Қазақстан Республикасы Білім және ғылым министрі міндетін атқарушысының 2017 жылғы «25 » қазандағы № 545 бұйрығына   
8-қосымша

Қазақстан Республикасы Білім және ғылым министрінің 2013 жылғы   
3 сәуірдегі № 115 бұйрығына   
198-қосымша

Негізгі орта білім беру деңгейінің 5-9-сыныптарына арналған «Ағылшын тілі» пәнінен жаңартылған мазмұндағы үлгілік оқу бағдарламасы

Chapter 1. General provisions

1. The Subject program was developed in accordance with the State Compulsory Education Standard (primary, lower secondary and upper secondary education) approved by Republic of Kazakhstan government decree dated   
   № 1080 dated 23 August, 2012.
2. The importance of the subject is determined by the fact that it is the language of communication, science, business, tourism and sport. A knowledge of English can:

1) increase learners’ confidence in communicating in different situations;

2) give learners access to higher education in Kazakhstan and abroad;

3) allow students to continue professional education in Kazakhstan and abroad;

4) broaden learners’ access to news and information currently distributed in English;

5) allow learners to access English language literary works in their original form;

6) enable learners to represent Kazakhstan in both Kazakhstan and overseas;

7) become lifelong learners, building on skills, learning strategies and knowledge learned in school.

1. The English curriculum aims to develop learners who gain the low-mid B1 level of language skills through the following:

1) varied tasks which foster analysis, evaluation and creative thinking;

2) exposure to a wide variety of spoken and written sources.

Chapter 2. Organization of the content of the subject of «The English language»

4. In the study of the subject «The English language»

1. in the 5th grade have 3 hours a week, 102 hours a year;
2. in the 6th grade - 3 hours a week, 102 hours a year;
3. in the 7th grade - 3 hours a week, 102 hours a year;
4. in the 8th grade - 3 hours a week, 102 hours a year;
5. in the 9th grade - 3 hours a week, 102 hours a year.

5. The basic programme content for 5th grade:

1) Content. Speaking and listening skills to solve problems creatively and cooperatively in groups, to provide sensitive feedback to peers. Respect differing points of view. Evaluate and respond constructively to feedback from others, use feedback to set personal learning objectives. Organise and present information clearly to others. Develop and sustain a consistent argument when speaking or writing. Develop intercultural awareness through reading and discussion. Use imagination to express thoughts, ideas, experiences and feelings. Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;

2) Listening. A sequence of supported classroom instructions. Unsupported basic questions which ask for personal information, on general and curricular topics. The main points of supported extended talk, most specific information and detail of short, supported talk on a wide range of familiar topics. Deducing meaning from context in short supported talk. Opinion of the speaker(s) in basic, supported talk. Supported narratives on an increasing range of topics;

3) Speaking. Basic information about themselves and others at sentence level. Simple questions. An opinion at sentence level. Responding with limited flexibility at sentence level to unexpected comments. Interaction going in basic exchanges. Communicating meaning clearly at sentence level during, pair, group and whole class exchanges using appropriate subject-specific vocabulary and syntax. Recounting basic stories and events;

4) Reading. The main points in a limited range of short simple texts, specific information and detail, the detail of an argument in short, simple texts on a limited range of texts. Short fiction and non-fiction texts with some support. Deducing meaning from context, the attitude or opinion of the writer in short texts on a limited range of texts. Typical features at word, sentence and text level in a limited range of written genres. Paper and digital reference resources to check meaning and extend understanding. The difference between fact and opinion in short, simple texts;

5) Writing. Planning, writing, editing and proofreading at text level with support. A sequence of short sentences in a paragraph. Factual descriptions at text level which describe people, places and objects. A sequence of extended sentences in a paragraph to give basic personal information. Basic coordinating connectors. Linking sentences into coherent paragraphs using basic connectors. Appropriate layout at text level. Most high-frequency words accuracy. Punctuation in written work at text level with some accuracy;

6) Use of English. Appropriate countable and uncountable nouns, including common noun phrases describing times and location. Quantifiers many, much, a lot of, a few. A growing variety of adjectives and regular and irregular comparative and superlative adjectives. Determiners including any, no each, every. Questions, including tag questions to seek agreement, and clarify meaning. Basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything. Simple perfect forms of common verbs to express what has happened [indefinite time]. Future forms will for predictions and be going to to talk about already decided plans. Simple present and simple past regular and irregular forms to describe routines, habits and states. Present continuous forms with present and future meaning. Be / look / sound / feel / taste / smell like and use be made of on a limited range of familiar general and curricular topics. Common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time: last week, yesterday. Might, may, could to express possibility, prepositions to talk about time and location. Prepositions like to describe things and about to denote topic, prepositions of direction to, into, out of, from, towards. Common verbs followed by infinitive verb / verb + ing patterns.

