Handbook for the Teaching of English

The Sky is the Limit

Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
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Cover Design: Edward Gilson
Foreword

In view of the current reform, teaching, learning and assessment need to reflect the evolving needs of a differentiated classroom environment within a lifelong learning framework. This is in line with the philosophy underlying the National Curriculum Framework (NCF) consultation documents that have been launched in May 2011.

The Form 1 and Form 2 curriculum promote ways that support the development of lifelong learning within a framework which is built on the principle of a continuum of learning. The documents serve as a pedagogical tool intended to help teachers meet the different needs of the learners. Apart from this handbook there are two documents for each subject for each form. The first lists the teaching objectives and learning outcomes that need to be covered in a year. A second document which includes teaching and learning examples is intended as additional means of support for teachers as they work with the range of learners in class. The Form 1 and 2 curriculum offer greater autonomy and flexibility to teachers. The learning and teaching process is envisaged to be active, engaging, meaningful and purposeful. Within this process, valuable information will inform further planning and guide the process that will lead to further improvement of learners.

The learning outcomes will now guide the learning and teaching process. This is an output model directly linked to the direction that is being promoted by the national qualifications framework which is directly referenced to the European qualifications framework. All outcomes are directly tied to the revised attainment level descriptors which describe in detail the learning achieved by the individual learner. The attainment level descriptors illustrate the evidence the teacher needs to elicit from a range of activities during the learning process through well thought-out tasks that demonstrate learners’ understanding, progress and achievement.

This learner-centred curriculum respects the diversity of learners that we meet in our daily lives as educators and the ways in which they learn. It is built on the belief that all learners can learn. It is our responsibility as educators to provide the contexts and the pedagogical tools to make learning a meaningful process for all learners, to provide learners with experiences that lead them to experience success in their educational journey, supported by the necessary scaffolding and then to challenge them to the next steps and then to the next steps after that as learners grow into self-directed learners within a lifelong learning context.

Professor Grace Grima
Director General
Directorate for Quality and Standards in Education
Preface

The Secondary Curriculum for Form 1 and 2 reflects the aims and philosophy of the recently published draft National Curriculum Framework (2011) which aims at developing learners who are capable of successfully developing their full potential as lifelong learners. The achievement of these aims depends on the following cross-curricular themes for their success: eLearning; Education for Sustainable Development; Intercultural Education; Education for Entrepreneurship and Creativity and Innovation.

This Form 1 and 2 curriculum document reflects the principle of diversity of student learning needs. It recognizes the reality present in society where students have various differences in backgrounds, aptitudes, interests, intellectual abilities, needs, language competence and learning styles. The Form 1 and 2 curriculum document provides scaffolding to ensure that learners are supported through appropriate teaching and learning approaches whatever their level.

The National Curriculum Framework clearly states that current theories of learning are based on the social constructivist approach where individual learners construct their own meaning and where one needs to move away from teacher - centred to learner - centred learning. This should lead to students becoming more active learners responsible for their own learning and where the teacher moves away from having a central role to a situation where the learners acquire more responsibility for the learning that takes place.

This new documentation has been written in a style to assist teachers to develop their teaching practices. Successful education relies upon enthusiastic and committed teachers who are willing to contribute to the evolution of increasingly effective schooling processes. I look forward to seeing the quality of education continuing to evolve and that the intentions of the New Curriculum Reforms will become a reality for all our students.

Raymond J. Camilleri
Director
Curriculum Management and eLearning Department
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Handbook for the Teaching of English

1. Introduction

The purpose of the new curriculum has the overall aim to help schools and their teachers to improve the quality of their teaching and to enable students to raise their level of educational attainment. This is a common concern for many countries within the EU and the wider world.

It is being proposed that the traditional concept of having a syllabus that is time tabled is being replaced by the concept of a curriculum that is managed. This requires teachers to be given a unitised syllabus which covers all of the content that can be realistically and effectively taught within each year of schooling. This has led to the writing of a Teaching Objectives Framework.

Each unit to be taught contains much more than syllabus content, it contains pedagogical suggestions for good practice. The unit is not a strait jacket; it is given as an inspiration and catalyst for teachers to develop their own ideas according to their professional understanding and the abilities of the students in their classrooms.

It is presumed that curriculum content is constantly evolving as our society rapidly changes. The new document should be seen as a flexible evolving tool to support the overall aims of education.

There are a number of paradigms that underpin this approach to curriculum.

These are namely:

- That every student is entitled to a quality curriculum that enables him/her to reach the highest level of attainment that they are able to achieve;
- That in order to do this, student centred learning is an important approach to teaching and learning;
- That all students are on a continuum of ability (not failure) and that such a continuum needs to be identified within strands of learning for each subject. For each strand of learning there are ten levels;
- That the concept of diversity means all students (be they ‘the gifted’ or ‘the least able’) should be encouraged to work at their optimum level. In this context the term special educational needs is no longer required;
- That the curriculum management paradigm provides an important professional tool which can be practiced at all levels of the schooling process;

Each subject has the following documentation

1. A teaching Objectives and Learning Outcomes document
2. The aims for each subject.
3. Strand definitions to indicate the focus of teaching throughout a student’s school career.
4. Attainment level descriptors that indicate the learning outcomes of student learning at all levels of schooling.

5. A Teaching Objectives Framework that indicates the syllabus to be taught and which accepts that at each level and in every class there will be a variety of student learning outcomes.

6. Approaches to teaching and learning that are specific and differ for each subject.

7. A number of units which have important sections that relate to the above paradigms

8. e learning perspectives

Each Unit has a number of features

- A front page which indicates
  - the code and title of the unit
  - the length of a lesson and
  - the ten number of hours in which it may be taught
  - the key words to be addressed
  - the points to note especially about the subject approach to teaching and learning
  - a statement about resources including references to e learning

- A subsequent set of five pages which indicate;
  - the teaching objectives
  - examples of teaching activities and experiences that a teacher may wish to use or develop.
  - the range of learning outcomes that can be expected as a student response to each teaching objective. These relate to students attaining across the attainment levels five to ten. Subjects which are not taught at Primary School target different levels

- A set of three pages indicate
  - examples of work within the same teaching objectives for students who are working within attainment levels one to four.

- In some units, a final page that
  - indicates aspects of e Learning that is relevant to that unit

2 General Guidelines in using the curriculum documentation

2.1 Who is the curriculum documentation for?

Curriculum documentation is for teachers, heads of schools, education officers and education support staff and audit teams. The curriculum documentation provides information and suggestions for schools when planning a balanced school curriculum in every lesson for every student. The teacher may

- Make use of this handbook to strengthen the development of students with suitable learning experiences.
• Make and prepare relevant teaching materials according to the suggestions from the selected curriculum units and teaching activities in accordance to students’ learning needs.

• Adjust and revise curriculum units to support overall curriculum planning.

This curriculum has been written for ALL students.

2.2 The aims of the English curriculum

English functions at various levels and occupies a variety of roles in Malta. It is compulsory from ages 4+ to 16. At primary level learning English is essential for laying the foundations of the learners’ education at secondary level and beyond.

Acquiring proficiency in English is essential for Maltese learners to function effectively in work and life, particularly in the local context where the English language enjoys official status and is fundamental in furthering educational careers. Furthermore, proficiency in English enhances the learners’ life-long learning abilities by providing the necessary tools and strategies that can help Maltese citizens participate and engage with the outside world, where proficiency in English is the key to success in an increasingly knowledge-based global economy.

The aims of the learning of English as a second language in primary and secondary schools are to enable students to:

• develop their knowledge of the conventions, structures, patterns and vocabulary of the English language so that they can understand the way the English language works, and develop skills in listening, speaking, reading and writing that are vital to learning in other curriculum subjects, and the ability to communicate confidently, appropriately and effectively for different purposes and in different contexts, and become creative by using their imagination and mastery of language to express thoughts, ideas, experiences and feelings;

• benefit from the use of the World Wide Web, react creatively to new technology and take responsibility for their own learning by becoming autonomous learners, enhance their lifelong language development, and prepare themselves for the world of work and further education in Malta and abroad;

• appreciate literature as a source of enjoyment, knowledge of the world and as artistic accomplishment, engage critically and creatively with a variety of literary, non-literary and media texts and appreciate how writers and speakers use the linguistic and literary features of the English language to convey meaning and to create desired effects, and develop an awareness and understanding of and respect for the culture/s of the people who speak the target language.

2.3 Approach to teaching and learning for English

Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach to teaching and the way the
students are expected to learn will relate closely to the nature of the subject content. The following text is the approach for teaching and learning in English:

The integrated-skills approach is the key to presenting the teaching of English in a motivating and meaningful context. Teachers elicit linguistic responses by using appropriately challenging questioning techniques. The integrated-skills approach is underpinned by a sound acquisition of the basic language elements — grammar, vocabulary and pronunciation. The multiplicity of cultures in the English speaking world and intercultural issues are dealt with.

### 2.4 The Teaching Objectives Framework for English

For each subject there is reference to the Teaching Objectives Framework that is structured to provide a unitized curriculum. The Teaching Objectives Framework identifies the content to be taught in any one year of schooling and in doing so relates to an effective syllabus/course of study that can be taught within the time available. The time available has been worked to within the assumptions that there are twenty seven weeks in a scholastic year and that a unit of work is six hours long comprising of nine, forty minute lessons. It is acknowledged that different schools will have variations on this system but the one presented is the baseline for all schools.

The Framework identifies the units and their titles that are available in any one year throughout the eleven years of schooling in Primary and Secondary education. Each unit has a set of teaching objectives that cover the six hour period that has been allocated. In this way it is possible to identify the content that can be reasonably expected to be taught. This is not a learning outcomes Framework. For each teaching objective there will be a range of learning outcomes according to the diversity of attainment of students within any one classroom.

The Teaching Objectives Framework is the heart of the curriculum.

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<tr>
<td>Literature: Read with understanding poetry</td>
<td>W: Write summaries in continuous prose</td>
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<td>The Beauty and the Beast</td>
<td>S: Develop an argument systematically</td>
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<td>R: Paraphrase</td>
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<td>Literature: Read with understanding drama</td>
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<tr>
<td></td>
<td>L: Listen for connections between ideas</td>
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<td></td>
<td>S: Recognise writer’s bias</td>
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<td></td>
<td>W: Adapt style and register to purpose</td>
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<td>Least said, soonest mended</td>
<td>L: Understand register distinctions</td>
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<td>S: Synthesise information</td>
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<td>R: Identify the purpose of various text types</td>
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<td>Making Choices</td>
<td>L: Listen for detail</td>
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<td>S: Comment on visual prompts</td>
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<td>Teaching Block 2</td>
<td>R: Identify implied meaning</td>
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<td>It was a turning point ...</td>
<td>W: Write for persuasive purposes</td>
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<td>The future beckons</td>
<td>L: Infer cultural nuances</td>
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<td>S: Review constructively</td>
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<td>R: Identify stylistic variations between text types</td>
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<td>W: Write discursive essays</td>
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<td>Keeping Trendy</td>
<td>L: Recognise different dialects</td>
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<td>S: Direct conversation</td>
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<td>R: Interpret complex graphically presented data</td>
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<td>W: Present ideas and feelings clearly and coherently</td>
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<td>That’s Entertainment</td>
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<td></td>
<td>S: Present information clearly and coherently</td>
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<tr>
<td></td>
<td>R: Evaluate views and attitudes critically</td>
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<td></td>
<td>W: Express in writing different viewpoints</td>
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</table>
| Looking Back | Consolidation of the speaking, listening, reading and writing skills acquired in the previous units  
Review work done |
<table>
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<tr>
<td>Form 4</td>
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</table>
| Teaching Block 1 | **A picture tells a thousand words** | L: Recognise speakers’ intentions and feelings  
S: Participate effectively in an oral interaction  
R: Understand different feelings and ideas  
W: Organise ideas, and use appropriate cohesive devices  
Literature: Read with understanding poetry |
| We like different things | L: Listen for detail  
S: Manage interaction  
R: Distinguish between contemporary and non-contemporary writing  
W: Adapt style and language to a variety of formal letters  
Literature: Read with understanding fiction |
| Doing exciting things | L: Identify supporting details  
S: Make a presentation  
R: Scan for detail  
W: Write to persuade  
Literature: Read with understanding drama |
| Brave New World | L: Understand implicit meaning  
S: Express feelings  
R: Understand and interpret different written text  
W: Write a descriptive essay  
Literature: Respond to poetry |
| Careers | L: Distinguish between formal and informal register in spoken English  
S: Speak about hypothetical and ‘impossible’ situations  
R: Identify implied meaning through inference  
W: Present an argument  
Literature: Respond to fiction |
| Teaching Block 2 | **The Unknown Around Us** | L: Identify techniques used to achieve a variety of purposes  
S: Suggest explanations  
R: Identify the referents to words and phrases in texts  
W: Use language to create an effective atmosphere  
Literature: Respond to drama |
| Looking Back 1 | Consolidation of the speaking, listening, reading and writing skills acquired in the previous Units  
Literature: Review work done |
| A Leap into the Dark | L: Distinguish between fact and opinion  
S: Talk about the future  
R: Infer the meanings of unfamiliar words and expressions from their contexts  
W: Write in a variety of genres, with attention to appropriate |
|                | format, style and length  
|----------------|-----------------------------
|                | Literature: Respond to poetry |
| **Future Problems** | L: Distinguish between formal and informal registers in spoken discourse  
|                | S: Use correct pronunciation and intonation  
|                | R: Draw conclusions from tabular data  
|                | W: Present statistics  
|                | Literature: Respond to fiction |
| **Teaching Block 3** | L: Listen for specific detail  
|                | S: Report statements and requests  
|                | R: Identify word collocation  
|                | W: Write to persuade  
|                | Literature: Respond to drama |
| **The world well lost for love** | L: Listen for a sustained period of time  
|                | S: Present information and ideas clearly and coherently  
|                | R: Understand the connotation of words  
|                | W: Write narratives  
|                | Literature: Understand features of poetry |
| **That's So Clever!** | L: Recognise different degrees of informality  
|                | S: Rephrase information  
|                | R: Show appreciation of cultural content in a text  
|                | W: Conduct an argument  
|                | Literature: Understand features of poetry |
| **Facebook rules, OK?** | L: Listen against background noise  
|                | S: Participate in role-play activities  
|                | R: Identify tone and mood  
|                | W: Write to evaluate  
|                | Literature: Understand features of drama |
| **In a relationship** | L: Listen for main ideas  
|                | S: Express feelings  
|                | R: Skim for gist  
|                | W: Draft a non-fiction text  
|                | Literature: Understand features of drama |
| **If music be the food of love...** | L: Listen against background noise  
|                | S: Participate in role-play activities  
|                | R: Identify tone and mood  
|                | W: Write to evaluate  
|                | Literature: Respond to poetry |
| **Addicted!** | L: Identify key ideas  
|                | S: Defend a point of view  
|                | R: Identify and appreciate layers of meaning  
|                | W: Write a personal account  
|                | Literature: Respond to poetry |
| **Travel broadens the mind. Does it?** | L: Understand speakers with a variety of accents  
|                | S: Describe hopes and plans  
|                | R: Scan for detail  
|                | W: Adapt style and language to a wide range of contexts and purposes  
<p>|                | Literature: Respond to fiction |</p>
<table>
<thead>
<tr>
<th>Teaching Block 1</th>
<th>Literature: Respond to drama</th>
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<tr>
<td><strong>Looking Back 2</strong></td>
<td>Consolidation of the speaking, listening, reading and writing skills acquired in the previous units</td>
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<tr>
<td><strong>Form 3</strong></td>
<td>Literature: Review work done</td>
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</tbody>
</table>

