

# English Language Curriculum

## Comprehensive Curriculum Guide

Grade 7 General

Term 2

2025 – 2026 A.D



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## 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 references 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 7 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

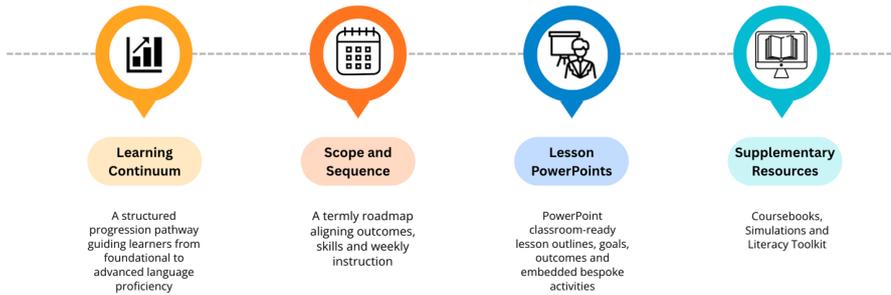
All lesson resources are designed to support and empower teachers with structured guidance anchored in clear learning outcomes. They encourage flexible, creative, and student-centred instruction that meets learners where they are and helps them move forward with confidence, clarity, and purpose.

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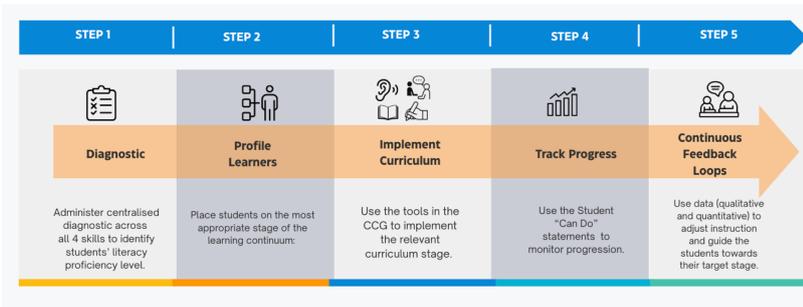
## CCG Snapshot

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

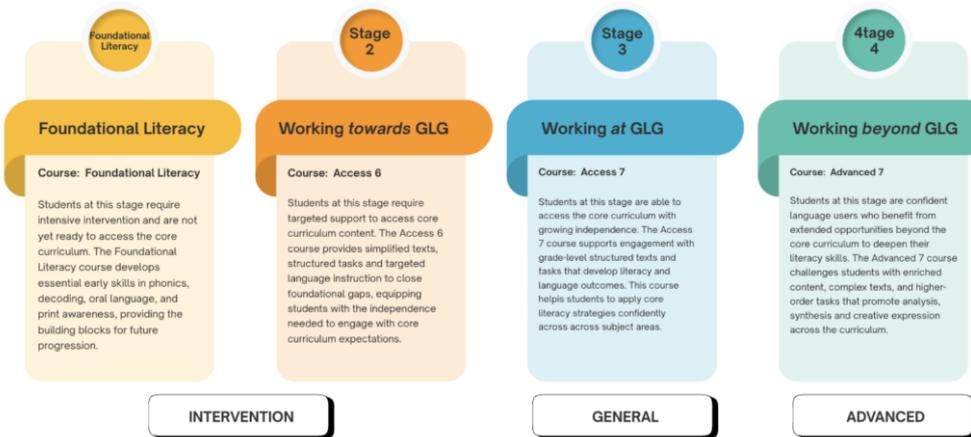
### Core Tools



### Implementation Process

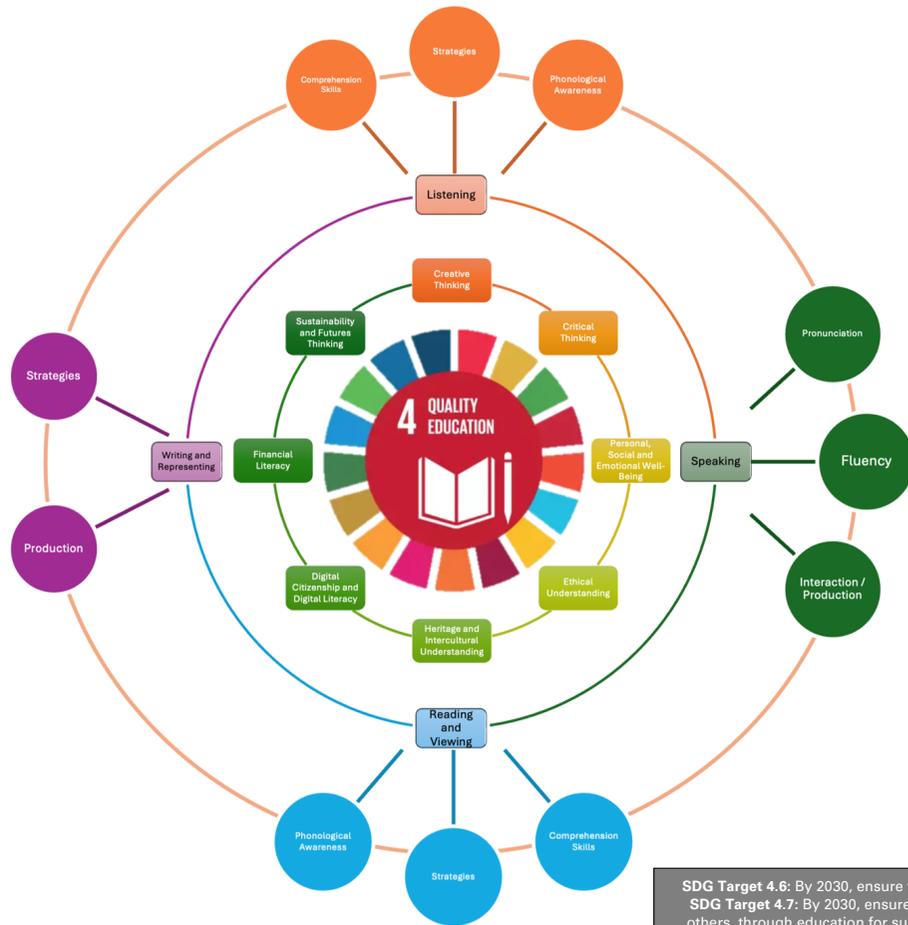


### Learning Continuum Stages



**\*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	Working Towards Grade 9	STAGE 4	A2.2-B1.1	4
CYCLE 3	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

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.

GRADE	WORKING TOWARDS GLG		GRADE LEVEL GOAL	WORKING BEYOND GLG
	Literacy Skills 5-8	Grade 4 Access Pre-Stage 1		
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

## Curriculum Scheduling

**Commented [HM2]:** The scheduling doesn't mention the period allocation for schools that have 3<sup>rd</sup> languages.

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:

<b>Core Instruction</b>	<b>4 periods</b>	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).
<b>Skill Development</b>	<b>2 periods</b>	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: <ul style="list-style-type: none"><li>• Parental Guide</li><li>• Leadership Guide</li><li>• Teacher Guide</li><li>• Scenario Bank</li><li>• Student Portfolio</li><li>• Assessment Bank</li></ul>

## Resources

A range of learning resources is available to support the effective delivery of **Grade 7 General 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.

**Commented [HM3]:** No mention of the Global Literacy Simulations within the resources.

	<p><b>Stage:</b> Working at GLG (General)   <b>Schedule:</b> Core curriculum periods (4 x periods a week)   <b>Format:</b> Online via LMS</p> <p>The <b>Grade 7 General Lesson PowerPoints</b> 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 <b>clarity, consistency, and accessibility</b>, 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.</p>
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	<p><b>Stage:</b> Working at GLG (General)   <b>Schedule:</b> Core curriculum periods (4 x periods a week)   <b>Format:</b> Printed*</p> <p>The <b>Access 7</b> 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.</p>
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	<p><b>Stage:</b> Working at or beyond GLG   <b>Schedule:</b> Skill Development periods (2 x periods across 6 weeks)   <b>Format:</b> Project-based</p> <p>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.</p>
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<p><b>Stretch Resources</b></p>	<p><b>Stage:</b> Working <i>beyond</i> GLG   <b>Schedule:</b> During core curriculum lessons depending on student needs   <b>Format:</b> Al Diwan</p>
<p>Students can access the <b>Grade 7 Advanced course</b> for further challenge which contains enriched content, complex texts and higher-order tasks that promote analysis, synthesis and creative expression across the curriculum.</p>	

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

	<p>The <b>Literacy and Communication Toolkit</b> 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.</p>
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### **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

TERM 2 Unit 5: Transport WEEK 1											
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
1	Getting From A to B	Listening	Students identify different intonation patterns when listening to a transactional conversation about asking for directions.	<b>ENG.03.L.PA.4.1</b> Recognise different intonation patterns when listening to short, clear recordings about familiar topics.	<b>ENG.03.S.F.2.1</b> Speak about familiar topics using short, connected sentences to compare ideas and give simple reasons, with some pauses and self-correction.	<a href="#">Lesson 1 PPT</a> Listening and Speaking p. 92-93	<a href="#">G.4.3 Clauses and phrases (Imperatives)</a>	<a href="#">FL.11 Asking for and giving directions</a>	Prepositions of Place	<i>turn left/right at..., go, turn left/right at..., go straight, corner, to cross, gym, route, park, mall</i>	Critical Thinking
2	Types of Transport	Writing and Representing	Students write a short personal narrative using cohesive devices to connect ideas clearly.	<b>ENG.03.WR.S.4.1</b> Use simple linking words to connect ideas in short pieces of writing on familiar topics, showing growing control, even if some mistakes or repetition occur.	<b>ENG.03.RV.S.5.1</b> Find and write down key information from one or two simple texts on familiar topics, showing that you can tell the difference between facts and opinions.	<a href="#">Lesson 2 PPT</a> Writing and Reading p. 94-95	<a href="#">G.16.1 Pronouns (personal/subject)</a>	<a href="#">FL.5 Describing people</a>	-	<i>bus, taxi, train, metro, boat, ticket, free, station, to take the bus/train/tram</i>	Personal, Social and Emotional Well-being
3	How I Travel	Speaking	Students give a spoken explanation of a simple task using cohesive devices to connect ideas clearly.	<b>ENG.03.S.F.3.1</b> Use simple linking words to connect their ideas when speaking about familiar topics. Their speech is mostly clear, but they may pause often while thinking.	<b>ENG.03.L.S.2.1</b> Use different listening strategies to understand simple, familiar topics — such as using context, asking for repetition or clarification, and recognizing familiar words when someone speaks slowly and clearly.	<a href="#">Lesson 3 PPT</a> Speaking and Listening p. 96-97	<a href="#">G.6.1 Conjunctions (coordinating)</a>	<a href="#">FL.8 Expressing preference</a>	<a href="#">Subordinating conjunctions</a>	<i>journey, carriage, comfortable, busy, seat, to take the metro/tram/ferry</i>	Intercultural Understanding
4	In The Street	Reading and Viewing	Students identify specific information in a text by matching prompts to exact phrases in a gap-fill activity.	<b>ENG.03.RV.CS.2.1</b> Students can read short, simple texts and find specific details or facts about familiar, everyday topics.	<b>ENG.03.S.F.1.1</b> Students can take part in short, simple conversations about familiar topics, using connected sentences to share ideas and correct themselves when needed, even if they pause often.	<a href="#">Lesson 4 PPT</a> Reading and Speaking p. 98-99	<a href="#">G.8.1 Modals (present)</a>	<a href="#">FL.13 Describing processes</a>	<a href="#">Imperatives</a>	<i>one-way street, traffic light, speed limit, crossing, parking, sign</i>	Critical Thinking
PBLA (2 x periods)			<b>Understand:</b> 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.								

