

Curriculum Standards for the State of Qatar

English Language - Grades Kg to 12

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Introduction

1. Introduction

1.1 Rationale for the review and development of the new curriculum

The publication of the *Qatar National Curriculum Framework* (QNCF) in 2016 provides the most significant reason for reviewing the previous curriculum standards for English in Qatar. This document is aligned with the Qatar National Vision 2030 and highlights the key competencies learners will need to develop in order to deal with the present and future challenges of living in the modern world. It is, therefore, an optimum time to consider updating learning standards in order to reflect the thinking in the QNCF.

In addition, it is good practice to review standards regularly, with an evidence-based approach, to understand how they are being implemented and where their strengths and potential weaknesses lie. Findings can then inform subsequent interventions designed to further improve standards of teaching and learning. These exercises often occur at roughly ten-year intervals in order to minimise unnecessary change but still provide a regular opportunity to make improvements in line with latest educational practice.

Following a review of the previous standards, conversations and focus group discussions with teachers, as well as lesson observations, a number of improvements that could be made to the existing curriculum were identified. This enabled the new standards to be created based on evidence gathered from the field, making sure that they are relevant to teachers and learners in Qatar today, practical for implementing into teaching, and accessible for users.

1.2 Features of the new standards and improvements

The new curriculum standards for English:

- I . are linked to the seven key qncf competencies
- II . reflect an international benchmark, the common european framework of reference for languages (cefr) (council of europe 2001)
- III . target a more feasible exit level than the existing standards
- IV . are fewer in number and have greater consistency in progression
- V . are clearly written and supported by examples.

I. QNCF competencies

The QNCF sets out seven key competencies which learners need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem-solving.

These competencies are highlighted within the revised standards so that teachers can easily link them to the experiences of their learners in the classroom and so that the seven competencies are developed within each grade and throughout the overall school life of the learner.

II. CEFR

The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of Speaking, Reading, Listening and Writing at six reference levels from A1 for beginners, up to C2 for those who have mastered a language (Council of Europe 2011). This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to have a shared understanding of what it means to be at a particular level of proficiency (Cambridge English 2011).

A guiding principle of the CEFR is that lower levels (A1 and A2) focus primarily on concrete, immediate, routine activities while at B2 the introduction of slightly less familiar topics begins. Topics of a more abstract nature do not feature until B2.

The CEFR (Council of Europe 2011, p.13) contains linguistic, pragmatic and sociolinguistic standards of communicative competence. Pragmatic competence is essentially an ability to use suitable strategies in communication, while sociolinguistic competence refers to an ability to use appropriate language for a specific situation. These three competencies are reflected in the Communication focus column of the revised curriculum standards for English. As in the CEFR, we have categorised Listening, Speaking, Reading and Writing into separate strands, and have included a focus both on interactive speaking (spoken interaction) and monologic speaking (spoken production).

The table below shows the CEFR's overarching descriptors for the levels of proficiency (A1 – B2) that are covered by the curriculum standards:

Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

(Council of Europe 2011, p.24)

III. Exit level

In the Curriculum Standards, reference to the CEFR begins in Grade 2, since the main aims of learning English in the grades before this are sensitisation for the development of a positive attitude to language learning. Once the CEFR is introduced at Grade 2, there is a progression through each grade from pre-A1 to B2 Low-Mid, which is the exit level at Grade 12. This exit level has been decided as the best level for learners to aim for in order to align with the expectations of employers and higher education institutions.

KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
No CEFR	No CEFR	Pre-A1	A1 Low	A1 Mid	A1 High

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
A2 Low	A2 Mid	A2 High	B1 Low	B1 Mid	B1 High	B2 Low -Mid

IV. Progression

The new curriculum standards are fewer and shorter than previously, making them easier to access and to prepare learning and assessment materials for. Having fewer standards per grade also gives teachers the opportunity to repeat and recycle standards throughout the school year, and gives learners multiple chances to work towards success. This reflects a spiral view of learning: a non-linear, organic process requiring multiple encounters with tailored support and challenge to maximise chances of progression and success (Bruner 1960). These principles of progression are reflected in the revised curriculum as described below.

Progression is reflected in the revised standards as they move from:

- greater teacher and task support in lower grades towards greater learner independence in higher grades
- word to sentence to discourse levels of output
- familiar to unfamiliar topics
- concrete to abstract notions.

Progression is also built in through:

- increased text length in higher grades
- increased expectations of linguistic range, precision and complexity in higher grades
- a focus on register in higher grades
- greater cognitive challenge in higher grades.

Spelling, grammatical structures and vocabulary items receive less attention than in the previous curriculum standards, as they do not reflect the view of language learning outlined in the CEFR. The CEFR scales describe levels in terms of what students **can do** and how well they can do it (Cambridge English 2011, p.14). The focus in the CEFR is on communication via the four language skills and therefore progression in the new curriculum is communicative rather than structural/lexical. Language items serve the purpose of furthering communication rather than being an end in themselves.

V. Language

The language used in the curriculum standards is as clear and accessible as possible, and a reasonably informal tone is adopted, addressing the teacher directly, with the aim of making the documentation more teacher-friendly so that teachers are able to confidently interpret the aims of each standard. The word **children** is used in the profiles for early years and primary learning standards, and **learners** for the preparatory and secondary learning standards profiles.

Some of the descriptive terms used in the learning standards, e.g. very **basic personal information**, with **some support, more complex text**, have deliberately not been defined. With subjective terms like these, there is no correct, one-size-fits-all definition. Teachers should use their knowledge and experience here, according to their own classroom context.

Rationale for English education

2. Rationale for English education

Recent estimates suggest that by 2020 there will be around two billion users of English worldwide, which demonstrates its importance as a global lingua franca (Graddol 2006). English is also the dominant global language of business (Smedley 2012), and large global companies are following the trend of making English their first language of communication in the company. This suggests that an ability to communicate in English is paramount when seeking employment in a global market. Learning English in school therefore provides a foundation for young Qatari citizens to build on to ensure their future progression in the global workplace. Teaching and learning English is integral to achieving a world-class education system. Ensuring that this system is able to meet the needs of this generation and future generations is vital, as it will support the four pillars of human, social, economic, and environmental development as laid out in the underlying principles of the *Qatar National Vision 2030*.

Beyond schooling, young Qataris who go on to study at university, gain employment or start their own business are likely to need to be able to listen, read, write and speak in English to a fairly high standard. In short, an ability to understand and use English will provide young people with access to educational, economic, social and cultural opportunities for the rest of their lives.

Aims of English curriculum standards

3. Aims of English curriculum standards

Specific aims vary slightly between different sectors of the school system, depending on the social and cognitive development of the age group and, naturally, the level of literacy. While these key stages in development are taken into account, the overall aims are for learners to be able to:

- understand spoken English for general purposes
- interact and collaborate effectively with others to communicate personal and general information, concepts, experiences, opinions and feelings
- understand and use English to access, explain, investigate and question ideas
- understand and use English to solve problems and think creatively
- take pleasure in reading a range of print and digital fiction and non-fiction texts of interest
- develop personally, emotionally and socially, and understand themselves and others.

The features of the revised curriculum, including a coherent progression of learning from Kindergarten to school leavers, accessibility for teachers, and the incorporation of the vision of the QNCF, will ensure that learners can be supported to achieve the overall aims of becoming competent and confident users of English.

Teaching and learning in the 21st century

4. Teaching and learning in the 21st century

Developing the seven competencies

A mapping of curriculum standards to the seven competencies appears on the far right of the curriculum standards grid for each grade.

It is evident in the QNCF (Supreme Education Council 2016, p.24) that Literacy and Communication are key competencies. These are therefore reflected in the standards while considering the literacy level and social and cognitive development stages of the grade in question. For this reason, Communication runs as a continuous thread throughout all grades in English. Literacy features strongly until the end of Grade 6 in primary. By Grade 7, learners will have developed their literacy to a good extent, and will be beginning to develop their ability to think in more abstract terms. This development is reflected in a reduced emphasis on Literacy and an increased focus on Creative and critical thinking at this stage.

In contrast to the above, Numeracy rarely features as a competency. The rationale for this is explained in the QNCF (Supreme Education Council 2016, p.24), which notes that competencies will apply differently in each subject due to the different nature of the subject content. While numeracy has cross-curricular potential, it links most obviously to Mathematics, and this is reflected in the QNCF. Nevertheless, if teachers feel that their learners of English need further support in developing numeracy, they have the scope to focus on this via their choice of topic, e.g. probability, money, or running a successful business. This is a strength of the new standards, as they aim to incorporate this cross-curricular flexibility.

Learning experiences

The CEFR and consequently the new curriculum standards embody an approach to language learning that places emphasis on spoken and written communication through interaction, based on the view that language is best learned by actively communicating to complete authentic, real-life tasks via the medium of the four language skills: Speaking, Listening, Writing and Reading.

Each learning standard has an example alongside it. This is so that teachers can see a practical illustration of how the learning standard can be brought to life in the classroom.

Teaching English

Teaching should involve:

- providing exposure to authentic spoken and written language use
- maximising opportunities for interaction
- fostering an environment where learners feel comfortable to question and to make mistakes, since this is how language learning takes place
- focusing on learning strategies that provide learners with the tools to learn autonomously
- providing feedback in order to improve learners' future performance and to determine the direction of future teaching.

Strands in the curriculum

5. Strands in the curriculum

The four skills are arranged into different categories of Communication Focus, and then subdivided into learning standards. The order in which the standards appear does **not** reflect a chronological sequence for classroom learning.

Listening - The learning standards are arranged in three categories of Communication Focus. The first two focus on listening and responding to main ideas and details. The third Communication Focus is on strategies to understand meaning.

Speaking - The learning standards are arranged in five categories of Communication Focus. These involve communicating personal and general information appropriately, developing Speaking strategies, using appropriate register and presenting information alone to others.

Reading - The learning standards are arranged in five categories of Communication Focus. They focus on reading and responding appropriately to the main ideas, to details, and to the sounds and letters found in a text. They also focus on developing Reading strategies, and on showing an interest in reading.

Writing - The learning standards are arranged in four categories of Communication Focus. They focus on communicating information appropriately, organisation, developing Writing strategies, and for older learners, a focus on register.

There are additional standards for Kindergarten and Grade 1 children, which focus on showing emergent reading and writing behaviour.

Components of the curriculum and how to use it

6. Components of the curriculum and how to use it

There are four main components in the revised curriculum standards. These have been designed to facilitate the understanding, implementation and use of the standards in the classroom.

I. The curriculum standards by grade

Each grade contains the following information:

- an overall learner profile
- skills profiles for Listening, Speaking, Reading and Writing
- after each skills profile, the standards are presented in tables which contain accompanying examples and links to the seven QNCF competencies

The overall learner profiles have been designed to give the teacher a clear idea of the expectations of the language and ability levels of the learner in the grade they are teaching. They also indicate progression from the previous grade. The skills profiles contain information on the content of the standards for the particular grade and offer advice for teaching, as well as providing examples of suitable text types. The examples in each table aim to help teachers see what the standards might mean in the classroom, while the main competency for each standard will help teachers to make a connection with the bigger learning picture as envisaged by the QNCF.

II. Summary grid of all curriculum standards

Following the curriculum standards, an overall summary grid of all curriculum standards from Kindergarten through to Grade 12 is presented in table form. This is designed to help teachers see all of the standards together and make progression between grades and stages more easily identifiable.

III. Core grammar specification

Also included is a core grammar specification, containing short lists of typical grammar areas that might be encountered at each CEFR level. This is purposefully short so that teachers have flexibility with regard to the classroom materials they use.

IV. Glossary

Finally, the standards are accompanied by a short, alphabetical glossary with key concepts referenced to each grade. This provides the teacher with a user-friendly tool to be able to understand both the macro- and micro-levels of the new standards.

A word which is included in the glossary is indicated with an asterisk (*).

References

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Supreme Education Council (2016) *Qatar National Curriculum Framework*

Curriculum standards for English – Kindergarten Grade 12

7. Curriculum standards for English Kindergarten – Grade 12

7.0 Curriculum standards for Kindergarten

Overall profile of a Kindergarten learner of English

Kindergarten learners of English can communicate meaning intelligibly on a very narrow range of familiar* personal topics, using high frequency* words and fixed phrases* often in the form of labelling known people, objects or actions and by responding to questions and prompts. They need a high degree of teacher and task support to communicate their intended meaning successfully. This might include:

- very simple teacher questions to elicit language
- prompts (e.g. pictures, initial sounds, gestures or mime)
- models and examples to follow or copy
- building classroom routines (e.g. singing a ‘hello’ song and talking about the weather at the start of the lesson) to increase confidence and children’s ability to understand and to communicate.

Children can communicate with each other in English, if given the opportunity, using resources they are familiar with and which they associate with teacher-led activity, e.g. flashcard games, books for book browsing and retelling, role-play using puppets or props.

Some children may not understand very much English, but can be encouraged to join in classroom activities by watching and copying what other children do. These children will also enjoy interacting with their classmates during free play in English. It is important to give children the opportunity to initiate their own play in English, as this helps them to develop an emotional link to English.

Kindergarten children are usually learning to read and write, so they are learning to recognise conventions and patterns of print in Roman script. Clearly, early literacy practices in Arabic will support children’s development of literacy practices in English, e.g. holding a pencil and sitting properly.

We do not expect children to finish Kindergarten with developed literacy skills in English. However, they are making a start in this area in preparation for primary school. They make this start in Kindergarten by engaging in teacher-led storybook reading and talking about these books, and by repeating and enjoying action games, rhymes and chants. If their classroom contains examples of meaningful print (known as ‘environmental print*’) such as signs and labels, this will also help children to begin to recognise the shapes of letters in English.

Language fluency and accuracy

Neither fluency nor accuracy are a feature of children’s overall profile at this stage in their learning of English, as the main aim of teaching children English in Kindergarten is to help them to develop positive attitudes to learning and to gain feelings of success and confidence in their learning experiences. The following section expands on the development of positive attitudes.

Teaching and learning experiences in Kindergarten

The main reason for teaching English in Kindergarten is to help children to develop positive attitudes to an additional language. Children will benefit from positive experiences with the language through picture stories, chants, rhymes and games on topics they are interested in.

Children should be encouraged to use English for communication. Often, they might use their first language at first, or a mix of their first language and English. This may show that they have understood something in English, but cannot yet express their response completely in English. When this happens, you can recast what they say into English as simply as possible. Children will acquire language by listening to you, and by interacting with you. You can simplify your language and use plenty of mime and action to help convey meaning. They will also learn English from their classmates, especially during free play activities.

Development of other skills, such as cognitive skills (thinking), motor skills (movement), social and emotional skills will also be fostered as Kindergarten children learn English.

Progression

Children who begin in the second year of Kindergarten will need extra support to achieve learning standards. Children who continue in kindergarten from the previous year will be developing their confidence with English, and will show a generally positive attitude towards lesson activities in English. To help them to progress, you can encourage them to lead activities, to ask questions and be active in using English during sessions and free play in English. Children who start schooling in the second year of Kindergarten will need extra support to achieve learning standards.

How Kindergarten children develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which children need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation
- Inquiry and research
- Problem-solving

Children in Kindergarten English lessons will develop all seven QNCF competencies through supportive teaching and child-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Kindergarten, although children have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Kindergarten Listening Standards

The Listening Standards for Kindergarten cover all of the three categories of Communication Focus:

- L1** Listening and responding appropriately to main ideas
- L2** Listening and responding appropriately to details
- L3** Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Kindergarten learner profile for Listening

Children can understand a variety of spoken texts, including very simple instructions, questions and statements, if you speak clearly and slowly and provide considerable support, for example with gestures, actions or visuals. This support should help children to understand the language they are listening to by showing its meaning.

Classroom routines* are vital in providing a supportive situation for Listening. So, if you build classroom routines by using the same classroom language consistently, including questions and instructions for classroom management, this repeated exposure to high frequency* language will support children's understanding as well as their acquisition of chunks of language.

Suitable text types

These include short songs, rhymes and chants, and picture stories, often with a repetitive element. The classroom language you use in routines, games, instructions and classroom management is also a text type. Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Listening at this grade should typically be up to 10 words/15 seconds long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning standard KG	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify with a lot of support the main idea of very short and very simple texts	Very short and very simple texts will include picture stories, songs, rhymes, chants and action games. Other text types are possible if these suit your children's needs or interests Stories - include a large proportion of visuals, with few words - often use rhyme and repetition - can be authentic, e.g. used with young children in English-speaking countries - can be written for language learning e.g. are online, come with a course book or from an ELT* publisher - can be adapted traditional stories, which children already know in Arabic Songs, rhymes, and chants - include those for young children in English-speaking countries, e.g. <i>The wheels on the bus, Daddy finger, daddy finger ...</i> Action games: e.g. <i>Listen and Do</i>	Cooperation and participation
	L2.1 Can follow and identify with a lot of support the detail in very short and very simple texts	See L1.1	Cooperation and participation
L2 Listening and responding appropriately to details	L2.2 Can recognise and respond with support to very simple language used in classroom routines*	Teacher: <i>Shall we sing the goodbye song?</i> Children: <i>Yes!</i> Teacher: <i>Well done, let's give Shaikha/ Mohamed a clap'</i> Children: <i>respond by clapping</i>	Communication

	L2.3 Can follow and respond with a lot of support to very simple short one-step instructions	Instructions For classroom management: e.g. <i>Stop now, please; Sit down with your legs crossed</i> For a learning focus: e.g. <i>Find the big car; Touch your nose!</i>	Communication
	L2.4 Can follow and respond with a lot of support to very simple short questions	Questions and responses: Teacher: <i>What's your name?</i> Child: <i>(I'm) Aisha/Ahmed</i> T: <i>Who's this?</i> C: <i>(It's) Daddy</i> T: <i>Where's the cat?</i> C: <i>Here!</i> T: <i>What colour is the T-shirt?</i> C: <i>(It's) blue</i>	Communication
	L2.5 No learning standard at this grade		
	L2.6 No learning standard at this grade		
	L2.7 No learning standard at this grade		
L3 Using appropriate strategies to understand meaning	L3.1 Can focus with support on visuals accompanying a text when listening	Children listen to you reading a story. They point to the appropriate illustration on the page as you read. You can prompt children with suitable questions here if necessary, e.g. <i>Where is the hen? What do you think will happen next? Did you like the story?</i> Children may use English or Arabic to talk about what they can see in the picture, or comment on what they have understood from the story. If they use Arabic, you can recast into English'	Creative and critical thinking

Speaking

The thinking behind the Kindergarten Speaking Standards

The Speaking Standards for Kindergarten cover four out of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Kindergarten learner profile for Speaking

Children are beginning to tune in to the sounds and patterns of English, and so may not speak very much during Kindergarten. Children can name people, objects and activities related to own world or known topics in English, exchange basic greetings* with you and their classmates and participate in using routine language. They are not expected to produce sentences in English, although children's environment will heavily influence their progress at this level. Some children will spontaneously repeat words or phrases they hear in songs, stories, chants or rhymes.

They will also enjoy repeating or reciting simple songs and rhymes either as a whole class or as individuals, or role playing parts of a story with props during free play. Children's pronunciation is noticeably influenced by their first language.

You can support children's attempts at speaking through positive responses and praise for effort and success. You can encourage children to use visuals and actions as prompts and to help convey meaning when they speak. You can offer further support by prompting or providing a clear model of sounds and language. You can also provide opportunities for children to interact with each other during circle time games, or during free play.

Speaking

Spoken Interaction

Communication focus	Learning standard KG	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can say with support their name and age	<i>I'm / My name is Shaikha/Mohamed</i> <i>I'm 5</i>	Communication
	S1.2 Can name with support objects and activities they like	Teacher: <i>What's your favourite toy?</i> Child: <i>(My) bike</i>	Communication
S2 Communicating general information appropriately	S2.1 Can say numbers 1-10 and count with support up to 5 objects which are real or in an image	Teacher: How many ducks are there? Child: <i>1, 2, 3, 4, 5. Five ducks</i>	Numeracy
	S2.2 Can name with support very familiar* objects by using words from topic word sets*	Children can name different objects in a set when playing games or looking at pictures or flashcards. These are objects that children know from their everyday lives e.g. fruit (It's a) banana	Communication
	S2.3 No learning standard at this grade		
	S2.4 Can exchange with some support very simple greetings*, goodbyes, pleases and thank yous with the teacher or a classmate	Teacher: says <i>Do you want a red block?</i> Children: say <i>Yes, please / No, thank you</i>	Communication

	S2.5 No learning standard at this grade		
S3 Developing appropriate speaking strategies	S3.1 Can ask for attention or help from a teacher by using one word or a very simple fixed phrase	<i>Teacher!</i> <i>Or</i> <i>Help me, please!</i>	Cooperation and participation
S4 Using appropriate register	S4.1 No learning standard at this grade		

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can show interest in singing songs and saying rhymes and chants	Children as a group recite favourite rhymes accompanied with gestures A child may want to recite a rhyme in front of others As a group children can perform a favourite song or rhyme in front of other children or parents	Cooperation and participation
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Reading

The thinking behind the Kindergarten Reading Standards

The Reading Standards for Kindergarten cover two out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with R1.1 and finishing with R5.1.

In addition to this, there are separate Emergent Reading Standards for Kindergarten. This outlines common* behaviours for children who are in the process of becoming literate. ‘Emergent reading’ implies that development is taking place through a process of making sense of print by interacting with books or a screen, by doing pretend reading, and by talking with you and classmates about stories, words, letters and sounds.

Children need to develop all of these behaviours simultaneously over the whole school year, and so will learn from opportunities to engage in literacy-rich activities in their English lessons, e.g. picture storybooks, rhymes, chants and dramatisations.

Kindergarten learner profile for Reading

Kindergarten children are pre-literate, and so are developing familiarity with books and with print which moves from left to right. At Kindergarten level, therefore, children are finding out about written language, in order to help them begin to learn to read in primary school. Although some children may be able to read a little, the learning standards require them to recognise that English and Arabic use different print systems and to recognise their names in Roman script. Some children may be able to recognise a small number of words in print, especially those related to favourite things, or if they contain letters from their own names. They will also recognise some common* brand names or signs such as ‘STOP!’.

There are a number of ways you can offer support to Kindergarten children:

- Children should experience being read to and sharing stories in book form. This should be a regular feature of English lessons, and children should also have access to books in English so they can book browse and imitate reading-like behaviour.
- Children should hear and say rhymes and chants which provide natural exposure to the syllables in words and also to rhyming words, essential for the development of phonological awareness and Reading.
- Children should be surrounded by a print rich environment which gives a visible model of the printed word. In the classroom, print can be part of posters, routine charts, signs and labelled objects. Seeing print in meaningful situations (e.g. weather charts, days of the week posters, registers* and signs and notices) helps children to make connections between the spoken word and the written word.

You can also offer support by encouraging children to notice letters in their names and to praise their efforts when they show emergent literacy behaviours. Children will progress at very different rates. Some may show little interest in print and literacy-related activities, others may be excited and want to look at books and discover words in the environment they know. Some children may quickly realise that Arabic and English use different print, others may take more time to accept and understand the differences. It is important, therefore, that you give individual support as each child requires.

Suitable text types

Single words can include labels, badges, signs and logos commonly* found in children's out-of-school and in-school environments.

Words should be 'real' and known to the children, with an emphasis on meaning and understanding as well as on developing emergent reading skills. These words can also be useful to help children recognise and distinguish letters of the alphabet, e.g. days of the week on a routine chart.

Additional text types are possible if these suit the interests of the children you teach. An example could be written descriptions of children's experiences. These descriptions will be written by you in response to dictation by the children, so that they are meaningful and significant. These descriptions can accompany pictures the children have drawn, or photos taken while doing activities or going on outings.

At Kindergarten level, some children might have limited experience of books or other longer texts*. If you read to the class, this gives you the opportunity to model reading and to work on a number of emergent reading skills with the children. Reading to the class gives children access to language which is in a context* and which is meaningful. Children may also want to talk about the stories: much of this talk will be in their first language.

Recommended text lengths for Reading at this grade should typically be up to 20 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning standard KG	Example	Main QNCF competency
ER 1 Showing emergent reading behaviour	ER1.1 Can distinguish between image and print	Child can identify whether they are looking at an image or at print	Literacy
	ER1.2 Can recognise that print represents the spoken word	Child points to written text and suggests it might signify something that a character in the story is saying	Literacy
	ER1.3 Can distinguish between Arabic and Roman print*	Child compares own name in Arabic and in Roman print	Literacy
	ER1.4 Can hold an English book correctly and open it from left to right	Child picks up a book, holds it the right side up, opens the book from left to right and looks at pictures	Literacy
	ER1.5 Can show an interest in English letter shapes	Child notices that an 'M' looks like a bridge	Inquiry and research
	ER1.6 Can show an interest in environmental print* in English	Child notices 'Friday' and suggests that it signifies a day they are not at school	Inquiry and research
	ER1.7 Can notice, and look for letter shapes which occur in own name in environmental print*	Child picks out letters in signs which they have in their name	Inquiry and research

	ER1.8 Can track with a lot of support words from left to right as the teacher reads them	You read to child and child moves finger from left to right for each word you read, checking with you as necessary	Literacy
	ER1.9 Can identify spaces between words	You read 'This is Shaikha/Mohamed'. Child can mark the 2 spaces between the 3 words with a pencil	Literacy
R1 Reading and responding appropriately to main ideas	R1.1 No learning standard at this grade		
R2 Reading and responding appropriately to details	R2.1 Can recognise and sight read* their own name written in Roman letters	Child finds own name in a list of names, or on a name card	Literacy
	R2.2 No learning standard at this grade		
	R2.3 No learning standard at this grade		
R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		
	R3.3 No learning standard at this grade		

	R3.4 No learning standard at this grade		
	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 No learning standard at this grade		
	R4.2 No learning standard at this grade		
R5 Showing interest in reading	R5.1 Can recognise and point to the title of a book	You show the front cover of a picture story and ask children to point to the title of the book. Note that children do not need to be able to read the title	Literacy

Writing

The thinking behind the Kindergarten Writing Standards

The Writing Standards for Kindergarten cover two out of the four categories of Communication Focus:

W1 Communicating information appropriately

W2 Organising, spelling and punctuating written work appropriately

W3 Developing appropriate writing strategies

W4 Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

In addition to this, there are separate Emergent Writing Standards for Kindergarten. This outlines common* behaviours for children who are in the process of becoming literate.

Almost all of the Kindergarten Writing Standards focus on children's ability to develop appropriate emergent writing behaviour. Children are learning to become literate, and so emergent writing, like emergent reading, happens as children interact with print, with you and with each other. Children's experiences of learning to write will be very similar to those found in the earlier section discussing learning to read in the Kindergarten Reading Standards.

Children need to develop all of these behaviours simultaneously over the whole school year, and so will learn from opportunities to engage in literacy rich activities in their English lessons.

Kindergarten learner profile for Writing

Kindergarten children in Qatar are usually unfamiliar with Roman script and often with script in their own home language as well. They therefore need to focus mainly on the mechanics of learning to write before they are ready to begin communicating to others in writing. This focus includes left-to-right movement in letter formation through patterning on the page, working on a comfortable and efficient position and holding of the pen, as well as beginning handwriting. At this stage, children practise writing their own name and a very small number of short, high frequency* known words, using models to copy from.

Kindergarten children will need a lot of support in learning to write at this pre-writing stage. Some children may find writing more challenging than others, so it is important for you to monitor and help individual children as required, giving plenty of time to develop these new skills. Clear and consistent patterns for tracing, models and demonstration will be very valuable for children.

Suitable text types

At Kindergarten level, children may be asked to copy words for very short, single-word texts, such as badges, greetings*, and labels. Additional text types are possible if these suit the interests of the children you teach.

Writing

Communication focus	Learning standard KG	Example	Main QNCF competency
EW 1 Showing emergent writing behaviour	EW1.1 Can show an interest in writing letters which represent sounds	Child writes 'TDI' to represent the word 'teddy' near a drawing of a teddy	Inquiry and research
	EW1.2 Can show an interest in making letter shapes and forms from left to right	A child when drawing includes Roman letter shapes and is seen making these in a left to right direction	Literacy
	EW1.3 Can show an interest in copying numbers and letter shapes	Child draws picture of clock on classroom wall and attempts to copy numbers from the clock on their drawing	Literacy
	EW1.4 Can show an interest in labelling a drawing using copied words or letters	Child attempts to copy the word 'robot' from a label on the wall, on the picture they have drawn of a robot	Literacy
	EW1.5 Can show an interest in including writing during dramatic play*	Child asks for materials to make a shopping list in English during a dramatic play* activity	Literacy

W1 Communicating information appropriately	W1.1 Can copy with support their first name recognisably	Child can write their name reasonably legibly. Child does not need to form letters perfectly or write in a straight line yet	Communication
	W1.2 No learning standard at this grade		
	W1.3 No learning standard at this grade		
	W1.4 Can copy with support recognisable* letters and numbers up to 10	Child can write all letters of the alphabet (A-Z) and digits 1-10 together with you or using a printed model to copy reasonably legibly	Literacy
	W1.5 No learning standard at this grade		
	W1.6 No learning standard at this grade		
W2 Organising, spelling and punctuating written work appropriately	W2.1 No learning standard at this grade		
	W2.2 No learning standard at this grade		
	W2.3 No learning standard at this grade		

W3 Developing appropriate writing strategies	W3.1 Can write straight line, wavy and looped patterns from left to right	Children can practise making these patterns through games which involve tasks such as joining dots, matching pictures, or following the path in a maze	Literacy
	W3.2 No learning standard at this grade		
W4 Using appropriate register	W4.1 No learning standard at this grade		

7.1 Curriculum standards for Grade 1

Overall profile of a Grade 1 learner of English

Grade 1 learners of English can communicate meaning intelligibly on a very narrow range of familiar* personal topics, using high frequency* words and fixed phrases*, often in the form of responses to questions or prompts. They need a high degree of teacher and task support to communicate their intended meaning successfully. This might include:

- very simple teacher questions to elicit language
- prompts (e.g. pictures, initial sounds, gestures or mime)
- models and examples to follow or copy
- developing further routines from Kindergarten (e.g. saying the day of the week at the start of the lesson) to increase confidence and children's ability to understand and to communicate.

Some Grade 1 children will be building on their Kindergarten experiences of learning and of being in school, following rules and being with others. This experience will include developing emergent literacy behaviours. Some children in Grade 1 will be in school for the first time, however, and so they will need to adjust to everything that is new for them. This means that the overall profile for Grade 1 will be quite mixed.

Language fluency and accuracy

Neither fluency nor accuracy are a feature of children's overall profile at this stage in their learning of English, as the main aim of teaching children English in Grade 1 is to help them to develop positive attitudes to learning and to gain feelings of success and confidence in their learning experiences. The following section expands on the development of positive attitudes.

Teaching and learning experiences in Grade 1

As in Kindergarten, the main reason for teaching English to Grade 1 children is to help them to develop positive attitudes to an additional language. Grade 1 children will therefore benefit from positive experiences with the language through picture stories, chants, rhymes and games on topics they are interested in.

There will be children in Grade 1 who do not understand very much English yet. These children can be encouraged to join in classroom activities by watching and copying what other children do.

Children may naturally use their first language to communicate, although they can be helped to use some English for communication. Children will acquire language by interacting with each other, and by interacting with you and the tasks you give. You can provide useful support and challenge through using plenty of mime and action to help convey meaning, and through the quality of the language you use in the classroom. This language is called *teacher talk*. Examples of supportive teacher talk include:

- focussing children's attention on the task
- modelling useful language for the task
- breaking a task into smaller steps to help children to follow it
- showing children who are unable to do the task other ways of approaching it.

Development of other skills, such as cognitive skills (thinking), motor skills (movement), social and emotional skills will go hand-in-hand with children's learning of English.

Progression from Kindergarten

Progression from Kindergarten will not always be easy to see, as children learn quickly and forget quickly. In addition, as noted in the overall profile, some children will be new to attending school and all the challenges which this brings.

The main development from Kindergarten will be that Grade 1 children may need slightly less support to understand and use English, though the amount of support needed will still be considerable. Children's ability to read and write in English will also develop, though the range of what they can read and write is likely to still be very limited.

How Grade 1 children develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which children need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem-solving

Children in Grade 1 English lessons will develop all seven QNCF competencies through supportive teaching and child-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 1, although children have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 1 Listening Standards

The Listening Standards for Grade 1 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 1 learner profile for Listening

Children can understand a variety of spoken texts, including very simple questions and statements, if you speak clearly and slowly and provide considerable support, for example with gestures, actions or visuals. This support should help children to understand the language they are listening to by showing its meaning.

Developing classroom routines* from Kindergarten will also provide a supportive situation for Listening so, if you use the same classroom language consistently, including questions and instructions for classroom management, this repeated exposure to high frequency* language will support children's understanding, as well as their acquisition of chunks of language.

