

Curricular Expectations and Learning Indicators for English at Elementary Stage

Understanding Language Learning at the Elementary Stage

Language learning progresses naturally with exposure to meaningful contexts. As we understand, children are born with an innate ability to learn languages and develop their language proficiency through interactions with others. They can learn more than one language at a time. The same applies to second language learning as well. If we look around, we would find that English is being used for varied day to day functional purposes and is also used along with our first language/regional language e.g. on signboards, advertisements, media etc. Therefore, we can say that English is very much a part of our multilingual environment.

In our schools, English is taught and learnt as second language (**also known as L2**). The purpose of English Learning is to enrich multilingualism among children and to allow diverse languages to flourish in each other's company. Therefore, English is learnt best if it is learnt along with and not at the cost of other languages. Teaching-learning of English, therefore, needs to be flexible in such a way that children use their first language along with second language to express themselves wherever needed. The teacher can also use the first language to provide background information and then move on to read the lesson with children in English. Another important aspect is to provide children with an input rich communicational environment to facilitate language learning. These inputs can be in the form of textbooks, story books, magazines, newspapers, audio/video material, children chosen texts etc. as per the interest, age and cognitive level of the children. **All modalities like visual, auditory and kinesthetic can be used in the pedagogic process.**

Language learning is acquiring the skills of listening, speaking, reading, writing, and thinking in an integrated manner. Language learning becomes meaningful when it is connected with the immediate environment of the children. The activities need to be linked to life outside. Language learning does not necessarily take place only in the language classroom. Mathematics or an EVS class is first a language class then a subject class. Therefore, it is not necessary that all the activities conducted in the English class can be based on the English textbooks; textual material from EVS or Mathematics textbooks can very well be selected for organising and conducting activities and assessing children's language skills in any class.

Curricular Expectations

Broadly, the goals of language learning are:

- attainment of basic proficiency in language for effective communication and
- development of language for knowledge acquisition.

Knowledge and skills in themselves do not guarantee understanding. Understanding based on the theory of constructivism says that understanding something is a matter of being able to carry out a variety of performances related to the topic.

Social harmony in a country as diverse as India is only possible through mutual respect for each other's language and culture. Such respect can only be built on knowledge. At all levels, the materials need to be sensitive to perspectives of equity (gender and societal), dignity of manual work, and peace and harmony (between humans) and between humans and nature.

Language curriculum broadly has 3 domains

1. Language, knowledge & comprehension
2. Attitude, values (sensitize the children to their environment)
3. Dimensions (skills)

+ Language and knowledge

Language is not only a means of communication, it is also a medium through which most of our knowledge is acquired. Language helps us understand the reality around us and it should enhance language proficiency and sensitivity to the world around us for formal as well as informal communication.

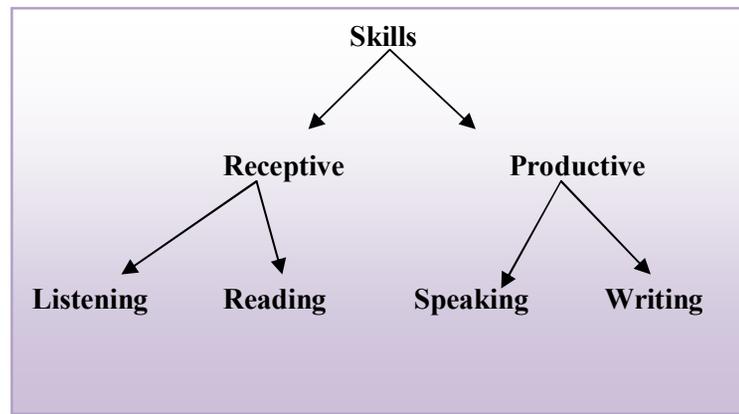
+ Attitudes

Attitudes and motivation of children and teachers play an important role in all learning, including language learning. When the teacher is positively inclined towards children of diverse needs, linguistic, ethnic and socio-cultural backgrounds, children will also tend to get positively motivated and involved in the teaching learning processes. It is extremely important that teachers begin to appreciate the fact that all languages represented in their multilingual classrooms are equally scientific and should receive equal respect from the teacher and the children. The teacher should also begin to use the multilingual classroom as a resource because languages flourish in each other's company. **Teachers need to construct a range of attractive opportunities through which diverse learners with diverse backgrounds may be encouraged to engage effectively with classroom activities.**

+ Dimensions/skills

Under dimensions we have receptive and productive skills. Listening and reading are receptive skills, whereas speaking and writing are productive skills. The objective is to develop these skills in a holistic manner.

The development of linguistic proficiency in children is needed for the spontaneous and appropriate use of language in different situations.



The curriculum expectations to ensure that all children are able to -

- listen, understand, and also employ non-verbal clues to make connections and draw inferences.
- read with comprehension and pleasure, draw inferences and relate texts to previous knowledge; read critically and develop the confidence to ask and answer questions.
- employ communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner.
- identify a topic, organise and structure thoughts and write with a sense of purpose and an awareness of audience.
- understand and use a variety of registers associated with domains such as music, sports, films, gardening, construction work etc.
- use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes, etc.
- use language creatively and imaginatively in text transaction and performance of activities.
- develop sensitivity towards their culture and literary heritage, aspects of contemporary life and language in and around the classroom.
- refine their literary sensibility and enrich their aesthetic life through different literary genres.
- appreciate similarities and differences across languages in a multilingual classroom and society.
- become sensitive to the inherent variability that characterises language and notice that languages keep changing all the time. It is possible for a student to notice the differences between her own speech and the speech of that of her grandparents.

The knowledge, dimensions and values are necessary to achieve the curricular expectations and should be listed clearly. This will allow the desired learning indicators of the children to be described and will eliminate doubts concerning the development of expected competencies. Curricular expectations are long term goals and cannot be achieved in shorter duration. Broadly these indicate what each child needs to know, is able to do and dispositions need to be acquired over a period of time. Thus they give holistic view of the learning.

Learning Indicators show class wise progression in various dimensions of learning. They facilitate in curriculum transactions/ strategies i.e. pedagogy. Learning indicators are based on the premise that learning is a process in which the children are actively involved. Teachers also adapt their teaching as per the children's needs. From curricular expectations to learning indicators, the long term goal is achieved through short term goals indicated as learning indicators. **This takes care of different learning styles & multiple intelligences. Children do not learn the same thing in the same way and they are given multiple opportunities to learn.**

Learning Indicators need to be co-related at three stages.

- The teacher starts by identifying the curricular expectations (learning outcomes) that the children will achieve at the end of the course/stage.
- The teacher plans the teaching - learning process ó (Pedagogical Process)
- The learning indicators inform the teacher and the children about the processes involved to achieve the curricular expectations/learning outcomes

These goals are meaningful to children also, and over a period of time both the teacher and the children will appreciate and understand how the specific activities/tasks relate to these goals. It enhances collaborative learning. Therefore the pedagogical tasks designed by the teacher need to be challenging, authentic, integrative and interdisciplinary. The teachers' role in the entire process is that of a facilitator, co-learner and co-investigator.

Listening and Speaking

Listening and speaking are the two dimensions of language which need to be given importance in the teaching-learning process. Though all the four dimensions need to be developed in conjunction, the activities to develop each skill/dimension would be different. However, while the focus would be on one dimension, the other dimensions would also be developed simultaneously. We need to see how each dimension/skill is progressing and is being developed. Therefore, we have developed indicators for each dimension/skill.

➤ **Listening**

Listening is a prime activity in an English classroom. Learning situations need to be created to develop respect and comprehension for listening activities. Listening can include class room activities, school activities, audio/video and beyond the school situations. Listening at this stage is crucial so that the children are able to listen carefully to views put forward, reflect on them, and to respond accordingly. Listening can also play a role in the reception and enjoyment of literary texts; and it is integral to radio, film, television and other media. Appreciation of non-verbal clues also needs to be developed.

➤ **Speaking**

Speaking is a natural part of communication and can be used for learning in pairs, small groups and in large groups. It is a way of expressing feelings and thoughts in a number of different genres, and is linked to writing and reading. It is closely allied to listening. The role of speaking in elementary education and beyond must continue to be significant. Its value is that it reflects more sensitively than writing the range of regional and local diversity. A wide range of spoken situations is possible, even outside school. School events, arranged and assisted by students, can be encouraged. Speech can be used as a rehearsal for writing or a follow-up to it.

➤ **Reading**

Reading covers both seen and unseen types of text. It is closely allied to writing, reading aloud (speaking), speaking and listening. The links between text and image are emphasised, and written texts should be used to allow talk about experiences and feelings as well as about language. Along with the reading of fiction, poetry and play-scripts, information texts, such as maps, guides, menus, advertisements and other 'real world' texts such as newspaper articles and online media. There can be variety in the way reading is introduced and taught, including formal teaching in class; small group exploration of texts; reading for information; reading for

pleasure; and reading for other purposes. For learners with hearing impairment phonics (sounds of language) should be emphasized in the early teaching of reading when school is started.

➤ **Writing**

Writing is not a mechanical skill; it involves a rich control on grammar, vocabulary, content, punctuation as well as abilities to organize thoughts coherently often using a variety of cohesive devices such as linkers etc. The children should develop the confidence to express their thoughts effortlessly and in an organized manner. Children must be encouraged and trained to choose their own topic, organize their ideas and write with a sense of audience. This is possible only if their writings are seen as a process and not as a product. They should be able to use writing for a variety of purposes and in a variety of situations ranging from informal to very formal. Teachers should make sure that students build on what they have learnt.

➤ **Concern for Environment**

Language classroom can be an excellent source for familiarizing children with our diverse culture and aspects of contemporary life, including gender equality and inclusive education. Language classes and texts have a lot of scope to make children sensitive towards surroundings, people and the nation.

At The End of Class III

At the end of class III learners will be able to do the following: (Learning outcomes)

- Talk about themselves, members of the family and the people in their surroundings.
- Follow simple instructions, requests and questions, and use formulaic expressions appropriately.
- Enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English.
- Recognize whole words or chunks of language.
- Recognize small and capital forms of English alphabet both in context and in isolation.
- Read simple words/short sentences with the help of pictures and understand them.
- Write simple words/phrases/short sentences.

➤ **Listening**

❖ **Curricular Expectations**

- Understand simple English language spoken in their immediate environment.
- Enthusiasm to listen to English with understanding.
- Appreciate non-verbal clues and respond through speaking / body language.

❖ **Pedagogic Processes**

Clear lip movement for children with hearing impairment to lip read

- Familiarizing children with day to day spoken English (small sentences and phrases) in class, assembly, playground etc with peers/groups.
- Creating learning situations for using greetings and polite forms of expression.
- Using formulaic expressions such as "Sit in a circle." and helping children become familiar with these expressions and use them.
- Familiarizing children with the sound system of English through chunks of language such as "an apple" and connecting it with visuals/realia.
- Giving oral instructions for games/activities in simple English.
- Introducing content and devising tasks that encourage children to draw on diverse experiences and make connections with what is worthwhile and important to them.
- Encouraging children to watch English cartoons (Listening and speaking are developing in conjunction) and speak about it.
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- Facilitating pair/group work where children share their experiences.
- Providing learning situations such as role play to listen and communicate messages.
- Using picture clips, photos, singing, storytelling, effective questions, music etc.
- Narrating variety of stories from the textbook and beyond, helping children to talk about the main idea. Using a number of facial expressions, dramatizing and picturising stories.
- Asking questions based on the texts, using mother tongue and scaffolding, wherever necessary using role play.