TERM 2 Unit 5: Transport

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	Cycling	Writing and Representing	Students write and revise a sentence list using a two-column strategy to improve vocabulary, clarity, and coherence.	<b>ENG.03.WR.S.3.1</b> Use strategies like graphic organizers, sample texts, and templates to help students write and revise simple texts on familiar topics, even if there are some mistakes or repeated words.	<b>ENG.03.RV.CS.1.1</b> Help students read and understand the main idea of short, simple texts on familiar topics that are clearly organized and use easy language.	<a href="#">Lesson 5 PPT</a> Writing and Reading p. 100-101	<a href="#">G.1.2 Adjectives (comparatives)</a>	<a href="#">FL.27 Describing advantages and disadvantages</a>	<a href="#">Giving opinions</a>	<i>cycling, cycle path, cyclist, eco-friendly, cheap, to drive</i>	Critical Thinking
6	Language Focus	Speaking	Students engage in a short dialogue to complete a simple task, using linked sentences and confirming understanding with a partner.	<b>ENG.03.S.F.1.1</b> Take part in short, simple conversations about familiar topics, using connected sentences and showing growing confidence, even if they pause, repeat themselves, or self-correct.	<b>ENG.03.WR.S.4.1</b> Students connect their ideas in simple writing or multimodal tasks using basic linking words. Their work is becoming more organized, even if there are repeated words or some mistakes.	<a href="#">Lesson 6 PPT</a> Speaking and Writing p. 102-103	<a href="#">G.14.1 Past Time (past simple (including verb 'to be'))</a>	<a href="#">FL.31 Describing past experiences and events</a>	<a href="#">Asking and answering questions</a>	<i>city, country, the Netherlands, yesterday, last week/month, morning, afternoon, night</i>	Personal, Social and Emotional Well-being
7	Balloons	Listening	Students listen to a podcast and use familiar words and context clues to understand and interpret the content.	<b>ENG.03.L.S.2.1</b> Use basic listening strategies such as using context, asking for repetition or clarification, and using familiar words to understand simple, clear speech on familiar topics.	<b>ENG.03.S.IP.2.1</b> Ask and answer simple questions about familiar topics, use short responses in conversation, and ask for clarification when they don't understand, even if they pause often.	<a href="#">Lesson 7 PPT</a> Listening and Speaking p. 104-105	<a href="#">G.14.1 Past Time (past simple (including verb 'to be'))</a>	-	-	<i>balloon, passenger, hot-air balloon, kilometres, flight, to fly</i>	Intercultural Understanding
8	Language Focus	Reading and Viewing	Students read a blog and make simple connections between ideas in the text and their own experiences or background knowledge.	<b>ENG.03.RV.CS.3.1</b> Connect what they read to their own experiences, background knowledge, other texts, and the world around them to help them understand simple, familiar texts.	<b>ENG.03.WR.P.2.1</b> write simple ideas, information, and opinions about familiar topics using common phrases, even if there are some mistakes or repetition.	<a href="#">Lesson 8 PPT</a> Reading and Writing p. 106-107	<a href="#">G.14.1 Past Time (past simple (including verb 'to be'))</a>	-	-	<i>museum, road, bridge, start, to add, to use</i>	Intercultural Understanding
PBLA (2 x periods)			<b>Define:</b> Students define the core problem by organizing and analyzing findings from the previous stage.								

TERM 2 Unit 6: Using Maps 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	Around Town	Listening	Students listen to a phone conversation and take simple notes in the correct order using a numbered list.	<b>ENG.03.L.S.3.1</b> Take short, clear notes when listening to simple, familiar topics spoken slowly, using prompts or clarification when necessary.	<b>ENG.03.S.F.3.1</b> Use simple words and linkers to connect ideas when speaking about familiar topics, even with pauses or small errors.	<a href="#">Lesson 9 PPT</a> Listening and Speaking p. 112-113	<a href="#">G.9.7 Nouns (compound nouns)</a>	<a href="#">L.1 Asking for and giving personal information</a>	-	<i>post office, metro station, police station, car park, museum, cinema, library</i>	Personal, Social and Emotional Well-being
10	Favourite Places	Writing and Representing	Students plan a personal narrative by organizing ideas into a simple point list before writing.	<b>ENG.03.WR.P.1.1</b> Write short, simple texts about familiar topics, using linked sentences and basic comparisons or reasons, even if there are some mistakes or repetition.	<b>ENG.03.S.IP.5.1</b> Give short, prepared presentations on familiar topics, connecting ideas with simple linkers and answering a few follow-up questions, even with pauses or errors.	<a href="#">Lesson 10 PPT</a> Writing and Speaking p. 114-115	<a href="#">Intensifiers</a>	<a href="#">FL.38 Asking about and describing feelings and emotions</a>	-	<i>favourite, alone, to love, film-maker, film, cinema, shopping mall, future</i>	Personal, Social and Emotional Well-being
11	Taking the Metro	Speaking	Students have a short conversation about daily activities, asking and answering questions using familiar phrases.	<b>ENG.03.S.IP.1.1</b> Take part in short, simple conversations on familiar topics, using a range of common phrases and expressions, even with pauses.	<b>ENG.03.L.CS.2.1</b> Listen for and identify specific information in short, simple recordings or texts about familiar topics spoken slowly and clearly.	<a href="#">Lesson 11 PPT</a> Speaking and Listening p. 116-117	<a href="#">G.12.1 Prepositions (place)</a>	<a href="#">FL.6 Describing places</a>	<a href="#">Expressing Time</a>	<i>map, to stop, to cross, change to the green line; coming into Union Station</i>	Intercultural Understanding
12	Language Focus	Reading and Viewing	Students read an email and check short statements about the text to decide if they are true or false.	<b>ENG.03.RV.CS.5.1</b> Read and find key details in short, simple written or multimodal texts about familiar topics that are clearly organised and use basic language.	<b>ENG.03.RV.CS.5.1</b> Read and find key details in short, simple written or multimodal texts about familiar topics that are clearly organised and use basic language.	<a href="#">Lesson 12 PPT</a> Reading p. 118-119	<a href="#">G.8.1 Modals (present)</a>	<a href="#">FL.24 Asking for and giving advice</a>	-	<i>advice, to visit, to forget, to try, hotel, airport, to stay, paintings</i>	Digital Citizenship and Literacy
PBLA (2 x periods)			<b>Ideate:</b> Students generate diverse and creative ideas to solve the defined problem and explore different possibilities.								

TERM 2 Unit 7: Living Things Around the World 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	Going on a Tour	Reading and Viewing	Students identify the main point and supporting details in a brochure by sorting sentences into categories using a Main Point Sorting activity.	<b>ENG.03.RV.CS.6.1</b> Read and identify the main ideas in short, simple written or multimodal texts about familiar topics that are clearly organised and use basic language.	<b>ENG.03.WR.S.5.1</b> Summarise and describe the main ideas from simple written, spoken or multimodal texts on familiar topics, using common phrases and expressions in writing, even with some mistakes or repetition.	<a href="#">Lesson 13 PPT</a> Reading and Writing p. 120-121	<a href="#">G.8.1 Modals (present)</a>	<a href="#">FL.8 Expressing preference</a>	-	<i>tour, guide, to pick up, to get to, to go by</i>	Intercultural Understanding
14	Floor Plans	Listening	Students make connections between ideas in a conversation and their own experiences by giving real-world examples that show how the concept applies.	<b>NG.03.L.CS.3.1</b> Connect ideas, events, characters or themes from simple listening texts to personal experiences, background knowledge or other familiar texts to help understand new topics.	<b>ENG.03.WR.S.3.1</b> Use simple planning and revising strategies, such as graphic organisers, text models or templates, to write and improve short texts on familiar topics, even with some errors or repetition.	<a href="#">Lesson 14 PPT</a> Listening and Writing p. 122-123	<a href="#">G.8.1 Modals (present)</a>	<a href="#">FL.24 Asking for and giving advice</a>	-	<i>library, floor, plan, section, behind, in front of, shelf</i>	Critical Thinking
15	Language Focus	Writing and Representing	Students write a short postcard about a recent personal or familiar event, including key details and using simple, familiar language.	<b>ENG.03.WR.P.3.1</b> Write about past stories, experiences or events with key details, using familiar words and phrases in simple texts, even with some mistakes or repetition.	<b>ENG.03.RV.CS.2.1</b> Read and find specific information in short, simple written or multimodal texts about familiar topics that are clearly organised and use basic language.	<a href="#">Lesson 15 PPT</a> Writing and Reading p. 124-125	<a href="#">G.10.2 Passives (past simple passive)</a>	-	-	<i>holiday, journey, zoo, museum, kangaroo, koala, postcard</i>	Personal, Social and Emotional Well-being
16	Famous Explorers	Speaking	Students describe and compare two familiar places using short, connected sentences, explaining how they are similar or different.	<b>ENG.03.S.F.2.1</b> Speak about familiar topics using short, linked sentences to share ideas, comparisons or reasons, showing effort to self-correct and clarify, even with pauses or repetition.	<b>ENG.03.RV.CS.3.1</b> Connect ideas, events, characters or themes from simple reading texts to personal experiences, background knowledge or other familiar texts to help understand new topics.	<a href="#">Lesson 16 PPT</a> Speaking and Reading p. 126-127	-	<a href="#">FL.31 Describing past experiences and events</a>	-	<i>explorer, to find, traveller, Morocco, Norwegian, to lead, the North/South pole</i>	Intercultural Understanding
PBLA (2 x periods)			<b>Model:</b> Students create solutions based on the selected idea by using simple tools.								