Suitable text types

These include very simple short songs, rhymes and chants, picture stories and action games, often with a repetitive element. The classroom language you use in routines, games, instructions and classroom management is also a text type. Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Listening at this grade should typically be up to 10 words/15 seconds long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade1	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify with a lot of support the main idea of short, very simple texts.	Short and very simple texts will include picture stories, songs, rhymes, chants and action games. Other text types are possible if these suit your children's needs or interests Stories - include a large proportion of visuals, with few words - often use rhyme and repetition - can be authentic, e.g. used with young children in English-speaking countries - can be written for language learning e.g. are online, come with a course book or from an ELT* publisher - can be adapted traditional stories, which children already know in Arabic Songs, rhymes, and chants - include those for young children in English-speaking countries e.g. <i>head, shoulders, knees and toes</i> Action games: - e.g. <i>Stand up if ... (you have got black shoes)</i>	Cooperation and participation
	L2 Listening and responding appropriately to details	L2.1 Can follow and identify with a lot of support the detail in short, very simple texts	Cooperation and participation
	L2.2 Can recognise and respond with support to an increasing range of very simple language used in classroom routines*	Teacher: <i>Is today Monday?</i> Children: <i>No!</i> Teacher: <i>Is today Tuesday?</i> Children: <i>Yes</i> Teacher: <i>Let's tidy up our things</i> Children: <i>respond by tidying up</i>	Communication

	L2.3 Can follow and respond with a lot of support to short, simple one-step instructions	Instructions for classroom management: 1,2,3, <i>eyes on me!</i> Children: <i>stop what they are doing and pay attention to you</i> Instructions for a learning focus: e.g. <i>Point to something red!</i>	Communication
	L2.4 Can follow and respond with a lot of support to simple short questions	Questions and responses: e.g. Teacher: <i>Is the elephant big or small?</i> Child: <i>Big</i> Teacher: What's this? Child : A monkey	Communication
	L2.5 No learning standard at this grade		
	L2.6 Can recognise and respond with support to letter names	Children listen to you and touch the correct alphabet letter card <i>A/a</i>	Creative and critical thinking
	L2.7 Can recognise and say with a lot of support beginning, middle and final phonemes in known words	Teacher points to a picture of a horse, elicits the word from children, and then says the word twice as a model Teachers asks children to say the word, and then helps them (e.g via gestures) to say the phonemes /h/ - / / - /s/ , and then <i>horse</i>	Creative and critical thinking
L3 Organising, spelling and punctuating written work appropriately	L3.1 Can predict with a lot of support key words they will hear by using visuals accompanying a text	Children see a picture of a bear with a suitcase. They predict that it is going on a journey, and guess words they might hear, such as <i>car</i> or <i>plane</i>	Creative and critical thinking

Speaking

The thinking behind the Grade 1 Speaking Standards

The Speaking Standards for Grade 1 cover four out of the five categories of Communication

Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 1 learner profile for Speaking

Children are beginning to tune in to the sounds and patterns of English, and so may not speak very much during Grade 1. Children can name people, objects and activities related to their own world or known topics in English, exchange basic greetings* with you and their classmates and participate in using routine language. They are not expected to produce sentences in English, although children's environment will heavily influence their progress at this level. Some children will spontaneously repeat words or phrases they hear in songs, stories, chants or rhymes. They will also enjoy repeating or reciting simple songs and nursery rhymes either as a whole class or as individuals, especially if these are part of performances for others. Children's pronunciation is noticeably influenced by their first language.

You can support children's attempts at Speaking through positive responses and praise for effort and success. You can encourage children to use visuals and actions as prompts and to help convey meaning when they speak. You can offer further support by prompting or providing a clear model of sounds and language. You can also provide opportunities for children to interact with each other during pair work and group work activities and games.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade1	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate or find out with a lot of support very basic personal information*	In pairs, children ask each other about pets <i>e.g.</i> <i>Have you got a cat?</i> Afterwards, they report back to the class <i>Shaikha/Mohammad</i> has got a cat and a fish	Communication
	S1.2 Can name with support an increasing range of objects and activities they like	Teacher: <i>What's your favourite activity?</i> Child: <i>Football</i> Or during games and circle time activities Child: <i>I like fishing</i>	Communication
S2 Communicating general information appropriately	S2.1 Can say numbers 1-20 and count with support up to 10 objects which are real or in an image	Teacher: <i>How many oranges on this table?</i> Child: <i>1, 2, 3, 4, 5, 6, 7, 8 Eight oranges</i>	Numeracy
	S2.2 Can name with support an increasing range of very familiar* objects by using words from topic word sets*	Children can name different objects in a set when playing games or looking at pictures or flashcards. These are objects that children know from their everyday lives e.g. fruit <i>(It's a) banana</i>	Communication
	S2.3 Can communicate with support very simple one-step instructions	Children play a physical response games in pairs or groups, taking turns to tell each other <i>Touch your nose, Touch your ear</i> etc.	Communication

	S2.4 Can exchange independently very simple greetings*, goodbyes, pleases and thank yous with the teacher or a classmate	<i>Children greet you and their classmates as they come in to the class, and say goodbye when they leave</i>	Communication
	S2.5 No learning standard at this grade		
S3 Developing appropriate speaking strategies	S3.1 Can ask for attention or help from a teacher or classmate by using one word or a simple fixed phrase	Child wants help to remember the word aeroplane, which they see in a picture. Child points to aeroplane and asks classmate: <i>What's this?</i>	Cooperation and participation
S4 Using appropriate register	S4.1 No learning standard at this grade		

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can continue to show interest in singing songs and saying rhymes and chants	As in kindergarten, children as a group recite favourite rhymes accompanied with gestures A child may want to recite a rhyme in front of others As a group children can perform a favourite song or rhyme in front of other children or parents	Cooperation and participation
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Reading

The thinking behind the Grade 1 Reading Standards

The Reading Standards for Grade 1 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The Emergent Reading category from Kindergarten is also included for children who are not yet familiar* or comfortable with the concept of print.

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 1 learner profile for Reading

Some Grade 1 children will have had one or two years of schooling in Kindergarten, and will be more familiar than others with the concept of print. They will therefore show greater skill and confidence than their classmates with learning to read and write. Others will have less experience in literacy in English and will be developing familiarity with books and with print which moves from left to right.

There are a number of ways you can offer support to Grade 1 children. Displaying printed words in the classroom, where possible, can provide a print rich environment and gives a visible model for children to use at all times. Displays could include posters, labelled objects etc. You can also offer support by helping children to sound out* letters as they look at words, using plenty of written models and prompts and providing praise for success and effort. Children may progress at very different rates. Some may find Reading very challenging, others may be confused by learning two scripts simultaneously. It is important, therefore, that you give individual support tailored to the needs of each child.

Suitable text types

These will be short and simple. They may often be single words and include labels on posters (e.g. days of the week, months, the weather) badges, letter cards, word cards and logos commonly* found in children's out-of-school and in-school environments. Additional text types are possible if these suit the interests of the children you teach.

Words should be ‘real’ and known to the children, with an emphasis on meaning and understanding as well as developing pre-Reading skills. These words can also be useful to help children recognise and distinguish letters of the alphabet and letter sounds.

Sentences and statements should be meaningful and related to the child, the topic and their immediate world. Examples are story texts, short descriptions of people, objects and actions, rhymes and song lyrics.

At Grade 1 level, some children might have limited experience of books or other longer texts*. Reading to the class gives you the opportunity to model and work on a number of literacy skills with children. Reading to the class also helps children to become familiar with longer texts such as storybooks or other illustrated texts.

Recommended text lengths for Reading at this grade should typically be up to 20 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade1	Example	Main QNCF competency
ER 1 Showing emergent reading behaviour	ER1.1 No learning standard at this grade <i>Preliterate children will also need support to achieve the ER standard 1.1 from kindergarten</i> <i>Can distinguish between image and print</i>	<i>This example is only for preliterate children</i> Child can identify whether they are looking at an image or at print	<i>This competency is only for preliterate children</i> Literacy
	ER1.2 No learning standard at this grade <i>Preliterate children will also need support to achieve the ER standard 1.2 from kindergarten</i> <i>Can recognise that print represents the spoken word</i>	<i>This example is only for preliterate children</i> Child points to written text and suggests it might signify something that a character in the story is saying	<i>This competency is only for preliterate children</i> Literacy

	<p>ER1.3 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the ER standard 1.3 from kindergarten Can distinguish between Arabic and Roman print</i></p>	<p><i>This example is only for preliterate children</i></p> <p>Child compares own name in Arabic and in Roman print*</p>	<p>This competency is only for preliterate children</p> <p>Literacy</p>
	<p>ER1.4 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the ER standard 1.4 from kindergarten Can hold an English book correctly and open it from left to right</i></p>	<p><i>This example is only for preliterate children</i></p> <p>Child picks up a book, holds it the right side up, opens the book from left to right and looks at pictures</p>	<p><i>This competency is only for preliterate children</i></p> <p>Literacy</p>

	<p>ER1.5 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the ER standard 1.5 from kindergarten</i></p> <p><i>Can show an interest in English letter shapes</i></p>	<p><i>This example is only for preliterate children</i></p> <p>Child notices that an M looks like a bridge</p>	<p><i>This competency is only for preliterate children</i></p> <p>Inquiry and research</p>
	<p>ER1.6 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the ER standard 1.6 from kindergarten</i></p> <p><i>Can show an interest in environmental print* in English</i></p>	<p><i>This example is only for preliterate children</i></p> <p>Child notices ‘Friday’ and suggests that it signifies a day they are not at school</p>	<p><i>This competency is only for preliterate children</i></p> <p>Inquiry and research</p>

	<p>ER1.7 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the ER standard 1.7 from kindergarten</i></p> <p><i>Can notice, and look for letter shapes which occur in own name in environmental print*</i></p>	<p><i>This example is only for preliterate children</i></p> <p>Child picks out letters in signs which they have in their name</p>	<p><i>This competency is only for preliterate children</i></p> <p>inquiry and research</p>
	<p>ER1.8 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the ER standard 1.8 from kindergarten</i></p> <p><i>Can track with a lot of support words from left to right as the teacher reads them</i></p>	<p><i>This example is only for preliterate children</i></p> <p>You read to child and child moves finger from left to right for each word you read, checking with you as necessary</p>	<p><i>This competency is only for preliterate children</i></p> <p>Literacy</p>

	<p>ER1.9 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the ER Standard 1.9 from kindergarten</i></p> <p><i>Can identify spaces between words</i></p>	<p><i>This example is only for preliterate children</i></p> <p>You read ‘This is Shaikha/Mohamed’. Child can mark the 2 spaces between the 3 words with a pencil</p>	<p><i>This competency is only for preliterate children</i></p> <p>Literacy</p>
R1 No Reading and responding appropriately to main ideas	<p>R1.1 No learning standard at this grade</p>		
R2 Reading and responding appropriately to details	<p>R2.1 Can recognise and sight read* a few <i>familiar*</i> words and phrases</p>	<p>These may include</p> <ul style="list-style-type: none"> - grammar words such <i>as a, the</i>, and or <i>this</i> - known nouns or adjectives, e.g. Qatar, <i>red</i> - days of the week if these are written on the board as part of a classroom routine* <p><i>Other possibilities will depend very much on children’s interests and on the environmental print* in the classroom</i></p>	Literacy
	<p>R2.2 No learning standard at this grade</p>		
	<p>R2.3 No learning standard at this grade</p>		
R3 Reading and responding appropriately to sounds and letters	<p>R3.1 Can recognise and identify with support handwritten or printed letters of the alphabet by their shape and name</p>	<p>Children are able to give the letter name for all letters of the alphabet when they see them on the page/screen</p>	Literacy

	R3.2 Can distinguish with support small letters of the alphabet from capital letters	e.g. Children know that A and a are the big and small versions of the same letter, so can match A with a	Literacy
	R3.3 Can recognise and sound out* with a lot of support beginning letter sounds in a word	Children can look at a word card showing a short word and say the sound of its first letter e.g. Card says cat Children say /k/	Literacy
	R3.4 Can blend* sounds with a lot of support to read high frequency words	e.g. Word card says cat Children look and say: /k/ /æ/ - /kæ/ /kæ/ /t/ - /kæ t/	Literacy
	R3.5 Can identify and remember with support high frequency* sounds and their accompanying letter patterns	Children can read common* words which contain an / i / sound e.g. <i>see, sea</i> and <i>me</i>	Literacy
R4 Developing appropriate reading strategies	R4.1 Can predict with a lot of support content of what they will read by making use of pictures on the page or screen	<i>Children see an image of a brother and sister outside a toy shop. They name some toys they know, and predict what the 2 children will want to buy</i>	Problem-solving
	R4.2 No learning standard at this grade		
R5 Showing interest in reading	R5.1 Can recognise and read familiar* logos and signs	These may include signs from photos in children's neighbourhood, brand names for clothes or food, and any signs in the classroom	Literacy

Writing

The thinking behind the Grade 1 Writing Standards

The Writing Standards for Grade 1 cover three out of the four categories of Communication

Focus:

W1	Communicating information appropriately
W2	Organising, spelling and punctuating written work appropriately
W3	Developing appropriate writing strategies
W4	Using appropriate register

The Emergent Writing category from Kindergarten is also included for children who are not yet familiar* or comfortable with the concept of print.

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 1 learner profile for Writing

Grade 1 children attending school for the first time may not yet have had much exposure to print. These children will need to become familiar with left-to-right movement of letters on the page. Other children will have had two years in Kindergarten to learn about print and its link to the spoken word. They will therefore show greater skill and confidence than their classmates with learning to read and write. All children will need to learn skills for legible handwriting, and all children should be given opportunities to write a very small number of high frequency* words on known topics, using models to copy from.

Grade 1 children will need a lot of support in learning to write. Some children will find writing more challenging than others, so it is important for you to monitor and help individual children as required, giving them plenty of time to develop these new skills. Clear and consistent patterns for tracing, models and demonstration will be very valuable for children.

Suitable text types

In addition to Kindergarten text types, Grade 1 children may be asked to write words or phrases to label pictures, to complete statements or to answer questions. They can also complete very simple and short picture crosswords. Additional text types are possible if these suit the interests of the children you teach (e.g. retelling a story in their own words, describing an outing you have gone on together).

Writing

Communication focus	Learning Standard Grade1	Example	Main QNCF competency
EW 1 Showing emergent writing behaviour	EW1.1 No learning standard at this grade <i>Preliterate children will also need support to achieve the EW standard 1.1 from kindergarten</i> <i>Can show an interest in writing letters which represent sounds</i>	<i>This example is only for preliterate children</i> Child writes 'TDI' to represent the word 'teddy' near a drawing of a teddy	<i>This competency is only for preliterate children</i> Inquiry and research
	EW1.2 No learning standard at this grade <i>Preliterate children will also need support to achieve the EW standard 1.2 from kindergarten</i> <i>Can show an interest in making letter shapes and forms from left to right</i>	<i>This example is only for preliterate children</i> A child when drawing includes Roman letter shapes and is seen making these in a left to right direction	<i>This competency is only for preliterate children</i> Literacy

	<p>EW1.3 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the EW standard 1.3 from kindergarten</i></p> <p><i>Can show interest in copying numbers and letter shapes</i></p>	<p><i>This example is only for preliterate children</i></p> <p>Child draws picture of clock on classroom wall and attempts to copy numbers from the clock on their drawing</p>	<p><i>This competency is only for preliterate children</i></p> <p>Literacy</p>
	<p>EW1.4 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the EW standard 1.4 from kindergarten</i></p> <p><i>Can show an interest in labelling a drawing using copied words or letters</i></p>	<p><i>This example is only for preliterate children</i></p> <p>Child attempts to copy the word 'robot' from a label on the wall, on the picture they have drawn of a robot</p>	<p><i>This competency is only for preliterate children</i></p> <p>Literacy</p>

	<p>EW1.5 No learning standard at this grade</p> <p><i>Preliterate children will also need support to achieve the EW standard 1.5 from kindergarten</i></p> <p><i>Can show an interest in including writing during dramatic play*</i></p>	<p><i>This example is only for preliterate children</i></p> <p>Child asks for materials to make a shopping list in English during a dramatic play activity</p>	<p><i>This competency is only for preliterate children</i></p> <p>Literacy</p>
<p>W1 Communicating information appropriately</p>	<p>W1.1 Can copy with some support a few familiar* personal and place names relevant to their daily lives</p> <p><i>Preliterate children will also need support to achieve Writing standard 1.1 from kindergarten</i></p> <p><i>Can write their first name recognisably with support</i></p>	<p>Familiar person names include children's own names, and the names of their mother and father</p> <p>Familiar place names include Qatar and the place where children live</p>	Literacy
	<p>W1.2 No learning standard at this grade</p>		
	<p>W1.3 Can name with support a few very familiar* objects</p>	Examples include toys or stationery	Communication

	W1.4 Can copy with support recognisable* small and capital letters and numbers up to 20 accurately <i>Preliterate children will also need support to achieve Writing standard 1.4 from kindergarten</i> <i>Can copy with support recognisable letters and numbers up to 10</i>	Child can write all letters of the alphabet (A-Z) and digits 1-20 together with you or using a printed model to copy reasonably legibly	Literacy
	W1.5 Can use with a lot of support simple greetings*, goodbyes, pleases and thank yous in very short written interaction	Children send each other a short note and a reply <i>Note: Hi Shaikha/Mohamed. How are you?</i> <i>Reply: I'm fine, thanks</i> Support here can come from copying a model, from name cards or from key words on the board	Communication
	W1.6 No learning standard at this grade		
W2 Organising, spelling and punctuating written work appropriately	W2.1 No learning standard at this grade		
	W2.2 No learning standard at this grade		
	W2.3 Can use with support capital letters accurately in familiar* person and place names	See W1.1	Literacy

W3 Developing appropriate writing strategies	W3.1 Can write small and capital letters of regular size and shape <i>Preliterate children will also need support to achieve Writing standard 3.1 from kindergarten</i> <i>Can write straight line, wavy and looped patterns from left to right</i>	No example needed	Literacy
	W3.2 No learning standard at this grade		
W4 Using appropriate register	W4.1 No learning standard at this grade		

7.2 Curriculum standards for Grade 2

Overall profile of a Grade 2 learner of English

Grade 2 learners of English can communicate meaning intelligibly on familiar* personal topics, using high frequency* words and fixed phrases*, often in the form of responses to questions or prompts, but also in requests and mini-descriptions. They continue to need teacher and task support to communicate their intended meaning successfully. This might include:

- teacher questions to elicit language
- prompts (e.g. pictures, initial sounds, gestures or mime)
- models and examples to follow or copy
- continued use and consolidation of classroom routines* to increase children's confidence and their ability to understand and to communicate with you and their classmates
- other teacher and task support as appropriate.

Language fluency

Grade 2 children have very limited fluency. They often rely on using familiar chunks of language. They will sometimes use gestures to support what they say, and will often need a sympathetic listener to help them communicate their meaning. In writing, they can communicate very simple messages clearly, provided they are given a lot of support.

Language accuracy

Grade 2 children have very limited accuracy. They can generally follow a subject-verb-object structure when they communicate.

Teaching and learning experiences in Grade 2

The main reason for teaching English to Grade 2 children is to build on the positive experiences they have had so far in English and to provide opportunities for them to use English meaningfully.

Children will acquire language by interacting with you and the tasks you give and by interacting with each other. In addition to the teacher and task support mentioned above, you can provide support through the quality of the language you use in the classroom. This language is called teacher talk. Examples of supportive *teacher talk* include:

- focussing children's attention on the task
- modelling useful language for the task
- breaking a task into smaller steps to help children follow it
- showing children who are unable to do the task other ways of approaching it.

Development of other skills, such as cognitive skills (thinking), motor skills (movement), social and emotional skills will go hand-in-hand with children's learning of English.

Progression from Grade 1

Children in Grade 2 should begin to show an increased confidence in using English. Most children will be able to move beyond naming objects, places and people with single words to using short formulaic phrases in meaningful situations. Children's ability to read and write in English will also develop, though they will still need structured support.

How Grade 2 children develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which children need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem - solving

Children in Grade 2 English lessons will develop all seven QNCF competencies through supportive teaching and child-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 2, although children have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 2 Listening Standards

The Listening Standards for Grade 2 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 2 learner profile for Listening

Children can understand a variety of spoken texts, including simple questions and statements, short stories and descriptions if you speak clearly and slowly and continue to provide support, with gestures, actions or visuals. This support should help children to understand the language they are listening to by showing its meaning.

Consolidating classroom routines* from Kindergarten and Grade 1 will also provide a supportive situation for Listening. So if you use the same classroom language consistently, including questions and instructions for classroom management, this repeated exposure to high frequency* language will support children's understanding, and will help them to acquire chunks of meaningful language.

Suitable text types

These include songs, rhymes and chants, and simple stories, often with a repetitive element, as well as simple descriptions. The classroom language you use and children use in routines, games, instructions and classroom management is also a text type. Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Listening at this grade should typically be up to 10 words/15 seconds long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade2	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify with some support the main idea of an increasing range of short, very simple texts	Short and very simple texts will include stories, songs, rhymes, chants and action games. Other text types are possible if these suit your children’s needs or interests Stories - include a large proportion of visuals but with text in short sentences - often use rhyme and repetition - can be authentic, e.g. used with young children in English-speaking countries - can be written for language learning e.g. are online, come with a course book or from an ELT* publisher - can be adapted traditional stories, which children already know in Arabic Songs, rhymes, and chants - include those for young children in English-speaking countries, e.g. <i>10 green bottles standing on the wall</i> - Include those written for ELT, found in course books or online Action games: - e.g. <i>Put your pencil on the chair</i>	cooperation & participation
	L2 Listening and responding appropriately to details	L2.1 Can follow and identify with some support the detail in an increasing range of short, very simple texts	See L1.1
	L2.2 Can recognise and respond with a little support to an increasing range of very simple language used in classroom routines*	Teacher: <i>What’s the date today?</i> Children: <i>Monday, 5th March, 2018</i> Teacher: <i>Who is the monitor today?</i> Children: <i>[It’s] Karim/Karima</i>	Communication

	L2.3 Can follow and respond with some support to short, simple one-step instructions	Instructions for classroom management: Teacher: <i>Take out your red and green crayons</i> Children: respond by taking out their red and green crayons Instructions for a learning focus: e.g. <i>Colour the ball red and the car green</i>	Communication
	L2.4 Can follow and respond with some support to an increasing range of simple short questions	Questions and responses: e.g. Teacher: <i>Can you tell me about the car?</i> Child: <i>[It's] green. [It's got] four wheels</i> Teacher: <i>Whose ball is this?</i> Child: <i>[It's] my ball</i>	Communication
	L2.5 No learning standard at this grade		
	L2.6 Can recognise and respond independently to letter names	Children listen to you and point to or name something beginning with a letter Teacher: <i>I'm thinking of a colour beginning with b</i> Child: <i>Blue</i>	Creative and critical thinking
	L2.7 Can recognise and say with support beginning, middle and final phonemes in known words	Children listen to you and point to or say the word the teacher sounds out, e.g. Teacher: /b/ /æ/ /k/ Children: Black	Creative and critical thinking
L3 Using appropriate strategies to understand meaning	L3.1 Can predict with some support key words they will hear by using visuals accompanying a text	Children look at the illustrations of a story and predict what will happen next	Creative and critical thinking

Speaking

The thinking behind the Grade 2 Speaking Standards

The Speaking Standards for Grade 2 cover four out of the five categories of Communication

Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 2 learner profile for Speaking

Children are gaining in confidence as speakers of English in Grade 2, so many will be able to participate more in using English during Grade 2. Children can name objects and activities related to their own world, can talk about ability and participate in using routine language. As in previous grades, some children will be more spontaneous and repeat or make creative use of the phrases they hear in songs, stories, chants or rhymes. They will continue to enjoy repeating or reciting simple songs and nursery rhymes either as a whole class or as individuals, especially if these are part of performances for others. Children's pronunciation is noticeably influenced by their first language.

You can support children's attempts at Speaking through positive responses to their efforts. You can provide visuals and gestures as prompts to help children convey meaning when they speak. You can offer further support by prompting or providing a clear model of sounds and language. You can also provide opportunities for children to interact with each other during pair work and group work activities and games.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade2	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate or find out with support very basic personal information*	In pairs, children ask each other <i>How many brothers/sisters have you got?</i> Afterwards, they report back to the class <i>Shaikha/Mohamed has got 3 brothers and 2 sisters</i>	Communication
	S1.2 Can ask about and express with support basic likes and dislikes	Teacher: <i>What's your favourite activity?</i> Child: <i>Playing with my friends</i> Or during games Child: <i>I like fish</i>	Communication
S2 Communicating general information appropriately	S2.1 Can say numbers 1-100 and count up to 20 objects which are real or in an image	Teacher: <i>How many palm trees are in the picture?</i> Child: <i>[There are] twelve</i>	Numeracy
	S2.2 Can name independently an increasing range of very familiar* objects by using words from topic word sets*	Children can name different objects in a set when playing games or looking at pictures or flashcards. These are objects that children know from their everyday lives e.g. clothes <i>(They are) my shoes</i>	Communication
	S2.3 Can communicate with support a very short sequence of simple one-step instructions	Children can give instructions while playing games as a whole class, in pairs or in groups, taking turns to tell each other etc. <i>Close your eyes! Open your eyes! What's missing?</i>	Communication

	S2.4 Can ask about and express with some support simple ability	<i>Child 1: Can you swim?</i> <i>Child 2: Yes, I can / No, I can't</i>	Communication
	S2.5 No learning standard at this grade		
S3 Developing appropriate speaking strategies	S3.1 Can ask for attention or help from a teacher or classmate by using a fixed phrase	Child wants to go to the bathroom Child: <i>Can I go to the bathroom please?</i> Child can't remember how to say lorry Child: <i>What is شاحنة in English?</i>	Cooperation and participation
S4 Using appropriate register	S4.1 No learning standard at this grade		

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can show interest and confidence in singing songs and saying rhymes and chants	As in G1, children as a group will recite favourite rhymes and songs using gestures A child may want to recite a rhyme or sing a song in front of others As a group children can perform a favourite song or rhyme in front of other children or parents	Cooperation and participation
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Reading

The thinking behind the Grade 2 Reading Standards

The Reading Standards for Grade 2 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 2 learner profile for Reading

Grade 2 children will have had at least one year of experience with Roman script and will be familiar* with the left-to-right directionality, and the formation of letters of the alphabet and of numbers. They should be showing motivation towards using their knowledge to find out information and enjoy reading for pleasure.

There are a number of ways you can offer support to Grade 2 children. A print rich environment should continue, but this should be supported with access to books, both fiction and non-fiction. Displays should continue, as could the inclusion of a word wall*, which can be topical, but should also include common* sight words*. You can also offer support by helping children to sound out* letters as they read together and using plenty of praise for success and effort.

Suitable text types

These will be short and simple phrases, descriptions and announcements, authentic stories (in picturebook form), learner literature and graded readers* (produced by ELT* publishers), as well as children's own texts and writing activities, either made into books, or carefully mounted for display. These should be meaningful and related to the child, the topic and their world. Examples are story texts, short descriptions of people, objects and actions, rhymes and song lyrics.

Additional text types are possible if these suit the interests of the children you teach.

In Grade 2, children will still enjoy being read to and this will continue as an opportunity to model reading behaviour and decoding skills. This will also motivate children to want to read for themselves.

Recommended text lengths for Reading at this grade should typically be up to 20 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade2	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond with support to the main idea in a short sequence of very simple sentences*	Children read a very short description and can say whether it is about a restaurant or a school	Literacy
R2 Reading and responding appropriately to details	R2.1 Can understand and respond with support to detail in very simple sentences*	Written instructions e.g. Listen and circle e.g. Colour the ball yellow Written descriptions Shaikha/Mohamed is 7 years old. He / She can swim and play football Written questions e.g. How many balls are there?	Literacy
	R2.2 No learning standard at this grade		
	R2.3 No learning standard at this grade		
R3 Reading and responding appropriately to sounds and letters	R3.1 Can recognise with support the shapes of handwritten or printed letters of the alphabet and sound them out	Children are able to sequence the alphabet and say all letters by name	Literacy

	R3.2 Can distinguish independently small letters of the alphabet from capital letters	Children know that <i>A</i> and <i>a</i> are the big and small versions of the same letter, so can match <i>G</i> with <i>g</i>	Literacy
	R3.3 Can recognise and sound out* with support beginning, middle and final letter sounds in a word	Children can look at a word card showing a short word and say the sound of its first letter e.g. Card says green Children say /gr/	Literacy
	R3.4 Can blend* sounds with a lot of support to read an increasing range of high-frequency words	e.g. Word card says green Children look and say: /gr/ /i:/ /n/ /gri:/ /n/ - / /gri:n/	Literacy
	R3.5 Can identify and remember with support an increasing range of high frequency* sounds and their accompanying letter patterns	Children can read common* words which contain an / i / sound e.g. <i>green, bee, see, sea and me</i>	Literacy

R4 Developing appropriate reading strategies	R4.1 Can predict with some support content of what they will read by making use of pictures on the page or screen and knowledge of the topic	Children see a picture of the beach. They are able to predict what words might appear in a short description and find these words	Problem - solving
	R4.2 No learning standard at this grade		
R5 Showing interest in reading	R5.1 Can recognise and read an increasing number of familiar* logos, signs and labels	These may include signs from photos in children's neighbourhood, brand names for clothes or food, and any signs in the classroom	Literacy

Writing

The thinking behind the Grade 2 Writing Standards

The Writing Standards for Grade 2 cover three out of the four categories of Communication Focus:

W1	Communicating information appropriately
W2	Organising, spelling and punctuating written work appropriately
W3	Developing appropriate writing strategies
W4	Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 2 learner profile for Writing

Grade 2 children will be familiar* with the left-to-right directionality of Roman text and should be able to form letters and numbers successfully. They will be more confident about using capital letters and should be showing more confidence in copying successfully from a model. Children will be able to write a small number of high frequency* words and phrases on known topics from memory.

Grade 2 children will continue to need support in writing. Clear and consistent models for copying will be valuable for all children.

Suitable text types

In addition to Grade 1 text types, Grade 2 children may be asked to complete phrases and sentences to create short texts describing known people, objects and places.

Additional text types are possible if these suit the interests of the children you teach.

Writing

Communication focus	Learning Standard Grade2	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate with a lot of support very basic personal information* using very short, simple statements* and questions	Children can copy words into sentences e.g. My name is <u>Mohamed</u> I am <u>seven</u> years old I live in <u>Doha</u> I have got <u>two brothers</u>	Literacy
	W1.2 Can express with support basic likes and dislikes using words and very short, simple statements*	<i>I like swimming.</i> <i>I like peaches and pineapples</i>	Communication
	W1.3 Can name with support an increasing range of very familiar* objects	<i>Examples include family members, food, clothes, animals etc.</i>	Communication
	W1.4 Can write independently recognisable* small and capital letters and numbers up to 100 accurately	e.g. Children can write the day and the date	Literacy
	W1.5 Can ask about and express simple ability with some support	In response to picture prompts, children write questions, e.g. 1. Can you skip? 2. Can you swim? 3. Can you climb trees? They swap books with a partner, who responds 1. Yes, I can 2. Yes I can 3. No, I can't	Communication

	W1.6 No learning standard at this grade		
W2 Organising, spelling and punctuating written work appropriately	W2.1 No learning standard at this grade		
	W2.2 Can spell with support a few familiar* very high frequency* words accurately by segmenting* them	E.g. table, lorry, sister, yellow, football	Literacy
	W2.3 Can use with support capital letters accurately in an increasing range of familiar* person and place names	e.g. Miss Maha, Qatar, Doha, McDonalds, Barbie, Transformer	Literacy
W3 Developing appropriate writing strategies	W3.1 Can write letters and words of regular size and shape in a straight line from left to right with regular spaces between letters and words	<i>No example needed</i>	Literacy
	W3.2 Can check their use of capital letters with support	<i>No example needed</i>	Literacy
W4 Using appropriate register	W4.1 No learning standard at this grade		

7.3 Curriculum standards for Grade 3

Overall profile of a Grade 3 learner of English

Grade 3 learners of English can understand and communicate intelligibly on everyday topics they are interested in and have experience of. The main condition is that the person they are interacting with must speak slowly and be ready and able to help them if necessary. Texts they listen to should also be spoken fairly slowly. Grade 3 children often use fixed phrases* when they speak or write.

Language fluency

Grade 3 children can make themselves understood in short spoken exchanges. They often rely on using familiar* chunks of language to communicate, and frequently pause while searching for suitable language. Their Speaking and Writing typically contains frequent basic language mistakes, but they are often able to communicate a very simple message clearly.

Language accuracy

Grade 3 children can use a narrow range of vocabulary and simple structures on everyday topics. Their pronunciation is strongly influenced by their first language, but is clear enough to be understood.

Teaching and learning experiences in Grade 3

As in previous grades, the main reason for teaching English to Grade 3 children is to build on the positive experiences they have had so far in English and to provide opportunities for them to understand and use English in situations which are meaningful to them.

Like Grade 2 children, Grade 3 children need teacher and task support to communicate their intended meaning successfully. This might include:

- teacher questions to elicit language
- prompts (e.g. pictures, initial sounds, gestures)
- models and examples to follow or copy
- continued consolidation of classroom routines* from previous grades to increase children's confidence and their ability to understand and to communicate with you and their classmates
- other teacher and task support as appropriate.

This means that the classroom environment will be very similar to that in Grade 2. Children will acquire language by interacting with you and the tasks you give and by interacting with each other. In addition to the teacher and task support mentioned above, you can provide support through the quality of the language you use in the classroom. This language is called *teacher talk*. Examples of supportive teacher talk include:

- focussing children's attention on the task
- modelling useful language for the task
- breaking a task into smaller steps to help children follow it
- showing children who are unable to do the task other ways of approaching it.