6. The basic programme content for 6th grade:

1) Content. Speaking and listening skills to solve problems creatively and cooperatively in groups. Speaking and listening skills to provide sensitive feedback to peers. Respect differing points of view. Evaluate and respond constructively to feedback from others. Use feedback to set personal learning objectives. Organise and present information clearly to others. Develop and sustain a consistent argument when speaking or writing. Develop intercultural awareness through reading and discussion. Use imagination to express thoughts, ideas, experiences and feelings. Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;

2) Listening. Longer sequences of supported classroom instructions. More complex supported questions which ask for personal information. More complex supported questions. The main points of extended talk. Most specific information and detail of supported, extended talk. Opinion of the speaker(s) in supported extended talk. Narratives including some extended talk;

3) Speaking. Basic information about themselves and others at discourse level. Simple questions about a growing range of general topics. An opinion at sentence and discourse level. Interaction going in longer exchanges. Communicating meaning clearly at sentence and discourse level during, pair, group and whole class exchanges. Appropriate subject-specific vocabulary and syntax. Extended stories and events on a limited range of topics;

4) Reading. The main points in a growing range of short, simple texts. Independent understanding a specific information and detail in short, simple texts, the detail of an argument, including some extended texts. Independent reading of short simple fiction and non-fiction texts. Deducing meaning from context, including some extended texts. The attitude or opinion of the writer in short texts on a growing range of general and curricular topics. Typical features at word, sentence and text level in a range of written genres. Independent use of familiar paper and digital reference resources to check meaning and extend understanding. The difference between fact and opinion in short, simple texts on a wide range of general and curricular topics;

5) Writing. Real and imaginary past events, activities and experiences. Personal feelings and opinions. Topics with some paragraphs to give basic personal information. Coherent arguments supported when necessary by examples and reasons for a limited range of written genres. Sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics. Appropriate layout at text level. Spelling most high-frequency vocabulary accurately. Punctuation in written works at text level;

6) Use of English. Basic abstract nouns and compound nouns and noun phrases describing times and location. Quantifiers including more, little, few less, fewer not as many, not as much. Common participles as adjectives and order adjectives correctly in front of nouns. A variety of determiners including all, other. Questions including questions with whose, how often, how long and a growing range of tag questions. A variety of personal, demonstrative and quantitative pronouns including someone somebody, everybody, no one. Simple perfect forms to express indefinite and unfinished past [with for and since]. Future form will to make offers, promises, and predictions. Appropriately an increased variety of present and past simple active and some passive forms. Present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions. Common impersonal structures with: it, there. An increased variety of adverbs, including adverbs of degree too, not enough, quite, rather. Modal forms including mustn’t (prohibition) need (necessity) should (for advice). An increased variety of prepositions of time, location and direction, by and with to denote agent and instrument. Prepositions before nouns and adjectives in common prepositional phrases. Common verbs followed by infinitive verb / verb + ing patterns, infinitive of purpose. Conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts. Subordinate clauses following think, know, believe, hope, say, tell, use subordinate clauses following sure, certain: defining relative clauses with which who that where.

7. The basic programme content for 7th grade:

1) Content. Speaking and listening skills to solve problems creatively and cooperatively in groups. Speaking and listening skills to provide sensitive feedback to peers. Respect differing points of view. Evaluate and respond constructively to feedback from others. Use feedback to set personal learning objectives. Organize and present information clearly to others. Develop and sustain a consistent argument when speaking or writing. Develop intercultural awareness through reading and discussion. Use imagination to express thoughts, ideas, experiences and feelings. Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;

2) Listening. The main points, most specific information, and most of the detail of an argument in extended talk with little support. Some of the implied meaning in extended talk with little support. Opinion of the speaker(s) in supported extended talk. Typical features at word, sentence and text level of a limited range of spoken genres. Narratives with support on a wide range of topics;

3) Speaking. Formal and informal registers in their talk on a limited range of topics. Complex questions. An opinion at sentence and discourse level on a growing range of topics. Responding with limited flexibility at both sentence and discourse level to unexpected comments. Interaction with peers to negotiate, agree and organise priorities. Linking comments with some flexibility to what others say at sentence and discourse level. Some extended stories and events on a growing range of topics;

4) Reading. The main points in texts, specific information and detail in texts. The detail of an argument, including some extended texts. Extended fiction and non-fiction texts. The attitude or opinion of the writer. Inconsistencies in argument in short, simple texts;

5) Writing. Moderate grammatical accuracy. Some support style and register appropriate to a limited variety of written genres. Coherent arguments supported when necessary by examples and reasons for a limited range of written genres. Punctuation in written works at text level with some accuracy;

