

Supporting Document

Learning Outcomes Framework

Year 7 & Year 8

2026 – 2027

ENGLISH

A SUPPORTING DOCUMENT FOR YEAR 7 AND YEAR 8: TABLE OF CONTENTS

PREFACE	3
---------------	---

LEARNING OUTCOMES

Listening & Speaking (LS)	4
Reading (R)	11
Writing (W)	19
Literature (LIT)	24

APPENDICES

Language Awareness and Production LOs (LAP)	31
Year 7 & Year 8 CCP LOS	40
Official Textbooks	43
Assessment Plan for YEAR 7 & 8	44
Reporting the Learning Outcomes	54
Topics	64
Exemplar Tasks	67
Resources	68

PREFACE

This document is a result of the consultation process conducted in 2017 and 2018. It serves as a pedagogical tool intended to help teachers of English meet the different needs of the learners. Apart from this supporting document, there is another document which contains all the Learning Outcomes for Year 7 and 8 which bind all sectors. This document may be accessed through this link: <http://www.schoolslearningoutcomes.edu.mt/en/subjects/english/level/7>

According to the new LOF approach, each attainment level progresses at two yearly intervals. Therefore, it is assumed that Year 7 and 8 students will attain the learning outcome statements in attainment level 7.

The content of the first part of this document contains a Learning Outcome code which reflects the strand and the number of the LO in the binding document aforementioned. The Learning Outcome column presents a broad statement which is then unpacked, and its information structured so that complex ideas can be taught at a simplified level first (Track 1), and then re-visited at more complex levels later on (in Track 2 and 3). Therefore, all LOs are to be taught at levels of gradually increasing difficulty depending on the level of the learner. It is thus assumed that learners at Track 3 level would have attained the specific learning outcomes of the two levels preceding it.

Although the strands are presented separately in this document, the integrated-skills approach is to be adopted when planning to ensure a motivating and meaningful context. The integrated-skills approach is underpinned by a sound acquisition of the basic language elements — grammar, vocabulary, and pronunciation — the LOs of which can be found in Appendix 1, and which are to be taught inductively and integrated within all the strands.

We would like to extend our gratitude to the following Heads of Department for their contribution throughout the process of compiling this document: Mr Edwin Attard, Ms Suzanne Camilleri, Ms Giselle Desira, Ms Marika Sammut Dimech, Ms Mariella Farrugia, Ms Melanie Fenech Ishmael, Ms Therese Frey, Ms Lilian Oliva Mifsud, Ms Heather May Richard, Ms Claudine Sciberras, Ms Caroline Sciriha, Ms Miriam Theuma Xerri, and Mr Stefan Zammit.

We hope that you find this document helpful whilst implementing the LOF approach. Any queries or suggestions should be sent to the Education Officers for English (Secondary) listed here: Clarissa Padovani: clarissa.padovani@ilearn.edu.mt; Marika Vella: marika.vella@ilearn.edu.mt; Pamela Zerafa: pamela.zerafa@ilearn.edu.mt.

LISTENING AND SPEAKING

Learning Outcomes

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Listening / Speaking / Integrated
LS 7.1	I can, for the most part, understand what people say to me in everyday situations.	1	I can, with support, understand people speaking at normal speed, with repetition, about familiar topics, and identify the main ideas, purpose, and audience.	Listening Year 7
		2	I can understand people speaking at normal speed, with some repetition, about familiar topics, and identify main ideas, specific information, purpose, and audience .	
		3	I can understand people speaking at normal speed, without repetition, about familiar topics, and identify main ideas, specific information, purpose, and audience.	
LS 7.2	I can take part in a role-playing exercise , taking on a character role and adopting the appropriate communicative strategies of familiar situations.	1	I can participate in simulations and role-play and convey a simple message.	Speaking Year 7
		2	I can greet others, make requests, offer suggestions, and ask for information in role-play activities that require more independent use of spoken language.	
		3	I can act out a conversation where I express my feelings, opinions, and make suggestions.	
LS 7.7	I can give and receive instructions and directions as well as clarify any points that may be unclear.	1	I can give and understand simple guided instructions and directions and ask for clarification in activities that require some independent use of spoken language.	INTEGRATED Year 7
		2	I can give and understand instructions and directions and ask for clarification in activities that require some independent use of spoken language.	
		3	I can give and understand instructions and directions and ask for clarification in activities that require independent use of spoken language.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Listening / Speaking / Integrated
LS 7.11	I can listen for gist and subsidiary ideas .	1	I can, with support, identify the main idea.	LISTENING Year 7
		2	I can identify the main idea and give a reason.	
		3	I can distinguish between the main idea and supporting examples.	
LS 7.8	I can ask appropriate questions to clarify my understanding on areas which are unclear, using appropriate, precise, and correct language.	1	I can, with support, ask close-ended questions prepared in advance to clarify my understanding.	SPEAKING Year 7
		2	I can ask open-ended questions for information and/or repetition to clarify my understanding.	
		3	I can ask a variety of questions (closed and open-ended) accurately, including tag questions to clarify my understanding.	
LS 7.10	I can express my opinion in response to other speakers' opinions.	1	I can express an opinion in favour of or against by listing a series of points.	INTEGRATED Year 7
		2	I can express an opinion and give one reason to support this opinion.	
		3	I can express a well-argued opinion in favour or against a topic by presenting arguments orally.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Listening / Speaking / Integrated
LS 7.13	I can distinguish between formal and informal register in spoken English.	1	I can, with support, identify informal and / or formal register in spoken English and the purpose of discourse.	LISTENING YEAR 7
		2	I can identify informal and formal register in spoken English and the purpose of discourse.	
		3	I can confidently identify informal and formal register and the purpose of discourse.	
LS 7.16	I can produce continuous speech with some L1 interference, but which is generally intelligible.	1	I can maintain flow of speech with support but affected by some repetition, pauses and self-correction.	SPEAKING Year 7
		2	I can coherently maintain flow of speech with minor repetitions.	
		3	I can coherently, fluently, and accurately maintain flow of speech.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Listening / Speaking / Integrated
LS 7.12	I can listen and make inferences .	1	I can, with support, infer meanings of unfamiliar words.	LISTENING Year 8
		2	I can demonstrate understanding by making inferences and predictions by using evidence from the text.	
		3	I can draw conclusions, find evidence, and extend my own thinking based on background knowledge and clues from the text.	
LS 7.6	I can prepare a presentation and take part in a discussion to state what I think and give my reasons .	1	I can express an opinion in favour of or against by listing a series of points in a short presentation prepared in advance. I can then participate in a discussion.	SPEAKING Year 8
		2	I can express an opinion and give one reason to support this opinion in a short presentation prepared in advance. I can then participate in a discussion and state my opinion.	
		3	I can express well-argued opinions in favour or against a topic by presenting arguments in a short presentation about a topic prepared in advance fluently. I can then participate in a discussion and state my opinion supported by reasons and examples.	
LS 7.5	I can report on and evaluate presentations and performances I have seen.	1	I can describe a presentation / performance and express opinions orally with peer support.	INTEGRATED Year 8
		2	I can describe and comment about a presentation / performance, express and support opinions orally with some need for repair.	
		3	I can describe and evaluate a presentation / performance in detail and express opinions independently and fluently with general accuracy.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Listening / Speaking / Integrated
LS 7.15	I can understand and identify individual words in continuous speech.	1	I can listen to a number of simple messages and identify the key words.	LISTENING Year 8
		2	I can listen to a number of messages and identify the key words.	
		3	I can listen with confidence and understand complex messages and identify key words.	
LS 7.14	I can make use of language to compare and contrast .	1	I can, with support, compare and contrast simple ideas in the same text.	SPEAKING Year 8
		2	I can compare and contrast more complex ideas from different texts.	
		3	I can compare and contrast complex ideas from different texts using a wide range of language.	
LS 7.9	I can listen to a number of different views , understand how they relate to each other, and express my own views in response.	1	I can, with support, listen to two different views with repetition, compare them and state my own opinion in response.	INTEGRATED Year 8
		2	I can listen to two or more different views, compare, and evaluate them and state my own opinion in response.	
		3	I can listen to different views, compare, and contrast them and state my own opinion supported by examples in response.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Listening / Speaking / Integrated
LS 7.17	I can give clear and precise instructions using a logical sequence to guide an activity.	1	I can, with support, give instructions with some hesitation.	SPEAKING Year 8
		2	I can give instructions using a logical sequence with some hesitation.	
		3	I can clearly, accurately, and fluently give instructions using a logical sequence.	
LS 7.3	I can recount the main points of what somebody says or of a performance and summarise them succinctly.	1	With support, I can listen for and orally identify the main ideas in spoken texts that relate to familiar contexts.	INTEGRATED Year 8
		2	I can recount and summarise the main ideas in spoken discourse that relates to familiar contexts.	
		3	I can summarise succinctly the main and subsidiary ideas in discourse without repetition.	
LS 7.4	I can, having listened to statements about a topic, explain a person's point of view and the likely consequences of his/her opinion.	1	I can express and justify opinions orally with peer support.	INTEGRATED Year 8
		2	I can express and support opinions orally with some need for repair.	
		3	I can express opinions independently, fluently and with general accuracy.	

