

Introduction to the Primary English Syllabus

Rationale

English is the medium of instruction in secondary schools and in most primary schools in Maldives. The ability to use English effectively for learning is therefore vital if students are to succeed in their education. For those students who wish to continue their education at the tertiary level either in Maldives or overseas the ability to use English for a wide range of purposes is of utmost importance.

English also plays a major role in science and technology, and in means of international communication, including the internet. Without the ability to use English effectively in a wide range of contexts, Maldivians would be placed at a significant disadvantage both in accessing information regarding developments in science and technology and in contributing to their development.

Aim

The aim of the Primary English Syllabus is to develop students' ability to use English effectively for learning in subjects across the primary curriculum, and to foster positive attitudes towards English.

Objectives

- To develop skills in reading, writing and oracy that will allow students to use the language effectively for a range of educational purposes
- To develop students' knowledge and understanding of the types of text that they will encounter in the primary curriculum and how these texts are structured
- To develop student's ability to understand and respond appropriately to the language used to organize and manage classroom interactions
- To develop students' ability to participate in a wide range of classroom activities including discussions, debates, group and pair work, and project work
- To develop basic literacy in the early primary years
- To develop a range of skills and strategies which will support and encourage effective learning
- To equip students with the knowledge and skills that they will need to successfully undertake secondary education
- To develop student skills in accessing and evaluating information from a range of sources
- To develop students' confidence, independence and enjoyment as effective users of English

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Explanatory Notes

Terminology

Outcome

An outcome is a broad statement describing what students can do as the result of instruction

Indicators

Indicators are specific descriptions of student behaviour that show that an outcome has been achieved. Each outcome is associated with several indicators. However, the list of indicators is not exhaustive. Teachers are encouraged to select additional indicators relevant to the outcome in question where appropriate

In the syllabus, outcomes are printed in bold type and indicators are presented as dot points below them.

Example sentences

As this syllabus is an outcomes-based syllabus, it describes what the student can do as the result of instruction. This means that many of the examples given to illustrate specific indicators may include ungrammatical forms. This does not imply that teachers teach such forms, but that students will produce such forms as they develop their English language competence.

Minimum and extension outcomes in Stage 1

Students starting Grade 1 come with a wide range of English language abilities. Some start having had no exposure to English at all. Others may have attended pre-school and learned how to write the English alphabet and a limited number of items of vocabulary. A minority may come from homes where English is often spoken and may therefore already have some understanding of the language. The revised English syllabus seeks to accommodate this range of abilities by defining core and extended outcomes at the early and Mid-Stage 1 levels. Students who enter Grade 1 with little or no understanding of English complete the core syllabus. Those who enter with a greater exposure to English may have already achieved the earlier outcomes. Teachers may therefore choose to omit the earlier outcomes and to start working on outcomes which reflect their student's entry levels. Having achieved the outcomes nominated in the core syllabus, such students would then work towards the outcomes nominated in the extension syllabus for Early Stage 1. Outcomes which are included in the extension section of the Early Stage 1 syllabus form part of the core syllabus for Mid-Stage 1. Students who have completed the core syllabus in Early Stage 1 therefore study the core syllabus for Mid-Stage 1. Students who have achieved some or all of the Extension outcomes for Early Stage 1 would continue working on these outcomes and, having achieved them, would commence on the extension outcomes nominated for Mid-Stage 1. Extension outcomes at the Mid-Stage 1 level are incorporated as core outcomes at the Late Stage 1 level.

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There are no extended outcomes at the Late Stage 1 level, as all students are expected to achieve this level by the end of Stage 1. In other words, by the end of Stage 1 it is assumed that the vast majority of students will have achieved Stage 1 outcomes, and that the disparity in entry levels will have largely disappeared.

Forms of assessment

Assessment in the primary English syllabus includes formative assessment and summative assessment.

- **Formative (On-going) Assessment**

Formative assessment involves developing a profile of student achievement continuously throughout the year. It takes place during day-to-day classroom activities and involves systematic observation of student behaviour. Syllabus indicators guide teachers in selecting the aspects of student behaviour to observe.

Formative assessment allows teachers, parents and other interested parties to obtain a broader profile of student achievement than formal testing is able to provide.

Formative assessment involves the use of checklists to record examples of behaviour related to syllabus indicators, for example in on-going student writing, participation in group discussions, ability to complete specific tasks and so on.

Written tests of comprehension or grammar and unit tests are not examples of formative assessment.

- **Summative assessment**

Summative assessment involves making judgements about student achievement at certain relevant points in the learning program, such as at the end of a unit of work, or the end of a term or year of schooling. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes.

Formative and summative assessment complements each other, and both should be used to form a comprehensive profile of student achievement.

In Grades 1-3, formative (on-going) assessment should be the only form of assessment. Students in Grades 4 – 7 should be assessed using a combination of formative and summative assessment methods in approximately equal measure.

ORAL SKILLS SYLLABUS

Draft Primary English Oral Skills Syllabus

Early Stage 1 Oral Skills		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Early Stage 1 students can: Communicate verbally in the classroom and understand simple English in situations where the context is clear. Use chunks of language, and short simple utterances</p> <p><i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • Follow simple instructions, relying on key words and context • Follow and check on understanding of simple instructions (eg T: Put the book there S: There Miss?) • Predict aspects of a story from pictures • Identify simple details from short spoken texts (number, colour, shape) • Identify objects or characters in pictures after hearing simple story • Sequence pictures after participating in story telling or shared reading • Recognise when teacher is teaching and when she is giving instructions • Recognise the difference between questions and statements by attending to intonation <p>Productive</p> <ul style="list-style-type: none"> • Understand and respond to simple questions related to classroom need (Have you finished yet? Not yet.) • Give simple personal information (name, age, grade, telephone number, address etc in dialogues) • Re-tell a simple story focussing on key words (cat climb tree, fall) • Recount simple news items focussing on key words (boat lost; Ali new sister) • Repeat a range simple rhymes, chants and songs focussing on stress, rhythm and intonation 	<p>At Early Stage 1 students can: Shows some understanding of very simple English in familiar situations. Uses simple formulae and short, telegraphic utterances</p> <p><i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • Shows understanding of past, present and future tenses through explicit time references at the beginning of sentence (eg Yesterday we go; tomorrow we go ...) • Responds to key words in a range of common instructions (Take out your English book; Put your books into your bag; Put your pencils down; Stop talking) • Recognising basic turn-taking <p>Productive</p> <ul style="list-style-type: none"> • Reproduce and use chunks of familiar language in appropriate contexts • Use single words to reply to questions • Use simple adjectives to describe or add emphasis (big tree, very small pencil) • Use a range of formulaic utterances (eg very good, I'm sorry, excuse me) • Use words from word sets related to need, experience and interest (family, school, colours, shapes, days of week, months of year, numbers, classroom furniture) • Tell the time in hours (It's five o'clock) • Create original utterances by substituting new words in learned patterns: (big class/ book/ school etc) • Express simple preferences (I don't like maths) • Ask simple yes/no and wh questions (What is 	<p>At Early Stage 1 students can: Use some basic communication and learning strategies to participate in class routines</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Pay careful attention to speaker (eg watching gesture and facial expression) • Imitate pronunciation, stress and intonation patterns from stories, rhymes, songs etc • Rehearse or role-play language (recite words, phrases quietly to self) • Memorise new words by repeating them quietly • Study new words and test recall • Practice English by imitating, memorising and repeating words and phrases • Recognise when the teacher is teaching and pay attention • Take part in very simple group or class discussions