- Reading aloud, action songs/poems, encouraging children to sing collectively (Listening and speaking are connected) using gestures.
- Giving dictation of a few simple sentences to enable children to listen and write. (Listening is linked with speaking/writing).
- Playing music (non-verbal) and encouraging children to express themselves through speech, action, dance, drama photographs, film clips, puppets, comics, displays and singing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r. etc.

❖ Learning Indicators (Progression)

▪ Listening

Class I	Class II	Class III
<ul style="list-style-type: none"> • Listens to English words and sentences used in class/school, and responds in home language/English. <i>e.g. Self, family, friends, fruits & vegetables, names of animals etc. and e.g. recites the poem with others, etc.</i> • Follows simple greetings and polite forms of expression in English / home language/facial expression/ body language. <i>e.g. How are you? What is your name? etc.(simple 3-4 words sentence)</i> • Follows to different sounds of English language through repetition and indicating. <i>e.g. Reciting the poems with actions along with the teacher also indicating at the pictures.</i> • Listens to new words and points/indicates towards objects and persons. Reading familiar words aloud 	<ul style="list-style-type: none"> • Listens to English words and sentences used in class/school, and responds in home language/English. <i>e.g. neighborhood, school, market, play ground, etc. and e.g. let us sing the song together. Draw a picture of a house and colour it, etc.</i> • Understands simple greetings and polite forms of expression in English/home language/facial expression/ body language. <i>e.g. Please give me your book. Can you give me a piece of chalk? etc. (simple 5-6 sentences).</i> • Understands different sounds of English language through repetition and indicating. <i>e.g. Singing songs with actions, looking at the pictures/visuals and singing with the teacher.</i> • Follows rules of games/activities. <i>e.g. Today we will play Hop Scotch. This is</i> 	<ul style="list-style-type: none"> • Responds to English words and sentences used in class/school, in home language/English. <i>e.g. mode of transportation, post office, other sources etc. and reads the poem aloud and enact, etc.</i> • Responds to simple greetings and polite forms of expression in English/home language/facial expression/body language. <i>e.g. Please work with your friend etc. Let us tidy the place.(simple 6-8 sentences)</i> • Follows rules of games/activities. <i>e.g. Today we will play 'relay race'. Do you know how is it played? I'll tell you the rules and we'll play.</i> • Engages with English cartoons/ children's films/visuals. <i>e.g. Describe what you saw in the film and other related questions etc.</i> • Shows interest in listening to experiences of her peers and others in English and home language. <i>e.g. All the students had gone for a picnic and are now sharing their experiences.</i>

<p>and showing pictures. <i>e.g. Merry-go-round, rainbow etc.</i></p> <ul style="list-style-type: none"> • Draws with interest after listening to the input from teacher or elders <i>e.g. follows small and easy steps to draw.</i> • Enjoys rhyme and rhythm of poems and sings aloud. <i>e.g. My house is red- a little house; a happy child am I.</i> • Follows the story and is able to respond to simple comprehension questions in it. (Listening & Speaking in conjunction) in home language/ English/ sign language. <i>e.g. Three Little Pig.</i> <ol style="list-style-type: none"> 1. Sonu lived in a ___ house. 2. Monu lived in a ___ house. 3. Govu lived in a ___ house. 	<p><i>how we play.</i></p> <ul style="list-style-type: none"> • Shows interest in listening to experiences of her peers and others in English and home language. <i>e.g. Suman went to her grandmother's place. She is very happy. Suman tells about her experiences.</i> • Listens to new words and points/indicates objects and persons. <i>e.g. Telling a story and identifying characters.</i> • Follows the story and is able to respond to simple comprehension questions in it. (Listening & Speaking in conjunction) in home language/ English/ sign language. • Responds to questions asked on textual material/ narrated stories in English/ home language. <i>e.g. After listening to a poem/story/narrative respond in one/two words.</i> • Draws with interest after listening to the input. <i>e.g. Draw the flower and colour it.</i> • Enjoys rhyme and rhythm of poems and sings aloud. • Enjoys poems and songs played with music. <i>e.g. Ding-dong Ding-dong All the bells are ringing. . .</i> 	<ul style="list-style-type: none"> • Attends to oral messages/telephonic communications and communicates them in English/ home language. <i>e.g. Receives messages and conveys.</i> • Listens to new words and points/indicates objects and persons. <i>e.g. Listening a story and understanding the meaning of words in context.</i> • Understands the story and tells the main action in it. (Listening & Speaking in conjunction) in home language/English/sign language. • Shows enthusiasm to listen to English poems, songs, jokes. <i>e.g. Birds sing, phone rings. . . .</i> • Responds to questions asked on textual material/ narrated stories in English/ home language. <i>e.g. Do you enjoy train rides?(Marigold III, Trains).</i> • Takes dictation of chunks of words <i>e.g. describing the classroom.</i> • Draws with interest after listening to the input. <i>e.g. Follows steps and does the task and also listens and writes words/sentence with understanding such as let us make an envelope.</i> • Enjoys rhyme and rhythm of poems and sings aloud. <i>e.g. I found a shell, a curly one Lying on the sand . . .</i> • Appreciates music and expresses in action/speech. • Listens, and co-relates various onomatopoeic sounds; talks about them. <i>e.g. Tak, tak, is anybody</i>
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		<i>there?</i>
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➤ Speaking

❖ Curricular Expectations

- Able to speak English along with home language.
- Able to ask questions.
- Able to recite/ poems, say dialogues, phrases from stories/ plays, etc.

❖ Pedagogic Processes

- Encouraging lip reading to understand words even without sound.
- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Familiarizing children with new vocabulary as per their context and making them speak. Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.
- Providing input/ encouraging for participation in class, morning assembly programmes.
- Providing situations/ pictures/images/artifacts to help children speak about them in pair/groups.
- Creating learning situations via-drama, storytelling, group work, role-play/mock-telephonic conversations /conversations between and among family members/ connecting it with the characters from lessons.
- Creating learning situations to speak about hobbies, games, food etc.
- Giving a prompt to help children speak "You know, I read a story which goes like this...ö "Once my brother played a prank on me ...ö"
- Based on the reading of the text, children are encouraged to speak. e.g. comprehension, connecting to previous knowledge.
- Varying the input as per the special needs of the child with hearing impairment.
- Connecting learning to the real world and encouraging them to ask questions such as: *Why can't we play now?*
- Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.
- Encouraging children to raise queries & ask questions through various modalities like visual, auditory and kinesthetic.
- Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers).

- Providing stories/plays (from textbooks and beyond the textbook).

❖ **Learning Indicators (Progression)**

▪ **Speaking**

Class I	Class II	Class III
<ul style="list-style-type: none"> • Talks about self using simple sentences in English and home language/sign language. <i>e.g. I am Janavi. I am six year old.</i> • Uses words as per context. Looks at the objects/pictures and gives the words. <i>e.g. ribbon, feather, shoes, spoon etc.</i> • Talks about situations/pictures/images in English and home language. <i>e.g. Draw your house and talk about it.</i> • Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language. <i>e.g. There is a cat in my house. (Mere pas ek cat hai).</i> • Expresses her likes and dislikes. <i>e.g. I like to play.</i> • Asks questions about things around her. • Recites rhymes/poems /songs in groups and individually and through acting out. <i>e.g. 'Bow wow, says the dog, Mew mew, says the cat' .ø</i> • Looks at the pictures and tells the story in 	<ul style="list-style-type: none"> • Introduces herself in simple sentences in English and home language/sign language. <i>e.g. My name is Rajat. I study in class I. I am seven year old.</i> • Uses words as per context. <i>e.g. Looks at the pictures/visuals and tells the words related to that context such as duck, elephant, tiger etc.</i> • Speaks about situations/pictures/images in English and home language. <i>e.g. The rabbit is running. The tortoise is slow.</i> • Engages in conversation in English and home language with friends, teachers, and family using simple sentences and responses. <i>e.g. This is a bird. It can fly.</i> • Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language. • Makes requests, uses greetings and polite forms of expression. <i>e.g. Can I go and play.</i> • Expresses her likes and dislikes. <i>e.g. I do not want to eat 'puree' and 'subzi'. I want to eat rice.</i> 	<ul style="list-style-type: none"> • Uses simple sentences to introduce herself in English/ home language/sign language. <i>e.g. I am Jagat. I study in class III. I like ice cream and orange juice.</i> • Speaks as per context. <i>e.g. Given a context from the text or real world, gives appropriate words.</i> • Participates in different events such as role-play/ poetry recitation/ drama organized in school from time to time. • Speaks about situations/pictures/images in English and home language. • Engages in conversation in English and home language with friends, teachers, and family using simple sentences and Responses. <i>e.g. The kite is flying. The aeroplane also flies.</i> • Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language. <i>e.g. My pup is very sweet.</i> • Makes requests, uses greetings and polite forms of expression.

<p>her words. <i>e.g. This is a girl. She has an umbrella. It is raining.</i></p>	<ul style="list-style-type: none"> • Narrates stories (imaginary/dreams/actual situations. etc.) <i>e.g. Elephant walks like this. . .</i> • Asks questions about things around her. <i>e.g. What is in your bag?</i> • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. • Recites rhymes/poems /songs in groups and individually and through acting out. <i>e.g. Brush, brush, brush your teeth, brush them every day. . .</i> • Says phrases/dialogues from stories/plays. <i>e.g. Play in the park, Have a bath, Comb your hair.</i> 	<ul style="list-style-type: none"> • Expresses her likes and dislikes. <i>e.g. I like to jump and skip.</i> • Responds especially to the textual questions being asked in both English class and in other subject classes in English/home language. • Narrates stories (imaginary/dreams/actual situations. etc.) • Asks questions about things around her. • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. • Recites rhymes/ poems /songs in groups and individually and through acting out. • Says phrases/dialogues from stories/plays. • Retells main idea of the story/play.
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➤ **Reading**

They recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher support to establish meaning in a text and may not understand everything that they read. While they continue to use early decoding skills, they are not yet able to predict from language context alone because of their yet developing English proficiency. Gradually they can follow and read short, simple texts along with the teacher and in class as shared reading activities.

❖ **Curricular Expectations**

- Understand the main idea, locate details in the text (seen and unseen).
- Able to ask questions.

- Understands the form and functions of grammar in context.

❖ **Pedagogic Processes**

- Providing visuals/pointing to illustrations in texts to encourage children to read.
- Familiarizes children with both small and capital letters of the alphabet.
- Facilitating comprehension through various texts/movement/actions.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and interaction.
- Introducing stories **from L1 and L2** to facilitate comprehension.
- Listening to poems, showing understanding through tone, volume and action.
- Introducing different kinds of texts such as descriptions, stories, folktales and poems.
- Providing beyond the text materials such as advertisements, notices, etc.
- Facilitating reading of children’s magazines and children’s section of newspapers and enriching the reading habits through exposure to school library, reading corner.
- Introducing titles of books, movies, etc.
- Encouraging children to raise questions based on their reading.
- Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. *e.g. red rose.*
- Drawing attention to the use of punctuation through a variety of texts such as use of capital and small case, comma, full stop.

