, teachers often combine elements from different approaches to provide a balanced writing experience.	• *Provide model texts* • *Use brainstorming and mind mapping* • *Discuss genre conventions* • *Use controlled practice activities* • *Scaffold writing tasks* • *Teach organisation techniques* • *Provide guided feedback* • *Focus on meaning before form* • *Teach proofreading techniques* • *Promote editing and multiple drafts* • *Encourage students to write in different genres* • *Foster creative and critical thinking* • *Use writing for real-life purposes*	Approaches to writing

Simple Spelling Rules	Spelling is an essential component of writing that helps ensure clarity, accuracy, and effective communication. Poor spelling can interfere with meaning and readability, making it difficult for the reader to understand the intended message. For language students, mastering spelling requires recognising patterns, understanding word structures, and applying rules consistently. Although English spelling can be unpredictable due to historical influences, certain rules help guide students. These include: • **Silent 'e' rule** (e.g. *make → making*) • **Doubling consonants** in short words (e.g. *run → running*) • **'I before E, except after C'** (e.g. *believe, receive*) • **Plurals of nouns** (e.g. *bus → buses, baby → babies*) • **Changing 'y' to 'i'** when adding suffixes (e.g. *happy → happier, try → tried*). Since English has exceptions to most rules, it is important to combine rule-based learning with practice, exposure, and memory strategies. By using structured spelling instruction, teachers can support students in developing confidence and accuracy in their writing.	• *Use word sorting activities* • *Teach mnemonics and rhymes* • *Provide word lists for practice* • *Use gap-fill and sentence completion exercises* • *Encourage word building activities* • *Use visual aids and colour coding* • *Teach through writing practice* • *Use peer and self-checking techniques* • *Provide engaging games and interactive activities*	
How to Write Clear and Organised Texts	Clear and structured writing is essential for effective communication. Whether writing for academic purposes, professional communication, or personal expression, well-organised texts enhance readability and understanding. Key features of structured writing include: • Using paragraphs with topic sentences to organise ideas logically. • Using linking words and signposting to guide the reader through the text. • Ensuring coherence and cohesion so ideas flow smoothly. By mastering these skills, students can produce well-structured writing that is logical, easy to read, and engaging.	• *Teach the importance of paragraphs* • *Use topic sentences* • *Provide examples of strong paragraphs* • *Use linking words and signposting* • *Encourage logical organisation of ideas* • *Teach coherence techniques* • *Develop cohesion through pronouns* • *Use structured writing templates* • *Practise editing and revising for clarity*	How to write clear and organised texts
Keyboarding Skills	Keyboarding is an essential skill in today's digital world. It improves typing speed and accuracy, helping students complete writing tasks more efficiently. Good keyboarding habits also prevent strain and discomfort, making long periods of typing more manageable. Developing keyboarding skills enables students to focus on their writing without being slowed down by typing	• *Familiarise students with the keyboard layout* • *Encourage the use of correct finger position* • *Start with simple exercises* • *Use fun typing activities and games* • *Emphasise accuracy before speed* • *Promote regular typing practice* • *Teach ergonomic typing habits*	How to improve my keyboarding skills

		• Incorporate typing into writing lessons	
Handwriting Skills	Although technology has reduced the need for handwritten communication, handwriting remains an essential skill in many situations, such as filling in forms, writing notes, and signing documents. Developing good handwriting improves legibility, fine motor skills, and overall communication. Consistent handwriting practice helps students write more clearly, efficiently, and confidently. By focusing on letter formation, spacing, and fluency, students can develop neat and readable handwriting that enhances written communication.	• *Teach proper pen grip* • *Encourage writing on the line* • *Practise letter formation* • *Use tracing activities* • *Write slowly and focus on clarity* • *Promote light and smooth writing movements* • *Allow experimentation with different pens and pencils* • *Encourage regular practice* • *Provide feedback and self-correction techniques* • *Use AI text readers for readability checks*	How to improve your handwriting skills
Punctuation	Punctuation is essential for clarity, readability, and meaning in writing. Without punctuation, sentences become difficult to understand. Teaching punctuation effectively helps students write structured, logical, and engaging texts. Punctuation marks such as full stops, commas, apostrophes, and quotation marks guide the reader and clarify meaning. Understanding when and how to use punctuation improves both writing fluency and accuracy.	• *Teach the purpose of capital letters* • *Introduce full stops and commas first* • *Use visual examples of incorrect punctuation* • *Practise lists and pauses using commas* • *Teach the functions of apostrophes* • *Use interactive quizzes on punctuation* • *Introduce advanced punctuation step by step*	How to use punctuation correctly

Abbreviations	Abbreviations are shortened forms of words or phrases that help make writing more efficient. They save time and space, making communication clearer and more concise. Abbreviations are widely used in academic, professional, and informal writing, helping to reduce repetition and simplify complex terms.
	There are several types of abbreviations:
	    • **Initialisms** (e.g. DIY – do it yourself, FAQ – frequently asked questions)
	    • **Acronyms** (e.g. NASA – National Aeronautics and Space Administration, SCUBA – self-contained underwater breathing apparatus)
	    • **Shortened words** (e.g. Dr. – doctor, No. – number)
	    • **Latin abbreviations** (e.g. e.g. – for example, i.e. – that is, etc. – and so on)
	Understanding and correctly using abbreviations helps students write effectively while maintaining clarity for their audience.
		• *Introduce different types of abbreviations*
		• *Provide real-world examples*
		• *Use matching exercises*
		• *Encourage abbreviation identification –*
		• *Teach correct formatting*
		• *Provide practice with Latin abbreviations*
		• *Use abbreviation gap-fill activities*
			Overview of abbreviations
			How to use abbreviations in formal writing