6) Use of English. Some abstract nouns and complex noun phrases. A growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough. A growing variety of compound adjectives and adjectives as participles. An increased variety of determiners including neither, either. Questions which include a variety of different tense. A variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves. A variety of simple perfect forms to express recent, indefinite and unfinished past. A growing variety of future forms including present continuous with future meaning. Appropriately a variety of active and passive simple present and past forms and past perfect simple forms. Present continuous forms for present and future meaning and past continuous. Some reported speech forms for statements. Comparative degree adverb structures with regular and irregular adverbs. A variety of modal forms for different functions. Prepositions before nouns and adjectives in common prepositional phrases. Infinitive forms after a limited number of verbs and adjectives, gerund forms after a limited variety of verbs and prepositions. A growing variety of conjunctions including because, since, as to explain reasons on a range of familiar general and curricular topics. If / unless in first conditional clauses, use defining relative clauses with which who that where.

8. The basic programme content for 8th grade:

1) Content. Speaking and listening skills to solve problems creatively and cooperatively in groups. Speaking and listening skills to provide sensitive feedback to peers. Respect differing points of view. Evaluate and respond constructively to feedback from others. Use feedback to set personal learning objectives. Organise and present information clearly to others. Develop and sustain a consistent argument when speaking or writing. Develop intercultural awareness through reading and discussion. Use imagination to express thoughts, ideas, experiences and feelings. Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;

2) Listening. With little or no support the main points, most specific information, most of the implied meaning in extended talk on a range of general and curricular topics. The opinion of the speaker(s) with little or no support in extended talk. Deducing meaning from context with little or no support in extended talk Typical features at word, sentence and text level of a growing range of spoken genres. Extended narratives on a wide range of topics;

3) Speaking. Formal and informal registers in talk on a growing range of topics. More complex questions to get information about a growing range of general topics and some curricular topics. Interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks. Linking comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges. Recounting some extended stories and events;

4) Reading. The main points, specific information and detail in texts on a growing range of unfamiliar general and curricular topics, including some extended texts. The detail of an argument on a range of familiar general and curricular topics, including some extended texts. A growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics. Recognizing the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts. Inconsistencies in argument in short texts on a limited range of general and curricular subjects;

5) Writing. With minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics. Moderate grammatical accuracy on a growing range of familiar general and curricular topics. Style and register appropriate to a variety of written genres. Coherent arguments supported when necessary by examples and reasons for a growing range of written genres. Using independently, sentences into coherent paragraphs, using a variety of basic connectors on a range of familiar general topics and some curricular topics. Spelling most high-frequency vocabulary accurately for a range of familiar general and curricular topics. Punctuation in written works at text level on a range of familiar general and curricular topics with growing accuracy;

6) Use of English. Some abstract nouns and complex noun phrases. A growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large / small number / amount. A growing variety of compound adjectives and adjectives as participles and some comparative structures including not as…as, much …than to indicate degree. An increased variety of determiners including all, half, both [of] in pre-determiner function. Questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics. A variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few. A variety of simple perfect forms to express recent, indefinite and unfinished past. A growing variety of future forms including present continuous and present simple with future meaning. Appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech. Present continuous forms for present and future meaning and past continuous, including some passive forms. Some reported speech forms for statements, questions and commands: say, ask, tell including reported requests. Comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs. An increased variety of pre-verbal, post-verbal and end-position. A growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition. Some prepositions before nouns and adjectives, prepositions as, like to indicate manner, dependent prepositions following adjectives. Infinitive forms after a limited number of verbs and adjectives, gerund forms after a limited variety of verbs and prepositions, some prepositional verbs and begin to use common phrasal verbs. A growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a ... that in giving explanations. If / unless/ if only in second conditional clauses and wish [that] clauses [present reference], a growing variety of relative clauses including why clauses.

9. The basic programme content for 9th grade:

1) Content. Speaking and listening skills to solve problems creatively and cooperatively in groups. Speaking and listening skills to provide sensitive feedback to peers. Respect differing points of view. Evaluate and respond constructively to feedback from others. Use feedback to set personal learning objectives. Organise and present information clearly to others. Develop and sustain a consistent argument when speaking or writing. Develop intercultural awareness through reading and discussion. Use imagination to express thoughts, ideas, experiences and feelings. Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;

2) Listening. The main points, most specific information, and most of the detail in unsupported extended talk on a wide range of topics. Most of the implied meaning in unsupported extended talk, opinion of the speaker(s) in unsupported extended talk on a wide range of topics. Typical features at word, sentence and text level of a range of spoken genres. Recognition of the inconsistencies in argument in extended talk on a growing range of topics;

3) Speaking. Formal and informal registers in their talk on a range of general and curricular topics. Complex questions to get information on a range of general and curricular topics. Explanation and justification own point of view. Linking comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges. Use of appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics. Recounting extended stories and events;