| **About Britain** | L: Listen to with confidence and understanding an increasing range of spoken discourse  
S: Participate in conversations  
R: Retrieve and interpret information from a wide range of sources  
W: Write extended prose texts  
| Literature: Read with understanding poetry |
| **The way we think** | L: Listen for specific information  
S: Use appropriate tone, volume or pace of speech to indicate emotions and convey meaning  
R: Use inference and deduction to explore layers of meaning in a text  
W: Show appropriate adaptation of style and register in different types of informal and formal writing tasks  
| Literature: Read with understanding fiction |
| **Looking at the past** | L: Listen and identify the main idea/s  
S: Participate in conversations about various topics of general interest  
R: Recognise the attitudes of the author as well as the characters within a text  
W: Write extended prose texts which are coherent, generally accurate and varied in vocabulary and structure  
| Literature: Read with understanding drama |
| **What’s the future like?** | L: Listen to a number of related pieces of discourse in order to identify the main idea(s) and/or specific information  
S: Express opinion  
R: Evaluate and respond to texts which may include graphics  
W: Show appropriate adaptation of style and register in different types of informal and formal writing tasks  
| Literature: Respond to poetry |
| **If I were rich...** | L: Listen with understanding to longer discourse  
S: Express agreement and disagreement  
R: Identify intended readership/audience and purpose of text  
W: Write a range of text types with appropriacy and a sense of audience  
| Literature: Respond to fiction |
| Teaching Block 2 | Keeping in touch | L: Listen confidently to discourse spoken at normal speed and identifying the main idea/s and/or specific information  
S: Express a viewpoint on a topical issue  
R: Understand connotation  
W: Write a wider range of text types, showing appropriate adaptation of style  
Literature: Respond to drama |
| --- | --- | --- |
| Looking Back 1 | Consolidation of the speaking, listening, reading and writing skills acquired in the previous Units  
Literature: Review work done |
| Success stories | L: Follow extended dialogue in drama and on different media  
S: Express feelings  
R: Use inference and deduction to explore layers of meaning in a text  
W: Edit written text  
Literature: Respond to poetry |
| Living dangerously | L: Distinguish tone in spoken discourse  
S: Express feelings and attitudes  
R: Draw on different features of texts, including layout and presentation  
W: Write a variety of personal and informal letters  
Literature: Respond to fiction |
| Ifs and buts | L: Listen to a number of related pieces of discourse in order to identify the main idea(s) and/or specific information  
S: Express feelings and attitudes  
R: Recognise the difference between factual and imaginative writing  
W: Write coherent and generally accurate texts which are varied in structure and vocabulary  
Literature: Respond to drama |
| Tell me what was said | L: Follow advertisements, weather forecasts, short news clips and public announcements  
S: Express feelings and attitudes  
R: Recognise the attitude/s of author and character/s within the text  
W: Write a wider range of text types, showing appropriate adaptation of style and register in different types of informal and formal writing tasks  
Literature: Understand basic features of poetry |
| Different Places | L: Distinguish between formal and informal registers of spoken English  
S: Describe a simple process  
R: Draw on different features of texts to recognize different text types and deduce meaning  
W: Summarise texts  
Literature: Understand basic features of fiction |
| Teaching Block 3 | Going out | L: Distinguish tone in spoken discourse  
S: Describe a more complex process  
R: Evaluate and respond to texts  
W: Write with a purpose and audience  
Literature: Understand basic features of drama |
|-----------------|-----------|----------------------------------------------------------------------------------|
| Happy Times!    | L: Follow extended dialogue  
S: Take turns in conversations and discussions  
R: Recognise broad categories of text type  
W: Write to express a point of view  
Literature: Respond to poetry |
| Travellers’ Accounts | L: Follow a wider range of spoken discourse  
S: Explain and give reasons  
R: Use predictive reading skills  
W: Write a personal narrative  
Literature: Respond to fiction |
| Keeping Fit     | L: Follow a wider range of spoken discourse  
S: Relay information  
R: Recognise purpose and audience of text  
W: Write a biography  
Literature: Respond to drama |
| Looking Back 2  | Consolidation of the speaking, listening, reading and writing skills acquired in the previous Units  
Literature: Review work done |
| Form 2          |           |                                                                                  |
| Teaching Block 1| Different ways of communicating | L: Listen for gist  
S: Ask for information  
R: Read to identify key/main ideas in non-fiction texts  
W: Write informal correspondence  
Literature: Read with understanding poetry |
| Some success stories! | L: Listen for specific information  
S: Make suggestions  
R: Read for specific information  
W: Write about experiences  
Literature: Read with understanding fiction |
| Relationships!  | L: Identify word stress  
S: Talk about similarities and differences  
R: Distinguish between main and subsidiary ideas  
W: Write a magazine article  
Literature: Respond to fiction |
| Keeping fit! | L: Identify main idea in a variety of text types  
| S: Speak about likes and dislikes and give reasons  
| R: Identify the sequence of events  
| W: Write for a purpose  
| Literature: Respond to fiction |
| Climate change | L: Infer meaning  
| S: Talk about the future  
| R: Understand references  
| W: Create an atmosphere  
| Literature: Understand basic features of fiction |
| Travelling abroad | L: Listen for detail  
| S: Give advice and respond  
| R: Identify strategies used to influence audiences  
| W: Write descriptive texts  
| Literature: Respond to poetry |
| Outdoor activities | L: Listen for sequence  
| S: Talk about habits  
| R: Infer meaning  
| W: Write a description of a person  
| Literature: Respond to poetry |
| Mysterious events | L: Listen for specific information about opinions on events  
| S: Relate personal experiences  
| R: Compare and contrast information  
| W: Write narrative prose  
| Literature: Respond to drama |
| On Holiday | L: Distinguish between formal and informal registers  
| S: Talk about plans  
| R: Infer target audience of written text  
| W: Write formal correspondence  
| Literature: Respond to drama |
| Facing Important Changes | L: Listen for key words and phrases in non-fiction texts  
| S: Relay information  
| R: Work out meaning in unfamiliar texts where challenging vocabulary is used  
| W: Write a letter of invitation  
| Literature: Understand basic features of drama |
| The pleasure of reading | L: Distinguish different types of intonation  
| S: Express and respond to feelings  
| R: Interpret information in tables  
| W: Write with mechanical accuracy  
| Literature: Respond to drama |
| Treasure Hunts | L: Listen for examples illustrating a main idea  
| S: Make comparisons and draw contrasts  
| R: Distinguish between fact and opinion  
| W: Write a dialogue  
<p>| Literature: Understand basic features of poetry |</p>
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<tr>
<th>Topic</th>
<th>Language Skills</th>
<th>Literature Skills</th>
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| Natural Disasters                          | L: Listen with understanding to an increasing range of spoken discourse  
S: Initiate and participate in discussion  
R: Distinguish between surface and deeper layers of meaning  
W: Write descriptive prose  
| Literature: Respond to prose               |
| Culture matters                            | L: Identify opinion  
S: Express a hypothetical viewpoint  
R: Identify register  
W: Write a letter of application  
| Literature: Respond to fiction            |
| Looking back                               | Consolidation of the speaking, listening, reading and writing skills acquired in the previous Units  
| Literature: Review work done during the year |
| Form 1                                     |                                                       |                                                         |
| Teaching Block 1                           |                                                       |                                                         |
| The way we live                            | L: Follow a variety of short spoken discourse  
S: Describe the physical environment  
R: Deduce the meaning of words from the context.  
W: Write sentences  
| Literature: Read with understanding poetry |
| Going on holiday                           | L: Follow oral instructions and directions  
S: Give directions  
R: Identify main ideas in written discourse.  
W: Edit written work  
| Literature: Read with understanding fiction written or adapted for children |
| The World of Science                       | L: Listen to specific information  
S: Express opinions  
R: Skim when reading texts  
W: Write with appropriacy  
| Literature: Respond to fiction            |
| The World Around Us and Beyond             | L: Follow and connect information  
S: Participate in short dialogues  
R: Scan when reading texts  
W: Write coherent and cohesive paragraphs  
| Literature: Respond to fiction            |
| Families                                   | L: Follow a variety of increasingly longer spoken discourse  
S: Give instructions  
R: Use predictive reading skills  
W: Write a narrative text  
| Literature: Understand the basic features of fiction |

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| Teaching Block 2 | Friends | L: Identify intended audience and purpose of discourse  
S: Initiate and participate in discussion  
R: Interpret graphic and visual information  
W: Write extended prose texts in response to a variety of cues  
Literature: Respond to poetry |
| Teaching Block 3 | The right job for me | L: Follow and identify main points  
S: Talk about skills and abilities  
R: Distinguish between facts and opinion  
W: Write a variety of informal texts  
Literature: Respond to poetry |
| | Let’s sing and play | L: Follow and identify specific points in increasingly wider contexts  
S: Describe routines and habits  
R: Draw on different features of text  
W: Write extended prose  
Literature: Read with understanding short play scripts |
| | Adventure | L: Follow and identify specific facts  
S: Use communication skills  
R: Identify main idea/s in written discourse  
W: Write a descriptive text  
Literature: Respond to drama |
| | Let’s play this game | L: Follow narratives  
S: Speak about personal experiences  
R: Understand meaning denoted by discourse markers  
W: Write directions and instructions  
Literature: Understand basic features of drama |
| | Different ways of buying and selling | L: Listen to and evaluate evidence  
S: Participate in dialogues  
R: Draw inferences  
W: Write for specific purposes  
Literature: Respond to drama |
| | Follow the rules! | L: Listen for information from a variety of sources  
S: Speak about rules and procedures  
R: Read and extract main ideas  
W: Organise information coherently and sequentially  
Literature: Understand basic features of poetry |
| | Television | L: Distinguish between facts and opinion  
S: Express opinions and state facts  
R: Distinguish between factual and imaginative writing  
W: Write for an audience and with a purpose  
Literature: Respond to poetry |
| | Let’s save the world | L: Listen for key ideas  
S: Justify opinions  
R: Identify meaning and purpose in multimodal texts  
W: Select details and emotive language for a persuasive purpose  
Literature: Respond to fiction |
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<td>Literature: Review work done during the year</td>
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<td>Teaching Block 1</td>
<td>My hobbies</td>
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<td></td>
<td>L/S: Listen to and understand spoken language without reference to the written form and use appropriate language when participating in discussions on read-aloud texts</td>
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<td></td>
<td>S: Speak confidently with accuracy, use clear diction and correct intonation in front of an audience and initiate discussion and contribute to conversation</td>
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<td>R: Engage with and respond to text and use knowledge of text organisation and book conventions</td>
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<td>W: Participate in shared teacher/pupil's writing and develop an individual handwriting style.</td>
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<td>Around the world: Travel experiences</td>
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<td></td>
<td>L/S: Listen to and understand spoken language without reference to the written form and participate in situations for acting out a simple event</td>
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<td></td>
<td>S: Speak confidently with accuracy, using clear diction and correct intonation in front of an audience and give vivid descriptions of characters, scenes, objects and pictures</td>
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<td>R: Read confidently, with fluency, expression and clear diction and use a wide range of strategies to aid comprehension.</td>
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<td>W: Plan their writing and writing with a purpose and for an audience</td>
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<td>Around the world: Different time zones</td>
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<td>L/S: Listen to and understand spoken language without reference to the written form and use appropriate language when participating in discussions on read-aloud texts</td>
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<td>S: Initiate discussion and contribute to conversation and give vivid descriptions of characters, scenes, objects and pictures</td>
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<td>R: Participate in shared reading experiences and access information from a range of sources</td>
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<td>W: Write for an audience and with a purpose and use a range of presentational features</td>
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<td>Going Places: A visit to a farm</td>
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<td>L/S: Listen with enjoyment, interest and attentiveness during listening and viewing activities and recite poems with correct intonation and pronunciation</td>
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<td>S: Communicate meaningfully and with a purpose</td>
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<td>R: Read confidently, with fluency, expression and clear diction and use a wide range of strategies to aid comprehension.</td>
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<td>W: Participate in shared teacher/pupil's writing and use drawing and writing to complement and support each other</td>
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<td><strong>Going Places: At the weekend</strong></td>
<td>L.: Listen with enjoyment, interest and attentiveness during listening and viewing activities and singing</td>
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<td>S: Participate in performances using appropriate language</td>
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<td>R: Demonstrate ability to integrate and adapt their reading strategies when reading difficult or unfamiliar text</td>
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<td>W: Participate in shared teacher / pupil/s writing and proof-read and edit own work</td>
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<td><strong>My hobbies: What have you just done?</strong></td>
<td>L: Listen and adapt to the demands of different situations and listen for information</td>
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<td>S: Communicate meaningfully and with a purpose</td>
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<td>R: Read unfamiliar texts and use a wide range of strategies to aid comprehension.</td>
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<td>W: Write with a purpose and for an audience and develop an individual handwriting style and use a range of presentational features</td>
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<td><strong>Teaching Block 2</strong></td>
<td><strong>You’ve won!</strong></td>
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<td>L: Listen to performances and identify speech inflections and clear articulation</td>
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<td>S: Develop and participate in dialogues using appropriate language</td>
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<td></td>
<td>R: Participate in shared reading experiences and use a wide range of reading strategies to aid comprehension</td>
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<td>W: Participate in shared teacher / pupil/s writing.</td>
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<td><strong>Great Inventions: How to make...</strong></td>
<td>L: Listen and adapt to the demands of different situations and listen for information</td>
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<td>S.: Explain the different steps of a simple procedure using clear and precise instructions</td>
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<td>R: Read with understanding, select and use prior knowledge suitable for each text</td>
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<td>W: Plan their writing and write for an audience and with a purpose</td>
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<td><strong>Fact files: What have you been doing?</strong></td>
<td>L: Listen to others and identify opposing points of view</td>
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<td>S: Respond to others, appreciating the views and opinions of others and speak confidently with accuracy, using clear diction and correct intonation in front of an audience</td>
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<td></td>
<td>R: Read with understanding and demonstrate awareness of book conventions</td>
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<td>W: Write for an audience and with a purpose</td>
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<td><strong>Fun Days: What I enjoy doing</strong></td>
<td>L: Understand spoken language without reference to the written form</td>
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<td>S.: Initiate discussions, and contribute to conversation</td>
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<td></td>
<td>R: Read with understanding and access information from a range of sources</td>
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<td>W: Participate in shared teacher / pupil/s writing and write in a cohesive and coherent manner</td>
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<td><strong>Toys and Games</strong></td>
<td>L: Listen for specific information and gist</td>
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<td>S: Make careful word choices when comparing and contrasting</td>
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<td>R: Read with understanding and recognise words in different</td>
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<td>Contexts</td>
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</tbody>
</table>
| **Great Explorers** L: Listen and adapt to the demands of different situations  
S: Use appropriate language when participating in discussions on read-aloud texts  
R: Read confidently, with fluency, expression and clear diction and use a wide range of strategies to aid comprehension.  
W: Write for an audience and with a purpose, develop an individual handwriting style and use a range of presentational features |
| **Teaching Block 3** Great Inventions L : Listen to different views, identify main points and make decisions  
S: Give descriptions of characters, scenes, objects and pictures using grammatically correct language  
R: Read confidently, with fluency, expression and clear diction and use a wide range of strategies to aid comprehension  
W: Participate in shared teacher/ pupil/s writing. |
| **Island Adventure** L: Distinguish between direct and indirect speech and recreate texts through improvisation  
S: Initiate discussion, contribute to conversation and build upon the utterances of others  
R: Read and understand unfamiliar texts and access information from a range of sources  
W: Plan their writing and write for an audience and with a purpose |
| **Back from a holiday** L: Listen and adapt to the demands of different situations and understand evaluative questions  
S: Respond, incorporate the relevant and omit the less important  
R: Read confidently, with fluency, expression and clear diction and use a wide range of reading strategies to aid comprehension  
W: Participate in shared teacher / pupil/s writing and practise the functions of sentence structure |
| **Let's read about it!** L: Listen and adapt to the demands of different situations and identify different question types  
S: Express preferences for a range of stories and non-fiction and convey and justify opinion  
R: Read with understanding and demonstrate knowledge of text organization and book conventions  
W: Participate in shared teacher / pupil/s writing and proof-reading, edit and revise own work |
| **It's a mystery** L: Listen to and adapt to the demands of different situations and develop context specific vocabulary  
S: Use vocabulary and syntax that enable the communication of more complex meanings |
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<th>What I have learnt</th>
<th>Year 5 Teaching Block 1</th>
<th>Places in town</th>
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<tr>
<td>L: Listen and adapt to the demands of different situations and recall important events and ideas in a sequential order</td>
<td>L: Understand spoken language without reference to the written form and identify key words</td>
<td>L: Understand spoken language without reference to the written form and identify key words</td>
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<td>S: Express ideas clearly in a sequence while describing</td>
<td>S: Make up own story and tell it</td>
<td>S: Make up own story and tell it</td>
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<tr>
<td>R: Read confidently, with fluency, expression and clear diction and revising comprehension strategies</td>
<td>R: Engage with and respond to texts</td>
<td>R: Engage with and respond to texts</td>
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<tr>
<td>W: Participate in writing activities with enjoyment and motivation</td>
<td>W: Participate in writing activities with enjoyment and motivation and use drawings to complement and support each other</td>
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<tr>
<th>It’s history</th>
<th>How do I get there?</th>
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<tr>
<td>L: Listen to performances and become aware of appropriate projection and diction</td>
<td>L: Listen to and follow the steps of a procedure</td>
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<td>S: Participate in performances using appropriate language</td>
<td>S: Give clear and precise instructions using correct logical sequence and appropriate language</td>
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<td>R: Read and use a variety of strategies to understand and maintain meaning of text</td>
<td>R: Read with understanding and demonstrate awareness of book conventions</td>
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<td>W: Write with a purpose and for an audience, and develop an individual handwriting style</td>
<td>W: Participate in shared teacher / pupil/s writing activities and use a range of presentational features</td>
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<th>Show me how</th>
<th>Sport is Fun!</th>
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<tr>
<td>L: Listen to others and identify contributions by different speakers</td>
<td>L: Show sensitivity to rhyme and figures of speech</td>
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<td>S: Respond to others, appreciating the views and opinions of others</td>
<td>S: Make innovations on a poem</td>
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<td>R: Read and use a variety of strategies to understand and maintain meaning of text</td>
<td>R: Read with understanding and use word identification strategies</td>
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<td>W: Write for an audience and with a purpose</td>
<td>W: Write for an audience and with a purpose and plan for</td>
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<td><strong>Teaching Block 2</strong></td>
<td>L: Listen carefully and use language heard to participate in discussions</td>
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<td>Let's send messages</td>
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<td>L: Listen to and view texts and follow vivid descriptions</td>
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<td>S: Retell scenes from a story</td>
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<td>R: Read confidently with fluency, expression and clear diction</td>
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<td>L.: Listen to and view texts with increasing interest and concentration and remember what was heard</td>
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<td>S: Retell a story</td>
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<td>R: Engage with and respond to texts</td>
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<td>W: Participate in writing activities with enjoyment and motivation and use drawings to complement and support each other</td>
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<td>L: Listen to and follow performances</td>
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<td>S: Participate in performances using appropriate language</td>
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<td>R: Read and use a variety of strategies to understand and maintain meaning of text</td>
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<td>W: Participate in writing activities with enjoyment and motivation and use drawings to complement and support each other</td>
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<td>Category</td>
<td>Skills</td>
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</table>
| **Favourite Relatives** | L: Listen to and follow the views of others  
R: Read with understanding and demonstrate awareness of book conventions and use book conventions  
W: Participate in shared teacher / pupil/s writing activities and use a range of presentational features |
| **Sports Time**     | L: Listen and follow messages and directions  
S: Report messages to others  
R: Read and use a variety of strategies to understand and maintain meaning of text  
W: Write for an audience and with a purpose |
| **Growing up together** | L: Recognise rhyming words, alliteration, onomatopoeia and personification  
S: Make innovations on a poem  
R: Read with understanding and use word identification strategies  
W: Write for an audience and with a purpose and use various strategies to spell correctly |
| **Shopping**       | L: Use language heard to propose questions  
S: Propose questions  
R: Read and use comprehension strategies  
W: Participate in shared teacher / pupil/s writing, proof-read and edit own work |
| **Teaching Block 2** | L: Listen for the main ideas in spoken texts  
S: Recount events and experiences  
R: Participate in shared reading experiences  
W: Participate in shared teacher / pupil/s writing and write in a cohesive and coherent manner |
| **Great taste**     | L: Listen to dialogues and identify appropriate expression and intonation  
S: Adopt intonation patterns to communicate meaning  
R: Read and use a variety of strategies to understand and maintain meaning of text  
W: Write sentences and participate in shared teacher / pupil/s writing |
| **Photographs**     | L: Distinguish between favourable and unfavourable opinions  
S: Use language to contradict  
R: Read with understanding and demonstrate awareness of book conventions  
W: Participate in shared teacher / pupil/s writing |
| **Grandma’s Time**  | L: Listen attentively to spoken text and remember specific information in sequence  
S: Talk about a topic in front of an audience  
R: Read with understanding and access information from a |
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<tr>
<th>Topic</th>
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| Ancient Artefacts | L: Identify words that enhance meaning in spoken text  
S: Make out the words in a song  
R: Read with understanding and recognise words in different contexts  
W: Participate in shared teacher / pupil/s writing and experiment with words |
| Favourite Places       | L: Listen to and understand literal and inferential questions  
S: Respond to questions  
R: Read and use comprehension strategies  
W: Write for an audience and with a purpose |
| Teaching Block 3       | Let’s Pretend | L: Listen to and view texts and follow vivid descriptions  
S: Give short descriptions, using appropriate vocabulary and expressions  
R: Read confidently with fluency, expression and clear diction  
W: Participate in shared teacher / pupil/s writing |
| It’s Show time!         | L: Listen to appropriate modelled language in simulated situations  
S: Participate in role play, using appropriate modelled language  
R: Read unfamiliar texts and use a variety of strategies when encountering difficult text  
W: Write sentences and participate in shared teacher / pupil/s writing |
| Safety first            | L: Listen to and follow reasons given to support opinions  
S: Justify opinions  
R: Read with understanding and access information from different sources  
W: Participate in writing activities with enjoyment and motivation |
| My holiday             | L: Listen to and respond to literal and inferential questions, using language heard to clarify thinking  
S: Respond to questions, using appropriate language  
R: Read with understanding and access information from different sources  
W: Participate in writing activities with enjoyment and motivation |
| Story time             | L: Develop an increasing bank of words and recognise vocabulary when encountered in different contexts  
S: Use a range of vocabulary related to different contexts  
R: Read with understanding and access information from different sources  
W: Participate in writing activities with enjoyment and motivation |
| What I can do | L: Use language heard to clarify thinking  
S: Propose questions  
R: Read with understanding and access information from different sources  
W: Participate in writing activities with enjoyment and motivation |
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<td>Year 3</td>
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| Teaching Block 1 | Greetings | L: Listen to and view texts with increasing attention and concentration and remember what was heard  
S: Repeat refrains, words and phrases  
R: Engage with and respond to texts  
W: Participate in writing activities with enjoyment and motivation and use drawings to express ideas or events |
| My things | L: Listen to and view texts with increasing attention and concentration and remember what was heard  
S: Use appropriate language to communicate meaningfully and with a purpose  
R: Read and use a variety of strategies to understand and maintain meaning of text  
W: Write letters and words correctly |
| Things we like | L: Listen to and follow others’ preferences, requests and expressed needs  
S: Use appropriate language to communicate meaningfully and with a purpose  
R: Read with understanding and demonstrate awareness of book conventions  
W: Write sentences and use print conventions |
| Our School | L: Listen to classroom language and respond appropriately  
S: Understand and practise the conventions of social discourse  
R: Read with understanding and use a variety of strategies to understand and maintain meaning of text  
W: Write and use various strategies to spell correctly |
| My friends | L: Recognise rhyming words, alliteration and onomatopoeia  
S: Make innovations on a rhyme poem  
R: Read with understanding and use different strategies for word identification  
W: Write and use various strategies to spell correctly |
| Night and Day | L: Use language heard to predict events  
S: Make predictions  
R: Read and use comprehension strategies  
W: Write sentences |
| Teaching Block 2 | Going places | L: Listen for the main idea when viewing texts  
S: Talk about the general idea of texts  
R: Participate in shared reading experiences  
W: Use drawing and writing to complement and support each
<table>
<thead>
<tr>
<th>Topic</th>
<th>L</th>
<th>S</th>
<th>R</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let's play</td>
<td>L: Listen to performances and identify appropriate tone, volume and use of voices and other sounds&lt;br&gt;S: Use appropriate language to communicate meaningfully and with a purpose&lt;br&gt;R: Read and use a variety of strategies to understand and maintain meaning of text&lt;br&gt;W: Write sentences and participate in shared teacher / pupil/s writing</td>
<td></td>
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</tr>
<tr>
<td>Where do they live?</td>
<td>L: Listen to and appreciate expressed opinions&lt;br&gt;S: Use appropriate language to communicate meaningfully and with a purpose&lt;br&gt;R: Read with understanding and demonstrate awareness of book conventions&lt;br&gt;W: Write sentences and participate in shared teacher / pupil/s writing</td>
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</tr>
<tr>
<td>Yummy food</td>
<td>L: Listen attentively to an explanation and remember specific information&lt;br&gt;S: Use language to explain&lt;br&gt;R: Read with understanding and access information from different sources&lt;br&gt;W: Write for an audience and with a purpose and proof-read own work</td>
<td></td>
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</tr>
<tr>
<td>The Weather</td>
<td>L: Recall recycled vocabulary and understand use of words&lt;br&gt;S: Use and experiment with acquired vocabulary&lt;br&gt;R: Read with understanding and recognise words in different contexts&lt;br&gt;W: Write sentences and use acquired vocabulary and expressions in writing</td>
<td></td>
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</tr>
<tr>
<td>In the park</td>
<td>L: Listen to and understand questions&lt;br&gt;S: Answer questions&lt;br&gt;R: Read and use comprehension strategies&lt;br&gt;W: Write for an audience and with a purpose</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Things I own</td>
<td>L: Listen to texts and distinguish between different tones of voices&lt;br&gt;S: Talk about texts&lt;br&gt;R: Read confidently with fluency, accuracy and expression&lt;br&gt;W: Participate in shared teacher / pupil/s writing</td>
<td></td>
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</tr>
<tr>
<td>Doing things at home</td>
<td>L: Identify gestures and actions that complement spoken discourse&lt;br&gt;S: Use appropriate language in role play&lt;br&gt;R: Read unfamiliar texts and use a variety of strategies when encountering difficult text&lt;br&gt;W: Write sentences and participate in shared teacher / pupil/s writing</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| On holiday | L: Listen to and distinguish between facts and opinions  
S: Express opinions and state facts  
R: Read with understanding unfamiliar texts and use a variety of strategies when encountering difficult text  
W: Participate in shared teacher/pupil’s writing |
| At school | L: Listen to and respond to questions  
S: Use the correct intonation to distinguish statements from questions  
R: Read with understanding and access information from different sources  
W: Write for an audience and with a purpose and proof-read and edit own work |
| Fun with numbers | L: Acquire a bank of words, phrases and expressions  
S: Use and experiment with acquired vocabulary  
R: Read with understanding and recognise words in different contexts  
W: Write sentences and use acquired vocabulary and expressions in writing |
| English is fun | L: Use language heard to develop thinking  
S: Use talk to develop thinking  
R: Read and use comprehension strategies  
W: Participate in writing activities with enjoyment and motivation |