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<ul style="list-style-type: none">• Ask for permission using learned sentence patterns (May I go to toilet please? Please may I drink some water?)• Offer and respond to greetings and farewells• Express simple opinions and preferences (Good! I like red)• Express simple needs (I want my interval; I'm thirsty)• Express enjoyment while participating in classroom activities	<p>that? What is the meaning? Miss, where?)</p> <ul style="list-style-type: none">• Describe simple abilities (I can swim.)• Use a limited number of verbs to talk about events of personal significance (go, come, live, play etc)• Use some formulaic expressions to express politeness (I'm sorry; No, I'm sorry; Excuse me; please; thank you)	
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Stage 1 Oral Skills		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Stage 1, students can:</p> <p>Communicate and learn through English in classroom situations, and express simple messages in basic English <i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • follow a short sequence of instructions related to classroom procedures or activities • identify key points of information from short, factual spoken texts (eg shared reading) • identify key points of information from spoken narratives (eg shared reading, story telling) • order information from a short spoken text using pictures • follow teacher explanations on a familiar topic using familiar English (eg butterfly life cycle) • follow simple recounts of shared activities (class excursions, class news) • identify true or false information from simple spoken texts (eg stories, teacher explanations) • understand teacher questions on familiar topics and respond with phrases or sentences <p>Communicative</p> <ul style="list-style-type: none"> • participate in small group activities and discussions • recount in simple language a series of events or actions, using some detail, e.g. time, place • express simple opinions (eg I like X because ...) • describe and identify people, places and things using simple vocabulary for colour, size, place, location, time • answer subject-specific questions using a familiar structure on a familiar topic, e.g. T: Which shape has three sides? S: A triangle. • imitate stress, intonation and rhythm in chants, 	<p>At Stage 1, students can:</p> <p>Demonstrate awareness of aspects of spoken English that are necessary for communicating and learning in a range of school contexts <i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • respond appropriately for the context, e.g. listening and responding to other students during a class discussion • identify a number of spoken text types and forms, e.g. stories, poems, instructions, explanation etc <p>Productive</p> <ul style="list-style-type: none"> • participate appropriately for the context, (e.g. give a recount of a personal event during a class discussion) • use some terminology of subject learning areas (e.g. poem, recipe, experiment) • take part appropriately in social and learning situations (e.g. through asking simple questions, turn-taking, suggesting, agreeing) • use a limited number of polite formulae in social and classroom situations (eg request: please, May I ... : Interruption: excuse me; apology, I'm sorry; refusal: No thank you) <p>Respond to simple spoken English in familiar situations using English with varying grammatical accuracy. <i>This is evident when the student is able to:</i></p> <ul style="list-style-type: none"> • Receptive • recognise and understand sequence markers (e.g. first, next, then) • understand adverbial phrases of place, location, time (e.g. over here, on the beach, on Wednesday) 	<p>At Stage 1, students can:</p> <p>Employ basic strategies to improve communication in English <i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • predict what is likely to come next from contextual features in familiar situations • ask for the translation of specific words to check understanding <p>Communicative</p> <ul style="list-style-type: none"> • ask speaker to repeat and/or speak slowly, or ask what a word means, (e.g. What you mean? What mean 'festival'?) • repeat another speaker's words in subsequent conversation (e.g. Where did you plant the seeds? Plant seeds in pot) • lean and use language "chunks" (I'm sorry) • practise pronunciation and phrasing quietly to self • repeat a word, phrase or sentence, modelling rhythm, intonation and pronunciation on the speech of others • use vocabulary and structures learned from written texts in speech.

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<p>rhymes and songs</p> <ul style="list-style-type: none"> • give simple instructions (eg draw a triangle next to the circle; directions; making mashuni; making lime juice) • re-tell a simple story told by the teacher or read individually or in shared reading • giving simple explanations on a familiar topic (how a thermometer works) • take part in a simple conversation on an everyday topic 	<ul style="list-style-type: none"> • tell the time (half and quarter hours, and five minute divisions) • understand some common contractions (e.g. I'm, I am. You're, you are. We'll, we will. We won't) • recognise past, present and future time reference from tense and from temporal reference • recognise simple comparatives and superlatives <p>Productive</p> <ul style="list-style-type: none"> • combine known formulas, learned grammatical features and new vocabulary to construct new utterances (e.g. Yesterday I went to beach) • use common prepositions (e.g. in, at, on, near) • use some common regular and irregular past tense forms with some degree of accuracy • use range of verbs in simple present to talk about habitual actions • use the verbs <i>to be</i> and <i>to have</i> with some degree of accuracy in factual texts • use some common contracted and non-contracted forms (e.g. for stress, I am <i>not!</i> We can't) • use explicit time markers in speech (e.g. yesterday, last week, on the weekend) • use negative form (e.g. I not, don't go) • ask for explanation, repetition, clarification • pronounce familiar words comprehensibly 	
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Stage 2 Oral Skills		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Stage 2, students can:</p> <p>Communicate in familiar classroom situations, extracting relevant information from spoken English and developing some ideas in clear and logical speech</p> <p><i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • Understand teacher questions on familiar topics and respond with phrases and sentences • Extract basic information from an assembly announcement • Extract main points of a simple teacher presentation (eg topic in Environmental Science) • Extract basic information from a simple text spoken by an unfamiliar speaker (eg simple news broadcast, song) <p>Productive</p> <ul style="list-style-type: none"> • Retell information gained from reading classroom text or listening to classroom presentation by teacher • Contribute information and ideas in group or class discussion • Retell a story read or heard in class • Relate a series of events using sequence markers and describing who, where, what, when etc • Relate events and experiences of personal significance • Give reasons for simple opinions • Discuss familiar topics in group situations (eg opinion of the actions of a character in a story read in class) • Relay simple messages (eg from parent to teacher) 	<p>At Stage 2, students can:</p> <p>Demonstrate some understanding of the basic register requirements of English in formal and informal situations</p> <p><i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • Respond appropriately to different registers (eg match a formal greeting with a formal response, and an informal greeting with an informal response) • Participate actively in classroom activities (brainstorming, discussing, expressing opinions, making suggestions) <p>Productive</p> <ul style="list-style-type: none"> • Use some features of formal and informal spoken English in appropriate contexts (eg classroom talk, conversation with friend, assembly announcement) • Open and close an oral interaction (greet, give message, take leave) • Give relevant detail when expressing opinions, giving information (eg classroom talk) <p>Use and respond to spoken English in predictable situations</p> <p><i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • Understand a limited range of accents (British, Indian, Maldivian, Sri Lankan) <p>Productive</p> <ul style="list-style-type: none"> • Use present and simple past tenses, including common irregular past forms, with some degree of accuracy 	<p>At Stage 2, students can:</p> <p>Use an increasing number of strategies to improve oral skills</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Predict what is likely to come next • Use contextual clues to assist understanding (facial expression, intonation, gesture, world knowledge) • Listen to and imitate the speech of others (eg TV characters, other English speakers) • Attempt different ways of saying things to clarify misunderstanding • Ask for assistance, translation when necessary • Take risks with language: attempt to speak although unsure about how to say something • Practice pronunciation of an unfamiliar multi-syllable word • Plan what to say and how to say it

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<ul style="list-style-type: none">• Give short sequence of instructions (eg classroom procedures, rules of a game)• Give a short talk on a familiar topic (eg a holiday activity, a sports event)• Sequence information logically• Take part in simple conversations on familiar topics related to personal experiences and interests (eg plan an outing with friends)	<ul style="list-style-type: none">• Answer open-ended questions (how and why)• Link ideas using a number of common conjunctions (because, but, before, after)• Use simple phrases to express personal opinions (I think ... because; I like ... because ...)• Use a range of modals (can, may, might, could, should, must, have to) make suggestions, ask permission, express obligation and necessity and talk about probability• Use a limited range of sequencers (eg first, second, next)	
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READING SYLLABUS