READING

Learning Outcomes

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
R 7.1	I can work out what unfamiliar words mean.	1	I can, with support, use some discourse markers to understand the meaning of a number of unfamiliar words.	YEAR 7
		2	I can use discourse markers to understand the meaning of a number of unfamiliar words.	
		3	I can use inference and deduction to understand meaning of unfamiliar words.	
R 7.6	I can distinguish between fact and opinion .	1	I can, with support, distinguish between fact and opinion.	YEAR 7
		2	I can distinguish between fact and opinion and give a reason.	
		3	I can distinguish between fact and opinion and provide detailed evidence from the text.	
R 7.7	I can read more complex texts across genres for different purposes e.g., to find out new information, for enjoyment, to learn new things.	1	I can, with support, explain why I enjoy a particular genre.	YEAR 7
		2	I can explain why I enjoy a particular genre.	
		3	I can explain why I enjoy different genres.	
		1	I can, with support, compare and contrast two genres.	
		2	I can compare and contrast two genres.	
		3	I can compare and contrast across genres.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
R 7.10	I can evaluate and respond to texts which include visuals and graphics .	1	I can answer lower-order and some higher-order questions about a text which includes visuals and / or graphics.	YEAR 7
		2	I can answer higher-order questions about a text which includes visuals and / or graphics.	
		3	I can make use of inference and deduction to answer questions about a text which includes visuals and/ or graphics.	
R 7.4	I can make informed assumptions about a book or other long works from its title and introductory material.	1	I can, with support, predict what a book is about from its front cover and title .	YEAR 7
		2	I can make some predictions about the contents of a book from its illustrations and blurb.	
		3	I can make a variety of predictions about a book from its blurb and introductory material.	
R 7.11	I can identify intended audience and purpose of texts.	1	I can, with support, identify the target audience and purpose in a simple text.	YEAR 7
		2	I can identify the target audience and purpose in a text.	
		3	I can identify the target audience and purpose in a complex text.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
R 7.13	I can make use of skimming and scanning to help me read effectively.	1	I can, with support, skim a simple text to find information.	YEAR 7
		2	I can skim a simple text to find information.	
		3	I can skim a complex text to find information.	
		1	I can, with support, scan a simple text to locate information.	YEAR 7
		2	I can scan a simple text to locate information.	
		3	I can scan a complex text to locate information.	
R 7.8	I can understand text organisation and can recognise techniques the writer uses to bring across the argument, story, or instruction.	1	I can, with support, identify the layout of a text.	YEAR 7
		2	I can identify the layout of a text.	
		3	I can comment about the layout of a text.	
		1	I can identify sequence in an unfamiliar text about a familiar topic in which the information is presented sequentially.	
		2	I can identify sequence in an unfamiliar text about a familiar topic in which the information is not presented sequentially.	
		3	I can identify sequence in an unfamiliar text about an unfamiliar topic in which the information is not presented sequentially.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
R 7.3	I can extract and summarise the main points from a text.	1	I can, with support, find the main ideas of a text.	YEAR 8
		2	I can find the main ideas of a text.	
		3	I can read and summarise the main ideas in different texts.	
R 7.8	I can understand text organisation and can recognise techniques the writer uses to bring across the argument, story, or instruction.	1	I can, with support, identify basic features of the writer's use of language.	YEAR 8
		2	I can identify basic features of the writer's use of language.	
		3	I can comment on various features of the writer's use of language.	
R 7.5	I can tell the difference between the main and supporting points of a given text.	1	I can, with support, identify the main and supporting points in a simple text.	YEAR 8
		2	I can identify the main and supporting points in a simple text.	
		3	I can select the main and supporting points of a complex text.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
R 7.2	I can show understanding and react to a different range of genres and age-appropriate texts.	1	I can, with support, answer questions about simple texts of different genres for example adverts and schedules.	YEAR 8
		2	I can answer questions about simple texts of different genres for example informal emails and brochures.	
		3	I can answer questions about complex texts of different genres for example formal emails and articles.	
		1	I can, with support, identify the basic features in both a formal and informal text.	YEAR 8
		2	I can identify various features present in both a formal and informal text.	
		3	I can identify a range of features present in both a formal and informal text.	
R 7.9	I can interpret information derived from graphs and maps .	1	I can, with support, interpret graphical and numerical information in a text about a familiar topic.	YEAR 8
		2	I can interpret graphical and numerical information in a text about a familiar topic.	
		3	I can interpret graphical and numerical information in a text about an unfamiliar topic.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
R 7.1	I can work out what unfamiliar words mean.	1	I can, with support, identify the meaning of an unfamiliar term.	YEAR 8
		2	I can define the meaning of some unfamiliar terms with the help of a dictionary.	
		3	I can explore the meaning of a variety of unfamiliar terms by looking for cues in the text.	
R 7.3	I can extract and summarise the main points from a text.	1	I can read a text about a familiar topic and extract the main idea and key words.	YEAR 8
		2	I can read a text about an unfamiliar topic and identify the main points.	
		3	I can read texts about unfamiliar topics and summarise them in continuous prose.	
R 7.11	I can identify intended audience and purpose of text.	1	I can, with support, identify the purpose of a text.	YEAR 8
		2	I can identify the purpose of a text.	
		3	I can provide evidence from the text when I identify the purpose of the text.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
R 7.12	I can make use of inference and deduction when I read.	1	I can, with support, make a straightforward inference based on a single point of reference in the text.	YEAR 8
		2	I can make inferences based on evidence in different parts of the text.	
		3	I can make inferences and deductions based on evidence in different parts of the text.	
R 7.14	I can identify referents in a text.	1	I can, with support, identify referents represented by personal pronouns and some determiners.	YEAR 8
		2	I can generally identify referents represented by a range of pronouns and determiners.	
		3	I can consistently identify referents represented by personal and relative pronouns, determiners, and abstract words.	
R 7.15	I can avail myself of resources to expand my understanding of words e.g., using a dictionary and a thesaurus including online versions.	1	I can, with support, look up the meaning of a word in a dictionary and an online dictionary.	YEAR 8
		2	I can look up the meaning of words or expressions in a dictionary/ an online dictionary.	
		3	I can look up similar meanings of words or expressions in a thesaurus/ an online thesaurus.	