TERM 2 Unit 7: Living Things Around the World											
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	Animals	Reading and Viewing	Students use text clues such as headings, bold words, and layout features to predict and confirm meaning when completing a gap-fill activity.	<b>ENG.03.RV.S.3.1</b> Use simple reading strategies such as using context, known words, rereading and text layout to understand short, familiar written or multimodal texts that are clearly organised and easy to follow.	<b>ENG.03.S.IP.4.1</b> Share simple ideas, information, opinions, feelings and experiences on familiar topics using common phrases and short sentences, even with pauses or small errors.	<a href="#">Lesson 17 PPT</a> Reading and Speaking p. 132-133	<a href="#">G.1.2 Adjectives (comparatives)</a>	<a href="#">FL.26 Comparing and contrasting</a>	-	<i>scales, fur, feathers, fin, gills, bird, reptile, fish, mammal</i>	Critical Thinking
18	Interesting Animals	Writing and Representing	Students write a short personal narrative using simple, connected sentences that express their feelings and opinions about a familiar situation.	<b>ENG.03.WR.P.2.1</b> Write short, simple texts about familiar topics, expressing ideas, opinions and feelings using clear sentences and common phrases, even with some errors or repetition.	<b>ENG.03.RV.CS.2.1</b> Read and find specific information in short, simple written or multimodal texts about familiar topics that are clearly organised and use basic language.	<a href="#">Lesson 18 PPT</a> Writing and Reading p. 134-135	<a href="#">G.1.2 Adjectives (comparatives)</a>	-	-	<i>skin, wings, tail, neck, bright, colourful</i>	Creative Thinking
19	Language Focus	Speaking	Students ask and answer questions about a recent experience in a conversation, giving short, connected responses and asking for clarification when needed.	<b>ENG.03.S.IP.2.1</b> Ask and answer short questions about familiar topics, using common phrases and short sentences, and ask for clarification when needed, even with pauses.	<b>ENG.03.WR.S.2.1</b> Write clear sentences using a range of punctuation accurately and consistently.	<a href="#">Lesson 19 PPT</a> Speaking and Writing p. 136-137	<a href="#">G.14.1 Past Time (past simple (including verb 'to be'))</a>	<a href="#">Asking and answering questions about the past</a>	-	<i>colour, feather, holiday, Amazon, to enjoy</i>	Critical Thinking
20	Looking after our wildlife	Listening	Students listen to a short conversation and fill in missing words to identify specific information and key details accurately.	<b>ENG.03.L.CS.2.1</b> Listen for and identify specific information in short, simple recordings or texts about familiar topics that are spoken slowly and clearly.	<b>ENG.03.S.IP.2.1</b> Ask and answer short questions about familiar topics, using common phrases and short responses, and ask for clarification when needed, even with pauses.	<a href="#">Lesson 20 PPT</a> Listening and Speaking p. 138-139	<a href="#">G.11.1 Phrasal Verbs (non-separable)</a>	<a href="#">FL.9 Describing habits, routines, tasks, and jobs S</a>	-	<i>rubbish, plastic, bin, top, bottom, to look after, to float, to throw away</i>	Personal, Social and Emotional Well-being
PBLA (2 x periods)			<b>Test:</b> Students test the created solutions while gathering insights for improvement.								

TERM 2 Unit 7: Living Things Around the World 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	All About Birds	Speaking	Students answer comprehension questions in full sentences, using correct stress, intonation, and rhythm to speak clearly and naturally.	<b>ENG.03.S.P.2.1</b> Speak using connected sentences with mostly correct stress, rhythm and intonation, even if occasional pronunciation errors occur.	<b>ENG.03.RV.CS.5.1</b> Read and find key details in short, simple written or multimodal texts about familiar topics that are clearly organised and use basic language.	<a href="#">Lesson 21 PPT</a> Speaking and Reading p. 140-141	<a href="#">G.17.2 Questions (wh- questions)</a>	-	-	<i>beak, claws, wings, tail, to fly, insect</i>	Critical Thinking
22	Language Focus	Writing and Representing	Students write a short formal text using a range of punctuation marks, including colons, commas, and quotation marks, to create clear and well-structured sentences.	<b>ENG.03.WR.S.2.1</b> Write sentences accurately using a range of punctuation marks with clear control and consistency.	<b>ENG.03.RV.CS.1.1</b> Read and understand the main idea of short, simple written or multimodal texts about familiar topics that are clearly organised and use basic language.	<a href="#">Lesson 22 PPT</a> Writing and Reading p. 142-143	<a href="#">G.4.1 Clauses and phrases (defining relative clauses)</a>	<a href="#">FL.5 Describing people</a>	-	<i>safari, elephants, gazelles, feathers, sunset, sloth</i>	Creative Thinking
23	Polar Bears	Reading and Viewing	Students read a fact file and identify the sentence or phrase that best explains the main idea of the whole text.	<b>ENG.03.RV.CS.1.1</b> Read and understand the main idea of short, simple written or multimodal texts about familiar topics that are clearly organised and use basic language.	<b>ENG.03.S.F.1.1</b> Take part in short, simple conversations on familiar topics using connected sentences, showing growing confidence to express meaning through self-correction and repetition, even with pauses.	<a href="#">Lesson 23 PPT</a> Reading and Speaking p. 144-145	<a href="#">G.4.1 Clauses and phrases (defining relative clauses)</a>	<a href="#">FL.5 Describing people</a>	-	<i>paw, ice, seal, habitat, cub, fur, webbed, male, female</i>	Critical Thinking
24	Plastic in Our Oceans	Listening	Students listen to a short conversation and answer "Wh-" questions to identify specific information and key details.	<b>ENG.03.L.CS.2.1</b> Listen for and identify specific information in short, simple recordings or texts about familiar topics that are spoken slowly and clearly.	<b>ENG.03.RV.CS.3.1</b> Connect ideas, events, characters or themes from simple reading texts to personal experiences, background knowledge or other familiar texts to help understand new topics.	<a href="#">Lesson 24 PPT</a> Listening and Reading p. 146-147	<a href="#">G.8.2 Modals (past)</a>	<a href="#">FL.5 Describing people</a>	-	<i>sea animals, plastic, ocean, to die, million</i>	Sustainability and Futures Thinking
PBLA (2 x periods)			<b>Present:</b> Students present the outcome, highlighting its value, usability, and potential impact.								

## Appendices

### Appendix 1: Grade 7 Learning Continuum

WORKING TOWARDS GRADE 7 GLG	GRADE 7 GLG	WORKING BEYOND GRADE 7 GLG
STAGE 2	STAGE 3	STAGE 4
<b>LISTENING</b>		
Listening texts are <i>simple</i> and on <i>familiar topics</i> , use <i>simple</i> language, and are spoken <i>slowly</i> and <i>clearly</i> .	Listening texts are <i>simple</i> and on <i>familiar and concrete topics</i> , use <i>simple</i> language, and are spoken <i>slowly</i> and <i>clearly</i> .	Listening texts are <i>simple, extended</i> , on <i>familiar and concrete topics</i> , spoken <i>relatively slowly</i> and in <i>clear, standard</i> language.
By the end of Stage 2, learners will be able to listen to texts at this stage and...	By the end of Stage 3, learners will be able to listen to texts at this stage and...	By the end of Stage 4, learners will be able to listen to texts at this stage and...
<input type="checkbox"/> Identify an increasing range of intonation patterns.	<input type="checkbox"/> Identify a wide range of intonation patterns.	<input type="checkbox"/> Identify a wide range of intonation patterns.
<input type="checkbox"/> Respond appropriately to peers and adults.	<input type="checkbox"/> Respond appropriately to peers and adults.	
<input type="checkbox"/> 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.	<input type="checkbox"/> Apply an increasing range of listening strategies, including, using immediate context, seeking clarification and repetition when needed, and exploiting known words to understand and interpret texts.	<input type="checkbox"/> Apply a wide range of listening strategies, including, using context, intonation, volume, stress and pacing, seeking clarification and repetition when needed, and using the main message to understand and interpret texts.
<input type="checkbox"/> Take simple notes when prompts and clarification are provided.	<input type="checkbox"/> Take simple notes with increasing accuracy when prompts and clarification are provided.	<input type="checkbox"/> Take simple, organised notes with increasing accuracy when prompts are provided.
<input type="checkbox"/> Identify the overall meaning.	<input type="checkbox"/> Identify the overall meaning.	<input type="checkbox"/> Identify the overall meaning.
<input type="checkbox"/> Identify specific information.	<input type="checkbox"/> Identify specific information.	<input type="checkbox"/> Identify specific information.
<input type="checkbox"/> 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.	<input type="checkbox"/> Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts.	<input type="checkbox"/> Make logical connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them and give simple reasons for these connections.
<input type="checkbox"/> Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text.	<input type="checkbox"/> Infer the meaning of unknown words and expressions from the context.	<input type="checkbox"/> Infer the meaning of unknown words and expressions from the context.
		<input type="checkbox"/> Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors.
<input type="checkbox"/> Identify some details.	<input type="checkbox"/> Identify some details.	<input type="checkbox"/> Identify details.
	<input type="checkbox"/> Identify the main points.	<input type="checkbox"/> Identify the main points.
<b>READING AND VIEWING</b>		
Reading texts are written or multimodal, <i>simple, clearly structured</i> and on <i>familiar topics</i> , and use <i>simple</i> language.	Reading texts are written or multimodal, <i>simple, clearly structured</i> and on <i>familiar and concrete topics</i> , and use <i>simple</i> language.	Reading texts are written or multimodal, <i>simple, extended</i> , on <i>familiar and concrete topics</i> , and <i>clearly expressed</i> and <i>structured</i> .