Draft Primary English Reading Syllabus

Stage 3 Oral Skills		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Stage 3, students can:</p> <p>Communicate in classroom situations, giving information and explaining ideas. Understand the essential meaning of unfamiliar topics expressed in familiar spoken English and extract specific information.</p> <p><i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • Understand an unfamiliar speaker on a familiar topic • identify the main ideas in a teacher presentation on a classroom subject (eg dealing with impact of colonialism on India, friction, structure of a simple cell) • identify specific information from a teacher presentation (eg from an explanation, from an argument) • understand increasingly more decontextualised spoken language, e.g. text without illustration, texts dealing with abstract concepts (colonialism, friction etc) • understand teacher questions on classroom topics or themes and respond appropriately • follow a complex set of oral instructions or directions (eg directions, carrying out laboratory experiment) • understand the difference between directives and suggestions • distinguish between fact and opinion • understand common recorded telephone messages <p>Productive</p> <ul style="list-style-type: none"> • contribute information and express ideas in group tasks/classroom discussions • retell what has been learned from classroom texts, e.g. a student presentation, a discussion 	<p>At Stage 3, students can:</p> <p>Use structures of English appropriately in an increasing variety of contexts and predictable situations.</p> <p><i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • respond appropriately to questions, statements and negation • follow instructions including sequence markers (eg first, then, after that, finally) • understand how modals express probability and possibility, (e.g. may, will, could, must) • Understand when intonation, stress and repetition are used to convey meaning (eg to add emphasis) <p>Productive</p> <ul style="list-style-type: none"> • ask and answer open-ended questions, e.g. how and why questions • use appropriate sequence markers • use common tenses (past, present, futures, past continuous, present perfect, future) with some degree of accuracy • make simple predictions and express hypotheses (If the sea level rises, the island will be flooded; If electric cars were introduced, pollution would be reduced) • use a range of linkers to indicate cause and effect, comparison and contrast, reason, result (Electric cars produce less pollution. On the other hand, they are extremely expensive at present.) • use comprehensible pronunciation, stress and intonation. <p>Demonstrate awareness of basic register</p>	<p>At Stage 3, students can:</p> <p>Incorporate English from a range of oral and written sources into own language.</p> <p><i>This is shown when students:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • attend to spoken English, e.g. listen to TV programs, song lyrics, conversations between English speakers • use visual cues to make meaning of spoken text, e.g. pay attention to diagrams during a presentation. • use key content words and logical linkers to help understand long spoken texts <p>Productive</p> <ul style="list-style-type: none"> • use English acquired from new sources or experiences in new contexts, e.g. popular songs, TV, conversations, English-speaking peers • reformulate language to convey meaning more clearly • plan, rehearse and present a short talk, e.g. report back to the class on group work • assess the grammatical correctness of own utterances and attempt some self-correction, e.g. e.g. My teacher say ...; My teacher said • Seek opportunities to practice speaking English

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<ul style="list-style-type: none"> • relate a series of events in a time sequence giving details involving where, when, who, and what • give reasons for opinions • give a short sequence of instructions related to classroom procedures, games, tasks, e.g. first you ..., then you ... • prepare a short talk for presentation to a group or the class. • conduct a simple interview to collect information on a familiar topic • participate in a simple job interview, giving information about personal background, achievements and hopes • organise and present ideas in a short talk on a class-related topic or project • record spoken information in different formats (eg fill in forms, complete tables, label diagrams) • respond appropriately to a range of telephone messages 	<p>variation in familiar formal and informal situations.</p> <p><i>This is evident when the student is able to:</i></p> <p>Receptive</p> <ul style="list-style-type: none"> • respond to different registers appropriately, e.g. matches a formal response to a formal request • participates appropriately in classroom discussion by presenting opinions, agreeing and disagreeing with others, making suggestions etc <p>Communicative</p> <ul style="list-style-type: none"> • use a variety of registers appropriately (eg talking to friends, interviewing atoll chief) • identify features of formal and informal spoken texts, e.g. different politeness formulas: Could I... ; May I...; Would you mind if I • give relevant and appropriate detail when recounting stories/events, giving instructions, expressing opinions, contributing information • open and close an interaction in formal and informal situations, e.g. greet, give message, leave take, introduce and conclude a talk • use some common modals to express shades of meaning (probability, certainty, necessity and obligation: could, must, should, might) • use a range of technical and semi-technical terms appropriate to specific disciplines (Social Science: colonialism, globalisation; Science: photosynthesis, expiration) • use a range of common abstract nouns across all learning areas (eg development, consequence) • Use a range of discourse markers to indicate logical relations between ideas • Use some relative clauses to define and to add information 	
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Draft Primary English Reading Syllabus

Early Stage 1 Foundation Outcomes		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Early Stage 1, students:</p> <p>Show an interest in understanding and sharing meaning from simple visual and written texts in teacher directed reading activities. <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Show interest in looking at books, focusing mostly on illustrations • Re-tell a story in Dhivehi while looking at a favourite book • Respond to a story read aloud, supported by illustrations, intonation and repetition • Share favourite illustrations with others • Gain simple information from illustrations (How many aeroplanes can you see?) • Recognise own written name <p>Understand and share meaning from symbols, writing and simple texts read aloud. <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Join in with shared reading activities (group readings of well-known books) • Complete simple activities around class texts (dramatise a story, draw characters from a story) • Show a personal response to a text (role-play, draw a picture, show enjoyment) • Talk simply and give simple opinions about well-known books and stories (I like that story) • Assign a message to own writing, or own writing scribed by another • ‘Read’* short, learnt texts (a rhyme, song, repetitive texts) • Sequence a simple story using pictures • Read some environmental print (recognises some signs eg Dhiraagu), letters, numbers on posters or advertisements) • Read some very familiar words in different 	<p>At Early Stage 1, students:</p> <p>Show knowledge that print and writing transmit and record messages and stories between people <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Expect that a book or a piece of writing will tell a story or give information • Expect a consistent message from print (eg indicate when the ending of a well-known story read aloud varies from the original) • Know that others can read a book or a piece of writing even if they themselves can’t (ask someone to read something). • Show enjoyment of a simple story by reacting appropriately (laughing, choosing the same story to take home.) <p>Show understanding that print encodes meaning and that written texts have structure <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Recognise the beginning and end of a story from the structure and layout of a book or from formulaic openings and closings (eg once there was ...) • Show an awareness of environmental print (ask teacher to read a sign) • Show understanding of some common signs and logos eg Dhiraagu <p>Handles a book appropriately, showing some awareness of conventions of book and print organisation. <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Find the start and end of a book • Hold book the right way up and turn pages one at a time • Turn pages from left to right • Recognise writing when it occurs in different 	<p>At Early Stage 1, students:</p> <p>Interact with texts, focusing on visual support to gain meaning <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Demonstrate reading-like behaviour (look at books in own time, retell story to others) • Focus on and join in group or individual reading (by sitting at desk, by repeating key words and phrases with class) • Concentrate during reading activity • Chooses known books to ‘read’* • When ‘reading’* a book, gain understanding of the sequence of events by focusing on the illustrations <p>Model own ‘reading’* on shared reading of others <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Model intonation on teacher’s intonation when ‘reading’* a well-known text • Listen for key words in a shared reading passage (eg names of characters) • Focus on intonation, repetition and illustrations to gain meaning in shared reading • ‘Read’* with or slightly after the teacher • Use memory of familiar text to ‘read’* <p>Focus on the literal meaning of the text, applying knowledge of reading in English to new texts <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Track under words with finger when reading or when others read • Sub-vocalise when reading silently

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<p>contexts (recognise a friend's name on worksheets, belongings)</p> <p>Read very simple well-known texts, drawing on developing knowledge of English, and respond to simple texts read aloud.</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Respond to new texts (read along with repetitive sections, predict what may happen in a story) • Retell simple stories read in class (answer 'who' and 'what' questions) • Identify features that have personal appeal (eg favourite characters) • Read back the same way consistently their own writing or own simple sentences scribed by another • "Read" a well-known story with appropriate pauses and intonation • Ask questions and talk about stories read in class (Who does what and why) • Read well-known sentences in context (daily date and weather sentences, own name) • Read some isolated words from a well-known text, from own writing or from a scribed sentence • Read well-known words in new contexts (from the blackboard, from a chart) • Choose suitable and interesting books to read 	<p>contexts (in a book, on a poster or a list)</p> <ul style="list-style-type: none"> • Know that books have a cover and a title • Distinguish between text and illustration <p>Recognises basic features of print, showing some understanding that print conveys consistent meanings through symbols and conventions</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Identify Thaana, English and Arabic script • Shows awareness that reading in English proceeds from left to right and from top to bottom of the page (eg by following text with finger while teacher reads) • Show awareness that words are separated by spaces (by pointing to words) • Recognise the difference between letters and numbers • Recognises some common words or phrases from charts, books and posters • Match some familiar spoken words with written words • Relate some letters to the sounds they commonly make (initial letter of their own name) • Recognise and name some letters of the alphabet • <i>Identify simple texts as factual or fictional on the basis of front cover, pictures etc</i> • <i>Relate something learned from a text to own experience (by commenting 'like my house'; by identifying with characters in a story "I can do that')</i> <p>Read familiar and some very simple unfamiliar texts using knowledge of English sound/symbol relationships and knowledge of basic punctuation</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Distinguish between letters, words and numbers • Know that full stops and question marks break up a text (pause at full stops and question marks when reading from a well-known text) • Recognise and name letters of the alphabet • Recognise the difference between upper and 	<ul style="list-style-type: none"> • Use knowledge of letters and sounds to attempt to read a new word or find key words in a text (c-a-t, m-a-n) • Ask for a new text to be read aloud, and model own reading or retelling on the example • Choose suitable and interesting books by looking a covers and illustrations • Re-read well-known, repetitive books and texts • Find words in lists, books and charts to use in own writing • Sound out unfamiliar words while reading
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	<p>lower case letters</p> <ul style="list-style-type: none">• Identify single words from a sentence (Which word says 'I'?)• Recognise a limited number of high-frequency sight words (days of the week, I, you, the, in, etc)• Say most common sound for all lower case letters• Say the first sound in a spoken word• Recognise spoken words that begin with the same sound (eg <i>pat</i>, <i>pin</i>) (eg clap when you hear a word beginning with 'p')• Say the last sound in a spoken word (eg in 'game' the last sound is 'm')• Vocally stretch a word (eg m-a-n, t-r-ee, sh-o-p), using hand gestures to support the stretching concept, to highlight first, middle and last sounds• Blend known letter-sound relationships for vc and cvc** spoken and written words• Segment oral sentences into individual words (using words of one syllable first)• Segment spoken multisyllabic words into syllables (eg ba-na-na), using clapping or drumming	
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* When the word 'reading' occurs in quotation marks, it signifies that the child is not actually reading a written text but is reciting it from memory or creating it while looking at print.