WRITING

Learning Outcomes

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
W 7.1	I can write complex sentences correctly.	1	I can, with support, write syntactically correct simple and complex sentences on familiar topics.	Year 7
		2	I can write syntactically correct simple and complex sentences on familiar topics.	
		3	I can write syntactically correct complex sentences on various topics using a range of vocabulary and structures.	
W 7.2	I can write a text organised in a series of paragraphs .	1	I can, with support, write a coherent and cohesive paragraph about a familiar topic.	Year 7
		2	I can write a coherent and cohesive paragraph about a topic.	
		3	I can write a text about a topic made up of three coherent and cohesive paragraphs.	
W 7.8	I can correct punctuation, spelling, and the use of language in my own writing and that of my peers.	1	I can, with support, correct some of my own and my peers' punctuation and spelling errors in written work.	Year 7
		2	I can correct my own and my peers' punctuation, spelling, and language use in written work.	
		3	I can correct my own and my peers' punctuation, spelling and language use and revise my written work.	
W 7.9	I can organise and summarise information .	1	I can organise information by filling in a partially completed grid about a topic.	Year 7
		2	I can organise and summarise information by writing lists of facts/items related to a topic.	
		3	I can write mind-maps about a particular topic I have discussed or read about.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
W 7.7	I can produce different text types .	1	I can, with support, complete different coherent and cohesive text types.	Year 7
		2	I can write different coherent and cohesive text types that are generally grammatically correct and relatively varied in the use of vocabulary.	
		3	I can write idiomatically and appropriately expressed text types which are coherent and cohesive, grammatically accurate and varied in vocabulary and language structure.	
W 7.5	I can write appropriately for an audience and with a purpose .	1	I can, with support, write a short text with a clear purpose.	Year 7
		2	I can write a short text with a clear purpose.	
		3	I can write a text with a clear purpose generally using the appropriate style.	
		1	I can, with support, write a short text with a specific audience in mind.	Year 7
		2	I can write a number of short texts aimed at specific audiences.	
		3	I can write a number of texts aimed at specific audiences, generally using the appropriate style.	
W 7.10	I can write clear and detailed directions and instructions using a logical sequence to explain the steps of a process e.g., how to prepare a meal.	1	I can, with support, complete a set of directions and instructions.	Year 7 / Year 8
		2	I can write a set of simple directions and instructions to explain the steps of a familiar process.	
		3	I can write detailed directions and instructions to explain the steps of a familiar process.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
W 7.3	I can write a text using the appropriate language .	1	I can, with support, write a short text using appropriate vocabulary.	Year 8
		2	I can, with support, write a text using appropriate vocabulary.	
		3	I can write a text using a wide range of vocabulary.	
W 7.4	I can edit and revise my own writing.	1	I can, with support, edit a short text paying attention to choice of words, clarity, coherence, and accuracy.	Year 8
		2	I can edit a variety of short texts paying attention to choice of words, clarity, coherence, and accuracy.	
		3	I can edit a variety of texts by using a vast range of vocabulary and paying attention to clarity, coherence, and accuracy.	
W 7.6	I can vary what I write according to the intended reader .	1	I can, with support, make use of informal register in my writing.	Year 8
		2	I can, with support, make use of formal register generally in my writing.	
		3	I can make use of formal register generally in my writing.	
		1	I can, with support, use a limited range of vocabulary specific to the context.	Year 8
		2	I can use a limited range of vocabulary specific to the context.	
		3	I can use a good range of vocabulary specific to the context.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
W 7.7	I can produce different text types .	1	I can, with support, complete different coherent and cohesive text types, expressed in language that is fairly accurate.	Year 8
		2	I can write different coherent and cohesive text types that are generally grammatically correct and relatively varied in the use of vocabulary.	
		3	I can write idiomatically and appropriately expressed text types which are coherent and cohesive, grammatically accurate and varied in vocabulary and language structure.	
W 7.9	I can organise and summarise information.	1	I can, with support, complete a summary of a text, which is coherent, cohesive, and fairly accurate.	Year 8
		2	I can, with support, write a summary of a text which is coherent, cohesive, and fairly accurate.	
		3	I can write a coherent, cohesive, and accurate summary of a text.	

Literature

Learning Outcomes

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
LIT 7.1	I can recite appropriate poems demonstrating that I can pay attention to how rhyme pattern and rhythm help me bring out the musicality of a poem.	1	I can, with support, recite a stanza or short poem with generally correct pace, pronunciation, and intonation.	Year 7
		2	I can recite a short poem with generally correct pace, pronunciation and intonation.	
		3	I can recite a poem with correct pace, pronunciation and intonation.	
LIT 7.2A	I can show my understanding of prose texts I have studied by answering questions about theme/s, character, plot, and setting. I can show my understanding of drama texts I have studied by answering questions about theme/s, character, plot, and setting.	1	I can, with support, demonstrate understanding of both general and specific meanings in prose, and drama texts I have studied by answering related questions.	Year 7
		2	I can demonstrate understanding of both general and specific meanings in prose, and drama texts I have studied by answering related questions.	
LIT 7.2B		3	I can construct a simple and varied analysis of prose, and drama texts I have studied by answering a set of questions.	
LIT 7.3	I can respond to unseen age-appropriate texts by speaking and writing about the theme/s, characters, setting and literary devices in these texts.	1	I can, with support, complete oral and written tasks in response to unseen age-appropriate literary texts.	Year 7
		2	I can complete oral and written tasks in response to unseen age-appropriate literary texts by drawing some information from the text.	
		3	I can complete oral and written tasks about unseen age-appropriate literary texts by drawing evidence from the text.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
LIT.4	I can identify the use of a range of literary devices and comment on their function and effect within a text.	1	I can identify a range of comparisons in literary texts.	Year 7
		2	I can explain a range of comparisons in literary texts, such as similes and metaphors.	
		3	I can identify and explain metaphors, similes, personification, and connotation, and write examples of the target features.	
		1	I can identify alliteration and onomatopoeia.	Year 7
		2	I can identify and demonstrate understanding of alliteration and onomatopoeia by referring to some examples from a literary text.	
		3	I can comment on the function and effect of alliteration and onomatopoeia by referring to a literary text and writing examples of the target features.	
LIT 7.5	I can participate creatively in activities based on literary texts I have read or listened to.	1	I can, with support, participate in a team to produce a creative and relevant oral/audio-visual and/or written project about literary texts I have read or listened to.	Year 7
		2	I can participate in a team to produce a creative and relevant oral/audio-visual and/or written project about literary texts I have read or listened to.	
		3	I can participate in a team to produce a creative, relevant, and stimulating oral/audio-visual and/or written project about literary texts I have read or listened to.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
LIT 7.6	I can show my personal response to literary texts by speaking and/or writing about the text in a creative and engaging way.	1	I can, with support, express my personal response to a literary text orally and/or by completing a paragraph.	Year 7
		2	I can express my personal response to a literary text such as by writing a short paragraph.	
		3	I can produce a creative, relevant, and interesting personal response to a literary text by writing a clear and structured paragraph.	
LIT 7.7	I can put up a simple production of a dramatic text in a team.	1	I can, with support, identify stage directions, and demonstrate understanding such as by writing and performing some examples.	Year 7
		2	I can identify and explain stage directions and demonstrate understanding such as by writing and performing some examples.	
		3	I can identify and explain stage directions and demonstrate understanding such as by writing and performing a simple production of a short play/ scene from a play.	
LIT 7.9	I can distinguish between theme and subject in poetry .	1	I can, with support, answer both lower-order and some higher-order questions about the subject of a poem.	Year 7
		2	I can answer both lower-order and higher-order questions to distinguish between subject and theme in a poem.	
		3	I can answer both lower-order and higher-order questions about the subject and theme of a poem, supporting my answers by evidence from the text.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
LIT 7.2A	I can show my understanding of prose texts I have studied by answering questions about theme/s, character, plot, and setting. I can show my understanding of drama texts I have studied by answering questions about theme/s, character, plot, and setting.	1	I can, with support, identify various changes in plot, character, and setting in prose and drama.	Year 8
		2	I can identify in writing several changes in character, plot and setting in prose and drama.	
LIT 7.2B		3	I can identify and explain in writing several changes in plot, character and setting in prose and drama.	
LIT 7.4	I can identify the use of a range of literary devices and comment on their function and effect within a text.	1	I can identify a number of differences between free and formal verse by referring to some examples.	Year 8
		2	I can identify the differences between formal and free verse and demonstrate understanding of stanzas, rhyme, and run-on lines by referring to some examples.	
		3	I can identify stanzas, rhyming and free verse and run-on lines and write examples of the target features.	
LIT 7.5	I can participate creatively in activities based on literary texts I have read or listened to.	1	I can, with support, participate in a team to produce a creative and relevant role-play related to a drama text I have studied.	Year 8
		2	I can participate in a team to produce a creative and relevant dialogue related to a drama text I have studied.	
		3	I can demonstrate understanding of monologue in drama by producing a relevant and imaginative example of a monologue.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
LIT 7.6	I can show my personal response to literary texts by speaking and/or writing about the text in a creative and engaging way.	1	I can, with support, empathise with characters in prose and drama such as by writing a paragraph from a different perspective.	Year 8
		2	I can empathise with characters in prose and drama such as by writing a paragraph from a different perspective, showing knowledge of the text.	
		3	I can empathise with characters in prose and drama such as by writing two paragraphs from a different perspective, showing knowledge of the text.	
		1	I can, with support, empathise with a character in prose and drama by producing a relevant response in a hot seat activity.	Year 8
		2	I can empathise with a character in prose and drama by producing a relevant and convincing response in a hot seat activity.	
		3	I can demonstrate empathy with a variety of characters in prose and drama by producing relevant and convincing responses from different perspectives such as in hot seat activities.	
LIT 7.7	I can put up a simple production of a dramatic text in a team.	1	I can, with support, participate in the staging of a short play/ scene from a play, showing an understanding of the text.	Year 8
		2	I can participate in the staging of a short play/ scene from a play showing a clear understanding of the text.	
		3	I can participate in the staging of a short play/ scene from a play showing full and insightful understanding of the text.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	
LIT 7.8	I can speak or write about a prose text by referring to some of its features.	1	I can, with support, identify developments in the plot and descriptive detail of the setting in a prose reader.	Year 8
		2	I can identify and explain orally and in writing several developments in the plot and descriptive detail of the setting in a prose reader.	
		3	I can identify and explain orally and in writing various developments in the plot, descriptive detail in the setting and uses of flashback in a prose reader.	
		1	I can identify first/ third person narrative in a literary text.	Year 8
		2	I can identify different perspectives in a literary text.	
		3	I can identify different perspectives, and humour in a literary text.	
LIT 7.10A	I can compare and contrast characters in prose texts.	1	I can, with support, compare two characters in prose and drama.	Year 8
LIT 7.10B	I can compare and contrast characters in drama texts.	2	I can compare two characters in prose and drama by writing a clear and coherent paragraph using evidence from the text.	
		3	I can compare and contrast two characters in prose and drama by writing two clear and coherent paragraphs, using evidence from the text.	