❖ **Learning Indicators (Progression)**

▪ **Reading**

Class I	Class II	Class III
<ul style="list-style-type: none"> • Reads simple words/sentences with the help of pictures. <i>e.g. House, colour, parts of body etc.</i> • Differentiates between small and capital. 	<ul style="list-style-type: none"> • Reads simple words/sentences with the help of pictures. <i>e.g. Big house, small house, happy child etc .e.g. This is a big tree.</i> • Differentiates between small and 	<ul style="list-style-type: none"> • Reads small texts with comprehension. Identifies/locates main idea, details and the sequence of ideas and events and draws conclusions based on reading. • Relates ideas with her personal experiences. <i>e.g. After reading a story on travel, is able to connect</i>

<ul style="list-style-type: none"> • Letters in print and Braille (as per need). • Follows main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher. <i>e.g. After reading a story about balloons, is able to narrate her experience on buying and playing with a balloon.</i> • Understands through picture reading. <i>e.g. look at picture below and tell how a plant grows?</i> • Relates ideas with her personal experiences and raise questions. <i>e.g. How do you make bubbles?</i> 	<p>capital letters in print and Braille.</p> <ul style="list-style-type: none"> • Reads small texts with comprehension. • Understands main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher. <i>e.g. After reading a story about balloons, is able to narrate her experience on buying and playing with a balloon.</i> • Relates ideas with her personal experiences. • Connects with real life, including home language/sign language. <i>e.g. I also have chicks.</i> • Asks questions based on the reading or out of curiosity. <i>e.g. What happened to all the animals in the end?</i> 	<p><i>with her experience of travelling in a bus/ train etc.</i></p> <ul style="list-style-type: none"> • Reads and relates texts of home language (L1) with those of English (L2). • Recognises themes such as triumph of good over evil. • Engages with different kinds of texts descriptions, stories, folktales and poems. <i>e.g. She narrates the story that also deals with similar issues and connects with her life.</i> • Connects with real life, including home language/sign language. • Engages in reading beyond the text materials and enjoys reading. • Infers the meaning of unfamiliar words by reading them in context. • Reads titles of books, movies, captions. • Asks questions based on the reading or out of curiosity. • Uses simple grammar in sentences. <i>e.g. Jamala is a good student.</i> • Uses appropriate punctuation. <i>e.g. Jatin is my friend.</i>
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➤ Writing

They develop the ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts.

They write with less need for teacher transcription. Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.

❖ **Curricular Expectations**

- Able to write short, simple texts.

❖ **Pedagogic Processes**

- Facilitating children to form letters and spacing properly.
- Familiarising children with words from the text and immediate surroundings.
- Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark etc.
- Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction).
- Providing texts (seen & unseen) and encouraging writing answers to comprehension questions.
- Providing verbal/visual clues to develop words/ sentence/ paragraphs.
- Encouraging children to write on self, family, pets and home etc. (**Giving extra time for children writing in Braille**).
- Providing examples of writing through a variety of examples.
- Providing examples of words/phrases (linkers) to indicate sequence, such as -and- -but- etc.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with rhyming words, creating rhythm through a poem.
- Providing a variety of contexts such as going for a picnic, a fair etc. and helping them develop new vocabulary.

❖ **Learning Indicators (Progression)**

▪ **Writing**

Class I	Class II	Class III
<p>Draws as per the context. <i>e.g. Join the dots and complete the name of the animals.</i></p> <ul style="list-style-type: none"> • Uses proper spacing between letters, words and sentences. • Forms letters of right shape and size. 	<ul style="list-style-type: none"> • Draws as per the context. <i>e.g. Match the words with the pictures. Trace the path of the lady bird.</i> • Uses proper spacing between letters, words and sentences. • Forms letters of right shape and 	<ul style="list-style-type: none"> • Draws enthusiastically according to the context and writes a little, name etc. • Uses proper spacing between letters, words and sentences. • Writes familiar words, phrases simple, sentences in Braille or print.

<ul style="list-style-type: none"> • Writes familiar words, phrases simple, sentences in Braille or print. 	<p>size.</p> <ul style="list-style-type: none"> • Writes familiar words, phrases simple, sentences in Braille or print. • Writes rhyming words. <i>e.g. Book – hook, cry-dry, ring-sing.</i> • Contributes for the school magazine (drawing with caption etc.) 	<ul style="list-style-type: none"> • Uses capital letters and punctuation marks. <i>e.g. Finally, I dressed up and went to school.</i> • Takes dictation of chunks of words. <i>e.g. items needed for class library.</i> • Writes answers for textual questions after comprehension. (Writing is linked to reading). • Writes words/sentence paragraphs with the help of verbal/visual clues. <i>e.g. Pictures of flowers/ fruits, animals etc. and writes.</i> • Writes, descriptions/ narratives, 5-6 simple sentences on personal experiences. Describing any event/ place/ object. <i>e.g. Look at the fish tank and write three sentences what you see.</i> • Uses appropriate punctuation forms in a variety of written texts. • Writes rhyming words. <i>e.g. Day-bay; mouse-house etc.</i> • Makes lists for various purposes. <i>e.g. Prepare a list for class picnic; mat, water bottle, tiffin, towel, bag etc.</i> • Contributes for the school magazine (drawing with caption etc.)
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➤ Concern for Immediate Environment

❖ Curricular Expectations

- Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

❖ Pedagogic Processes

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts/film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing **listening and reading**. *e.g. This is a beautiful flower.*
- Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song.
- Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.
- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
- Providing audio ó video input such as posters, childrens films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary.
- Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related words.

❖ Learning Indicators (Progression)

▪ Concern for Immediate Environment

Class I	Class II	Class III
• Observes nature and responds through verbal and non - verbal expression in English/home language/sign language . (Body language, speech,	• Observes nature and responds through verbal and non - verbal expression (body language, speech, drawing and writing/ signs) in English/home	• Appreciates the diversity nature and responds through verbal and non - verbal expression (body language, speech, drawing and writing/signs) in English

<p>drawing and writing/signs).</p> <ul style="list-style-type: none"> • Uses new words related to immediate environment while speaking. <i>e.g. rain, plants, trees, learning together.(both boys and girls.</i> • Shows and expresses concern for environment In English and home language)/sign language. <i>e.g. Let us pick up the bits of paper and throw them in the bin.</i> 	<p>language/sign language.</p> <ul style="list-style-type: none"> • Uses new words related to immediate environment. <i>e.g. garden, leaves, etc.</i> • Understands the ideas in the poem/story on nature/environment. <i>e.g. 'A big wind is blowing. Look, the leaves are flying.</i> • Shows and expresses concern for environment In English and home language)/sign language. <i>e.g. Throw peals in the bin.</i> • Shows eagerness to learn together. <i>e.g. Reading from a big book together.</i> 	<p>and home language/sign language.</p> <ul style="list-style-type: none"> • Engages with new words related to environment. • Appreciates the ideas in the poem/story on nature/environment. <i>e.g. Let us water the plants.</i> • Expresses feelings, about environment/ social issues through speech/writing in English/home language/sign language. • Appreciates the idea of learning together and sharing with others. • Draws on diverse experiences and makes connections. <i>e.g. I read from this book and my friend reads from Braille book.</i> • Uses role play to express ideas on learning together (inclusive education) and environment.
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At The End of Class V

By the end of class V children are settling with English. They begin to communicate with teachers and peers in English. They begin to learn the very basic oral English needed to manage learning in an English-speaking classroom. Through their first language experiences, they understand that different forms of language are used in different situations and contexts. They begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands. They recognise the importance of non-verbal communication. They begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English.

At the end of class V children will be able to do the following: (Learning Outcomes)

- Narrate experiences and incidents
- Exchange ideas with peers
- Carry out a brief conversation involving seeking/giving information
- Enjoy reading a story, poem, a short write ó up a notice, poster etc.
- Take dictation of simple sentences and to practice copy writing from the blackboard and textbook and to use common punctuation marks
- Write a short description of a person, thing or place ó prepare a notice, or write a message for someone
- Write a short composition based on pictures
- Take part in group activity, role play and dramatization.

➤ **Listening**

❖ **Curricular Expectations**

- Able to understand simple English language spoken in their immediate environment.
- Enthusiasm to listen to English with understanding
- Develop familiarity with English phrases used in specific instructions, directions and requests.

❖ **Pedagogic Processes**

(Clear lip movement for children with hearing impairment to lip read)

- Familiarizing children with the English language (small sentences and phrases) in class, assembly, playground etc with peers/groups.
- Creating learning situations by using audio-video/kinesthetic support to familiarize children with announcements made at public places.
- Giving oral instructions for games/sports in simple English along with signs. **Make children with hearing impairment to sit in front for lip reading and identifying signs to understand English.**
- Encouraging group and peer activities.
- Encouraging children to watch English skits/ childrenø films especially those with sub-titles
- Providing input via audio-video/reading out from material and generating interest through peer and group work/role-play.
- Using picture clips, photos, singing, storytelling, effective questions, music etc.

- Exposing children to various kinds of spoken texts to familiarize them with tone/stress etc it (Listening and speaking are developed in conjunction).
- Introducing words specific to particular fields through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them (Listening and speaking are connected).
- Facilitating comprehension through conversation/ interviews with people such as doctors, shopkeeper etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits etc.
- Providing learning situations such as role play to listen and communicate messages.
- Using formulaic expressions/instructions such as -Open your books.ø -How are you?ø Children listen and internalize these expressions and use them.
- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary.
- Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood (Listening and speaking are connected).
- Providing situations to expose children to narrations, descriptions, speeches, debates, on familiar topics. They ask questions/make notes. (Listening is linked with speaking/writing).
- Giving dictation of a chunk of a lesson, to enable children to listen and write (Listening is linked with speaking/writing).
- Giving passages for listening comprehension through self reading/audio video support and asking them to answer questions such as MCQs, fill in the blanks etc. (Listening is linked with speaking/writing). Using examples from real life situations.
- Playing music (non-verbal) and encouraging children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r..r etc. and helping children use them creatively.
- Using non ó verbal clues, gestures/comics and respond in speaking and writing.