By the end of Stage 2, learners will be able to read texts at this stage and...	By the end of Stage 3, learners will be able to read texts at this stage and...	By the end of Stage 4, learners will be able to read texts at this stage and...
<input type="checkbox"/> Identify key features of text, including, format, appearance, organisation and structure, in a range of text types.	<input type="checkbox"/> Identify key features of text, including, format, appearance, organisation and structure, in an increasing range of text types.	<input type="checkbox"/> Identify key features of text, including, format, appearance, organisation and structure, in a wide range of text types.
<input type="checkbox"/> Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts.	<input type="checkbox"/> Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret texts.	<input type="checkbox"/> Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret texts.
<input type="checkbox"/> Take simple notes using a graphic organiser or a word bank.	<input type="checkbox"/> Take simple notes with increasing accuracy using a graphic organiser or following a model.	<input type="checkbox"/> Take simple, organised notes with increasing accuracy using a graphic organiser or following a model.
	<input type="checkbox"/> Locate and record relevant simple information to support a topic or question when reading one or two sources, distinguishing facts from opinions.	<input type="checkbox"/> Select and group relevant information to support a topic or question when reading two or more sources.
<input type="checkbox"/> Identify the overall meaning.	<input type="checkbox"/> Identify the overall meaning.	<input type="checkbox"/> Identify the overall meaning.
<input type="checkbox"/> Identify specific information.	<input type="checkbox"/> Identify specific information.	<input type="checkbox"/> Identify specific information.
<input type="checkbox"/> 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.	<input type="checkbox"/> Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts.	<input type="checkbox"/> Make logical connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them and give simple reasons for these connections.
<input type="checkbox"/> Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text.	<input type="checkbox"/> Infer the meaning of unknown words and expressions from the context.	<input type="checkbox"/> Infer the meaning of unknown words and expressions from the context.
		<input type="checkbox"/> Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors.
<input type="checkbox"/> Identify some details.	<input type="checkbox"/> Identify some details.	<input type="checkbox"/> Identify details.
	<input type="checkbox"/> Identify the main points.	<input type="checkbox"/> Identify the main points.
SPEAKING		
Learners produce <b>short, simple</b> spoken texts and participate in <b>short, simple</b> interactions on <b>familiar topics</b> , using <b>an increasing range of familiar phrases and expressions in a simple list of points and linked sentences</b> , although there <b>may be frequent pauses</b> and <b>some limitations in vocabulary or structure</b> .	Learners produce <b>simple</b> spoken texts and participate in <b>short, simple</b> interactions on <b>familiar and concrete topics</b> , using <b>an increasing range of familiar phrases and expressions in a simple list of points and linked sentences</b> with <b>an increasing ability to convey meaning, often using self-correction and repetition</b> , although there <b>may be frequent pauses</b> .	Learners produce <b>simple and some extended</b> spoken texts, and <b>initiate and participate</b> in <b>simple and some extended</b> interactions on <b>familiar and concrete topics</b> , using <b>a wide range of phrases and expressions</b> with <b>an increasing ability to convey meaning, often using self-correction and repetition</b> , although there <b>may be some pauses</b> .

By the end of Stage 2, learners will be able to speak at the expected level of proficiency and...	By the end of Stage 3, learners will be able to speak at the expected level of proficiency and...	By the end of Stage 4, learners will be able to speak at the expected level of proficiency and...
<input type="checkbox"/> Accurately reproduce simple language with some errors.		
<input type="checkbox"/> Produce connected speech with correct stress, intonation and rhythm, though some errors may still occur.	<input type="checkbox"/> Produce connected speech with correct stress, intonation and rhythm, though occasional errors may still occur.	<input type="checkbox"/> Produce connected speech using correct stress, intonation and rhythm with a degree of control.
<input type="checkbox"/> Engage in short, simple exchanges.	<input type="checkbox"/> Engage in short, simple exchanges.	<input type="checkbox"/> Engage in simple and some extended exchanges.
<input type="checkbox"/> Produce short, simple spoken texts, expressing simple comparisons and justifications where appropriate.	<input type="checkbox"/> Produce simple spoken texts, expressing simple comparisons and justifications where appropriate.	<input type="checkbox"/> Produce simple and some extended spoken texts, expressing comparisons and justifications where appropriate.
<input type="checkbox"/> Use a range of basic conjunctions and sequencers to connect ideas in texts with developing coherence.	<input type="checkbox"/> Use a range of basic cohesive devices to connect ideas in texts with developing coherence.	<input type="checkbox"/> Use a range of basic cohesive devices, and some referencing or substitution to connect ideas in texts with developing coherence.
<input type="checkbox"/> Participate in short, simple conversations.	<input type="checkbox"/> Participate in short, simple conversations.	<input type="checkbox"/> Initiate and participate in simple and some extended conversations.
<input type="checkbox"/> Ask and answer questions in short and simple interactions, seeking clarification when needed.	<input type="checkbox"/> Ask and answer questions in short and simple interactions, seeking clarification when needed and giving short responses to open-ended questions.	<input type="checkbox"/> Ask and answer questions in simple and some extended interactions, seeking clarification, elaboration and understanding through restating, paraphrasing or asking simple questions where needed.
<input type="checkbox"/> Retell simple stories, past experiences and events.	<input type="checkbox"/> Retell stories, past experiences and events with key details.	<input type="checkbox"/> Retell detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience.
<input type="checkbox"/> Express simple ideas, information and opinions with developing coherence.	<input type="checkbox"/> Express simple ideas, information, opinions, feelings and emotions with developing coherence.	<input type="checkbox"/> Express simple ideas, information, opinions, feelings, emotions and personal perspectives.
<input type="checkbox"/> Deliver short, simple prepared statements, using a short and clear text where ideas are connected with the use of a range of basic conjunctions and sequencers.	<input type="checkbox"/> Deliver short, prepared presentations where ideas are connected with the use of a range of basic cohesive devices, answering a limited range of simple follow-up questions.	<input type="checkbox"/> Deliver prepared presentations where ideas are connected with the use of a range of basic cohesive devices, and some referencing or substitution, answering a range of simple follow-up questions.
<input type="checkbox"/> Describe the main points of short, simple written, spoken or multimodal texts.	<input type="checkbox"/> Summarise and describe the main points and information in simple written, spoken or multimodal texts.	<input type="checkbox"/> Summarise and describe the main points and information in simple written, spoken or multimodal texts.
	<input type="checkbox"/> Interpret and describe simple visuals.	<input type="checkbox"/> Interpret and describe the main points in simple visuals.
WRITING AND REPRESENTING		
Learners produce <i>short, simple</i> written or multimodal texts on <i>familiar topics</i> , using <i>an increasing range of familiar phrases and expressions</i> in <i>a simple list of points and linked sentences</i> , although there <i>may be inaccuracies</i> and <i>some limitations in vocabulary or structure</i> .	Learners produce <i>simple</i> written or multimodal texts on <i>familiar and concrete topics</i> , using <i>an increasing range of familiar phrases and expressions</i> in <i>a simple list of points and linked sentences</i> with <i>an increasing ability to convey meaning</i> , although there <i>may be inaccuracies</i> and <i>repetition of vocabulary and structures</i> .	Learners produce <i>simple and some extended</i> written or multimodal texts on <i>familiar and concrete topics</i> , using <i>a wide range of phrases and expressions</i> with <i>an increasing ability to convey meaning</i> , although there <i>may be some inaccuracies</i> and <i>repetition of vocabulary and structures</i> .

By the end of Stage 2, learners will be able to write at the expected level of proficiency and...	By the end of Stage 3, learners will be able to write at the expected level of proficiency and...	By the end of Stage 4, learners will be able to write at the expected level of proficiency and...
<input type="checkbox"/> Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.	<input type="checkbox"/> Spell a wide range of words using regular and irregular spellings with increasing accuracy.	<input type="checkbox"/> Spell many challenging words with accuracy.
<input type="checkbox"/> Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.	<input type="checkbox"/> Write sentences using a wide range of punctuation with a high level of control.	
<input type="checkbox"/> Apply a range of basic pre-writing strategies, including, repetitive patterns, repetition, graphic organisers and text models to produce texts.	<input type="checkbox"/> Apply an increasing range of pre- and post-writing strategies, including, graphic organisers, text models, templates, to produce and revise texts.	<input type="checkbox"/> Apply a wide range of pre- and post-writing strategies, including, graphic organisers, writing plans, models, shared writing, brainstorming, conferencing and language knowledge, to produce and revise texts with emerging independence.
<input type="checkbox"/> Use a range of basic conjunctions and sequencers to connect ideas in texts with developing coherence.	<input type="checkbox"/> Use a range of basic cohesive devices to connect ideas in texts with developing coherence.	<input type="checkbox"/> Use a range of basic cohesive devices, and some referencing or substitution to connect ideas in texts with developing coherence.
<input type="checkbox"/> Describe the main points of written, spoken or multimodal texts.	<input type="checkbox"/> Summarise and describe the main points and information in simple written, spoken or multimodal texts.	<input type="checkbox"/> Summarise and describe the main points and information in simple written, spoken or multimodal texts.
<input type="checkbox"/> Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate.	<input type="checkbox"/> Produce simple written or multimodal texts, expressing simple comparisons and justifications where appropriate.	<input type="checkbox"/> Produce simple and some extended written or multimodal texts, expressing comparisons and justifications where appropriate.
<input type="checkbox"/> Express simple ideas, information and opinions with developing coherence.	<input type="checkbox"/> Express simple ideas, information, opinions, feelings and emotions with developing coherence.	<input type="checkbox"/> Express simple ideas, information, opinions, feelings, emotions and personal perspectives.
<input type="checkbox"/> Recount stories, past experiences and events.	<input type="checkbox"/> Recount stories, past experiences and events with key details.	<input type="checkbox"/> Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience.
		<input type="checkbox"/> Produce simple and some extended written or multimodal texts with paragraphs that may contain a topic sentence and some supporting details where appropriate.
		<input type="checkbox"/> Interpret and describe the main points in simple visuals.

## Appendix 2: Learner Profile

<b>Grade</b>	7
<b>Stream</b>	General
<b>Continuum Level</b>	Stage 3 - Grade 7 Grade Level Goal
<b>Resource</b>	Grade 7 Access
<b>Text Features</b>	Learners will be able to access and produce texts at Stage 3 with the following features: <ul style="list-style-type: none"><li>• Listening texts are simple and on familiar and concrete topics, use simple language, and are spoken slowly and clearly.</li><li>• Reading texts are written or multimodal, simple, clearly structured and on familiar and concrete topics, and use simple language.</li><li>• Learners produce simple spoken texts and participate in short, simple interactions on familiar and concrete topics, using an increasing range of familiar phrases and expressions in a simple list of points and linked sentences with an increasing ability to convey meaning, often using self-correction and repetition, although there may be frequent pauses.</li><li>• Learners produce simple written or multimodal texts on familiar and concrete topics, using an increasing range of familiar phrases and expressions in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures.</li></ul>
<b>Characteristics of Learner Group</b>	By the end of Stage 3, learners will be able to ...  Listen to level-appropriate texts and <ul style="list-style-type: none"><li>• identify a wide range of intonation patterns</li><li>• respond appropriately to peers and adults</li><li>• apply an increasing range of listening strategies to understand and interpret texts</li><li>• take simple notes with increasing accuracy when prompts and clarification are provided</li><li>• identify overall meaning, specific information, some details and the main points</li><li>• make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts</li><li>• infer the meaning of unknown words and expressions from the context.</li></ul> Read and view level-appropriate texts and <ul style="list-style-type: none"><li>• identify key features of text in an increasing range of text types</li></ul>

- 
- apply an increasing range of reading strategies to understand and interpret texts
  - take simple notes with increasing accuracy using a graphic organiser or following a model
  - locate and record relevant simple information to support a topic or question when reading one or two sources, distinguishing facts from opinions
  - identify overall meaning, specific information, some details and the main points
  - make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts
  - infer the meaning of unknown words and expressions from the context.