### Year 2

#### Teaching Block 1

| Indoor play | L: Listen to and view texts with increasing concentration and enjoyment  
S: Respond to questions  
R: Engage with and respond to texts  
W: Draw or write to communicate meaning |
| Outdoor fun | L: Listen to modelled language and participate in role-play  
S: Use appropriate language with a purpose  
R: Use a range of strategies to make sense of texts  
W: Write letters and words correctly |
| Let’s Learn English | L: Listen to and appreciate others’ suggestions  
S: Use appropriate language with a purpose  
R: Participate in shared read experiences  
W: Write sentences and use print conventions |
| My toys | L: Listen to and follow classroom language  
S: Respond to questions  
R: Use a range of strategies to make sense of texts  
W: Write and use various strategies to spell correctly |
| My friends | L: Identify refrains and show sensitivity to rhyming words and rhythm  
S: Recite simple rhymes  
R: Participate in shared reading experiences |
<table>
<thead>
<tr>
<th>Event</th>
<th>L: Use language heard to clarify understanding and make predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S: Predict using visual cues</td>
</tr>
<tr>
<td></td>
<td>R: Use a range of strategies to make sense of texts</td>
</tr>
<tr>
<td></td>
<td>W: Write and use various strategies to spell correctly</td>
</tr>
<tr>
<td>Christmas presents</td>
<td>L: Use language heard to clarify understanding and make predictions</td>
</tr>
<tr>
<td></td>
<td>S: Predict using visual cues</td>
</tr>
<tr>
<td></td>
<td>R: Use a range of strategies to make sense of texts</td>
</tr>
<tr>
<td></td>
<td>W: Write sentences</td>
</tr>
<tr>
<td>Lunch time</td>
<td>L: Listen to and view texts attentively and respond appropriately</td>
</tr>
<tr>
<td></td>
<td>S: Tell a story in a sequence</td>
</tr>
<tr>
<td></td>
<td>R: Participate in shared reading experiences</td>
</tr>
<tr>
<td></td>
<td>W: Participate in shared teacher / pupil/s writing</td>
</tr>
<tr>
<td>Enchanted forest</td>
<td>L: Use language heard to recreate roles</td>
</tr>
<tr>
<td></td>
<td>S: Pass on a message</td>
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<tr>
<td></td>
<td>R: Use a range of strategies to make sense of texts</td>
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<tr>
<td></td>
<td>W: Write sentences</td>
</tr>
<tr>
<td>Let's paint</td>
<td>L: Listen to and follow expressed ideas</td>
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<td></td>
<td>S: Express and exchange ideas and information</td>
</tr>
<tr>
<td></td>
<td>R: Identify subject-matter of a text through titles and illustrations</td>
</tr>
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<td></td>
<td>W: Write sentences</td>
</tr>
<tr>
<td>Puppets</td>
<td>L: Listen to and carry out a sequence of instructions</td>
</tr>
<tr>
<td></td>
<td>S: Use appropriate language with a purpose</td>
</tr>
<tr>
<td></td>
<td>R: Read different genres for an audience</td>
</tr>
<tr>
<td></td>
<td>W: Write sentences</td>
</tr>
<tr>
<td>Special days</td>
<td>L: Identify sounds and construct meaning of words</td>
</tr>
<tr>
<td></td>
<td>S: Suggest rhyming words and onomatopoeic words</td>
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<tr>
<td></td>
<td>R: Develop an extensive repertoire of vocabulary in context</td>
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<tr>
<td></td>
<td>W: Write sentences</td>
</tr>
<tr>
<td>Easter time</td>
<td>L: Listen to and understand literal questions</td>
</tr>
<tr>
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<td>S: Respond to questions</td>
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<tr>
<td></td>
<td>R: Read for information</td>
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<tr>
<td></td>
<td>W: Write sentences</td>
</tr>
<tr>
<td>My House</td>
<td>L: Listen to and view texts attentively and identifying tones and voices</td>
</tr>
<tr>
<td></td>
<td>S: Adopt intonation patterns to communicate meaning</td>
</tr>
<tr>
<td></td>
<td>R: Participate in shared reading experiences</td>
</tr>
<tr>
<td></td>
<td>W: Participate in shared teacher / pupil/s writing</td>
</tr>
<tr>
<td>Buildings</td>
<td>L: Use language heard to recreate experiences</td>
</tr>
<tr>
<td></td>
<td>S: Participate in role-play using appropriate modelled language</td>
</tr>
<tr>
<td></td>
<td>R: Use a range of strategies to make sense of texts</td>
</tr>
<tr>
<td></td>
<td>W: Write and proof-read own work</td>
</tr>
<tr>
<td>Look at the photos!</td>
<td>L: Listen to and follow expressed information</td>
</tr>
<tr>
<td></td>
<td>S: Express and exchange ideas and information</td>
</tr>
<tr>
<td></td>
<td>R: Answer questions on text</td>
</tr>
<tr>
<td></td>
<td>W: Write sentences</td>
</tr>
</tbody>
</table>
| Shops                      | L: Listen to and respond to literal questions  
|                           | S: Respond to questions  
|                           | R: Read different genres for an audience  
|                           | W: Participate in shared teacher / pupil/s writing |
| It’s summer!              | L: Acquire a repertoire of words and phrases  
|                           | S: Suggest rhyming words and onomatopoeic words  
|                           | R: Develop an extensive repertoire of vocabulary in context  
|                           | W: Write sentences and use acquired vocabulary in writing |
| Well!                     | L: Use language heard to organize thought  
|                           | S: Express ideas and information  
|                           | R: Read with enjoyment, understanding, accuracy and fluency  
|                           | W: Create and write own booklets |
| Year 1                    |                                                                 |
| Teaching Block 1          |                                                                 |
| Hello!                    | L: Enjoy listening to English  
|                           | S: Respond to greetings  
|                           | R: Engage with and respond to texts  
|                           | W: Convey meaning through drawing |
| Our things                | L: Enact a story using imitating and miming  
|                           | S: Respond to greetings  
|                           | R: Become aware that print carries meaning  
|                           | W: Convey meaning through drawing |
| My friends                | L: Listen carefully to others  
|                           | S: Express basic needs  
|                           | R: Become aware of book conventions  
|                           | W: Convey meaning through drawing |
| Breakfast                 | L: Listen to commands and instructions  
|                           | S: Respond using short answers  
|                           | R: Become aware of book conventions  
|                           | W: Attempt to write for various purposes |
| Where is it?              | L: Become familiar with the sounds, rhythm and intonation of English  
|                           | S: Echo repetitive vocabulary, phrases and refrains  
|                           | R: Engage with and respond to texts  
|                           | W: Convey meaning through drawing |
| Christmas time            | L: Listen to and make sense of spoken language  
|                           | S: Make simple requests, use modelled language  
|                           | R: Engage with and respond to texts  
|                           | W: Demonstrate interest in and enthusiasm for writing |
| Teaching Block 2          |                                                                 |
| Playtime!                 | L: Listen to and view texts attentively and respond non-verbally  
|                           | S: Predict using visual cues  
|                           | R: Engage with and respond to texts  
<p>|                           | W: Convey meaning through drawing |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Language (L)</th>
<th>Speech (S)</th>
<th>Reading (R)</th>
<th>Writing (W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s pretend</td>
<td>Use language heard to play</td>
<td>Echo repetitive vocabulary</td>
<td>Use a range of strategies to make sense of what they read</td>
<td>Write letters and words correctly</td>
</tr>
<tr>
<td>Party Time</td>
<td>Understand spoken language</td>
<td>Express basic needs</td>
<td>Participate in reading very simple books with illustrations</td>
<td></td>
</tr>
<tr>
<td>Our Clothes</td>
<td>Listen to and follow commands</td>
<td>Respond using short answers</td>
<td>Use a range of strategies to make sense of what they read</td>
<td>Draw and write words with a purpose</td>
</tr>
<tr>
<td>Birthday presents</td>
<td>Explore sounds and meanings of words</td>
<td>Echo repetitive vocabulary, phrases and refrains</td>
<td>Use a range of strategies to make sense of what they read</td>
<td>Draw and write words or phrases to communicate meaning</td>
</tr>
<tr>
<td>Easter time</td>
<td>Listen to language and constructing meaning</td>
<td>Make simple requests, using modelled language</td>
<td>Use a range of strategies to make sense of what they read</td>
<td></td>
</tr>
<tr>
<td>Teaching Block 3</td>
<td>Listen to and view texts with increasing concentration and recognise the voices</td>
<td>Respond using short answers</td>
<td>Engage with and respond to texts</td>
<td>Practise print conventions</td>
</tr>
<tr>
<td>Animals are our friends</td>
<td>Use language heard to imagine</td>
<td>Echo repetitive vocabulary, phrases and refrains</td>
<td>Participate in reading very simple books with illustrations</td>
<td>Write sentences</td>
</tr>
<tr>
<td>Friendly monsters</td>
<td>Listen to spoken language and responding</td>
<td>Respond to questions</td>
<td>Participate in reading very simple books with illustrations</td>
<td></td>
</tr>
<tr>
<td>Colours</td>
<td>Listen to and following instructions</td>
<td>Respond using short answers</td>
<td>Understand how information can be found in non-fiction texts</td>
<td>Write sentences to communicate meaning</td>
</tr>
<tr>
<td>Snap shots</td>
<td>Internalise natural language and everyday expressions</td>
<td>Echo repetitive vocabulary, phrases and refrains</td>
<td>Use a range of strategies to make sense of texts</td>
<td>Write for various purposes</td>
</tr>
<tr>
<td>Let’s swap</td>
<td>Use language heard to sequence</td>
<td>Share information with others</td>
<td>Use a range of strategies to make sense texts</td>
<td>Write for various purposes</td>
</tr>
</tbody>
</table>
Below are Teaching Objectives Frameworks for Levels 3, 2 and 1. At these levels the framework is not year specific. The Frameworks provide a point of teaching reference for students whose chronological aged does not match the attainment range for their age.