** c = consonant;
v = vowel
vc words: in, on, at, etc
cvc words: cat, mat, hat etc

Draft Primary English Reading Syllabus

Early Stage 1 Extended Outcomes		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Early Stage 1, students can: Understand and share meaning from hearing and reading short simple texts when helped by the teacher through teacher-directed reading activities <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Read simple sentences from familiar contexts (eg stories read in shared reading) • Follow simple written texts while listening to them read aloud • Identify people and major events in short simple fictional texts • Identify major points in short simple factual texts • Show a personal response to a text (eg role-play, draw a picture, identify favourite character) • Read words from such familiar contexts as home and school (own name, name of school, street names, signs) • Sequence a story, a series of events or a process using pictures and illustrations • Gain basic information from simple visual material such as illustrations, diagrams and timetables 	<p>At Early Stage 1, students can: Read very simple texts, using an extended repertoire of sight words and knowledge of basic sound/ symbol relationships <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Match a range of familiar spoken words with written words • Recognise an increased number of high frequency sight words • Recognise some common syllables occurring within words (<i>in, on</i>) • Segment oral sentences into individual words • Identify single words from a sentence (Which word says ‘mother’?) • Blend known letter-sound relationships for vc and cvc** spoken and written words 	<p>At Early Stage 1, students can: Rely on limited word attack skills, teacher-directed reading activities and illustrations to gain meaning from texts <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Read with or slightly after the teacher • Guess some familiar words from initial letters, letters within a word, length and shape of word • Use cover, title, illustrations, amount and size of print, recommendations of others and own interests to help choose suitable material for own reading • Ask for pronunciation of an unfamiliar word in written text • Browse and borrow books to read

Draft Primary English Reading Syllabus

Mid Stage 1: Foundation Outcomes		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Mid Stage 1, students:</p> <p>Understand and share meaning from hearing and reading short simple texts when helped by the teacher through structured reading activities</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Read simple sentences in familiar and some unfamiliar texts • Take part in short reading activities based on simple factual or fictional texts (eg match picture and sentence; label pictures and diagrams, write simple caption for picture) • Re-tell simple stories read in class or independently • Follow simple written texts while listening to them read aloud • Show a personal response to a text (role-play, draw a picture, identify favourite character) • Sequence a story, a series of events or a process using pictures and illustrations • Gain basic information from simple visual material such as illustrations, diagrams and timetables • Follow simple written instructions (Draw a triangle above the circle; draw a square next to the triangle) 	<p>At Mid Stage 1, students:</p> <p>Demonstrate some understanding that texts are organised in different ways according to the purpose of the text</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Show a developing awareness that texts have specific structures (beginning, middle and end) • Recognise a number of different forms of text, such as poetry, narratives and factual texts, through layout of print, illustrations and headings • Identify speech in a narrative (by answering ‘What did he/she say?’) • Recognise how commas are used (pause between items when reading a list) <p>Read simple texts, using a small number of sight words and knowledge of basic sound/ symbol relationships</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Recognise an increasing number of common sight words • Sequence a short series of simple sentences • Identify familiar words within words (eg <i>the</i> in <i>mother</i>; <i>ear</i> in <i>fear</i>) • Read frequently heard phrases fluently, using sight vocabulary (eg <i>and then, and he said ...</i>) • Understand the difference between letter names and letter sounds (eg c = k; c = s) • Segment spoken cv (b-e), vc (o-n) and cvc (l-o-t, p-a-ck, sh-o-p) words into separate sounds • Blend known single sounds to form a spoken and written word (cv, vc and cvc words) • Delete onset from a spoken word to utter the rime separately, or to make a new spoken word (eg Say ‘sheet’ without the ‘sh’) 	<p>At Mid Stage 1, students:</p> <p>Rely on limited word attack skills, structured reading activities and illustrations to gain meaning from texts</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Demonstrates reading-like behaviour (by concentrating on and participating in shared reading experiences, repeating words or phrases, looking at books in own time) • Read with or slightly after the teacher • Guess some familiar words from initial letters, letters within a word, length and shape of word • Browse and borrow books to read • Use cover, title, illustrations, amount and size of print, recommendations of others and own interests to help choose suitable book for own reading • Track under words with finger as teacher reads or when reading themselves • Ask for pronunciation of an unfamiliar word in written text.

Draft Primary English Reading Syllabus

	<ul style="list-style-type: none">• Segment or blend letters or letter clusters to make new words (l-ight; f-ight, br-ight) <p>Demonstrate an understanding of a range of letter-sound relationships</p> <ul style="list-style-type: none">• Recognise consonant digraphs (eg sh, ch, th, wh, ph)• Recognise common vowel digraphs (eg ea, ay, ar, er, or)• Recognise long vowels (silent e)• Segment written words into onset and rime (eg slip: sl and ip)• Build word families using words with known rimes (eg using knowledge of ‘day’ to spell ‘ray’ and ‘bay’)	
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Draft Primary English Reading Syllabus

Mid-Stage 1 Extended Outcomes		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Mid Stage 1, students can:</p> <p>Read with understanding and learn from simple familiar and some simple unfamiliar texts containing familiar vocabulary and structures when helped by the teacher through structured reading activities</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Identify the main characters and events in a simple narrative (shared or individual reading) • Identify the main points of simple factual texts read in class or independently • Make predictions about likely events when reading or listening to a story read aloud • Express personal response to a text (eg identify favourite section of a story) 	<p>At Mid Stage 1, students can:</p> <p>Recognise that written texts have structures</p> <ul style="list-style-type: none"> • Recognise basic structure in narratives (beginning, middle and end) • Identify different types of text from layout, illustrations and some language (story, recipe, factual text) • Recognise how full stops, question marks and commas are used (pause, modify intonation when reading aloud) <p>Read simple texts using an increasing number of sight words, a basic knowledge of sound/symbol relationships and text organisation</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Recognise an increasing number of sight words • Demonstrate an ability to see small words within bigger words (eg black and board in blackboard) • Identify the sounds of known letter clusters, syllables or rimes in unknown words. • Predict aspects of topic and content of a text • Recognise simple time relationships between events (then, next, before, after) • Recognise simple logical relationships between ideas in a text (and, but, so) • Follow simple pronoun reference (the children ... they) 	<p>At Mid Stage 1, students can:</p> <p>Use knowledge of sound/symbol relationships, illustrations and reading skills to gain meaning from texts</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use knowledge of common letter combinations to read unfamiliar words • Identify factual from fictional books by looking at the title, cover and illustrations • Ask for pronunciation of an unfamiliar word in written text • Browse and borrow books to read