Speak at the expected level of proficiency and

- produce connected speech with correct stress, intonation and rhythm, though occasional errors may still occur
- engage in short, simple exchanges
- produce simple spoken texts, expressing simple comparisons and justifications where appropriate
- use a range of basic cohesive devices to connect ideas in texts with developing coherence
- participate in short, simple conversations
- ask and answer questions in short and simple interactions, seeking clarification when needed and giving short responses to open-ended questions
- retell stories, past experiences and events with key details
- express simple ideas, information, opinions, feelings and emotions with developing coherence
- deliver short, prepared presentations where ideas are connected with the use of a range of basic cohesive devices, answering a limited range of simple follow-up questions
- summarise and describe the main points and information in simple written, spoken or multimodal texts
- interpret and describe simple visuals.

Write and represent at the expected level of proficiency and

- spell a wide range of words using regular and irregular spellings with increasing accuracy
  - write sentences using a wide range of punctuation with a high level of control
  - apply an increasing range of pre- and post-writing strategies to produce and revise texts
  - use a range of basic cohesive devices to connect ideas in texts with developing coherence
  - summarise and describe the main points and information in simple written, spoken or multimodal texts
  - produce simple written or multimodal texts, expressing simple comparisons and justifications where appropriate
  - express simple ideas, information, opinions, feelings and emotions with developing coherence
  - recount stories, past experiences and events with key details.
-

## Appendix 3: Glossary of Terms

### Access 6

The core textbook designed for Grade 7 students working toward the Grade Level Goal (GLG), supporting structured literacy instruction.

### Access 7

The core textbook designed for Grade 7 students working at the Grade Level Goal (GLG), supporting structured literacy instruction.

### Advanced 7

An extension resource for Grade 7 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.

Commented [HM4]: Spacing needed between “for” and “Grade.” I only mention this in case the error also exists in the other CCGs as well.

**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
<b>Creative Thinking</b>	Students generate original ideas, explore new possibilities, and adapt to change with imagination and innovation.
<b>Critical Thinking</b>	Students analyse, evaluate, and interpret information, make reasoned decisions to solve problems, and consider multiple perspectives with curiosity and reflection to support lifelong learning.
<b>Personal, Social, and Emotional Well-being</b>	Students build resilience, emotional intelligence, and positive relationships, and demonstrate the ability to navigate challenges and support their own and others’ well-being.
<b>Ethical Understanding</b>	Students recognise ethical issues, reflect on consequences, and make responsible choices based on fairness, integrity, and respect.
<b>Heritage and Intercultural Understanding</b>	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.
<b>Digital Citizenship and Digital Literacy</b>	Students use digital tools safely and responsibly, with the skills and ethics to participate meaningfully in a digital and connected world.

<b>Financial Literacy</b>	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.
<b>Sustainability and Futures Thinking</b>	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
<b>Activating Prior Knowledge</b>	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.	<ul style="list-style-type: none"> <li>• <b>Discussion prompts</b> – Ask students what they already know about the topic before they listen.</li> <li>• <b>Brainstorming activities</b> – Use mind maps or group discussions to generate relevant vocabulary and concepts.</li> <li>• <b>Prediction tasks</b> – Provide a title, image, or keywords and ask students to predict what they might hear.</li> <li>• <b>KWL charts (Know, Want to Know, Learned)</b> – Encourage students to list what they already know and what they expect to learn</li> </ul>	<a href="#">Activating prior knowledge</a>
<b>Pre-Teaching Vocabulary</b>	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.	<ul style="list-style-type: none"> <li>• <b>Word banks</b> – Provide a list of key words and phrases that will appear in the audio.</li> <li>• <b>Context clues</b> – Teach students how to infer meaning from surrounding words and expressions.</li> <li>• <b>Matching activities</b> – Use definitions, images, or synonyms to help students familiarise themselves with new vocabulary.</li> <li>• <b>Pronunciation practice</b> – Model the pronunciation of difficult words to improve recognition during listening.</li> </ul>	<a href="#">Pre-teaching</a>
<b>Listening for the Main Idea (Gist)</b>	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.	<ul style="list-style-type: none"> <li>• <b>One-sentence summaries</b> – Ask students to summarise the audio in one sentence after listening.</li> <li>• <b>Key questioning</b> – Provide a simple question before listening (e.g., "What is the main topic?").</li> <li>• <b>Headline writing</b> – Have students create a headline that captures the essence of the listening passage.</li> <li>• <b>First and last sentence focus</b> – Encourage students to listen carefully to the introduction and conclusion, as they often contain the main idea.</li> </ul>	<a href="#">Listening for the main idea</a>

<b>Listening for Specific Information (Scanning)</b>	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.	<ul style="list-style-type: none"> <li>• <b>Guiding questions</b> – Give students specific questions before they listen (e.g., "What time is the train leaving?").</li> <li>• <b>Fill-in-the-Gap exercises</b> – Use transcripts with missing key details for students to complete while listening.</li> <li>• <b>Matching tasks</b> – Provide multiple options and ask students to select the correct details from the audio.</li> <li>• <b>True or false statements</b> – Present statements about the audio, and students determine their accuracy.</li> </ul>	<i>Listening for specific information</i>
<b>Predicting Content</b>	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.	<ul style="list-style-type: none"> <li>• <b>Listening with pauses</b> – Stop the audio at key moments and ask students to predict what comes next.</li> <li>• <b>Context clue analysis</b> – Teach students to use tone, speaker intention, and background noise for prediction.</li> <li>• <b>Dialogue completion</b> – Provide half of a conversation and have students predict the responses before listening.</li> <li>• <b>Guess the speaker's purpose</b> – Ask students to determine if the speaker is informing, persuading, instructing, etc.</li> </ul>	<u>Predicting content</u>
<b>Identifying the Speaker's Tone and Attitude</b>	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.	<ul style="list-style-type: none"> <li>• <b>Tone comparison</b> – Play audio clips with different tones and ask students to identify the emotions conveyed.</li> <li>• <b>Word choice analysis</b> – Highlight how certain words indicate formality, friendliness, or frustration.</li> <li>• <b>Intonation and stress awareness</b> – Teach students to notice pitch and stress patterns that reveal meaning.</li> <li>• <b>Role-playing exercises</b> – Have students practise expressing different tones using the same sentence.</li> </ul>	<i>Identifying the speaker's tone and attitude</i> <u>Intonation</u>
<b>Making Inferences</b>	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.	<ul style="list-style-type: none"> <li>• <b>Inference-based questions</b> – Ask students why a speaker might say something in a particular way.</li> <li>• <b>Contextual analysis</b> – Provide background information on the conversation to help students infer meaning.</li> <li>• <b>Dialogue breakdown</b> – Analyse conversations with implied meanings and discuss possible interpretations.</li> <li>• <b>Identifying hints</b> – Train students to recognise phrases like "I guess so" (reluctant agreement) or "That's interesting..." (polite disagreement).</li> </ul>	<i>Making inferences when listening</i>

<b>Following Spoken Instructions and Directions</b>	Listening to and following spoken instructions accurately is a key skill for real-life communication, whether in the classroom, workplace, or everyday activities.	<ul style="list-style-type: none"> <li>• <b>Action-based listening</b> – Have students perform actions based on verbal instructions (e.g., draw a shape, move to a location).</li> <li>• <b>Sequencing tasks</b> – Give scrambled instructions and have students put them in order after listening.</li> <li>• <b>Listening and responding</b> – Create interactive tasks where students must react to spoken commands.</li> <li>• <b>Map reading activities</b> – Provide a map and have students follow oral directions to locate places</li> </ul>	<i>Following spoken instructions and directions</i>
<b>Note-Taking While Listening</b>	Effective notetaking helps students organise information from lectures, interviews, or discussions. It improves focus and retention of key points.	<ul style="list-style-type: none"> <li>• <b>Guided note-taking</b> – Provide a template with key sections to fill in while listening.</li> <li>• <b>Summarisation practice</b> – Have students write brief summaries rather than copying verbatim.</li> <li>• <b>Abbreviation techniques</b> – Teach shorthand methods to take quick and effective notes.</li> <li>• <b>Mind mapping</b> – Encourage students to visually organise ideas from the listening text.</li> </ul>	<u>Note taking and making</u>
<b>Listening to Different Accents and Speaking Styles</b>	Exposure to different accents and speaking styles prepares students for real-world interactions with diverse speakers.	<ul style="list-style-type: none"> <li>• <b>Varied audio sources</b> – Use recordings of different accents, such as British, American, Australian, and regional variations.</li> <li>• <b>Transcription challenges</b> – Have students transcribe short excerpts to notice pronunciation differences.</li> <li>• <b>Context clues for understanding</b> – Encourage students to rely on context when encountering unfamiliar pronunciations.</li> <li>• <b>Repeat and imitate</b> – Engage students in imitating different accents to build familiarity.</li> </ul>	<i>Different accents and speaking styles</i>