Appendix 1:

Language Awareness and Production

Learning Outcomes

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Year
LAP 7.1	I can write and talk about things as they are using accurate sentences.	1	I can, with support, use the following: - countable and uncountable nouns - use the definite and indefinite article - the imperative (positive) - basic questions forms including ones using auxiliary verbs (<i>yes/no questions</i>) - basic punctuation marks including the capital letter, full stop, question mark and exclamation mark.	Year 7
		2	I can use the following: - the imperative (positive and negative) - questions forms including wh-questions - punctuation marks including comma and apostrophe.	
		3	I can accurately use the following: - the zero article - the imperative (positive, negative and in tag questions) - question forms including indirect questions - more complex punctuation marks including the speech marks, colon, and semi-colon.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Year
LAP 7.11	I can narrate events/stories, describe persons/objects/scenes, and accurately express simple arguments for and against in writing.	1	I can, with support, narrate events/stories by using the past simple and continuous tenses verbally and in writing.	Year 7
		2	I can narrate events/stories by generally using appropriate tenses and linking words verbally and in writing.	
		3	I can narrate events/stories by using appropriate tenses, linking words and direct and indirect speech verbally and in writing.	
		1	I can, with support, participate in activities in which an adjective is used to describe and compare people, objects, and scenes verbally and in writing and using the correct order.	Year 7
		2	I can participate in activities in which (a minimum of) 2 adjectives are used to describe and compare people, objects, and scenes verbally and in writing and using the correct order.	
		3	I can participate in activities in which (a minimum of) 3 adjectives are used to describe and compare people, objects, and scenes verbally and in writing and using the correct order.	
		1	I can, with support, compare two persons, objects, or scenes.	Year 7
		2	I can compare two or more persons, objects or scenes using <i>-er</i> , <i>-est</i> , <i>more</i> and <i>the most</i> .	
		3	I can compare and contrast two or more persons, objects or scenes using a variety of structures.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Year
LAP 7.12	I can use the resources available to expand my production of words e.g., using a dictionary and a thesaurus including online versions.	1	I can, with support, use a dictionary (including online versions) to understand the meaning of words.	Year 7
		2	I can use a dictionary and a thesaurus (including online versions) to expand my production of words.	
		3	I can use a dictionary and a thesaurus (including online versions) to expand my production of words and expressions.	
LAP 7.13	I can confidently use the language necessary to show time , place , and movement in a sentence.	1	I can, with support, use prepositions of time and place.	Year 7
		2	I can use prepositions of time and place.	
		3	I can accurately use prepositions of movement.	
LAP 7.14	I can use and explain spelling rules. I am aware of well-known exceptions to these rules.	1	I can, with support, apply some spelling rules e.g., possessives and homonyms	Year 7
		2	I can apply different spelling rules e.g., soft c, silent e, and plurals.	
		3	I can apply a variety of spelling rules and exceptions e.g., British, and American spelling.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Year
LAP 7.5	I can understand and use language which expresses hypothetical situations and possibilities i.e., modals and conditionals.	1	I can, with support, identify modal verbs of ability and obligation verbally and in writing.	Year 7
		2	I can use some modal verbs of advice and prohibition verbally and in writing.	
		3	I can use a variety of modal verbs verbally and in writing.	
LAP 7.8	I can make use of affixes e.g. -ness, -ly, -ful, -un, -dis, to build new words.	1	I can, with support, make use of affixes to change verbs to nouns (sing + er, compete - competition)	Year 7 & Year 8
		2	I can make use of affixes to change nouns to adjectives (help+ful) and adjective to adverb (quiet+ly)	
		3	I can make use of affixes to change grammatical class, including noun to verb (haste+n, vision – visualise)	
		1	I can, with support, use some negative prefixes (e.g., il, un, ir, im)	Year 7 & Year 8
		2	I can use adjective suffixes (e.g. -y, -ly, -ish, -like, -ful)	
		3	I can use negative suffixes (e.g. -less)	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Year
LAP 7.3	I can use the past and present tenses and refer to the future accurately when speaking and writing.	1	I can, with support, use the following tenses in the affirmative and negative, active, and passive voice: - the present simple and present continuous tense - the past simple and past continuous tense	Year 7 & Year 8
		2	I can use the following tenses in the affirmative, negative, and interrogative, active and passive voice with appropriate time markers: - the present simple and present continuous tense - the past simple and past continuous tense	
		3	I can accurately use the following in the affirmative, negative, and interrogative, active and passive voice with appropriate time markers: - the present simple and present continuous tense - the past simple and past continuous tense - the present perfect simple - the present simple, present continuous, <i>going to</i> for future time reference <i>will</i> and <i>shall</i> for future time reference	
LAP 7.7	I can understand how certain words behave together e.g., collocations, false friends and use these patterns in context of specific situations.	1	I can, with support, understand the meaning of: - words that collocate with make and do - L1 words similar to L2 ones (false friends) - basic adjectival phrases	Year 7 & Year 8
		2	I can understand and use simple: - words that collocate with make and do, have, come, and get - adjectival phrases	
		3	I can understand and use orally and in writing: - words that collocate with make, do, have, come, get, catch, go, break, and take - More complex adjectival phrases	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Year
LAP 7.9	I can identify and make use of link words to list, add up, and compare and contrast ideas.	1	I can, with support, identify and make use of some link words to list and add up ideas in a paragraph.	Year 7 & Year 8
		2	I can identify and make use of link words to list and to add up ideas in a paragraph.	
		3	I can identify and make use of link words to list, add up and compare and contrast ideas in an extended prose text.	
LAP 7.6	I can report , both in speech and in writing, what others have said or written.	1	I can, with support, identify examples of direct and reported speech.	Year 8
		2	I can change simple sentences from direct to reported speech (and vice versa) both in speech and in writing.	
		3	I can change a variety of sentences and questions from direct to reported speech (and vice versa) both in speech and in writing.	
LAP 7.11	I can narrate events/stories, describe persons/objects/scenes, and accurately express simple arguments for and against in writing.	1	I can, with support, agree or disagree with an opinion.	Year 8
		2	I can express an opinion in favour or against an argument using generally correct structures.	
		3	I can express an opinion in favour or against an argument and give a reason using correct structures.	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Year
LAP 7.5	I can understand and use language which expresses hypothetical situations and possibilities i.e., modals and conditionals.	1	I can, with support, identify the first and second conditional in simple sentences.	Year 8
		2	I can use the first and second conditional in familiar contexts.	
		3	I can use the first and second conditional in different contexts.	
LAP 7.2	I can write sentences correctly using a wide range of words and sentence forms .	1	I can, with support, make use of: • infinitive or gerund depending on the given context • subject and object pronouns	Year 8
		2	I can make use of the following with some degree of accuracy: • relative pronouns • nominal idioms	
		3	I can make correct use of: • possessive pronouns • idiomatic phrasal verbs	