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher will teach and encourage students to:</strong></td>
<td><strong>The teacher will teach and encourage students to:</strong></td>
<td><strong>The teacher will teach and encourage students to:</strong></td>
<td><strong>The teacher will teach and encourage students to:</strong></td>
</tr>
<tr>
<td>Respond to questions about familiar events or experiences by vocalising, gesturing, signing or using symbols.</td>
<td>Use correct intonation when distinguishing between questions, or statements.</td>
<td>Show an understanding of the difference between the words and the pictures, for example, when asked ‘Where shall I read?’ point to the print and not the picture.</td>
<td>Make marks, identifying them as own name.</td>
</tr>
<tr>
<td>Understand simple prepositions: in/on/under.</td>
<td>Express feelings and respond to questions about themselves.</td>
<td>Recognise that familiar words are the same wherever they are seen, for example, handwritten or computer generated; in a book or on paper.</td>
<td>Practice and copy over adult writing of own words.</td>
</tr>
<tr>
<td>Listen carefully to stories and poems read aloud to them and indicate by body movement or facial expression, that they can hear what is being said.</td>
<td>Respond to simple questions about familiar pictures and photos.</td>
<td>Find own named book or folder and attempting to hand out books to other students by reading their names on the cover.</td>
<td>Begin to leave spaces between scribble or letter strings so that there is some structure to the writing.</td>
</tr>
<tr>
<td>Work with others, looking towards them as they speak.</td>
<td>Respond to simple questions about familiar events or familiar stories.</td>
<td>When asked, point to familiar words in texts and recognise and read known words from a variety of books.</td>
<td>Ensure that some letters are correctly formed, and to become aware of the sequence of letters, symbols and words.</td>
</tr>
<tr>
<td>Take turns in discussion, listening to others.</td>
<td>Respond to simple questions when posed by an adult.</td>
<td>Know the difference between word and numbers, and with support, read repetitive phrases in familiar texts</td>
<td>Show more interest in writing and ask how to write a word.</td>
</tr>
<tr>
<td>Follow requests and Express ideas about</td>
<td>Can select a book about a</td>
<td>Write own name in a</td>
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<tr>
<td>Instruction with three key words, signs or symbols,</td>
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</tr>
<tr>
<td>simple concepts.</td>
<td>given subject, for example, can go to the library and find a book about horses.</td>
<td>variety of settings; at the end of a letter, identification of own work.</td>
<td></td>
</tr>
</tbody>
</table>

### Teaching Objectives Framework for Level 2

<table>
<thead>
<tr>
<th><strong>Listening</strong>&lt;br&gt;The teacher will teach and encourage students to:</th>
<th><strong>Speaking</strong>&lt;br&gt;The teacher will teach and encourage students to:</th>
<th><strong>Reading</strong>&lt;br&gt;The teacher will teach and encourage students to:</th>
<th><strong>Writing</strong>&lt;br&gt;The teacher will teach and encourage students to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show a developing awareness of objects of reference.</td>
<td>Imitate repetitive vocabulary and signs.</td>
<td>Hold a book the correct way up and turn pages from front to back and look at the left page before the right.</td>
<td>Begin to understand that marks and symbols convey meaning.</td>
</tr>
<tr>
<td>Show an understanding of names of familiar objects.</td>
<td>Imitate repetitive vocabulary and short phrases.</td>
<td>Copy an adult pointing to words as they read during a guided reading session.</td>
<td>Copy horizontal, vertical and circular marks.</td>
</tr>
<tr>
<td>Take part in listening games.</td>
<td>Respond to their needs by starting to use single words to communicate meaning.</td>
<td>Show curiosity about a text and make simple predictions when given a choice.</td>
<td>Make marks on various surfaces, for example, paper, card, white board, black board.</td>
</tr>
<tr>
<td>Listen to an adult talk to a group, sitting quietly and showing concentration for a few minutes.</td>
<td>Make a simple one word request.</td>
<td>Point to and name or sign a picture of a character in a text when asked.</td>
<td>Become familiar with a variety of mark making implements, for example, pen, marker, paint.</td>
</tr>
<tr>
<td>Choose an object from a choice of two when asked.</td>
<td>Respond using one word answers.</td>
<td>Tell something about a particular part of a text by vocalising, gesturing or signing</td>
<td>Produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events.</td>
</tr>
<tr>
<td>Begin to follow requests and instructions containing two key words, signs or symbols.</td>
<td>Respond using very short phrase answers.</td>
<td>Point to and name or sign a picture of a character or a word in a text when asked.</td>
<td>Use symbols to label own work and understand that own name belongs to him/her.</td>
</tr>
</tbody>
</table>

Directorate for Quality and Standards in Education – Curriculum Management and eLearning Department
<table>
<thead>
<tr>
<th><strong>Teaching Objectives Framework for Level 1</strong></th>
<th><strong>Listening</strong></th>
<th><strong>Speaking</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Encounter people and objects in the environment:</td>
<td>Encounter people and objects in the environment:</td>
<td>Encounter people and objects in the environment:</td>
<td>Encounter people and objects in the environment:</td>
<td>Encounter people and objects in the environment:</td>
</tr>
<tr>
<td>development of sensori-motor cognition strands through tolerating environmental sounds in class, other people talking to them.</td>
<td>development of sensori-motor cognition strands through activities of tolerating other people speaking, and being tolerant to others speaking directly to the students.</td>
<td>development of sensori-motor cognition strands through encountering: different intonations of an adult whilst reading, different books and stories and encountering and recognising own name and some familiar words.</td>
<td>development of sensori-motor cognition strands through co-actively exploring a tactile representation of their own name or the letters of their own name.</td>
<td></td>
</tr>
<tr>
<td>Encounter and tolerate being exposed to different genres of sounds like reading a poem, storytelling, newspaper article, news bulletin.</td>
<td>Aware of people and objects in the environment: development of sensori-motor cognition strands through activities that aim at becoming aware of different tones of voice and intonations produced by adults and peers.</td>
<td>Aware of people and objects in the environment: development of sensori-motor cognition strands through activities that aim at showing awareness of sounds and spoken words and how to indicate basic needs.</td>
<td>Aware of people and objects in the environment: development of sensori-motor cognition strands through activities that aim at observing an adult writing or drawing, being aware of writing from right to left.</td>
<td></td>
</tr>
<tr>
<td>Aware of people and objects in the environment: development of sensori-motor cognition strands through activities that aim at becoming aware of different intonations of an adult whilst reading, different books and stories and encountering and recognising own name and some familiar words.</td>
<td>Aware of people and objects in the environment: development of sensori-motor cognition strands through activities that aim at becoming aware of different tones of voice and intonations produced by adults and peers.</td>
<td>Aware of people and objects in the environment: development of sensori-motor cognition strands through activities that aim at observing an adult writing or drawing, being aware of writing from right to left.</td>
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</tr>
<tr>
<td>Respond to people and objects in the environment: development of sensori-motor cognition strands through activities that aim at responding to different intensity and different genres of sounds</td>
<td>Respond to people and objects in the environment: development of sensori-motor cognition strands through activities that aim at responding to people when being spoken to by moving eyes or lips.</td>
<td>Respond to people and objects in the environment: development of sensori-motor cognition strands through activities that aim at responding to familiar pictures, photos, symbols, stories, and to object permanence linked to text.</td>
<td>Respond to people and objects in the environment: development of sensori-motor cognition strands through activities that aim at experiencing a range of mark making materials including pens, crayons, paints, felt tips, charcoal.</td>
<td></td>
</tr>
<tr>
<td>Engage with people and objects in the environment: development of</td>
<td>Engage with people and objects in the environment: development of</td>
<td>Engage with people and objects in the environment: development of</td>
<td>Engage with people and objects in the environment: development of</td>
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</tr>
<tr>
<td>sensori-motor cognition strands</td>
<td>sensori-motor cognition strands</td>
<td>sensori-motor cognition strands</td>
<td>sensori-motor cognition strands</td>
<td></td>
</tr>
<tr>
<td>sensori-motor cognition strands through activities that aim at maintaining attention, following the location of sounds or voice and look at person who is talking.</td>
<td>sensori-motor cognition strands through activities that aim at imitating early sounds such as yawning, kissing, blowing out a candle.</td>
<td>motor cognition strands through activities that aim at maintaining attention and responding to books and words when displayed. Attending to a story by matching pictures or symbols related to the story.</td>
<td>motor cognition strands through activities that aim at briefly attending to an activity involving the written word, for example, writing a shopping list.</td>
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<tr>
<td>Participate in Activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at responding to the intensity of sounds through body movement and vocalizations, and smiling in response to a familiar voice, favourite song.</td>
<td>Participate in Activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at imitating facial expressions and verbal sounds after an adult has made the sound, and trying to babble with an adult.</td>
<td>Participate in Activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at participating in stories by gazing at or matching pictures and symbols.</td>
<td>Participate in Activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at ‘drawing’ a picture related to a familiar story with adult assistance.</td>
<td></td>
</tr>
<tr>
<td>Involve in Activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at developing and combining observation skills and momentarily hold gaze with an adult during a one to one interactive session.</td>
<td>Involve in Activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at using repetitive phrases used to vocalize.</td>
<td>Involve in Activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at showing an awareness of signs/symbols in the environment and at recognising pictures related to a familiar story.</td>
<td>Involve in Activities of people and objects in the environment : development of sensori-motor cognition strands through activities that aim at writing; such as listing items in the kitchen; making a lunch menu or writing a greetings card.</td>
<td></td>
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2.5 The value of a unitised curriculum

There is a clear relationship between the volume of content to be taught as projected within a syllabus/course of study and the level of attainment that each student can achieve. The greater the volume of content then less time is available for teaching each aspect of that content. By writing a unitized curriculum the balance between the range of content and the time available for student learning can be achieved. For this new curriculum, in many areas this has meant a reduction in what was being offered in the preceding syllabus. Each unit then has a specific set of objectives which can be reasonably expected to be learned as the allocated time for that unit is made available on the school timetable.

In addition by having a unitised curriculum it is easier for the teacher and the subject Head of Department to manage the curriculum for they are able to quantify the number of specific objectives that it has been possible to deliver and subsequently to make decisions about which units should be presented in which order throughout each year of schooling.

2.6 Strands of learning for English

A strand of learning represents a goal that a student can attain throughout Primary and Secondary education. Each subject will have several strands of continuous learning called attainment level descriptors, which begin in Year One of Primary School and end in Form Five of Secondary School. Each strand is defined and the strands for English are:

Strand 1 – Listening

The ability to engage actively and appropriately with the explicit and possibly the implicit meaning of spoken discourse in a range of situations.

Strand 2 – Speaking

The ability to respond with understanding in a variety of contexts adapting language according to task, audience and purpose;

Strand 3 – Reading

The ability to engage with and respond to a wide range of print, electronic and multi-modal texts, developing analysis and awareness of the range of text type, their aims and target audiences, together with the contexts and cultures that inform the writing.
Strand 4 – Writing

The ability to write a wide range of texts on paper and on screen for different purposes and audiences using a variety of skills, strategies and structures to generate a variety of effects;

2.7 The use of the attainment level descriptors for English

There are ten levels of attainment level descriptors. Level Four is equivalent for Year One and two in Primary school and each level then progresses at two yearly intervals.

Each strand of learning has a set of attainment levels which describe the progression in student learning. There are ten attainment level descriptors that cover the full range of attainment of ALL students. The attainment level descriptor Four is indicative of what the average student can learn by the end of Year Two in Primary education. Each subsequent level represents the range of attainment that an average student can be expected to achieve every two year years. Attainment levels one, two and three are indicators for students who may not attain level four at the end of Year Two. Attainment level ten is for those students who significantly exceed the expected level of attainment at Form Five.

The attainment level descriptors are observable statements of learning outcomes that students can attain. There are approximately eight of these statements in each attainment level descriptor. The statements are referred from the Teaching Objectives Framework and indicate a sample of what can be expected to be learned. Once a student has attained the majority of the learning outcome statements in an attainment level descriptor they are assumed to be working within the next level. The attainment level descriptors for English are:

Strand 1: Listening

The ability to engage actively and appropriately with the explicit and possibly the implicit meaning of spoken discourse in a range of situations.

Attainment Level 1

Student encounters activities and experiences. Student follows a slow moving object and watches an adult’s hand when it moves. They apply potential solutions systematically to problems, e.g. bringing an object to an adult in order to request a new activity. Student reacts to activities and makes sounds when not distressed and shows interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time, e.g. anticipating sounds or actions in familiar poems.
Attainment Level 2

Students respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations. They show an understanding of names of familiar objects. They show an understanding of words by responding in an appropriate way, for example, going to the coat pegs when asked to, ‘Go and get your coat’ or walking to the dining hall when it is time for lunch. Students demonstrate an understanding of at least 50 words, including the names of familiar objects. They listen to an adult talk to a group, sitting quietly and showing concentration for a few minutes. Students respond appropriately to questions about familiar or immediate events or experiences, e.g. ‘Where is the ball?’ ‘What are you doing?’ ‘Is it yellow?’ They follow requests and instructions containing at least two key words, signs or symbols, e.g. ‘put the spoon in the dish’, ‘Give the book to Johnny’. Students listen to others in group situations, e.g. they follow the auditory cues appropriately in a game such as ‘Pass the parcel’.

Attainment Level 3

Students listen carefully to stories and poems read aloud to them. They show by body movement or facial expression, that they can hear what is being said. They respond by looking at the speaker and sometimes offering comments. They work with others, looking towards them as they speak, and respond appropriately by undertaking simple requests. They listen to questions such as ‘Where did we go on our trip?’, ‘What happened to Jennifer in the story?’ and attempt to answer appropriately. Students start to listen to and understand prepositions such as next to, behind, in front of. They sit quietly, show interest in extended stories, or short texts without pictures or props. They listen to requests and instructions with up to four information-carrying words, for example, ‘Put the big blue cup on the table’, and respond appropriately.

Attainment Level 4

Students listen to and understand with support short fiction and non-fiction texts, including stories, with repetitive and predictable text, and information text about age appropriate topics. They sustain attentive listening and respond to songs and rhymes by relevant actions. They listen to and follow short familiar utterances, such as greetings, for example, ‘Hello’, ‘Good morning’, short questions, such as ‘What’s this?’ ‘Are you six?’, ‘Do you like …?’ and short statements, such as ‘I don’t know.’, ‘It’s time to go.’, ‘Here you are.’, and ‘My favourite T-shirt is (green).’ spoken clearly at a slow pace face to face. They listen to and understand brief oral instructions, simple requests, and simple commands, such as ‘Come and see.’, ‘Please be quiet.’, ‘Open it!’. They listen to words / phrases or a short description, such as ‘trousers’, ‘Sam’s blue jeans.’, and ‘I’ve got (brown) hair.’, ‘a blue car’; and associate them with corresponding object / person or picture. They listen to and recall main points in a story by sequencing events using pictures or cards. They listen to and recognize rhyming words, such as ‘house – mouse’, ‘floor – door’, ‘play – today’. They listen to and extend their vocabulary, exploring the sounds and the meaning of new words.

Attainment Level 5

Students listen to and understand age appropriate fiction and non-fiction texts, including familiar stories with predictable language and information text depicting age appropriate topics. They listen for specific information in a short fiction and non-fiction text without the help of visuals. They listen to
questions about a short fiction or non-fiction text and use context to make connections. They listen to and follow a range of utterances, including questions and answers, such as ‘What will you do after school?’; ‘After school I may phone my friends.’ given in a context familiar to the age group. They listen to and follow a number of oral directions with the help of visuals, such as ‘Go straight along ... Turn left ... Turn right ...’. They listen to and understand a sequence of oral instructions and commands, such as given in a familiar context with the help of visuals. They listen to and identify the main points of short spoken texts that may need repetition, such as audio clips about age appropriate topics. They identify rhyming words and repeated sounds in successive words.

**Attainment Level 6**

Students listen to and understand age appropriate fiction and non-fiction text. They listen to questions about a short fiction or non-fiction text and infer from context. They listen to a short fiction or non-fiction text and follow a sequence. They listen to a short fiction and non-fiction text and use context cues to understand unfamiliar words. They listen to and follow accurately short conversations and dialogues about age appropriate topics. They listen to and follow explanations of a process, including instructions with supportive diagrams or video. They follow the main ideas in spoken texts that need little repetition and that relate to familiar contexts such as home, school and places of entertainment. They listen to age appropriate poems and identify figures of speech, such as alliteration, onomatopoeia, personification, similes and metaphors.

**Attainment Level 7**

Students follow a variety of spoken discourse relating to a familiar context such as hobbies. They can identify purpose such as requests and complaints and intended audience. They distinguish between formal and informal register in spoken English. They distinguish between main and subsidiary ideas in discourse, such as short talks, spoken without repetition and that relates to familiar contexts. They follow narratives, including those which do not follow a chronological sequence. They follow simple explanations and instructions, such as how to operate a gadget. They grasp the gist of short poems read out in class. They recognize rhyme and alliteration.

**Attainment Level 8**

Students listen with confidence and understanding to an increasing range of spoken discourse, including discourse that may be formal, such as news broadcasts. They listen confidently to discourse spoken at normal speed. They can identify the main ideas and specific information in texts which are literary or non-literary. When listening to others and in discussions, they follow closely what others say and understand the drift of the argument. They follow extended dialogue on different media. They distinguish different meanings marked by stress and intonation. They are sensitive to tone, such as irony and humour, in spoken discourse. They follow readings of verse and drama written in both contemporary and non-contemporary English, such as Shakespeare texts.
**Attainment Level 9**

Students listen to and understand implied meaning in familiar and less familiar spoken discourse. They follow texts such as literary texts, which are complex in terms of linguistic, thematic and lexical content. They follow extended speech uttered at normal speed even when it is not clearly structured, provided the topic is familiar. They follow extended monologues such as speeches. They recognise the speaker’s intentions as revealed through tone. They understand inferential meaning in a variety of spoken discourse such as short talks and narratives. They listen perceptively to and note developments in the progress of a discussion. They are able to grasp themes and other issues, such as character, plot and language use in literature texts.

**Attainment Level 10**

Students follow with concentration and understanding a large variety of authentic spoken language which is live or broadcast, both literary and non-literary. They follow with understanding most spoken language delivered at normal native speed provided the learner has time to get used to the accent. Students follow extended speech some of which expresses different points of view, issues and concerns. They listen perceptively and with understanding to varied and complex speech provided the topic is reasonably familiar. They recognise different varieties of English. They listen for implied meaning. They listen accurately and critically. They are able to grasp to grasp issues such as parody and dialect in literature texts.

**Strand 2: Speaking**

The ability to respond with understanding in a variety of contexts adapting language according to task, audience and purpose.

**Attainment Level 1**

Student encounters activities and experiences. Student follows a slow moving object and watches their hand when it moves. They apply potential solutions systematically to problems, e.g. bringing an object to an adult in order to request a new activity. Student makes sounds when not distressed and shows interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. Attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time, e.g. pre-empting sounds or actions in familiar poems.

**Attainment Level 2**

Students repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They make a number of different sounds that are representative of sounds made by animals, vehicles or machines. They can greet people, call them by name and say goodbye and name a few objects. They say ‘No!’ to indicate dislike or to reject an activity, object or person. They use single words, signs and symbols for familiar objects, e.g. cup, biscuit. Students combine two key ideas or concepts and they combine single words, signs or symbols to communicate.
meaning to a range of listeners, e.g. ‘Mummy gone’ or ‘more drink’. They make attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression. Students initiate and maintain short conversation using their preferred medium of communication e.g. sign language, and they ask simple questions to obtain information, e.g. ‘Where’s cat?’.