Development of other skills, such as cognitive skills (thinking), motor skills (movement), social and emotional skills will go hand-in-hand with children's learning of English.

Progression from Grade 2

Grade 3 children's profile is similar to that of children in Grade 2. However, they can deal with a slightly wider range of text types, classroom routines* and questions than in Grade 2. Some children will need less support overall than in Grade 2. Grade 3 children have had at least two years of experience of Roman script, and so their ability to read and write in English will develop. They will continue to need structured support, but to a lesser extent than in Grade 2.

How Grade 3 children develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which children need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem - solving

Children in Grade 3 English lessons will develop all seven QNCF competencies through supportive teaching and child-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 3, although children have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 3 Listening Standards

The Listening Standards for Grade 3 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 3 learner profile for Listening

Grade 3 children can follow the main ideas and details in speech which is slow and clear, and which deals with familiar* topics, such as school, family and home. They can follow and respond to simple classroom routines* and questions independently, but need help with other kinds of listening.

You can provide help for children to understand meaning by speaking clearly and slowly and using gestures. When children listen to spoken text, you can help by providing visuals which add context* to what children will listen to, by asking children to predict what they will hear, and by briefly checking key words if necessary. Children will often need to hear a spoken text a second time to grasp key details.

As in previous grades, classroom routines* will continue to provide a supportive situation for children's Listening. So if you use the same classroom language consistently, including questions and instructions for classroom management, this repeated exposure to high frequency* language will support children's understanding, and will help them to acquire chunks of meaningful language.

Suitable text types

Texts from previous grades remain suitable. These include songs, rhymes and chants, and simple stories, as well as simple descriptions and instructions. The classroom language you use and children use in routines, games, instructions and classroom management is also a text type.

Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Listening at this grade should typically be from 10 to 75 words/ up to 1 minute long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade 3	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify with some support the main idea of a wide range of short, simple texts	<p>Short and simple texts will include illustrated stories, songs, chants, short simple poems and action and word games. Other text types are possible if these suit your children's needs or interests</p> <p>Stories</p> <ul style="list-style-type: none"> - include many visuals which support meaning of text - develop a story line - often use rhyme and repetition - can be authentic, e.g. used with young children in English-speaking countries - can be written for language learning e.g. are online, come with a course book or from an ELT* publisher - can be adapted traditional stories, which children already know in Arabic <p>Songs, chants and poems</p> <ul style="list-style-type: none"> - include those for young children in English- speaking countries - usually make use of rhyme - have a rhythm <p>Action games:</p> <ul style="list-style-type: none"> - e.g. <i>Listen and do – walk to the door</i> <p>Word games:</p> <ul style="list-style-type: none"> - e.g. Listen and arrange the words/letters 	Cooperation and participation
L2 Listening and responding appropriately to details	L2.1 Can follow and identify with some support the detail in a wide range of short, simple texts	See L1.1	Cooperation and participation
	L2.2 Can recognise and respond independently to a wide range of very simple language used in classroom routines*	<p>Children: <i>What's the weather like today?</i></p> <p>Child A: <i>It's sunny! What day is it today,</i></p> <p>Child B?</p> <p>Child B: <i>It's Tuesday. How are you today,</i></p> <p>Child C?</p> <p>Child C: <i>I'm great, thanks</i></p>	Cooperation and participation

	L2.3 Can follow and respond with some support to a short sequence of simple one-step instructions	Instructions for classroom management: <i>Stop! Everybody, tidy up, tidy up, tidy, up! Everybody, pens away, pens away, pens away! Everybody, books away, books away, books away! etc.</i> Children: At the end of the lesson/an activity- <i>stop what they are doing and put their things away</i> Instructions for a learning focus: e.g. Which word is p-play? <i>Point!</i>	Communication
	L2.4 Can follow and respond independently to an increasing range of simple short questions	Questions and responses: e.g. Teacher: <i>Are you hot?</i> Child: <i>Yes, I am.</i> Teacher: <i>What's he doing?</i> Child: <i>Swimming</i>	Communication
	L2.5 No learning standard at this grade		
	L2.6 No learning standard at this grade		
	L2.7 Can recognise and say with a little support beginning, middle and final letter sounds in a word	Children hear a word and sound it out with support, e.g. word: fish Children: /f/ - / / - / / fish	Creative and critical thinking
L3 Using appropriate strategies to understand meaning	L3.1 Can predict with a lot of support the gist* of a short, simple text by using visuals accompanying a text and background knowledge of the listening topic	Children look at the details of a picture that goes with a short story and guess who the main characters are Children guess where the animals in the story live, based on their knowledge of these animals in real life, e.g. the fish lives in the ocean	Creative and critical thinking

Speaking

The thinking behind the Grade 3 Speaking Standards

The Speaking Standards for Grade 3 cover four out of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 3 learner profile for Speaking

Grade 3 children can speak and interact in a very basic way if the person they are interacting with speaks slowly and is willing to help.

They can communicate meaning intelligibly on some familiar* personal topics, using some basic words, phrases and some sentence-level* language. They can also initiate a few very basic short exchanges. They often need help to keep interaction going beyond short exchanges, and they often pause while searching for suitable language.

Grade 3 children will need considerable teacher and task support. As in previous grades, you can support children's attempts at Speaking by responding positively to their efforts. You can also provide practical support before a Speaking task by demonstrating or rehearsing an example Speaking task to the whole class, so that children have an example to guide them. You can provide further support before Speaking tasks by putting visuals and useful words on the board, and can monitor as children interact during a Speaking task, providing further help if necessary. After a Speaking task, you can sometimes ask a few children to do their task in front of their classmates, and provide feedback on anything the class as a whole did well or need to improve.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade 3	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate or find out with a little support very basic personal information*	In pairs, children use picture prompts to interview their partner: <i>Where do you live?</i> <i>What colour are your favourite shoes?</i> Afterwards, they report back to the class	Communication
	S1.2 Can ask about and express with support basic preferences	Child A: <i>Do you like rice or bread best?</i> Child B: <i>Bread</i> Child A: <i>Me too!</i>	Communication
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can describe with support objects using suitable words and phrases	Children play guessing games, for example: Child A thinks of an item (or chooses a flashcard) and gives one sentence at a time to describe it. Child B has to guess what it is Child A: <i>It's an animal.</i> Child B: <i>Is it a giraffe?</i> Child A: <i>No, it isn't. It lives in the desert.</i> Child B: <i>Is it a camel?</i> Child A: <i>Yes, it is. Well done!</i>	Communication
	S2.3 Can communicate with support a short sequence of simple one-step instructions	Children give instructions to their partner how to arrange a book and a pencil: <i>Put your pencil on your book</i> <i>Put your pencil under your book</i> <i>Etc.</i>	Communication
	S2.4 Can ask about and express independently simple ability	Children find out about their partner: Child A: <i>Can you swim?</i> Child B: <i>No, I can't. Can you?</i> Child A: <i>Yes, I can.</i>	Communication

	S2.5 No learning standard at this grade		
S3 Developing appropriate speaking strategies	S3.1 Can ask for attention or help from a teacher or classmate by using very basic statements and questions	Child isn't sure what to do in an activity and asks you or their classmate: <i>What do we say?</i>	Cooperation and participation
S4 Using appropriate register	S4.1 No learning standard at this grade		

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can introduce self with support using fixed phrases*	Children give very short, simple self-introductions to the class: <i>Hi everyone! My name is Aisha and I live in Al Wakrah. I have three brothers and a sister</i>	Cooperation and participation
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Reading

The thinking behind the Grade 3 Reading Standards

The Reading Standards for Grade 3 cover all of the five categories of Communication Focus:

- R1** Reading and responding appropriately to main ideas
- R2** Reading and responding appropriately to details
- R3** Reading and responding appropriately to sounds and letters
- R4** Developing appropriate reading strategies
- R5** Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 3 learner profile for Reading

Grade 3 children will have had at least two years of experience with Roman script. This means that they will be familiar* with its left-to-right directionality, and with the formation of letters of the alphabet and of numbers. Grade 3 children will therefore be growing in confidence as they learn to read in English. They can make use of pictures in a text to understand known words, and if they are given help, they can also use a simple picture dictionary to find words they are interested in. Grade 3 children should show a positive attitude towards reading.

There are a number of ways you can offer support to Grade 3 children. A print rich environment should continue, and this should be supported with access to books, both fiction and non-fiction. Displays will continue to be useful, as will the use of a word wall*, which can link to different topics, but should also include common* sight words*. Grade 3 children are growing in confidence as readers, but they are still learning to read in English. They will therefore need your help sometimes in blending* sounds to read a word. You can also offer support by praising both success and effort.

Suitable text types

As in previous grades, these will be short and simple phrases, descriptions, notices and announcements, authentic stories (in picturebook form), learner literature and graded readers* (produced by ELT* publishers), as well as children's own texts and writing activities, either made into books, or carefully mounted for display. These should be meaningful and related to the child, the topic and their world. Examples are story texts, short descriptions of people, objects and actions, rhymes and song lyrics. Menus and short dialogues are also possibilities. In Grade 3, children will still enjoy being read to and this will continue as an opportunity to model reading behaviour and decoding skills. This will also motivate children to want to read for themselves.

Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Reading at this grade should typically be from 20 to 120 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade 3	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond independently to the main idea in a short sequence of very simple sentences*	Children read 2-3 sentences about a toy and circle the correct corresponding picture	Literacy
	R2.1 Can understand and respond independently to detail in a short sequence of very simple sentences*	Children read a short description of a house, which mentions its colour, number of windows, and a tree in the garden. Children draw a picture which matches the description.	Literacy
R2 Reading and responding appropriately to details	R2.2 No learning standard at this grade		
	R2.3 No learning standard at this grade		
R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		
	R3.3 Can recognise and sound out* with a little support beginning, middle and final letter sounds in a word	Children look at sound cards put together to show a short word and say the sound of each letter or combination of letters E.g. Cards say <i>p / l / ay</i> Child reads /p/ – /l/ – /ei/	Literacy

	R3.4 Can blend* sounds independently to read a wide range of high-frequency words	Children look at word in a text and reads it sound-by-sound E.g. swimming, then says the word: /sw/ /i/ /mi/ / / <i>swimming</i>	Literacy
	R3.5 Can identify and remember with support a wide range of high frequency* sounds and their accompanying letter patterns	Children read common* words which contain common letter patterns, e.g. /e / in <i>cake, rain</i>	Literacy
R4 Developing appropriate reading strategies	R4.1 Can understand with support a known word or phrase by making use of pictures on the page or screen	Children read a short text and identify words relating to items in accompanying pictures	Problem-solving
	R4.2 Can use with support a very simple picture dictionary to find relevant topic words	Children use class sets, DVD-ROM or online picture dictionaries to find words related to topics such as clothes, transport that they find in a text	Problem-solving
R5 Showing interest in reading	R5.1 Can participate actively in very simple letter or word level* reading games	These may include games and word puzzles, such as jumbled letters, word searches, word matching and sorting games	Literacy

Writing

The thinking behind the Grade 3 Writing Standards

The Writing Standards for Grade 3 cover three out of the four categories of Communication Focus:

W1	Communicating information appropriately
W2	Organising, spelling and punctuating written work appropriately
W3	Developing appropriate writing strategies
W4	Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 3 learner profile for Writing

Grade 3 children have become used to the left-to-right directionality of Roman text and will be able to use recognisable* cursive writing* in most of their work by the end of the school year. They can use simple words, phrases and single clause statements to list, to label and to produce very short written passages. They are just starting to develop an awareness of punctuation, and can check their use of capital letters and full stops if they are given guidance.

Grade 3 children will continue to need a high degree of support in all aspects of Writing. Clear and consistent models for copying will therefore be valuable for them.

Suitable text types

In addition to text types they have met in previous grades, Grade 3 children may be asked to write simple instructions, posters, mini-dialogues, captions for pictures, invitations, short notes and messages, text messages and emails.

Additional text types are possible if these suit the interests of the children you teach.

Writing

Communication focus	Learning Standard Grade 3	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate with support basic personal information* using very short, simple statements and questions	Basic personal information includes name, age, their family, where they live, etc.	Communication
	W1.2 Can express with support basic preferences using very short, simple statements*	Statements include: <i>I like/don't like ...</i> <i>I prefer</i>	Communication
	W1.3 Can describe with support very familiar* objects using suitable words and phrases	Examples include toys, animals, classroom objects, etc. These are described using basic adjectives, such as <i>red/blue or big/small</i>	Communication
	W1.4 Can write with support short, simple one- step instructions	Children arrange or write words to form secret messages to direct their partner, e.g. <i>Put – your book – in – your bag</i>	Communication
	W1.5 Can ask about and express simple ability independently	Pairs match animals to their abilities and write sentences: Birds + can + fly	Communication
	W1.6 No learning standard at this grade		

W2 Organising, spelling and punctuating written work appropriately	W2.1 Can connect with support words and proper names* using 'and'	Proper names can be people or places e.g. <i>Ahmed and Abdul Fatih</i> <i>Dukhan and Mesaieed</i>	Literacy
	W2.2 Can spell with support an increasing range of familiar* very high frequency* words accurately by segmenting* them	Children can spell high frequency words with common* or regular spelling-sound patterns by relating the sounds to letter patterns	Literacy
	W2.3 Can use with support capital letters and full stops appropriately in guided writing* at sentence level*	Children can punctuate basic statements: <i>The boys are playing football</i>	Literacy
W3 Developing appropriate writing strategies	W3.1 Can use recognisable* cursive writing* in most written work	Children use cursive writing in most of their written work. It can be read, but maybe with some difficulty	Literacy
	W3.2 Can check their use of capital letters and full stops with support	Children are guided to review their writing at sentence level* for accurate punctuation	Literacy
W4 Using appropriate register	W4.1 No learning standard at this grade		

7.4 Curriculum standards for Grade 4

Overall profile of a Grade 4 learner of English

Like Grade 3 children, Grade 4 learners of English can understand and communicate intelligibly on everyday topics they are interested in and have experience of. The main condition is that the person they are interacting with must speak slowly and be ready and able to help them if necessary. Texts they listen to should also be spoken fairly slowly. Grade 4 children often use fixed phrases* when they speak or write.

Language fluency

Grade 4 children can make themselves understood in short spoken exchanges. They often need to pause to think of suitable language. Their Speaking and Writing typically contains frequent basic language mistakes, but they are able to communicate a clear message, often through using familiar* chunks of language

Language accuracy

Grade 4 children can use a narrow range of vocabulary on everyday topics. They use a few simple structures accurately, but frequently make systematic language mistakes. Their pronunciation is strongly influenced by their first language, but is clear enough to be understood.

Teaching and learning experiences in Grade 4

As in previous grades, the main reason for teaching English to Grade 4 children is to build on the positive experiences they have had so far in English and to provide opportunities for them to understand and use English in situations which are meaningful to them.

Like Grade 3 children, Grade 4 children need teacher and task support to communicate their intended meaning successfully. This might include:

- teacher questions to elicit language
- prompts (e.g. pictures, initial sounds, gestures)
- models and examples to follow or copy
- continued consolidation of classroom routines* from previous grades to increase children's confidence and their ability to understand and to communicate with you and their classmates
- other teacher and task support as appropriate.

This means that the classroom environment will be very similar to that in Grade 3. Children will acquire language by interacting with you and the tasks you give and by interacting with each other. In addition to the teacher and task support mentioned above, you can provide support through the quality of the language you use in the classroom. This language is called teacher talk. Examples of supportive teacher talk include:

- focussing children's attention on the task
- modelling useful language for the task
- breaking a task into smaller steps to help children follow it
- showing children who are unable to do the task other ways of approaching it.

Development of other skills, such as cognitive skills (thinking), motor skills (movement), social and emotional skills will go hand-in-hand with children's learning of English.

Progression from Grade 3

Grade 4 children's profile is similar to that of children in Grade 3. The main difference is that Grade 4 children will need less support overall than in Grade 3, although support is still necessary. Progression in literacy will also start to become more evident in Grade 4. Children will continue to need structured support in Reading and Writing, but to a lesser extent than in Grade 3. Grade 4 children have had at least three years of experience of Roman script, and by the end of Grade 4 they will be able to decode words more or less independently.

How Grade 4 children develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which children need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem - solving

Children in Grade 4 English lessons will develop all seven QNCF competencies through supportive teaching and child-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 4, although children have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 4 Listening Standards

The Listening Standards for Grade 4 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 4 learner profile for Listening

Like Grade 3 children, Grade 4 children can follow the main ideas and details in speech which is slow and clear, and which deals with familiar* topics, such as school, family and home.

You can help children to understand meaning by speaking clearly and slowly and using gestures. When children listen to spoken text, you can help by providing visuals which add context* to what children will listen to, by asking children to predict what they will hear, and by briefly checking key words if necessary. Children will often need to hear a spoken text a second time to grasp key details.

As in previous grades, classroom routines* will continue to provide a supportive situation for children's Listening. So if you use the same classroom language consistently, including questions and instructions for classroom management, this repeated exposure to high frequency* language will support children's understanding, and will help them to acquire chunks of meaningful language.

Suitable text types

Texts from previous grades remain suitable. These include songs, rhymes and chants, and simple stories, as well as simple descriptions and instructions. The classroom language you use and children use in routines, games, instructions and classroom management is also a text type.

Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Listening at this grade should typically be from 10 to 75 words/ up to 1 minute long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade 4	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify with a little support the main idea of a wide range of short, simple texts	<p>Short and simple texts will include illustrated stories, songs, chants, short simple poems and action and word games. Other text types are possible if these suit your children's needs or interests</p> <p>Stories</p> <ul style="list-style-type: none"> - include many visuals which support meaning of text - develop a story line - may use some rhyme and repetition - can be authentic, e.g. used with children in English-speaking countries - can be written for language learning e.g. are online, come with a course book or from an ELT* publisher - can be adapted traditional stories, which children already know in Arabic <p>Songs, chants and poems</p> <ul style="list-style-type: none"> - include those for children in English-speaking countries - usually make use of rhyme - have a rhythm <p>Action games: e.g. <i>Listening and following instructions or ordering</i></p> <p>Word games: e.g. <i>Listening and identifying words</i></p>	Cooperation and participation
	L2.1 Can follow and identify with a little support the detail in a wide range of short, simple texts	See L1.1	Cooperation and participation
L2 Listening and responding appropriately to details	L2.2 Can follow and identify with support basic opinions in short simple texts	Children listen to a short story and identify characters' opinions and preferences	Cooperation and participation

	L2.3 Can follow and respond independently to a short sequence of simple one-step instructions	Instructions for classroom management: E.g. Giving instructions: <i>Tell your partner about three pictures</i> Instructions for a learning focus: E.g. <i>Draw a square with your ruler</i>	Communication
	L2.4 Can follow and respond with some support to a wide range of simple short questions	Questions and responses: E.g. Teacher: <i>Which do you prefer?</i> Child: <i>I like this one best</i> Teacher: <i>What do you think will happen next?</i> Child: <i>I think the boy will go back home</i>	Communication
	L2.5 No learning standard at this grade		
	L2.6 No learning standard at this grade		
	L2.7 Can recognise and say independently beginning, middle and final letter sounds in a word	Children hear a word and sound it out* independently E.g. word: tiger /t/ - /a/ - / / tiger	Creative and critical thinking
L3 Using appropriate strategies to understand meaning	L3.1 Can predict with some support the gist* of a short, simple text by using visuals accompanying a text and background knowledge of the listening topic	Children look at the details of a picture that goes with a short story and guess who the main characters are Children guess where the animals in the story live, based on their knowledge of these animals in real life (e.g. the fish lives in the ocean)	Creative and critical thinking

Speaking

The thinking behind the Grade 4 Speaking Standards

The Speaking Standards for Grade 4 cover four out of the five categories of Communication Focus:

S1 Communicating personal information appropriately

S2 Communicating general information appropriately

S3 Developing appropriate speaking strategies

S4 Using appropriate register

S5 Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 4 learner profile for Speaking

Like Grade 3 children, children in Grade 4 can speak and interact in a very basic way if the person they are interacting with speaks slowly and is willing to help.

They can communicate meaning intelligibly on some familiar* personal topics, using some basic words, phrases and some sentence-level language. They can also initiate a few very basic short exchanges. They often need help to keep interaction going beyond short exchanges, and they often pause while searching for suitable language.

Grade 4 children will therefore need considerable teacher and task support. As in previous grades, you can support children's attempts at Speaking by responding positively to their efforts. You can provide practical support before a Speaking task by demonstrating or rehearsing an example Speaking task to the whole class, so that children have an example to guide them. Putting visuals and useful words on the board may also be helpful. During Speaking tasks you can monitor as children interact, providing further help if necessary. After a Speaking task, you can ask a few children to do their task in front of their classmates, and can also provide feedback on anything the class as a whole did well or needs to improve. This checking and giving of feedback will help children to gain a sense of achievement and progress.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade 4	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate or find out independently very basic personal information*	In pairs, children interview their partner: <i>What kind of food do you like?</i> <i>What do you do to stay healthy?</i> Afterwards, they report back to the class	Communication
	S1.2 Can ask about and express independently basic preferences	Child A : <i>What do you prefer doing at the weekend, reading or watching TV?</i> Child B : <i>I prefer watching TV. How about you?</i> Child A: <i>Me too!</i>	Communication
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can describe with support people and objects using suitable words and phrases	Children play detective witness games, for example. Who is the criminal? Child A has a card with several pictures of people. Child B describes a person (the criminal), Child A guesses which person it is	Communication
	S2.3 Can communicate with support a short sequence of basic instructions or directions	Children give directions to find something in the school. e.g. <i>First, go to the library. Then go to the English corner. Find a book with an animal on it</i>	Communication
	S2.4 Can ask about, make and respond with support to simple predictions	Children play a board game, asking questions and making predictions about transport in the future based on pictures Child 1: <i>How about camels?</i> Child 2: <i>People won't use many camels</i> Child 1: <i>How about a metro?</i> Child 2: <i>We'll have a new Metro in Doha</i>	Communication

	S2.5 No learning standard at this grade		
S3 Developing appropriate speaking strategies	S3.1 Can ask for attention or help from a teacher or classmate by using suitable questions	<i>Can you explain this again, please?</i> <i>Do you know the answer to this question?</i>	Cooperation and participation
S4 Using appropriate register	S4.1 No learning standard at this grade		

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can introduce with support self and classmates using fixed phrases*	Children give very short, simple self and pair introductions to the class <i>Hi everyone! My name is Salah and this is my friend Khaled. We come from Qatar and we live in Doha. We love our city because there are lots of fun things to do here</i>	Cooperation and participation
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Reading

The thinking behind the Grade 4 Reading Standards

The Reading Standards for Grade 4 cover all of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 4 learner profile for Reading

Grade 4 children have had at least three years of experience with Roman script. This means that they will be growing in confidence as they learn to read in English. They can make use of pictures in a text to understand known words, and can also use a simple picture dictionary to find words they are interested in, provided that they are given help. Grade 4 children should show a positive attitude towards Reading.

There are a number of ways you can offer support to Grade 4 children. A print rich environment should continue, and this should be supported with access to books, both fiction and non-fiction. Displays will continue to be useful, as will the use of a word wall*, which can link to different topics, but should also include common* sight words*. Grade 4 children are more fluent readers than children in Grade 3, but they are still learning to read in English. Occasionally, therefore, they will need your help in blending* sounds to read a word. You can also offer support by praising both success and effort.

Suitable text types

As in previous grades, these will be short and simple phrases, descriptions, notices and announcements, authentic stories (in picturebook form), learner literature and graded readers* (produced by ELT* publishers), as well as children's own texts and writing activities, either made into books, or carefully mounted for display. These should be meaningful and related to the child, the topic and their world. Examples are story texts, short descriptions of people, objects and actions, rhymes and song lyrics. Menus and short dialogues are also possibilities.

Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Reading at this grade should typically be from 20 to 120 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using

Read and respond

Communication focus	Learning Standard Grade 4	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond with support to the main idea in a short sequence of simple sentences*	Children read a very short description of a place and identify the place	Literacy
	R2.1 Can understand and respond with support to detail in a short sequence of simple sentences*	Children read a very short text about a person and identify who the person is	Literacy
	R2.2 No learning standard at this grade		
R2 Reading and responding appropriately to details	R2.3 No learning standard at this grade		
	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		
R3 Reading and responding appropriately to sounds and letters	R3.3 Can recognise and sound out* independently beginning, middle and final letter sounds in a word	Children build words using sound cards, sounding them out* as they do so. These should be known words e.g. /b/- /a / - /k/ bike	Literacy

	R3.4 Can blend* sounds independently to read a wide range of high-frequency words	When reading, children can independently use their knowledge of letter-sound correspondences to sound out* words they are not sure of e.g. /h/ - /æ/ - /p/ - /i/ happy	Literacy
	R3.5 Can identify and remember independently a wide range of high frequency* sounds and their accompanying letter patterns	When reading, children can independently use their knowledge of letter-sound correspondences to sound out* words they are not sure of	Literacy
R4 Developing appropriate reading strategies	R4.1 Can guess with support the meaning of unknown words by making use of pictures on the page or screen	Children read a short text and label a picture with some unknown words from the text	Problem-solving
	R4.2 Can use with support a very simple picture dictionary to find and categorise relevant topic words	Children use class sets, DVD-ROM or online picture dictionaries to find words related to topics such as clothes, transport that they find in a text. They build/complete a simple mind map to show how the words are categorised	Problem-solving
R5 Showing interest in reading	R5.1 Can participate actively in very simple word or sentence level* reading games	These may include games and puzzles such as word searches, simple crosswords, board games with written clues	Literacy

Writing

The thinking behind the Grade 4 Writing Standards

The Writing Standards for Grade 4 cover three out of the four categories of Communication Focus:

W1 Communicating information appropriately

W2 Organising, spelling and punctuating written work appropriately

W3 Developing appropriate writing strategies

W4 Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 4 learner profile for Writing

Grade 4 children are now familiar* with the left-to-right directionality of Roman text and will be able to use legible cursive writing* in most of their work by the end of the school year. They can communicate simple information in short written texts. They are developing an awareness of punctuation, and can check their use of capital letters, full stops and question marks if they are given a lot of help.

Grade 4 children will continue to need a high degree of support in all aspects of Writing, and so they will continue to benefit from guidance from you and from examples provided in tasks.

Suitable text types

In addition to text types from previous grades, possibilities in Grade 4 include simple instructions, posters, mini-dialogues, captions for pictures, invitations, short notes and messages, text messages and emails.

Additional text types are possible if these suit the interests of the children you teach.

Writing

Communication focus	Learning Standard Grade 4	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate with a little support basic personal information* using very short, simple statements* and questions	Children write a short introduction letter or email to a pen friend in another country. This might be a gapped text	Communication
	W1.2 Can express independently basic preferences using very short, simple statements*	See W1.1 example. This might include: <i>I like/don't like...</i> <i>I prefer....</i> <i>What do you like doing at the weekend?</i>	Communication
	W1.3 Can describe with a little support people and very familiar* objects using suitable words and phrases	Examples include family, friends, animals, classroom objects etc. These are described using basic adjectives and phrases, such as <i>tall/short or wears glasses</i>	Communication
	W1.4 Can write with support short, simple one-step instructions and directions	Children write anonymous messages to each other with an instruction for a mime	Communication
	W1.5 Can ask about, make and respond to simple predictions with support	Children look at pictures of different countries and complete the predictions about the weather	Communication
	W1.6 No learning standard at this grade		

W2 Organising, spelling and punctuating written work appropriately	W2.1 Can connect with a lot of support words and phrases using basic coordinating conjunctions*	e.g. <i>I enjoy going to the mall and reading comics</i> <i>Do you want chicken or cheese?</i>	Literacy
	W2.2 Can spell with some support most familiar* very high frequency* words accurately in guided writing*	Guidance can include models on the board, model texts, gapped texts with word choice	Literacy
	W2.3 Can use with support capital letters, full stops and question marks appropriately in guided writing* at sentence level*	Children can punctuate basic statements and questions: <i>We're going to the park.</i> <i>What do you like doing?</i>	Literacy
W3 Developing appropriate writing strategies	W3.1 Can use legible cursive writing* in most written work	Children use cursive writing for written tasks where appropriate. This writing can be read	Literacy
	W3.2 Can check spelling and punctuation of their written work with a lot of support	Children can review their writing at sentence level* for accurate punctuation with support from you or a classmate	Literacy
W4 Using appropriate register	W4.1 No learning standard at this grade		

7.5 Curriculum standards for Grade 5

Overall profile of a Grade 5 learner of English

Like Grade 4 children, Grade 5 learners of English can understand and communicate intelligibly on everyday topics they are interested in and have experience of. The main condition is that the person they are interacting with must speak slowly and be ready and able to help them if necessary. Texts they listen to should also be spoken fairly slowly. Grade 5 children often use fixed phrases* when they speak and write in English.

Language fluency

Grade 5 children can make themselves understood in short spoken exchanges. They often need to pause to think of suitable language. Their Speaking and Writing typically contains frequent basic language mistakes, but they are able to communicate a clear message.

Language accuracy

Grade 5 children can use a narrow range of vocabulary on everyday topics. They use some simple structures accurately, but often make systematic language mistakes. For example, they typically use inaccurate past tense forms, and mix up pronouns such as *he/she*, and *his/her*. Their pronunciation is strongly influenced by their first language, but is clear enough to be understood.

Teaching and learning experiences in Grade 5

As in previous grades, the main reason for teaching English to Grade 5 children is to build on the positive experiences they have had so far in English and to provide opportunities for them to understand and use English in situations which are meaningful to them.

Like Grade 4 children, Grade 5 children need teacher and task support to communicate their intended meaning successfully. This might include:

- teacher questions to elicit language
- prompts (e.g. pictures, initial sounds, gestures)
- models and examples to follow or copy
- continued use of classroom routines* to increase children's confidence and their ability to understand and to communicate with you and their classmates
- other teacher and task support as appropriate.

This means that the classroom environment will be very similar to that in Grade 4. Children will acquire language by interacting with you and the tasks you give and by interacting with each other. In addition to the teacher and task support mentioned above, you can provide support through the quality of the language you use in the classroom. This language is called teacher talk. Examples of supportive teacher talk include:

- focussing children's attention on the task
- modelling useful language for the task
- breaking a task into smaller steps to help children follow it
- showing children who are unable to do the task other ways of approaching it.

Development of other skills, such as cognitive skills (thinking), motor skills (movement), social and emotional skills will go hand-in-hand with children's learning of English.

Progression from Grade 4

Grade 5 children's profile is similar to that of children in Grade 4. The main difference is that Grade 5 children are beginning to develop greater independence in their language skills. This means that although they will continue to need support, they will need less at times than children in Grade 4, although support is still necessary. There are also small differences in each skill. When they listen, Grade 5 children can understand main ideas and details in a wider range of spoken texts than Grade 4 children. When Grade 5 children speak in English, they are able to find out and communicate slightly more detail than Grade 4 children. Grade 5 children are independent readers in the main, and so will rarely need help in decoding words. As writers, Grade 5 children still need guidance, but can produce slightly longer texts* than Grade 4 children.

How Grade 5 children develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which children need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem - solving

Children in Grade 5 English lessons will develop all seven QNCF competencies through supportive teaching and child-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 5, although children have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 5 Listening Standards

The Listening Standards for Grade 5 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 5 learner profile for Listening

Grade 5 children can follow the main ideas and details in speech which is slow and clear, and which deals with a wide range of familiar* topics, such as school, family and home. They are able to do most of this independently.

You can help children to understand meaning by speaking clearly and slowly and using gestures. When children listen to spoken text, you can help by providing visuals which add context* to what children will listen to, by asking children to predict what they will hear, and by briefly checking key words if necessary. Children will often need to hear a spoken text a second time to grasp key details.

As in previous grades, classroom routines* will continue to provide a supportive situation for children's Listening. In Grade 5, most of this routine will come from the language that you use. So if you use the same classroom language consistently, including questions and instructions for classroom management, this repeated exposure to high frequency* language will support children's understanding, and will help them to acquire chunks of meaningful language.

Suitable text types

Texts from previous grades remain suitable. These include songs, rhymes and chants, and simple stories, as well as simple descriptions and instructions. The classroom language you use and children use in routines, games, instructions and classroom management is also a text type.

Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Listening at this grade should typically be from 10 to 75 words/ up to 1 minute long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade 5	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify independently the main idea of a wide range of short, simple texts	<p>Short and simple texts will include illustrated stories, songs, chants, short simple poems and recordings (audio or video). Other text types are possible if these suit your children's needs or interests</p> <p>Stories</p> <ul style="list-style-type: none"> - include some visuals which support meaning of key events - develop a story line with characters - can be authentic, e.g. used with children in English-speaking countries - can be written for language learning e.g. are online, come with a course book or from an ELT* publisher - can be adapted traditional stories, which children already know in Arabic <p>Songs, chants and poems</p> <ul style="list-style-type: none"> - include those for children in English-speaking countries - usually make use of rhyme - have a rhythm <p>Audio and video recordings</p> <ul style="list-style-type: none"> - may accompany a course or resource book or be made for English language learners - may be intended for children in English-speaking countries - will normally include dialogue - may be informational 	Cooperation and participation
	L2.1 Can follow and identify independently the detail in a wide range of short, simple texts	See L1.1	Cooperation and participation
L2 Listening and responding appropriately to details	L2.2 Can follow and identify with a little support basic opinions in short simple texts	Children listen to a short story and identify characters' opinions and preferences	Cooperation and participation

	L2.3 Can follow and respond with support to a longer sequence of simple one-step instructions	Instructions for classroom management: e.g. Giving instructions: - <i>First, find a partner</i> - <i>Now read about the boy</i> - <i>Now, ask your partner questions about the boy</i> Instructions for a learning focus: e.g. - <i>What does the main character think?</i> - <i>How do you know?</i>	Communication
	L2.4 Can follow and respond independently to a wide range of simple short questions	Questions and responses: e.g. Teacher: <i>What do you think?</i> Child: <i>I think he is feeling happy</i>	Communication
	L2.5 No learning standard at this grade		
	L2.6 No learning standard at this grade		
	L2.7 No learning standard at this grade		
L3 Using appropriate strategies to understand meaning	L3.1 Can predict independently the gist* of a short, simple text by using visual support and background knowledge of the listening topic	Children watch the first minute of an informational video and predict what the video will talk about	Creative and critical thinking

Speaking

The thinking behind the Grade 5 Speaking Standards

The Speaking Standards for Grade 5 cover four out of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 5 learner profile for Speaking

Like Grade 4 children, children in Grade 5 can speak and interact in a very basic way if the person they are interacting with speaks slowly and is willing to help.

They can communicate meaning and detail intelligibly on some familiar* personal topics, using some basic words, phrases and some sentence-level* language. They can also initiate a few very basic short exchanges. They often need help to keep interaction going beyond short exchanges, and they often pause while searching for suitable language.

Grade 5 children will therefore need considerable teacher and task support. As in previous grades, you can support children's attempts at Speaking by responding positively to their efforts. You can provide practical support before a Speaking task by demonstrating or rehearsing an example Speaking task to the whole class, so that children have an example to guide them. Putting visuals and useful words on the board may also be helpful. During Speaking tasks you can monitor as children interact, providing further help if necessary. After a Speaking task, you can ask a few children to do their task in front of their classmates, and can also provide feedback on anything the class as a whole did well or needs to improve. This checking and giving of feedback will help children in Grade 5 to gain a sense of achievement and progress.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade 5	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate or find out with a lot of support more detailed personal information*	Children play a ‘Find Someone Who...’ game, where they ask classmates about their hobbies and activities/opinions/plans	Communication
	S1.2 Can ask about and express with a little support basic opinions	Children play an opinions game, where they select a topic card (E.g. about different characters in a story they have worked with) and give their opinion about the topic	Creative and critical thinking
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can describe with support people and objects using suitable statements	Children play a matching game where they find a partner with a matching card by describing what/who is on their card	Communication
	S2.3 Can communicate with support a longer sequence of basic instructions or directions	Children make a map of their local area and give directions from one place to another to their partner, who draws the places on their map	Communication
	S2.4 Can give with support reasons for simple predictions	Children make predictions about the children in various pictures, giving reasons for their predictions <i>e.g. I think he'll be a police officer because he likes playing with toy police cars</i>	Communication

	S2.5 Can find out about and describe with support events and experiences at a known time in the past	Children talk about what they did at the weekend or in the last school holidays E.g. <i>We played soccer at the park on Friday afternoon</i>	Communication
S3 Developing appropriate speaking strategies	S3.1 Can check with the teacher or a classmate steps needed to complete short classroom tasks	E.g. <i>Do we need to write it first?</i> <i>Am I doing this right?</i>	Cooperation and participation
S4 Using appropriate register	S4.1 No learning standard at this grade		

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can narrate with support very short basic stories and events	Children arrange pictures into a short story and tell the story to their partner	Cooperation and participation
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Reading

The thinking behind the Grade 5 Reading Standards

The Reading Standards for Grade 5 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 5 learner profile for Reading

Grade 5 children are confident and familiar with Roman script and are now moving from learning to read in English to reading to learn in English. This means that they are developing the confidence and stamina needed to read texts of one paragraph or more. They can make use of pictures in a text to understand known words, and can also use a simple bilingual dictionary to check meaning, provided that they are given help. Grade 5 children should show a positive attitude towards reading simple fiction and non-fiction texts on topics they are interested in.

There are a number of ways you can offer support to Grade 5 children. A print rich environment should continue from previous grades, and this should be supported with access to books, both fiction and non-fiction. Displays will continue to be useful, as will the use of a word wall*, which can link to different topics. As with children in previous grades, you can offer support by praising both success and effort.

Suitable text types

In Grade 5, children are able to deal with longer texts* than in previous grades. Typically, these texts can be one or two paragraphs long, and may include descriptions, short articles, emails, authentic stories (in picturebook form), learner literature and graded readers* (produced by ELT* publishers), as well as children's own texts and writing activities, either made into books, or carefully mounted for display. These should be meaningful and related to the child, the topic and their world. Examples are story texts, short descriptions of people, objects and actions, rhymes and song lyrics. Menus and short dialogues are also possibilities.

Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Reading at this grade should typically be from 20 to 120 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade 5	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond with support to the main ideas in simple texts of one or two paragraphs	Children read a short informational text about a familiar* topic and decide on a title for the text	Literacy
R2 Reading and responding appropriately to details	R2.1 Can understand and respond with support to detail in simple texts of one or two paragraphs	Children read a very short story and arrange pictures in order to represent the story	Literacy
	R2.2 No learning standard at this grade		
	R2.3 No learning standard at this grade		
R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		
	R3.3 No learning standard at this grade		
	R3.4 No learning standard at this grade		

	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 Can guess with support the meaning of unknown words from clues provided by visuals and knowledge of the topic	Children look at basic charts or diagrams to support understanding of new words in a text	Problem-solving
	R4.2 Can recognise and use with support key features* of a simple print or digital bilingual dictionary for learners of English	Groups play a dictionary race, where they use class sets, DVD-ROM or online English-Arabic dictionaries for schools to find words and note their meanings	Literacy
R5 Showing interest in reading	R5.1 Can participate actively in reading very simple and very short fiction and non-fiction print and digital texts of interest	Children choose an appropriate graded reader (short texts written or adapted for learners of English, intended for different ages and levels) to read independently during quiet reading time	Inquiry and research

Writing

The thinking behind the Grade 5 Writing Standards

The Writing Standards for Grade 5 cover three out of the four categories of Communication Focus:

W1 Communicating information appropriately

W2 Organising, spelling and punctuating written work appropriately

W3 Developing appropriate writing strategies

W4 Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 5 learner profile for Writing

Grade 5 children are now comfortable with Roman text and will be able to write smoothly and legibly in cursive writing* in most of their work by the end of the school year. They are able to communicate simply at discourse* level*. They are developing an awareness of spelling and punctuation, and can check both of these in their written work if they are given help.

Grade 5 children will continue to need support with Writing, and so they will still benefit from guidance from you and from examples provided in tasks.

Suitable text types

In addition to text types from previous grades, possibilities in Grade 5 include simple instructions, posters, mini-dialogues, captions for pictures, invitations, short notes and messages, text messages and emails.

Additional text types are possible if these suit the interests of the children you teach.

Writing

Communication focus	Learning Standard Grade 5	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate with a lot of support more detailed personal information* using longer, simple statements* and questions	Children write a (gapped) print or digital postcard to a penfriend in another country or a classmate (who then replies) telling and asking about their holidays	Communication
	W1.2 Can ask about and express with support basic opinions using longer, simple statements*	See W1.1 example of a possible context> Asking might include: Do you like...? Expressing might include: <i>I (really) like/don't like/love ...</i> <i>I prefer</i> <i>I think...</i>	Creative and critical thinking
	W1.3 Can describe independently people and familiar* objects using suitable statements	Children write an anonymous self-description; others guess who the writer is	Communication
	W1.4 Can write with support a sequence of short, simple one-step instructions and directions	Children write very simple recipes, e.g. to make a sandwich	Communication
	W1.5 Can give reasons for simple predictions with some support	Children match pictures to show predictions and their reasons/causes and write the prediction	Creative and critical thinking

	W1.6 Can find out about and describe with support events and experiences at a known time in the past	Children write questions for each other about very short stories or reports on a past event they have written	Communication
W2 Organising, spelling and punctuating written work appropriately	W2.1 Can connect with some support words and phrases using basic coordinating conjunctions*	e.g. <i>and / or / but / because</i>	Communication
	W2.2 Can spell with some support a range of familiar* high frequency* words accurately in guided writing*	Guidance can include models on the board, model texts, gapped texts with word choice	Literacy
	W2.3 Can use with support capital letters, full stops and question marks appropriately in guided writing* at discourse* level*	Children can punctuate basic statements and questions in a short written text E.g. a dialogue for a role play or a short email	Literacy
W3 Developing appropriate writing strategies	W3.1 Can write smoothly and legibly in cursive writing* in most written work	Children use cursive writing for written tasks where appropriate and without strain. This writing can be read easily	Literacy

	W3.2 Can check spelling and punctuation of their written work with support	Children can review their writing at sentence and paragraph level* for accurate punctuation with support from you or a classmate	Literacy
W4 Using appropriate register	W4.1 No learning standard at this grade		

7.6 Curriculum standards for Grade 6

Overall profile of a Grade 6 learner of English

Grade 6 children can understand and communicate basic information in English fairly easily provided three main conditions are met. Firstly, they need to work on topics which are familiar* and of interest to them. Secondly, texts and exchanges are usually fairly short and simple. Thirdly, children often need support from the task, you or a classmate in order to understand or use language effectively.

Language fluency

Grade 6 children can make themselves understood in short spoken exchanges. They often need to pause to think, start again and reformulate what they say. Their written work typically contains basic language mistakes, but they are able to communicate a clear message.

Language accuracy

Grade 6 children can use a narrow range of vocabulary on everyday topics. They use some simple structures accurately, but make systematic language mistakes. For example, they typically use inaccurate past tense forms, and sometimes mix up pronouns such as *he/she*, and *his/her*. Their pronunciation is strongly influenced by their first language, but is clear enough to be understood.

Teaching and learning experiences in Grade 6

As in previous grades, Grade 6 children need to interact with each other in English in pairs, groups and as a whole class, and to hear and read varied English text types on diverse topics. This variety creates interest and gives them different opportunities to communicate, to ask questions about English, and to take risks when trying to understand and use it. These processes provide them with a mixture of support and challenge for their learning. Opportunities to assess their own work and classmates' work will support their ability to become self-directed in their learning.

Grade 6 children are developing an increased ability to think in abstract terms, and so they are able to analyse language as a system. This means that sometimes you can give children input and guidelines on language patterns and on language appropriate to specific contexts*. Sometimes, too, you can ask children to investigate an area of language. This mixture of explicit teaching about language and language investigation will complement the less formal opportunities children receive to understand and use English. This is because learning language by using it and learning language by analysing it will support different learning and thinking preferences within your class.

Progression from Grade 5

Grade 6 children need less support to communicate in English and to understand English than Grade 5 children, although they will still need some support. Grade 6 children can understand main ideas and details in longer spoken or written texts than Grade 5 children. Grade 6 children can use a greater range of functions than Grade 5 children when they speak and write, and can also write slightly longer texts*.

How Grade 6 children develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which children need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem - solving

Children in Grade 6 English lessons will develop all seven QNCF competencies through supportive teaching and child-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 6, although children have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 6 Listening Standards

The Listening Standards for Grade 6 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 6 learner profile for Listening

Grade 6 children can understand the main ideas and details in spoken texts on everyday familiar* topics. The texts should be spoken slowly and clearly in fairly standard English. You or classmates will need to help them to understand at times.

Suitable text types

Texts from previous grades remain suitable. Other possibilities include simple:

- conversations
- reviews (of books, films, events, etc.)
- biographies
- advertisements
- recipes.

Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Listening at this grade should typically be from 120 to 250 words/ up to 3 minutes long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade 6	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify with support the main ideas in longer simple texts	<p>Longer simple texts will include illustrated stories, songs, chants, simple poems and recordings (audio and visual). Other text types are possible if these suit your children's needs or interests.</p> <p>Stories</p> <ul style="list-style-type: none"> - include some visuals which support meaning of key events - develop a story line with characters - can be authentic, e.g. used with children in English-speaking countries - can be written for language learning e.g. are online, come with a course book or from an ELT* publisher - can be adapted traditional stories, which children already know in Arabic. <p>Songs, chants and poems</p> <ul style="list-style-type: none"> - include those for children in English-speaking countries - usually make use of rhyme - have a rhythm <p>Audio and video recordings</p> <ul style="list-style-type: none"> - may accompany a course or resource book or be made for English language learners - may be intended for children in English-speaking countries - will normally include dialogue - may be informational 	Cooperation and participation
	L2.1 Can follow and identify with support the detail in longer simple texts	See L1.1	Cooperation and participation
L2 Listening and responding appropriately to details	L2.2 Can follow and identify independently basic opinions in longer simple texts	Children listen to a story and identify characters' opinions and preferences. These opinions and preferences are explicitly stated, and are shown by high frequency* words like <i>love, like, and enjoy</i>	Cooperation and participation

	L2.3 Can follow and respond with support to a short sequence of simple multi-step instructions	Instructions for classroom management: e.g. Giving instructions: <i>For your homework, please watch the video to find the names of the main characters. Write the names on the worksheet. Then in the next lesson, we will talk about the characters</i> Instructions for a learning focus: e.g. <i>What does xxx mean? Listen for a word that has the same meaning</i>	Communication
	L2.4 Can follow and respond with some support to longer simple questions	Questions and responses: e.g. Teacher: <i>What will you do if...?</i>	Communication
	L2.5 No learning standard at this grade		
	L2.6 No learning standard at this grade		
	L2.7 No learning standard at this grade		
L3 Using appropriate strategies to understand meaning	L3.1 Can guess with support the meaning of unknown words important for comprehension in short simple texts from clues provided by other known words they hear	Children listen for a word or phrase in a text, identify the words around it and then say if it is a noun, verb or adjective before choosing a word from a list	Creative and critical thinking

Speaking

The thinking behind the Grade 6 Speaking Standards

The Speaking Standards for Grade 6 cover four out of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 6 learner profile for Speaking

Grade 6 children can exchange ideas and information with others in short conversations on everyday familiar* topics if the person they are speaking to is willing to help them if necessary. When speaking alone, they can talk about experiences and events, and tell simple stories, provided they are given support.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade 6	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate or find out with support more detailed personal information*	Children play a 'Find Someone Who..' game, where they ask classmates about their opinions	Communication
	S1.2 Can explain with support basic opinions	Children match or categorise people, their viewpoints and the reasons for them before saying which opinion they agree with	Creative and critical thinking
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can describe with support people, places and objects using suitable statements	Children play a speaking board game where they have to talk for 30 seconds about different climates and/or countries and/or cities in the world/region using picture prompts	Communication
	S2.3 Can ask for, communicate and respond with support to simple advice	Children do a role play activity where a person is asking for medical advice	Communication
	S2.4 Can ask about and describe with a little support future plans	Children create planners/diaries, then make arrangements to meet their partner at the weekend	Communication

	S2.5 Can find out about and describe with support events and experiences at an unknown time in the past	Children play an <i>I've never...</i> game, where they say things/activities they have never done, including one untrue. Other children guess which is not true	Communication
S3 Developing appropriate speaking strategies	S3.1 Can agree together with classmates a set of basic steps needed to complete short classroom tasks	E.g. Child 1: <i>How can we do this activity?</i> Child 2: <i>Let's xxx first.</i> Child 1: <i>OK. Maybe yyy next?</i> Child 2: <i>Good, yes.</i> Child 1: <i>I think zzz next.</i> Child 2 <i>OK</i>	Cooperation and participation
S4 Using appropriate register	S4.1 No learning standard at this grade		

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can narrate with support short basic stories, events and experiences	Children prepare and present a poster to illustrate <i>My Best Day Ever!</i>	Cooperation and participation
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Reading

The thinking behind the Grade 6 Reading Standards

The Reading Standards for Grade 6 cover four out of the five categories of Communication Focus:

- | | |
|-----------|--|
| R1 | Reading and responding appropriately to main ideas |
| R2 | Reading and responding appropriately to details |
| R3 | Reading and responding appropriately to sounds and letters |
| R4 | Developing appropriate reading strategies |
| R5 | Showing interest in reading |

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 6 learner profile for Reading

When reading, Grade 6 children can understand the main ideas and detail in simple texts about everyday topics. They are able to guess some unknown words in texts if given support, and can use with a little help a simple bilingual dictionary to look up meanings. They take an interest in reading simple factual and fictional texts.

Suitable text types

In addition to text types used for previous grades, possible Grade 6 text types include simple:

- reviews
- biographies
- summaries
- recipes
- advertisements
- blogs
- social media posts
- webpages
- questionnaires/forms with personal information*.

Additional text types are possible if these suit the interests of the children you teach.

Recommended text lengths for Reading at this grade should typically be from 120 to 350 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade 6	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond with support to the main ideas in simple texts of two paragraphs or more	Children read jumbled, illustrated, short paragraphs of a short story and put them in order	Literacy
	R2.1 Can understand and respond with support to detail in simple texts of two paragraphs or more	See R1.1: Children re-read the story and complete a description of the main character	Literacy
R2 Reading and responding appropriately to details	R2.2 No learning standard at this grade		
	R2.3 No learning standard at this grade		
	R3.1 No learning standard at this grade		
R3 Reading and responding appropriately to sounds and letters	R3.2 No learning standard at this grade		
	R3.3 No learning standard at this grade		
	R3.4 No learning standard at this grade		
	R3.5 No learning standard at this grade		

	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 Can guess with support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words	Children identify three new words in a short informational text. They answer three questions relating to the visuals, topic knowledge and surrounding words to guide them to the meaning of the word	Problem-solving
	R4.2 Can recognise and use with a little support key features* of a simple print or digital bilingual dictionary for learners of English to check meaning	Children use class sets, DVD-ROM or online English-Arabic dictionaries for schools to find unknown words. They record these words in a vocabulary notebook	Problem-solving
R5 Showing interest in reading	R5.1 Can participate actively in reading very simple and short fiction and non-fiction print and digital texts of interest	Children choose an appropriate graded reader (short texts written or adapted for learners of English, intended for different ages and levels) to read independently during quiet reading time and/or at home	Inquiry and research

Writing

The thinking behind the Grade 6 Writing Standards

The Writing Standards for Grade 6 cover three out of the four categories of Communication Focus:

W1 Communicating information appropriately

W2 Organising, spelling and punctuating written work appropriately

W3 Developing appropriate writing strategies

W4 Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Children need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 6 learner profile for Writing

Grade 6 children can write simple texts, which are reasonably easy to follow, of a paragraph or more in legible cursive writing* about everyday matters. Their developing ability to think and review what they do means that they are able to plan and draft written work if you help them to do this. They are able to modify their draft* in response to feedback from you.

Grade 6 children will continue to need support with Writing, and so they will continue to benefit from guidance from you and from examples provided in tasks.

Suitable text types

Text types will be similar to those that children focus on when reading. In addition to text types used for previous grades, possible Grade 6 text types include simple:

- reviews
- biographies
- summaries
- advertisements
- blogs
- social media posts
- webpages
- questionnaires/forms with personal information*.

Additional text types are possible if these suit the interests of the children you teach.

Writing

Communication focus	Learning Standard Grade 6	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate with support more detailed personal information* in a simple paragraph	Children write a short self-introduction for the class website	Communication
	W1.2 Can explain with support basic opinions at paragraph level*	Children write a short paragraph to express their opinion about learning English. Children exchange their paragraphs in groups to find which one they agree with most	Creative and critical thinking
	W1.3 Can describe with support people, places and objects using suitable statements	Children in the class create a tourist information brochure for their hometown/area	Communication
	W1.4 Can narrate with support simple factual and imaginary events and experiences in one paragraph or more	See W1.3: The brochure includes sections which report on a recent local festival or event	Communication
	W1.5 Can ask about and describe future plans with some support	See W1.3: The brochure includes sections on upcoming local events	Communication
	W1.6 Can find out about and describe with support events and experiences at an unknown time in the past	In groups, children write quiz questions for another group asking about their experiences. These are used to play a game	Communication

W2 Organising, spelling and punctuating written work appropriately	W2.1 Can connect with a lot of support sentences into a coherent* paragraph using basic coordinating conjunctions* and reference pronouns*	E.g. <i>So, Next, Then</i>	Communication
	W2.2 Can spell with some support an increasing range of familiar* high frequency* words accurately in guided writing*	Guidance can include models on the board, model texts, gapped texts with word choice, etc.	Literacy
	W2.3 Can use with support capital letters, full stops, question marks and commas in lists appropriately in guided writing* at discourse* level*	Children can punctuate statements and questions in a short written text e.g. a dialogue for a role play or a short email	Literacy
W3 Developing appropriate writing strategies	W3.1 Can write smoothly and legibly in cursive writing* in all written work	Children use cursive writing for written tasks and without strain. This writing can be read easily	Literacy

	W3.2 Can plan, and draft a short, simple paragraph with support and modify the draft* in response to feedback	Children work in pairs to plan events in a short story. They draft the story individually, work together to write a final draft. You may also give feedback on the first draft	Creative and critical thinking
W4 Using appropriate register	W4.1 No learning standard at this grade		

7.7 Curriculum standards for Grade 7

Overall profile of a Grade 7 learner of English

Grade 7 learners can understand and communicate basic information in English fairly easily provided three main conditions are met. Firstly, they need to work on familiar* topics. Secondly, texts and exchanges are usually fairly short and simple. Thirdly, learners often need support from the task, you or a classmate in order to understand or use language effectively.

Language fluency

Grade 7 learners can make themselves understood fairly well in short spoken exchanges. They often need to pause to think, start again and reformulate what they say. Their written work typically contains a number of basic language mistakes, but they are able to communicate a clear message.

Language accuracy

Grade 7 learners can use a narrow range of vocabulary on everyday topics fairly well. They use some simple structures accurately, but often make systematic language mistakes. For example, they typically mix up tenses, and do not use third person singular 's'. Their pronunciation is strongly influenced by their first language, but is clear enough to be understood.

Teaching and learning experiences in Grade 7

Teaching and learning experiences in Grade 7 will build on the interactive experiences of previous grades.

Learners will continue to benefit from classroom opportunities to learn together and to link learning to their personal lives. Due in part to developmental changes in their teenage years, some Grade 7 learners may feel slightly self-conscious when interacting with classmates, and so will need sensitive encouragement. Opportunities to assess their own work and classmates' work will nurture their ability to be self-directed in their learning.

At times, learners will also need input from you in order to clarify or extend their understanding of vocabulary, grammar, pronunciation, spelling, or cultural features. This input will include supportive 'teacher talk' via short explanations, demonstrations and probing questions. You can complement these forms of input with carefully designed follow-up tasks. These tasks should provide opportunities for learners to practise language and thinking in varied contexts* relevant to their needs and interests.

Progression from Grade 6

Grade 7 learners are similar in profile to Grade 6 learners. The main difference is that they need slightly less teacher and task support to understand and use English, although they still need some support.

How Grade 7 learners develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which learners need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem - solving

Learners in Grade 7 English lessons will develop all seven QNCF competencies through supportive teaching and grade-appropriate language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 7, although learners have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 7 Listening Standards

The Listening Standards for Grade 7 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 7 learner profile for Listening

Grade 7 learners can understand what they hear on everyday familiar* topics if what they hear is relatively slow in pace and spoken clearly in fairly standard English. You or a classmate will sometimes need to help them to understand.

Suitable text types


In addition to text types used for previous grades, possible Grade 7 text types include simple:

- conversations
- reviews
- biographies
- advertisements
- recipes.

Additional text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Listening at this grade should typically be from 120 to 250 words/ up to 3 minutes long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade 7	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify with a little support the main ideas in longer simple texts	Learners listen to 2 people discussing climate change, and can say whether the 2 people are optimistic or pessimistic about the chances of someone developing a solution to it	Cooperation and participation
L2 Listening and responding appropriately to details	L2.1 Can follow and identify with a little support the detail in longer simple texts	Learners listen to a description of a city and can mark places mentioned on a map	Cooperation and participation
	L2.2 Can follow and identify independently simple suggestions and opinions in longer simple texts	Learners listen to a number of suggestions for a new building in Doha, and can say who made which suggestion, and explain which one they feel is most suitable	Communication
	L2.3 Can follow and respond with a little support to a longer sequence of multi-step instructions	Learners listen to instructions to make 3 squares into 2 squares as in this image  by moving only 4 matches. They can follow the instructions to complete the puzzle	Communication
	L2.4 Can follow and respond independently to longer simple questions	Learners listen to three questions about difficulties people in wheelchairs face travelling in a city, and about how to improve the situation for them. Learners can identify the questions asked and suggest possible answers to the questions	Communication
	L2.5 No learning standard at this grade		
	L2.6 No learning standard at this grade		

	L2.7 No learning standard at this grade		
L3 Using appropriate strategies to understand meaning	L3.1 Can guess with support the meaning of unknown words important for comprehension in longer simple texts from clues provided by other known words they hear	Learners listen to a story about a teenage brother and sister They hear a sentence: <i>Abdul Fatih was shy, so he felt nervous talking to people he didn't know</i> They can guess the meaning of <i>shy</i> by using <i>so</i> and the explanation which follows it	Creative and critical thinking

Speaking

The thinking behind the Grade 7 Speaking Standards

The Speaking Standards for Grade 7 cover four out of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 7 learner profile for Speaking

Grade 7 learners can exchange ideas and information fairly comfortably with others in short conversations on everyday familiar* topics if the person they are speaking to is willing to help them if necessary. When speaking alone, they can talk about experiences and events, and tell simple stories, provided they are given a little support.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade 7	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate or find out with a little support more detailed personal information*	Learner1: <i>Who's your favourite footballer?</i> Learner 2: <i>Ibrahim Khalfan, maybe</i> Learner 1: <i>Why?</i> Learner 2: <i>I like his football, and I like the work he's doing to help people in poor countries</i>	Communication
	S1.2 Can explain independently basic opinions	I think Al Wabra is a fantastic idea, because it's important to look after animals	Creative and critical thinking
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can describe with support the character of a real or fictional person	You can't believe everything Martyn says to his friends in this story. He says different things about his job to each person he talks to	Communication
	S2.3 Can explain with support reasons for simple advice given	You should take a coat, because the desert is cold at night	Creative and critical thinking
	S2.4 Can ask about and describe independently future plans and events	Ask about Where will the next World Cup be? Describe I'm going for a walk tonight with my family on the Corniche	Communication

	S2.5 Can ask about and express rules and obligations	Ask about How much do you have to pay for the visa? Describe You must have a shower before you go in to the swimming pool	Communication
S3 Developing appropriate speaking strategies	S3.1 Can keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	Sorry, could you slow down? Sorry, could you say that again?	Cooperation and participation
S4 Using appropriate register	S4.1 No learning standard at this grade		

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can narrate with a little support short basic stories, events and experiences	<i>We went to a new restaurant to eat fish. We arrived very late, because we had to wait for my sister. When we got there...</i>	Communication
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Reading

The thinking behind the Grade 7 Reading Standards

The Reading Standards for Grade 7 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 7 learner profile for Reading

When reading, Grade 7 learners can understand simple texts about everyday topics.

They are able to guess some unknown words in texts if given a little support, and can use without help a simple bilingual dictionary to look up meanings. They take an interest in reading simple factual and fictional texts.

Suitable text types

In addition to text types used for previous grades, possible Grade 7 text types include simple:

- reviews
- stories
- biographies
- summaries
- recipes
- song lyrics
- advertisements
- sets of instructions
- blogs
- social media posts
- webpages
- questionnaires/forms with personal information*.

Additional text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Reading at this grade should typically be from 120 to 350 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade 7	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond with a little support to the main ideas in simple texts of two paragraphs or more	Learners read a text about umami, and can say whether umami is a fifth taste or a combination of 4 existing tastes	Communication
	R2.1 Can understand and respond with a little support to detail in simple texts of two paragraphs or more	Learners read an article about Al Jassasiya Carvings and can complete a table about how old the carvings are, and what the shapes represent	Creative and critical thinking
	R2.2 Can understand and respond with a lot of support to the opinions of the writer in simple longer texts*	Learners read a short article about benefits both of school uniform and of the students being able to wear their own clothes to school Learners can write a short summary on the benefits of what they have read about	Communication
R3 Reading and responding appropriately to sounds and letters	R2.3 No learning standard at this grade		
	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		
	R3.3 No learning standard at this grade		

	R3.4 No learning standard at this grade		
	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 Can guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words	Learners read a travel blog which contains the sentence: <i>When we arrived, the welcome at the hotel was rather cold, and so I felt disappointed</i> They can work out that disappointed means something like <i>sad/unhappy</i> , by using the clues of the context, * and other words they read such as <i>cold</i> and so	Problem-solving
	R4.2 Can recognise and use independently key features* of a simple print or digital bilingual dictionary for learners of English to check meaning	When checking the meaning of invent, learners can use the definition and example to clarify its meaning They can also use the symbol [See DISCOVER] to compare its meaning and use with discover and make a note of the difference	Problem-solving
R5 Showing interest in reading	R5.1 Can participate actively in reading simple, short fiction and non-fiction print and digital texts of interest	These may include factual graded readers* or graded reader fiction, or simplified or authentic digital texts found by the learners or by you	Inquiry and research

Writing

The thinking behind the Grade 7 Writing Standards

The Writing Standards for Grade 7 cover three out of the four categories of Communication Focus:

W1	Communicating information appropriately
W2	Organising, spelling and punctuating written work appropriately
W3	Developing appropriate writing strategies
W4	Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 7 learner profile for Writing

Grade 7 learners can write short, simple texts about everyday matters which are reasonably easy to follow.

Suitable text types

Text types will be similar to those learners focus on when reading. In addition to text types used for previous grades, possible Grade 7 text types include simple:

- reviews
- stories
- biographies
- summaries
- advertisements
- sets of instructions
- blogs
- social media posts
- webpages
- questionnaires/forms with personal information*.

Additional text types are possible if these suit the needs and interests of your learners.

Writing

Communication focus	Learning Standard Grade 7	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate with a little support more detailed personal information* about themselves or others in a simple paragraph	<i>Ramadan isn't always easy for me, but it's my favourite time of the year. This is what we do in my family...</i>	Communication
	W1.2 Can explain independently basic opinions at paragraph level*	Learners write a paragraph to explain what qualities a good mother or father has	Communication
	W1.3 Can describe with support the character of a real or fictional person	<i>Huda is my best friend. She's very friendly, and likes talking to people</i>	Communication
	W1.4 Can narrate with a little support simple factual and imaginary events and experiences in two paragraphs or more	<p>Example for factual events and experiences <i>I watched Frozen on the weekend with my younger brothers and sisters. They laughed a lot and got very excited when Anna met Elsa...</i></p> <p>Example for imaginary events and experiences <i>It was late at night. Mohammed heard a strange noise. He was frightened, and wanted to stay in bed. But he heard the noise again...</i></p>	Communication
	W1.5 Can ask about and describe future plans independently	<p>Asking <i>Where are you going on your holiday?</i></p> <p>Describing <i>I'm going to spend next weekend at my aunt's house</i></p>	Communication

	W1.6 Can ask about and express rules and obligations	Asking Do British students have to wear school uniform? Expressing My dad has to collect my brother from school every day I must remember to charge my phone tonight	Communication
W2 Organising, spelling and punctuating written work appropriately	W2.1 Can connect independently sentences into a coherent* paragraph using basic coordinating conjunctions* and reference pronouns*	Basic coordinating conjunctions include: <i>and, because, or so</i> Basic reference pronouns include: <i>he, she, it, mine, yours, his, hers, this, that, these, those, some, none</i>	Creative and critical thinking
	W2.2 Can spell with some support most familiar* high frequency* words accurately in guided writing*	No example needed	Creative and critical thinking
	W2.3 Can use with support capital letters, full stops, question marks, commas in lists and speech marks appropriately in guided writing* at discourse* level*	No example needed	Creative and critical thinking

W3 Developing appropriate writing strategies	W3.1 No learning standard at this grade		
	W3.2 Can plan, and draft a short, simple text of two paragraphs or more with support and modify the draft* in response to feedback	<p>Learners write a draft of their work, which you mark. You might choose to show a mistake by underlining or circling it, or you might use a correction code</p> <p>A correction code involves showing what kind of mistake a learner has made by using a code, and without correcting the work yourself e.g. Sp for spelling, T for tense, P for punctuation etc.</p> <p>Learners look at your feedback, correct their mistakes and give you a second draft for marking and feedback</p>	Creative and critical thinking
W4 Using appropriate register	W4.1 No learning standard		

7.8 Curriculum standards for Grade 8

Overall profile of a Grade 8 learner of English

Grade 8 learners can understand and communicate basic information in English fairly well provided three main conditions are met. Firstly, the topics they deal with need to be familiar*. Secondly, texts and exchanges are fairly short and simple. Thirdly, they sometimes need support from the task, you or a classmate in order to understand or use language effectively.

Language fluency

Grade 8 learners can make themselves understood fairly well in short spoken interactions. They sometimes need to pause to think, start again and reformulate what they say. Their written work typically contains a number of basic language mistakes, but they are able to communicate a clear message.