Learning Outcome Code	Learning Outcome	TRACK	Specific Learning Outcome	Year
LAP 7.4	I am aware of all the various tenses used in everyday language and can make use of the main ones.	1	I can, with support, use the following tenses in the affirmative and negative: - the present simple and present continuous tense - the past simple and past continuous tense	Year 8
		2	I can use the following tenses in the affirmative, negative, and interrogative with appropriate time markers: - the present simple and present continuous tense - the past simple and past continuous tense	
		3	I can accurately use the following in the affirmative, negative, and interrogative with appropriate time markers: - the present simple and present continuous tense - the past simple and past continuous tense - the present perfect simple - the present simple, present continuous, <i>going to</i> for future time reference <i>will</i> and <i>shall</i> for future time reference	

Appendix 2: Year 7 & 8 Core Curriculum Programme (CCP)

The Core Curriculum Programme (CCP) is underpinned by the learning outcomes of key competences at Level 1 as defined in the European Qualifications Framework. The Level Descriptors for Level 1 are presented in the document Descriptors of Key Competences in the National Qualifications Framework Levels 1 to 3 issued by Malta Qualifications Council which can be accessed at <http://www.mqc.gov.mt/descriptors-key-competences?l=11>.

When planning their thematic scheme of work, teachers may wish to use the **topics listed in Appendix 5** (pgs. 64-65) or any other topics which might seem relevant and meaningful to the students. Lessons should be pitched at the learners' level of attainment and carefully scaffolded, with a focus on functional language which is relevant and useful to students inside and outside the classroom. Therefore, stand-alone grammar lessons should be avoided. In fact, the language structures which students are to be exposed to are embedded within the learning outcomes for CCP and these are to be taught inductively and within relevant contexts. For ideas on text and task selection, kindly refer to pages 46-47. Teachers are highly encouraged to use realia, realistic contexts as well as age- and level-appropriate texts which are meaningful and relevant to the students.

With regard to literature, CCP students are equally entitled to literature lessons during which they are helped to appreciate age- and level-appropriate poetry, prose, and drama texts. The primary focus should be on the enjoyment of literature. Here are some examples of where one can find Hi-Lo literary texts: *The Collins Big Cat Series*, *Real Reads*, *The Bluford Series*, *Saddleback Publishing*, *High Interest Publishing*, *High Noon Books*, *Stone Arch Books*, *Rapid Reading Scheme*, *Barrington Stoke*, *Wellington Square* as well as audiobooks such as *Learning Ally* and *DigitalBook.io*. Graphic novels and comics might also be appealing to struggling readers. This link might give some ideas: <https://www.readingrockets.org/blogs/aiming-access/19-graphic-novels-engage-students-and-keep-them-reading>

With students who struggle with literacy, time needs to be allocated to literacy teaching, paying particular attention to decoding, encoding and language comprehension which should lead to skilled reading and writing. Research on adolescent literacy highlights the importance of the behavioural, cognitive, emotional, and sociocultural engagement (Eisenbach & Greathouse, 2020). These could be addressed by:

- activating students' schemata and going from the known to the unknown,
- making learning and tasks meaningful and relevant to their realities and contexts,
- setting literacy goals which are measurable and attainable, and
- fostering a positive sense of self-efficacy.

On a more practical level, teachers of adolescents who struggle with literacy are greatly encouraged to provide:

- explicit vocabulary instruction,
- direct and explicit comprehension strategy instruction,
- opportunities for extended discussion of text meaning and interpretation,
- students with a choice in text selection and text complexity,
- intensive and individualised interventions (e.g., Lexonik, Lexia PowerUp, Precision Teaching).

Continuous Assessment will account for **100% of the final mark**. The LOs which are to be reported on and on which the continuous assessment mark is based are listed on pages 58-61. Teachers are encouraged to assess students on all components (i.e., listening, speaking, reading, writing and literature) throughout the year with relevant, meaningful, age- and level-appropriate tasks based on the LOs indicated below. Finally, it should be noted that the Learning Outcomes are exit points, and as such, are to be regarded as targets for students to work towards **with the help and support of the teacher**.

CCP LISTENING	CCP Speaking	CCP READING
CCPL7.1: I can, with support, understand the main idea of different text types about familiar topics.	CCPS7.1: I can, with support, give / ask for instructions and directions.	CCPR7.1: I can, with support, identify the main idea in different texts.
CCPL7.2: I can, with support, understand the supporting ideas of different text types about familiar topics.	CCPS7.2: I can, with support, express my ideas and opinion about familiar topics.	CCPR7.2: I can, with support, identify the supporting ideas in different texts.
CCPL7.3: I can, with support, understand specific information in different text types about familiar topics.	CCPS7.3: I can, with support, take turns in a dialogue.	CCPR7.3: I can, with support, identify specific information in different texts.
CCPL7.4: I can, with support, identify audience in different text types about familiar topics.	CCPS7.4: I can, with support, ask appropriate questions about a familiar topic.	CCPR7.4: I can, with support, identify audience in different text types about familiar topics.
CCPL7.5: I can, with support, identify purpose in different text types about familiar topics.	CCPS7.5: I can, with support deliver a short presentation about a familiar topic.	CCPR7.5: I can, with support, identify purpose in different text types about familiar topics.
CCPL7.6: I can, with support, follow instructions about familiar topics.	CCPS7.6: I can, with support, describe people / objects / places / activities.	CCPR7.6: I can, with support, follow instructions about familiar topics.
CCPL7.7: I can, with support, follow directions.	CCPS7.7: I can, with support, recount personal experiences.	CCPR7.7: I can, with support, follow directions.
CCPL7.8: I can, with support, follow chronological stages in a narrative sequence.	CCPS7.78: I can, with support, give and ask for advice.	CCPR7.8: I can, with support, follow chronological stages in a narrative sequence.
CCPL7.9 I can, with support, identify facts and opinions in different text types about familiar topics.	CCPS7.9: I can, with support, introduce myself.	CCPR7.9: I can, with support, identify facts and opinions in different text types about familiar topics.
CCPL7.10 I can, with support, identify formal/informal register in different text types about familiar topics.	CCPS7.10: I can, with support, thank / apologise / complain / order items / accept or decline an invitation.	CCPR7.10: I can, with support, identify formal/informal register in different text types about familiar topics.
		CCPR7.11 I can, with support, make use of contextual clues to show understanding of unfamiliar words in a text.
		CCPR7.12: I can, with support, predict the content of a text.