## 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
<b>Activating Prior Knowledge</b>	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	<ul style="list-style-type: none"> <li>• <i>Brainstorming using mind maps to organise students' thoughts.</i></li> <li>• <i>KWL Charts (Know, Want to Know, Learned) to structure pre-reading discussions.</i></li> </ul>	<u>Activating prior knowledge</u>

	can better predict content, understand themes, and relate texts to their personal experiences.	<ul style="list-style-type: none"> <li>• <i>Show and Tell using realia to provide tangible context.</i></li> <li>• <i>Mini quizzes to activate prior knowledge in a fun way.</i></li> <li>• <i>Visual and auditory prompts, such as videos or images, to spark discussion.</i></li> </ul>	
<b>Pre-teaching</b>	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.	<ul style="list-style-type: none"> <li>• <i>Use images, gestures, or real-life objects to reinforce meaning.</i></li> <li>• <i>Model new vocabulary in context before students encounter it in the text.</i></li> <li>• <i>Provide sentence starters and word banks to scaffold understanding.</i></li> <li>• <i>Introduce key concepts through discussion or simple explanations.</i></li> </ul>	<u>Pre-teaching</u>
<b>Previewing Texts</b>	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.	<ul style="list-style-type: none"> <li>• <i>Skim titles, headings, and subheadings to get an overview.</i></li> <li>• <i>Examine images, charts, and diagrams to gather contextual clues.</i></li> <li>• <i>Identify bold, italicised, or highlighted words to find important concepts.</i></li> <li>• <i>Read introductory and concluding sentences to understand the main idea.</i></li> </ul>	<u>Previewing texts</u>
<b>Critical Evaluation</b>	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.	<ul style="list-style-type: none"> <li>• <i>Ask key questions such as 'Who wrote this?' and 'What is their purpose?'</i></li> <li>• <i>Identify supporting evidence and determine if claims are backed by reliable sources.</i></li> <li>• <i>Compare multiple texts covering the same topic to evaluate different perspectives.</i></li> <li>• <i>Recognise misleading visuals, biased language, and clickbait tactics.</i></li> </ul>	<u>Critical evaluation</u>
<b>Chunking and Strategic Pauses</b>	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.	<ul style="list-style-type: none"> <li>• <i>Identify natural stopping points in a text, such as paragraph breaks.</i></li> <li>• <i>Annotate or highlight key sections for focus.</i></li> <li>• <i>Use 'Stop and Think' questions to check comprehension before proceeding.</i></li> </ul>	<u>Chunking and strategic pausing</u>
<b>Identifying the Main Idea (Gist) and Skimming</b>	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	<ul style="list-style-type: none"> <li>• <i>Focus on the first and last sentences of paragraphs to identify key points.</i></li> <li>• <i>Look for repeated words and themes throughout the text.</i></li> <li>• <i>Skim bold or italicised text for clues about important information.</i></li> </ul>	<u>Identifying the main idea (gist) and skimming</u>

	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.		
<b>Identifying Specific Information and Scanning</b>	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.	<ul style="list-style-type: none"> <li>• Use guiding questions such as 'When did this happen?' or 'Who was involved?'</li> <li>• Identify and highlight key terms before reading.</li> <li>• Read vertically as well as horizontally to quickly locate information.</li> </ul>	<a href="#">Identifying specific information and scanning</a>
<b>Linear and Non-Linear Reading Pathways</b>	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.	<ul style="list-style-type: none"> <li>• Teach when to use linear reading for comprehension (e.g., novels, academic texts).</li> <li>• Use non-linear reading strategies for reference texts (e.g., graphs, web pages).</li> <li>• Develop skimming and scanning techniques for efficient reading.</li> </ul>	<a href="#">Linear and non-linear reading pathways</a>
<b>Making Connections</b>	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.	<ul style="list-style-type: none"> <li>• Use graphic organisers such as mind maps or Venn diagrams.</li> <li>• Encourage think-pair-share activities to discuss text connections.</li> <li>• Ask guiding questions to help students relate texts to personal experiences.</li> </ul>	<a href="#">Making connections</a>
<b>Making Inferences</b>	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	<ul style="list-style-type: none"> <li>• Model inference-making by providing real-life examples.</li> <li>• Highlight contextual clues such as tone, word choice, and sentence structure.</li> <li>• Use inference-based comprehension questions.</li> </ul>	<a href="#">Making inferences</a>

	<p>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.</p> <p>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.</p>		
<b>Post-task Development</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• <i>Assign project work such as reviews or presentations.</i></li> <li>• <i>Encourage visualisation activities like posters or storyboards.</i></li> <li>• <i>Use debates and role-plays to explore ideas.</i></li> </ul>	<u>Post-task development</u>
<b>Summarising and Retelling</b>	<p>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.</p>	<ul style="list-style-type: none"> <li>• <i>Assign short-form summaries (e.g., summarise in five words).</i></li> <li>• <i>Conduct group-based summaries to encourage teamwork.</i></li> <li>• <i>Use retelling activities, such as storytelling chains.</i></li> <li>• <i>Practise text reduction exercises to build conciseness.</i></li> </ul>	<u>Summarising and retelling</u>
<b>Guessing the Meaning of Words</b>	<p>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.</p> <p>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</p>	<ul style="list-style-type: none"> <li>• <i>Teach students to use context clues.</i></li> <li>• <i>Break down unfamiliar words using prefixes and suffixes.</i></li> <li>• <i>Guide students to look for embedded definitions.</i></li> <li>• <i>Practise identifying synonyms and antonyms.</i></li> <li>• <i>Encourage educated guesses before using a dictionary.</i></li> </ul>	<u>Guessing the meaning of words</u>

	to make educated guesses builds confidence in reading, improves fluency, and prepares them to encounter new vocabulary in academic, professional, and real-world contexts.		
<b>Identifying Different Types of Text</b>	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.	<ul style="list-style-type: none"> <li>• <i>Teach students to identify common genres such as stories, news articles, adverts, comics, and schedules.</i></li> <li>• <i>Highlight structural differences, such as the use of speech bubbles in comics or columns in newspapers.</i></li> <li>• <i>Use matching exercises where students pair texts with their correct genre.</i></li> <li>• <i>Discuss the purpose of different texts (e.g., entertainment, information, persuasion).</i></li> <li>• <i>Encourage students to explore different genres to build familiarity and comprehension skills.</i></li> </ul>	<a href="#">Identifying different types of text</a>
<b>How Can I Improve My Reading Skills</b>	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.	<ul style="list-style-type: none"> <li>• <i>Start with simple texts, such as children's books or beginner-friendly materials, to build confidence.</i></li> <li>• <i>Read aloud to improve pronunciation, fluency, and expression.</i></li> <li>• <i>Expand vocabulary by using flashcards, language apps, and keeping a journal of new words.</i></li> <li>• <i>Read a variety of genres, including news articles, fiction, and comics, to experience different writing styles.</i></li> <li>• <i>Join a book club or reading group to discuss texts and gain new perspectives.</i></li> <li>• <i>Practise reading regularly, aiming for at least 10–15 minutes a day.</i></li> <li>• <i>Choose texts on topics of personal interest to maintain motivation and engagement.</i></li> </ul>	<a href="#">How can I improve my reading skills?</a>
<b>How To Develop My Students' Reading Skills</b>	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.	<ul style="list-style-type: none"> <li>• <i>Encourage students to start with familiar, simple texts before progressing to more complex materials.</i></li> <li>• <i>Use guided reading sessions to support students as they build fluency and comprehension skills.</i></li> <li>• <i>Introduce interactive activities such as reading games, role-playing, and storytelling.</i></li> <li>• <i>Teach students skimming and scanning techniques to help them identify key ideas efficiently.</i></li> <li>• <i>Provide access to a range of reading materials, including fiction, non-fiction, and multimedia resources.</i></li> <li>• <i>Foster discussion by asking students to summarise and share their thoughts on texts.</i></li> <li>• <i>Use digital tools and audiobooks to supplement traditional reading methods and enhance engagement.</i></li> </ul>	<a href="#">How to develop my students' reading skills</a>

<p><b>Different Types of Reading</b></p>	<p>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 <b>skimming</b> (quickly getting the gist), <b>scanning</b> (searching for specific details), <b>intensive reading</b> (detailed study of a text), <b>extensive reading</b> (reading for enjoyment and fluency), and <b>critical reading</b> (evaluating the reliability and intent of a text). Mastering these reading approaches helps students read with greater speed, accuracy, and understanding across different contexts.</p>	<ul style="list-style-type: none"> <li>• <b>Skimming:</b> Practise scanning headlines, introductions, and first sentences of paragraphs to get the main idea without reading everything.</li> <li>• <b>Scanning:</b> Engage in activities where students search for specific details in a timetable, menu, or article.</li> <li>• <b>Intensive Reading:</b> Focus on short, complex texts in class to analyse language, grammar, and meaning in detail.</li> <li>• <b>Extensive Reading:</b> Encourage students to choose enjoyable texts and read regularly for fluency and comprehension.</li> <li>• <b>Critical Reading:</b> Teach students to question the reliability of a text by identifying bias, fact vs. opinion, and supporting evidence.</li> </ul>	<p><a href="#">Different types of reading</a></p>
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## 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
<p><b>Developing Fluency</b></p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• <b>Timed speaking activities</b> – 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.</li> <li>• <b>Picture descriptions</b> – Provide students with images and ask them to describe what they see in detail. This encourages continuous speech.</li> <li>• <b>Speed conversations</b> – Organise quick, rotating conversations where students must respond immediately to a partner’s question or comment.</li> <li>• <b>Speaking without notes</b> – Encourage students to speak freely instead of reading from scripts. This helps them rely on memory and natural expression rather than pre-written text.</li> </ul>	<p><a href="#">Fluency and accuracy in production</a></p>

<b>Speaking with Accuracy</b>	<p>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.</p> <p>Developing accuracy helps students produce well-formed sentences, making their speech clearer and more professional.</p>	<ul style="list-style-type: none"> <li>• <b>Grammar-based role-plays</b> – Design role-plays that encourage the use of specific grammar structures (e.g., past tense in storytelling, conditionals in hypothetical situations).</li> <li>• <b>Error correction through recasting</b> – Instead of directly correcting mistakes, model the correct grammar by rephrasing students' sentences in a natural way.</li> <li>• <b>Sentence completion activities</b> – Provide sentence starters and ask students to complete them aloud, ensuring they practise correct grammar structures.</li> <li>• <b>Structured speaking frames</b> – Give students speaking templates that follow grammatical patterns, helping them build sentences correctly.</li> </ul>	<p><a href="#">Fluency and accuracy in production</a></p>
<b>Improving Pronunciation and Intonation</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• <b>Minimal pairs practice</b> – Use word pairs that differ by only one sound (e.g., "ship" vs. "sheep") to help students notice small but important pronunciation differences.</li> <li>• <b>Choral repetition</b> – Have students repeat words or phrases together to develop muscle memory for pronunciation.</li> <li>• <b>Shadowing technique</b> – Ask students to listen to a recording and repeat the speaker's words immediately, mimicking pronunciation, intonation, and pace.</li> <li>• <b>Stress and rhythm drills</b> – Use tongue twisters and rhythmic exercises to reinforce correct pronunciation patterns.</li> </ul>	<p><a href="#">Intonation</a>  <a href="#">Connected speech</a>  <a href="#">Weak forms</a>  <a href="#">Drilling</a></p>
<b>Expanding Vocabulary for Speaking</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• <b>Thematic vocabulary building</b> – Introduce new words and phrases in the context of specific topics (e.g., travel, work, hobbies) to make them more memorable.</li> <li>• <b>Word association games</b> – Engage students in activities where they connect related words and phrases, reinforcing word relationships.</li> <li>• <b>Synonym challenges</b> – Ask students to replace common words with more advanced alternatives to build a richer vocabulary.</li> <li>• <b>Use of collocations and phrases</b> – Teach students common word pairings (e.g., "strong coffee" instead of "heavy coffee") to improve fluency and natural expression.</li> </ul>	<p><a href="#">Presenting vocabulary</a>  <a href="#">Vocabulary games and activities</a></p>
<b>Using Functional Language for Everyday Conversation</b>	<p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>• <b>Dialogue practice</b> – Use scripted conversations featuring functional phrases (e.g., "Can I help you?" or "I'd like to order...").</li> <li>• <b>Real-life role-plays</b> – Simulate common social situations where students must use functional language naturally.</li> <li>• <b>Substitution drills</b> – Give students set phrases and ask them to modify parts of the sentence (e.g., "Could you...?" → "Would you mind...?").</li> <li>• <b>Listening and responding tasks</b> – Play audio clips featuring common interactions and have students practise responding appropriately.</li> </ul>	<p><a href="#">Using functional language for everyday conversation</a></p>