Language accuracy

Grade 8 learners can use a narrow range of vocabulary on everyday topics fairly well. They use some simple structures accurately, but often make systematic language mistakes. Like Grade 7 learners, for example, they sometimes mix up tenses, or do not use third person singular 's'. Their pronunciation is strongly influenced by their first language, but is usually clear and understandable.

Teaching and learning experiences in Grade 8

Teaching and learning experiences in Grade 8 will build on the interactive experiences of previous grades.

Learners will continue to benefit from classroom opportunities to learn together and to link learning to their personal lives. Due in part to developmental changes in their teenage years, some Grade 8 learners may feel slightly self-conscious when interacting with classmates, and so will need sensitive encouragement. Opportunities to assess their own work and classmates' work will nurture their ability to be self-directed in their learning.

At times, learners will also need input from you in order to clarify or extend their understanding of vocabulary, grammar, pronunciation, spelling, or cultural features. This input will include supportive 'teacher talk' via short explanations, demonstrations and probing questions. You can complement these forms of input with carefully designed follow-up tasks. These tasks should provide opportunities for learners to practise language and thinking in varied contexts* relevant to their needs and interests.

Progression from Grade 7

Grade 8 learners are similar in profile to Grade 7 learners. The main differences are that they need slightly less teacher and task support to understand and use English, although they still need support at times.

How Grade 8 learners develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which learners need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- creative and critical thinking
- literacy
- Numeracy
- Communication
- Cooperation and participation
- Inquiry and research
- Problem-solving

Learners in Grade 8 English lessons will develop all seven QNCF competencies through supportive teaching and learner-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 8, although learners have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 8 Listening Standards

The Listening Standards for Grade 8 cover all of the three categories of Communication Focus:

- | | |
|-----------|--|
| L1 | Listening and responding appropriately to main ideas |
| L2 | Listening and responding appropriately to details |
| L3 | Using appropriate strategies to understand meaning |

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 8 learner profile for Listening

Provided the topic is familiar*, Grade 8 learners can understand what they hear in spoken texts which are relatively slow in pace and spoken clearly in fairly standard English. You or a classmate will occasionally need to help them to understand.

Suitable text types

In addition to text types used for previous grades, possible Grade 8 text types include simple:

- conversations
- reviews
- biographies
- advertisements
- recipes.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Listening at this grade should typically be from 120 to 250 words/ up to 3 minutes long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade8	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify independently the main ideas in longer simple texts	Learners listen to a text about going to university. Using a table with two columns, learners can grasp the main ideas and divide them into advantages and disadvantages.	Communication
L2 Listening and responding appropriately to details	L2.1 Can Follow And Identify Independently The Detail In Longer Simple Texts	Learners listen to a text about Mount Everest and can identify key information about Everest. Example questions: - How high is Mount Everest? - Where is Mount Everest? - How many people have attempted to climb Mount Everest? - How many fatalities have there been on the mountain?	Communication
	L2.2 Can follow and identify with support attitudes and opinions in longer simple texts	Learners can follow a radio broadcast where four people are discussing the merits of homework and whether it benefits or hinders students. Learners can identify the different opinions given.	Communication
	L2.3 Can follow and respond independently to a longer sequence of multi-step instructions	Learners listen to a cookery programme and can work out what the chef is making from a series of instructions. Learners can decide where best this dish could be served, how much they would charge for it and who would buy it, justifying their ideas.	Creative and critical thinking
	L2.4 Can follow and respond with support to longer, more complex questions*	Learners follow a short radio broadcast about global warming and can express their opinions about the topic at hand. They can offer opinions about what can be done to fight global warming and using notes, can present their ideas in small groups.	Communication

	L2.5 No learning standard at this grade		
	L2.6 No learning standard at this grade		
	L2.7 No learning standard at this grade		
L3 Using appropriate strategies to understand meaning	L3.1 Can guess independently the meaning of unknown words important for comprehension in longer simple texts from clues provided by other known words they hear	Learners follow a recording about nocturnal animals and their habits. There will be some unknown words in the text, but students can guess meaning from the presence of synonyms and contextual clues. e.g. Night time is when many animals <u>forage</u> for food. They have a better chance of going unnoticed as they <u>search</u> for food and water.	Creative and critical thinking

Speaking

The thinking behind the Grade 8 Speaking Standards

The Speaking Standards for Grade 8 cover four out of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 8 learner profile for Speaking

Grade 8 learners exchange ideas, information, opinions and experiences fairly comfortably with others in short conversations on familiar* topics. The person they are speaking to will occasionally need to help them. When speaking alone, they can talk independently about experiences and events, and can tell simple stories.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade8	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate or find out independently more detailed personal Information `*`	<p>Exploring the topic of university, learners take part in a mock interview for a course of their choice. Learners take it in turns to assume the role of the interviewer and interviewee. Learners can mind-map possible questions they might be asked in an interview. In turn, learners can answer the questions, expand ideas and give examples where appropriate.</p> <p>Example questions:</p> <ul style="list-style-type: none"> - Tell me about yourself - Why do you want to study art/English/drama/maths? - What is your greatest achievement? - Where would you like to be ten years from now? - Who do you most admire? 	Cooperation and participation
	S1.2 Can ask for and respond appropriately to simple suggestions	Working in small groups, learners can enter into a discussion on school life and what would make it better. Learners can make simple suggestions, such as a new school canteen or a homework club. Learners can keep the conversation going by using target language such as ‘what do you think?’ ‘have you any suggestions?’ ‘is there anything you would like to add?’ ‘why do you think that?’ etc.	Communication
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		

	S2.2 Can describe with a little support the character of a real or fictional person	Learners research their favourite celebrity by taking part in a web-quest activity. Using a set of guiding questions, learners can describe their chosen celebrity in small groups.	Inquiry and research
	S2.3 Can express independently opinions about simple spoken or written advice given to themselves or others	Learners explore a range of dilemmas presented in a magazine. Learners can give advice which responds to one of the dilemmas presented, and working in small groups, discuss the advice given. Learners can use the language of agreement and disagreement and make further suggestions to the advice given.	Problem - solving
	S2.4 Can express opinions about future plans and events	Working in groups, learners plan an activity week to cater for all year groups in the school, ultimately comprising a list of about ten activities. Learners can enter into a discussion about which of these future plans and events would be the best to include and why.	Cooperation and participation
	S2.5 Can ask about and explain with support simple processes and ideas	Learners research the life cycle of animals. Learners are divided into 3 groups and each group explores the life cycle of a different animal: mammal, bird and amphibian. Learners then form smaller groups, with one learner from each different group. Learners can present their findings and ask corresponding questions.	Inquiry and research
S3 Developing appropriate speaking strategies	S3.1 Can keep interaction going in short exchanges by checking understanding of what a speaker is saying	Learners can use a range of strategies to keep the conversation going, such as asking the speaker to repeat what they have said, asking the speaker to explain an idea, or asking the speaker to give an example to clarify an idea.	Communication

S4 Using appropriate register	S4.1 No learning standard at this grade		
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Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can narrate independently longer basic stories, events and experiences	Choosing from a variety of story starters, learners plan their own short story. Learners can narrate the main points of their story in a small group or to the whole class.	Creative and critical thinking
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Reading

The thinking behind the Grade 8 Reading Standards

The Reading Standards for Grade 8 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 8 learner profile for Reading

Grade 8 learners can understand short simple texts on familiar* topics. They are able to guess some unknown words in texts if given a little support. With help, they can also use a monolingual learners' dictionary to look up and check meanings. They take an interest in reading simple longer factual and fictional texts.

Suitable text types

In addition to text types used for previous grades, possible Grade 8 text types include simple:

- reviews
- stories
- biographies
- summaries
- recipes
- poems
- advertisements
- sets of instructions
- blogs
- social media posts
- webpages
- questionnaires/forms with personal information*.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Reading at this grade should typically be from 120 to 350 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade8	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond independently to the main ideas in simple texts of two paragraphs or more	Learners read a short article about space exploration and answer corresponding questions. Learners can identify the main ideas in the text and can decipher whether the author is in favour or against space exploration.	Creative and critical thinking
R2 Reading and responding appropriately to details	R2.1 Can understand and respond independently to detail in simple texts of two paragraphs or more	Learners read a short article about access to the internet around the world and locate specific information about statistics, corresponding countries and global trends. Learners can enter into a discussion about the internet, why it has gained in popularity and whether they believe internet access is a human right and why.	Creative and critical thinking
	R2.2 Can understand and respond with support to the attitudes or opinions of the writer in simple longer texts*	Learners read a blog about a Qatari teenager's experiences of a school exchange visit. They can summarise his account and say whether or not he would recommend a school exchange visit to others.	Communication
	R2.3 No learning standard at this grade		
R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		

	R3.3 No learning standard at this grade		
	R3.4 No learning standard at this grade		
	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 Can guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words	<p>Learners read a text about a girl who has a disagreement with her big sister, and can guess the meaning of new words from clues in the text, using what they know already about the given subject.</p> <p>e.g. Lola was quarrelling with her sisters as she wanted to go out instead of staying at home to do her homework.</p> <p>Learners can work out the meaning of the word <i>quarrelling</i> from their knowledge of the situation of a conflict between going out and completing the homework.</p>	Creative and critical thinking
	R4.2 Can recognise and use with a lot of support key features* of a simple print or digital monolingual dictionary for learners of English to check meaning	Working in pairs, learners research an article they want to read in a magazine or newspaper. Learners can identify 6 words from the article that they would like to know more about. Taking 3 words each, they can use a dictionary to locate the meaning of their chosen words and from context* decide whether the word is a verb, noun, adjective etc. Learners can relay this information to their partner before reading the article again.	Problem - solving
R5 Showing interest in reading	R5.1 Can participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest	Learners are given a list of 5 different websites to explore. Learners can find a story or an article from one of the listed sites they would like to read. Learners can read the story/article and present the key features (e.g. what, where, when, who) in pairs or small groups.	Inquiry and research

Writing

The thinking behind the Grade 8 Writing Standards

The Writing Standards for Grade 8 cover three out of the four categories of Communication Focus:

W1	Communicating information appropriately
W2	Organising, spelling and punctuating written work appropriately
W3	Developing appropriate writing strategies
W4	Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with w1.1 And finishing with w4.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different writing skills in varied sequences in their English lessons.

Grade 8 learner profile for writing

Provided the topic is familiar*, grade 8 learners can write short, coherent*, simple texts which communicate personal and general information, experiences, ideas, feelings and opinions.

Suitable text types

Text types will be similar to those that learners focus on when reading. In addition to text types used for previous grades, possible grade 8 text types include simple:

- reviews
- stories
- biographies
- summaries
- advertisements
- sets of instructions
- blogs
- social media posts
- webpages
- questionnaires/forms with personal information*.

Other text types are possible if these suit the needs and interests of your learners.

Writing

Communication focus	Learning Standard Grade8	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate independently more detailed personal information* about themselves or others in a simple paragraph	Learners can take part in a mock student presidential election. Learners can write a short piece about themselves, their achievements and why they would make a good student president.	Creative and critical thinking
	W1.2 Can ask for and respond appropriately to simple suggestions	Working in groups, learners design a future school and present ideas back to the class. Learners can ask their classmates for suggestions and can incorporate at least 2 suggestions in their final draft* for this project.	Cooperation and participation
	W1.3 Can describe with a little support the character of a real or fictional person	Learners can talk about different folk tales they know of and can describe a character from one of the folk tales.	Creative and critical thinking
	W1.4 Can narrate independently simple factual and imaginary events and experiences in two paragraphs or more	Learners can find an interesting article from a print or digital newspaper and in groups can present a news story using the 5Ws – Who, What, Where, When and Why. Learners can complete a grid of the relevant detail as they listen to their classmates' presenting this information. Learners can then select a news story that was presented by another group, and write up the story using the key information provided.	Inquiry and research
	W1.5 Can express opinions about future plans and events	After discussing the world of work, learners can write about a job they would like to do, giving their reasoning behind their decision and explaining why they think this job is important in society.	Creative and critical thinking
	W1.6 Can ask about and explain with support simple processes and ideas	Learners can enter into a discussion about the environment and how they can reduce their global footprint. Learners can make notes of key ideas from the discussion and use these ideas to write a short piece about the process of reducing one's global footprint.	Creative and critical thinking

W2 Organising, spelling and punctuating written work appropriately	W2.1 Can organise, and sequence ideas independently into two or more coherent* paragraphs using basic coordinating conjunctions* and reference pronouns*	Learners can write a short essay about the advantages and disadvantages of their chosen topic (keeping pets, homework, fast-food etc.). Learners can plan their writing to include a topic/ leading sentence and supporting ideas, including basic coordinating conjunctions (<i>but, yet, so, or, and</i>) and reference pronouns (<i>he, she, it, mine, yours, his, hers, this, that, these, those, some, none</i>).	Creative and critical thinking
	W2.2 Can spell with some support most familiar* high frequency* words accurately in independent writing	No example needed	Communication
	W2.3 Can punctuate with support written work with moderate accuracy*	No example needed	Communication
W3 Developing appropriate writing strategies	W3.1 No learning standard at this grade		
	W3.2 Can plan, and draft a short, simple text of two paragraphs or more independently and modify the draft* in response to feedback	Using the acronym P-O-W-E-R (plan, organise, write, edit, revise) learners can write a first draft of their work. Learners can take part in a peer editing activity, in which they swap work with a partner. Using guidelines given by you, learners can read one another's work and offer feedback. Using the feedback from a classmate, learners can produce a second draft of their work.	Creative and critical thinking
W4 Using appropriate register	W4.1 No learning standard at this grade		

7.9 Curriculum standards for Grade 9

Overall profile of a Grade 9 learner of English

Grade 9 learners can usually understand and communicate information, experiences, feelings and complex ideas when they are familiar* with the topic and are given some support. They are beginning to develop an awareness of and ability to use formal, neutral and informal registers* appropriately.

Language fluency

Grade 9 learners can keep interaction going well, though in longer exchanges they sometimes need help from you or a classmate. In longer exchanges they often need to pause to think about the language they need. They can develop reasonably effective arguments in longer stretches of writing, provided they are given support.

Language accuracy

Grade 9 learners have reasonable grammatical and vocabulary control, although they sometimes make errors. These errors are sometimes due to their trying out new language, and do not usually affect communication. Their pronunciation is clearly influenced by their first language, but is fairly easy to understand.

Teaching and learning experiences in Grade 9

Teaching and learning experiences in Grade 9 will build on the interactive experiences of previous grades. In Grade 9, learners are beginning to develop greater independence as language learners, and so learning experiences and teaching approaches should reflect this.

Learners will continue to benefit from classroom opportunities to learn together and to link learning to their personal lives. Due in part to developmental changes in their teenage years, some learners may feel slightly self-conscious when interacting with classmates, and so will need sensitive encouragement. Opportunities to assess their own work and classmates' work will nurture their growing ability to be self-directed in their learning.

At times, learners will also need support or input from you in order to clarify or extend their understanding of vocabulary, grammar, pronunciation, spelling, or cultural features. This input will include supportive 'teacher talk' via short explanations, demonstrations and probing questions. You can complement these forms of input with carefully designed follow-up tasks. These tasks should provide opportunities for learners to practise language and thinking in varied contexts* relevant to their needs and interests.

Progression from Grade 8

Grade 9 learners are similar in profile to Grade 8 learners. The main differences are that they:

- need slightly less teacher and task support to understand and use English
- are able to understand and produce longer texts* which are fairly complex
- are beginning to develop an ability to understand and use register* appropriately.

How Grade 9 learners develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which learners need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative and critical thinking
- Literacy
- Numeracy
- Communication
- Cooperation and Participation
- Inquiry and research
- Problem-solving

Learners in Grade 9 English lessons will develop all seven QNCF competencies through supportive teaching and learner-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 9, although learners have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 9 Listening Standards

The Listening Standards for Grade 9 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 And finishing with L3.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different listening skills in varied sequences in their English lessons.

Grade 9 learner profile for listening

Grade 9 learners can understand longer and more complex spoken texts in fairly standard English on familiar* topics. However, they may require some teacher or task support, depending on the complexity of the spoken text or task.

Suitable text types

In addition to text types used for previous grades, possible grade 9 text types include:

- film clips
- news items
- mini-lectures
- documentary clips.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for listening at this grade should typically be from 250 to 450 words/ up to 4 minutes long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade9	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can understand and respond with support to the main ideas in longer, more complex texts*	Learners listen to a recording of 2 learners discussing the pros and cons of homework and can identify the main ideas of each speaker, by filling in a grid corresponding to the opinions of learner A and learner B.	Communication
L2 Listening and responding appropriately to details	L2.1 Can understand and respond with support to the detail in longer, more complex texts*	Learners listen to a radio programme on 'how to get a good night's sleep' and can identify the key information requested. Learners can then enter into a discussion building on the ideas from the radio programme on how you can get a good night's sleep.	Communication
	L2.2 Can understand and respond with support to attitudes and opinions in longer, more complex texts*	Learners listen to a presentation on technology and how technology can isolate students from their classmates. Learners can identify the main ideas from the presentation and using a set of guiding questions, can draft a rebuttal response, presenting the other side of the argument.	Communication
	L2.3 No learning standard at this grade		
	L2.4 Can follow and respond with a little support to longer, more complex questions*	Learners listen to a discussion about a familiar* topic, e.g. The internet is dangerous for Qatari society. Learners can take notes on the main points they hear, and can respond to complex questions as : <i>To what extent do you agree with the ideas of the expert who thinks that the internet is dangerous for people's health</i>	Cooperation and participation
	L2.5 Can recognise and identify with support typical features* at word, sentence and text levels* of a range of text types	Learners listen to a recorded TV broadcast. Using a grid, they can identify the segments* that are included in the TV broadcast. Different segments might include a news bulletin, weather forecast, an interview, an advertisement and a short story. Before watching, learners can fill in the grid, predicting key features (words and phrases) they would expect to hear in each segment. After watching, learners can select one of the segments shown and can list its key features.	Communication

	L2.6 No learning standard at this grade		
	L2.7 No learning standard at this grade		
L3 Using appropriate strategies to understand meaning	L3.1 Can guess with a little support the meaning of unknown words important for comprehension from available clues in longer, more complex texts*	<p>Learners listen to a story about a student who failed his exams. There will be some unknown words in the text, but students can guess meaning from the presence of antonyms and contextual clues.</p> <p>e.g. Khalid thought that passing his exams would be plain sailing. However he couldn't answer most of the questions as they were so difficult and he hadn't revised.</p> <p>Learners can use the context* provided in the sentence after <i>plain sailing</i> to work out that it means <i>easy to do</i>.</p>	Creative and critical thinking

Speaking

The thinking behind the Grade 9 Speaking Standards

The Speaking Standards for Grade 9 cover all of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 9 learner profile for Speaking

Grade 9 learners can interact comfortably and communicate clearly on familiar* topics. They are just beginning to develop an ability to use appropriate register*. Although they hesitate sometimes in longer stretches of interaction in order to search for suitable language or ideas, the person they are speaking to needs to provide them with less help to communicate less than in previous grades.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade9	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate with support a personal response* to real and fictional events	Learners watch three trailers of films that are soon to be in the cinema. Learners can enter into a discussion with their classmates on which film they would most like to see and why.	Cooperation and participation
	S1.2 Can express and respond with support to common* feelings such as surprise, interest and regret	Learners take part in the game 'The book of questions' – this is a game where students take it in turns to answer a variety of different questions about their opinions and preferences. In turn, learners can respond appropriately to one another's answers. Example questions from 'The Book of Questions' - What is something that annoys you? - Have you done anything you regret? - How often do you use the internet?	Communication
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can describe independently the character of a real or fictional person	Learners take part in a game called 'Who am I?' In groups, learners take it in turns to select a card with a well-known person's name on it. The rest of the group has to guess the person on the card and can ask questions about the well-known person. Questions may be asked about their profession, qualities, habits, likes and dislikes etc. Answering the questions posed, learners can describe the well-known person on their card.	Creative and critical thinking
	S2.3 Can develop with support a clear argument to support their opinions on familiar* topics	Learners read a short article about supernatural phenomenon, including UFO sightings, crop circles and the mysteries surrounding the building of the pyramids. Using the information from the article, learners can enter into a discussion about unexplained phenomena. Learners can offer opinions and support their arguments with key details from the provided texts.	Creative and critical thinking

	S2.4 Can describe future plans and ambitions	Plans Working in pairs, learners research their perfect holiday. Learners can plan a week's vacation, to include travel plans, accommodation and corresponding activities. After completing their research, learners can present their ideas to the class. Ambitions Working in small groups, learners interview each other about their ambitions for the next 10 years. They report the ambitions of their classmates in new groups, and say which ambitions are most like and most unlike their own.	Inquiry and research
	S2.5 Can ask about and explain with support more complex processes and ideas	Working in small groups learners research an unusual invention. Using a set of guiding questions, learners can present their findings, explaining who invented it, where, when and how the invention works. Possible inventions to research may include: the umbrella hat, square watermelons, the self-heating mug. On completion, learners can come up with their own invention and explain its purpose and how it works to the rest of the class.	Inquiry and research
S3 Developing appropriate speaking strategies	S3.1 Can keep interaction going in longer exchanges by checking understanding of what a speaker is saying	Learners can use a range of strategies to keep a conversation going, including repetition to check comprehension and questions to elicit content. e.g. <i>I'm sorry I don't understand; can you repeat that please?</i> <i>Could you speak more slowly please?</i>	Communication
S4 Using appropriate register	S4.1 Can use formal, neutral and informal registers* appropriately in a few familiar* contexts*	After watching a short video about formal and informal register, learners create a poster on the differences. After completing their posters, learners form small groups and enter into a class quiz, in which you read a formal statement, and learners demonstrate how to turn the sentence into an informal structure.	Communication

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can summarise the main content of a longer factual or fictional text	Working in small groups, learners research a news story from a list of news sites provided. Learners can present the news story back to the rest of the group, summarising the main text.	Inquiry and research
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Reading

The thinking behind the Grade 9 Reading Standards

The Reading Standards for Grade 9 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 9 learner profile for Reading

Grade 9 readers can understand longer, fairly complex texts* on familiar* topics. With a little help, they can use a monolingual learners' dictionary effectively. They show an interest in reading longer factual and fictional texts.

Suitable text types

In addition to text types used for previous grades, possible Grade 9 text types include:

- longer narratives
- descriptions of processes
- reports
- longer reviews
- articles
- detailed reports
- detailed summaries
- leaflets
- slides to support talks or presentations.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Reading at this grade should typically be from 350 to 550 words long. However, this can be extended to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade9	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond with support to the main ideas in longer more complex texts*	Learners read an extract from a longer story and can follow the main ideas, the character description and plot. Learners can continue the story, predicting what might happen next.	Creative and critical thinking
R2 Reading and responding appropriately to details	R2.1 Can understand and respond with support to detail in longer more complex texts*	Learners research an article from a popular news site. They can locate the key detail in the text, and can prepare a set of comprehension questions for a peer to answer. Learners swap articles and accompanying comprehension questions with a partner. Learners can answer the comprehension questions by finding the relevant information from their new text.	Creative and critical thinking
	R2.2 Can understand and respond with support to the attitudes or opinions of the writer in longer, more complex texts*	Learners read a negative film review. Using a set of guiding questions learners can identify what words and phrases the author uses to show readers that the review is bad. E.g. <i>You'll want to leave the cinema before the film is over.</i> After reading the review, learners think about how they can write a positive review of the same film, by reversing some of the phrases used and further expressing their own ideas.	Creative and critical thinking
	R2.3 Can recognise and identify with support typical features* at word, sentence and text levels* of a range of text types	Learners can identify the key features of a news article. Before reading, they can prepare a list of words they would expect to find in a news article and the corresponding features of a news article – i.e. headline, introduction, 4 Ws (what, where, when and why), photographs and captions, concluding sentence. After identifying the key features of a news article, learners browse a selection of newspapers and cut out 2 to 3 headlines of interest. Learners swap headlines with a classmate and can write corresponding introductory sentences to match the headline (these do not have to be accurate and learners can be encouraged to be creative).	Inquiry and research

R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		
	R3.3 No learning standard at this grade		
	R3.4 No learning standard at this grade		
	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 Can guess independently the meaning of unknown words from available clues in longer, more complex texts*	Learners read an article and complete a word-match exercise, in which they match words with their definitions. Learners can use the article as a reference to support them in working out the meaning of some unfamiliar* words.	Problem - solving
	R4.2 Can recognise and use with a little support key features* of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding	Learners read an article and can identify unknown words that are crucial to the meaning of the text. Learners can predict the meaning of these words by using the clues in the text. Learners then use a monolingual dictionary to check meaning, and can demonstrate an understanding of alphabetizing words, locating meaning and categorising parts of speech.	Problem - solving
R5 Showing interest in reading	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest	Using a set of guiding questions, learners take part in a book-quest activity. Learners find a range of stories on different topics, either online or in a library. After researching, learners can identify a book they would like to read.	Inquiry and research

Writing

The thinking behind the Grade 9 Writing Standards

The Writing Standards for Grade 9 cover all of the four categories of Communication Focus:

W1	Communicating information appropriately
W2	Organising, spelling and punctuating written work appropriately
W3	Developing appropriate writing strategies
W4	Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 9 learner profile for Writing

Provided they are given support, Grade 9 learners can communicate experiences, events, ideas and feelings and can give opinions on familiar* topics. They are beginning to develop an ability to use appropriate register*.

Suitable text types

Text types will be similar to those that learners focus on when reading. In addition to text types used for previous grades, possible Grade 9 text types include:

- longer narratives
- descriptions of processes
- essays
- reports
- longer reviews
- articles
- detailed reports
- detailed summaries
- formal letters or emails
- announcements
- leaflets
- slides to support talks or presentations.

Other text types are possible if these suit the needs and interests of your learners.

Writing

Communication focus	Learning standard Grade 9	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate with support a personal response* to real and fictional events	After watching a short film, learners answer a set of guiding questions about the film and can express their thoughts, feelings and opinions.	Communication
	W1.2 Can express and respond with support to common* feelings such as surprise, interest and regret	Learners take part in an 'advice column' style activity and respond to a set of letters seeking advice. Learners can respond with interest and regret where appropriate.	Problem - solving
	W1.3 Can describe independently the character of a real or fictional person	Learners can create their own set of questions to interview a family member or friend about their lives. After carrying out the interview, learners can write a short piece about them, incorporating the information gained from their interview.	Inquiry and research
	W1.4 Can summarise independently the main content of a longer factual or fictional text	Learners browse a selection of poems and choose one to read in more depth. Learners can summarise the poem of their choice, detailing what it is about and any relevant themes.	Creative and critical thinking
	W1.5 Can describe future plans and ambitions	Learners complete an application for a student representative on the management committee of a school. In their personal statement, learners can describe their future ambitions for the school to support their application.	Creative and critical thinking
	W1.6 Can ask about and explain with support more complex processes and ideas	In groups learners design a parachute for an egg, and then test their design. After designing and testing the parachute, learners can write a short report which explains their choices, analyses the overall effectiveness of their parachute, and explains the mechanics behind their design. Learners swap reports, and can write questions asking for further detail or clarification.	Problem - solving

W2 Organising, spelling and punctuating written work appropriately	W2.1 Can organise, sequence and develop ideas with support in longer, more complex texts*	Learners can write an essay on a familiar* topic, complete with an introduction, main body giving reasons for both points of view and a concluding paragraph. Possible topics: Keeping pets Benefits of homework Screen time	Creative and critical thinking
	W2.2 Can spell with support written work on an increasing range of text types with moderate accuracy*	No example needed	Communication
	W2.3 Can punctuate with support written work on an increasing range of text types with moderate accuracy*	No example needed	Communication
W3 Developing appropriate writing strategies	W3.1 No learning standard at this grade		
	W3.2 Can plan, and draft a longer complex text* with a little support and modify the draft* in response to feedback	Learners can identify the key components in process writing – i.e. Plan, organise, write, edit, redraft (POWER). Learners can use the POWER acronym to help them write a short story. Learners can edit and improve their first draft in response to feedback from a classmate or you.	Creative and critical thinking

<p>W4 Using appropriate register</p>	<p>W4.1 Can use formal, neutral and informal registers* appropriately in a few familiar* contexts*</p>	<p>Examples of text types:</p> <p>Formal writing</p> <ul style="list-style-type: none"> - letters of complaint - letter to a principal or president - reports - announcements - essays <p>Neutral writing</p> <ul style="list-style-type: none"> - reviews - articles - technical writing – processes etc. <p>Informal writing</p> <ul style="list-style-type: none"> - personal letters, emails - blogs - diaries, journals - short notes 	<p>Communication</p>
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7.10 Curriculum standards for Grade 10

Overall profile of a Grade 10 learner of English

Grade 10 learners can usually understand and communicate information, experiences, feelings and complex ideas when they are familiar* with the topic. They can use formal, neutral and informal registers* appropriately on most familiar topics.

Language fluency

Grade 10 learners can keep interaction going well, though in longer exchanges they often need to pause to plan the words and structures they need to use. They can develop reasonably effective arguments in longer stretches of writing.

Language accuracy

Grade 10 learners have a reasonable command of grammar and vocabulary, though they do sometimes make errors. These errors are a natural part of their progress as language learners, and do not usually affect their intelligibility. Their pronunciation is clearly influenced by their first language at word and discourse* level*, but is fairly easy to understand.

Teaching and learning experiences in Grade 10

Teaching and learning experiences in Grade 10 will build on the interactive experiences of previous grades. In Grade 10, learners are consolidating their independence as language learners, and so learning experiences and teaching approaches should reflect this.

Learners will continue to benefit from classroom opportunities to learn together and to link learning to their personal lives. Opportunities to assess their own work and classmates' work will nurture their growing ability to be self-directed in their learning.

At times, learners will also need input from you in order to clarify or extend their understanding of vocabulary, grammar, pronunciation, spelling, or cultural features. This input will include supportive 'teacher talk' via short explanations, demonstrations and probing questions. You can complement these forms of input with carefully designed follow-up tasks. These tasks should provide opportunities for learners to practise language and thinking in varied contexts* relevant to their needs and interests.

Progression from Grade 9

Grade 10 learners are similar in profile to Grade 9 learners. The main difference is that they are beginning to become slightly more flexible and precise in interaction. In addition, they need slightly less teacher and task support to understand and use English, although they still need support at times. Grade 10 speakers and writers have a slightly greater awareness and ability to use appropriate register* than Grade 9 learners.

How Grade 10 learners develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which learners need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative And Critical Thinking
- Literacy
- Numeracy
- Communication
- Cooperation and Participation
- Inquiry and research
- Problem - Solving

Learners in Grade 10 English lessons will develop all seven QNCF competencies through supportive teaching and learner-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 10, although learners have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 10 Listening Standards

The Listening Standards for Grade 10 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 And finishing with L3.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different listening skills in varied sequences in their English lessons.

Grade 10 learner profile for listening

Grade 10 learners can understand longer and more complex spoken texts in fairly standard English on familiar* topics, though they may sometimes need a little support.