CCP WRITING	CCP LITERATURE (Poetry, Prose, Drama)
CCPW7.1: I can identify main basic punctuation marks, e.g., full stop, question mark, comma, capital letters.	CCPLIT7.1: I can listen to / read literary texts for enjoyment.
CCPW7.2: I can, with support, write instructions / directions .	CCPLIT7.2: I can explain orally / in writing the plot of a story / short play.
CCPW7.3 I can, with support, write a schedule / timetable .	CCPLIT7.3: I can describe orally / in writing the characters in a literary text.
CCPW7.4: I can, with support, write a blog entry .	CCPLIT7.4: I can make self-to-text connections with a literary text.
CCPW7.5: I can, with support, write a short message such as a text message, or a greeting card.	CCPLIT7.5: I can make text-to-world connections with a literary text.
CCPW7.6: I can, with support, write an advert / poster .	CCPLIT7.6: I can identify the subject and / or theme of a literary text.
CCPW7.7: I can, with support, write an informal email to inform / describe / give directions / give instruction.	CCPLIT7.7: I can express my opinion on the plot / character in a literary text.
CCPW7.8: I can, with support, write an invitation .	CCPLIT7.8: I can respond personally to a literary text.
CCPW7.9: I can, with support, write short, simple sentences indicating sequential outcomes of an incident / story .	CCPLIT7.9: I can identify the effect of some literary techniques (e.g., onomatopoeia, alliteration, simile, and rhyme).
CCPW7.10: I can write a number of words, such as adjectives to describe a familiar product/service/information received for a post / comment online .	CCPLIT7.10: I can identify the differences between poetry, prose, and drama.
CCPW7.11: I can, with support, write an article to describe a film / event.	

Appendix 3:

Official Textbooks

Here is the list of textbooks teachers are to use with their respective classrooms. All students are entitled to textbooks, and they are indeed one of the many tools which should help teachers deliver the curriculum and ensure students' entitlement. Teachers are highly encouraged to use relevant, meaningful and age-appropriate supplementary material including authentic texts and realia in their classrooms.

	CCP	Track 1	Track 2	Track 3
Year 7	Right On 1	On Screen 2	New Close-Up B1	New Close-Up B1
Year 8	Right On 2	On Screen 3	New Close-Up B1+	New Close-Up B1+
Year 9	Right On 3	On Screen B1	New Close-Up B2	New Close-Up B2
Year 10	Right On 4	On Screen B1+	New Close-Up B2+	New Close-Up B2+
Year 11	On Screen 3 (B1)	On Screen B2	Close-Up C1	Close-Up C1

Appendix 4:

Assessment Plan for Year 7 & 8

CONTENTS	CONTINUOUS ASSESSMENT Number of LOs to be reported on (Please refer to pages 55-56 for Year 7) (Please refer to pages 57-58 for Year 8)	CONTINUOUS ASSESSMENT 30 %	SUMMATIVE ASSESSMENT 70 %
LANGUAGE	• 1 READING LO • 2 WRITING LOs • 1 LISTENING LO • 1 SPEAKING LO	20%	Language Section 80 marks
LITERATURE	• 2 LITERATURE LOs	10%	Literature Section 20 marks

ASSESSMENT PLAN FOR YEAR 7 & 8

APART FROM THE 7 SBA TASKS, LEARNERS WILL BE WORKING ON OTHER TASKS PEGGED TO THE REST OF THE LEARNING OUTCOMES WHICH EQUALLY NEED TO BE EFFECTIVE, MEANINGFUL AND MUST HAVE A PURPOSE.

HERE IS A **WORKING DEFINITION** OF A TASK WHICH TEACHERS MIGHT WISH TO ADOPT:

A classroom task will have a clear beginning and end; it may be quite short, or it may last over several lessons. For the [learner], a classroom task should have a clear communicative purpose and meaning; for the teacher, the task should have clear language learning goals...

Cameron (2001) in *Teaching Languages to Young Learners*

By the end of the scholastic year, students should have done a minimum of:

- **12 TASKS** per language skill (writing, reading, listening, and speaking);
- **8 TASKS** per literary genre (poetry, prose, and drama);

These tasks include the SBA tasks for the LOs mentioned on PAGES 55-58.

AN OPTIONAL SPREADSHEET TO HELP TEACHERS COMPUTE THE MARKS IS AVAILABLE VIA THIS LINK:
[HTTPS://TALEINMALTA.WIXSITE.COM/ELRC/LO-REPORTING-TOOL](https://taleinmalta.wixsite.com/elrc/lo-reporting-tool). PLEASE CHECK OUR WEBSITE FOR UPDATES.

Here are some suggestions of how you can teach and assess the Learning Outcomes for each strand.

DIFFERENT MODES OF ASSESSMENT

LISTENING

Some examples of **authentic text types** which can be used to teach and assess the different listening subskills:

podcast, public announcements, school announcements, recorded messages, weather forecasts, traffic information, tourist information, publicity texts, short news items, songs, short story, instructions, radio reports and interviews, speeches, conversations, and dialogues.

Some examples of **task types** which can be used to assess the different listening subskills:

true / false, multiple choice, gap filling, quoting from text, drawing, graphic labelling, graphic completion, grid filling – chart completion, matching, short answer questions (word), short answer (phrase / sentence), sentence completion, ticking, sequencing, listing, ordering, information transfer.

SPEAKING

Some examples of **authentic text types** which can be used to teach and assess the different speaking subskills:

interview, long turn, role play, information-gap activity, discussion (opinion-exchange or decision-making), debate, conversation, information gap (e.g., problem-solving), storytelling / story completion, picture prompt (narrating), picture prompt (describing), hot seating, presentation, podcast, vlog, radio programme, advert, storytelling, voice note and speech.

Some examples of **input / prompts** which can be used to teach and assess the different speaking subskills:

textual e.g., advert / note, iconic e.g., graph / diagram, pictorial e.g., photo / sequence of pictures

Some examples of **authentic linear / non-linear / online text types** which can be used to assess the different reading subskills:

Linear / non-linear / online texts for instance: letters / emails – formal / informal, fiction and non-fiction books written for young adults, newspaper article, magazine article, notices, advertisement, excerpt from a novel, biography, message, graphs, meme, diagrams with language, captions, schedules (e.g., TV), instruction leaflet, blogs, and infographics.

Some examples of **task types** which can be used to assess the different reading subskills:

true / false, multiple choice, gap filling, quoting from text, drawing, graphic labelling, graphic completion, grid filling – chart completion, matching, short answer (word), short answer (phrase / sentence), inferential open-ended questions, sentence completion, ticking, word attack, identify topic, linking / refer to (anaphoric (back) / cataphoric (forward) – reference devices), sequencing, listing, ordering, identify topic, information transfer.

The following authentic text types can be used to assess the different writing subskills and are highly recommended for Year 7 and Year 8 learners. Kindly note that the functions are not listed in any particular order. Although the functions have been paired with their respective text types, teachers may wish to include any of the functions with any text types. Teachers may also wish to combine functions within the same writing task, i.e. each function does not merit a separate writing task.

Year 7			Year 8	
Text type	Function		Text type	Function
Text message (Electronic chat)*	Giving directions Congratulating / Sending wishes		Text message (Electronic chat)*	Giving instructions Giving or asking for information / news
Informal email	Giving or asking for information / news Inviting and Accepting / Refusing an invitation Giving or asking for advice / suggestions Apologising / Thanking someone Describing a person		Informal email	Apologising / Thanking someone / Refusing an invitation
			Formal email or letter	Congratulating / Sending Wishes Complaining
			Poster	Persuading
			Short story	Narrating a story
Advert	Describing an object / activity Persuading		Review	Reviewing a product
Short story	Narrating a story		Blog post	Giving an opinion
Diary / journal entry	Reflecting on past / present events		Article	Describing a place Arguing in favour or against
Review	Reviewing film/ series /TV programme / book			

Writing, like all the other strands, is a skill that can be learned and honed through practice. Teachers are expected to set **a guided or free writing task (long or short) every 2 weeks** throughout the scholastic year. Tasks set should be meaningful and relevant to students and should include **Genre** (e.g., formal email), **Audience** (e.g., Head of School) and **Purpose** (e.g., to ask for information) in mind.