**Attainment Level 3**

Students use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, e.g. ‘I want big chocolate muffin’. They can use possessives, e.g. ‘Johnny’s coat’ and take part in role play with guidance. They shout to add emphasis to expression. Students communicate about present, past and future events, either vocally or through augmented communication: ‘I had cheese on toast for breakfast’; ‘Next week is my birthday’; ‘I came to school on the bus’. Students contribute to discussions in small groups and role-play with support. They listen and attend to stories, answering simple questions such as ‘What did you see at the farm?’ They join in with others in conversations and start to take turns in discussion. They start to offer simple information about self, for example, ‘I went to the library today’.

**Attainment Level 4**

Students participate in singing, rhymes and stories, especially those that include repetition/refrains. They talk with support about familiar topics, such as home, school, or stories. They begin to ask short modelled questions, adopting intonation patterns to communicate meaning. They express opinions and ideas about a familiar theme such as friends with support, such as the use of visuals. They share very basic personal information and respond to everyday greetings and very simple commands. They make simple requests and express basic needs such as asking for help using modelled language. They speak clearly and audibly and use conventions, such as greetings, for example, ‘Please’ and ‘Thank you’. They retell narratives in the correct sequence, drawing on the language patterns of stories. They interact with others, using modelled language, taking turns in conversation.

**Attainment Level 5**

Students express and describe own feelings such as joy. They give information about texts read and express own ideas about it. They retell parts of a story with the support of pictures or other cues, such as prompts by the teacher. They respond to questions about pictures, stories, poems, songs, topics, and everyday experiences such as telephone conversations using modelled language. They participate in short, very simple conversations about age appropriate topics and wait own turn when speaking. They participate in simulations and role play such as telephone conversations using modelled language. They use appropriate language to describe and compare appearances. They demonstrate ability to pass on simple messages, express preferences, offer and request, and plan for future activities.

**Attainment Level 6**

Students express ideas and opinions clearly and appropriately. They make short and effective oral presentations about a topic or an area of interest (show and tell). They give vivid descriptions of
characters, scenes and objects. They describe and explain steps of a procedure using simple sentences and correct sequence with an awareness of target audience. They initiate and participate in conversations about familiar and less familiar topics, asking and responding to a range of questions. They participate in simulations and role-play based on situations in a play or novel, using appropriate language. They use language to report events and are able to use reporting speech. They ask for and give clarification and / or repetition in case of lack of understanding. They use vocabulary and syntax that enables the communication of more complex meanings (for example, using compound and complex sentences).

**Attainment Level 7**

Students initiate and participate in discussions held in class about a wide range of familiar issues such as sports. They create and narrate stories. They give a short presentation about a topic prepared in advance on various subjects such as games and holidays. They explain and give reasons for actions, plans or intentions. They participate in small group conversation and class discussion showing an awareness of the rules and procedures for effective discussion. They participate in role-play activities such as telling the story from the point of view of one of the characters in a play or novel that require more independent use of language. They ask for and give clarification and/or repetition if there is lack of understanding. They sustain a conversation on familiar topics such as fashion or topics of personal interest such as hobbies. They can give brief descriptions of characters and events in works of literature.

**Attainment Level 8**

Students express and describe personal experiences, reactions, dreams, hopes and ambitions. They express opinions about various genres and texts (written, visual, spoken) using idiomatic language. They give a short presentation using appropriate and reasonably fluent language. They use appropriate tone, volume or pace of speech to indicate emotions and convey meaning. They participate in conversations about various topics of general interest such as sports and express own point of view. They become aware of the dynamics of interaction which may be verbal and non-verbal (body posture, eye contact etc.) and respond appropriately. They exchange, check and confirm information by using a variety of strategies, such as question tags. They paraphrase received information, such as a news report, clearly and accurately. They are able to articulate coherent views on literary texts, such as interpreting the theme and subject of a poem.

**Attainment Level 9**

Students can articulate elaborate suggestions and complaints, such as those concerning improvements in the local community. They give various reasons to support agreement and disagreement. They produce lengthy presentations about topics of increasing complexity, such as a comparison of literary works, using appropriate language. They adapt language to suit the situation and target audience, for example, by using formal and informal language appropriately. They can sustain arguments, such as the case for the restriction of smoking, and dispute others. They can explain problems, such as the lack of exercise, and refer to possible causes and effects. They are able to express how something is done,
for example, preparing a dish or looking after a pet. They are able to defend interpretations of literary texts.

**Attainment Level 10**

Students express elaborate opinions such as those involving partial or conditional agreement. They can narrate an experience, such as attending a concert, using a variety of connective, adverbial and adjectival devices. They can produce language to convey meaning that goes beyond the literal, such as irony. They are consistently coherent in their speech, using apt vocabulary and appropriate intonation and emphasis. Students participate in debates and defend their views with increasing force. They can rephrase or repair complex communication to clarify meaning. They express fluent and accurate language in a variety of situations and for a variety of purposes. They are able to present and sustain a critical interpretation of a literary text, highlighting both its strengths and weaknesses.

**Strand 3: Reading**

The ability to engage with and respond to a wide range of print, electronic and multi-modal texts, developing analysis and awareness of the range of text type, their aims and target audiences, together with the contexts and cultures that inform the writing.

**Attainment Level 1**

Student encounters activities and experiences. Student follows a slow moving object and watches an adult’s hand when it moves. They apply potential solutions systematically to problems, e.g. bringing an object to an adult in order to request a new activity. Student reacts to activities and makes sounds when not distressed and shows interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time, e.g. anticipating sounds or actions in familiar poems.

**Attainment Level 2**

Students listen and respond to familiar rhymes and stories. They start to become aware of book conventions and know how books work, e.g. holding it the right way up, turning one page at a time. Students select a few, signs or symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a familiar way to them. They start to demonstrate knowledge that print carries a message. They can distinguish between spoken and printed words. They show curiosity about content at a simple level, e.g. answer a basic two key word question about a story after being read to them. Students develop symbolic understanding and they start to be able to match objects to pictures and symbols. Students use knowledge of initial letter and relate sound and picture cues to predict words in text.
Attainment Level 3

Students select and recognise a small number of words or symbols linked to a familiar vocabulary e.g. name, people, objects. They start to recognise their own name in print and are able to match letters and short words. They distinguish between print or symbols and pictures in text and understand that these convey meaning. When asked, ‘Where shall I read?’ they point to the print and not the picture. They participate in reading very simple books with illustrations. Students are able to recognise the letters of the alphabet by shape, name and sound. They begin to associate sounds with patterns in rhymes with syllables and with words, signs, symbols and letters. They can point out known words in the environment, for example, stop, ladies and gents, wait.

Attainment Level 4

Students show awareness of the meaning that written language, signs, symbols and pictures convey. They identify the subject matter of a text through illustrations and titles. They demonstrate ability to match spoken word with printed word. They recognise familiar words in simple text and begin to build a vocabulary of sight words related to themes, environment and books. They use their knowledge of letter and sound-symbol relationships (a letter has a name, a sound and a shape) in order to read words and establish meaning when reading aloud. They use different strategies, such as the use of picture cues, initial letter, sounding out, onset and rime, syllabification and sight words, to read with support difficult words. They identify rhyming words in rhymes and poetry. They choose books to read, and enjoy re-reading favourite books that may include poems, stories and non-fiction. They participate in shared reading experiences, using pictures and context to construct ideas, with the help Big Books. They read and understand simple texts with support, using pictures, personal experience and prior knowledge to gain information or meaning from the text.

Attainment Level 5

Students read and understand simple fiction and non-fiction texts with increasing accuracy and fluency. They use knowledge of common punctuation marks to enhance intonation and comprehension. They become aware of specific features in a text, such as picture and diagram and recognize a range of different words in context. They use a variety of strategies, such as phonic, graphic, syntactical and contextual cues in reading unfamiliar words to derive meaning from text. They use a variety of strategies such as self-correct, re-read to clarify meaning, read on, and substitute familiar words for unknown words when encountering difficult text. They use a range of strategies to understand and maintain meaning of text, such as creating images in the mind and identifying with main characters. They demonstrate self-motivation to read for a range of purposes, such as for pleasure, for information, and to follow instructions. They use comprehension strategies to understand text they read such as responding by referring to relevant parts of the text.

Attainment Level 6

Students read independently, silently and with sustained concentration. They demonstrate knowledge of text organization and book conventions to locate a specific portion of a book. They use their
knowledge of the alphabet to locate books and find information. They integrate and adapt their reading strategies, such as substituting familiar words for unknown words and use knowledge of context, when reading difficult or unfamiliar text. They apply knowledge, such as knowledge of meaning when encountering homophones (e.g. where / were) or homonyms (e.g. bridge (noun) / bridge (verb), and use word identification strategies, appropriately and automatically when encountering an unknown word. They read and understand unfamiliar text and extract the salient points. They identifying and explaining words that enhance meaning in text and make inferences based on implicit information drawn from a text. They read a wide variety of texts for information from a range of sources such as books, Internet, posters, newspapers and brochures. They are able to express opinions about major events in stories, poems and non-fiction.

**Attainment Level 7**

Students demonstrate efficiency in reading a variety of texts both formal and informal. They develop the ability to use inference and deduction. They work out meaning in unfamiliar texts such as factual texts, containing challenging vocabulary. Students show understanding of significant ideas, themes, events and characters. They identify intended readership/audience and purpose of written text. They refer to the text when explaining their views and are able to locate ideas and information. They read for information and enjoyment. They start to respond critically. Students show understanding of significant ideas, themes, events and characters in both literary and non-literary texts.

**Attainment Level 8**

Students retrieve and interpret information from a wide range of sources such as graphs and other visuals. They draw on different features of texts to recognize different text types and deduce meaning. They use inference and deduction to explore layers of meaning in a text. Students show understanding of a range of texts, both factual and literary, selecting essential points. They use inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They recognise the attitudes of the author as well as the characters within a text. They read young adult fiction and other literary genres with understanding.

**Attainment Level 9**

Students identify and understand a wider range of text types. They use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, understanding their significance and effect. They appreciate literary texts, referring to aspects of language, structure and themes to justify their views. Students are able to make connections between texts from different times and cultures and their own experiences. They sustain and extend their personal reading. They summarise a range of information from different sources. Students can separate fact and opinion. They can predict content of text, such as completion of story-line, from accompanying textual features such as visuals, headings or sub-headings.
Attainment Level 10

Students read with understanding articles and reports concerned with current issues in which writers adopt particular attitudes and viewpoints. They make apt and careful comparison between texts taking into account audience, purpose, form and style. They evaluate how authors achieve their effects through the use of linguistic, stylistic, structural and presentational devices. They recognise writer’s bias and intentions. They make independent, informed judgments about a wide range of texts and writers. They explore some of the ways in which texts from different times and cultures have influenced literature and society. They can identify cultural and linguistic nuances in literary texts. They read with understanding a variety of technical registers.

Strand 4: Writing

The ability to write a wide range of texts on paper and on screen for different purposes and audiences using a variety of skills, strategies and structures to generate a variety of effects;

Attainment Level 1

Student encounters activities and experiences. Student follows a slow moving object and watches an adult’s hand when it moves. They apply potential solutions systematically to problems, e.g. bringing an object to an adult in order to request a new activity. Student reacts to activities and makes sounds when not distressed and shows interest in adults. Students use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time, e.g. anticipating sounds or actions in familiar poems.

Attainment Level 2

Students begin to understand that marks and symbols convey meaning e.g. drawing or scribbling alongside a picture or placing pictures in own time table. They make marks or symbols in their preferred mode of communication e.g. using writing implements with a pincer grip, generating a symbol from a selection on a computer. Students produce some meaningful print, signs or symbols associated with their immediate environment. They can trace, overwrite and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns. Students differentiate between letters and symbols e.g. producing a drawing to accompany writing. They use more than one colour when colouring or drawing.

Attainment Level 3

Students demonstrate interest and enthusiasm for writing. With support they draw and write words to communicate meaning. They group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, e.g. writing their own name. In the writing and recording, students use pictures, symbols, familiar words and letters in
sequence to communicate meaning. They show awareness of different purposes, e.g. letters, lists, stories or instructions. They understand that letters must be formed correctly and attempt to begin letters in the correct place. They attempt to ‘write’ their name and single words using the keyboard on the computer.

**Attainment Level 4**

Students convey meaning through drawing, symbols, words, phrases, and short sentences. They participate in shared teacher / pupil’s writing building sentences. They compose short, modelled sentences demarcated with capital letters and full stops. They use in writing, theme-related words, sight words and vocabulary presented with visual support. They use modelled strategies such as the use of blends and letter patterns (e.g. cvc) to spell monosyllabic and common polysyllabic words correctly. They form clearly shaped and correctly oriented letters that are consistent in size. They distinguish between letters and words. They use correct directionality. They write legibly in the modelled style.

**Attainment Level 5**

Students use planning before writing stories and non-fiction texts, such as messages, invitations, postcards and informal letters. They compose longer grammatically correct sentences about familiar topics such as family, school and hobbies. They employ a range of common discourse markers such as ‘and’, ‘but’ and ‘so’ to link sentences. They describe a person, an object, an animal or a place as a list of points written in short, simple sentences. They use full stops, capital letters and question marks and punctuation within sentence correctly. They can express their ideas in a sequence of sentences. They experiment with words (word classes such as adjectives and verbs) drawn from topics, literature, language activities and media. They spell words accurately, using knowledge of word structure and spelling patterns, including common inflections such as plurals. They write appropriately in joined and legible handwriting.

**Attainment Level 6**

Students plan their creative writing through brainstorming, classifying and organizing information. They write for different purposes such as to narrate, describe, explain and inform. They write short texts such as a short dialogue or a short paragraph about a topic. They write a range of compositions, including informal letters, write-ups of events, short stories, and articles about age appropriate topics. They develop ideas in a sequence of grammatically correct sentences that are organized in short paragraphs. They use subject-specific words and expressions to achieve the appropriate effects. They employ discourse markers to express sequence in a story, such as next, then, finally and later. They revise written drafts with the support of teacher and / or peers. They proof-read and edit their own work with teacher support. They use a range of presentational features, such as layout for an informal letter, appropriate to the task.
Attainment Level 7

Students produce grammatically correct, longer stretches of independent writing, using coherent and cohesive paragraphs made up of a mixture of simple and complex sentences. A range of punctuation marks, including commas, apostrophes and inverted commas, is usually used accurately. They write a range of text forms, such as a dialogue and a biography, with appropriacy and with a sense of audience. They write fairly long narrative and descriptive essays after the appropriate vocabulary has been brainstormed. They list the main ideas of a text. They revise their own work with increasing thoroughness and with decreasing teacher support. They use words imaginatively and precisely. Their spelling of less familiar words is reasonably accurate. Students summarise narrative texts in point form. They recognize some figures of speech, write short descriptions of subjects, events and characters, and make simple comments on the use of language in verse and prose.

Attainment Level 8

Students write extended prose texts which are coherent. They write fairly long connected text that is generally grammatically accurate. Their expression displays a wide variety of vocabulary and sentence structure. They write a wider range of text forms such as a book and film review, and a news report. They show appropriate and at times imaginative adaptation of style and register in different forms of informal and formal writing tasks such as letters of invitation, request, complaint, and apology. They use a wide range of punctuation marks, including the colon and semi-colon with increasing accuracy. They summarize ideas in both point form and continuous prose. They express point of view at some length, using appropriate discourse markers such as however, moreover, on the other hand to mark the flow of argument. They compare and contrast themes and characters in verse and prose, and comment in more detail on literary techniques.

Attainment Level 9

Students produce well-structured and grammatically accurate texts, including reviews of literary works and multimedia products. They express clear points of view in well-linked paragraphs. Their narrative writing shows control of characters, events and settings. They use a wide variety of sentence structures. In non-fiction, they express ideas of increasing complexity clearly and coherently. They address a range of different viewpoints. They write about complex subjects, including literary appreciation, underlining the salient issues in an appropriate style and for different purposes. They use a wider range of vocabulary, language structures and correct punctuation to make fine distinctions. They write a summary of different text types including literary texts. They develop an argument systematically and coherently, laying appropriate emphasis on significant points and presenting relevant supporting detail. Students can analyse and respond to short literary texts with minimum support.

Attainment Level 10

Students write a variety of original texts that are continually focused on the task set, syntactically correct and varied, consistently idiomatic, effectively structured, and largely free of spelling and
punctuation errors. They write complex letters, articles or reports that present a case with an effective logical structure indicating significant points to the reader. They produce writing that shows a clear grasp of the use of discourse markers such as unfortunately, surprisingly. admittedly that help to determine tone and point of view. They also write reflective, argumentative and abstract texts in an appropriate style and for different purposes such as to persuade, argue, advise, suggest or recommend. They use a wider range of vocabulary, word collocations, language structures and correct punctuation to create powerful and imaginative effects. They rewrite material into various text types and adapt them to suit different audiences and purposes. They use the appropriate style and layout in producing a wide variety of text types. They express insightful interpretations of themes and characters in literature.

2.8 The use of attainment level descriptors for national benefit

Attainment levels of all students should be assessed on an annual basis. This will allow all of the stakeholders to evaluate the progression in learning made by each student. The data collected will give a simple score of the number of the attainment level reached in each strand. This data can then be collated by the school, by the college or by the Department of Curriculum and e Learning to give a general picture of year-on-year progression of attainment. The data base will be used with clearly defined ethical responsibility so that students, classes or schools cannot be identified by other schools or colleges. This data is very informative to support school development planning as it provides objective evidence of the year on year progress that is being made. This data can be used to celebrate success.

2.9 The use of attainment level descriptors within lessons

The reference to the learning outcomes levels within a unit is to give the teacher a rough guide as to the possible range of student attainment in a class. Within a class of students there will be a wide range of diverse levels of student attainment. In order to support the teacher to appreciate this wide range of attainment it is possible to gauge the approximate level within which students find themselves. For example in Form One we might expect all students to be at level seven which is the average level for that year group. Yet within such a Form One class the diverse range of ability may be as wide from level one to level nine. In planning a lesson, teachers need to be aware of this possible range of ability so that effective teaching and learning can take place.