❖ Learning Indicators (Progression)

▪ Listening

Class IV	Class V
<ul style="list-style-type: none"> • Follows words and sentences spoken/used in class/school in English and responds in home language/English/sign language. <i>e.g. Do you know a joke in English? and e.g. words such as puzzled, amazed, puppet, favorite etc.</i> • Understands announcements made in school and in the neighbourhood (railway station, market, airports, cinema hall etc). <i>e.g. listen to your favorite advertisement on T.V. and repeat it. Act, draw and write the advertisement.</i> • Takes interest in English skits/ children's films with subtitles. • Enjoys listening to English poems, songs, jokes, riddles, stories & tongue-twisters etc. <i>e.g. Wake up' wake up' It's a lovely day.....</i> • Listens to and engages in conversation with people from the community. <i>e.g. Milkman, shopkeeper etc.</i> • Takes interest in listening to different experiences of her peers and others. <i>e.g. Birthday party, Diwali celebrations etc.</i> • Follows oral messages/telephonic communications and communicates them in English or home language/sign language. <i>e.g. I am going to buy a book, please tell mother when she gets back.</i> • Responds to different kinds of instructions/ orders/ requests/questions. <i>e.g. Is there any book shop near your home? Yes, there is a book shop near my house.</i> • Understands questions asked on textual material. 	<ul style="list-style-type: none"> • Listens to English words and sentences spoken/used in class/school, and responds in home language/English/sign language. <i>e.g. Peace, worthy, quite, crash, parade etc.as per the context and e.g. On which date was this letter written?</i> • Follows announcements made in school and in the neighborhood (railway station, market, airports, cinema hall etc). <i>e.g. The train is arriving on platform no. 1. The flight is delayed by one hour.</i> • Follows rules of games/sports of their age group. <i>e.g. Let us make group of 4 and play ludo.</i> • Understands English skits/ children's films with subtitles. • Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories & tongue-twisters etc. <i>e.g. She sells sea shells on the sea shore.</i> • Appreciates the difference between a question and a statement. <i>e.g. We should walk on the left side of the road. On which side of the road should we walk?</i> • Uses words related to specific fields. <i>e.g. Ship, sailor, boat, sail, etc. and other theme as per syllabus.</i> • Listens to and engages in conversation with people from the community. <i>e.g. Dentist: your filling has been done, you must clean your teeth regularly. Mona: Yes I will.</i>

- Follows excerpts, dialogues, poems read aloud in the class.
- Understands rules of games/sports of their age group.
- Takes dictation of small paragraphs, lists of things etc. *e.g. Listens and prepares the list for tomorrow's show.*
- Responds to queries/questions on a passage for listening comprehension.
- Enjoys rhythm, rhyme and expresses in speech/writing.
- Picks up onomatopoeic sounds; talks/writes about them; makes use of them in creative tasks. *e.g. Tip, tip, tip...I can hear the sound of water. Close the tap.*

- Shows interest in listening to different experiences of her peers and others.
- Attends to oral messages/telephonic communications and communicates with them in English or home language/sign language. *e.g. There is a message from our new teacher for clay modeling and pottery. She will tell us how to make fruits and vegetables with clay. She has asked us to bring clay from home.*
- Follows different kinds of instructions/orders/ requests.
- Responds to questions asked on textual material.
- Comprehends excerpts, dialogues, poems read aloud in the class.
- Takes dictation of small paragraphs, lists of things etc. *e.g. Going for an excursion.*
- Comprehends narrations, descriptions, speeches, debates.
- Replies to queries/questions on a passage for listening comprehension.
- Appreciates music and expresses in speech/writing. *e.g. This song is very melodious.. . .*
- Listens, and co ó relates various onomatopoeic sounds; talks/writes about them; makes use of them in creative tasks. *e.g. A car came grr grr...and suddenly turned left.*

➤ Speaking

❖ Curricular Expectations

- Able to use English as a means of communication.
- Able to ask questions
- Able to recite/use poems, dialogues, phrases from stories, plays, speeches etc.
- Express themselves in English.

❖ Pedagogic Processes

- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Creating learning situations via role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons through peer/group activities.
- Encouraging children to ask queries/questions through multiple modalities.
- Familiarising children with vocabulary associated with various professions by creating different learning situations.
- Providing input/encouraging brain-storming etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.
- Providing opportunities for peer group activities.
- Providing poems (from textbooks and other sources chosen by the teacher/children from children's magazines/ children's section in newspapers or composed by children.
- Providing stories/plays (from textbooks/others beyond the textbook).
- Providing sources for children to become familiar with proverbs/ quotations e.g. *'Two and two make four'. All that glitters is not gold'*.
- Creating learning situations to speak about hobbies, games, food preferences, people she likes, places visited etc.
- Giving a prompt to help children speak *'You know, I read a story which goes like this... ,Once I saw a snake'* ..ö
- Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary.
- Based on the reading of the text, the children are encouraged to speak. e.g. *comprehension, inference.*
- Connecting to previous knowledge e.g. *"I go for a walk daily."* *"Morning or evening?"*
- Creating learning situations for children to English proverbs, **scaffolding through L1 to reach L2.** e.g. *An apple of one's eye (Aankh ka tara).*

- Creating situations of mock-interview to prepare children to interact with their role models.
- Connecting learning to real world and encouraging them to raise authentic questions such as: Why don't we have a park in our locality? Why isn't there a dispensary in every village?
- Encouraging children to imagine characters and situations and speak about them. Using prompts or pictures to help children create imaginary stories.
- Providing grammatical structures while speaking. e.g. *Talking about weather "It's very hot today, it wasn't so hot yesterday"*.

❖ Learning Indicators (Progression)

▪ Speaking

Class IV	Class V
<ul style="list-style-type: none"> • Introduces self in simple sentences. e.g. <i>I am Ragini. I love reading books and playing.</i> • Talks to friends, teachers, family, others using simple sentences and responds. e.g. <i>One new teacher has come.</i> • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. e.g. <i>Why did the boy enjoys the company of the tree?(Marigold IV, the Giving Tree)</i> • Engages in conversation with community, people from their immediate environment such as salesperson/shopkeeper/ telephone operators/ doctors/ receptionists/librarian/ etc. • Takes part in different events such as role-play/poetry recitation /skit/drama/ elocution/declamation/ competition/quiz organised in schools from time to time. e.g. <i>The role play: among the grocer, the policeman, the milkman and the boy (Marigold IV, The milkman's cow.)</i> • Recites rhymes/poems /songs in groups and individually. e.g. <i>Early in the morning, or the evening hour,</i> 	<ul style="list-style-type: none"> • Talks about self and surroundings. e.g. <i>I am now as tall as Gunia.</i> • Engages in conversation with friends, teachers, family, others using simple sentences and responses. e.g. <i>I am going for my cousin's marriage, will you come with us?</i> • Raises queries based on the text/beyond the text/ out of curiosity/while engaging in conversation. e.g. <i>Why did the barber take so long to shave the Sultan?(Marigold V, The Talkative Barber).</i> • Converses with community people from the immediate environment such as salesperson/shopkeeper/ telephone operators/ doctors/ receptionists/librarian/ etc. e.g. <i>Yes doctor, I will now brush my teeth twice a day.</i> • Participates in different events such as role-play/poetry recitation /skit/drama/ elocution/declamation/ competition/quiz organised in schools from time to time. • Recites rhymes/poems /songs in groups and individually. • Uses phrases/dialogues from stories/plays. e.g. <i>Be happy, smile a little...</i>

<p><i>Are the times to water Every kind of flower....</i></p> <ul style="list-style-type: none"> • Makes use of phrases/dialogues from stories/plays. <i>e.g. People who cannot see, read with the help of Braille.</i> • Talks about likes and dislikes. • Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. <i>e.g. My house is at the end of the lane on the right hand side.</i> • Gives answers to the textual questions being asked in both English class and in other subject classes. • Shows interest in speaking to famous people like writers, actors, and sportspersons. • Tells stories (imaginary/dreams etc.) • Uses grammatically correct sentences to describe/narrate. <i>e.g. Come and play with me. I want to buy toys and have fun.</i> 	<ul style="list-style-type: none"> • Uses lines from poems/quotations/simple proverbs. <i>e.g. Two and two make four.</i> • Expresses likes and dislikes. • Gives description of the place/the locality where she lives, and shows the way or guides if anyone asks for directions. <i>e.g. The book shop is near the bus stand.</i> • Responds especially to the textual questions being asked in both English class and in other subject classes. • Compares English proverbs and idioms with those in her home language. She enjoys using English proverbs, and connects with her home language/sign language. • Speaks to famous people like writers, actors, and sportspersons. <i>If I meet Sachin Tendulkar. I will ask him, "How did you become so good in your game?"</i> • Asks questions about things around her: simple, interpretative. • Narrates stories (imaginary/dreams etc.) • Uses grammatically correct sentences to describe/narrate.
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➤ Reading

At this stage children are beginning to rely less on teacher support when reading individually but still benefit from reading seen texts about familiar topics with support from the teacher. They recognize some common genres and their features. They are able to identify key information in a text with some support from the teacher but comprehension of unfamiliar topics will be limited. They begin to recognize that information can be represented in visual forms. They are beginning to apply their developing reading skills with more confidence and independence.

❖ Curricular Expectations

- Understand the main idea, locate details in the text (seen and unseen)
- Understand different literary genres such as prose, poetry etc.
- Understand the purpose and characteristics of material other than textbooks.

- Understand and use different reference sources in reading.
- Understand the form and functions of grammar in context.

❖ **Pedagogic Processes**

- Facilitating comprehension through various texts.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and discussions.
- Introducing sources **from L1 and L2** to facilitate comprehension.
- Introducing different kinds of texts such as prose, poetry, play for understanding.
- Providing beyond the text materials such as advertisements, notices, signboards, menus, etc.
- Facilitating reading of newspapers, magazines and children-chosen texts.
- Providing opportunities to interpret tables, charts, diagrams and maps.
- Introducing titles of books, movies, plays etc.
- Encouraging children to raise questions based on their reading.
- Encouraging reading texts displayed on TV.
- Enriching the reading habits through exposure to school/ community libraries, reading rooms.
- Providing reference sources such as dictionary, facilitating reading.
- Drawing attention towards the use of grammar in context and explaining it such as tenses parts of speech etc.
- Drawing attention to the use of punctuation through a variety of texts.

❖ **Learning Indicators (Progression)**

▪ **Reading**

Class IV	Class V
<ul style="list-style-type: none"> • Reads texts with comprehension, Locates details, identifies/locates the sequence of ideas and events, main idea in print and in Braille. <i>e.g. Pinocchio's nose grew longer because he told lies.</i> 	<ul style="list-style-type: none"> • Reads texts with comprehension, Locates details, Identifies/locates the sequence of ideas and events, main idea in print and in Braille.

<ul style="list-style-type: none"> • Relates ideas with her personal experiences. <i>e.g. Yes, I also have seen the film.</i> • Reads and relates texts of home language (L1) with those of English (L2). <i>e.g. I have read about Helen Keller in my Hindi text book.</i> • Talks about different kinds of texts/ different forms. • Connects with real life, including home language/sign language. <i>e.g. We also have a pet dog.</i> • Engages in reading beyond the text materials and enjoys reading. • Infers the meaning of unfamiliar words by reading them in context. <i>e.g. Grocer means the person who sells 'ration'.</i> • Elicits information and expresses in speech/writing as per the context. • Reads titles of books, movies, plays, captions. <i>e.g. 'The Arabian Nights'</i> • Asks questions based on the reading. • Reads news clippings, advertisement, subtitles on T.V. <i>e.g. 'Jago grahak jago.'</i> • Reads books from different sources. • Takes interest in setting up class libraries, reading corners. 	<ul style="list-style-type: none"> • Connects ideas with her personal experiences. <i>e.g. Yes ma'am, I also have a dog and he wags his tail when he is happy.</i> • Reads and relates texts of home language (L1) with those of English (L2). <i>e.g. Flying together, Marigold V. We have read a similar story in Hindi- 'Kabutar aur Bahelia.'</i> • Engages with different kinds of texts/ different forms. <i>e.g. from the text, class library and other materials.</i> • Locates main idea and details. • Gives examples from real life, including home language/sign language. <i>e.g. I enjoys eating Kulfi.</i> • Collects & reads books from different sources. • Takes interest in setting up class libraries, reading corners. • Collects & reads books from different sources. • Refers dictionary. <i>e.g. Bear- noun (Hkkyw). This bear is brown.</i> <i>Bear- to tolerate, I cannot bear heat.</i> • Uses appropriate grammar in context. • Uses appropriate punctuation. <i>e.g. Next Wednesday my sister Mita is going to join the State Bank of India.</i>
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➤ Writing

At this stage children are becoming more aware of audience and purpose, but still require significant teacher support. They are beginning to write texts about familiar topics and experiences which include related ideas. They can develop a simple plan for writing using pictures or drawings.