Draft Primary English Reading Syllabus

Late Stage 1 Reading		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Late Stage 1, students can:</p> <p>Read with understanding and learn from simple familiar and unfamiliar texts containing predictable structures and familiar vocabulary <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Identify the main idea in fictional and factual texts (match titles to books; match pictures to captions or sentences; label diagrams etc) • Read and re-tell ideas and events from well-known texts or a text on a familiar topic or experience • Modify intonation to differentiate questions, exclamations or dialogue when reading aloud • Express personal response to a text or elements of a text (eg identify a favourite character or book) • Compare and contrast characters or events from different stories in simple ways • Make predictions about likely events or sequences when reading or listening to a text read aloud • Follow simple written instructions (Fill the ... Measure the ... Record the ...) • Extract items of information from a simple unfamiliar text • Identify new information gained from reading a text 	<p>At Late Stage 1, students can:</p> <p>Demonstrate awareness that English texts may be organised in different forms and that written English differs from spoken English <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Recognise that texts have structure (starting points, middle and ending points and characteristic sequences) • Recognise a number of different forms of text, such as poetry, narratives and factual texts through content and organisation • Recognise a number of different forms of text, such as poetry, narratives and factual texts, through layout of print, illustrations and headings • Follow text through a range of conventions of organisation and layout, such as columns, across pages, insertion of diagrams, illustrations, photographs, or captions • Identify dialogue and speech in a narrative <p>Read and understand simple texts, recognising basic text organisation and other features of English writing <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Predict aspects of topic and content of a text • Sequence sentences from known texts or a text on a familiar topic or experience • Show an understanding of simple word order (reorder words in jumbled sentences) • Follow simple time and logical relationships between events and ideas (eg after, then, finally, because, but) • Follow pronoun references for people and things (the children ... they; the turtle... it) • Recognise increasing number of high frequency sight words • Read common abbreviations (no., 1st, 2nd, 3rd) 	<p>At Late Stage 1, students can:</p> <p>Use knowledge of basic English vocabulary, structure and sound/symbol relations to understand simple unfamiliar texts <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Slow down when reading an unfamiliar text (read word-by-word) • Re-read if what has been read does not make sense or does not sound right • Clarify when meaning breaks down by pausing, re-reading and reading on • Apply knowledge of grammatical forms such as tenses and negation to interpret meaning of written texts • Use knowledge of common letter patterns to enhance fluency of reading • Identify factual from fictional books by looking at the title, cover and illustrations • Use visual supports such as diagrams, graphs, or pictures to interpret meaning • Re-read to confirm or reject a prediction about information in a text • Apply knowledge of base words, prefixes and suffixes to deduce meanings of words (<u>un</u>finished, <u>quickly</u>, <u>tele</u>phone)

Draft Primary English Reading Syllabus

	<ul style="list-style-type: none">• Identify familiar words within words• Read letter patterns, familiar phrases and groups of function words fluently (eg th, tion, then she, next to, the, is a very) <p>Demonstrate an understanding of a range of sound/symbol relationships</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none">• Segment consonant blends (cc, eg s-p-ot, and ccc, eg s-p-l-it) to show awareness of identity of separate phonemes (tr-, dr-, -mp, -nt, -nd, -nk may need extra)• Blend single sounds to form a spoken word (ccvc, eg clock, sneeze; cvcc, eg desk, lunch; cccvc, eg street; ccvcc, eg crack)• Blend sounds in written vc, cv, cvc words to work out unknown words• Identify the sounds of known letter clusters, syllables or rimes in unknown words• Exchange one sound in a spoken word with a different sound to make a new word• Segment written words into onset and rime (eg slip: sl and ip)• Build word families using words with known rimes (eg using knowledge of 'shop' to spell 'chop')• Identify the sounds of known letter clusters, syllables or rimes in unknown words.	
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Draft Primary English Reading Syllabus

Stage 2 Reading		
Communicative Purpose	Language and Context	Learning to Learn
<p>A Stage 2, students can:</p> <p>Read a range of different text types and identify main ideas and specific information in simple texts.</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Choose and read books and readers for pleasure in class and outside it • Identify key events in narratives (eg by re-telling story in own words) • Identify significant detail in narratives (people, places, objects, events) • Answer a range of yes/no and wh questions on a simple text (who, what, when, where, why, how) • Identify main point in a factual text • Identify supporting detail in a factual text • Follow sequenced instructions (eg directions on a map; how to use a mobile phone; how to set an alarm clock) • Identify simple inferred meanings in texts • Interpret and explain information from diagrams, graphs, timetables etc • Express a personal response to a text (eg respond to a writer's attitude) • Express opinion on a character's actions or events in the plot • Read and respond to simple poems 	<p>At Stage 2, students can:</p> <p>Relate own culture, knowledge and experience to information in the text.</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Talk about a text, relating ideas in the text to personal experience or previous learning • Identify unfamiliar cultural references and ask about them • Make comparisons between Maldives and culture depicted in text while reading (in Maldives, we...) • Discuss different cultural attitudes and practices as exemplified in stories (eg express opinion, ask questions, make comparisons) • Express empathy for characters in stories with other cultural settings that show different cultural behaviour • Identify text type from layout and content <p>Interpret simple texts, recognising key words connecting ideas and the organisation of information in a text.</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Identify key words and phrases by using wh questions (who, what, when, where, why, how) • Use knowledge of text structure to help identify main idea in a text (eg in recount, expect to find topic stated at beginning followed by series of events) • Use knowledge of topic sentences to identify main points in a text • Recognise complex sentence patterns (While I was watching television, my friend arrived.) • Make concept maps of a topic using key words (eg dhoni, sail, motor, crew, sea, fishing, tuna, transport) 	<p>At Stage 2, students can:</p> <p>Use a number of strategies to improve reading fluency.</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Select a book to read by looking at cover (author, series etc), blurb, layout (font size, pictures etc) and content (skim for interest) • Chunk words together in meaningful units • Understand major sections of the school or local library and be able to locate required books in appropriate section • Locate words in a junior or learner's dictionary • Use knowledge of simple prefixes, suffixes and roots to understand unknown words • Locate topic sentences that identify the main idea of a paragraph • Use context to help understand unknown words (punctuation, signal words, parts of speech etc) • Sound out unfamiliar many syllable words to assist understanding • Use diagrams, pictures and other visual supports to assist understanding

Draft Primary English Reading Syllabus

	<ul style="list-style-type: none">• Identify key markers of logical relationships (eg time sequence: while, after; cause and effect: because, so, therefore; comparison and contrast: like, different from; addition: and, in addition to etc)• Recognise sequencing markers in a text (eg first, next, finally)• Follow sentences in which words are omitted (Some cats like milk and some don't)• Follow direct and indirect speech ('I told them that they had to ...' 'I told them, "You have to ..."')• Follow sentences in which words are substituted (He was given a new bike for his birthday. His old one was too small for him.)• Demonstrate understanding of simple similes (as cold as ice; as black as pitch) <p>Develop fluency in processing letter/sound relationships</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none">• Read unknown two syllable words in syllable chunks, rather than separate sounds• Recognise a number of common prefixes and suffixes (un, non, -tion, -able)• Decode difficult letter patterns in chunks (eg 'ough', 'scious')• Recognise advanced letter-sound rules (soft c and g before e 'cent', 'gentle'; before i 'city', 'giant', and before y 'gym')	
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Draft Primary English Reading Syllabus