All aforementioned text types are to be covered at least once during the scholastic year.

*While it is common for writers to use abbreviations and acronyms in text messages and chats, these will not be permitted in exams.

WORD COUNT

As from 2022, as indicated in the marking scheme available in the examination guidelines for Year 7 and 8, students will no longer be penalised for not adhering to the indicated word count in the annual examination. However, the following can be given as guidelines:

	Year 7			Year 8	
	SHORT	LONG		SHORT	LONG
Track 1	40-50	120-140		40-50	140-160
Track 2	50-60	160-180		50-60	180-200
Track 3	60-70	200-250		60-70	220-270

We encourage teachers to remind students who tend to write at length that overwriting increases the probability of making mistakes, and repeating content. In addition, it might also take away time which should be dedicated to the other components in the exam. On the other hand, students who underwrite might not manage to achieve the task fully.

Some examples of **task types** which can be used to assess the different writing subskills:

guided writing, free writing, written task with text input, short answer, sentence completion, gap filling, sentence transformation, information transfer and summary.

Some examples of **input / prompts** which can be used to assess the different writing subskills:

drawings, photographs, maps, diagrams, tables, graphs, letters (informal / formal), emails (informal / formal), title of story given, notes: words to use (word bank), messages, memos, advertisements, programmes, forms, excerpts from books / articles.

LITERARY DEVICES

The following table gives an overview of literary devices to be covered from Year 7 to Year 8. It should be noted that each year incorporates the literary devices of the year/s preceding it. Teachers are reminded that any teaching and learning about literary devices is to be done as part of the understanding and appreciation of poetry, prose, and drama texts. Moreover, teachers are free to expose students to any other literary devices they may come across while appreciating texts set at their level.

Literary Elements		Literary Techniques		Genres	Poetic Forms
Year 7	Year 8	Year 7	Year 8	Year 7 & 8	Year 7 & 8
theme		connotation	repetition; anaphora	prose (chapters)	free and formal verse
subject		simile; metaphor; personification	humour	poetry (lines, types of stanzas e.g., quatrain, cinquain)	
character/s – main, secondary, minor, protagonist, antagonist, flat, round	character development; compare & contrast characters	hyperbole	rhyming couplet	drama (act, scene)	
Plot elements (exposition, rising action, climax, falling action, resolution)	changes in plot; plot twist	rhyme (end rhyme, internal rhyme)	run-on line (enjambment), end-stopped line		
mood	foreshadowing, flashback, flashforward	intonation; rhyme pattern (e.g., couplet (AABB), alternating (ABAB), enclosed (ABBA), ballad (ABCB))			
tone		imagery			
atmosphere	different perspectives (point of view); empathy	rhythm (fast/slow/regular)			
setting	changes in setting; descriptive detail in setting	alliteration			
staging (stage directions)	first/third person narrative	onomatopoeia			
dialogue (play script)	monologue	punctuation			

Some examples of **task types** which can be used to assess the different genres (poetry, prose, and drama) and literary subskills:

true / false, multiple choice, gap filling, quoting from text, drawing, graphic labelling, graphic completion, grid filling – chart completion, matching, short answer (word), short answer (phrase / sentence), inferential open-ended questions, sentence completion, ticking, word attack, identify topic, linking / refer to (anaphoric (back) / cataphoric (forward) – reference devices), sequencing, listing, ordering, cloze, identify topic, and information transfer.

A minimum of twelve poems, one whole playscript, and two short prose texts OR one long prose text are to be covered each year.

Since there are no set texts in Year 7 and 8, teachers play a crucial role in helping students develop both lower-order and higher-order analytical literary skills by guiding them through the study of poems, full prose texts, and drama texts. Literary texts studied in class are typically analysed with guidance and necessary scaffolding, focusing on understanding themes, settings, characterisation and development, plot, literary structures, and techniques as outlined on page 51. A minimum of twelve poems, one whole playscript, and two short prose texts OR one long prose text are to be covered each year and should help address all of the aforementioned skills within the right context.

These do not include any unseen text tasks teachers may assign throughout the year. Unprepared or unseen texts, which could be poems or extracts from prose or drama texts, are used to evaluate a student's ability to independently apply these analytical skills to new and unfamiliar material. Therefore, any literary text discussed in class cannot be considered as an unseen or unprepared text, as it would no longer remain so following classroom discussion. When choosing texts for poetry, prose or drama, kindly refrain from using any of the SEC English Literature set texts. This is particularly important with regard to poetry.

As from 2025, the **Year 7 & 8 Annual Examination** paper, which will be set and issued centrally, will include the following:

		Duration (2 hrs 30 mins)	Marks (100)
WRITTEN PAPER: 2 hours	SPEAKING	Task 1: Warmer (not assessed) Task 2: Role Play**** Task 3: Visual Prompt/s	10 mins 15
	LISTENING***	Text 1 (Approx.....3 minutes) (audio / audio-visual)	Approx.: 20 mins 15
	Section A: READING**	Source A1 (non-continuous / continuous) Source A2 (non-continuous / continuous) & Summary* Task A3 Compare & Contrast	45 mins 25
	Section B: LITERATURE**	Source B: Genre: Poetry / Prose /Drama	30 mins 20
	Section C: WRITING	Task C1: Short Writing Task Task C2: Long Writing Task (a choice of three different text types)	45 mins 25

*Summary writing (60 – 70 words), as part of the reading comprehension component, is only assessed in the Year 8 Track 3 Paper.

** Texts are provided in a separate source booklet. *** The listening task will be on a separate sheet of paper and not attached to the main written paper.

**** Teachers conducting the oral examination should read the prompts to Year 7 and Year 8 Track 1 students once when they are inside the exam room.

Appendix 5:

Reporting the Learning Outcomes

YEAR 7

In 2019, the half-yearly examination of Year 7 was replaced with continuous assessment. This means teachers of Year 7 need to report on a number of specified **learning outcomes** per student, **per term**. Here is a table for English language and literature with the LO codes which are to be reported on per term but not necessarily in this order:

	TERM 1	TERM 2	TERM 3
<i>Listening</i>			LS 7.11
<i>Speaking</i>	LS 7.2		
<i>Reading</i>		R 7.10	
<i>Writing</i>	W 7.7		W 7.5
<i>Literature</i>	LIT 7.3	LIT 7.2	
TOTAL LOs to be reported	3	2	2

These will be reported using the **online reporting system** *My School* to which all stakeholders will have access.

Here is the same list with the actual LOs for YEAR 7:

Term 1	Term 2	Term 3
		LS 7.11: I can listen for gist and subsidiary ideas.
LS 7.2: I can take part in a role-playing exercise, taking on a character role and adopting the appropriate communicative strategies of familiar situations.	R 7.10: I can evaluate and respond to texts, which may include visuals and graphics.	
W 7.7: I can produce different text types.		W 7.5: I can write appropriately for an audience and with a purpose.
LIT 7.3: I can respond to unseen age-appropriate texts by speaking and writing about the theme/s, characters, setting and literary devices in these texts.	LIT 7.2: I can show my understanding of drama / prose texts I have studied by answering questions about theme/s, character, plot, and setting.	