❖ Curricular Expectations

- Able to write coherently with a sense of audience.
- Able to express through creative writing.
- Understands and uses technology for writing.

❖ Pedagogic Processes

- Providing texts (seen & unseen) and encouraging writing answers for comprehension/inferential questions.
- Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighborhood.
- Giving dictation of chunks of language such as timetable, class notes, paragraphs (for listening activities)
- Providing verbal/visual clues to develop paragraphs.
- Giving situations to write letters (informal)
- Creating contexts for/utilizing available contexts for making lists such as names for competitions, picnic, and Annual Day programmes.
- Encouraging children to write descriptions/narratives of family picnics, visit to historical places etc.
- Providing examples of coherent writing such as paragraphs on different topics.
- Providing examples of words/phrases (linkers) to indicate sequence, such as \rightarrow after \rightarrow next \rightarrow etc.
- Scaffolding to revise the written material.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with stories/dialogues and encouraging them to use the content to write dialogue and vice-versa.
- Narrating open-ended stories or providing themes to complete/compose stories. (Listening and Writing are developed in conjunction).
- Discussing concepts such as rhyme, rhythm, simile in a poem.
- Introducing situations where the same word is used in different contexts/meanings.

- Providing a variety of contexts to develop projects to learn language such as making a scrapbook.
- Creating daily messages with themes like respect, being kind to others, diversity etc.
- Providing examples of writing for SMS and E-mail.

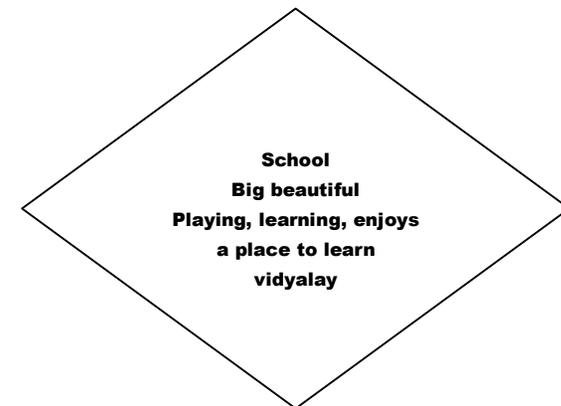
❖ **Learning Indicators/Progression**

▪ **Writing**

Class IV	Class V
<ul style="list-style-type: none"> • Writes answers for textual questions after comprehension/inference in Braille or print. • Describes day to day life experience and connects learning to real life. <i>e.g. Today. I got up very late and I missed my bus. My mother dropped me to school.</i> • Writes sentences and forms a paragraph coherently. • Takes dictation for different purposes. <i>e.g. Prepare a list for sports day etc.</i> • With the help of verbal/visual clues writes paragraphs. <i>e.g. Through pictures, telling a story.</i> • Writes informal letters. <i>e.g. Write a letter to your friend describing your new school.</i> • Makes lists for various purposes. • Writes descriptions/narratives. <i>e.g. Writes a story of a plant.</i> • Organizes sentences into paragraphs. • Uses linkers to indicate connections. <i>e.g. and, but, then, after etc.</i> • Revises and writes coherently. 	<ul style="list-style-type: none"> • Writes answers for textual questions after comprehension/inference in Braille or print. • Expresses personal experience and connects learning to real life. <i>e.g. I also have a kite. It goes up in the blue sky and one day it got caught in a tree.</i> • Writes a paragraph coherently. <i>e.g. 'My kite' etc.</i> • Takes dictation for different purposes. <i>e.g. Fire safety rules etc.</i> • Writes paragraphs from verbal/visual clues. • Writes informal letters. <i>e.g. Letter to a friend describing about her new dog or (anything).</i> • Makes lists for various purposes. • Writes descriptions/narratives. • Organizes sentences into paragraphs. • Uses linkers to indicate connections. <i>e.g. First I took water in a pan, then I kept it on the stove for boiling....</i> • Revises and writes coherently.

- Understands the use of appropriate punctuation forms and grammar such as nouns, adjectives in a variety of written texts and is able to follow.
- Writes stories from own imagination or memory (**English/home language**).
- Composes short poems (**English/home language**).
- Uses the same word in different contexts. *e.g. I can lift this can.*
- Prepares Project/scrapbook, leaflets, posters etc. that can be used as resources.
- Writes notices for the school notice board and contributes for the school magazine. *e.g. Prepare a notice for interclass debate.*

- Uses appropriate punctuation forms and grammar such as nouns, adjectives in a variety of written texts. *e.g. Look at the pictures and discuss what is happening.*
- Writes role play from a short story, and short story from role play.
- Writes in their own words stories they have read in English or home language.
- Writes stories from own imagination or memory (**English/home language**).
- Creates short poems (**English/home language**). *e.g. A Cinquain poem...*



- Uses the same word in different contexts.
- Prepares Project/scrapbook, leaflets, posters etc. that can be used as resources.
- Writes notices for the school notice board and contributes for the school magazine. *e.g. poem, story etc.*
- Writes messages through SMS and E-mail. *e.g. Hi, I will be late today. Reema.*

➤ **Concern for Immediate Environment**

❖ **Curricular Expectations**

- Develop concern for immediate environment (social and physical) through observation, which leads to development of language skills in an integrated manner.

❖ **Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts (seen/unseen) related to environment such as poems, stories, etc. thus developing **reading**.
- Providing teaching learning aids like models, tactual/raised material TL materials/audio versions
- Encouraging expression in the form of dialogue, paragraph, poem or song.
- Providing situations for developing questioning and reasoning through topics related to concern for the environment such as throwing garbage in bin, avoid using plastic bags etc.
- Providing audio ó video input such as posters, film clips, documentaries for facilitating expression for, discussion, role play, preparing posters etc.
- Providing opportunities to appreciate social diversity, and providing related vocabulary.
- Providing texts (seen/unseen) related to gender equality and human diversity such as poems, stories, articles etc. developing sensitivity through reading.
- Encouraging expression in the form of dialogue, paragraph, poem or song.
- Providing situations for developing questioning and reasoning through topics related to concern for social issues, such as girl education, inclusion of differently abled etc.
- Providing audio ó video input such as posters, film clips, documentaries for facilitating expression for, discussion, theater, etc.

❖ **Learning Indicators (Progression)**

▪ **Concern for Immediate Environment**

Class IV	Class V
<ul style="list-style-type: none"> • Observes and engages with various issues related to environment, social context and responds through verbal or non-verbal expression (body language, gestures, speech and writing) <i>e.g. Why do all the girls not go to school?</i> 	<ul style="list-style-type: none"> • Observes nature and responds through verbal and non-verbal expression (body language, speech and writing, gestures). <i>e.g. Neat and clean room, beautiful park.</i>

- Appreciates the diversity of living forms in English/home language/sign language. *e.g. It is important to protect flowers and plants.*
- Appreciates the writerø/ poetø feelings toward nature/environment/ issues such as gender, inclusive education.
- Engages with new words/ concepts related to environment.
- Expresses feelings, about environment and issues such as gender & inclusion through speech/writing. Use of expressions.
- Expresses feelings/ views on audio ó video input. *e.g. 'Save trees, save environment.'*
- Prepares posters environmental/ social concerns. *e.g. 'Do not pluck flowers.'*
- Uses role play to express ideas on environmental/ social issues. *e.g. Switch off the lights, when you go out of the room.*
- Appreciates the writerø/poetø feelings and engages with new words related to gender equality and inclusive education.
- Shows and expresses sensitivity to social issues. *e.g. My friend is very good at drawing but does not read very well. So, I explain and she draws.*

- Appreciates the diversity of living forms in English/home language/sign language. *e.g. We have a variety of trees in our locality.*
 - Appreciates the writerø/poetø feelings towards nature/environment.
 - Raises question/ shows concern on situations around her. *e.g. Why is there so much garbage near my school?*
 - Engages with new words/ concepts related to environment. *e.g. Conservation, preservation etc.*
 - Expresses feelings about environment through speech/writing. Use of expressions.
 - Shows and expresses sensitivity to environment degradation and restoration with immediate surroundings. *e.g. We have planted a sapling and we must water it regularly.*
 - Tries to save wastage on things in school, home etc. *e.g. Prepare posters on environmental concerns.*
- SAVE WATER
SAVE PLANET
- Uses role play to express ideas on environmental issues.
 - Engages with social contexts and responds through verbal and non - verbal expression (body language, speech and writing).
 - Appreciates the writerø/poetø feelings and engages with new words related to gender equality and inclusive education.

	<ul style="list-style-type: none"> • Expresses feelings about social issues through speech/writing. • Expresses feelings/views on audio ó video input. • Prepares posters on social issues. e.g. “<i>SCHOOL FOR ALL</i>” • Uses role play to express ideas on social issue.
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At The End of Class VIII

At the end of class VIII students communicate in English in routine, familiar, social and classroom situations. They follow and give simple interactions, exchange basic personal information and negotiate known, predictable activities and contexts. They begin to modify their responses and manner of interaction to match the responses of others, and to the context. They use simple sentences and create original utterances by substituting words. Their utterances are characterised by short simple sentences. They use some basic communication and learning strategies to participate in and sustain interaction in English. They recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as pictures, textbooks, newspapers, magazines, and use specific resources such as parents, community members, mentors, note-takers, readers, interpreters, etc. to facilitate learning.

At the end of class VIII children will be able to do the following: (Learning Outcomes)

- Understand the central idea and locate details in the text (prescribed and non-prescribed)
- Use his/her critical/thinking faculty to read between the lines and go beyond the text
- Narrate simple experiences, describe objects and people, report events to peers
- Speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts
- Write simple messages, invitations, short paragraphs, letter (formal and informal) applications, simple narrative and descriptive pieces, etc.
- Use his/her proficiency in English to explore and study other areas of knowledge through print and non-print media
- To undertake small projects on a regular basis
- Develop the skill to listen and understand in a non-linear way and make connections and draw inferences.

- Appreciate non-verbal clues and responds in speaking and writing.
- Acquire the ability to listen with concentration, empathy and understanding.

➤ **Listening**

❖ **Curricular Expectations**

- Able to understand English language spoken in their immediate environment.
- Listen to English with understanding and enthusiasm.
- Develop familiarity with English phrases used in specific instructions and requests.
- Understand non-verbal clues and respond in speaking and writing.