Suitable text types

In addition to text types used for previous grades, possible grade 10 text types are the same as for grade 9, and include:

- film clips
- news items
- mini-lectures
- documentary clips.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for listening at this grade should typically be from 250 to 450 words/ up to 4 minutes long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade10	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can understand and respond with a little support to the main ideas in longer, more complex texts*	Learners listen to a mini play on a familiar* topic. Learners can follow the play, the plot and the different characters speaking. Using a set of guiding questions, learners can demonstrate understanding of the main story. After this, learners are able to work together to write a short summary of the play.	Communication
	L2.1 Can understand and respond with a little support to the detail in longer, more complex texts*	Learners listen to two people discussing the future of planet Earth, and can answer a series of comprehension questions focussing on specific key information in the recording.	Communication
L2 Listening and responding appropriately to details	L2.2 Can understand and respond with a little support to attitudes and opinions in longer, more complex texts*	Learners listen to a recorded discussion on the topic of zoos and animal welfare and can follow the main opinions presented. After listening to the discussion, learners choose a viewpoint and can sum up the main arguments based on the evidence presented in the discussion.	Communication
	L2.3 No learning standard at this grade		
	L2.4 Can follow and respond independently to longer, more complex questions*	Learners listen to a short radio broadcast about the environment. Using the detail presented in the broadcast, learners can form their own opinions on the topic and can discuss and agree what can be done to protect the planet.	Cooperation and participation
	L2.5 Can recognise and identify with little or no support typical features* at word, sentence and text levels* of an increasing range of text types	Learners listen to an unfamiliar audio recording, with no prior context* given, and can identify the topic, text type and a few typical linguistic features* of the text type. Typical features depend on text type. Future forms are typical for a weather forecast, various forms of informal language are likely in some blogs. Possible excerpts may include: a news broadcast, weather forecast, short play, an excerpt from a book, a blog, or a radio interview.	Communication

	L2.6 No learning standard at this grade		
	L2.7 No learning standard at this		
L3 Using appropriate strategies to understand meaning	L3.1 Can guess independently the meaning of unknown words important for comprehension from available clues in longer, more complex texts*	Learners listen to a news broadcast and can make calculated guesses to the meaning of unknown words in the recording. e.g. <i>The number of people living in <u>poverty</u> is on the rise. A third of the poorest families around the world, do not eat meals because they cannot afford to buy food.</i> <i>Poverty</i> may be an unfamiliar word, but learners can guess the meaning from clues such as <i>poorest, do not eat meals, cannot afford to buy.</i>	Creative and critical thinking

Speaking

The thinking behind the Grade 10 Speaking Standards

The Speaking Standards for Grade 10 cover all of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 10 learner profile for Speaking

Grade 10 learners can communicate meaning intelligibly in formal, neutral and informal registers* on familiar* topics. They are beginning to be able to communicate with flexibility and precision. They can enter unprepared into most conversations on familiar topics. Occasionally they hesitate when speaking while searching for suitable language or ideas.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade10	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate with a little support a personal response* to real and fictional events	Learners can enter into a discussion about a short story they have read in class. Learners can express their opinions about the story and listen to classmates and respond accordingly.	Cooperation and participation
	S1.2 Can express and respond with a little support to common* feelings such as surprise, interest and regret	Learners take it in turns to read a series of regrets written by fellow classmates. These can be anonymous. Learners can express their opinions about the regrets and offer advice on how to deal with these regrets.	Cooperation and participation
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can explain with a little support their attitude towards the character of a real or fictional person	Learners research an influential person and present the key information in class. Learners can express their opinions and attitudes about the people presented and can discuss who is the most influential.	Inquiry and research
	S2.3 Can develop with a little support a clear argument to support their opinions on an increasing range of familiar* topics	Learners identify suitable topics for debate. Using a planning template, learners can map out their ideas and research evidence to support their main arguments. After planning, learners can enter into a debate on their chosen topic.	Inquiry and research
	S2.4 Can explain advantages and disadvantages of plans and ambitions	Learners identify jobs that they can do when they leave school and can discuss the advantages and disadvantages of each job. They then decide and say which job they would most like to do in the future, and why.	Creative and critical thinking

	S2.5 Can ask about and explain independently more complex processes and ideas	Learners take part in a web-quest activity and research something that they/society could not live without – e.g. iPhone, traffic lights, washing machine, the internet. Learners can explain the key features of their chosen item to their classmates, to include a short history, how it works, who uses it and why it is important in the 21 st century. Classmates can ask questions during the explanation.	Inquiry and research
S3 Developing appropriate speaking strategies	S3.1 Can confirm understanding in discourse*-level* exchanges by repeating back what a speaker has said	No example needed	Communication
S4 Using appropriate register	S4.1 Can use formal, neutral and informal registers* appropriately in most familiar* contexts*	Learners read a short text message exchange between two students who are discussing when and where they should meet at the weekend. Learners can re-work the exchange to demonstrate an understanding of informal to neutral register. Learners can use the content from the text messages to create a neutral script (telephone or face to face conversation) between 2 work colleagues on the same subject.	Communication
<p>Example:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Informal register: text message</p> <p>A – RU there? B – yeah A – wanna do smthg l8r? B – yeah, cinema or bowling?</p> <p>A – cinema B – gr8 A – meet at 4 palace cinema</p> <p>B – CUL8R</p> </div> <div style="width: 10%; text-align: center;"> <p>→</p> </div> <div style="width: 45%;"> <p>Neutral register: phone conversation</p> <p>A: - Hello Huda, this is Fatima. B – Hello, Fatima. Nice to hear you. A: - Would you like to do something together today? B – That would be nice. How about the cinema or some bowling? A – I think the cinema would be good. B- OK, great. A: Could you meet me at 4 at the Palace Cinema then, Huda? B- Yes, that would be fine, I'll see you then.</p> </div> </div>			

Spoken Production

<p>S5 Communicating appropriately to a small or large audience</p>	<p>S5.1 Can summarise the main ideas or arguments in a longer factual or fictional text</p>	<p>After reading a story, learners can give a presentation to a small group. In their presentation learners can summarise the plot, key characters, themes and ideas and offer suggestions for alternative endings to the story.</p>	<p>Creative and critical thinking</p>
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Reading

The thinking behind the Grade 10 Reading Standards

The Reading Standards for Grade 10 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 10 learner profile for Reading

When reading, Grade 10 learners can understand longer more complex texts* on familiar* topics. They can use a monolingual learners' dictionary effectively. They take an interest in reading longer factual and fictional texts.

Suitable text types

In addition to text types used for previous grades, possible Grade 10 text types are the same as in Grade 9, and include:

- longer narratives
- descriptions of processes
- reports
- longer reviews
- articles
- detailed reports
- detailed summaries
- leaflets
- slides to support talks or presentations.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Reading at this grade should typically be from 350 to 550 words long. However, this can be extended to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade9	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond with a little support to the main ideas in longer, more complex texts*	Learners read about three different festivals. Learners can identify the main ideas in the texts and can enter into a conversation about the festivals they think sound interesting, further discussing which festivals are important to them in their lives.	Cooperation and participation
	R2.1 Can understand and respond with a little support to detail in longer, more complex texts*	Learners read an article about life working as a journalist and can answer corresponding questions about key information from the text.	Creative and critical thinking
	R2.2 Can understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts*	Learners read a letter written to the editor of a newspaper. The letter expresses concern over the number of disposable cups that are used in fast food outlets and coffee shops. After reading the letter, learners can draft a reply in response to the attitude and opinion given in the letter. Learners can agree or disagree with the main points offered in the letter and suggest further ideas to improve or solve the situation.	Creative and critical thinking
	R2.3 Can recognise and identify with little or no support typical features* at word, sentence and text levels* of an increasing range of text types	Learners take part in a web quest activity, in which they are given a list of different text types and they have to find a website that displays the text types listed (e.g. poems, short stories, news articles, instructions, essays). After identifying requested websites, learners choose one text type to explore in more depth. Learners can locate the key features of their chosen text type and corresponding words and phrases that are particular to the text type.	Inquiry and research

R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		
	R3.3 No learning standard at this grade		
	R3.4 No learning standard at this grade		
	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 Can guess independently the meaning of unknown words from available clues in longer, more complex texts*	Learners read an extract from a diary and can make calculated guesses about the meaning of unknown words in the text. E.g. It is <i>sweltering</i> here. It's awful! Temperatures have reached an all-time high of 50 degrees, and we have to stay indoors for the best part of the day to avoid the sun. Learners can use the context* provided after sweltering to guess that <i>sweltering</i> means <i>extremely hot and unpleasant weather</i> .	Communication
	R4.2 Can recognise and use independently key features* of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding	Learners take part in a dictionary quiz and can demonstrate knowledge of the following: alphabetizing words, identifying types of words, word collocations, definitions and synonyms. Learners can use this knowledge when looking up new words.	Problem - solving
R5 Showing interest in reading	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest 、	Learners research a text of interest, fiction or non-fiction. Learners can find a book in the library, or an article or poem online. Learners can present their text to a group of classmates, explain why they chose the text and how it reflects their particular interests.	Problem - solving

Writing

The thinking behind the Grade 10 Writing Standards

The Writing Standards for Grade 10 cover all of the four categories of Communication Focus:

W1 Communicating information appropriately

W2 Organising, spelling and punctuating written work appropriately

W3 Developing appropriate writing strategies

W4 Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 10 learner profile for Writing

Provided they are given a little support, Grade 10 learners can describe experiences, events, ideas and feelings and can give opinions and summarise arguments on familiar* topics. They are beginning to be able to do this with flexibility and precision. They can use suitable register* in most familiar contexts*.

Suitable text types

Text types will be similar to those that learners focus on when Reading. In addition to text types used for previous grades, possible Grade 10 text types are the same as in Grade 9, and include:

- longer narratives
- descriptions of processes
- essays
- reports
- longer reviews
- articles
- detailed reports
- detailed summaries
- formal letters or emails
- announcements
- leaflets
- slides to support talks or presentations.

Other text types are possible if these suit the needs and interests of your learners.

Writing

Communication focus	Learning Standard Grade10	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate with a little support a personal response* to real and fictional events	Learners take part in a research activity where they are tasked with finding out about an important historical event. Learners can research their topic of choice in a library or using the internet. Using a set of guiding questions, learners can write about the event and express their thoughts and feelings.	Inquiry and research
	W1.2 Can express and respond with a little support to common* feelings such as surprise, interest and regret	Learners read a short unfinished play script about a problem that a character faces. Working in groups, learners write an appropriate end to the script. Learners can script the characters in the play to respond with surprise, interest and regret. On completion learners present their scripts back to the class. Learners offer feedback to their classmates, with a particular focus on how they have incorporated feelings into their plays.	Creative and critical thinking
	W1.3 Can explain with a little support their attitude towards the character of a real or fictional person	Learners research traditional fables and write a modern day story based on a fable they have researched. Learners present their work back to the class, and their classmates take notes on the story and characters presented and can in turn express their opinions and attitudes towards the characters in the modern day fable.	Creative and critical thinking
	W1.4 Can summarise independently the main ideas or arguments in a longer factual or fictional text	After reviewing a selection of the week's newspapers, learners choose one article to summarise, detailing the key features of the news story.	Communication
	W1.5 Can explain advantages and disadvantages of plans and ambitions	Learners write a short piece on what they hope to have achieved by 2040, detailing the advantages and disadvantages of their dream accomplishments.	Creative and critical thinking

	W1.6 Can ask about and explain independently more complex processes and ideas	Learners research methods that humankind has used to cross channels of water – these may include ferries, bridges, and underground tunnels. Learners choose one invention to explore in more detail and can write about the history of this specific invention and the ideas and processes of how it is built.	Inquiry and research
W2 Organising, spelling and punctuating written work appropriately	W2.1 Can organise, sequence and develop ideas with a little support in longer, more complex texts*	Learners can identify an essay title on a familiar* topic and can research ideas in support of the title. Using process writing (plan, organise, write, edit and redraft), learners can write a 5 paragraph essay.	Problem - solving
	W2.2 Can spell with a little support written work on an increasing range of text types with moderate accuracy	No example needed	Communication
	W2.3 Can punctuate with support written work on an increasing range of text types with moderate accuracy*	No example needed	Communication
W3 Developing appropriate writing strategies	W3.1 No learning standard at this grade		
	W3.2 Can plan, and draft a longer complex text* and modify the draft* independently	Learners can improve a first draft independently by using what they know about self-editing. Example review prompts: <ul style="list-style-type: none"> - content – are there any ideas that could be expanded or supported by evidence? - Introduction and conclusion included - spelling and punctuation - choice of vocabulary - grammar 	Creative and critical thinking

<p>W4 Using appropriate register</p>	<p>W4.1 Can use formal, neutral and informal registers* appropriately in most familiar* contexts*</p>	<p>Examples of text types:</p> <p>Formal writing</p> <ul style="list-style-type: none"> - letters of complaint - letter to a principal or president - reports - announcements - essays <p>Neutral writing</p> <ul style="list-style-type: none"> - reviews - articles - technical writing – processes etc. <p>Informal writing</p> <ul style="list-style-type: none"> - personal letters, emails - blogs - diaries, journals - short notes 	<p>Communication</p>
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7.11 Curriculum standards for Grade 11

Overall profile of a Grade 11 learner of English

Grade 11 learners are confident, fluent and fairly accurate understanders and communicators of information, experiences, feelings and complex ideas when the topic is familiar* to them. They can use formal, neutral and informal registers* appropriately on familiar topics and on some unfamiliar ones.

Language fluency

Grade 11 learners can communicate complex ideas fluently. Sometimes they need to pause in order to find an appropriate expression, or to collect their thoughts. They can also communicate complex ideas fluently and effectively in writing.

Language accuracy

Grade 11 learners speak and write accurately on the whole, though sometimes they make grammatical or lexical errors. These rarely affect intelligibility. Their pronunciation is influenced by their first language, but is almost always easy to understand.

Teaching and learning experiences in Grade 11

Teaching and learning experiences in Grade 11 will build on the interactive experiences of previous grades. In Grade 11, learners are consolidating their independence as language learners, and so learning experiences and teaching approaches should reflect this.

Learners will continue to benefit from classroom opportunities to learn together, and to link learning to their personal lives. Opportunities to assess their own work and classmates' work will nurture their growing ability to be self-directed in their learning.

At times, learners will also need input from you in order to clarify or extend their understanding of vocabulary, grammar, pronunciation, spelling, or cultural features. This input will include supportive 'teacher talk' via short explanations, demonstrations and probing questions. You can complement these forms of input with carefully designed follow-up tasks. These tasks should provide opportunities for learners to practise language and thinking in varied contexts* relevant to their needs and interests.

Progression from Grade 10

Grade 11 learners are similar in profile to Grade 10 learners. The main difference is that they are slightly more flexible and precise in interaction. Unlike Grade 10 learners, learners in Grade 11 are comfortable when writing extended texts*.

How Grade 11 learners develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which learners need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative And Critical Thinking
- Literacy
- Numeracy
- Communication
- Cooperation and Participation
- Inquiry and research
- Problem - Solving

Learners in Grade 11 English lessons will develop all seven QNCF competencies through supportive teaching and learner-friendly language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 11, although learners have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 11 Listening Standards

The Listening Standards for Grade 11 cover all of the three categories of Communication Focus:

L1	Listening and responding appropriately to main ideas
L2	Listening and responding appropriately to details
L3	Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 11 learner profile for Listening

Grade 11 learners can understand longer and complex spoken texts independently, provided that these are fairly standard spoken English and on familiar* topics.

Suitable text types

In addition to text types used for previous grades, possible Grade 11 text types are the same as for Grades 9 and 10, and include:

- film clips
- news items
- mini-lectures
- documentary clips.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Listening at this grade should typically be from 250 to 450 words/ up to 4 minutes long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade11	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can understand and respond independently to the main ideas in longer, more complex texts*	Learners listen to a conversation about human cloning and can summarise the main ideas of the two speakers from notes they have taken. Learners can enter into a discussion about the ethics of cloning and can voice their opinions.	Creative and critical thinking
L2 Listening and responding appropriately to details	L2.1 Can understand and respond independently to the detail in longer, more complex texts*	Learners listen to a clip from a presidential debate campaign in another country. They can record the key information and phrases used and can then reconstruct the speech in their own words.	Creative and critical thinking
	L2.2 Can understand and respond independently to attitudes and opinions in longer, more complex texts*	Learners listen to a radio broadcast about 21 st century technology and the disadvantages of having round-the-clock access to the internet. Learners can summarise the opinions given in the broadcast and in turn offer alternative opinions on the topic.	Communication
	L2.3 No learning standard at this grade		
	L2.4 Can follow and respond independently to a wide range of longer, more complex questions*	After giving a short presentation on a topic, learners can answer a range of complex questions about their presentation. Possible topics: - Animal welfare - The environment - The internet	Communication

	L2.5 Can recognise and identify independently typical features* at word, sentence and text levels* of a wide range of text types	Learners listen to an extract taken from a travel blog about an author's experience of travelling through Oman. After listening, learners can identify the intended audience of the piece and purpose of writing. Learners can identify the typical features of a travel account and create a comprehensive check list for writing a personal travel account of their own. Checklists created by learners might include: - thoughts and feelings about experiences - people and places are described in detail - language is descriptive and imaginative - written in the first person	Creative and critical thinking
	L2.6 No learning standard at this grade		
	L2.7 No learning standard at this grade		
L3 Using appropriate strategies to understand meaning	L3.1 Can guess independently the meaning of unknown words important for comprehension from available clues in a wide range of longer, more complex texts*	Learners can guess an unknown word independently when supported by context*. Example: <i>Some of the trees in Redwood National Park are truly <u>gargantuan</u>, and in fact they are amongst some of the tallest trees in the world.</i> Learners can guess the meaning of the word <i>gargantuan</i> from <i>tallest</i> , in the next clause.	Creative and critical thinking

Speaking

The thinking behind the Grade 11 Speaking Standards

The Speaking Standards for Grade 11 cover all of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 11 learner profile for Speaking

Grade 11 learners can exchange ideas and information with ease when the topic is familiar*. They are independent speakers who can communicate arguments, ideas and feelings clearly with increasing precision. They can use formal, neutral and informal registers* appropriately in most familiar contexts* and some unfamiliar ones.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade11	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can communicate independently a personal response* to real and fictional events	After watching a news broadcast about polar bears at risk of becoming extinct, learners can enter into a conversation about what can be done to reverse global warming and save the polar bears.	Communication
	S1.2 Can express and respond independently to common* feelings such as surprise, interest and regret	Learners take part in a mock interview, in which one learner takes the role of a celebrity and one the interviewer. Learners can identify interesting questions to ask in the role of the interviewer and respond appropriately to the interviewee's responses, demonstrating suitable feelings when appropriate.	Communication
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can explain independently their attitude towards the character of a real or fictional person	Learners compile a list of exploratory questions in readiness to interview a friend or family member. Learners can present their findings back to the class, and express their feelings about the person they interviewed.	Communication
	S2.3 Can develop independently a clear argument to support their opinions on a wide range of familiar* topics	After researching an agreed debate topic (e.g. animal testing, censorship and the arts), learners can enter into a formal debate on the topic, and can articulate their thoughts and opinions in the debate.	Creative and critical thinking
	S2.4 Can explain and justify plans and ambitions	Learners can present a personal statement for a university application, including achievements and future plans and ambitions.	Creative and critical thinking

	S2.5 Can ask about and explain independently causes and consequences of more complex processes and ideas	Working in groups, learners research a service or product that they think could succeed in the Qatar market and can present their ideas to the class. After presenting, learners take it in turn to question the presenting groups. Learners can elicit key information about the product or service their classmates have presented.	Creative and critical thinking
S3 Developing appropriate speaking strategies	S3.1 Can keep interaction going in discourse*-level* exchanges by paraphrasing and rephrasing appropriately	No example needed	Communication
S4 Using appropriate register	S4.1 Can use formal, neutral and informal registers* appropriately in most familiar* contexts* and some unfamiliar contexts	<p>Example for formal and informal register</p> <p>Learners review a variety of different scenarios and work out whether they are typical of formal or informal register.</p> <p>Possible scenarios could include:</p> <ul style="list-style-type: none"> - whispering to a friend in a cinema - speaking with the principal - greeting a neighbour - talking with your parents over breakfast <p>Learners choose one of the above scenarios and working in pairs, create a short script which they later present to the class. Whilst presenting, classmates can decipher whether formal or informal register is being used.</p> <p>Example for neutral register</p> <p>Learners look at an informal conversation between two friends about a film, e.g.</p> <p>A: Listen, I think <i>'Friends and Neighbours'</i> is the best thriller ever made.</p> <p>B: Go on, then, tell us more!</p> <p>A: Well, I can't believe how intelligent the plot is, and the dialogue is just amazing. And as for the acting, well, I can't even begin to tell you how wonderful it is. I'm telling you, don't even think about not seeing this film. You MUST see it.</p> <p>B: Thanks, man. Sounds really cool.</p>	Communication

		<p>Learners plan and prepare their own neutral register version of the same conversation between two acquaintances, and then role-play the conversation for their classmates, e.g.</p> <p>A: I think '<i>Friends and Neighbours</i>' is an excellent thriller. B: Really? Why's that? A: Well, the plot, the dialogue and the acting are all very high quality. So I'd recommend the film strongly to you B: Thanks. It sounds really good</p> <p>Classmates identify features* from the new conversation which make the register neutral.</p> <p>Other possible scenarios for neutral register include:</p> <ul style="list-style-type: none"> - Strangers starting a conversation in a café - Acquaintances describing a picture, an event, or a plan - Reporting the facts of an event (e.g. an accident) 	
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Spoken Production

<p>S5 Communicating appropriately to a small or large audience</p>	<p>S5.1 Can express and explain their own opinion on the main ideas or arguments in a longer factual or fictional text</p>	<p>Having read a suitable book or text, learners take part in a discussion forum. Using a set of guiding questions, learners work in groups and can summarise the main plot and storyline of the book or text they have read. Learners can enter into a discussion about the book or text and can articulate their thoughts and opinions.</p>	<p>Communication</p>
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Reading

The thinking behind the Grade 11 Reading Standards

The Reading Standards for Grade 11 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 11 learner profile for Reading

Grade 11 learners can understand longer and more complex texts* on familiar* topics. They can understand texts in which writers take a specific point of view or attitude. Grade 11 learners can use both familiar and unfamiliar reference resources with confidence, and take an active part in reading for pleasure, texts which interest them.

Suitable text types

In addition to text types used for previous grades, possible Grade 11 text types are the same as in Grades 9 and 10, and include:

- longer narratives
- descriptions of processes
- reports
- longer reviews
- articles
- detailed reports
- detailed summaries
- leaflets
- slides to support talks or presentations.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Reading at this grade should typically be from 350 to 550 words long. However, this can be extended to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade11	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond independently to the main ideas in longer, more complex texts*	Learners research a historical figure who has left a lasting legacy. Learners can collate the findings from their research and produce a short biography on their chosen figure.	Creative and critical thinking
R2 Reading and responding appropriately to details	R2.1 Can understand and respond independently to detail in longer, more complex texts*	Learners read key statistics in an article about animals across the globe. Learners can locate specific information about animal populations and corresponding facts about their habitat, country of origin, diet, etc.	Inquiry and research
	R2.2 Can understand and respond independently to the attitudes or opinions of the writer in longer, more complex texts*	Working in groups, learners make a list of the top 5 most influential people in history. They read about them . Learners ,each, choose a person of interest to them from their list and write a biography of that person, explaining their significance. Learners swap biographies of different people with their classmates, and read the text written by their partner. After reading, learners can interact with their partner to ask clarification questions and say why they agree or disagree with their partner's opinion.	Creative and critical thinking
	R2.3 Can recognise and identify independently typical features* at word, sentence and text levels* of a wide range of text types	Learners are tasked with finding two book reviews online, one positive and one negative. Using the example texts, learners can compile a checklist of key features included in both reviews. Learners can use these features to write a review of a book that they have read. On completing their review, learners can use the checklist they compiled earlier to review one another's work and offer feedback.	Creative and critical thinking
R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		

	R3.3 No learning standard at this grade		
	R3.4 No learning standard at this grade		
	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 Can guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts*, including some texts on unfamiliar* topics	Learners can decipher the meaning of unknown words from contextual clues. Example: The new student who joined Year 12 was very <i>ashute</i> . The class had never seen anyone so <i>clever</i> . Knowing the meaning of <i>clever</i> will allow students to work out the meaning of <i>ashute</i> .	Problem - solving
	R4.2 Can use independently familiar* and some unfamiliar digital and print resources to check meaning and extend understanding	Learners use a digital resource thesaurus to improve writing and expand vocabulary. Learners are given a text with several words highlighted. Learners can use the thesaurus to find appropriate synonyms. By finding these synonyms, learners can expand their command of the language and add depth to a given text.	Problem - solving
R5 Showing interest in reading	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest	Learners take part in a monthly book club, whereby they present a book, or an article that they have read to the group. This can help learners to develop a passion for reading and an interest in what their classmates are reading.	Inquiry and research

Writing

The thinking behind the Grade 11 Writing Standards

The Writing Standards for Grade 11 cover all of the four categories of Communication Focus:

W1	Communicating information appropriately
W2	Organising, spelling and punctuating written work appropriately
W3	Developing appropriate writing strategies
W4	Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 11 learner profile for Writing

Grade 11 learners can describe experiences, events and feelings and give opinions with confidence and increasing precision in both factual and imaginative writing on familiar* topics and some unfamiliar topics. They can use informal, neutral and formal registers* appropriately in familiar contexts* and some unfamiliar ones.

Suitable text types

In addition to text types used for previous grades, possible Grade 11 text types are the same as in Grades 9 and 10, and include:

- longer narratives
- descriptions of processes
- essays
- reports
- longer reviews
- articles
- detailed reports
- detailed summaries
- formal letters or emails
- announcements
- leaflets
- slides to support talks or presentations.

Other text types are possible if these suit the needs and interests of your learners.

Writing

Communication focus	Learning Standard Grade11	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can communicate independently a personal response* to real and fictional events	Learners can write a book review, complete with a brief summary of the book, the book's strengths and weaknesses and supporting evidence and a personal opinion. Learners can tailor the content of their review to an intended audience.	Creative and critical thinking
	W1.2 Can express and respond independently to common* feelings such as surprise, interest and regret	Learners can produce a script, in which the characters express and respond to common feelings. Learners are given a range of scenarios designed to elicit different emotional responses. Some examples may include: failing a test, winning a scholarship, moving overseas. Using one of these examples, learners can create a script and present to the class.	Communication
	W1.3 Can explain independently their attitude towards the character of a real or fictional person	Learners create a character profile of a character from a book they are reading by filling in a chart. Possible sections of the chart may include the character's qualities, relationships, feelings, actions and how the character changes. Learners can demonstrate knowledge of the character supported by evidence and examples from the text. Using the chart, learners can write a PEE (point, evidence, explain) paragraph discussing their attitude towards the character.	Creative and critical thinking
	W1.4 Can explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text	Learners write a persuasive essay designed to encourage graduates to take a year travelling the globe before entering the world of work. Learners can identify 5 main reasons in support of their essay title and can support their ideas with further examples and evidence.	Creative and critical thinking
	W1.5 Can explain and justify plans and ambitions	Learners can justify plans to apply for a particular course of study before entering the world of work, giving examples and evidence to support their ideas.	Creative and critical thinking

	W1.6 Can ask about and explain independently causes and consequences of more complex processes and ideas	Learners research and write an essay about global inequality. Learners can explain the main causes of inequality across the globe and the consequences these causes have on future generations.	Creative and critical thinking
W2 Organising, spelling and punctuating written work appropriately	W2.1 Can organise, sequence and develop ideas independently in longer, more complex texts*	Learners can identify the key components of a text which explains a process, an idea or a point of view. Learners can plan and draft their text to include: a statement, series of explanations and interesting facts, and relevant connectives. Learners can sequence ideas by following the components of the text.	Creative and critical thinking
	W2.2 Can spell independently written work on a wide range of text types with moderate accuracy*	No example needed	Communication
	W2.3 Can punctuate independently written work on a wide range of text types with moderate accuracy*	No example needed	Communication
W3 Developing appropriate writing strategies	W3.1 No learning standard at this grade		
	W3.2 Can plan and draft an extended complex text* with a little support and modify the draft* in response to feedback	<p>Learners read a letter of complaint and can draft an appropriate response.</p> <p>Learners can identify the key components of a formal letter and can use this checklist to help them draft their response:</p> <ul style="list-style-type: none"> • formal layout, • introductory paragraph acknowledging the complaint • main body offering a solution to the complaint, • a concluding paragraph and appropriate sign off. 	Creative and critical thinking

		Learners receive feedback from a classmate or you based on the above checklist. Learners can use feedback to review their writing for content and accuracy.	
W4 Using appropriate register	W4.1 Can use formal, neutral and informal registers* appropriately in most familiar* contexts* and some unfamiliar contexts	<p>Examples of text types:</p> <p>Formal writing</p> <ul style="list-style-type: none"> - letters of complaint - letter to a principal or president - reports - announcements - essays <p>Neutral writing</p> <ul style="list-style-type: none"> - reviews - articles - technical writing – processes etc. <p>Informal writing</p> <ul style="list-style-type: none"> - personal letters, emails - blogs - diaries, journals - short notes 	Communication

7.12 Curriculum standards for Grade 12

Overall profile of a Grade 12 learner of English

Grade 12 learners can communicate intelligibly and smoothly in formal, neutral and informal registers* on familiar* topics and on some unfamiliar ones. They are able to understand and communicate complex ideas and points of view with some flexibility and precision.

Language fluency

Grade 12 learners can interact spontaneously and fluently with others in communicating both on everyday matters and more complex ideas. They occasionally need to pause to think of a suitable word or expression, or to organise their thinking. Their written work communicates more complex ideas and information effectively, using information from different sources when appropriate.

Language accuracy

Grade 12 learners use language accurately in the main in both Speaking and Writing. They do make occasional errors in their use of complex structures and lexical choice. Pronunciation is influenced by their first language, and there is occasional mispronunciation, but Grade 12 learners are easy to understand at all times.

Teaching and learning experiences in Grade 12

Teaching and learning experiences in Grade 12 will build on the interactive experiences of previous grades. In Grade 12, learners are becoming reasonably independent as language learners, and so learning experiences and teaching approaches should support this independence.

Learners will continue to benefit from classroom opportunities to learn together, and to link learning to their personal lives. Opportunities to assess their own work and classmates' work will nurture their growing ability to be self-directed in their learning.

At times, learners will also need input from you in order to clarify or extend their understanding of vocabulary, grammar, pronunciation, spelling, or cultural features. This input will include supportive 'teacher talk' via short explanations, demonstrations and probing questions. You can complement these forms of input with carefully designed follow-up tasks. These tasks should provide opportunities for learners to practise language and thinking in varied contexts* relevant to their needs and interests.

Progression from Grade 11

Grade 12 learners are similar in profile to Grade 11 learners. The main difference is that their understanding and interaction typically shows a slightly greater degree of spontaneity, flexibility and precision.

How Grade 12 learners develop Qatar National Curriculum Framework (QNCF) competencies

QNCF sets out seven key competencies which learners need to develop in order to be 21st century citizens. The competencies are a combination of knowledge, skills and attitudes, and consist of:

- Creative And Critical Thinking
- Literacy
- Numeracy
- Communication
- Cooperation and Participation
- Inquiry and research
- Problem - Solving

Learners in Grade 12 English lessons will develop all seven QNCF competencies through supportive teaching and grade-appropriate language learning tasks. This document outlines the main competencies involved in each of the learning standards for English in Grade 12, although learners have the chance to develop other competencies in many of the standards they are working towards.

Listening

The thinking behind the Grade 12 Listening Standards

The Listening Standards for Grade 12 cover all of the three categories of Communication Focus:

L1 Listening and responding appropriately to main ideas

L2 Listening and responding appropriately to details

L3 Using appropriate strategies to understand meaning

The order in which the standards appear does **not**, however, reflect a chronological sequence for classroom learning starting with L1.1 and finishing with L3.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Listening skills in varied sequences in their English lessons.

Grade 12 learner profile for Listening

Grade 12 learners can understand longer and complex discussions, descriptions, lectures and most other types of spoken text on familiar* topics, and some unfamiliar topics. All spoken text needs to be in fairly standard spoken English.

Suitable text types

In addition to text types used for previous grades, possible Grade 12 text types are the same as for Grades 9–11, and include:

- film clips
- news items
- documentary clips
- mini-lectures.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Listening at this grade should typically be from 450 to 600 words/ up to 5 minutes long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Listen and respond

Communication focus	Learning Standard Grade12	Example	Main QNCF competency
L1 Listening and responding appropriately to main ideas	L1.1 Can understand and respond independently to the main ideas in longer, more complex texts*, including some texts on unfamiliar topics	Learners listen to an ancient, unfamiliar story. Whilst listening, learners complete a set of comprehension questions about the main ideas and themes in the text. After listening, learners can use the information acquired about the key characters, plot and themes and can create a modern-day tale based on the story.	Creative and critical thinking
L2 Listening and responding appropriately to details	L2.1 Can understand and respond independently to the detail in longer, more complex texts*, including some texts on unfamiliar topics	<p>Learners listen to an audio or podcast interview with a person who works in an advertising agency which designs advertisements for TV.</p> <p>Learners can follow the interview and note down the key information presented, including techniques chosen to persuade viewers, and the reasons these techniques are effective.</p> <p>After listening, learners can report this detail back, and can identify some of the techniques mentioned in the interview in TV adverts they are familiar with.</p>	Creative and critical thinking
	L2.2 Can understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts*, including some texts on unfamiliar topics	Learners listen to a podcast about mindfulness and whether it should be taught in schools. Learners can follow the opinions presented and can demonstrate understanding by answering a set of comprehension questions. Learners can write down examples from the text that demonstrate whether a speaker is for or against teaching mindfulness in schools.	Communication
	L2.3 No learning standard at this grade		

	L2.4 Can follow and respond independently to a wide range of longer, more complex questions* including some questions on unfamiliar topics	Learners watch a short documentary about the threats to society posed by fake news and propaganda on social media. The documentary includes narration and interviews with various specialists in the field. Whilst watching, learners can take notes under various headings provided to them before watching. After watching, learners answer a series of complex questions about the documentary and can demonstrate their understanding of the topic. Possible questions: - In your opinion, what are the main threats to society? - Why does fake news create a threat to society ?	Creative and critical thinking
	L2.5 Can recognise and identify independently typical features* at word, sentence and text levels* of a very wide range of text types	Learners listen to an interview of a celebrity and can deconstruct the key features of the interview. Learners can demonstrate understanding that a good interview will include: a brief introduction of the interviewee, a set of questions about the interviewee's life, links between questions and finally a conclusion. Learners can note key words and phrases whilst listening that will aid them when preparing their own interview script.	Creative and critical thinking
	L2.6 No learning standard at this grade		
	L2.7 No learning standard at this grade		
L3 Using appropriate strategies to understand meaning	L3.1 Can guess independently the meaning of unknown words important for comprehension from available clues in a wide range of longer, more complex texts* including some texts on unfamiliar topics	Learners can decode unknown words by using contextual clues in the text. e.g. <i>Bill Gates may be best known as the co-founder of Microsoft and as one of the richest men in the world, but he now spends most of his time on <u>philanthropy</u>. Bill Gates has donated billions to charity, and is keen to support causes across the globe.</i> Using the clues in the text learners can work out that philanthropy is connected to charity, donating money and supporting worthy causes.	Creative and critical thinking

Speaking

The thinking behind the Grade 12 Speaking Standards

The Speaking Standards for Grade 12 cover all of the five categories of Communication Focus:

S1	Communicating personal information appropriately
S2	Communicating general information appropriately
S3	Developing appropriate speaking strategies
S4	Using appropriate register
S5	Communicating appropriately to a small or large audience

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with S1.1 and finishing with S5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Speaking skills in varied sequences in their English lessons.