Informal Messaging	Informal messaging is a relaxed and conversational form of writing used in text messages, social media, and online chats. It is typically shorter, faster, and more casual than formal writing, often reflecting spoken language. Informal writing includes: **Contractions and reductions** (e.g. gonna instead of going to, wanna instead of want to). **Abbreviations and acronyms** (e.g. LOL – laugh out loud, BRB – be right back). **Informal greetings and goodbyes** (e.g. Hey, What's up? and Catch you later!). **Capitalisation, extra letters, and emojis for emphasis and personality** (e.g. That was AMAZing!!!). While informal messaging helps students develop fluency and confidence, it is important for them to understand when to switch to more formal writing in academic and professional settings.	*Introduce informal vs formal writing* *Teach informal greetings and goodbyes* *Encourage the use of contractions* *Practise abbreviations and acronyms* *Explore informal spelling* *Use creative messaging* *Discuss tone and personality in writing* *Provide informal conversation tasks*	Informal messaging
Developing Writing Skills	Developing writing skills requires consistent practice, structured guidance, and a step-by-step approach. Writing is not about instant perfection—it is a process that involves: **Reading widely** to understand language patterns and writing styles. **Practising grammar and punctuation** for accuracy. **Starting with simple writing** and gradually progressing to more complex structures. **Using structured writing activities** such as graphic organisers, sentence-building exercises, and collaborative writing. **Incorporating technology and real-world writing tasks** to make writing more engaging and purposeful. By using effective teaching strategies, educators can support students in becoming confident, independent writers while also improving their own writing skills.	*Model the writing process* *Use graphic organisers* *Teach structured writing frames* *Incorporate technology* *Focus on grammar and punctuation* *Start with short, simple writing* *Encourage journaling* *Promote peer feedback* *Use engaging writing games* 1. *Encourage sentence development* *Introduce real-world writing tasks*	How do develop my students' writing skills How can I develop my writing skills?

Appendix 6: Stage 1 Language Syllabus

The Language Syllabus is a core component of each stage in the English Language curriculum, providing a detailed outline of the grammar and functional language to be taught. It specifies not only what content is covered at each stage, but also when learners are expected to understand or actively use this content, both in spoken and written forms. This clarity supports teachers in planning instruction, informs assessment and helps identify any gaps in current learning resources.

Developed in alignment with international benchmarks, the Language Syllabus is tailored to the specific context of our learners, taking into account their language backgrounds, instructional time and available resources. This ensures that the progression of grammar and functional language is both globally informed and locally relevant.

The syllabus is organised into two main sections: Functional Language and Grammar. The Grammar section details which structures learners should understand receptively (through listening and reading) or use productively (through speaking and writing) by the end of each stage.

To further support teachers, the Language Syllabus includes clickable links to the Literacy and Communication Toolkit. These links connect each syllabus item to practical resources, strategies and exemplars, making it easy for teachers to access targeted support and enhance classroom instruction.

In summary, the Language Syllabus functions as a comprehensive roadmap for language development, directly linked to practical resources, ensuring that teaching is both systematic and responsive to learners' needs.

GRAMMAR		FUNCTIONAL LANGUAGE
Understand and Use	Understand only	
G.1.1 Adjectives (position)	G.1.6 Adjectives (compound adjectives)	FL.1 Asking for and giving personal information
G.1.2 Adjectives (comparatives)		
G.1.3 Adjectives (superlatives)	G.2.10 Adverbs (focusing)	FL.2 Greetings, making introductions, saying goodbye
G.1.4 Adjectives (participle adjectives)	G.2.11 Adverbs (attitude)	
	G.3.1 Causative constructions (have/get + object + past participle)	FL.3 Expressing likes and dislikes
G.1.5 Adjectives (followed by prepositions and infinitives)		FL.4 Using numbers to express amount, quantity, number, and time
G.2.1 Adverbs (manner)	G.5.2 Conditionals (First)	
G.2.2 Adverbs (sequencing)	G.10.1 Passives (present simple passive)	FL.5 Describing people
G.2.3 Adverbs (frequency)		FL.6 Describing places
G.2.4 Adverbs (time and place)	G.10.2 Passives (past simple passive)	FL.7 Describing objects
G.2.5 Adverbs (adverbial linkers)		FL.8 Expressing preference
G.2.8 Adverbs (degree)	G.13.3 Present Time (present perfect simple)	FL.9 Describing habits, routines, tasks, and jobs
G.4.3 Clauses and phrases (Imperatives)		
	G.14.3 Past Time (past continuous)	FL.10 Asking for and telling the time
G.5.1 Conditionals (Zero)		
G.6.1 Conjunctions (coordinating)	G.17.3 Questions (question tags)	FL.11 Asking for and giving directions
G.6.2 Conjunctions (subordinating)	G.17.4 Questions (indirect questions)	
G.7.1 Determiners (indefinite article (a/an))		FL.12 Apologising
	G.18.1/2/3 Reported Speech	FL.13 Describing processes
G.7.2 Determiners (definite article (the))		FL.14 Describing functions
G.7.3 Determiners (zero article)		FL.15 Describing graphs, charts, tables, and diagrams