❖ **Pedagogic Processes**

- Familiarizing children with English language. e.g. in class, school assembly, playground etc with peers/groups.
- Creating learning situations by using audio-video support to familiarize children with announcements made at public places during school celebrations.
- Using English news as a resource to develop listening comprehension.
- Providing exposure via poems/songs to familiarize children with various kinds of English. (Listening and Speaking are developing in conjunction).
- Encouraging children to watch English serials and films, educational channels especially those with sub-titles (Listening and Reading are developing in conjunction) (Pair a child with special needs with a classmate).
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.
- Exposing children to various kinds of spoken texts to familiarize them with intonation. Children appreciate the use of tone and begin to use it (Listening and speaking are developed in conjunction) (Pair a child with special needs with a classmate).
- Introducing different registers through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them (**Listening and speaking are connected**) **using audio, visual and kinesthetic mediums.**
- Facilitating comprehension through interviews/discourse with people from various professions such as doctors, writers, actors etc.
- Facilitating pair/group work where children share their experiences such as journeys, visits etc.
- Through role play learning situations are created to listen and communicate messages.
- Using formulaic expressions/instructions such as *Water the plants every day*. Children listen and internalize these expressions and use them.

- Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary.
- Creating opportunities to read aloud from texts and encourage children to speak about what they have understood. (Listening and speaking are connected)
- Initiating the process of problem solving and reasoning abilities.
- Given situations where children are exposed to narrations, descriptions, speeches, debates, on familiar and unfamiliar topics, they ask questions/make notes. (Listening is linked with speaking/writing)
- Giving dictation of a chunk of a lesson, to enable children to listen and write. (Listening is linked with speaking/writing)
- Giving passages for listening comprehension through self reading/audio video support and asking them to answer questions such as MCQs, fill in the blanks etc. (Listening is linked with speaking/writing).
- Playing music (non-verbal)/movement and encourages children to express themselves through speech/writing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r, ding dong etc. and help children use them creatively.
- Pointing or showing the source of sound for children with hearing impairment.

❖ **Learning Indicators (Progression)**

▪ **Listening**

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Listens to English words and sentences spoken/used in class/school and responds. <i>e.g. journalist, composer</i> and <i>e.g. I enjoy listening to people and write something based on that.</i> • Comprehends announcements made in school and in the neighbourhood (railway station, market, airports, cinema hall etc) English news on TV/radio and other bulletins. <i>e.g. The metro will leave from platform no. 1.</i> • Enjoys listening to English songs and poems, dialogues of English serials. <i>e.g.</i> 	<ul style="list-style-type: none"> • Responds to English words and sentences spoken/used in class/school. <i>e.g. literature, language, personality etc. and sentence such as I love writing letters</i> • Comprehends announcements made in school and in the neighborhood (railway station, market, airports, cinema hall etc) English news on TV/radio and other bulletins. <i>e.g. The train is delayed by one hour.</i> • Enjoys listening to English songs and poems, dialogues of English films. 	<ul style="list-style-type: none"> • Gives appropriate response to English words and sentences spoken/used in class/school. <i>e.g. Compare the programme and sentence such as e.g. This film is about a teacher.</i> • Comprehends announcements made in school and in the neighborhood (railway station, market, airports, cinema hall etc) English news on TV/radio and other bulletins. <i>e.g. The flight from Udaipur is on time.</i> • Enjoys listening to English songs and poems, dialogues of English films and

<p>“Where do all teachers go when its four O'clock?”</p> <ul style="list-style-type: none"> • Listens to English poems, songs, jokes, riddles, stories & tongue-twisters etc. (Along with comprehension, there is inference). <i>e.g. ‘Who I am?’ ‘We are all interesting people in different ways’. We are all good at different things.’</i> • Understands the difference between a question and a statement as per the tone, stress etc. • Listens to people from different professions /walk of life with comprehension. <i>e.g. Pilots, sports person etc.</i> • Shows interest in listening to different experiences of others. <i>e.g. Friend’s visit to his/her grandparents.</i> • Attends to oral messages/telephonic communications and communicates them in English or home language/sign language. <i>e.g. There is message from the sports captain that by tomorrow we must submit our names.</i> • Follows different kinds of instructions/ requests/directions. • Responds to questions asked on textual material and responds accordingly. • Follows excerpts, dialogues, poems read 	<ul style="list-style-type: none"> • Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories & tongue-twisters etc. (Along with comprehension, there is inference). • Comprehends the difference between a question and a statement through tone, stress etc. • Listens to and engages in conversation with people from different professions /walks of life. • Shows interest in listening to different experiences of and others. <i>e.g. Teacher narrating her experience.</i> • Responds to oral messages/telephonic communications and communicates them in English/ home language or sign language. <i>e.g. There will be a mock-drill on fire safety today at 11a.m.</i> • Responds to different kinds of instructions/ requests/directions. <i>e.g. How was your vacation?</i> • Responds to questions asked on textual material and responds accordingly. • Follows excerpts, dialogues, poems read aloud in the class. • Follow speech, debates. • Takes dictation for listening comprehension. 	<p>serials.</p> <ul style="list-style-type: none"> • Shows enthusiasm to listen to English poems, songs, jokes, riddles, stories & tongue-twisters etc. (Along with comprehension, there is inference). • Responds according to a question and a statement through tone, stress etc. • Listens to and engages in conversation with people from different professions /walk of life. • Shows interest in listening to different experiences of others. <i>e.g. Cricket commentary.</i> • Attends to oral messages/telephonic communications and communicates them in English or home language/sign language. <i>e.g. There is message from the principal that tomorrow we have to perform in the assembly.</i> • Follows different kinds of instructions/ requests/directions. • Responds to questions asked on textual material and responds accordingly. • Follows excerpts, dialogues, poems read aloud in the class. • Follow speech, debates.
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<p>aloud in the class.</p> <ul style="list-style-type: none"> • Follows narrations, descriptions. • Takes dictation for listening comprehension. <i>e.g. Preparing a list for a drama.</i> • Responds to a variety of questions on a passage for listening comprehension. • Appreciates music and expresses in speech/writing. 	<ul style="list-style-type: none"> • Responds to a variety of questions on a passage for listening comprehension. • Appreciates music and expresses in speech/writing. • Listens and identifies various onomatopoeic sounds; she talks/writes about them; she makes use of them in creative tasks. <i>e.g. Creek...creek, the door opens slowly...</i> 	<ul style="list-style-type: none"> • Takes dictation of a passage for listening comprehension. • Responds to a variety of questions on a passage for listening comprehension. • Appreciates music and expresses in speech/writing. • Listens, identifies and co-relates various onomatopoeic sounds; she talks/writes about them; she makes use of them in creative tasks.
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➤ Speaking

❖ Curricular Expectations

- Able to use English as a means of communication.
- Able to ask questions for developing critical thinking.
- Able to express in English.
- Able to recite/use poems, dialogues, (phrases from stories, plays, speeches etc.)

❖ Pedagogic Processes

- Creating learning situations for children to introduce themselves to a new student/another teacher/ a visitor/principal.
- Creating situations via role-play/mock-telephonic conversations/conversations between and among family members/class room games connecting it with the characters from lessons.
- Encouraging children to ask queries/questions.
- Creating groups for taking turns to ask questions from other groups.
- Using alternative materials such as large print, Braille, tapes, cartoons, flash cards, puppets, graphic presentations, audio tapes, audio tapes, and audio visuals to motivate them to speak.
- Familiarising children with vocabulary associated with various professions by creating different learning situations.

- Preparing children by providing input/ encouraging brain-storming etc for class discussions morning assembly, annual day programmes, speech on a given topic etc.
- Providing input through audio-video/role play to familiarize children with use of tone/stress etc. in language.
- Giving opportunities for Panel Discussion etc.
- Using different alternative materials such as Braille texts. Providing poems (from textbooks and other sources chosen by the teacher/children from children's magazines/ children's section in newspapers or composed by children. e.g. Limerick, Cinquain, haiku.
- Providing stories/plays (from textbooks/others beyond the textbook).
- Providing sources for children to become familiar with proverbs/ quotations/phrases and idioms e.g. *Two and two make four; All in all, All that glitters is not gold, to be able to use while speaking.*
- Creating situations to speak about such as hobbies, games, food preferences, people she likes, places visited etc.
- Giving a prompt to help the children to speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."
- Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary. Use tactual/raised material.
- Based on the reading of the text, the children are encouraged to speak. e.g. *comprehension, inference, connecting to previous knowledge e.g. "I go for a walk daily." "Morning or evening?"*
- Creating learning situations for children to use English proverbs and idioms and scaffolding through L1 to reach L2. e.g. *All that glitters is not gold (Har jo cheez chamakti hai sona nahi kahlati).*
- Creating situations for mock-interview to prepare the children to interact with their role models.
- Connecting learning to the real world and encouraging them to raise authentic questions such as: Why don't we have a hospital in our locality? Why is not water clean?
- Creating situations where grammar in context for question tags is used, connecting it to textual material/beyond the text. e.g. *"You went to her house yesterday, didn't you?" "Yes, I did."*
- Scaffolding by providing grammatical structures while speaking. e.g. *Talking about weather "It's very hot today, it wasn't so hot yesterday".*
- Encouraging children to imagine and describe characters and situations. Using prompts /Flash cards/verbal clue & pictures to help children create imaginary stories.

❖ Learning Indicators (Progression)

▪ Speaking

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Introduces self using simple sentences. <i>e.g. I am Ragini. My school is very near to my house.</i> • Holds a conversation with friends, teachers, and family using simple sentences and responses. <i>e.g. Can I borrow you storybook for a day?</i> • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. • Speaks in English with professionals from their immediate environment such as salesperson, shopkeeper, telephone operators, doctors, receptionists, librarian etc. <i>e.g. Can I borrow two book because tomorrow is a Sunday and I want to read both the books.</i> • Takes part in different events such as role-play/poetry recitation/ skit/ drama/ debate/ speech/ elocution/ declamation/ competition/quiz organised in schools from time to time. • Recites rhymes/poems /songs in groups and individually. 	<ul style="list-style-type: none"> • Talks about self using simple sentences. <i>e.g. I am Sudesh. This is my house. I want to become a footballer.</i> • Engages in conversation with friends, teachers, and family using simple sentences and responses. <i>e.g. Where I grow up, I want to be a pilot. What do you want to be?</i> • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. • Converses in English with professionals from their immediate environment such as salesperson, shopkeeper, telephone operators, doctors, receptionists, librarian etc. <i>e.g. Could you please reissue the book?</i> • Participates in different events such as role-play/ poetry recitation /skit/ drama/ debate/ speech/ elocution/declamation/ competition/quiz organised in schools from time to time. • Recites rhymes/poems /songs in groups and individually. • Uses phrases/dialogues from stories/plays. 	<ul style="list-style-type: none"> • Engages in conversation about self using simple sentences. <i>e.g. I am Rohini. I love playing computer games.</i> • Holds a conversation with friends, teachers, and family using simple sentences and responses. • Asks questions based on the text/beyond the text/ out of curiosity/while engaging in conversation. <i>e.g. Why do you think, Stephen Howkin's message for the differently able is inspiring?</i> • Converses in English with professionals from their immediate environment such as salesperson, shopkeeper, telephone operators, doctors, receptionists, librarian etc. <i>e.g. Could you please tell me where is the hall.</i> • Participates in different events such as role-play/ poetry recitation /skit/drama/ debate/ speech/ elocution/declamation/ competition/quiz organised in schools from time to time. • Recites rhymes/poems /songs in groups and individually. <i>e.g. Not a crumb to be found on the snow-covered ground; Not a flower could be seen, not a leaf on a</i>