Grade 12 learner profile for Speaking

Grade 12 learners can exchange ideas and information comfortably and precisely on familiar* topics and on some unfamiliar topics. They can explain and justify their points of view, and can use formal, neutral, and informal registers* appropriately in most of the contexts* they meet.

Speaking

Spoken Interaction

Communication focus	Learning Standard Grade12	Example	Main QNCF competency
S1 Communicating personal information appropriately	S1.1 Can explain independently why a real or fictional event has a personal significance*	Learners create a presentation on an event that has had a big impact on society today. Learners can present their topic to include: a strong introduction, detailed information about the event, including supporting statistics, evidence and examples, and a strong conclusion. After learners have presented their topics, they can vote for the most significant event.	Inquiry and research
	S1.2 Can justify and respond independently to common* feelings such as surprise, interest and regret	Learners can create and present a script about common problems that teenagers and young adults may face. Learners can demonstrate knowledge of a successful script, and can include an introduction, problem, rising action, climax and resolution to the problem. Learners can script appropriate feelings and reactions one may have to various events through use of dialogue and stage directions.	Creative and critical thinking
S2 Communicating general information appropriately	S2.1 No learning standard at this grade		
	S2.2 Can justify independently their attitude towards the character of a real or fictional person	After reading a story in class, learners can enter into a discussion about the characters in the story. Learners can talk about explicit and implicit references to characters in the story. Learners can identify what is stated about different characters in the story (explicit reference) and also discuss what is inferred in a text (implicit reference), such as what the character does, or says, and how other characters react to them. Learners can support their ideas with examples from the text.	Creative and critical thinking

	S2.3 Can develop independently a clear argument to support their opinions on a wide range of familiar* topics and some unfamiliar topics	Learners browse a selection of newspapers, print or digital, and locate topics from the news worthy of discussion. After mind-mapping interesting topics, learners can enter into a discussion giving their opinions on a wide range of issues and offering suggestions on how, as global citizens, we can work towards finding solutions.	Problem - solving
	S2.4 Can explain and justify plans and ambitions when comparing them to alternative suggestions	<p>Learners take part in the game 'Room 101' where students present and discuss something in the world that they would like to ban/abolish by placing the item in Room 101.</p> <p>Possible things to be banned and sent to room 101 may include: the internet, phones, sickness, war, queues</p> <p>Learners can explain why they would like to ban their chosen item, justify their decisions and further explain why the world would be a better place without this thing. After the presentation, the other learners may question the presenter and give alternative suggestions which the presenter considers.</p> <p>For example: The presenter may initially choose to send 'queues' to room 101. Other students may suggest that queues bring order and without them we would have chaos. The presenter may reply that in place of queues, we could have a wait system, with numbered tickets, and that queues as we know them can still be sent to room 101. Learners talk about their ambitions if one day they become decision makers.</p>	Creative and critical thinking
	S2.5 Can clarify a complex idea or process by breaking it down into smaller steps	Learners explore the topic of the human body and research the different functions of human organs, such as heart, lungs, eyes, muscles, digestive system. Working in pairs, learners research one specific human function and present this back to the group. After presenting, learners discuss which function is most awe inspiring.	Communication

S3 Developing appropriate speaking strategies	S3.1 Can keep interaction going in discourse*-level* exchanges by asking for explanation of complex ideas	After listening to a classmate's presentation such as the example given in S2.5, learners can ask further questions about the topic at hand, to learn more. Learners can demonstrate an understanding of a new and unfamiliar topic by asking the presenter to clarify terms and explanations.	Cooperation and participation
S4 Using appropriate register	S4.1 Can use formal, neutral and informal registers* appropriately in familiar* contexts* and most unfamiliar contexts*	Working in groups, learners are presented with a scenario in which they are told there are plans for a new airport to open in Doha. Learners are assigned a role to play (e.g. Doha resident, environmentalist, mayor, airport owner, hotel director). Learners can enter into a formal discussion about whether they are in favour or against the new airport and can demonstrate knowledge of formal register in discussion.	Communication

Spoken Production

S5 Communicating appropriately to a small or large audience	S5.1 Can express and explain different opinions on real events, and justify their own opinion	Learners can present a news article about a recent event. Learners can summarise the key story and explain why they have chosen to talk about this particular event. Learners can present their opinions about the event in their article and take questions from classmates.	Communication
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Reading

The Reading Standards for Grade 12 cover four out of the five categories of Communication Focus:

R1	Reading and responding appropriately to main ideas
R2	Reading and responding appropriately to details
R3	Reading and responding appropriately to sounds and letters
R4	Developing appropriate reading strategies
R5	Showing interest in reading

The order in which the standards appear does **not** reflect a chronological sequence for classroom learning starting with R1.1 and finishing with R5.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Reading skills in varied sequences in their English lessons.

Grade 12 learner profile for Reading

Grade 12 learners can understand longer and more complex texts* on familiar* topics, and some unfamiliar topics. They are able to understand texts in which writers take a specific point of view or attitude. Learners in Grade 12 can use both familiar and unfamiliar reference resources with confidence, and take an active part in reading for pleasure, texts which interest them.

Suitable text types

In addition to text types used for previous grades, possible Grade 12 text types are the same as for Grades 9–11, and include:

- longer narratives
- descriptions of processes
- reports
- longer reviews
- articles
- detailed reports
- detailed summaries
- leaflets
- slides to support talks or presentations.

Other text types are possible if these suit the needs and interests of your learners.

Recommended text lengths for Reading at this grade should typically be from 550 to 700 words long. However, this can be extended or reduced to suit the needs of your learners or the materials you are using.

Read and respond

Communication focus	Learning Standard Grade 12	Example	Main QNCF competency
R1 Reading and responding appropriately to main ideas	R1.1 Can understand and respond independently to the main ideas in longer, more complex texts*, including some texts on unfamiliar topics	Learners read a collection of poems from an anthology of poems from around the world. Learners can comment on the context* of the poem, referencing the time and place the poem was written and known information about the poet. Learners can also interpret the poem and offer their personal opinions about it, supported by evidence and examples from the poem.	Creative and critical thinking
	R2.1 Can understand and respond independently to detail in longer, more complex texts*, including some texts on unfamiliar topics	Using a print or digital encyclopaedia, learners investigate the topic of exploration and can create a timeline of famous explorers, including both individual explorers (e.g. Christopher Columbus) and groups (e.g. Vikings). Learners can locate key information from the text and use this information to create a chronological timeline.	Creative and critical thinking
	R2.2 Can understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts*, including some texts on unfamiliar topics	Learners read a text about social media and can identify the opinion implied in the text and the attitude of the author. Example text: Using social media can decrease privacy for an individual. People often give out their personal information* not knowing who can see it, leaving users vulnerable to security attacks such as hacking and sending viruses. Here learners can identify that the author has a negative attitude toward social media, even though it is not explicitly stated.	Creative and critical thinking
	R2.3 Can recognise and identify independently typical features* at word, sentence and text levels* of a very wide range of text types	Learners read a variety of information leaflets on the topic of health and fitness. Learners can recognise the key features of the leaflets and can create a checklist for creating their own information leaflet. Example checklist: - Headings and sub-headings, often using imperatives, giving the reader direct commands ‘Get running’ ‘Stay healthy’ - Quotes and statistics - Tone is friendly and language enthusiastic - Leaflet includes adjectives and often alliteration	Communication

R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard at this grade		
	R3.2 No learning standard at this grade		
	R3.3 No learning standard at this grade		
	R3.4 No learning standard at this grade		
	R3.5 No learning standard at this grade		
R4 Developing appropriate reading strategies	R4.1 Can guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts*, including some texts on unfamiliar topics	<p>Learners can decode unknown words using a range of different strategies, including: inference from examples, definition, synonyms and antonyms. Learners can identify the strategy they need to use to decode unknown words.</p> <p>Examples: Ricardo is very <u>selfish</u>; he needs to learn to be <u>kind</u> and <u>giving</u> like his brother Jose. Strategy: antonym</p> <p>Ricardo is very <u>selfish</u>; he always puts his own needs before those of others. Strategy: example</p>	Problem - solving
	R4.2 Can use independently familiar* and unfamiliar digital and print resources to check meaning and extend understanding	Learners read a chapter from a novel they are reading in class. Learners can identify 5 words from the chapter to explore in greater depth. Using print or digital dictionaries, learners can locate the meaning of the word, part of speech and create a bank of word families where relevant.	Problem - solving
R5 Showing interest in reading	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest	Learners create a school blog, which serves as a platform for learners to share interesting books, poems and articles that they have read. Learners can write a short review of their chosen text and in turn can respond to reviews posted.	Inquiry and research

Writing

The thinking behind the Grade 12 Writing Standards

The Writing Standards for Grade 12 cover all of the four categories of Communication Focus:

W1	Communicating information appropriately
W2	Organising, spelling and punctuating written work appropriately
W3	Developing appropriate writing strategies
W4	Using appropriate register

The order in which the standards appear does **not** reflect a chronological sequence of classroom learning starting with W1.1 and finishing with W4.1.

Learners need to develop all of these skills simultaneously over the whole school year, and so will learn from opportunities to practise different Writing skills in varied sequences in their English lessons.

Grade 12 learner profile for Writing

Grade 12 learners can develop coherent* arguments with confidence in both factual and imaginative writing on all familiar* topics and on some unfamiliar topics using a range of words, phrases and discourse*-level* language with a reasonable degree of precision and flexibility. They can use formal, neutral and informal registers* appropriately in familiar contexts* and most unfamiliar ones.

Suitable text types

Text types will be similar to those that learners focus on when reading. In addition to text types used for previous grades, possible Grade 12 text types are the same as for Grades 9– 11, and include:

- longer narratives
- descriptions of processes
- essays
- reports
- longer reviews
- articles
- detailed reports
- detailed summaries
- formal letters or emails
- announcements
- leaflets
- slides to support talks or presentations.

Other text types are possible if these suit the needs and interests of your learners.

Writing

Communication focus	Learning Standard Grade 12	Example	Main QNCF competency
W1 Communicating information appropriately	W1.1 Can explain independently why a real or fictional event has a personal significance*	Learners write about an event that has had an impact on their life (e.g. winning a race or failing a test). Learners can write a short article about the event and their own personal experience, explaining the significance of the event in their life.	Creative and critical thinking
	W1.2 Can justify and respond independently to common* feelings such as surprise, interest and regret	Learners can write a reply to a letter seeking advice. Learners can respond with interest, offer advice and give suggestions. On completion, writers present their letters in groups, and can respond to questions from classmates about the advice they have given, justifying their suggestions.	Communication
	W1.3 Can justify independently their attitude towards the character of a real or fictional person	Learners explore and research a character from a novel who is presented with a quest. Learners can summarise key information about their chosen character and the quest they go on. Learners can express their attitude toward the character and can give evidence to justify their opinions.	Creative and critical thinking
	W1.4 Can explain and justify independently their own opinion on the main ideas or arguments in a longer factual or fictional text, including some texts on unfamiliar topics	After reading a persuasive essay on the topic of mobile phones in schools, learners can write a response to the opinions presented. Learners can justify their opinions, using evidence and examples from the text to support their ideas.	Creative and critical thinking
	W1.5 Can explain and justify plans and ambitions when comparing them to alternative suggestions	Learners create a blueprint for a new school, designed to support students in a changing world. Working in groups, learners decide on which lessons should be taught and compile a new list of school rules. Learners can produce a leaflet advertising their new school, explaining and justifying the choices they have made. On completion learners compare leaflets and can enter into a discussion on which blueprint design they think would be most successful.	Communication

	W1.6 Can ask about and explain independently causes and consequences of more complex processes and ideas, including processes and ideas which are unfamiliar	Learners explore the topic of life sciences and research what living things have in common*. Learners choose one living thing to explore in greater depth and can detail how their chosen topic interacts with the world and responds to its environments. Learners can write an explanatory essay detailing these processes, and the consequences for the living thing if their environment changes.	Inquiry and research
W2 Organising, spelling and punctuating written work appropriately	W2.1 Can organise, sequence and develop ideas independently in longer, more complex texts*, including some texts on unfamiliar topics	Learners produce a well-structured essay by demonstrating knowledge and use of topic sentences. Learners write a short essay on the topic of healthy living and why it is important that people know how to make good choices when it comes to their health. Learners can organise their ideas into paragraphs, using topic sentences, further explanations, complete with evidence, examples and quotations where relevant.	Creative and critical thinking
	W2.2 Can spell independently written work on a wide range of text types with reasonable accuracy	No example needed	Communication
	W2.3 Can punctuate independently written work on a wide range of text types with reasonable accuracy	No example needed	Communication
W3 Developing appropriate writing strategies	W3.1 No learning standard at this grade		
	W3.2 Can plan and draft an extended complex text* and modify the draft* independently	Learners write an essay on a chosen or given topic. Learners can research their topic, using books, newspapers, the internet etc. Learners can mind-map their ideas and take notes from the information researched. Learners can write an essay to include: - an introduction which gains the interest of the reader and sets out their stance; - arguments with supporting evidence (3 or more paragraphs); - a paragraph which acknowledges there is another side to the argument; and - a conclusion where they restate their original position is.	Creative and critical thinking

<p>W4 Using appropriate register</p>	<p>W4.1 Can use formal, neutral and informal registers* appropriately in familiar* contexts* and most unfamiliar contexts</p>	<p>Example for informal register Learners explore blogs and identify common* features* from example texts. Learners can create a checklist of key features*, and can write and share their own blog post.</p> <p>Other possible text types for informal register include:</p> <ul style="list-style-type: none"> - personal letters, emails - diaries, journals - short notes <p>Typical features* of informal register include</p> <ul style="list-style-type: none"> - Using short sentences which are grammatically incomplete (e.g. <i>You think so, too?</i> Instead of <i>Do you think so, too?</i>) - Using short forms of words (e.g. <i>Can't see any probs</i> instead of <i>I can't see any problems</i>) - Using alternative spellings (e.g. <i>I wanna see my cousin tomorrow</i> instead of <i>I want to see my cousin tomorrow</i>) - Using unfinished sentences - Giving personal opinions - Using humour - Using exclamations <p>Example for neutral register Learners explore neutral reviews and articles and identify common * features* from example texts. Learners can create a checklist of key features*, and can write and share their own neutral review or article on a topic of their choice. Other possible text types for neutral register include technical writing – processes etc.</p> <p>Typical features* of neutral reviews and articles include</p> <ul style="list-style-type: none"> - Using factual rather than emotional language - Using relatively simple sentence structures when possible - Using active voice rather than passive voice when possible - Avoiding use of slang or formal language <p>Example for formal register Learners explore the topic of famous speeches and identify common* features* from the example texts presented. Learners can create a checklist of key features and can write a motivational speech to be given to classmates during assembly.</p>	<p>Creative and critical thinking</p>
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		<p>Typical features of a good speech include:</p> <ul style="list-style-type: none"> - Rhetorical questions - Repetition - Lists of three items - Contrast - Emotive language - Direct address - Evidence (statistics, quotations, examples) <p>Other possible text types for formal register include:</p> <ul style="list-style-type: none"> - letters of complaint - letter to a principal or president - reports - announcements - essays 	
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**Qatar curriculum
standards grid
(Kindergarten-Grade 12)**

8. Qatar curriculum standards grid (Kindergarten-Grade 12)

Listen and respond

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
L1 Listening and responding appropriately to main ideas	L1.1 Can follow and identify with a lot of support the main idea of very short and very simple texts	L1.1 Can follow and identify with a lot of support the main idea of short, very simple texts	L1.1 Can follow and identify with some support the main idea of an increasing range of short, very simple texts	L1.1 Can follow and identify with some support the main idea of a wide range of short, simple texts	L1.1 Can follow and identify independently the main idea of a wide range of short, simple texts	L1.1 Can follow and identify with support the main ideas in longer simple texts	L1.1 Can follow and identify with a little support the main ideas in longer simple texts	L1.1 Can follow and identify independently the main ideas in longer simple texts	L1.1 Can follow and identify independently the main ideas in longer simple texts	L1.1 Can understand and respond with support to the main ideas in longer, more complex texts	L1.1 Can understand and respond with a little support to the main ideas in longer, more complex texts	L1.1 Can understand and respond independently to the main ideas in longer, more complex texts	L1.1 Can understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics
L2 Listening and responding appropriately to details	L2.1 Can follow and identify with a lot of support the detail in very short and very simple texts	L2.1 Can follow and identify with a lot of support the detail in short, very simple texts	L2.1 Can follow and identify with some support the detail in an increasing range of short, very simple texts	L2.1 Can follow and identify with some support the detail in a wide range of short, simple texts	L2.1 Can follow and identify independently the detail in a wide range of short, simple texts	L2.1 Can follow and identify with support the detail in longer simple texts	L2.1 Can follow and identify with a little support the detail in longer simple texts	L2.1 Can follow and identify independently the detail in longer simple texts	L2.1 Can follow and identify independently the detail in longer simple texts	L2.1 Can understand and respond with support to the detail in longer, more complex texts	L2.1 Can understand and respond with a little support to the detail in longer, more complex texts	L2.1 Can understand and respond independently to the detail in longer, more complex texts	L2.1 Can understand and respond independently to the detail in longer, more complex texts, including some texts on unfamiliar topics

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	L2.2 Can recognise and respond with support to very simple language used in classroom routines	L2.2 Can recognise and respond with support to an increasing range of very simple language used in classroom routines	L2.2 Can recognise and respond with a little support to an increasing range of very simple language used in classroom routines	L2.2 Can recognise and respond independently to a wide range of very simple language used in classroom routines	L2.2 Can follow and identify with support basic opinions in short simple texts	L2.2 Can follow and identify with a little support basic opinions in short simple texts	L2.2 Can follow and identify independently basic opinions in longer simple texts	L2.2 Can follow and identify independently simple suggestions and opinions in longer simple texts	L2.2 Can follow and identify with support attitudes and opinions in longer simple texts	L2.2 Can understand and respond with support to attitudes and opinions in longer, more complex texts	L2.2 Can understand and respond with a little support to attitudes and opinions in longer, more complex texts	L2.2 Can understand and respond independently to attitudes and opinions in longer, more complex texts	L2.2 Can understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics
	L2.3 Can follow and respond with a lot of support to very simple one-step instructions	L2.3 Can follow and respond with a lot of support to short, simple one-step instructions	L2.3 Can follow and respond with some support to a short sequence of simple one-step instructions	L2.3 Can follow and respond independently to a short sequence of simple one-step instructions	L2.3 Can follow and respond with support to a longer sequence of simple one-step instructions	L2.3 Can follow and respond with support to a longer sequence of multi-step instructions	L2.3 Can follow and respond independently to a longer sequence of multi-step instructions	L2.3 Can follow and respond independently to a longer sequence of multi-step instructions	L2.3 Can follow and respond independently to a longer sequence of multi-step instructions	L2.3 No learning standard	L2.3 No learning standard	L2.3 No learning standard	L2.3 No learning standard

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	L2.4 Can follow and respond with a lot of support to very simple short questions	L2.4 Can follow and respond with a lot of support to simple short questions	L2.4 Can follow and respond with some support to an increasing range of simple short questions	L2.4 Can follow and respond independently to an increasing range of simple short questions	L2.4 Can follow and respond with some support to a wide range of simple short questions	L2.4 Can follow and respond independently to a wide range of simple short questions	L2.4 Can follow and respond with some support to longer simple questions	L2.4 Can follow and respond independently to longer simple questions	L2.4 Can follow and respond with support to longer, more complex questions	L2.4 Can follow and respond with a little support to longer, more complex questions	L2.4 Can follow and respond independently to longer, more complex questions	L2.4 Can follow and respond independently to a wide range of longer, more complex questions	L2.4 Can follow and respond independently to a wide range of longer, more complex questions including some questions on unfamiliar topics
	L2.5 No learning standard	L2.5 No learning standard	L2.5 No learning standard	L2.5 No learning standard	L2.5 No learning standard	L2.5 No learning standard	L2.5 No learning standard	L2.5 No learning standard	L2.5 No learning standard	L2.5 Can recognise and identify with support typical features at word, sentence and text levels of a range of text types	L2.5 Can recognise and identify with little or no support typical features at word, sentence and text levels of an increasing range of text types	L2.5 Can recognise and identify independently typical features at word, sentence and text levels of a wide range of text types	L2.5 Can recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	L2.6 No learning standard	L2.6 Can recognise and respond with support to letter names	L2.6 Can recognise and respond independently to letter names	L2.6 No learning standard	L2.6 No learning standard	L2.6 No learning standard	L2.6 No learning standard	L2.6 No learning standard	L2.6 No learning standard	L2.6 No learning standard	L2.6 No learning standard	L2.6 No learning standard	L2.6 No learning standard
	L2.7 No learning standard	L2.7 Can recognise and say with a lot of support beginning, middle and final phonemes in known words	L2.7 Can recognise and say with support beginning, middle and final phonemes in known words	L2.7 Can recognise and say with a little support beginning, middle and final letter sounds in a word	L2.7 Can recognise and say independently beginning, middle and final letter sounds in a word	L2.7 No learning standard	L2.7 No learning standard	L2.7 No learning standard	L2.7 No learning standard	L2.7 No learning standard	L2.3 No learning standard	L2.3 No learning standard	L2.3 No learning standard

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
L3 Using appropriate strategies to understand meaning	L3.1 Can focus with support on visuals accompanying a text when listening	L3.1 Can predict with a lot of support key words they will hear by using visuals accompanying a text	L3.1 Can predict with some support key words they will hear by using visuals accompanying a text	L3.1 Can predict with a lot of support the gist of a short, simple text by using visuals accompanying a text and background knowledge of the listening topic	L3.1 Can predict with some support the gist of a short, simple text by using visuals accompanying a text and background knowledge of the listening topic	L3.1 Can predict independently the gist of a short, simple text by using visual support and background knowledge of the listening topic	L3.1 Can guess with support the meaning of unknown words important for comprehension in short simple texts from clues provided by other known words they hear	L3.1 Can guess with support the meaning of unknown words important for comprehension in longer simple texts from clues provided by other known words they hear	L3.1 Can guess independently the meaning of unknown words important for comprehension in longer simple texts from clues provided by other known words they hear	L3.1 Can guess with a little support the meaning of unknown words important for comprehension in longer, more complex texts	L3.1 Can guess independently the meaning of unknown words important for comprehension in longer, more complex texts	L3.1 Can guess independently the meaning of unknown words important for comprehension in a wide range of longer, more complex texts	L3.1 Can guess independently the meaning of unknown words important for comprehension from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics

Speaking

Spoken Interaction

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
S1 Communicating personal information appropriately	S1.1 Can say with support their name and age	S1.1 Can communicate or find out with a lot of support very basic personal information	S1.1 Can communicate or find out with support very basic personal information	S1.1 Can communicate or find out with a little support very basic personal information	S1.1 Can communicate or find out independently very basic personal information	S1.1 Can communicate or find out with a lot of support more detailed personal information	S1.1 Can communicate or find out with support more detailed personal information	S1.1 Can communicate or find out with a little support more detailed personal information	S1.1 Can communicate or find out independently more detailed personal information	S1.1 Can communicate with support a personal response to real and fictional events	S1.1 Can communicate with a little support a personal response to real and fictional events	S1.1 Can communicate independently a personal response to real and fictional events	S1.1 Can explain independently why a real or fictional event has a personal significance
L2 Listening and responding appropriately to details	S1.2 Can name with support objects and activities they like	S1.2 Can name with support an increasing range of objects and activities they like	S1.2 Can ask about and express with support basic likes and dislikes	S1.2 Can ask about and express with support basic preferences	S1.2 Can ask about and express independently basic preferences	S1.2 Can ask about and express with a little support basic opinions	S1.2 Can explain with support basic opinions	S1.2 Can explain independently basic opinions	S1.2 Can ask for and respond appropriately to simple suggestions	S1.2 Can express and respond with support to common feelings such as surprise, interest and regret	S1.2 Can express and respond with a little support to common feelings such as surprise, interest and regret	S1.2 Can express and respond independently to common feelings such as surprise, interest and regret	S1.2 Can justify and respond independently to common feelings such as surprise, interest and regret

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
S2 Communicat- ing general information appropriately	S2.1 Can say numbers 1-10 and count with support up to 5 objects which are real or in an image	S2.1 Can say numbers 1-20 and count with support up to 10 objects which are real or in an image	S2.1 Can say numbers 1-100 and count up to 20 objects which are real or in an image	S2.1 No learning standard	S2.1 No learning standard	S2.1 No learning standard	S2.1 No learning standard	S2.1 No learning standard	S2.1 No learning standard	S2.1 No learning standard	S2.1 No learning standard	S2.1 No learning standard	S2.1 No learning standard
L2 Listening and responding appropriately to details	S2.2 Can name with support very familiar objects by using words from topic word sets	S2.2 Can name with support an increasing range of very familiar objects by using words from topic word sets	S2.2 Can name independently an increasing range of very familiar objects by using words from topic word sets	S2.2 Can describe with support objects using suitable words and phrases	S2.2 Can describe with support people and objects using suitable words and phrases	S2.2 Can describe with support people and objects using suitable statements	S2.2 Can describe with support people, places and objects using suitable statements	S2.2 Can describe with support the character of a real or fictional person	S2.2 Can describe with a little support the character of a real or fictional person	S2.2 Can explain independently their attitude towards the character of a real or fictional person	S2.2 Can explain a little support their attitude towards the character of a real or fictional person	S2.2 Can explain independently their attitude towards the character of a real or fictional person	S2.2 Can justify independently their attitude towards the character of a real or fictional person

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	S2.3 No learning standard	S2.3 Can communicate with support very simple one-step instructions	S2.3 Can communicate with support a very short sequence of simple one-step instructions	S2.3 Can communicate with support a short sequence of simple one-step instructions	S2.3 Can communicate with support a short sequence of basic instructions or directions	S2.3 Can communicate with support a longer sequence of basic instructions or directions	S2.3 Can ask for, communicate and respond with support to simple advice	S2.3 Can explain with support reasons for simple advice given	S2.3 Can express independently opinions about simple spoken or written advice given to themselves or others	S2.3 Can develop with support a clear argument to support their opinions on familiar topics	S2.3 Can develop with a little support a clear argument to support their opinions on an increasing range of familiar topics	S2.3 Can develop independently a clear argument to support their opinions on a wide range of familiar topics	S2.3 Can develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics
	S2.4 Can exchange with some support very simple greetings, goodbyes, pleases and thank yous with the teacher or a classmate	S2.4 Can exchange independently very simple greetings, goodbyes, pleases and thank yous with the teacher or a classmate	S2.4 Can ask about and express with some support simple ability	S2.4 Can ask about, make and respond with support to simple predictions	S2.4 Can give support reasons for simple predictions	S2.4 Can ask about and describe with a little support future plans	S2.4 Can ask about and describe independently future plans and events	S2.4 Can express opinions about future plans and events	S2.4 Can describe future plans and ambitions	S2.4 Can explain advantages and disadvantages of plans and ambitions	S2.4 Can explain and justify plans and ambitions when comparing them to alternative suggestions	S2.4 Can explain and justify plans and ambitions	S2.4 Can explain and justify plans and ambitions when comparing them to alternative suggestions

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
S3 Developing appropriate speaking strategies	S2.5 No learning standard	S2.5 No learning standard	S2.5 No learning standard	S2.5 No learning standard	S2.5 No learning standard	S2.5 Can find out about and describe with support events and experiences at a known time in the past	S2.5 Can find out about and describe with support events and experiences at an unknown time in the past	S2.5 Can ask about and express rules and obligations	S2.5 Can ask about and explain with support simple processes and ideas	S2.5 Can ask about and explain with support more complex processes and ideas	S2.5 Can ask about and explain independently more complex processes and ideas	S2.5 Can ask about and explain independently causes and consequences of more complex processes and ideas	S2.5 Can clarify a complex idea or process by breaking it down into smaller steps
	S3.1 Can ask for attention or help from a teacher by using one word or a very simple fixed phrase	S3.1 Can ask for attention or help from a teacher or classmate by using one word or a simple fixed phrase	S3.1 Can ask for attention or help from a teacher or classmate by using a fixed phrase	S3.1 Can ask for attention or help from a teacher or classmate by using very basic statements and questions	S3.1 Can ask for attention or help from a teacher or classmate by using suitable questions	S3.1 Can check with the teacher or a classmate steps needed to complete short classroom tasks	S3.1 Can agree together with classmates a set of basic steps needed to complete short classroom tasks	S3.1 Can keep interaction going in longer exchanges by asking a speaker to slow down, speak up or to repeat what they have said	S3.1 Can keep interaction going in short exchanges by checking understanding of what a speaker is saying	S3.1 Can keep interaction going in longer exchanges by checking understanding of what a speaker is saying	S3.1 Can confirm understanding in discourse-level exchanges by repeating back what a speaker has said	S3.1 Can keep interaction going in discourse-level exchanges by paraphrasing and rephrasing appropriately	S3.1 Can keep interaction going in discourse-level exchanges by asking for explanation of complex ideas

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
S4 Using appropriate register	S4.1 No learning standard	S4.1 No learning standard	S4.1 No learning standard	S4.1 No learning standard	S4.1 No learning standard	S4.1 No learning standard	S4.1 No learning standard	S4.1 No learning standard	S4.1 No learning standard	S4.1 Can use formal, neutral and informal registers appropriately in a few familiar contexts	S4.1 Can use formal, neutral and informal registers appropriately in most familiar contexts	S4.1 Can use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts	S4.1 Can use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts

Spoken Production

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
S5 Communicating appropriately to a small or large audience	S5.1 Can show interest in singing songs and saying rhymes and chants	S5.1 Can continue to show interest in singing songs and saying rhymes and chants	S5.1 Can show interest and confidence in singing songs and saying rhymes and chants	S5.1 Can introduce self with support using fixed phrases	S5.1 Can introduce support self and classmates using fixed phrases	S5.1 Can narrate with support very short basic stories and events	S5.1 Can narrate with support short basic stories, events and experiences	S5.1 Can narrate with a little support short basic stories, events and experiences	S5.1 Can narrate independently longer basic stories, events and experiences	S5.1 Can summarise the main content of a longer factual or fictional text	S5.1 Can summarise the main ideas or arguments in a longer factual or fictional text	S5.1 Can express and explain their own opinion on the main ideas or arguments in a longer factual or fictional text	S5.1 Can express and explain different opinions on real events, and justify their own opinion

Read and respond

ER Standards for KG and Grade 1 only

Communication focus	Learning standard KG	Learning standard Grade 1
ER 1 Showing emergent reading behaviour	ER1.1 Can distinguish between image and print	ER1.1 No learning standard <i>Preliterate children will also need support to achieve the ER standard 1.1 from kindergarten</i> <i>Can distinguish between image and print</i>
	ER1.2 Can recognise that print represents the spoken word	ER1.2 No learning standard <i>Preliterate children will also need support to achieve the ER standard 1.2 from kindergarten</i> <i>Can recognise that print represents the spoken word</i>
	ER1.3 Can distinguish between Arabic and Roman print	ER1.3 No learning standard Preliterate children will also need support to achieve the ER standard 1.3 from kindergarten Can distinguish between Arabic and Roman print
	ER1.4 Can hold an English book correctly and open it from left to right	ER1.4 No learning standard Preliterate children will also need support to achieve the ER standard 1.4 from kindergarten Can hold an English book correctly and open it from left to right

Communication focus	Learning standard KG	Learning standard Grade 1
	ER1.5 Can show an interest in English letter shapes	ER1.5 No learning standard <i>Preliterate children will also need support to achieve the ER standard 1.5 from kindergarten</i> <i>Can show an interest in English letter shapes</i>
	ER1.6 Can show an interest in environmental print in English	ER1.6 No learning standard <i>Preliterate children will also need support to achieve the ER standard 1.6 from kindergarten</i> <i>Can show an interest in environmental print in English</i>
	ER1.7 Can notice, and look for letter shapes which occur in own name in environmental print	ER1.7 No learning standard <i>Preliterate children will also need support to achieve the ER standard 1.7 from kindergarten</i> <i>Can notice, and look for letter shapes which occur in own name in environmental print</i>
	ER1.8 Can track with a lot of support words from left to right as the teacher reads them	ER1.8 No learning standard <i>Preliterate children will also need support to achieve the ER standard 1.8 from kindergarten</i> <i>Can track with a lot of support words from left to right as the teacher reads them</i>
	ER1.9 Can identify spaces between words	ER1.9 No learning standard <i>Preliterate children will also need support to achieve the ER standard 1.9 from kindergarten</i> <i>Can identify spaces between words</i>