YEAR 8

As from 2020, the half-yearly examination of Year 8 will be replaced with continuous assessment. This means teachers of Year 8 will need to report on a number of specified **learning outcomes** per student, **per term**. Here is a table for English language and literature with the LO codes which are to be reported on per term but not necessarily in this order:

	TERM 1	TERM 2	TERM 3
<i>Listening</i>		LS 7.12	
<i>Speaking</i>		LS 7.6	
<i>Reading</i>	R 7.9		
<i>Writing</i>	W 7.7		W 7.6
<i>Literature (Poetry)</i>	LIT 7.4		
<i>Literature (Prose / Drama)</i>		LIT 7.10	
TOTAL LOs to be reported	3	3	1

These will be reported using the **online reporting system** *My School* to which all stakeholders will have access.

Here is the same list with the actual LOs for YEAR 8:

Term 1	Term 2	Term 3
	LS 7.12 I can listen and make inferences.	
R 7.9 I can interpret information derived from graphs and maps.	LS 7.6 I can prepare a presentation and take part in a discussion to state what I think and give my reasons.	
W 7.7 I can produce different text types.		W 7.6 I can vary what I write according to the intended reader.
LIT 7.4 I can identify the use of a range of literary devices and comment on their function and effect within a text.	LIT 7.10 I can compare and contrast characters in prose / drama texts.	
3	3	1

YEAR 7 CCP

The annual examination for Year 7 CCP was replaced with continuous assessment. In light of this, teachers of Year 7 CCP are kindly asked to report on a number of specified **learning outcomes** per student, **per term**. Here is a table for English language and literature with the LO codes which are to be reported on per term but not necessarily in this order:

	TERM 1	TERM 2	TERM 3
<i>Listening</i>	CCPL7.3		CCPL7.6
<i>Speaking</i>		CCPS7.2	CCPS7.1
<i>Reading</i>	CCPR7.1	CCPR7.3	
<i>Writing</i>	CCPW7.5		CCPW7.2
<i>Literature</i>	CCPLIT7.2	CCPLIT7.3	
TOTAL LOs to be reported	4	3	3

These will be reported using the **online reporting system** *My School* to which all stakeholders will have access.

Here is the same list with the actual LOs for YEAR 7 CCP:

Term 1	Term 2	Term 3
CCPL7.3: I can, with support, understand specific information in different text types about familiar topics.		CCPL7.6: I can, with support, follow instructions about familiar topics.
	CCPS7.2: I can, with support, express my ideas and opinion about familiar topics.	CCPS7.1: I can, with support, give / ask for instructions and directions.
CCPR7.1: I can, with support, identify the main idea in different texts.	CCPR7.3: I can, with support, identify specific information in different texts.	
CCPW7.5: I can, with support, write a short message such as a text message, or a greeting card.		CCPW7.2: I can, with support, write instructions / directions.
CCPLIT7.2: I can explain orally / in writing the plot of a story / short play	CCPLIT7.3: I can describe orally / in writing the characters in a literary text.	
4	3	3

YEAR 8 CCP

The annual examination for Year 8 CCP was replaced with continuous assessment. In light of this, teachers of Year 8 CCP are kindly asked to report on a number of specified **learning outcomes** per student, **per term**. Here is a table for English language and literature with the LO codes which are to be reported on per term but not necessarily in this order:

	TERM 1	TERM 2	TERM 3
<i>Listening</i>	CCPL7.8		CCPL7.9
<i>Speaking</i>		CCPS7.5	CCPS7.10
<i>Reading</i>	CCPR7.8	CCPR7.9	
<i>Writing</i>	CCPW7.6		CCPW7.7
<i>Literature</i>	CCPLIT7.7	CCPLIT7.8	
TOTAL LOs to be reported	5	5	5

These will be reported using the **online reporting system** *My School* to which all stakeholders will have access.

Here is the same list with the actual LOs for YEAR 8 CCP:

Term 1	Term 2	Term 3
CCPL7.8: I can, with support, follow chronological stages in a narrative sequence.		CCPL7.9 I can, with support, identify facts and opinions in different text types about familiar topics.
	CCPS7.5: I can, with support deliver a short presentation about a familiar topic.	CCPS7.10: I can, with support, thank / apologise / complain / order items / accept or decline an invitation.
CCPR7.8: I can, with support, follow chronological stages in a narrative sequence.	CCPR7.9: I can, with support, identify facts and opinions in different text types about familiar topics.	
CCPW7.6: I can, with support, write an advert / poster.		CCPW7.7: I can, with support, write an informal email to inform / describe / give directions / give instructions.
CCPLIT7.7: I can express my opinion on the plot / character in a literary text.	CCPLIT7.8: I can respond personally to a literary text.	
4	3	3

Achievement Rating Scale

Not Achieved (NT)	Partially Achieved (PA)	Satisfactorily Achieved (SA)	Fully Achieved (FA)
0-24	25-52	53-80	81-100
0-6	7-13	14-20	21-25
0-4	5-10	11-15	16-20
0-3	4-5	6-8	9-10

Teachers may wish to use the following scale when reporting students' achievement.

In certain extreme cases, **NA (Not Applicable)** might be selected. Such circumstances could include students who for various reasons might have worked towards other level-appropriate LOs rather than the ones stipulated in this document.

Appendix 6:

TOPICS

IT IS HIGHLY RECOMMENDED THAT A THEMATIC APPROACH TO PLANNING IS ADOPTED BOTH FOR INTEGRATING THE CURRICULUM AND FOR TEACHING SKILLS IN CONTEXT.

YEAR 7 LEARNERS WILL BE EXPECTED TO UNDERSTAND AND USE A RANGE OF VOCABULARY RELATED TO THE FOLLOWING THEMATIC AREAS:

1. *Personal identification*
2. *Relationships*
3. *Daily life*
4. *Health and Fitness*
5. *Work*
6. *Travel*
7. *Adventure*
8. *The media*
9. *Science and Technology*
10. *Shopping*

Year 7

In addition to the above, teachers may wish to add and / or combine topics.

However, the lexical areas in the examination papers will be from the ones listed above.

IT IS HIGHLY RECOMMENDED THAT A THEMATIC APPROACH TO PLANNING IS ADOPTED BOTH FOR INTEGRATING THE CURRICULUM AND FOR TEACHING SKILLS IN CONTEXT.

YEAR 8 LEARNERS WILL BE EXPECTED TO UNDERSTAND AND USE A RANGE OF VOCABULARY RELATED TO THE FOLLOWING THEMATIC AREAS:

1. *Mystery and fantasy*
2. *Hobbies and leisure*
3. *Extreme weather*
4. *Sports*
5. *Inventions and discoveries*
6. *The beauty of Nature*
7. *People*
8. *History and Culture*
9. *Town and Country*
10. *Any topic**

Year 8

In addition to the above, teachers may wish to add and / or combine topics.

However, the lexical areas in the examination papers will be from the ones listed above.

** Approved by the Education Officers*

Appendix 7:

Exemplar Tasks

To access and download the exemplar tasks, you can either go to the English Room on Fronter or you may access our website via this link: <http://taleinmalta.wixsite.com/elrc/exemplar-tasks>

The examples given 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. Should you wish to share your resources and tasks, please send them via email to any of the email addresses on page 3 of this document. It would be greatly appreciated.

We would like to thank the following Heads of Department for writing these exemplar tasks: Mr Edwin Attard, Ms Suzanne Camilleri, Ms Giselle Desira, Ms Marika Sammut Dimech, Ms Mariella Farrugia, Ms Melanie Fenech Ishmael, Ms Therese Frey, Ms Lilian Oliva Mifsud, Ms Claudine Sciberras, Ms Caroline Sciriha, Ms Miriam Theuma Xerri, and Mr Stefan Zammit.

Appendix 8:

Resources

For additional material including marking schemes and sample papers as well as ideas on online and print resources,

please access our website via this link: <http://taleinmalta.wixsite.com/elrc/resources>

or the official DLAP website via this link: <https://curriculum.gov.mt/en/Examination-Papers/Secondary-Papers/Specimen/Pages/default.aspx>

Should you wish to share titles of books or links to websites you found useful, please send them via email to any of the email addresses on page 3 of this document. It would be greatly appreciated.

END OF DOCUMENT