<ul style="list-style-type: none"> • Talks about, her likes and dislikes. • Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. <i>e.g. My school is near the metro station.</i> • Responds especially to the textual questions in English class and in other subject classes. • Narrates her personal experiences /anecdotes /stories she has read or heard. <i>e.g. A visit to a zoo.</i> • Shows interest in speaking to celebrities like writers, actors, and sportspersons. • Asks questions about things around her: based on reasoning & critical thinking. • Uses grammatically correct sentences to describe/narrate. • Narrates stories (imaginary/dreams etc.) 	<p><i>e.g. Fire can be a friend and a foe also.</i></p> <ul style="list-style-type: none"> • Uses lines from poems/quotations/simple proverbs/idioms and phrases. <i>e.g. Look after, look into, look up etc.</i> • Expresses her likes and dislikes. <i>e.g. I do not like to eat spicy food.</i> • Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. <i>e.g. There is a hospital near our house. It is on the left when you enter the lane.</i> • Responds especially to the textual questions in English class and in other subject classes. • Narrates her personal experiences /anecdotes /stories she has read or heard. • Shows interest in speaking to celebrities like writers, actors, and sportspersons. <i>e.g. I'll take Sachin's interview and ask; How did he learn to play so well? Is it good luck or hard work?</i> • Asks questions about things around her: based on reasoning & critical thinking. • Uses grammatically correct sentences to describe/narrate. • Narrates stories (imaginary/dreams etc.) <i>e.g. A school is a place where children and</i> 	<p><i>tree.</i></p> <ul style="list-style-type: none"> • Uses phrases/dialogues from stories/plays. • Uses lines from poems/quotations/simple proverbs/idioms and phrases. • Expresses her likes and dislikes. <i>e.g. I am fond of watching adventurous movies.</i> • Describes the place/the locality where she lives, and shows the way or guides if anyone asks for directions. • Responds especially to the textual questions in English class and in other subject classes. • Narrates her personal experiences /anecdotes /stories she has read or heard. <i>e.g. Visit to a book fair.</i> • Compares English proverbs and idioms with those in her home language. She enjoys using English proverbs and idioms, and connects with her home language. • Shows interest in speaking to celebrities like writers, actors, and sportspersons. • Asks questions about things around her: based on reasoning & critical thinking. <i>e.g. Do you think it is right not to give equal opportunity to children with special needs?</i> • Gives short responses using question tags. <i>e.g. There were many obstacles on the way.</i>
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	<i>teachers assemble every morning to learn from one another. I want to describe my school in a different way.</i>	<i>Weren't hey?</i> <ul style="list-style-type: none"> • Uses grammatically correct sentences to describe/narrate. • Narrates stories (imaginary/dreams etc.)
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➤ Reading

Children read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read in class. With support, they read a range of topic-related classroom texts. They can read known texts with some fluency. They read back their own writing or sentences written by others. They use texts purposefully, find basic information in texts. They discuss the events in texts and characters' feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They are able to read seen and unseen texts.

❖ Curricular Expectations

- Understand the main idea, locate details in the text (seen and unseen)
- Understand and appreciate the language of different literary genres such as prose, poetry etc.
- Understand the purpose and characteristics of materials other than textbooks.
- Understand the form and functions of grammar in context.
- Understand and use different reference sources in reading.

❖ Pedagogic Processes

- Facilitating comprehension through various texts, in English/home language/Braille/picture clips etc.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions, discussions and group work.
- Using various sources from L1 and L2 to facilitate comprehension and co-relation.
- Introducing different kinds of texts such as prose, poetry, play, for understanding and appreciation.
- Providing beyond the text materials such as advertisements, notices, signboards, menus through print and audio.
- Facilitating reading/listening of newspapers, magazines and children-chosen texts. Using Computers for reading.
- Providing opportunities to interpret tables, charts, diagrams and maps. And using peer and group activities.

- Introducing titles of books, movies, plays etc. and providing their reviews.
- Encouraging children to raise questions based on their reading.
- Encouraging critical thinking through questions that develop problem-solving and reasoning.
- Encouraging reading texts displayed on TV, computer with speech reading software.
- Providing online material (wherever facilities available) and websites to visit.
- Drawing attention towards the use of grammar in context and explaining it such as narration, voice, tenses, parts of speech etc.
- Drawing attention to the use of punctuation through a variety of texts.
- Enriching the reading habits through exposure to school/ community libraries, reading rooms ó formats may include Braille books, large print and audio.
- Providing reference sources such as dictionary, thesauruses and encyclopedia to facilitate reading.

❖ **Learning Indicators (Progression)**

▪ **Reading**

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Reads prescribed texts in English with comprehension, locates details, and identifies/locates main idea the sequence of ideas and events. • Relates ideas with her personal experiences. <i>e.g. I also do not like to do home work like Patrick.</i> • Reads and relates texts of home language (L1) with those of English (L2). <i>e.g. I have read a similar story in Hindi about ‘Shravan Kumar.’</i> • Engages with different kinds of texts, and appreciates their different forms, expresses them through speech/writing. 	<ul style="list-style-type: none"> • Reads textual material in English with comprehension, locates details, and identifies/locates main idea the sequence of ideas and events. • Compares and contrasts ideas in the text. • Relates ideas with her personal experiences. • Reads and relates texts of home language (L1) with those of English (L2). • Engages with different kinds of texts, and appreciates their different forms, expresses them through speech/writing. 	<ul style="list-style-type: none"> • Reads various types of texts in English with comprehension, locates details, and identifies/locates main idea the sequence of ideas and events. <i>e.g. Stories, articles, poems etc.</i> • Compares and contrasts ideas in the text. • Relates ideas with her personal experiences. • Reads and relates texts of home language (L1) with those of English (L2). <i>e.g. I have read about Hellen Keller. She had achieved what seemed impossible.</i> • Engages with different kinds of texts,

<ul style="list-style-type: none"> • Identifies main idea and locates details. • Connects with real life, including home language. • Engages in reading to seek information. • Reads on her own and enjoys reading. <i>e.g. Children’s magazines, picture books.</i> • Infers the meaning of unfamiliar words by reading them in context. • Reads titles of books, movies, plays, captions. • Asks questions based on the reading. <i>e.g. How did the dog find himself a master?(Honeysuckle, class V)(The Dog found himself a Master).</i> • Reads news clippings, subtitles on T.V/ text on computer. • Identifies the use of grammar in context. • Appreciates the appropriate use of punctuation. • Collect & reads books from different sources. • Takes interest in setting up class libraries, reading corners. 	<ul style="list-style-type: none"> • Identifies main idea and locates details. • Connects with real life, including home language. • Engages in reading to seek information. • Reads on her own and enjoys reading. <i>e.g. story books, poems.</i> • Infers the meaning of unfamiliar words by reading them in context. • Elicits information and expresses in speech/writing as per the context. • Reads titles of books, movies, plays, captions. • Reads reviews of books, films etc. • Asks questions based on the reading. • Reads news clippings, subtitles on T.V/ text on computer. • Identifies the use of grammar in context. • Appreciates the appropriate use of punctuation. • Collect & reads books from different sources. • Takes interest in setting up class libraries, reading corners. 	<p>and appreciates their different forms, expresses them through speech/writing.</p> <ul style="list-style-type: none"> • Identifies main idea and locates details. • Connects with real life, including home language. • Engages in reading to seek information. <i>e.g. Newspaper articles.</i> • Reads on her own and enjoys reading. • Infers the meaning of unfamiliar words by reading them in context. • Elicits information and expresses in speech/writing as per the context. • Reads titles of books, movies, plays, captions. • Reads reviews of books, films etc. • Asks questions based on the reading. <i>e.g. What is the cause of earthquakes?</i> • Makes inferences and gives reasons. • Reads news clippings, subtitles on T.V/ text on computer. • Searches for the online materials and engages with it for information/pleasure. • Identifies the use of grammar in context.
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<ul style="list-style-type: none"> • Refers dictionary. 	<ul style="list-style-type: none"> • Refers dictionary, thesaurus. 	<ul style="list-style-type: none"> • Appreciates the appropriate use of punctuation. • Collect & reads books from different sources. • Takes interest in setting up class libraries, reading corners. • Refers dictionary, thesaurus and encyclopedia.
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➤ Writing

Children communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modeled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use language with appropriate linkers etc. They attempt to spell new words, based on known spelling patterns.

❖ Curricular Expectations

- Able to write coherently and with a sense of audience, (formal and informal).
- Creative writing.
- Understands and uses technology for writing.

❖ Pedagogic Processes

- Providing texts (seen & unseen) and encouraging writing answers for comprehension/inferential questions.
- Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighbourhood.
- Discussing examples of writing with focus on appropriate beginning, middle and end, and linkers.
- Giving dictation of chunks of language.
- Providing verbal/visual clues to develop paragraphs.

- Giving situations to write letters (formal and informal)
- Creating contexts for utilizing available contexts for making lists such as names for competitions, monthly budget at home, Annual Day programmes/ message board etc.
- Encouraging children to write descriptions/narratives of family picnics, visit to historical places etc.
- Encouraging children to reflect on their day-to-day experiences and write a diary.
- Providing examples of coherent writing such as paragraphs on various topics.
- Providing examples of words/phrases (linkers) to indicate sequence, such as -after that- followed by- etc.
- Scaffolding to re ó draft and revise the written material.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with stories and encouraging them to use the content to write dialogue and vice-versa.
- Narrating open-ended stories or providing themes to complete/compose stories.
- Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.
- Introducing situations where the same word is used in different context/meanings.
- Providing social and contemporary themes and samples for slogan/notice/poster writing.
- Providing a variety of texts such as autobiography, report, radio script etc pointing their features.
- Creating daily messages with themes like respect, being kind to others, diversity etc.
- Providing examples of writing for SMS and E-mail.
- Facilitating the use of computer for slides/power point presentation.