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
R1 Reading and responding appropriately to main ideas	R1.1 No learning standard	R1.1 No learning standard	R1.1 Can understand and respond with support to the main idea in a short sequence of very simple sentences	R1.1 Can understand and respond independently to the main idea in a short sequence of very simple sentences	R1.1 Can understand and respond with support to the main idea in a short sequence of simple sentences	R1.1 Can understand and respond with support to the main ideas in simple texts of one or two paragraphs	R1.1 Can understand and respond with support to the main ideas in simple texts of two paragraphs or more	R1.1 Can understand and respond with support to the main ideas in longer, more complex texts	R1.1 Can understand and respond independently to the main ideas in longer, more complex texts	R1.1 Can understand and respond with a little support to the main ideas in longer, more complex texts	R1.1 Can understand and respond with support to the main ideas in longer, more complex texts	R1.1 Can understand and respond independently to the main ideas in longer, more complex texts	R1.1 Can understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics
R2 Reading and responding appropriately to details	R2.1 Can recognise and sight read their own name written in Roman letters	R2.1 Can recognise and sight read a few familiar words and phrases	R2.1 Can understand and respond with support to detail in very simple sentences	R2.1 Can understand and respond independently to detail in a short sequence of very simple sentences	R2.1 Can understand and respond with support to detail in a short sequence of simple sentences	R2.1 Can understand and respond with support to detail in simple texts of one or two paragraphs	R2.1 Can understand and respond with support to detail in simple texts of two paragraphs or more	R2.1 Can understand and respond with support to detail in longer, more complex texts	R2.1 Can understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics	R2.1 Can understand and respond with a little support to detail in longer, more complex texts	R2.1 Can understand and respond with support to detail in longer, more complex texts	R2.1 Can understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics	R2.1 Can understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	R2.2 No learning standard	R2.2 No learning standard	R2.2 No learning standard	R2.2 No learning standard	R2.2 No learning standard	R2.2 No learning standard	R2.2 No learning standard	R2.2 Can understand and respond with a lot of support to the opinions of the writer in simple longer texts	R2.2 Can understand and respond with support to the attitudes or opinions of the writer in simple longer texts	R2.2 Can understand and respond with support to the attitudes or opinions of the writer in longer, more complex texts	R2.2 Can understand and respond with a little support to the attitudes or opinions of the writer in longer, more complex texts	R2.2 Can understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics	R2.2 Can understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics
	R2.3 No learning standard	R2.3 No learning standard	R2.3 No learning standard	R2.3 No learning standard	R2.3 No learning standard	R2.3 No learning standard	R2.3 No learning standard	R2.3 No learning standard	R2.3 No learning standard	R2.3 Can recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types	R2.3 Can recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types	R2.3 Can recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types	R2.3 Can recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
R3 Reading and responding appropriately to sounds and letters	R3.1 No learning standard	R3.1 Can recognise and identify with support handwritten or printed letters of the alphabet by their shape and name	R3.1 Can recognise with support the shapes of handwritten or printed letters of the alphabet and sound them out	R3.1 No learning standard	R3.1 No learning standard	R3.1 No learning standard	R3.1 No learning standard	R3.1 No learning standard	R3.1 No learning standard	R3.1 No learning standard	R3.1 No learning standard	R3.1 No learning standard	R3.1 No learning standard
	R3.2 No learning standard	R3.2 Can distinguish with support small letters of the alphabet from capital letters	R3.2 Can distinguish independently small letters of the alphabet from capital letters	R3.2 No learning standard	R3.2 No learning standard	R3.2 No learning standard	R3.2 No learning standard	R3.2 No learning standard	R3.2 No learning standard	R3.2 No learning standard	R3.2 No learning standard	R3.2 No learning standard	R3.2 No learning standard

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	R3.3 No learning standard	R3.3 Can recognise and sound out with a lot of support beginning letter sounds in a word	R3.3 Can recognise and sound out with support beginning, middle and final letter sounds in a word	R3.3 Can recognise and sound out with a little support beginning, middle and final letter sounds in a word	R3.3 Can recognise and sound out independently beginning, middle and final letter sounds in a word	R3.3 No learning standard	R3.3 No learning standard	R3.3 No learning standard	R3.3 No learning standard	R3.3 No learning standard	R3.3 No learning standard	R3.3 No learning standard	R3.3 No learning standard
	R3.4 No learning standard	R3.4 Can blend sounds with a lot of support to read high-frequency words	R3.4 Can blend sounds with a lot of support to read an increasing range of high-frequency words	R3.4 Can blend sounds independently to read an increasing range of high-frequency words	R3.4 Can blend sounds independently to read a wide range of high-frequency words	R3.4 No learning standard	R3.4 No learning standard	R3.4 No learning standard	R3.4 No learning standard	R3.4 No learning standard	R3.4 No learning standard	R3.4 No learning standard	R3.4 No learning standard

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	R3.5 No learning standard	R3.5 Can identify and remember with support high frequency sounds and their accompanying letter patterns	R3.5 Can identify and remember with support an increasing range of high frequency sounds and their accompanying letter patterns	R3.5 Can identify and remember with support a wide range of high frequency sounds and their accompanying letter patterns	R3.5 Can identify and remember independently a wide range of high frequency sounds and their accompanying letter patterns	R3.5 No learning standard	R3.5 No learning standard	R3.5 No learning standard	R3.5 No learning standard	R3.5 No learning standard	R3.5 No learning standard	R3.5 No learning standard	R3.5 No learning standard
R4 Developing appropriate reading strategies	R4.1 No learning standard	R4.1 Can predict with a lot of support content of what they will read by making use of pictures on the page or screen	R4.1 Can predict with some support content of what they will read by making use of pictures on the page or screen and knowledge of the topic	R4.1 Can understand with support a known word or phrase by making use of pictures on the page or screen	R4.1 Can guess with support the meaning of unknown words by making use of pictures on the page or screen	R4.1 Can guess with support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words	R4.1 Can guess with a little support the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words	R4.1 Can guess independently the meaning of unknown words from clues provided by visuals, knowledge of the topic, and other known words	R4.1 Can guess independently the meaning of unknown words from available clues in longer, more complex texts	R4.1 Can guess independently the meaning of unknown words from available clues in a wider range of longer, more complex texts, including some texts on unfamiliar topics	R4.1 Can guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics	R4.1 Can guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics	R4.1 Can guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	R4.2 No learning standard	R4.2 No learning standard	R4.2 No learning standard	R4.2 Can use with support a very simple picture dictionary to find relevant topic words	R4.2 Can use with support a very simple picture dictionary to find and categorise relevant topic words	R4.2 Can recognise and use with support key features of a simple print or digital bilingual dictionary for learners of English	R4.2 Can recognise and use with a little support key features of a simple print or digital bilingual dictionary for learners of English to check meaning	R4.2 Can recognise and use independently key features of a simple print or digital monolingual dictionary for learners of English to check meaning	R4.2 Can recognise and use with a lot of support key features of a simple print or digital monolingual dictionary for learners of English to check meaning	R4.2 Can recognise and use with a little support key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding	R4.2 Can recognise and use independently key features of a print or digital monolingual dictionary for learners of English to check meaning and extend understanding	R4.2 Can use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding	R4.2 Can use independently familiar and unfamiliar digital and print resources to check meaning and extend understanding
R5 Showing interest in reading	R5.1 Can recognise and point to the title of a book	R5.1 Can recognise and read familiar logos and signs	R5.1 Can recognise and read familiar logos, signs and labels	R5.1 Can participate actively in very simple letter or word level reading games	R5.1 Can participate actively in reading very simple and very short fiction and non-fiction print and digital texts of interest	R5.1 Can participate actively in reading very simple and short fiction and non-fiction print and digital texts of interest	R5.1 Can participate actively in reading simple, longer fiction and non-fiction print and digital texts of interest	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest	R5.1 Can participate actively in reading longer fiction and non-fiction print and digital texts of interest

Writing

EW Standards for KG and Grade 1 only

Communication focus	Learning standard KG	Learning standard Grade 1
EW 1 Showing emergent writing behaviour	EW1.1 Can show an interest in writing letters which represent sounds	EW1.1 No learning standard <i>Preliterate children will also need support to achieve the EW standard 1.1 from kindergarten</i> <i>Can show an interest in writing letters which represent sounds</i>
	EW1.2 Can show an interest in making letter shapes and forms from left to right	EW1.2 No learning standard <i>Preliterate children will also need support to achieve the EW standard 1.2 from kindergarten</i> <i>Can show an interest in making letter shapes and forms from left to right</i>
	EW1.3 Can show interest in copying numbers and letter shapes	EW1.3 No learning standard <i>Preliterate children will also need support to achieve the EW standard 1.3 from kindergarten</i> <i>Can show interest in copying numbers and letter shapes</i>
	EW1.4 Can show an interest in labelling a drawing using copied words or letters	EW1.4 No learning standard <i>Preliterate children will also need support to achieve the EW standard 1.4 from kindergarten</i> <i>Can show an interest in labelling a drawing using copied words or letters</i>
	EW1.5 Can show an interest in including writing during dramatic play*	EW1.5 No learning standard <i>Preliterate children will also need support to achieve the EW standard 1.5 from kindergarten</i> <i>Can show an interest in including writing during dramatic play</i>

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
W1 Communicating information appropriately	W1.1 Can copy with support their first name recognisably	W1.1 Can copy with some support a few familiar personal and place names relevant to their daily lives <i>Pre-literate children will also need support to achieve Writing standard 1.1 from KG</i> <i>Can write their first name recognisably with support</i>	W1.1 Can communicate with a lot of support very basic personal information using very short, simple statements and questions	W1.1 Can communicate with support basic personal information using very short, simple statements and questions	W1.1 Can communicate with a little support basic personal information using very short, simple statements and questions	W1.1 Can communicate with a lot of support more detailed personal information using longer, simple statements and questions	W1.1 Can communicate with support more detailed personal information in a simple paragraph	W1.1 Can communicate with a little support more detailed personal information about themselves or others in a simple paragraph	W1.1 Can communicate independently more detailed personal information about themselves or others in a simple paragraph	W1.1 Can communicate with support a personal response to real and fictional events	W1.1 Can communicate with a little support a personal response to real and fictional events	W1.1 Can communicate independently a personal response to real and fictional events	W1.1 Can explain independently why a real or fictional event has a personal significance

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	W1.2 No learning standard	W1.2 No learning standard	W1.2 Can express with support basic likes and dislikes using words and very short, simple statements	W1.2 Can express with support basic preferences using very short, simple statements	W1.2 Can express independently basic preferences using very short, simple statements	W1.2 Can ask about and express with support basic opinions using longer, simple statements	W1.2 Can explain with support basic opinions at paragraph level	W1.2 Can explain independently basic opinions at paragraph level	W1.2 Can ask for and respond appropriately to simple suggestions	W1.2 Can express and respond with a little support to common feelings such as surprise, interest and regret	W1.2 Can express and respond with a little support to common feelings such as surprise, interest and regret	W1.2 Can express and respond independently to common feelings such as surprise, interest and regret	W1.2 Can justify and respond independently to common feelings such as surprise, interest and regret
	W1.3 No learning standard	W1.3 Can name with support a few very familiar objects	W1.3 Can name with support an increasing range of very familiar objects	W1.3 Can describe with support very familiar objects using suitable words and phrases	W1.3 Can describe with support a little support people and very familiar objects using suitable words and phrases	W1.3 Can describe independently people and familiar objects using suitable statements	W1.3 Can describe with support people, places and objects using suitable statements	W1.3 Can describe with support the character of a real or fictional person	W1.3 Can describe with a little support the character of a real or fictional person	W1.3 Can describe independently the character of a real or fictional person	W1.3 Can explain with a little support their attitude towards the character of a real or fictional person	W1.3 Can explain independently their attitude towards the character of a real or fictional person	W1.3 Can justify independently their attitude towards the character of a real or fictional person

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	W1.4 Can copy with support recognisable letters and numbers up to 10	W1.4 Can copy with support recognisable small and capital letters and numbers up to 20 accurately <i>Preliterate children will also need support to achieve Writing standard 1.4 from KG</i> <i>Can copy with support recognisable letters and numbers up to 10</i>	W1.4 Can write independently recognisable small and capital letters and numbers up to 100 accurately	W1.4 Can write with support short, simple one-step instructions	W1.4 Can write with support short, simple one-step instructions and directions	W1.4 Can write with support a sequence of short, simple one-step instructions and directions	W1.4 Can narrate with support simple factual and imaginary events and experiences in one paragraph or more	W1.4 Can narrate with support little support simple factual and imaginary events and experiences in two paragraphs or more	W1.4 Can narrate independently simple factual and imaginary events and experiences in two paragraphs or more	W1.4 Can summarise independently the main ideas or arguments in a longer factual or fictional text	W1.4 Can summarise independently the main ideas or arguments in a longer factual or fictional text	W1.4 Can explain independently their own opinion on the main ideas or arguments in a longer factual or fictional text, including some texts on unfamiliar topics	W1.4 Can explain and justify independently their own opinion on the main ideas or arguments in a longer factual or fictional text, including some texts on unfamiliar topics

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	W1.5 No learning standard	W1.5 Can use with a lot of support simple greetings, goodbyes, pleases and thank yous in very short written interaction	W1.5 Can ask about and express simple ability with some support	W1.5 Can ask about and express simple ability independently	W1.5 Can ask about, make and respond to simple predictions with support	W1.5 Can give reasons for simple predictions with some support	W1.5 Can ask about and describe future plans with some support	W1.5 Can ask about and describe future plans independently	W1.5 Can express opinions about future plans and events	W1.5 Can describe future plans and ambitions	W1.5 Can explain advantages and disadvantages of plans and ambitions	W1.5 Can explain and justify plans and ambitions	W1.5 Can explain and justify plans and ambitions when comparing them to alternative suggestions
	W1.6 No learning standard	W1.6 No learning standard	W1.6 No learning standard	W1.6 No learning standard	W1.6 No learning standard	W1.6 Can find out about and describe with support events and experiences at a known time in the past	W1.6 Can find out about and describe with support events and experiences at an unknown time in the past	W1.6 Can ask about and express rules and obligations	W1.6 Can ask about and explain with support simple processes and ideas	W1.6 Can ask about and explain with support more complex processes and ideas	W1.6 Can ask about and explain independently more complex processes and ideas	W1.6 Can ask about and explain independently causes and consequences of more complex processes and ideas	W1.6 Can ask about and explain independently causes and consequences of more complex processes and ideas, including processes and ideas which are unfamiliar

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
W2 Organising, spelling and punctuating written work appropriately	W2.1 No learning standard	W2.1 No learning standard	W2.1 No learning standard	W2.1 Can connect with support words and proper names using 'and'	W2.1 Can connect with a lot of support words and phrases using basic coordinating conjunctions	W2.1 Can connect with some support words and phrases using basic coordinating conjunctions	W2.1 Can connect with a lot of support sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns	W2.1 Can connect independently sentences into a coherent paragraph using basic coordinating conjunctions and reference pronouns	W2.1 Can organise, sequence and develop ideas independently into two or more coherent paragraphs using basic coordinating conjunctions and reference pronouns	W2.1 Can organise, sequence and develop ideas with a little support in longer, more complex texts	W2.1 Can organise, sequence and develop ideas independently in longer, more complex texts	W2.1 Can organise, sequence and develop ideas independently in longer, more complex texts including some on unfamiliar topics	W2.1 Can organise, sequence and develop ideas independently in longer, more complex texts including some on unfamiliar topics
	W2.2 No learning standard	W2.2 No learning standard	W2.2 Can spell with support a few familiar very high frequency words accurately by segmenting them	W2.2 Can spell with support an increasing range of familiar very high frequency words accurately by segmenting them	W2.2 Can spell with support most familiar very high frequency words accurately in guided writing	W2.2 Can spell with some support a range of familiar high frequency words accurately in guided writing	W2.2 Can spell with some support most familiar high frequency words accurately in guided writing	W2.2 Can spell with some support most familiar high frequency words accurately in independent writing	W2.2 Can spell with support written work on an increasing range of text types with moderate accuracy	W2.2 Can spell with a little support work on an increasing range of text types with moderate accuracy	W2.2 Can spell independently work on a wide range of text types with reasonable accuracy	W2.2 Can spell independently written work on a wide range of text types with reasonable accuracy	W2.2 Can spell independently work on a wide range of text types with reasonable accuracy

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	W2.3 No learning standard	W2.3 Can use with support capital letters accurately in familiar person and place names	W2.3 Can use with support capital letters accurately in an increasing range of familiar person and place names	W2.3 Can use with support capital letters and full stops appropriately in guided writing at sentence level	W2.3 Can use with support capital letters, full stops, question marks and commas appropriately in guided writing at sentence level	W2.3 Can use with support capital letters, full stops, question marks and commas appropriately in guided writing at discourse level	W2.3 Can use with support capital letters, full stops, question marks and commas in lists appropriately in guided writing at discourse level	W2.3 Can use with support capital letters, full stops, question marks and commas in lists and speech marks appropriately in guided writing at discourse level	W2.3 Can punctuate with support work with moderate accuracy	W2.3 Can punctuate with support written work on an increasing range of text types with moderate accuracy	W2.3 Can punctuate with a little support written work on an increasing range of text types with moderate accuracy	W2.3 Can punctuate independently written work on a wide range of text types with moderate accuracy	W2.3 Can punctuate independently written work on a wide range of text types with reasonable accuracy

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
W3 Developing appropriate writing strategies	W3.1 Can write straight line, wavy and looped patterns from left to right	W3.1 Can write small and capital letters of regular size and shape <i>Preliterate children will also need support to achieve Writing standard 3.1 from KG</i> <i>Can write straight line, wavy and looped patterns from left to right</i>	W3.1 Can write letters and words of regular size and shape in a straight line from left to right with regular spaces between letters and words	W3.1 Can use recognisable cursive writing in most written work	W3.1 Can use legible cursive writing in most written work	W3.1 Can write smoothly and legibly in cursive writing in most written work	W3.1 Can write smoothly and legibly in cursive writing in all written work	W3.1 No learning standard	W3.1 No learning standard	W3.1 No learning standard	W3.1 No learning standard	W3.1 No learning standard	W3.1 No learning standard

Communication focus	Learning standard KG	Learning standard Grade 1	Learning standard Grade 2	Learning standard Grade 3	Learning standard Grade 4	Learning standard Grade 5	Learning standard Grade 6	Learning standard Grade 7	Learning standard Grade 8	Learning standard Grade 9	Learning standard Grade 10	Learning standard Grade 11	Learning standard Grade 12
	W3.2 No learning standard	W3.2 Can check their use of capital letters with support	W3.2 Can check their use of capital letters and full stops with support	W3.2 Can check spelling and punctuation of their written work with a lot of support	W3.2 Can check spelling and punctuation of their written work with support	W3.2 Can plan, and draft a short, simple paragraph with support and modify the draft in response to feedback	W3.2 Can plan, and draft a short, simple text of two paragraphs or more with support and modify the draft in response to feedback	W3.2 Can plan, and draft a short, simple text of two paragraphs or more independently and modify the draft in response to feedback	W3.2 Can plan, and draft a longer complex text with a little support and modify the draft in response to feedback	W3.2 Can plan, and draft a longer complex text and modify the draft independently	W3.2 Can plan and draft an extended complex text with a little support and modify the draft in response to feedback	W3.2 Can plan and draft an extended complex text and modify the draft independently	W3.2 Can plan and draft an extended complex text and modify the draft independently
W4 Using appropriate register	W4.1 No learning standard	W4.1 No learning standard	W4.1 No learning standard	W4.1 No learning standard	W4.1 No learning standard	W4.1 No learning standard	W4.1 No learning standard	W4.1 No learning standard	W4.1 No learning standard	W4.1 Can use formal, neutral and informal registers appropriately in a few familiar contexts	W4.1 Can use formal, neutral and informal registers appropriately in most familiar contexts	W4.1 Can use formal, neutral and informal registers appropriately in most familiar contexts and some unfamiliar contexts	W4.1 Can use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts

Core grammar specification

9. Core grammar specification

Kindergarten, Grade 1, Grade 2 (No CEFR level/Pre-A1)

The core grammar at these grades includes the following suggested examples. The list is **not** limited to these areas and may need to be edited to suit the specific needs of your learners and the materials you are using. These grammar areas will often need to be recycled as they will be re-visited in subsequent grades at higher language levels and in more complex forms. The order in which the examples appear do **not**, however, reflect a chronological sequence for classroom learning and are only indicative of areas which might be encountered at these levels of English on the CEFR. Please note that this is not an exhaustive list, you may encounter other grammar areas in the learning materials and course books you are using.

Verbs

(Positive, negative, question, imperative, and short answer forms, including contractions)

Present simple

Present continuous (not with future reference)

Modals

Can for ability

Can for requests/permission

Have (got) for possession

Nouns

Singular and plural including irregular plural forms, countable and uncountable and names

Adjectives

Including possessive adjectives

Determiners

e.g. a, an, the, ø, these, those, some

Pronouns

Simple adverbs

e.g. now, here, too

(Continued from previous page)

Simple conjunctions

e.g. and, *or*

Simple prepositions of place and time

Question words

e.g. who, where

Like + v + ing

There is/there are

How much/how many

Grade 3, Grade 4, Grade 5 (CEFR A1)

The core grammar at these grades includes the following suggested examples. The list is **not** limited to these areas and may need to be edited to suit the specific needs of your learners and the materials you are using. These grammar areas will often need to be recycled as they will be re-visited in subsequent grades at higher language levels and in more complex forms. The order in which the examples appear do **not**, however, reflect a chronological sequence for classroom learning and are only indicative of areas which might be encountered at these levels of English on the CEFR. Please note that this is not an exhaustive list, you may encounter other grammar areas in the learning materials and course books you are using.

In addition to the areas from KG, Grade 1 and Grade 2, children in Grade 3, Grade 4 and Grade 5 might encounter the following grammar areas:

Verbs

(Positive, negative, question, imperative, and short answer forms, including contractions)

Past simple regular and irregular forms

Modals

Must (obligation)

Have (got) to/had to

Shall (offers)

Could (past of can for ability)

Comparative and superlative adjectives

Adverbs

e.g. *never, a lot, -ly adverbs, well*

Comparative and superlative adverbs

e.g. *more quickly, best*

Conjunctions

e.g. *because, but*

Prepositions of place and time

Question words

e.g. *why, when, how*

Simple relative clauses

e.g. *who, which, where*

Grade 6, Grade 7, Grade 8 (CEFR A2)

The core grammar at these grades includes the following suggested examples. The list is **not** limited to these areas and may need to be edited to suit the specific needs of your learners and the materials you are using. These grammar areas will often need to be recycled as they will be re-visited in subsequent grades at higher language levels and in more complex forms. The order in which the examples appear do **not**, however, reflect a chronological sequence for classroom learning and are only indicative of areas which might be encountered at these levels of English on the CEFR. Please note that this is not an exhaustive list, you may encounter other grammar areas in the learning materials and course books you are using.

In addition to the areas from Grade 3, Grade 4 and Grade 5, learners in Grade 6, Grade 7 and Grade 8 might encounter the following grammar areas:

Verbs

(Positive, negative, question, imperative, and short answer forms, including contractions)

Past continuous (for interrupted actions and background setting)

Present perfect simple

Be going to

Future tenses with will (promises, predictions)

Passive forms (present and past simple)

Used to/didn't use to

Modals

Would (polite requests)

Should (advice)

Must (obligation)

Mustn't (prohibition)

Need (necessity)

Needn't/don't have to (lack of necessity)

Might

May

Shall (suggestions)

Tag questions

Nouns

Abstract nouns, compound nouns, noun phrases

(Continued from previous page)

Quantifiers

Comparative and superlative adjectives (including irregular)

Adverbs

Regular and irregular forms, adverbs of manner, frequency, time, degree, place and direction, sequence

Prepositions

Conjunctions

e.g. *So, then, next*

If clauses (in zero conditionals) and where/before/after clauses

Grade 9, Grade 10, Grade 11 (CEFR B1)

The core grammar at these grades includes the following suggested examples. The list is **not** limited to these areas and may need to be edited to suit the specific needs of your learners and the materials you are using. These grammar areas will often need to be recycled as they will be re-visited in subsequent grades at higher language levels and in more complex forms. The order in which the examples appear do **not**, however, reflect a chronological sequence for classroom learning and are only indicative of areas which might be encountered at these levels of English on the CEFR. Please note that this is not an exhaustive list, you may encounter other grammar areas in the learning materials and course books you are using.

In addition to the areas from Grade 6, Grade 7 and Grade 8, learners in Grade 9, Grade 10 and Grade 11 might encounter the following grammar areas:

Verbs

(Positive, negative, question, imperative, and short answer forms, including contractions)

Present continuous for present actions and future plans

Narrative tenses (past simple and past perfect)

Gerunds (-ing form) and infinitives (with and without to)

Phrasal verbs/verbs with prepositions

Conditionals

(zero, first, second)

Simple reported speech

Statements, questions and commands (E.g. say tell, ask)

Indirect questions

Connectives

e.g. *since, as, so/so that, if, unless, although, whereas*

Grade 12 (CEFR B2)

The core grammar at these grades includes the following suggested examples. The list is **not** limited to these areas and may need to be edited to suit the specific needs of your learners and the materials you are using. The order in which the examples appear do **not**, however, reflect a chronological sequence for classroom learning and are only indicative of areas which might be encountered at these levels of English on the CEFR. Please note that this is not an exhaustive list, you may encounter other grammar areas in the learning materials and course books you are using.

In addition to the areas from Grade 9, Grade 10 and Grade 11, learners in Grade 12 might encounter the following grammar areas:

Verbs

(Positive, negative, question, imperative, and short answer forms, including contractions)

Narrative tenses (including past perfect continuous)

Future perfect

Passive (all forms)

Present perfect simple and continuous

Conditionals

(third, mixed)

Reported speech

Reporting verbs

Structures after wish

Defining and non-defining relative clauses

Glossary

10. Glossary

Glossary of key terms used in curriculum standards for English and in accompanying learner profiles and examples

B

blend	e.g. Grades 1 – 4: <i>R3.4</i>	Blending is where we pull together two sounds in a word to try to sound it out/read it.
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C

classroom routine	e.g. KG – Grade 3: <i>L2.2</i>	A regularly and consistently used classroom procedure for a particular purpose that becomes very familiar to children. It is done frequently for the same purpose, has clear teacher and child roles and involves repetitive language use. It usually involves children responding to the teacher in some way, usually orally, and may include a song and/or action. E.g. a morning greeting song, a tidy-up song
coherent	e.g. Grades 6 – 8: <i>W2.1</i>	Where sentences/ideas are joined together in a text so they connect smoothly and logically. E.g. by using linking words.
common	E.g. Grades 9 – 12: <i>SL.2</i>	Something that is familiar to learners or that they are likely to encounter in their lives.
complex question	E.g. Grades 9 – 12: <i>L2.1</i>	This is a question that requires the person answering to understand something that went before it and/or to use higher levels of thinking skill to answer the question. Grammatically complex questions are those which have multiple parts to them.
complex text	E.g. Grades 10 – 12: <i>W3.2</i>	These are texts which have multiple parts (e.g. and introduction, conclusion, chapters, reference list or appendices) and/or which have particular features or register.
context	E.g. Grades 9 – 12: <i>S4.1</i>	Situation, background or surroundings of something. E.g. an event, a text.
coordinating conjunctions	E.g. Grades 4 – 8: <i>W2.1</i>	Coordinating conjunctions are words which link ideas in a sentence, such as and, but, or.
cursive writing	E.g. Grades 3 – 6: <i>W3.1</i>	A style of writing where the letters are connected together in a word.

D

discourse	e.g. Grades 5 – 7: <i>W2.3</i> Grades 10 – 12: <i>S3.1</i>	Written or spoken communication
draft	eg. Grades 6 – 12: <i>W3.2</i>	A first version of writing, which will be reviewed and changed to make a better final one.
dramatic play	e.g. KG: <i>EW1.5</i>	A type of play where children take on different roles and pretend to be those people. It may be free play or directed by the teacher.

E

environmental print	e.g. KG: <i>ER1.7</i>	Written words children can find in their home, classroom, school and outside environment. E.g. classroom displays, signposts, labels.
extended text	e.g. Grades 11 – 12: <i>W3.2</i>	Texts of multiple pages, such as narratives, reports, and articles. These may often be in book, magazine or article form. <i>See longer text</i>
ELT	e.g. KG: <i>L1.1</i>	English Language Teaching.

F

familiar	e.g. KG: <i>S2.2</i> Grade 1: <i>W2.3</i> Grades 2 – 8: <i>W2.2</i> Grades 9 – 12: <i>W4.1</i>	Something that learners find in their everyday lives and environment, such as toys they have, clothes they wear or concepts they think and talk about with friends and family or at school.
features (of a text)	e.g. Grades 9 – 12: <i>L2.5</i>	Something that we find in/about a particular type of text (genre). E.g. style, layout, common phrases used in an informal email
fixed phrase	e.g. KG – Grade 2: <i>S3.1</i> Grades 3 – 4: <i>S5.1</i>	A set of words that together is very commonly used by English speakers. It may or may not be a full sentence. It is learned and used as a whole phrase to communicate. E.g. I don't understand

G

gist	E.g. Grades 3 – 5: <i>L3.1</i>	The general or overall meaning, not the details.
graded reader	E.g. Grades 5 – 6: <i>R5.1</i>	Short texts written or adapted for learners of English, intended for different ages and levels. These may be in the form of books or digital.
(very simple) greetings	E.g. KG – Grade 1: <i>S2.4</i>	These are very common informal greetings used by English speakers, such as ‘Hi!’ or ‘Bye!’, often as part of a classroom routine. Children should understand and respond to these appropriately.
guided writing	E.g. KG – Grade 1: <i>S2.4</i>	Guided writing is a general term to describe writing where teachers provide different kinds of support to help learners to write. This support can include models or prompts, useful vocabulary, or teacher feedback. The support in guided writing can be given to the whole class, to groups of learners or to individuals. When learners write without this guidance and support, this is independent writing.

H

high frequency	E.g. Grades 1 – 4: <i>R3.4</i> Grades 5 – 8: <i>W2.2</i>	Sounds, letter patterns or words that are very commonly used by English speakers.
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L

(letter / word / sentence / paragraph / text etc.) level	E.g. Grades 3 – 4: <i>R5.1</i> Grades 5 – 7: <i>W1.2</i> Grades 9 – 12: <i>R2.3</i>	The focus is on language in this form and not more. E.g. At word level – focus is on words on their own, not as part of a sentence.
longer text	E.g. Grades 9 – 10: <i>W3.2</i>	Texts at this level may be of a similar genre as earlier grades, but will be longer in length. This may be because they are more detailed (e.g. a detailed summary). They may be as simple or more complex than earlier grades.

M

moderate accuracy	E.g. Grades 8 – 11: <i>W2.3</i>	There are still some mistakes in the language, but writing/speaking is understandable with a little strain on the reader. Mistakes are often slips in language which learners have already met (e.g. third person s).
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P

personal information	E.g. Grades 1 – 8: <i>SL.1</i>	Factual information about themselves, as appropriate to share in class.
personal response	E.g. Grades 9 – 11: <i>SL.1</i>	An answer or comment on something that is an opinion, feelings or related to the speaker's own life or experience.
personal significance	E.g. Grade 12: <i>SL.1</i>	Something that is important or has a personal or emotional meaning to the speaker.
proper names	E.g. Grade 3: <i>W2.1</i>	These are individual names, places, organisations etc. They begin with a capital letter. E.g. <i>Maryam/Qatar/Ahmed</i>

R

recognisable	E.g. KG – Grade 2: <i>W1.4</i>	The word/letter can be made out, although perhaps with difficulty, as the letters may not be accurately or neatly formed.
reference pronoun	E.g. Grades 6 – 8: <i>W2.1</i>	Words that are used instead of a noun to avoid repeating it. E.g. The Pacific = it; Ms. Saeed = she.
register	E.g. Grades 9 – 12: <i>S4.1</i>	A type or style of language that is used in a particular context/situation, e.g. formal, neutral or informal. Which register to use also depends on the relationship between the people in this context, and the topic they are communicating about. The linguistic features of formal and informal register are well known, and fairly easy to identify. The linguistic features of neutral register are less well-known. Neutral register typically involves factual rather than emotional language, and fairly simple sentence structure.
Roman print	E.g. KG: <i>ER1.4</i>	The alphabet writing system used to write in English (Aa, Bb, Cc etc.)

S

segment	E.g. Grades 2 – 3: <i>W2.2</i>	Segmenting is breaking down words into individual sounds. It can help learners to spell. E.g. Child wants to spell run. They break the word down into its sounds / r/- / / - /n/. This helps them to spell run.
sight read / word	E.g. KG – Grade 1: <i>R2.1</i>	Sight reading is where we recognise and can read a word when we see it on the page/screen. We do not need to break it down into its individual sounds to try to read it. A sight word is one that children read by sight reading.
simple sentence / statement	E.g. Grades 2 – 4: <i>R1.1</i>	A complete sentence that has just one part. A very simple sentence may be just subject-verb-object.
sound out	E.g. Grades 1 – 4: <i>R3.3</i>	This is when a reader looks at a letter/letters in a word, identifies the sound they make and says it/them aloud to try to read.

T

topic word sets	E.g. KG – Grade 2: <i>S2.2</i>	Words that relate to each other as part of a set and/or from a topic. E.g. Animals: goat/horse/camel.
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W

(topical) word wall	E.g. Grades 2 – 5: <i>Learner Profile for Reading</i>	A collection of words displayed on the classroom walls or noticeboard, often in topics. Children and teachers develop and interact with the word wall.
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