Stage 3 Reading		
Communicative Purpose	Language and Context	Learning to Learn
<p>A Stage 3, students can:</p> <p>Read and understand a range of texts, including texts remote from personal experience. Texts are mainly interpreted at the literal level. Information gained from texts can be used for other purposes.</p> <p><i>This is shown when students</i></p> <ul style="list-style-type: none"> • Identify main events and supporting detail in a narrative • Compare the work of different authors by expressing a preference with reasons • Discuss characters' motivation, feelings, emotions and character • Describe events in a narrative from the point of view of one of the characters • Understand and summarise main ideas in a factual text • Follow a simple argument • Distinguish between fact and opinion • Identify specific detail from a factual text (answer why and how questions) • Identify some inferred meanings • Identify some hypothetical meanings • Select information relevant to a topic from a number of sources • Integrate information from a number of sources into a text • Draw conclusions from information taken from a number of different texts • Transfer information from one form to another (eg from text to table, from table to prose) • Take notes on main points after reading a factual 	<p>A Stage 3, students can:</p> <p>Demonstrate awareness of how information is organised and presented in English texts.</p> <p><i>This is shown when students</i></p> <ul style="list-style-type: none"> • Identify main stages in the organisation of a range of text types (eg narrative, recount, report, argument etc) • Recognise similar text types in different subject areas (eg procedure in science, social science) • Identify common language features associated with specific text types • Identify narrator's perspective in a narrative (1st person, 3rd person etc) • Identify changes in perspective in a narrative (eg flashback in time, switch from reality to dream etc) • Identify the way that shades of meaning are expressed in language (eg walk, stagger, stroll) • Identify features used to achieve special effects (eg italics, bold, brackets, quotation marks around a word) <p>Interpret texts, recognising and using key organisational and language features</p> <ul style="list-style-type: none"> • Identify key words and phrases relating to the main idea of a text • Recognise the connotations of a limited number of words (eg warm weather, warm welcome; afraid of the sea, I'm afraid I don't know) • Identify chains of words relating to concepts developed in a text (pollution, global warming, sea rise, coral reefs) • Identify common markers signalling organisation of texts across paragraphs (eg also, finally, to sum up) • Recognise a number of common synonyms and 	<p>A Stage 3, students can:</p> <p>Apply basic reading strategies to improve comprehension and learning.</p> <p><i>This is shown when students</i></p> <ul style="list-style-type: none"> • Skim to identify the main idea of a text • Scan to locate specific information in a text • Select appropriate skill (skimming or scanning) necessary to carry out a reading task • Use index, titles of chapters and headings to locate information • Formulate key questions to assist in identifying information in a text • Use basic referencing skills (identify author and title of books used to collect information) • Predict content of text by looking at title, pictures, diagrams etc • Use knowledge of a range of prefixes, suffixes and roots to work out meaning of unknown words • Use learner's dictionary to check meaning of unknown words • Select meaning of unknown word appropriate to context • Use context to assist in understanding unknown words • Rephrase content of a sentence or text in own words • Identify information relevant to a specific question and rephrase it in own words • Identify information relevant to a question or topic • Collect information from various sources (eg books, brochures, internet)

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<p>text</p> <ul style="list-style-type: none">• Read and understand poems using simple similes and metaphors• Express an opinion about a poem & give reasons	<p>antonyms</p> <ul style="list-style-type: none">• Recognise an increasing number of abstract nouns (eg development, colonisation, beauty, justice)	
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WRITING SYLLABUS

Draft Primary English Writing Syllabus

Early Stage 1		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Early Stage 1, students can:</p> <p>Communicate ideas, events and experiences through drawings, attempts at writing, copied writing or attempts at own writing <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use drawings to relate events, experiences and stories (My family, my house, etc) • Share drawings and writings with teacher and classmates • Copy letters or words or use symbols to communicate a message • Contribute ideas, words or sentences to a class or group shared story • Draw pictures that relate to a continuing activity or retell a simple story • Draw to illustrate a simple text (eg shared book) • Choose a topic to write or draw about • Combine writing and drawing to create a text about a topic • Write or copy well-known words or short texts (days of the week, classroom furniture, This is my mother; This is my house) • Label an illustration (eg mother, father, me) • Write own name • Re-read own writing 	<p>At Early Stage 1, students can:</p> <p>Show awareness that speech can be written down and that the meaning of a written message remains constant <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Show awareness that writing can be read and re-read (ask for something to be read, ask for something to be written) • Show awareness of the difference between picture and print or writing (by asking for label for drawing) • Attribute meaning to copied symbols and words • Draw pictures that reveal basic story form (beginning, sequence, ending) • Distinguish between Thaana, Arabic and English writing <p>Write showing awareness of some basic writing conventions in English <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Show awareness that English writing consists of words formed by letters • Copy familiar words and very short sentences, writing from left to right across the page and from top to bottom of the page • Mix writing and drawing in a text • Write identifiable letters or approximations of letters • Discriminate between letters (eg take part in matching activities) • Develop an awareness that the direction of a letter and whether it goes above or below the line (eg b/p) makes a difference in identifying the letter • Recognise lower case letters • Recognise upper case letters 	<p>At Early Stage 1, students can:</p> <p>Experiment with drawing and writing to produce or reproduce symbols and letters <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Demonstrate writing-like behaviour (write or draw when others write or draw) • Hold writing implements in suitable grip • Use different writing implements (crayon, felt-tipped pens, pencils) • Watch others write • Copy what the teacher and other students write • Draw pictures to communicate ideas • Copy words, labels, sentences, signs, lists or pictures from the immediate environment • Ask for something to be read or written <p>Uses some basic strategies to convey information in writing</p> <ul style="list-style-type: none"> • Use illustrations to provide more detail about own writing • Use words copied from various sources in writing (labels, signs, instructions) • Use a preferred hand for writing and drawing • Dictate sentences about a drawing or an experience for others to scribe • Imitate pronunciation, intonation and stress when reading their own writing with the teacher • Practice writing words or sentences • Practice writing English letter forms • Check copied writing for accuracy • Ask for the English word or phrase for something and how to write it in English

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	<ul style="list-style-type: none">• Recognise that the same letter may be printed in upper or lower case• Leave spaces between groups of letters or symbols• Use the terms writing and drawing appropriately• Expect words to have consistent spelling (copy spelling carefully)• Identify common letters in different words consistently (point to each t in a sentence)• Demonstrate awareness that certain letters represent certain sounds (represent words by using initial letter eg use b to represent book)• Copy words, phrases or sentences appropriately (Today is Sunday)• Size writing appropriately for tasks and contexts (size of paper, size of lines, amount of text)• Take particular care with handwriting or drawing for special purposes (eg birthday card)• Label drawings of everyday personal activities using language learnt in the classroom (play, eat, drink)• Tell the time in hours (It's 5 o'clock)	
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Draft Primary English Writing Syllabus

Early Stage 1 Extension		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Early Stage 1, students can:</p> <p>Communicate simple messages for classroom purposes using familiar texts and well-rehearsed language</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Label pictures with words learned in class (eg labelling a map; parts of the body; plan of the school) • Complete simple repetitive modelled sentences based on classroom formulae (My name is ...; I study ...; I live ...) • Write short repetitive modelled sentences on daily routines, personal experiences • Write very simple narrative based on a model (eg re-tell a simple story) • Write very simple personal descriptions (of family members, friends, familiar places) • Write very simple instructions (eg recipe) 	<p>At Early Stage 1, students can:</p> <p>Relate the purpose of a text to its familiar form and some of its conventional features</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Identify communicative purpose of text (telling a story, recounting an experience, giving information, describing a person) • Write using a text type appropriate to a purpose (a story, a list, instructions) • Structure writing through the way it is set out on the page (a title, an opening, an ending) <p>Write and copy simple short texts, showing some knowledge of the basic conventions of written English</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Write short copied texts (labels, signs, instructions, sentences) • Write sentences based on simple, repetitive modelled patterns (I play ..., I go to lunch ... I go to home ...) • Write 'run on' sentences (at school we work and at school we play and at school we read and at school we ...) • Link sentences using common conjunctions (and, but, then) • Write sentences using basic subject-verb-object patterns (I study maths) • Describe simple abilities (I can swim.) • Use a limited number of adjectives to describe people and places • Use the language of instruction for writing simple procedures (simple imperatives, draw, cut, stop, run) • Write sentences using a small number of past tense verbs and adverbial phrases of time (On Friday I went ...) • Use some basic punctuation (capital letters, full stops, question marks) 	<p>At Early Stage 1, students can:</p> <p>Use a range of basic strategies to compensate for a limited knowledge of English and of writing in English</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use models and formulae to write own texts • Find words needed for own writing from labels, signs, charts, word lists etc • Translate English text into first language • Use drawings or illustrations to ask for unknown words to use in writing • Say and sound while writing the letter for the first sound of a word • Say and write letters for some of the sounds beyond the initial sound, identifying the sounds through stretching the word (with teacher support) • Spell simple unfamiliar words as they sound, with most of the letters in the correct sequence • Attempt own spelling of English words using knowledge of sound or visual patterns