It is very important to note that an attainment level descriptor is a very indiscrete tool not to be used for weekly purposes at a classroom level. Within any one level reflecting annual attainment there will be many sub levels of attainment that different students will reach during a teaching block. Teachers should see the use of attainment level descriptors within the subject units to be a rough guideline to encourage their own more precise planning.
2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes

It is important to note that the results of the attainment level assessment should not be used:

- to inform daily progression because any group of students at one attainment level will still have different levels of understanding
- to indicate a student’s actual level of attainment on a daily basis.
- to assume that working in one lesson is equivalent to a year’s progress.
- to assume that a student attainment level is the same across different units within the same strand

2.11 Avoiding the misuse of learning outcomes

The indicators of learning outcomes identified within the units are based on the teaching objectives. These indications of learning outcomes are only a small sample of all the learning outcomes that will emerge from a teaching objective. Teachers need to be aware that there are many learning outcomes that different students will achieve during the course of a unit. Teachers should not teach to the learning outcomes.

It is also important that teachers do NOT assume that the indicators of learning outcomes in the unit reflect the focus of the whole unit. The driver of the units is the set of teaching objectives NOT the indicators of the few stated learning outcomes.

When using the indicators of learning outcomes in the units it is important to acknowledge that these are a very rough guide for the teacher to begin to bring down the extensive range of other possible learning outcomes that a teaching objective will facilitate.

3. The structure of units in the English curriculum documentation

The curriculum documentation is written in the form of units and has the following content.

3.1 Unit code and title

The title of each unit reveals the content of the unit and each unit is coded for the schools or teachers to record information collected. The consecutive numbers 7 and 8 in the Form 1 and 2 units reflect the year of schooling and have no relation to the attainment levels.

3.2 Strands and Attainment Levels

Each unit reveals the specific strands that are being delivered so as to remind teachers of the teaching aim of that specific strand and provide relevant learning experience for students.
3.3 The teaching objectives

The specific objectives for each unit are drawn directly from the general objectives within the Teaching Objectives Framework. There are the specific teaching objectives within each unit. These unit specific objectives are in two categories, a set for those students who are within their year related range of ability and then a set for those whose ability requires a further level of assessment. Selected from mainstream teaching objectives, these objectives are adapted to suit the needs of students with learning difficulties.

Teaching Objectives facilitate the focusing of knowledge, skill and attitude to be included in a unit. Usually there are three to five teaching objectives in a unit. Teachers may adjust the requirement of target attainment according to students’ abilities, and then plan teaching and a variety of class activities accordingly.

3.4 Vocabulary

Relevant vocabulary included in the units that students need to experience and learn.

3.5 Points to note

These should cover reference to the subject approach to teaching and learning, but they may refer to health and safety issues that teachers need to consider and deal when teaching the unit.

3.6 Resources

A list suggesting teaching material required when teaching the unit. These include a variety of materials to support e Learning.

3.7 Examples of teaching experiences and activities

The teaching and learning content of each unit should correspond to the teaching objectives of the curriculum units. Next to each exemplar teaching situation the specific teaching objective is clearly stated. The examples given for each specific objective reflect ideas to catalyse and inspire teachers to think of their own ideas and materials. The teaching examples indicate different activities for students who are attaining at different levels. The activities are also written in such a way as to encourage student centred learning. In creating student centred learning opportunities the teacher must appreciate the difference between teaching objectives for the lesson which indicate the focus of the learning opportunities provided, and the learning outcomes which indicate a range of possible responses that students may give.

3.8 Differentiated Learning Outcomes

The differentiated learning outcomes show an indicative range of attainment levels for different students. They are given as a rough guide to stimulate the teacher’s planning. In their class the range of attainment may be wider or narrower. In preparing the unit the teacher should reflect on the range of
ability of the students in that class. They can do so by referring directly to the attainment levels. As a consequence of the range of attainment levels the teacher may need to plan for different teaching activities occurring at the same time.

4. The units for English

The units have three consecutive parts. The first part relates to the attainment levels of students from 5 to 8. The second part refers to attainment levels of students from 1 to 4 and in this part the objectives are similar to those in the first part but they may have been adjusted and this is indicated by the numbering of the objectives. Some units have a third part which refers to e-learning activities that relate to all levels of attainment.

The teacher is expected to select the range of objectives (from parts one, two and three) needed according to the range of attainment levels of the students in their class.

5. Assessment Strategies

Assessment needs to be effective, meaningful and must have a purpose. The purpose of Assessment for Learning is to provide feedback for teachers and learners on the teaching and learning taking place on a day to day basis at classroom and school level. This evidence will enable the teacher to adjust the learning programme accordingly in order to improve the quality of learning. Assessment tasks and procedures should be consistent with the aims of each strand of the subject and with the activities being done in class to achieve these aims. In this way assessment will be a vital part of the learning programme. The teacher needs to think of assessment tasks that disclose what has been learnt, what needs further prompting and the next step in learning for the student.

Assessment strategies refer to the different method of data collection and how they are reported in both formative and summative contexts. A number of basic specific strategies include clear and shared learning intentions, specific and reachable success criteria, effective questioning, feedback that feeds forward, self and peer assessment. Assessment for learning and teaching is an essential part of promoting students’ active participation at the level of their understanding.

There is an important distinction between strategies to assess attainment as opposed to achievement. Assessment of attainment relates to the ‘academic’ work in the subjects of the curriculum. Assessment of achievement relates to the broader issues that relate to attainment but includes other concerns such as student effort and motivation. In this context we can have a student at level three who is a high attainer and a student at Level nine who is a low attainer. Understanding this distinction is important if the teacher is to ensure that effective progression in learning takes place.

Assessment of the attainment level descriptors should only be summative once a year. Attainment level descriptors contain a number of learning outcomes that reflect a small example of all the learning outcomes arising from the units and their objectives. In assessing an attainment level descriptor the
teacher should recognize each of these learning outcomes and use ‘a best fit’ approach in deciding which learning outcomes within a level that a student has attained.

Assessment of unit-based work should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation. The collection of this formative data can be used to inform the attainment level that best fits the student. It is important that the evidence be collected systematically to allow objective judgment as well as subjective reflections about the achievement of the learner.

A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in the Appendices.

6. Facilitating student centred learning with Curriculum documentation

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn. One important element is to reflect on the limited ineffectiveness of the traditional approach of teacher led teaching and to explore the value of student led or student-centred learning as being a more efficient way of encouraging student curiosity and raising standards of educational attainment.

Traditionally teachers have taught their children using the same teacher led teaching method. They have decided on the lesson and one activity that they want to teach to all the students at the same time. Every student had the same experience and sometimes follow up exercises were given for two different groups. Teachers are encouraged to change their approach from teacher-led teaching to student-centred learning.

6.1 What is student-centred learning?

There are many terms linked with student centred learning e.g. Flexible learning, Experiential learning, Self-directed learning. Student centred learning is about the shift in power from the expert teacher to the student learner. The paradigm shifts away from teaching is to move the power from the teacher to the student. In student centred learning, the teacher is a leader who is perceived as an authority figure in the classroom but is sufficiently secured within themselves to trust the capacity of the others to think and learn independently. The learner has full responsibility for their learning.
6.2 Teacher-centred and student-centred contrary perspectives

There are two very different approaches to enabling students to learn. One is where the teacher tells the students all that he thinks that they need to know. This direct teaching usually is given from the front of the class and the teacher controls all of the student learning by efficiently telling the whole class what needs to be learned. At the other end of the spectrum there is student centred learning where the teacher is only one of several resources available to each different student in the class.

6.3 Student-centred learning continuum

Within the various understanding of student centred learning there are a range of interpretations. In the limited interpretation the teacher decides what each individual student needs to know and sets the behavioural objectives to indicate efficient learning. Each student only learns what the teacher tells them but the information is specific to each student. At the other end of the student learning continuum, the student is in total control of what they learn and when they learn it. In this case the transmission of knowledge is not so efficient, but the control of the learning and understanding is very effective because it is monitored by the student themselves. In between these two extremes there are many interpretations of the term ‘student centred learning’. The key factor is that the student is in control of the flow of learning information, no matter what are their disability related barriers to learning.

6.4 Implications for curriculum design

In order for a teacher to encourage student centred learning, there needs to be a clear curriculum framework through which students can progress, week by week and year by year. This framework should provide a curriculum of opportunity for each student to follow during their career through school. At the school and classroom levels there needs to be effective and appropriate curriculum design with the following features:

a. The curriculum should be unitized with clear objectives
b. Within a unit students should have a choice of what they wish to learn in the lesson
6.5 Lesson planning for student centred learning

Student centred learning requires the teachers to plan their lessons effectively. A lesson plan for a group of students should address the following questions:

a. Are the indicative learning outcomes clear
b. What are the identified learning processes for the beginning, middle and end of the lesson?
c. What resources are identified?
d. Is there any guidance for behaviour management?

6.6 Understanding the difference between the teacher’s lowest conceptual level which is above the students’ highest conceptual level

Across all of the range of ability there is evidence that teachers in a teacher-led teaching context, significantly overestimate the level at which their students are capable of learning. Teachers use their lowest level of understanding to give students access to their lessons. Again and again, at all levels of attainment, there is evidence that the majority of students in a class fail to have a high enough level of understanding to appreciate the lowest level of their teacher. The teachers continue to teach what they know but fail to recognize that many of the students have no idea what the teacher is saying or doing. This is one of the greatest problems with teacher led teaching. Student centred learning would overcome this as the students level of understanding is the starting point which they control.

7. The use of curriculum documentation for curriculum planning

The value of unitized Curriculum documentation is that they support curriculum planning at both the school and classroom level. This approach means that the attainment of the students drives the balance of the school curriculum and not the subjective decisions of the school’s senior management team. In the three tables below we can see that a unitized curriculum within a scheme of work allows the senior managers monitor at a school level what is happening at the classroom teaching level as well as at the classroom timetabling level.

7.1 Teaching hours for the allocation of subjects

At a school level the scheme of work allows for the allocation of teaching hours in Form One.
<table>
<thead>
<tr>
<th>Maltese</th>
<th>English</th>
<th>Mathematics</th>
<th>Integrated Science</th>
<th>Religion</th>
<th>Total teaching hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>105</td>
<td>105</td>
<td>84</td>
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<td>Arts Education</td>
<td>History</td>
<td>PSD</td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>42</td>
<td>42</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td>PE</td>
<td>+ 1 foreign language option</td>
<td>+ other option</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>42</td>
<td>84</td>
<td>42</td>
<td></td>
<td>756 hours</td>
</tr>
</tbody>
</table>

(The above data is based on scholastic year 2010-2011)

### 7.2 Yearly planning statement

This document can then be converted into a yearly planning statement for each class. This allows the senior management team to understand and then monitor what is happening across one year in any one class.

**School Yearly Planning 2011-2012**

<table>
<thead>
<tr>
<th>Teaching Block (TB1)</th>
<th>Teaching Block (TB2)</th>
<th>Teaching Block (TB3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maltese Unit 1 Jiena</td>
<td>Unit 5 Logħob u festi</td>
<td>Unit 9 Jason</td>
</tr>
<tr>
<td>Maltese Unit 2 Film li ma ninsa qatt</td>
<td>Unit 6 Sur editur</td>
<td>Unit 10 Storja ta’ vera</td>
</tr>
<tr>
<td>Maltese Unit 3 Int sabiħa o Malta tagħna</td>
<td>Unit 7 L-istorja ta’ Jo</td>
<td>Unit 11 Naraw fejn aħna</td>
</tr>
<tr>
<td>Maltese Unit 4 Darba waħda</td>
<td>Unit 8 L-iskola</td>
<td>Unit 12 Aħna tfal bravi</td>
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<tr>
<td>Subject</td>
<td>Unit 1</td>
<td>Unit 2</td>
</tr>
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<td>-------------</td>
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<td>--------------------------------------------</td>
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<td>Maths</td>
<td>Properties of whole numbers</td>
<td>Math measures &amp; time</td>
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<td>Unit 2 Angles</td>
<td>Unit 7 Triangles &amp; scale drawing</td>
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<td>Unit 3 Number patterns &amp; co-ordinates</td>
<td>Unit 8 Accuracy &amp; number machines</td>
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<tr>
<td></td>
<td>Unit 4 Decimal number &amp; money</td>
<td>Unit 9 Polygons &amp; symmetry</td>
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<td></td>
<td>Unit 5 Fractions</td>
<td>Unit 10 Displaying data, central tendency &amp; probability</td>
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<td>Geography</td>
<td>Unit 1 Map Detectives</td>
<td>Unit 2 Exploring Malta (1)</td>
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<tr>
<td>English</td>
<td>Unit 1 The way we live</td>
<td>Unit 6 Friends</td>
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<td>Unit 2 Going on holiday</td>
<td>Unit 7 The right job for me</td>
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<td></td>
<td>Unit 3 The world of science</td>
<td>Unit 8 Let’s sing &amp; play</td>
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<tr>
<td></td>
<td>Unit 4 The world around us and beyond</td>
<td>Unit 9 Adventure</td>
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<tr>
<td></td>
<td>Unit 5 Families</td>
<td>Unit 10 Let’s play this game</td>
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<tr>
<td>History</td>
<td>Unit 1 Studying history</td>
<td>Unit 3 Meeting civilizations</td>
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<td></td>
<td>Unit 2 Beyond history</td>
<td>Unit 4 The Roman eagle spreads its wings</td>
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<tr>
<td></td>
<td></td>
<td>Unit 5 The Roman eagle spreads its wings</td>
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<tr>
<td></td>
<td></td>
<td>Unit 6 Under the rule of the crescent</td>
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<tr>
<td>Social Studies</td>
<td>Unit 1 Living in a society – socialisation</td>
<td>Unit 2 Living in a democracy</td>
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<tr>
<td>Subject</td>
<td>Units</td>
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<td><strong>PSD</strong></td>
<td>Unit 1 Getting to know my new school environment &amp; peers</td>
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<td>Unit 2 All about me</td>
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<td></td>
<td>Unit 3 Respecting ourselves &amp; others</td>
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<td></td>
<td>Unit 4 Understanding growing up changes &amp; making responsible choices</td>
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<td>Unit 5 Roles &amp; responsibilities within different social contexts</td>
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<td></td>
<td>Unit 6 Making good use of my time</td>
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<tr>
<td><strong>Music (General)</strong></td>
<td>Unit 1 Musicking</td>
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<tr>
<td><strong>Music (Option)</strong></td>
<td>Unit 1 note values, time names &amp; signatures</td>
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<tr>
<td></td>
<td>Unit 2 Pitch &amp; pitch inflections</td>
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<tr>
<td><strong>Textile Studies</strong></td>
<td>Unit 1 One way to sew it up!</td>
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<tr>
<td></td>
<td>Unit 2 Christmas Stocking</td>
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<tr>
<td><strong>PE</strong></td>
<td>Unit 1 Fast, high &amp; far</td>
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<tr>
<td></td>
<td>Unit 2 Let's dance</td>
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<tr>
<td><strong>Integrated Science</strong></td>
<td>Unit 1 In the lab</td>
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<td>Unit 2 Grouping</td>
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<td>Unit 3 Ecology</td>
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<td>Unit 4 Energy around us</td>
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<td><strong>Religion</strong></td>
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<tr>
<td></td>
<td>Unit 2 The power within</td>
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<tr>
<td><strong>Art</strong></td>
<td>Unit 1 The magic of line</td>
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</tr>
<tr>
<td><strong>Drama</strong></td>
<td>Unit 1 Let’s polish it</td>
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</tr>
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<td></td>
<td>Unit 2 How do I behave?</td>
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<td></td>
<td>Unit 3 We become someone else</td>
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<td><strong>Music (Option)</strong></td>
<td>Unit 2 Pitch &amp; pitch inflections</td>
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<td>Unit 1 Let’s polish it</td>
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**Notes:**
- *Unit 3 Intervals & aural awareness*
- *Unit 4 The triad & its application*
- *Unit 5 Creative Design*
- *Unit 6 Colour your Life*
- *Unit 7 Outdoor 1 – follow it, find it*
- *Unit 5 Just between us*
- *Unit 6 Send it up high*
- *Unit 7 Outdoor 1- follow it, find it*
- *Unit 9 Acids & alkalis*
- *Unit 10 Materials*
- *Unit 11 Electricity*
- *Unit 12 Forces*
- *Unit 5 Challenges*
- *Unit 6 Never alone*
- *Unit 3 Patterns galore*
- *Unit 4 Textures to see, textures to touch*
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<th><strong>Italian</strong></th>
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<td>Start</td>
<td>Myself &amp;</td>
<td>What do you do?</td>
<td>My home</td>
<td>The Colours of life</td>
<td>Daily routine</td>
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<td>On the road</td>
<td>In the city</td>
<td>My identity</td>
<td>Daily routine</td>
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<td>Life at school</td>
<td>Where am I?</td>
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<td>Where is all?</td>
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<td>Consolidation &amp; revision</td>
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<td>Unit 7 My family</td>
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<td>My clothes, likes &amp; dislikes</td>
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<td><strong>Unit 11</strong></td>
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<td>Let’s start</td>
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<td>Daily routine</td>
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<td>Have you heard?</td>
<td>At home</td>
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<td>What is the weather like?</td>
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<td>Unit 4</td>
<td>How much, how many?</td>
<td>Unit 7 Free time &amp; hobbies</td>
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<td></td>
<td>Unit 8</td>
<td>Yes, of course</td>
<td>Unit 8 Yes, of course</td>
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<tr>
<td><strong>Arabic</strong></td>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
<td><strong>Unit 5</strong></td>
<td><strong>Unit 9</strong></td>
<td><strong>Unit 10</strong></td>
<td><strong>Unit 11</strong></td>
<td><strong>Unit 12</strong></td>
</tr>
<tr>
<td></td>
<td>Let’s get started</td>
<td>The Arabic Alphabet</td>
<td>Sentence structure &amp; punctuation</td>
<td>My school &amp; its environment</td>
<td>Can you tell me where is.....?</td>
<td>Numbers (1-10) days of the week &amp; months</td>
<td>What I have learnt this year</td>
</tr>
<tr>
<td></td>
<td>Unit 2</td>
<td></td>
<td>Unit 6 Family &amp; relatives</td>
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<tr>
<td></td>
<td>Unit 3</td>
<td>All about me</td>
<td>Unit 7 Colours, Shapes &amp; descriptions</td>
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<tr>
<td></td>
<td>Unit 4</td>
<td>Identifying yourself &amp; others</td>
<td>Unit 8 My house; types of houses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Design & Technology
- Unit 1 Gifts of the forest
- Unit 2 Plastic investigator
- Unit 3 Test it yourself
- Unit 4 Treasures from under ground
- Unit 5 One way operation
- Unit 6 Sensible energy sources

### ICT
- Unit 1 Collecting and sharing information
- Unit 2 Texts, pictures and numbers
- Unit 3 Presenting and publishing information

### Spanish
- Unit 1 Ready, set, go!
- Unit 2 Hello, how are you?
- Unit 3 Where are you from?
- Unit 4 the family is well, thanks.
- Unit 5 How hungry!
- Unit 6 Everyone has their favourite colour
- Unit 7 Home, sweet home
- Unit 8 Come on!
- Unit 9 My daily routine
- Unit 10 It’s raining cats & dogs
- Unit 11 More beautiful than most
- Unit 12 Beach or mountain?