<b>Engaging in Conversation and Turn-Taking</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• <b>Conversation chains</b> – Start a conversation and have each student contribute a sentence that connects logically to the previous one.</li> <li>• <b>Dialogue completion</b> – Provide students with half a conversation and ask them to complete the missing parts.</li> <li>• <b>Active listening prompts</b> – Teach students to show engagement with phrases like “That’s interesting!”, “I see what you mean”, or “Could you explain that more?”.</li> <li>• <b>‘Think-Pair-Share’ activities</b> – Give students a discussion question, have them discuss it in pairs, and then share their thoughts with the whole class.</li> <li>• <b>Role-reversal conversations</b> – Have students practise both roles in a conversation (e.g., interviewer and interviewee) to develop perspective-taking.</li> </ul>	<i>Engaging in conversation and turn-taking</i>
<b>Narrating and Storytelling</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• <b>Personal storytelling</b> – Ask students to share a personal experience using clear sequencing (beginning, middle, and end).</li> <li>• <b>Story sequencing activities</b> – Give students a jumbled story and ask them to arrange the events in the correct order before telling it aloud.</li> <li>• <b>Using picture prompts</b> – Provide a series of pictures and have students create a story based on them.</li> <li>• <b>Creative storytelling games</b> – Use games like “One Word at a Time”, where each student adds a word to build a story.</li> <li>• <b>Recording and self-review</b> – Have students record themselves telling a story, listen back, and identify areas for improvement.</li> </ul>	<i>Narrating and storytelling</i>
<b>Speaking in Informal and Formal Contexts</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• <b>Comparing formal and informal speech</b> – Provide dialogues in both registers (e.g., a conversation between friends vs. a business meeting) and discuss the differences.</li> <li>• <b>Role-plays in different settings</b> – Assign students scenarios such as a job interview, ordering food, or chatting with a friend and have them adjust their speech accordingly.</li> <li>• <b>Politeness and register activities</b> – Teach students how to adjust their language for politeness, such as “Could you possibly...?” instead of “Give me...”.</li> <li>• <b>Code-switching practice</b> – Have students say the same sentence in both formal and informal ways (e.g., “Hey, what’s up?” vs. “Hello, how are you today?”).</li> <li>• <b>Analysing real-life examples</b> – Use TV shows, interviews, and news clips to highlight differences in speaking styles.</li> </ul>	<i>Formal vs informal in spoken English</i>
<b>Public Speaking and Presentations</b>	<p>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.</p> <p>Many students feel nervous about speaking in front of an audience. Teaching public speaking strategies helps</p>	<ul style="list-style-type: none"> <li>• <b>Structured presentation practice</b> – Teach students to use a clear introduction, body, and conclusion in their speeches.</li> <li>• <b>Using visual aids</b> – Encourage students to use slides, images, or props to support their speech and make it more engaging.</li> <li>• <b>Voice control exercises</b> – Practise varying tone, volume, and pace for effective delivery and audience engagement.</li> </ul>	<i>Public speaking FL.25 Giving presentations</i>

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
<b>Approaches to Writing</b>	<p>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.</p> <p>There are three main approaches to teaching writing, each with different focuses:</p> <ul style="list-style-type: none"> <li>• <b>The Product-Oriented Approach</b> – Focuses on accuracy and imitation of model texts.</li> <li>• <b>The Process-Oriented Approach</b> – Emphasises idea development, drafting, and revision.</li> <li>• <b>The Genre-Based Approach</b> – Helps students understand different writing styles and audience expectations.</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>• <i>Provide model texts</i></li> <li>• <i>Use brainstorming and mind mapping</i></li> <li>• <i>Discuss genre conventions</i></li> <li>• <i>Use controlled practice activities</i></li> <li>• <i>Scaffold writing tasks</i></li> <li>• <i>Teach organisation techniques</i></li> <li>• <i>Provide guided feedback</i></li> <li>• <i>Focus on meaning before form</i></li> <li>• <i>Teach proofreading techniques</i></li> <li>• <i>Promote editing and multiple drafts</i></li> <li>• <i>Encourage students to write in different genres</i></li> <li>• <i>Foster creative and critical thinking</i></li> <li>• <i>Use writing for real-life purposes</i></li> </ul>	<a href="#">Approaches to writing</a>

<p><b>Simple Spelling Rules</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>• <b>Silent ‘e’ rule</b> (e.g. <i>make</i> → <i>making</i>)</li> <li>• <b>Doubling consonants</b> in short words (e.g. <i>run</i> → <i>running</i>)</li> <li>• <b>‘l before E, except after C’</b> (e.g. <i>believe</i>, <i>receive</i>)</li> <li>• <b>Plurals of nouns</b> (e.g. <i>bus</i> → <i>buses</i>, <i>baby</i> → <i>babies</i>)</li> <li>• <b>Changing ‘y’ to ‘i’</b> when adding suffixes (e.g. <i>happy</i> → <i>happier</i>, <i>try</i> → <i>tried</i>).</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>• <i>Use word sorting activities</i></li> <li>• <i>Teach mnemonics and rhymes</i></li> <li>• <i>Provide word lists for practice</i></li> <li>• <i>Use gap-fill and sentence completion exercises</i></li> <li>• <i>Encourage word building activities</i></li> <li>• <i>Use visual aids and colour coding</i></li> <li>• <i>Teach through writing practice</i></li> <li>• <i>Use peer and self-checking techniques</i></li> <li>• <i>Provide engaging games and interactive activities</i></li> </ul>	
<p><b>How to Write Clear and Organised Texts</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Using paragraphs with topic sentences to organise ideas logically.</li> <li>• Using linking words and signposting to guide the reader through the text.</li> <li>• Ensuring coherence and cohesion so ideas flow smoothly.</li> </ul> <p>By mastering these skills, students can produce well-structured writing that is logical, easy to read, and engaging.</p>	<ul style="list-style-type: none"> <li>• <i>Teach the importance of paragraphs</i></li> <li>• <i>Use topic sentences</i></li> <li>• <i>Provide examples of strong paragraphs</i></li> <li>• <i>Use linking words and signposting</i></li> <li>• <i>Encourage logical organisation of ideas</i></li> <li>• <i>Teach coherence techniques</i></li> <li>• <i>Develop cohesion through pronouns</i></li> <li>• <i>Use structured writing templates</i></li> <li>• <i>Practise editing and revising for clarity</i></li> </ul>	<p><a href="#">How to write clear and organised texts</a></p>
<p><b>Keyboarding Skills</b></p>	<p>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</p>	<ul style="list-style-type: none"> <li>• <i>Familiarise students with the keyboard layout</i></li> <li>• <i>Encourage the use of correct finger position</i></li> <li>• <i>Start with simple exercises</i></li> <li>• <i>Use fun typing activities and games</i></li> <li>• <i>Emphasise accuracy before speed</i></li> <li>• <i>Promote regular typing practice</i></li> <li>• <i>Teach ergonomic typing habits</i></li> </ul>	<p><a href="#">How to improve my keyboarding skills</a></p>

	difficulties, helping them work faster and more effectively in both academic and professional settings.	<ul style="list-style-type: none"> <li>• <i>Incorporate typing into writing lessons</i></li> </ul>	
<b>Handwriting Skills</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• <i>Teach proper pen grip</i></li> <li>• <i>Encourage writing on the line</i></li> <li>• <i>Practise letter formation</i></li> <li>• <i>Use tracing activities</i></li> <li>• <i>Write slowly and focus on clarity</i></li> <li>• <i>Promote light and smooth writing movements</i></li> <li>• <i>Allow experimentation with different pens and pencils</i></li> <li>• <i>Encourage regular practice</i></li> <li>• <i>Provide feedback and self-correction techniques</i></li> <li>• <i>Use AI text readers for readability checks</i></li> </ul>	<a href="#">How to improve your handwriting skills</a>
<b>Punctuation</b>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• <i>Teach the purpose of capital letters</i></li> <li>• <i>Introduce full stops and commas first</i></li> <li>• <i>Use visual examples of incorrect punctuation</i></li> <li>• <i>Practise lists and pauses using commas</i></li> <li>• <i>Teach the functions of apostrophes</i></li> <li>• <i>Use interactive quizzes on punctuation</i></li> <li>• <i>Introduce advanced punctuation step by step</i></li> </ul>	<a href="#">How to use punctuation correctly</a>
<b>Abbreviations</b>	<p>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.</p> <p>There are several types of abbreviations:</p> <ul style="list-style-type: none"> <li>• <b>Initialisms</b> (e.g. DIY – do it yourself, FAQ – frequently asked questions)</li> <li>• <b>Acronyms</b> (e.g. NASA – National Aeronautics and Space Administration, SCUBA – self-contained underwater breathing apparatus)</li> <li>• <b>Shortened words</b> (e.g. Dr. – doctor, No. – number)</li> <li>• <b>Latin abbreviations</b> (e.g. e.g. – for example, i.e. – that is, etc. – and so on)</li> </ul> <p>Understanding and correctly using abbreviations helps students write effectively while maintaining clarity for their audience.</p>	<ul style="list-style-type: none"> <li>• <i>Introduce different types of abbreviations</i></li> <li>• <i>Provide real-world examples</i></li> <li>• <i>Use matching exercises</i></li> <li>• <i>Encourage abbreviation identification –</i></li> <li>• <i>Teach correct formatting</i></li> <li>• <i>Provide practice with Latin abbreviations</i></li> <li>• <i>Use abbreviation gap-fill activities</i></li> </ul>	<a href="#">Overview of abbreviations</a> <a href="#">How to use abbreviations in formal writing</a>