Draft Primary English Writing Syllabus

Mid-Stage 1		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Mid Stage 1, students can:</p> <p>Communicate ideas, events and experiences through very simple texts based on a limited range of familiar spoken and written language <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Choose topics for own writing and drawing • Write several simple sentences on topics of personal significance based on a model (eg personal experiences, daily routines) • Write a short simple narrative (2-3 sentences) based on a model (eg re-tell a story read in class) • Write simple instructions following a model (eg recipe for lime juice) • Label simple diagrams, pictures and maps • Create simple greeting cards (eg birthday cards, Eid cards, get well cards, invitation cards) • Write sentences that make a coherent statement • Express simple opinion on a topic of personal significance using formulaic or modelled sentences (I like to read comics and I like to read ...) • Include vocabulary and ideas from texts read in class in own writing • Write for personal enjoyment (eg practice writing letters, choose to write and draw) 	<p>At Mid-Stage 1, students can:</p> <p>Recognise the purpose and form of texts and some of their features <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Structure writing through the way it is set out on the page (a title, an opening, an ending) • Identify different types of text from structure, language and layout (eg recipe, factual text, narrative) • Use size of writing, colour, layout and choice of media to help transmit messages (making a sign or poster) • Use basic punctuation to separate ideas (capitals to start a sentence, full stop to end a sentence, question mark) <p>Write several consistent sentences using basic structures and well-known vocabulary <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Write sentences based on simple, repetitive modelled patterns (eg I play ..., I go to lunch ... I go to home ...) • Write ‘run on’ sentences (eg at school we work and at school we play and at school we read and at school we ...) • Use some common past tense irregular verbs (saw, came, went) • Use some common regular past tense verbs (played, walked) • Link sentences using common conjunctions (and, but, then) • Write sentences using basic subject-verb-object patterns (I play football) • Use the language of instruction for writing simple 	<p>At Mid Stage 1, students can:</p> <p>Use a number of basic strategies to produce and check written work <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Plan and review writing in first language and in English • Repeat the same beginning patterns to generate amounts of text (I like ... I like ...; On Friday I ... On Friday I ...) • Model writing on other texts (borrow some words, phrases or sentence patterns) • Develop a small bank of known words to use in writing • Read own writing aloud to check for meaning and clarity • Use simple resources to find words needed for own writing and to check spelling (own word lists, labels, signs, charts) • Say and sound while writing the letter for the first sound of a word • Say and write letters for some of the sounds beyond the initial sound, identifying the sounds through stretching the word (with teacher support) • Spell simple unfamiliar words as they sound, with most of the letters in the correct sequence

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	<p>procedures (simple imperatives, draw, cut, stop, run)</p> <ul style="list-style-type: none">• Describe simple abilities (eg I can swim.)• Use future form 'going to' to talk about future plans• Express basic comparisons (eg taller than, shorter than)• Use personal and possessive pronouns appropriately• Use simple referencing (eg the cat ... it)• Tell the time (hours and half hours: It's half past two)• Use a limited range of adjectives (eg colour, size, shape) to describe familiar objects• Ask simple wh questions (who, what, when, where)• Form negatives using a limited range of common verbs• Use plural forms of common countable nouns appropriately• Spell familiar words accurately	
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Mid Stage 1 Extension		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Mid-Stage 1, students can:</p> <p>Create a limited number of text types communicating ideas, events and experiences of personal interest a limited number of short, simple sentences</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Write simple recounts based on a model describing personal events and experiences • Write a simple narrative on a familiar topic based on a model and using simple language and short sentences (Major events in a class story) • Write a simple 3-4 sentence information text based on current knowledge (eg description of an animal) • Express a simple personal opinion (I like this book because ...) • Write a simple description of a person or place • Write for personal enjoyment (eg practice writing letters, choose to write and draw) 	<p>At Mid-Stage 1, students can:</p> <p>Demonstrate an understanding of the structure of simple texts</p> <ul style="list-style-type: none"> • Identify the basic structure (beginning, middle and end) in stories (narratives) • Identify different types of text from structure and some language (recipe, story, recount) <p>Write simple texts using a limited number of basic grammatical forms</p> <ul style="list-style-type: none"> • Use an increased number of common irregular past tense verbs • Use an increased range of common regular past tense verbs • Use ‘will’ for simple predictions (It will rain tomorrow) • Use appropriate quantifier with some countable and uncountable nouns (eg much, many) 	<p>At Mid-Stage 1, students can:</p> <p>Use a number of simple drafting and editing strategies</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Check copied writing for accuracy • Ask for English word or phrase for something; ask how to spell a word in English • Discuss writing using Dhivehi and English with other students (in groups) before writing • Discuss writing with teacher before writing • Share writing with other students (group or class) • Rewrite after sharing with others (add or delete words) • Use alphabetical order to find words in a list

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Late Stage 1		
Communicative Purpose	Language and Context	Learning to Learn
<p>At stage 1, students can:</p> <p>Create a number of text types communicating ideas, events and experiences of personal interest using simple English <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Write simple recounts describing personal events and experiences using simple language • Write a simple narrative on a familiar topic based on a model and using simple language and short sentences • Write simple instructions following a model and using simple language (eg recipes, directions, how to use classroom equipment) • Write a simple information text based on current knowledge (eg description of an animal’s appearance, food and where it lives; different types of coral) • Express a personal opinion on a topic of personal significance (eg I like this book because ...) • Write a simple description of a person or place • Create simple cards for a different occasions (birthdays, Eid cards, invitation cards) • Create a simple poem based on a model and containing familiar forms and repetitive patterns • Write for personal enjoyment (eg by keeping a personal learning log, choosing to write about events of personal significance) 	<p>At Stage 1, students can:</p> <p>Write simple texts with a clear structure <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Write texts which show basic structure (eg narrative: beginning, middle, end; opinion, reason; instructions: goal, material, steps) • Write texts which show clear and logical sequence of ideas • Separate ideas by using sentence breaks (full stops, question marks) and paragraph breaks <p>Use a basic understanding of the way that information is presented in written English to assist comprehension <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Identify whether a text is factual or fictional by looking at cover, illustrations, title • Use simple diagrams, pictures and charts to assist understanding • Use simple content page to locate section of book <p>Write coherent texts using simple sentence structures <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use a range of verbs in present tense to describe habitual activities (I get up at ...; I come to school at ...; I go home at ...) • Use some common past tense irregular verbs (said, bought, got) • Use a range of common regular past tense verbs • Join sentences using a limited range of linking words (and, but, then, because, before, after) • Describe simple obligation (must, have to) • Use a limited range of adjectives to describe sensory perceptions and events and situations of personal significance • Express basic comparisons and superlatives (the longest; bigger than, the best, the worst) • Use reflexive pronouns appropriately 	<p>At Stage 1, students can:</p> <p>Use a number of simple drafting and editing strategies <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Check copied writing for accuracy • Ask for English word or phrase for something; ask how to spell a word in English • Discuss writing with other students (in groups) before writing • Share writing with other students (group or class) • Rewrite after sharing with others (add or delete words) <p>Use a number of basic strategies to create simple written texts <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use repeated formulae to structure writing (I went shopping and I bought ... and ...; On the weekend I and I then I ...; After that after that...; It is ...It is...) • Experiment with punctuation (full stops, commas, dashes) • Use understanding of sound/symbol relationships to spell unfamiliar words <p>Use a number of basic strategies to increase comprehension <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Develop word lists and personal picture dictionaries to assist with learning vocabulary • Recognise and use alphabetical order to arrange word lists and personal