### Graph Communication
- Unit 1 grasping the principles of basic geometric construction
- Unit 2 constructing angles & patterns by means of compass & set squares
- Unit 3 Constructing triangles & quadrilaterals
- Unit 4 Constructing circles & polygons
- Unit 5 Projecting isometric drawings
- Unit 6 Introducing information graphics

### Home Economics
- Unit 1 Discovering Home Economics
- Unit 2 Pyramid power
- Unit 3 Smart snacking
- Unit 4 Breakfast Time
- Unit 5 Sweet Endings
- Unit 6 Roll up your sleeves

### 7.3 Weekly Timetable

This document can then be used to identify a time table for any one class according to the relevant teaching block. So for example if we take the subjects for Teaching Block One above we can then produce a timetable for that Teaching Block.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maths</strong>&lt;br&gt;Unit 1 Properties of whole numbers</td>
<td><strong>PSD</strong>&lt;br&gt;Unit 1 Getting to know my school...</td>
<td><strong>English</strong>&lt;br&gt;Unit 1 The way we live</td>
<td><strong>Int. Science</strong>&lt;br&gt;Unit 1 In the lab</td>
<td><strong>Geography</strong>&lt;br&gt;Unit 1 Map Detectives</td>
</tr>
<tr>
<td><strong>English</strong>&lt;br&gt;Unit 1 The way we live</td>
<td><strong>PSD</strong>&lt;br&gt;Unit 1 getting to know my school..&lt;br&gt;Maltese Unit 1 Jiena</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Maltese</strong>&lt;br&gt;Unit 1 Jiena</td>
<td><strong>PE</strong>&lt;br&gt;Unit 1 Fast, high &amp; far</td>
<td><strong>Maths</strong>&lt;br&gt;Unit 1 Properties of whole numbers</td>
<td><strong>Religion</strong>&lt;br&gt;Unit 1 My journey</td>
<td><strong>Maths</strong>&lt;br&gt;Unit 1 Properties of whole numbers</td>
</tr>
<tr>
<td><strong>ALM</strong>&lt;br&gt;Unit 1 Musicking</td>
<td><strong>Italian</strong>&lt;br&gt;Unit 1 Start</td>
<td><strong>Maths</strong>&lt;br&gt;Unit 1 Properties of whole numbers</td>
<td><strong>English</strong>&lt;br&gt;Unit 1 The way we live</td>
<td><strong>Italian</strong>&lt;br&gt;Unit 1 Start</td>
</tr>
<tr>
<td><strong>Maths</strong>&lt;br&gt;Unit 1 Properties of whole numbers</td>
<td><strong>History</strong>&lt;br&gt;Unit 1 Beyond History</td>
<td><strong>Italian</strong>&lt;br&gt;Unit 1 Start</td>
<td></td>
<td><strong>Maltese</strong>&lt;br&gt;Unit 1 Jiena</td>
</tr>
<tr>
<td><strong>Home Econ.</strong>&lt;br&gt;Unit 1 Discovering home</td>
<td><strong>English</strong>&lt;br&gt;Unit 1 The way we live</td>
<td><strong>Int. Science</strong>&lt;br&gt;Unit 1 In the lab</td>
<td><strong>ICT</strong>&lt;br&gt;Unit 1 Collecting &amp; sharing information</td>
<td><strong>English</strong>&lt;br&gt;Unit 1 The way we live</td>
</tr>
<tr>
<td><strong>Home Econ.</strong>&lt;br&gt;Unit 1 Discovering home</td>
<td><strong>Int. Science</strong>&lt;br&gt;Unit 1 In the lab</td>
<td><strong>PE</strong>&lt;br&gt;Unit 1 fast, high &amp; far</td>
<td><strong>Social Studies</strong>&lt;br&gt;Unit 1 Living in a society - socialisation</td>
<td><strong>Int. Science</strong>&lt;br&gt;Unit 1 In the lab</td>
</tr>
</tbody>
</table>

Such a system means that there is a direct and manageable link between what is being taught in the classroom and what is planned at a senior management level. This also means that the results of the attainment levels of student assessment can influence that balance of hours allocated to each subject. If this happens then it is possible to say that the balance of the subjects taught in any school is driven by the student’s level of attainment i.e. it is a student centred curriculum.

8. **The important contribution of eLearning**

eLearning is about making learning more flexible by providing access to tools that give greater possibilities to teaching and learning. The question, “What can teachers and students do today that they could not do without technology?” has to be the guiding rule that helps teachers and students use the tools to achieve skills that are expected in a 21st century learning environment. Digital technologies give control over to the users as to when and where they study while allowing them to develop at their own pace. Digital technology has the potential to provide a student centred learning environment tailored to meet individual needs.
8.1 Digital Technologies

eLearning provides a range of technologies including:

1. Generic software applications, word processors, spread sheets, and statistical tools which can be used to develop ideas and skills and to present and publish results and findings;
2. Subject specific software;
3. Presentation technologies - including interactive whiteboards, projectors, digital cameras, recording, mics, and presentation software;
4. The Internet - which provides access to a range of digital resources including online libraries, databases and “Cloud computing”;
5. Conferencing - which includes e-mail, Blogs and Wikis, discussion boards, bulletin boards and chat tools that can support a range of collaborative activities;
6. Multimedia to support a variety of learning styles and includes the use of images, sound, video and animation;
7. Computer assisted assessment - automatic on-line testing which will be available on the National VLE. Some teachers are already using such software that is available on the Web;
8. Computer assisted learning - using the computer to support learning e.g. online tutorials that might include video or animation and feedback within a structured framework;
9. Video conferencing, involving the use of audio and visual communication can be used to share ideas collaboratively;
10. Streaming - digital audio and video delivered via the web can give students access to real situations that might otherwise be inaccessible;
11. Simulations and Models that enable students to explore real world models and develop practical skills in a safe environment;
12. Games including robotics, game consoles and 3D worlds where the student learns through experimentation and interacts with others in a simulated environment;
13. Visualisation tools including mind mapping and concept mapping tools that are used to represent complex information.
14. The list is not exhaustive and the creative teacher will be helped and supported in exploiting emerging technologies to enhance the teaching and learning.

8.2 Leaders’ role

Digital technology plays a critical role in allowing teachers to focus on student-centred approaches. Integrating digital technology into the curriculum is an essential way to retool our schools and turn them into learning spaces that will prepare our learners for tomorrow. Integrating technology into the curriculum is not the same as being competent in using the computer. Leaders should stop thinking about technology training and how it can be used in the classroom and start thinking about curriculum training that incorporates technology.
9. Appendices

Appendix 1:

Flexibility in curriculum management progression from a Unit to Teaching

The flexible hierarchical structure of the curriculum

At each level in the hierarchy of the schooling system the curriculum can be flexibly managed. This is more fully explained in the footnote.

- The central curriculum from the DCMeL
- The curriculum of opportunity the whole set of units for each subject at a college and school level
- Subjects scheme of work with the strands, their units and Level descriptors at HOD level
- Subject units all the units that make up the scheme of work for each subject at a classroom level
- Unit teaching objectives for the teacher’s delivery of the subject
- Lesson procedure guidance possible more detailed notes for a lesson
- Student learning outcomes macro for the class and micro for the student

Different forms of flexibility when managing the units at a classroom level

1. Flexibility in preparation for action
2. Flexibility in initial unit planning
3. Flexibility preparing for a lesson
4. Flexibility in modifying the teaching plan as you progress
5. Flexibility as a result of reviewing the teaching objectives and student attainment
Flexibility in developing a teaching implementation strategy at the classroom level

1. Flexibility in preparation for action

Decide the order and how many units to teach within a year and in which teaching blocks.

Flexibility is in choosing the units in the order that suits you.

1.1 Flexibility in initial unit planning

- Read the unit as a whole to ensure that you have a picture of what it says.
- Ensure that you appreciate the approach to teaching and learning for that subject e.g. Science and enquiry.
- Reflect on the approach you will take to student centred learning.
- Decide on the teaching situations and learning activities that would suit your class of students. Review and if necessary rewrite the range of possible learning outcomes so that they reflect the range of students’ attainment levels in your class.

1.2 Flexibility preparing for a lesson

Decide on Unit Teaching Objectives for the week
- Insert the teaching objectives for the whole unit
- Identify some key words to be stressed throughout the unit
- Indicate some of the key teaching materials that you will use

**Decide on appropriate vocabulary**

Flexibility in deciding the key words to be used

The plan shown below is to illuminate what is meant by flexibility. It is not intended that the teachers has to write a similar plan although the teacher may make some sort of preparation guidance notes especially if there is an LSA in the class

**Decide on work station groupings of students**

1. For group one the objective and activity come from unit; In this case the planning follows the guidance
2. For group two the objective is a different one and the activity is as per unit; **Flexibility** In this case is that the order of the objectives is different for different students in the same class as some may have progressed more quickly
3. For group three the objective is the same as group two but the activity is different; **Flexibility** in this case is in the change of teaching activity
4. For group four the objective is from a different inclusive objective and the activity comes from The unit; **Flexibility** in this case is in the change of level of objective

**1.3 Lesson notes**

- Make a note of the approximate amount of time that you would devote to teacher centred teaching and student centred learning. You may have two 10 minutes teacher directed sections followed by a 10 minute student reviewed section within each lesson.

- Write the teaching situations and try to make them exciting.

- Write the guidance for teaching those activities to maximise student centred learning.

- Ensure that each supporting LSA has the activity that they are to do demonstrated to them (not just explained).

- Make sure that everyone knows that the learning outcomes are possible indicators of student response and not teaching objectives.
2. **Flexibility in modifying your guidance notes as you progress**

2.1 *During the lesson*

- During the lesson activities glance at the adults to check that they are doing what you expect. If the adult is not doing what you want either show them there and then or talk to them after the lesson.

- Ensure that any behaviour guidance is clear and adhered to.

- At the end of the lesson review the subject content that has been covered and evaluate if you need to make changes for the coming week. You may keep the same content for the whole teaching block or you may insert new activities or content.

**Flexibility as the plan of the lesson progresses then you can evaluate:**

- The appropriateness and effectiveness of the teaching materials,

- The teaching interaction situations,

- The groups and the effectiveness of the adult support

- The quality of achievement from the student

- The actual responses the students give that indicate the level of learning outcomes

Constantly refer back to the subject unit:

- Ensure that the spirit of the unit as shown in the objectives and indicative learning outcomes are clear in your teaching plan

- Reflect on the effectiveness of the delivery of your teaching objectives in the spirit of the unit

- Check that your subject approach to teaching and learning meets the guidance in the Teachers’ Handbook

- Reflect on whether you have assessed the student at the correct level of attainment that he can achieve without adult intervention

The modifications to subsequent lessons may be needed if not all objectives are covered. By modifying the teaching plan as the teaching block progresses, adjustments to lessons can be made according to:

- the speed at which the teacher successfully completes the teaching objectives

- the teaching situations can be modified according to the spontaneous inspiration of the teacher
the student learning outcomes can be individually adjusted, as the learning progresses for different students

2.2 Reviewing the teaching objectives and student attainment once the unit is completed

- Evaluate the effectiveness of the teaching objectives
- Evaluate the learning outcomes for each student
- Use the above information to inform the planning of the next unit

2.3 Flexibility with the Teaching Objectives

The teaching objectives are to inform the teacher’s delivery of the subject content.
- All of the teaching objectives contribute to the Teaching Objectives Framework for the subject.
- The teaching objectives reflect the syllabus of the Central Curriculum that are appropriate to the level of attainment of our students
- Teaching objectives should NOT be referred to as learning objectives. (Learning objectives do not exist within our diversity paradigm)
- Teaching objectives challenge the quality of the teacher’s knowledge of the subject they are teaching.
- For ease of access then for Form 1 there are a set of teaching objectives for students who are attaining at levels 5, 6, 7 and 8 and a later set in the same units for students who are attaining at levels, 1, 2, 3 and 4
2.4 Flexibility in evaluating learning outcomes

Macro Learning Outcomes are based on the level descriptors and they give us an indication of the range of student responses within an annual review context. They allow the teacher to appreciate the broad range of levels of student attainment in the class and to reflect on the general differences across a class of students.

Micro Learning Outcomes are based on the response of the students to their teaching experience within a lesson. When a lesson activity is first planned the micro learning outcome will be an estimate by the teacher.

- Once the lesson has been taught the teacher can write a realistic outcome statement.
- Each student will have his/her own expected learning outcomes.
- The ability to attain an outcome should be where the student is in control of the learning and NOT where the teacher is promoting an answer.
- During a Teaching Block a student should develop their learning outcome attainment.

3. Flexibility as a result of reviewing the teaching objectives and student attainment

In order to allow learning and teaching to inform each other it is important to review the activity in the classroom from both a teacher and a student perspective. The following criteria may help the teacher to reflect on the flexible criteria that may influence modifications of the teaching and learning process.

Critical review criteria

1. Are the teaching objectives from the Scheme of Work unit correctly copied?
2. How are the students put in groups at clearly defined work stations?
3. Does the range of activities fit the allocation of time for that lesson?
4. Is there an appropriate share of the amount of time between teacher centred teaching and student centred learning?
5. Do the teaching activities maximise student centred learning?
6. Are the teaching situations exciting?
7. Do the student learning outcomes differentiate the range of outcomes to be found within one level of attainment?
8. Is there an effective range of student learning outcomes expected for each teaching activity?

9. Do the supporting adults have clear written directions?

Note on curriculum management and flexibility

- At every hierarchical level of the schooling process the curriculum can be flexibly managed to ensure that the best quality of education is provided to the students. The different levels of management are DCMeL, College, SMT, HOD and Classroom.

- By curriculum management we are referring to the process whereby the co-ordination of the levels of attainment of each of the students are matched by the managed provision of the full range of educational resources, human, physical and financial.

- In a curriculum that is underpinned by the need to respond to diversity and student centred learning, then at each level there are two important features. In this case we are referring to curriculum management features for classroom teachers.

- The first feature is the need for teacher freedom to flexibly make decisions on how best to use the resources available. The second feature is the need to have responsibility so that the decisions that are made need to be evaluated.

- In this case the EO and HOD give the teacher a set of units which the teacher has flexibility to deliver. Conversely the teacher then is responsible to the HOS and EO for the evaluating the effectiveness of the planning as indicated by the progression in attainment of the students.

- Flexibility and responsibility of managing the curriculum at the higher levels will be referred to in another paper. At every level it is the successful progression in attainment level of the students that drives the management of the full range of curriculum resources.
Appendix 2: English in Malta

English has for many years enjoyed a privileged position among the range of languages that have impinged themselves on Malta and on Maltese society in the course of history. At the same time, English has established for itself a formidable linguistic position in the international arena. English is recognized as the lingua franca among nations and their people. As a result, a working knowledge of English is essential for interaction with the outside world beyond Malta’s shores. Indeed, English is the standard language of international communication, and competence in the language is necessary for the modern world citizen to follow everyday events and developments happening around the world.

In Malta, English enjoys the status of one of the two official languages and therefore it is a tool that enables the user to partake fully of the country’s state services and social life. In education, English is a language of instruction, and knowledge of the language is indispensable if the user is to benefit fully from the teaching and learning experiences and facilities in school, college and university. Furthermore, it goes without saying that knowledge of English is a highly valued asset for the purposes of lifelong education and distance learning. It being in effect the second language of Malta, English features, sometimes dominantly, in many other spheres of life such as tourism, industry, entertainment, commerce, ICT and the mass media.

English is also a key to the literatures of the world. A knowledge of the language provides not only the obvious benefit of facilitating the reading of original English works of fiction and poetry but also enables access to works translated into English from other languages.

The development of English language skills in primary and secondary schools therefore empowers the learner to function in all these various scenarios effectively and profitably.
Appendix 3: Assessment for Learning – important general principles

Assessment for Learning (AfL) occurs when evidence is used to adapt the teaching to meet the needs of the students. Assessment for Learning enhances learning for all types of students because it is there to build a bridge between what is known and what lies on the next step.

1. Understanding what students know

Before starting to teach a new topic or concept, we need to become aware of what are the pupils’ perceptions on the subject. Techniques that can be used include Brainstorming, Questioning, Survey, Concept Mapping, Mind web, Discussion, Short test, Evaluate written work done at home or at school.

2. Effective Questioning Techniques

We should consider the use of open challenging questions which allow a range of correct responses and require students to think. More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a ‘hands up’ technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

- **Literal Questions**
  

- **Application Questions**
  
  Can you think of another situation similar to this?
  Do you know of another story that deals with the same issues?
  Do you know where else this can be used?

- **Analytical Questions**
  
  What makes you think that?
  Can you support your view with evidence?
  Why do you think this was written/given in such a way?
  Why did you decide to do it in such a way?

- **Synthesis Questions**
  
  What is your opinion?
  What evidence do you have to support your view?
  Given what you know about... what do you think?
  If you were.... what would you think

- **Evaluation Questions**
  
  What makes this ... successful?
Does it work if done in another way?
Which is better and why?

3. Oral Feedback during the lesson

Feedback is fundamental. It gives the opportunity to students to improve in their learning. Feedback has to be from teacher to student, student to teacher, and student to student. Good Oral Feedback should

1. focus on the student’s work not on the person
2. state specific ways on how the work can be improved
3. compare the work the student produced with what was previously done
4. do it all along the activity
5. be critically constructive use
6. give comments that push the learning forward
7. use a language that does not intimidate the students
8. consider all the students’ comments
9. focus on the learning intentions explained at the beginning

4. Oral and Written Feedback after the lesson

‘It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written feedback’. (Black 2004)

Written feedback can be in the form of grades or comments or both. A numerical mark does not tell the students what needs to be improved in their work and therefore an opportunity to enhance their learning is lost. When a comment is written next to the grade, students tend to ignore the comment and all the corrections the teacher does. The mark becomes a measure of their ability.