4) Reading. The main points, specific information, details, the detail of an argument in extended texts on a range of unfamiliar general and curricular topics. A range of extended fiction and non-fiction texts. Deducing meaning from context in extended texts. Recognising the attitude or opinion of the writer in extended texts. Typical features at word, sentence and text level in a wide range of written genres. Use of a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding. Inconsistencies in argument in extended texts on a range of general and curricular topics;

5) Writing. Planning, writing, editing and proofreading work at text level with little or no support. Writing independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics. With moderate grammatical accuracy on a wide range of familiar general and curricular topics. With minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics. Coherent writing at text level using a variety of connectors on a growing range of familiar general and curricular topics. Appropriate layout at text level on a growing range of general and curricular topics. Spelling of most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics. Written work at text level on a range of familiar general and curricular topics with a good degree of accuracy;

6) Use of English. A growing variety of abstract compound nouns and complex noun phrases. A variety of quantifiers for countable and uncountable nouns and some noun phrases, including majority of, minority of, a great deal of, a great number of. A variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree. A wide variety of determiners and pre-determiner structures. Questions including prepositions at what time, in which direction, from whose. Relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures on a range of familiar general and curricular topics. A variety of simple perfect forms including some passive forms including time adverbials. A variety of future forms, including some passives, on a range of familiar general and curricular topics. An increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech. Present continuous forms and past continuous, including a growing variety of passive forms. An increased variety of reported speech forms for statements, questions and commands: including indirect and embedded questions with know, wonder. An increased variety of comparative degree adverb structures with regular and irregular adverbs. A variety of pre-verbal, post-verbal and end-position adverbs. A variety of modal forms for different functions and a limited number of past modal forms including should / shouldn’t have to express regret and criticism. An increased variety of prepositions before nouns and adjectives. A growing number of dependent prepositions following nouns and adjectives and an increased variety of dependent prepositions following verbs on a range of familiar general and curricular topics. Infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs. A variety of conjunctions including so that, (in order to) to indicate purpose although, while, whereas to contrast. If only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom.

10. This is the substantive knowledge of the programme and comprises what we know in the subject and how we gain that knowledge. Knowledge in the subject is organized into strands of learning. Strands are further broken down into sub-strands, which will be at the level of a skill or topic, knowledge or understanding. Sub-strands, when expressed as grade-related expectations, form the learning objectives for a subject. The learning objectives demonstrate the progression within each sub-strand allowing teachers to plan and assess, sharing with learners the next steps they should take:

1) Strand 1: Content. A learner develops skills needed for success in a range of academic subjects such as using speaking and listening skills to solve problems, organizing information clearly for others and developing intercultural awareness through reading and discussion;

2) Strand 2: Listening. A learner understands the main ideas of texts on curricular topics, identifies essential facts distinguishing them from non-essential, understands details within the framework of familiar topics, formulates complex questions based on listening material in order to obtain additional information, deduces the meaning of listening material using context clues, identifies specific information within the framework of familiar topics, recognizes inconsistencies in arguments within the framework of familiar topics;

3) Strand 3: Speaking. A learner conveys the main ideas of a text within the framework of familiar topics logically organizing events, uses the formal and informal registers, presents information within the framework of familiar topics, predicts the content of a text using the heading, pictures, key words, extracts within the framework of familiar topics, asks simple and complex questions to obtain specific information, interacts with peers (in a pair, group) to fulfill learning tasks, compares and contrasts texts within the framework of familiar topics, expresses and opinion providing arguments;

4) Strand 4: Reading. A learner identifies the main ideas of texts and details in texts of a range of styles and genres within the framework of familiar topics, uses a range of information sources (reference materials, dictionaries, the Internet), recognizes specific information in a text and a range of styles and genres within the framework of familiar topics, predicts the content of a text using the heading, pictures, key words, extracts, identifies the attitude and opinion of the author, evaluates information from different texts;

5) Strand 5: Writing. A learner fills in tables, diagrams, schemes, questionnaires, forms, plans, writes, edits and proofreads texts within the framework of familiar topics, makes notes based on a text according to a communicative task, describes real and / or imagined events of the past, present, and future using the knowledge of topics studied before, links and coordinates sentences and paragraphs in a text within the framework of familiar topics, correctly uses punctuation in a text within the framework of familiar topics, creates texts of a range of styles and genres using appropriate rules and layout;

6) Strand 6: Use of English. A learner expresses him / herself using a good lexical range and variety of language with a generally high degree of accuracy. A learner develops an ability to use a range of past, present and future forms and a wider range of modals.

Chapter 3. Learning objectives system

11. Education aims in the programme are presented by the codes. The first number in the code is a grade, the second one is the number of the strand, the third one is the number of the aim.