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	<ul style="list-style-type: none">• Use simple referencing (Male' ... there)• Distinguish between countable and uncountable nouns using quantifiers• Recognise and use a range of common countable and uncountable nouns• Tell the time (hours, half hours quarter hours and five minute intervals: It's five past three) <p>Use some basic conventions of written English with some degree of accuracy <i>This is shown when students:</i></p> <ul style="list-style-type: none">• Use some basic punctuation marks accurately to indicate sentence units (full stop, question mark, comma)• Spell a range of familiar common words accurately• Spell some words on basis of pronunciation	<p>dictionaries</p> <ul style="list-style-type: none">• Use pictures to help with understanding <p>Develop an efficient writing style <i>This is shown when students:</i></p> <ul style="list-style-type: none">• Use cursive script
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Stage 2 Writing		
Communicative Purpose	Language and Context	Learning to Learn
<p>At Stage 2, students can:</p> <p>Communicate on a number of familiar topics through writing simple creative and factual texts in response to classroom demands</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Write simple recounts using appropriate structure, based on personal experience (eg an experiment in Environmental Science) • Write simple personal letters describing events and experiences of personal significance • Write simple narratives using appropriate structure • Write simple reports describing general classes of things (eg different types of plants; different types of food) • Write simple texts that present a point of view (eg Should people wear life jackets while travelling from one island to another?) • Write poems using simple repetitive language based on a model • Describe common procedures (eg school procedures and schedules; rules of a game; making a kite) • Write simple explanations (eg life cycle of an insect) • Write suitable labels and captions for pictures and simple diagrams used to illustrate processes and procedures • Write simple descriptions of things, people and places • Understand the use of persuasive language in simple advertisements for common products • Write for personal enjoyment (eg personal journal, class or wall journal) and by choosing to write on topics chosen by self 	<p>At Stage 2, students can:</p> <p>Demonstrate awareness of common formats required by class texts</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Recognise that texts with different purposes have different structures • Recognise and use appropriate structures for specific purposes: eg <ul style="list-style-type: none"> ➢ instructions: goal/materials/steps ➢ processes: goal/steps ➢ narrative: orientation/complication/resolution ➢ recount: orientation/events • Use simple headings, illustrations, tables and diagrams in appropriate texts (eg in Environmental Science reports, description of rules of a game) <p>Organise information into simple coherent paragraphs</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Write simple paragraphs developing a single idea • Use topic sentences to introduce the topic of a paragraph <p>Write texts using a developing range of basic structures</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use subject/verb agreement with some degree of accuracy • Use present and past tenses with some degree of accuracy • Use present perfect appropriately in response to signal words (I have lived in Male' <u>since</u> last year; I have studied English <u>for</u> three years; I haven't seen that film <u>yet</u>.) • Use past continuous for interrupted actions • Use simple dependent clauses in compound sentences (I see my aunt when I visit Male'.) • Use a number of common conjunctions to link ideas between sentences (when, because, before, after, but) • Use simple phrases to express personal opinions (I think ... because; I like ... because ...) • Use introductory <i>there</i> (There is ...; there are ...) 	<p>At Stage 2, students can:</p> <p>Use a knowledge of the writing process to plan, write and redraft texts</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Plan writing with other students (in groups) before writing by discussing ideas • Write first draft focusing on meaning rather than grammar • Share writing with other students (group or class) to get suggestions for improvement • Rewrite after sharing with others or after re-reading (add or delete ideas, revise word order or choice of words) • Check accuracy of spelling using word lists, learner dictionaries, personal dictionaries etc • Check accuracy of punctuation and grammar (by discussion with others, self-checking, using a simple check-list) • Use knowledge of sentence patterns to form new sentences (base a new story on repetitive formulae from a known story, from written or spoken texts) <p>Use developing knowledge of text structure to assist understanding</p> <p><i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Recognise parts of a book (contents page, chapter, index) and use these to locate information

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	<ul style="list-style-type: none"> • Use pronoun reference chains to describe people and things (<u>Tigers</u> are big. <u>They</u> have black stripes on <u>their</u> backs; Yesterday <u>the class</u> went ... <u>We</u> ...) • Use reference chains (this, that, these, those etc) • Use direct speech in narratives (He said, “Come here.”) • Use simple comparatives & superlatives (the largest island in Maldives is..) • Use <i>will</i> for simple predictions (If the temperature of the water rises, the coral will die) • Use a range of modals (can, may, might, could, should, must, have to) • Use simple signal words for examples & restatements (For example, that is) • Uses articles with count and mass nouns with variable degrees of accuracy • Use a limited range of sequencers (first, second, next) • Use a limited range of concordance markers (both; neither, nor, either, or) <p>Demonstrate a developing control of the basic conventions of written English <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use basic punctuation marks accurately to indicate sentence and clause units (full stop, question mark, comma) • Use quotation marks to indicate direct speech • Use exclamation marks to indicate attitude (surprise/disbelief) • Spell a range of common words appropriately • Spell unfamiliar or new words on basis of pronunciation 	<ul style="list-style-type: none"> • Use diagrams, pictures and charts to assist understanding • Use basic understanding of text structure predict where to find specific information <p>Use basic strategies to develop vocabulary <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Develop word lists and personal picture dictionaries to assist with understanding and learning vocabulary
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Stage 3 Writing		
Text Type	Language	Learning to Learn
<p>In Stage 3, students can:</p> <p>Communicate using a range of text types appropriate to the purpose of the communication on a variety of familiar topics <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Present a logical sequence of information in recounts (eg biographies, newspaper articles, experiments) • Write a narrative showing clear plot development and some characterisation or write from the point of view of a specific character • Present a point of view (argument), support it and come to a conclusion • Write an explanation of a scientific or technical process or instrument (eg how a telephone works; how the greenhouse effect works) • Write a simple information report using appropriate structure on a topic of classroom significance (eg, analysing local problem such as traffic, disposal of rubbish etc) • Describe a range of a processes and procedures (eg how laws are made) • Write a range of personal letters (eg invitations, descriptions of events and experiences) • Write a range of simple formal letters (eg complaints, apologies, formal invitations) • Identify main ideas in texts and use these to write simple summaries • Use notes to re-write a factual text • Write simple poems following a model (eg haiku, limericks) and using simple similes and metaphors • Write advertisements for common products selecting appropriate persuasive language • Write for personal enjoyment (shown by, for example, choosing to write, choosing topic to write on, keeping personal journal) 	<p>In Stage 3, students can:</p> <p>Write a variety of texts using appropriate structure and demonstrating some logical organisation and consistency <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use a number of identifiable stages in common text types (eg narratives, recounts, reports, explanations, processes) • Link paragraphs together using simple linking expressions (first, second, another) and content links <p>Write paragraphs which show some degree of logical organisation and consistency <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Write logical paragraphs developing a distinct idea • Write clear topic sentence indicating topic of paragraph (Pollution is damaging our environment in several ways.) <p>Select formal or informal language appropriately, depending on audience and purpose of communication <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Understand the major differences between formal and informal writing (text organisation, content, use of colloquial language etc) • Vary language used according to the level of formality of the text <p>Write texts using an increasing range of structures and demonstrating overall cohesion and coherence <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Use simple linking expressions in sentences (so, too, as well as, also) • Combine simple sentences using common conjunctions and relative pronouns (complex and compound sentences) • Use simple conditionals in arguments and to hypothesise (If the water levels rises, there will be no place to live; If electric cars were used in Male' pollution would be reduced) • Use a range of sequencers of time (when, while, as soon as, 	<p>In Stage 3, students can:</p> <p>Make use of planing, discussion and reflection to improve the writing process <i>This is shown when students:</i></p> <ul style="list-style-type: none"> • Plan extended writing (project) • Participate actively in brainstorming, planning and discussing own and other's writing • Use concept maps to generate and organise ideas • Select suitable materials from a range of sources (books, brochures, TV, radio, internet, atoll office, authorities) • Redraft to improve readability (make changes to order of sentences and paragraphs, substitute more effective words) • Check writing to ensure that spelling and punctuation are correct • Monitor own writing to check for habitual errors • Proofread for clarity and accuracy of meaning • Select the appropriate text type to present information • Identify sources of information (eg in project work) • Use a junior or learner's dictionary to check word meanings and to find information on pronunciation and word class

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	<p>in the meantime)</p> <ul style="list-style-type: none">• Use reference chains within and between sentences• Use a range of language for restatement and exemplification (in other words, such as, for instance)• Use passive voice to focus on processes• Use a range of modals (can, could, should, have to, must)• Use basic tenses (present simple, past simple, will & going to for future use, present perfect, past and present continuous, past perfect) with some degree of accuracy• Use common abstract nouns appropriately• Use direct and indirect speech appropriately in narratives• Link ideas using relative clauses with some degree of accuracy• Use articles with count and mass nouns with some degree of accuracy	
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