Give students the correct advice that would lead them to correct their mistakes. This advice has to be concordant with the learning intention. The advice should be a very short piece of information about where the students achieved success and where they could improve against the learning intention.

The work should go back to the student who must be given time to carry out the requested changes. The work will then go back to the teacher who will correct it and give another advice on what can be done next to enhance learning.

Comments need to begin with what has been a success by showing what needs to be improved and by giving advice on how this improvement can be achieved.

The feedback given has to cause thinking and students need to be given time to answer

- Focus on specifics by asking a specific question about what went wrong
- Delve and ask questions that prompt a student to be more specific
The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students’ self-esteem.

5. Promoting Self-Assessment and Peer-Assessment

Self-Assessment
Many studies show significant progress made by children who have been trained to be self-evaluative. At the end of every lesson students are asked to produce reflective comments about their learning, followed by a teacher’s summary, unravelling misconceptions that might have been created and providing links with future learning. Self-evaluation has to be linked with the learning intentions and this will lead to student progress, more persistence and a higher self-esteem from the students’ part.

Training students to be self-evaluative
1. Explain why a self-evaluation is needed. Significant progress is made by students who are self-evaluative. When they compare their learning against the learning intentions, they understand where they stand in their learning. Then they can ask the necessary questions to move forward.
2. Recap the learning intention a number of times during the lesson.
3. Be prepared with a number of questions for the end of the lesson.
   - What did you find most difficult to learn?
   - Is there something which you are still unsure about?
   - Is there anything you need to know more about?
4. Give students some thinking time (15-30 seconds) to answer the above questions.
5. Use different approaches to get the answers for the above questions such as whole class responses, paired-responses, group responses.

Peer-Assessment
When students are given the opportunity to verbalise what they have learnt, their brain will start processing the data by giving it a structure, forming bridges between what is new and those concepts/perceptions that they had before. This will make students aware of what has been learnt and what needs further clarification. Therefore it is of extreme importance that teachers give space and time for students to speak about the topic in question. Peer-assessment is the ability to assess the work of others, whether it is written, spoken, painted or any other practical piece of work. Students will be able to perform peer-assessment only if the teacher has given them clearly stated success criteria against which they can perform assessment. Skills which form the basis of peer-assessment: Students have to learn to observe to form an opinion and to know why they have formed that opinion.
Bibliography

Appendix 4: Digital Technology Enhanced Learning

Using Digital Technology to enhance learning is a requirement of the National Curriculum. It is the entitlement of all students. The entitlement documents that follow are not intended to be exhaustive, but indicate where Digital Technology might usefully support students in acquiring knowledge, being creative, collaborative and in communicating appropriately and effectively.

In many secondary schools access to Digital Technology at this point in time poses a number of challenges, so careful planning is necessary to use even a small amount with all students. The situation in Primary schools is less challenging as each class has at least three PC and the teacher’s laptop. As any reform is a journey rather than a one-off event, it is envisaged that the entitlement documents will be updated periodically to accommodate new emerging technologies. It is not intended that all of the suggested links and possible activities be used and those described may be used in different ways. Some activities and ideas lend themselves to using the teacher’s laptop and the interactive whiteboard at its most basic function. Other activities and ideas work best with a networked system and portable computers, and which make best use of the virtual learning environment. Students may be able to use ICT at home and this should be encouraged where it is appropriate.

The suggested ideas (at the end of each unit) exploit the software that already exists in school or is available freely in the public domain or cloud. Many of the activities are straightforward and easy to put in operation. Others may require support from e-Learning Champions in the school. In any case the best idea is for class teachers to consult the school’s e-Learning Champion about what they want to do and how it might fit in the curriculum. It is not the intention of the e-learning entitlement documents to deliver students’ ICT capabilities although some activities will consolidate what the students learn during discrete ICT and Computing lessons.

The PC and other digital technology

Primary and secondary school students need to be taught 21st century skills if they are to thrive in the technology-infused job sectors they will enter in the future. We need to fuse the traditional 3 Rs with critical thinking and problem solving, creativity and innovation, communication, and collaboration. It is no longer enough to instruct students in spoken and written communication. They need to be taught to communicate electronically including netiquette, email and Web interactions. Collaboration today happens also virtually, where materials and documents are shared without regard to physical space. More collaboration will be occurring in 3D, immersive environments so students need to be adept at navigating virtual worlds. It follows that students should be given opportunities to apply and develop their ICT capability through the use of digital technology and Web 2.0 tools to support their learning in all subjects.

Students should be given opportunities to support their work by being taught to:
- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media especially Web 2.0 tools; and,
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

**Bloom’s Digital Taxonomy**

Bloom’s Taxonomy in its various forms represents the process of learning. The six levels by Bloom have been simplified in some cases, like the three storey intellect inspired by Oliver Wendell Holmes and adapted to education by Art Costa, but basically Bloom’s Taxonomy still represents how people learn. Bloom’s revised digital map is an update of the original 1950 and 2000 map and accounts for the new behaviours, actions and learning opportunities that emerge with new technologies. The digital taxonomy addresses the following skills:

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Thinking skills</th>
<th>Digital skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Remembering</strong></td>
<td>Recognise, listen, describe, identify, retrieve, name, locate, find</td>
<td>Bullet pointing, highlighting, bookmarking, social networking, social bookmarking, searching, Googling, local bookmarking.</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify</td>
<td>Advanced searching, Boolean searching, blogging, twittering (micro-blogging), categorising, tagging, commenting, annotating, subscribing.</td>
</tr>
<tr>
<td><strong>Applying</strong></td>
<td>Implement, carry out, use, execute</td>
<td>Run, load, play, operate, hack (reconfigure or reprogram a system), upload, share, edit</td>
</tr>
<tr>
<td><strong>Analysing</strong></td>
<td>Compare, organise, deconstruct, attribute, outline, find, structure, integrate</td>
<td>Mashing-up (as in layering of images on maps), link, validate, reverse engineer, crack, media clip</td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td>Check, hypothesise, critique, experiment, judge, test, detect, monitor</td>
<td>Comment in blogs, post, moderate, collaborate, network, refactor (as in improving code readability, i.e. undertaking tiny changes in program code to improve software), testing new code</td>
</tr>
<tr>
<td><strong>Creating</strong></td>
<td>Design, construct, plan, produce, invent, devise, make</td>
<td>Program, film, animate, blog, video blog, mixing and remixing, wiki-ing, publishing, video casting, podcasting, directing</td>
</tr>
</tbody>
</table>
Appendix 5: Matching software to Attainment Levels 1 to 3

The following level 1, 2 and 3 attainment level statements all contain examples of software that can be used to support teaching activities.

Level 1

**A1i** Using Big Bang, Switch It Patterns to attract attention, student may be passive or resistant.

**A1ii** Using Switch It Series, student shows alertness and simple reflex responses.

**A2i** Switching on a fan or tape recorder using a switch, watch and track images on a screen using Big Bang, Big Bang Patterns.

**A2ii** Turn towards familiar music and stories and respond to familiar events in a story. Repeatedly press a sequence.

**A3i** Communicate intentionally to ask for computer, press the Go button on a BeeBot to repeat a movement. Show pleasure at the responses e.g. Switch It Series build up.

**A3ii** Initiate a program - e.g. Touch Games, Switch it Maker 2 to start the sequence. Anticipate the next step in a program e.g. Choose and tell Legends. Use two switches to make a choice e.g. Switch Skills for Two, Choose and Tell Series. Use Choose it Maker 2 to make a simple decision. Show awareness of problem-solving e.g. pressing a switch repeatedly when the computer has been switched off.

Level 2

**A4** Students recognise their own image (digital photographs in Switch It! Face Maker ), start a story on a DVD.

**A5** Matching activities in Skill Builders Matching Skills, Sorting Skills, recognising numbers and alphabet letters in Choose It Maker 2, Clicker 5. Use a communication grid to make needs and wants known Boardmaker Plus, The Grid 2.

**A6** Use the computer or portable communication device to send a message, write their own name in Clicker 5, Symwriter. Save and retrieve work they have done in Clicker 5. Follow a set of instructions to control the Constructa-bot, Pro-Bot. Switch on the computer and load a familiar program independently

Level 3

**A7** Choose which images to include in Switch It Maker 2. Give directions and instructions and use symbols to write messages in Clicker 5, Symwriter, Communicate in Print 2

**A8** Record own voice on Easi-Speak or computer program e.g. Switch-it Maker 2, put together their own slide sequence using Switch-it Maker 2, select and insert a clip art into a word processor, Select a range of tools from a toolbar in Clicker 5, make animation in Textease.
Appendix 6: Online resources for attainment levels 1 to 3

The following list details sources of free software and guides that can be used to support students with individual educational needs and the use of Assistive Technology.

**ACE Centre Advisory Trust** [http://www.acecentre.org.uk](http://www.acecentre.org.uk)
ACE Centre access software, a free version of Switch Access to Windows plus Windows shareware.

**Call Centre** [http://www.callcentrescotland.org/resources](http://www.callcentrescotland.org/resources)
Downloadable communication boards and resources, BoardMaker V6, Clicker 5 and PowerPoint resources.

**Children’s BBC (CBBC)** [http://www.bbc.co.uk/cbbc/](http://www.bbc.co.uk/cbbc/)
BBC web site for children with switch accessible online games.

**Communication for All** [http://www.communication4all.co.uk/](http://www.communication4all.co.uk/)
An interesting website which supports inclusion

freely downloadable Clicker 5 grids, a software package used to support students across all curricular areas.

**Do to Learn** [http://www.dotolearn.com](http://www.dotolearn.com)
Games, songs and fun activities.

**Enchanted Learning** [http://www.enchantedlearning.com/Home.html](http://www.enchantedlearning.com/Home.html)
Online curriculum material including Languages, Physical Sciences, Geography, Sciences, Maths, Music.

**Help kidz learn** [http://www.helpkidzlearn.com](http://www.helpkidzlearn.com)
a number of activities which can be used with a switch, tracker-ball or other hardware.

**Hiyah** [http://www.hiyah.net/software.html](http://www.hiyah.net/software.html)
downloadable games including pre-literacy and early maths skills.

**Inclusive Technology** [http://oneswitch.org.uk/](http://oneswitch.org.uk/)
Ideas, games and resources for art, music and playing video and computer games using switches.

**Intellitools Inc** [http://www.intellitools.com/](http://www.intellitools.com/)
Activity exchange area including the Intellikeys concept keyboard and Classroom Suite.

Can create a puzzle with a minimum of 6 to a maximum of 200 puzzle pieces.

**Mayer-Johnson resources** [www.mayer-johnson.com](http://www.mayer-johnson.com)
Software downloads and a 30 day trial version of Boardmaker symbols.

**Meldreth Manor** [http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html](http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html)
Meldreth Manor School has downloadable PowerPoint and Illuminatus switch activities.

Appendix 7:

Attainment Level One explanation.

This appendix is for teachers of those students who are attaining at Level One. In psycho-médical terms the students at this level have profound and multiple learning difficulties. A number of these students will be attending mainstream schools whilst some students at this level attend St Miguel and Helen Keller schools.

A theoretical underpinning to early thinking skills
An overview of Piaget’s stages of cognitive development

<table>
<thead>
<tr>
<th>First Stage Sensorimotor</th>
<th>Birth to 18 months</th>
<th>Infant interacts with the world through actions such as crying, regulated gestures, and exploring.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Stage Pre-Operational</td>
<td>2 yrs to 7 yrs</td>
<td>Pre-schoolers relate to their world through symbolic reasoning, magical thought, and continued sensorimotor activity.</td>
</tr>
<tr>
<td>Third Stage Concrete-Operational</td>
<td>7 yrs to Adolescence</td>
<td>Children begin demonstrating logical thought by using concrete examples from the world around.</td>
</tr>
<tr>
<td>Fourth Stage Formal Operational</td>
<td>Adolescence into Adulthood</td>
<td>Adolescents go beyond concrete examples and begin engaging in abstract thinking.</td>
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</tbody>
</table>

The sensori motor development

In order to understand how to develop thinking in pupils who are functioning at attainment level one, we adopted an approach based loosely around sensori motor perspective on cognitive development from 0-2 years of age Piaget (1955). This approach is illuminated in the following text whereby the six strands formed the focus of learning, and the three levels of circular reaction formed the developmental levels of progression in learning that became the basis of the P scales 1-3.

Piaget’s sensori motor development and the attainment level scales,
A) Strands of development adapted from Uzgiris and Hunt (1975)
1) The Development of visual pursuit and the Permanence of Objects
Fixating on and tracking objects, recognising the continued existence of partially hidden and hidden objects, retrieving partially hidden and hidden objects

2) Means of Obtaining Desired Environmental Events
Increasingly complex ways of asking for things to happen. Getting repetition, various ways of getting objects, strategic planning for achieving ends.

3) The Development of a) vocal and b) Gestural Imitation
   a) differentiated coos and distress sounds, imitation of sounds already in repertoire, imitates some new sounds, will imitate most sounds
   b) imitates familiar own body actions, imitates visible gestures, imitates invisible gestures, imitates new models of gestures

4) The Development of Operational Causality
Increasing levels of understanding about what makes things happen. (Some overlap with scale 2). Profound egocentricity, self at the centre of all events, self and others making things happen.

5) Construction of Object Relations in Space
Increasingly complex understandings of spatial relations. Tracking, grasping, appreciation of spatial effects e.g. gravity and position of objects.

6) The Development of Objects in Relation to Schemes
Reflexes, simple undifferentiated schemes, differentiated schemes, dropping and throwing objects, socially instigated schemes.

B) Piaget’s Stages (levels) of Development,
From Hogg and Sebba, 1986
There are three main levels which are divided into six stages, two levels at each stage
Primary circular reactions, based on reflexive responses leading to schemes that are repeated and generalised;
Secondary circular reactions, leading to the co-ordination of secondary schemes, where learned habits emerge into intelligent behaviour;

Tertiary circular reactions, leading to the invention of new means through mental combinations with trial and error and dependence upon feedback as a basis for new learning.

C) The adaptation of the above approach to thinking means that we have six strands of learning i.e

1) The Development of visual pursuit and the Permanence of Objects
2) Means of Obtaining Desired Environmental Events
3) The Development of a) vocal and b) Gestural Imitation
4) The Development of Operational Causality
5) Construction of Object Relations in Space
6) The Development of Objects in Relation to Schemes

Within each of these strands at Level One, there are a further three sub levels each of which is divided into two further levels. This makes a total of six sub levels in total

Sub-attainment level 1i

1, 2, 4. Student encounters activities and experiences. Student follows a slow moving object. Student watches their hand when it moves.

3a. Student makes sounds when not distressed.

3b. Student shows interest in adults.

5. Student turns head in direction of familiar adult on hearing or seeing them.

6. Student touches an object.

Sub-attainment level 1ii

1. Pupils show emerging awareness of activities and experiences. Student notices the disappearance of slowly moving objects.

2. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, student grasps an object visually directing his hand to the object.

3a student responds to infant like sounds.
3b student attempts to imitate action but does not succeed
4. student repeats arm actions to keep an object active consistently
5. student is able to localize the source of a sound visually
6. student may give intermittent reactions, student interacts with several objects at the same time by taking them to their mouth.

**Sub-attainment level 2i**

1. They begin to show interest in people, events and objects. Student pulls off a screen to obtain an object.
2. Pupil’s begin to respond consistently to familiar people, events and objects. Student repeats an action moving their hands systematically to produce an interesting event.
3a student vocalizes similar sounds to adults
3b student imitates a familiar gesture immediately
4. student accepts and engages in coactive exploration. Student produces a dominant act during a pause to suggest a procedure.
5. student reacts to new activities and experiences. Student follows a rapidly moving object and locates it visually only when it lands into views.
6. Student interacts with several objects at the same time by visual inspection

**Sub-attainment level 2ii**

1. student finds an object completely covered in three places and searches directly under the correct screen.
2. Student begins to be proactive in their interactions. Student moves the body to regain an object and continues to play with it.
3a student imitates familiar words
3b student models unfamiliar gestures immediately.
4. student cooperates with shared exploration and supported participation, for example, in a familiar game the student responds during pauses.
5. student performs actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, student drops objects into a container and reverses it to get it out
6. student bangs two objects together
7. student communicate consistent preferences and affective responses, for example, showing a consistent dislike for certain flavours or textures.

**Sub-attainment level 3i**

1. student sustains concentration for short periods. Student finds an object under three super imposed screen.

2. student remembers learned responses over more extended periods. Student understands the relationship of a support and reaches for a object

3a student imitates unfamiliar sounds but not in a similar way.

3b student attempts to imitate unfamiliar actions they can see.

4. student participates in shared activities with less support. Student attempts to suggest a procedure to create a new event of interest to them

5. student observes the results of their own actions with interest. Student acts on a place with objects appreciating the force of gravity

6. student explores materials in increasingly complex ways, Student shows more varied actions adapted to specific objects such as swinging objects

7. Pupils begin to communicate intentionally; They seek attention; they request events or activities

**Sub-attainment level 3ii**

1. student searches to find an object under the correct one of three screens.

2. They apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents.

3a.b. Pupils use emerging conventional communication. They vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately

4. They attempt to activate an object by giving it back to the adult. They can remember learned responses over increasing periods of time e.g. uses a stick to get an object without demonstration.

5. Pupils may anticipate known events, for example, drops several objects repeatedly to see where they land.

6. They actively explore objects and events for more extended periods, for example, feeling the textures of different parts of a plant.

When another person is present, a student will show objects to encourage social interaction.
7. They may respond to options and choices with actions or gestures, for example, touching one substance rather than another.

These levels form the bases of the learning outcomes that are being developed attainment Level One within the Maltese curriculum. At this level of teaching the access is on the six strands of learning and the national curriculum forms the learning context and environment within which the students can learn. So for example the students may not be learning Science but in terms of cause and effect when ice-cream melts on their body then in scientific terms materials are changing their properties from solids to liquids.

The application of this approach is particularly relevant in the teaching of mathematics at attainment Level One.