❖ Learning Indicators (Progression)

▪ Writing

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Writes answers for textual questions after comprehension/inference. • Writes sentences and paragraphs coherently in Braille or print. • Writes personal experience and connects learning to real life. <i>e.g. 'My day out for a picnic.'</i> • Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities). • Given verbal/visual clues in able to write paragraphs with the help of. • Writes informal letters. <i>e.g. Letter to a friend/ cousin.</i> • Makes lists for various purposes. • Writes descriptions/narratives. • Writes personal diary. • Organizes sentences into paragraphs. • Re ó draft and corrects before finalizing. • Writes coherently with appropriate 	<ul style="list-style-type: none"> • Writes answers for textual questions after comprehension/inference. • Writes sentences and paragraphs coherently in Braille or print. • Writes and narrates personal experience and connects learning to real life. <i>e.g. A visit to a historical place.</i> • Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities). <i>e.g. Preparing a list for a musical.</i> • Writes paragraphs with the help of verbal/visual clues. • Writes formal letters. <i>e.g. Letter to the principal requesting for a new class board.</i> • Makes lists for various purposes • Writes descriptions/narratives. • Writes personal diary. • Organizes sentences into paragraphs. • Re ó draft and corrects before finalizing. 	<ul style="list-style-type: none"> • Writes answers for textual questions after comprehension/inference. • Composes sentences and paragraphs coherently in Braille or print. • Expresses through writing, personal experience and connects learning to real life. <i>e.g. Visit to a planetarium.</i> • Takes dictation for different purposes such as timetable, class notes, paragraphs (for listening activities). • Writes paragraphs with the help of verbal/visual clues. • Writes formal letters. <i>e.g. Letter to a book seller placing an order for books.</i> • Makes lists for various purposes. • Writes descriptions/ narratives. <i>e.g. Describing pot making etc.</i> • Writes personal diary. • Organizes sentences into paragraphs. • Re ó draft and corrects before finalizing. • Writes coherently with appropriate

<p>beginning middle and end.</p> <ul style="list-style-type: none"> • Uses appropriate punctuation forms in a variety of written texts. <i>e.g. Renu has bought two pencils, one eraser and a notebook.</i> • Uses appropriate grammar such as nouns, adjectives. • Writes dialogues from a story and story from dialogue. • Writes stories from own imagination. • Composes poems. • Writes jokes. • Composes slogans, prepares leaflets, posters etc. that can be used as resources, prepares project, and contributes for the school magazine. <i>e.g. Each drop of water is precious.</i> • Writes notices for the school notice board. <i>e.g. Lost a pencil box or a book.</i> • Creates basic texts in a variety of forms. • Writes messages, letters through SMS, E-mail. 	<ul style="list-style-type: none"> • Writes coherently with appropriate beginning middle and end. • Uses appropriate punctuation forms in a variety of written texts. • Uses appropriate grammar such as nouns, adjectives. <i>e.g. Sujata has a melodious voice.</i> • Writes dialogues from a story and story from dialogue. • Writes in their own words stories they have read in English or in any other language. • Writes stories from own imagination. • Composes poems. • Frames crossword puzzles and riddles. • Composes slogans, prepares leaflets, posters etc. that can be used as resources, prepares project, and contributes for the school magazine. • Writes notices for the school notice board. <i>e.g. Inviting students to give names for participation in annual day celebration of the school.</i> • Creates basic texts in a variety of forms. 	<p>beginning middle and end.</p> <ul style="list-style-type: none"> • Uses appropriate punctuation forms in a variety of written texts. • Uses appropriate grammar such as nouns, adjectives. • Writes dialogues from a story and story from dialogue. • Writes in their own words stories they have read in English or in any other language. • Writes stories from own imagination. • Composes poems. • Frames crossword puzzles and riddles. • Composes slogans, prepares leaflets, posters etc. that can be used as resources, prepares project, and contributes for the school magazine. • Writes notices for the school notice board. <i>e.g. Inviting students to give names for sports day.</i> • Creates basic texts in a variety of forms. • Writes messages, letters through SMS, E-mail. • Learns the use of spell check, thesaurus.
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	<ul style="list-style-type: none"> • Writes messages, letters through SMS, E-mail. 	<p><i>e.g. Uses dictionary.</i></p> <ul style="list-style-type: none"> • Prepares slides/power point presentation depending on available facility.
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➤ **Concern for Immediate Environment**

❖ **Curricular Expectations**

- Develop concern for physical environment through observation, and leads to development of language skills in an integrated manner.
- Develop concern for social environment through observation and lead to development of language skills in an integrated manner.

❖ **Pedagogic Processes**

- Providing teaching learning aids like models, tactual/raised material TL materials/audio versions.
- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts (seen/unseen) related to environment such as poems, stories, articles etc. thus through reading developing sensitivity towards environment.
- Encouraging expression in the form of dialogue, paragraph, diary, poem or song.
- Providing situations for developing questioning and reasoning ability through topics related to concern for the environment.
- Encouraging expression in the form of dialogue, paragraph, poem or song.
- Providing audio ó video input such as posters, film clips, documentaries for facilitating expression for debate, discussion, theatre, slogan etc.
- Providing opportunities to appreciate social diversity and providing related vocabulary.
- Providing texts (seen/unseen) related to gender equality and human diversity such as poems, stories, articles etc. thus developing **reading**.
- Encouraging expression in the form of dialogue, paragraph, diary, poem or song.

- Providing situation for developing questioning and reasoning ability through topics related to concern for social issues, such as girl education, inclusion of differently abled etc.
- Providing audio ó video input such as posters, film clips, documentaries for facilitating expression for debate, discussion, theater, slogan etc.

❖ **Learning Indicators (Progression)**

▪ **Concern for Immediate Environment**

Class VI	Class VII	Class VIII
<ul style="list-style-type: none"> • Observes nature and responds through verbal and non - verbal expression (body language, speech and writing, gestures). • Shows concern for environment through speech/writing, sign language/Braille. <i>e.g. Why are we cutting down trees?</i> • Understands the writerø/poetø feelings towards nature/environment. • Uses new words/concepts related to environment in context. • Describes feelings/ views from audio ó video input. <i>e.g. Let us keep our surroundings clean.</i> • Writes slogan to emphasize the environment issues. • Uses theatre/role play to express 	<ul style="list-style-type: none"> • Shows concern for nature and responds through verbal and non - verbal expression (body language, speech and writing, gestures). • Expresses feelings emotions about environment through speech/writing, sign language/Braille. • Appreciates the writerø/poetø feelings towards nature/environment. • Use appropriately new words/concepts related to environment. • Shows and expresses sensitivity to environment degradation and restoration. • Describes feelings/ views from audio ó video input. • Writes slogan to emphasize the environment issues. 	<ul style="list-style-type: none"> • Observes and shows concern for nature and responds through verbal and non - verbal expression (body language, speech and writing, gestures). • Expresses feelings, emotions about environment through speech/writing, sign language/Braille. • Appreciates the writerø/poetø feelings towards nature/environment. • Engages with new words/concepts related to environment. • Appreciates the diversity of living forms respects the gentle balance in nature. • Shows and expresses sensitivity to environment degradation and restoration. • Engages with various sources and identifies the ill effects of Man vs. Nature conflict and the benefits of making Nature Manø friend.

<p>ideas on environmental issues.</p> <ul style="list-style-type: none"> • Appreciates the writerø/poetø feelings and engages with new words related to gender equality and inclusive education. <i>e.g. Each one Teach one.</i> • Expresses feelings emotions about social issues through speech/writing. • Describes feelings/views from audio ó video input. • Writes slogans and posters to emphasize social issues. • Uses theatre/role play to express ideas on social issues. <i>e.g. Appreciating every one's needs.</i> 	<ul style="list-style-type: none"> • Uses theatre/role play to express ideas on environmental issues. • Engages with social contexts and responds through verbal and non - verbal expression (body language, speech and writing). • Appreciates the writerø/poetø feelings and engages with new words related to gender equality and inclusive education. • Expresses feelings emotions about social issues through speech/writing. • Shows and expresses sensitivity to social issues. • Describes feelings/views from audio ó video input. • Writes slogans and posters to emphasize social issues. • Uses theatre/role play to express ideas on social issues. 	<ul style="list-style-type: none"> • Describes feelings/ views from audio ó video input. <i>e.g. Every child should go to school. Inclusive school as the topic for discussion.</i> • Writes slogan to emphasize the environment issues. • Uses theatre/role play to express ideas on environmental issues. • Engages with social contexts and responds through verbal and non - verbal expression (body language, speech and writing). • Appreciates the writerø/poetø feelings and engages with new words related to gender equality and inclusive education. <i>e.g. Chairperson, poet, actor etc.</i> • Expresses feelings emotions about social issues through speech/writing. • Shows and expresses sensitivity to social issues. • Describes feelings/views from audio ó video input. <i>e.g. Review of the films such as 'Tare Zameen Per.'</i> • Writes slogans and posters to emphasize social issues. <i>e.g. 'Inclusive education.' 'Education for all.'</i> • Uses theatre/role play to express ideas on social issues. <i>e.g. Prepare nukkad natak to show inclusive education.</i>
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Guidelines for users

Curricular expectations/ learning outcomes, pedagogical process along with learning indicators for classes I to VIII have been developed to facilitate teachers/ other stakeholders with the understanding to undertake this exercise holistically. Some general guidelines for users are as under:

- The curricular expectations/ learning outcomes and pedagogical processes in English have been given stage wise i.e. classes III, V & VIII. Within each stage class wise learning indicators have been identified. Learning outcomes are based on the objectives of teaching-learning of English given in the syllabus prepared as a follow-up to National Curriculum Framework-2005(NCF-2005).
- Within each stage class wise learning indicators have been identified, These learning indicators overlap from one class to other because learning is a continuum, it is an ongoing process.
- In order to achieve these learning outcomes, the necessary pedagogical processes have been given. As language learning is process-oriented and its content has to be derived from child's real life experience, as per the need and context, pedagogical processes discuss and suggest this aspect at length along with examples.
- Learning indicators have been given class wise in columns, covering all the three stages. A conscious attempt has been made not to provide these indicators in the form of rubric or outcomes based assessment standards. The reason being, by providing assessment rubrics which focus on testing or on product without taking care of child's process of learning is likely to have wash back effects on curricular expectations. Thus these indicators are not summative in nature.
- The learning outcomes, pedagogical processes and learning indicators are not one to one matching. The reason being learning outcomes are to be achieved over a period of time with the regular interaction with children as these are related to child's abilities, skills, values, attitudes and other personal, social qualities. Thus various processes are needed to achieve the expected learning outcomes. The progress of child's learning on each process can be seen through some indicators. These indicators are suggestive in nature. Thus for each broad learning process, learning indicators have been given.
- This format would help in implementing CCE more effectively, as CCE needs timely feedback to be given to children.
- Attempts have been made to present the learning indicators in logical sequence, keeping in view that learning is spiral & not linear.
- Till stages III and V, you will find that responses in home language/English have been indicated. That holds true for stage VIII as well.

- **It is also suggested that learning activities need to be constructed as a common endeavour in which everybody can take part on an equal footing. The assessment procedures for some children may include more objective items, short quizzes, and provision of extra time, special aids, simplifying and making the child to comprehend instructions, alternative measures like audio-recording and use of computers for giving answers. Diverse grouping needs to be encouraged so that peer group develops as a community of learners who support and increase one another's capacity. Range of alternative opportunities need to be constructed which are accessible to all with space for learner input to shape experiences and outcomes. Tasks need to be devised for encouraging students to draw on diverse experiences and make connections with what is worthwhile and important to them.**
- **Use a number of modalities like visual (photos, diagrams, pictures, film clips, wall displays), auditory (storytelling, talking, effective questions, clear sequencing, music, singing) and kinesthetic (using movement, role play, artifacts and use of environment) would help.**
- Whenever we initiate teaching-learning process in the classroom, we need to relate it with the children's previous learning experiences in that specific curricular area. Further, the teacher must observe that many of the learners, especially those belonging to linguistic minority groups may find difficulty in responding to, more so on account of shift from home language to school language/sign language/Braille.