<p><b>Informal Messaging</b></p>	<p>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.</p> <p>Informal writing includes:</p> <ul style="list-style-type: none"> <li>• <b>Contractions and reductions</b> (e.g. gonna instead of going to, wanna instead of want to).</li> <li>• <b>Abbreviations and acronyms</b> (e.g. LOL – laugh out loud, BRB – be right back).</li> <li>• <b>Informal greetings and goodbyes</b> (e.g. Hey, What’s up? and Catch you later!).</li> <li>• <b>Capitalisation, extra letters, and emojis for emphasis and personality</b> (e.g. That was AMAZing!!!).</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>• <i>Introduce informal vs formal writing</i></li> <li>• <i>Teach informal greetings and goodbyes</i></li> <li>• <i>Encourage the use of contractions</i></li> <li>• <i>Practise abbreviations and acronyms</i></li> <li>• <i>Explore informal spelling</i></li> <li>• <i>Use creative messaging</i></li> <li>• <i>Discuss tone and personality in writing</i></li> <li>• <i>Provide informal conversation tasks</i></li> </ul>	<p><u>Informal messaging</u></p>
<p><b>Developing Writing Skills</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>• <b>Reading widely</b> to understand language patterns and writing styles.</li> <li>• <b>Practising grammar and punctuation</b> for accuracy.</li> <li>• <b>Starting with simple writing</b> and gradually progressing to more complex structures.</li> <li>• <b>Using structured writing activities</b> such as graphic organisers, sentence-building exercises, and collaborative writing.</li> <li>• <b>Incorporating technology and real-world writing tasks</b> to make writing more engaging and purposeful.</li> </ul> <p>By using effective teaching strategies, educators can support students in becoming confident, independent writers while also improving their own writing skills.</p>	<ul style="list-style-type: none"> <li>• <i>Model the writing process</i></li> <li>• <i>Use graphic organisers</i></li> <li>• <i>Teach structured writing frames</i></li> <li>• <i>Incorporate technology</i></li> <li>• <i>Focus on grammar and punctuation</i></li> <li>• <i>Start with short, simple writing</i></li> <li>• <i>Encourage journaling</i></li> <li>• <i>Promote peer feedback</i></li> <li>• <i>Use engaging writing games</i></li> <li>1. <i>Encourage sentence development</i></li> <li>• <i>Introduce real-world writing tasks</i></li> </ul>	<p>How do I develop my students’ writing skills? How can I develop my writing skills?</p>

## Appendix 6: Stage 3 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	
<a href="#">G.1.1 Adjectives (position)</a>	<a href="#">G.1.6 Adjectives (compound adjectives)</a>	<a href="#">FL.1 Asking for and giving personal information</a>
<a href="#">G.1.2 Adjectives (comparatives)</a>	<a href="#">G.2.6 Adverbs (comparative adverbs)</a>	<a href="#">FL.2 Greetings, making introductions, saying goodbye</a>
<a href="#">G.1.3 Adjectives (superlatives)</a>	<a href="#">G.2.7 Adverbs (superlative adverbs)</a>	<a href="#">FL.3 Expressing likes and dislikes</a>
<a href="#">G.1.4 Adjectives (participle adjectives)</a>	<a href="#">G.2.9 Adverbs (quantity)</a>	<a href="#">FL.4 Using numbers to express amount, quantity, number, and time</a>
<a href="#">G.1.5 Adjectives (followed by prepositions and infinitives)</a>	<a href="#">G.3.1 Causative constructions (have/get + object + past participle)</a>	<a href="#">FL.5 Describing people</a>
<a href="#">G.2.1 Adverbs (manner)</a>	<a href="#">G.4.1 Clauses and phrases (defining relative clauses)</a>	<a href="#">FL.6 Describing places</a>
<a href="#">G.2.2 Adverbs (sequencing)</a>	<a href="#">G.4.2 Clauses and phrases (non-defining relative clauses)</a>	<a href="#">FL.7 Describing objects</a>
<a href="#">G.2.3 Adverbs (frequency)</a>	<a href="#">G.5.3 Conditionals (Second)</a>	<a href="#">FL.8 Expressing preference</a>
<a href="#">G.2.4 Adverbs (time and place)</a>	<a href="#">G.5.4 Conditionals (Third)</a>	<a href="#">FL.9 Describing habits, routines, tasks, and jobs</a>
<a href="#">G.2.5 Adverbs (adverbial linkers)</a>	<a href="#">G.6.3 Conjunctions (correlative)</a>	<a href="#">FL.10 Asking for and telling the time</a>
<a href="#">G.2.8 Adverbs (degree)</a>	<a href="#">G.8.2 Modals (past)</a>	<a href="#">FL.11 Asking for and giving directions</a>
<a href="#">G.2.10 Adverbs (focusing)</a>	<a href="#">G.8.3 Modals (Passive)</a>	<a href="#">FL.12 Apologising</a>
<a href="#">G.2.11 Adverbs (attitude)</a>	<a href="#">G.10.4 Passives (past continuous passive)</a>	<a href="#">FL.13 Describing processes</a>
<a href="#">G.4.3 Clauses and phrases (Imperatives)</a>		<a href="#">FL.14 Describing functions</a>
<a href="#">G.5.1 Conditionals (Zero)</a>		
<a href="#">G.5.2 Conditionals (First)</a>		
<a href="#">G.6.1 Conjunctions (coordinating)</a>		
<a href="#">G.6.2 Conjunctions (subordinating)</a>		

<p>G.7.1 Determiners (indefinite article (a/an))</p> <p>G.7.2 Determiners (definite article (the))</p> <p>G.7.3 Determiners (zero article)</p> <p>G.7.4 Determiners (demonstratives)</p> <p>G.7.5 Determiners (quantifiers)</p> <p>G.8.1 Modals (present)</p> <p>G.8.4 Modals (semi-modals)</p> <p>G.9.1 Nouns (plurals - regular)</p> <p>G.9.2 Nouns (plural - irregular)</p> <p>G.9.3 Nouns (countable uncountable)</p> <p>G.9.4 Nouns (possessive 's')</p> <p>G.9.5 Nouns (group (collective) nouns)</p> <p>G.9.6 Nouns (proper nouns)</p> <p>G.9.7 Nouns (compound nouns)</p> <p>G.9.8 Nouns (noun phrases)</p> <p>G.10.1 Passives (present simple passive)</p> <p>G.10.2 Passives (past simple passive)</p> <p>G.10.3 Passives (present continuous passive)</p> <p>G.11.1 Phrasal Verbs (non-separable)</p> <p>G.11.2 Phrasal Verbs (separable)</p> <p>G.12.1 Prepositions (place)</p> <p>G.12.2 Prepositions (time)</p> <p>G.12.3 Prepositions (movement)</p> <p>G.12.4 Prepositions (dependent)</p> <p>G.13.1 Present Time (present simple (including verb 'to be'))</p> <p>G.13.2 Present Time (present continuous)</p> <p>G.13.3 Present Time (present perfect simple)</p> <p>G.14.1 Past Time (past simple (including verb 'to be'))</p> <p>G.14.3 Past Time (past continuous)</p> <p>G.15.1 Future Time (simple future (will and shall))</p> <p>G.15.2 Future Time (going to)</p> <p>G.15.3 Future Time (future time (present continuous))</p> <p>G.15.4 Future Time (future continuous)</p> <p>G.16.1 Pronouns (personal/subject)</p> <p>G.16.2 Pronouns (object pronouns)</p> <p>G.16.3 Pronouns (dummy subject)</p>	<p>G.10.5 Passives (future simple passive)</p> <p>G.11.3 Phrasal Verbs (three-part phrasal verbs)</p> <p>G.13.4 Present Time (present perfect continuous)</p> <p>G.14.2 Past Time (used to / would)</p> <p>G.14.4 Past Time (past perfect simple)</p> <p>G.14.5 Past Time (past perfect continuous)</p> <p>G.16.9 Pronouns (reciprocal pronouns)</p> <p>G.18.1/2/3 Reported Speech</p>	<p>FL.15 Describing graphs, charts, tables, and diagrams</p> <p>FL.16 Expressing opinion</p> <p>FL.17 Asking for and giving permission</p> <p>FL.18 Expressing and responding to thanks</p> <p>FL.19 Talking about ability (past / present)</p> <p>FL.20 Expressing necessity and obligation (past/present)</p> <p>FL.21 Giving warnings</p> <p>FL.22 Expressing prohibition</p> <p>FL.23 Making offers and requests</p> <p>FL.24 Asking for and giving advice</p> <p>FL.25 Giving presentations</p> <p>FL.26 Comparing and contrasting</p> <p>FL.28 Asking for and making suggestions and recommendations</p> <p>FL.29 Talking about time periods</p> <p>FL.30 Making arrangements</p> <p>FL.31 Describing past experiences and events</p> <p>FL.32 Expressing agreement and disagreement</p> <p>FL.33 Expressing certainty, probability, and doubt</p> <p>FL.34 Expressing interest</p> <p>FL.36 Describing hopes and plans</p> <p>FL.37 Making complaints</p> <p>FL.38 Asking about and describing feelings and emotions</p> <p>FL.40 Expressing regret</p> <p>FL.42 Checking understanding and clarifying</p> <p>FL.44 Writing emails and letters</p> <p>FL.45 Managing interactions</p>
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<p>G.16.4 Pronouns (possessive pronouns)</p> <p>G.16.5 Pronouns (possessive adjectives)</p> <p>G.16.6 Pronouns (one, ones, none)</p> <p>G.16.7 Pronouns (indefinite pronouns)</p> <p>G.16.8 Pronouns (reflexive pronouns)</p> <p>G.17.1 Questions (yes/no questions)</p> <p>G.17.2 Questions (wh- questions)</p> <p>G.17.3 Questions (question tags)</p> <p>G.17.4 Questions (indirect questions)</p> <p>G.18.1/2/3 Reported Speech</p> <p>G.19.1 Verb Forms (gerunds)</p> <p>G.19.2 Verb forms (verb + to + inf_verb + inf_verb + ing)</p>		
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