12. The learning objectives system is organized into strands:

1. strand 1 «content»:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| low-mid A2 | mid-high A2 | low B1 | mid B1 | high B1 |
| 5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups | 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups | 7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups | 9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups |
| 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers | 6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers | 7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers | 8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers | 9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers |
| 5.1.3.1 respect differing points of view | 6.1.3.1 respect differing points of view | 7.1.3.1 respect differing points of view | 8.1.3.1 respect differing points of view | 9.1.3.1 respect differing points of view |
| 5.1.4.1 evaluate and respond constructively to feedback from others | 6.1.4.1 evaluate and respond constructively to feedback from others | 7.1.4.1 evaluate and respond constructively to feedback from others | 8.1.4.1 evaluate and respond constructively to feedback from others | 9.1.4.1 evaluate and respond constructively to feedback from others |
| 5.1.5.1 use feedback to set personal learning objectives | 6.1.5.1 use feedback to set personal learning objectives | 7.1.5.1 use feedback to set personal learning objectives | 8.1.5.1 use feedback to set personal learning objectives | 9.1.5.1 use feedback to set personal learning objectives |
| 5.1.6.1 organize and present information clearly to others | 6.1.6.1 organize and present information clearly to others | 7.1.6.1 organize and present information clearly to others | 8.1.6.1 organize and present information clearly to others | 9.1.6.1 organize and present information clearly to others |
| 5.1.7.1 develop and sustain a consistent argument when speaking or writing | 6.1.7.1 develop and sustain a consistent argument when speaking or writing | 7.1.7.1 develop and sustain a consistent argument when speaking or writing | 8.1.7.1 develop and sustain a consistent argument when speaking or writing | 9.1.7.1 develop and sustain a consistent argument when speaking or writing |
| 5.1.8.1 develop intercultural awareness through reading and discussion | 6.1.8.1 develop intercultural awareness through reading and discussion | 7.1.8.1 develop intercultural awareness through reading and discussion | 8.1.8.1 develop intercultural awareness through reading and discussion | 9.1.8.1 develop intercultural awareness through reading and discussion |
| 5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings | 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings | 7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings | 8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings | 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| 5.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | 9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |

2) strand 2 «listening»:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| low-mid A2 | mid-high A2 | low B1 | mid B1 | high B1 |
| 5.2.1.1 understand a sequence of supported classroom instructions | 6.2.1.1 understand longer sequences of supported classroom instructions | 7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics | 9.1.1.1 understand  the main points in unsupported extended talk on a wide range of general and curricular topics |
| 5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information | 6.2.2.1 understand more complex supported questions which ask for personal information | 7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics | 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics | 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics |
| 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics | 6.2.3.1 understand more complex supported questions on a growing range of general and curricular topics | 7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics | 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics | 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics |
| 5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics | 6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics | 7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics | 8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a wide range of general and curricular topics | 9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics |
| 5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics | 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics | 7.2.5.1 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics | 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics | 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics |
| 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics | 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics | 7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics | 8.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics | 9.2.6.1 deduce meaning from context in  unsupported extended talk on a  wide range of general and curricular topics |
| 5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics | 6.2.7.1 recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics | 7.2.7.1 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres | 8.2.7.1 recognize typical features at word, sentence and text level of a growing range of spoken genres | 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres |
| 5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics | 6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics | 7.2.1.8 understand supported narratives on a wide range of general and curricular topics | 8.2.8.1 understand extended narratives on a wide range of general and curricular topics | 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects |

3) strand 3 «speaking»:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| low-mid A2 | mid-high A2 | low B1 | mid B1 | high B1 |
| 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics | 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics | 7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics | 8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics | 9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics |
| 5.3.2.1 ask simple questions to get information about a limited range of general topics | 6.3.2.1 ask simple questions to get information about a growing range of general topics | 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics | 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics | 9.3.2.1 ask complex questions to get information on a range of general and curricular topics |
| 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics | 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics | 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics | 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics | 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics |
| 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics | 6.3.4.1 respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics | 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics | 8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics | 9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics |
| 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics | 6.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics | 7.3.5.1 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks | 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks | 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks |
| 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges | 6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges | 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges | 8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges | 9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |
| 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics | 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics | 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics |
| 5.3.8.1 recount basic stories and events on a range of general and curricular topics | 6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics | 7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics | 8.3.8.1 recount some extended stories and events on a range of general and curricular topics | 9.3.8.1 recount extended stories and events on a range of general and curricular topics |

4) strand 4 «reading»:

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| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| low-mid A2 | mid-high A2 | low B1 | mid B1 | high B1 |
| 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics | 6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics | 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics | 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts | 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics |
| 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics | 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics | 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics | 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts | 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts |
| 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics | 6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts | 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts | 8.4.3.1 understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts | 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics |
| 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts | 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts | 7.4.4.1 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics | 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics | 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics |
| 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics | 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts | 7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics | 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics | 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics |
| 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics | 7.4.6.1 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics | 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended text | 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics |
| 5.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres | 6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres | 7.4.7.1 recognise typical features at word, sentence and text level in a range of written genres | 8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres | 9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres |
| 5.4.8.1 use with support familiar paper and digital reference resources to check meaning and extend understanding | 6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding | 7.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding | 8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding | 9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding |
| 5.4.9.1 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics | 6.4.9.1 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics | 7.4.9.1 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects | 8.4.9.1 recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects | 9.4.9.1 recognise inconsistencies in argument in extended texts on a range of general and curricular topics |

5) strand 5«writing»:

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| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| low-mid A2 | mid-high A2 | low B1 | mid B1 | high B1 |
| 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics | 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics |
| 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics | 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics | 7.5.2.1 write with some support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics | 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics | 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics |
| 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects | 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics | 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics | 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics | 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics |
| 5.5.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information | 6.5.4.1 write with some support topics with some paragraphs to give basic personal information | 7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics | 8.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics | 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics |
| 5.5.5.1 link without support sentences using basic coordinating connectors | 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics | 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics | 8.5.5.1 develop with support coherent arguments supported when necessary  by examples and reasons for a growing range of written genres in familiar  general and curricular topics | 9.5.5.1 develop with support coherent arguments supported when necessary  by examples and reasons for a wide range of written genres in familiar  general and curricular topics |
| 5.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics | 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics | 7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics | 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics | 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics |
| 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | 6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics | 7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics | 8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics | 9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics |
| 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics | 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics | 7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general topics and some curricular topics | 8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics | 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics |
| 5.5.9.1 punctuate written work at text level on a limited range of familiar general with some accuracy | 6.5.9.1 punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy | 7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy | 8.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with growing accuracy | 9.5.9.1 punctuate written work at text level on a wide range of familiar general and curricular topics with a good degree of accuracy |

6) strand 6 «use of English»:

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| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| low-mid A2 | mid-high A2 | low B1 | mid B1 | high B1 |
| 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics | 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics | 7.6.1.1 use some abstract nouns and complex noun phrases on a limited range of familiar general and curricular topics | 8.6.1.1 use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics | 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics |
| 5.6.2.1 use quantifiers many , much , a lot of ,a few on a limited range of familiar general and curricular topics | 6.6.2.1 use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics | 7.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough | 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics | 9.6.2.1  use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of |
| 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | 6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics | 7.6.3.1 use a growing variety of compound adjectives and adjectives as participles | 8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as…as, much …than to indicate degree on a range of familiar general and curricular topics | 9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics |
| 5.6.4.1 use determiners including any, no each, every on a limited range of familiar general and curricular topics | 6.6.4.1 use a variety of determiners including all, other on a growing range of familiar general and curricular topics | 7.6.4.1 use a variety of determiners including neither, either, on a range of familiar general and curricular topics | 8.6.4.1 use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics | 9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics |
| 5.6.5.1  use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics | 6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics | 7.6.5.1 use questions which include a variety of different tense on a range of familiar general and curricular topics | 8.6.5.1 use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics | 9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics |
| 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics | 6.6.6.1 use a variety of personal, demonstrative and quantitative pronouns including someone somebody, everybody , no-one on a growing range of familiar general and curricular topics | 7.6.5.1 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics | 8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics | 9.6.5.1 use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures on a range of familiar general and curricular topics |
| 5.6.7.1 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics | 6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics | 7.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics | 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics | 9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics |
| 5.6.8.1 use future forms “will” for predictions and “be going to” to talk about already decided plans on a limited range of familiar general and curricular topics | 6.6.8.1 use future form “will” to make offers, promises, and predictions on a growing range of familiar general and curricular topics | 7.6.8.1 use a growing variety of future forms including present continuous with future meaning  on a range of familiar general and curricular topics | 8.6.8.1 use a growing variety of future forms including present continuous and present simple with future meaning  on a range of familiar general and curricular topics | 9.6.8.1  use a variety of future forms, including some passives, on a range of familiar general and curricular topics |
| 5.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics | 6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics | 7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics | 8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics | 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics |
| 5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics | 6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics | 7.6.10.1 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics | 8.6.10.1 use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics | 9.6.10.1  use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics |
| 5.6.11.1 use be/look/sound/feel/taste/smell like and use be made on a limited range of familiar general and curricular topics | 6.6.11.1 use common impersonal structures with: it, there on a growing range of familiar general and curricular topics | 7.6.11.1 use some reported speech forms for statements on a range of familiar general and curricular topics | 8.6.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics | 9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics |
| 5.6.12.1 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time: last week, yesterday on a limited range of familiar general and curricular topics | 6.6. 12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite , rather on a growing range of familiar general and curricular topics | 7.6.12.1 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics | 8.6.12.1 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs. Use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics | 9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs use a variety of pre-verbal, post-verbal and end-position adverbs  on a range of familiar general and curricular topics |
| 5.6.13.1 use might may could to express possibility on a limited range of familiar general and curricular topics | 6.6.13.1 use modal forms including mustn’t (prohibition)  need (necessity) should (for advice)  on a range of familiar general and curricular topics | 7.6.13.1  use a variety of modal forms for different functions on a range of familiar general and curricular topics | 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics | 9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics |
| 5.6.14.1  use prepositions to talk about time and location, use prepositions like to describe things and about to denote topic, use prepositions of  direction to, into, out of, from, towards on a limited range of familiar general and curricular topics | 6.6.14.1 use an increased variety of prepositions of time, location and direction  use by and with to denote agent and instrument  use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics | 7.6.14.1  use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar  general and curricular topics | 8.6.14.1 use a some prepositions before nouns and adjectives  use prepositions as, like to indicate manner  use dependent prepositions following adjectives on a range of familiar general and curricular topics | 9.6.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns,  adjectives and verbs on a range of familiar general and curricular topics |
| 5.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics | 6.6.15.1  use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose  on a limited range of familiar general and curricular topics | 7.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics | 8.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions, use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics | 9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics |
| 5.6.16.1 use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics | 6.6.16.1 use conjunctions if , when, where, so, and, or, but, because , before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics | 7.6.16.1 use a growing variety of conjunctions including because, since, as to explain reasons on a range of familiar general and curricular topics | 8.6.16.1 use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a ... that in giving explanations on a range of familiar general and curricular topics | 9.6.16.1 use a variety of conjunctions including so that, (in order to) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics |
| 5.6.17.1 use if clauses (in zero conditionals), use where clauses use before/after clauses (with  past reference)  use defining relative clauses with which who that where to give details  on a limited range of familiar general and curricular topics | 6.6.17.1 use subordinate clauses following think know believe hope, say , tell, use subordinate  clauses following sure, certain: .  use defining relative clauses with which who that where on a growing range of familiar general and curricular topics | 7.6.17.1 use if / unless in first conditional clauses, use defining relative clauses with which who that where on a wide range of familiar general and curricular topics | 8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present  reference], use a growing variety of relative clauses including why clauses  on a range of familiar general and curricular topics | 9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on  a range of familiar general and curricular topics |

12. This program is implemented in accordance with the Long-Term Plan for the Standard Subject program in school subject "English language" for 5-9 grades of lower secondary education on the updated content (according to the app).

13. Distribution of hours in terms, in sections and within sections is varied according to the teacher’s consideration.

Негізгі орта білім беру деңгейінің 5-9-сыныптарына арналған «Ағылшын тілі» оқу пәнінен жаңартылған

мазмұндағы үлгілік оқу

бағдарламасына қосымша

Негізгі орта білім беру деңгейінің 5-9-сыныптарына арналған «Ағылшын тілі» пәнінен жаңартылған мазмұндағы үлгілік оқу бағдарламасын жүзеге асыру бойынша ұзақ мерзімді жоспар

1) grade 5:

|  |  |  |
| --- | --- | --- |
| Unit | Strands | Learning objectives |
| Term 1 | | |
| Home and away  Homes  Cities and countries  Weather and climate | Content | 5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  5.1.6.1 organise and present information clearly to others ;  5.1.8.1 develop intercultural awareness through reading and discussion;  5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 5.2.1.1 understand a sequence of supported classroom instructions;  5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics;  5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics |
| Speaking | 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics;  5.3.2.1. ask simple questions to get information about a limited range of general topics;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics |
| Reading | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics |
| Writing | 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;  5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics |
| Use of English | 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;  5.6.4.1 use determiners including any, no each, every on a limited range of familiar general and curricular topics;  5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;  5.6.8.1 use future forms will for predictions and be going to talk about already decided plans on a limited range of familiar general and curricular topics;  5.6.11.1 use be/look/sound/feel/taste/smell like and use be made of on a limited range of familiar general and curricular topics;  5.6.12.1 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time: last week, yesterday on a limited range of familiar general and curricular topics;  5.6.14.1 use prepositions to talk about time and location; use prepositions like to describe things and about to denote topic, use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics |
| Living things  Plants  Animals  Human Beings | Content | 5.1.4.1 evaluate and respond constructively to feedback from others;  5.1.5.1 use feedback to set personal learning objectives;  5.1.6.1 organize and present information clearly to others;  5.1.7.1 develop and sustain a consistent argument when speaking or writing |
| Listening | 5.2.1.1 understand a sequence of supported classroom instructions;  5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics;  5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics;  5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics |
| Speaking | 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics |
| Reading | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.4.1 read with some support a limited range of short fiction and non-fiction texts;  5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics;  5.4.8.1 use with some support familiar paper and digital reference resources to check meaning and extend understanding;  5.4.9.1 recognize the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics |
| Writing | 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;  5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics;  5.5.8.1 spell most high-frequency words accurately for a limited range of general topics |
| Use of English | 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;  5.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics;  5.6.13.1 use might may could to express possibility on a limited range of familiar general and curricular topics  5.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics |
| Term 2 | | |
| Values  Family relationships  Friendship  What we value | Content | 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  5.1.5.1 use feedback to set personal learning objectives;  5.1.6.1 organize and present information clearly to others;  5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 5.2.1.1 understand a sequence of supported classroom instructions;  5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information;  5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics |
| Speaking | 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics |
| Reading | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics;  5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics |
| Writing | 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;  5.5.5.1 link without support sentences using basic coordinating connectors;  5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics;  5.5.8.1 spell most high-frequency words accurately for a limited range of general topics |
| Use of English | 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.2.1 use quantifiers many , much , a lot of ,a few on a limited range of familiar general and curricular topics;  5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;  5.6.5.1 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics;  5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;  5.6.7.1 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics;  5.6.13.1 use might may could to express possibility on a limited range of familiar general and curricular topics;  5.6.16.1 use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics;  5.6.17.1 use if clauses (in zero conditionals), use where clauses, use before/after clauses (with past reference), use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics |
| The world of work  Professions  Outdoor, factory and service jobs  Work past and future | Content | 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  5.1.4.1 evaluate and respond constructively to feedback from others;  5.1.7.1 develop and sustain a consistent argument when speaking or writing;  5.1.8.1 develop intercultural awareness through reading and discussion |
| Listening | 5.2.1.1 understand a sequence of supported classroom instructions;  5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics;  5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics |
| Speaking | 5.3.2.1 ask simple questions to get information about a limited range of general topics;  5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics |
| Reading | 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts;  5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics;  5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics;  5.4.7.1 recognize typical features at word, sentence and text level in a limited range of written genres |
| Writing | 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics;  5.5.8.1 spell most high-frequency words accurately for a limited range of general topics;  5.5.9.1 punctuate written work at text level on a limited range of familiar general with some accuracy |
| Use of English | 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.2.1 use quantifiers many , much , a lot of ,a few on a limited range of familiar general and curricular topics;  5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;  5.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics;  5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  5.6.14.1 use prepositions to talk about time and location; use prepositions like to describe things and about to denote topic, use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics;  5.6.16.1 use conjunctions so, if, when, where, before, after to link parts of sentences on a limited range of familiar general and curricular topics;  5.6.17.1 use if-clauses (in zero conditionals), use where clauses, use before/after clauses (with past reference), use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics |
| Term 3 | | |
| Creativity  Art  Music  Stories and poems | Content | 5.1.3.1 respect differing points of view;  5.1.4.1 evaluate and respond constructively to feedback from others;  5.1.5.1 use feedback to set personal learning objectives;  5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  5.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 5.2.1.1 understand a sequence of supported classroom instructions;  5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics;  5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics;  5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics |
| Speaking | 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics;  5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics;  5.3.8.1 recount basic stories and events on a range of general and curricular topics |
| Reading | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics;  5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics |
| Writing | 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;  5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics |
| Use of English | 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;  5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;  5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics;  5.6.16.1 use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics |
| Reading for pleasure | Content | 5.1.4.1 evaluate and respond constructively to feedback from others;  5.1.5.1 use feedback to set personal learning objectives;  5.1.7.1 develop and sustain a consistent argument when speaking or writing;  5.1.8.1 develop intercultural awareness through reading and discussion;  5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics;  5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics;  5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics;  5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics |
| Speaking | 5.3.2.1 ask simple questions to get information about a limited range of general topics;  5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics;  5.3.8.1 recount basic stories and events on a range of general and curricular topics |
| Reading | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics;  5.4.4.1 read with some support a limited range of short fiction and non-fiction texts;  5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics;  5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics;  5.4.8.1 use with some support familiar paper and digital reference resources to check meaning and extend understanding;  5.4.9.1 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics |
| Writing | 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;  5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;  5.5.5.1 link without support sentences using basic coordinating connectors;  5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics |
| Fantasy world  Home and garden  City  World | Content | 5.1.4.1 evaluate and respond constructively to feedback from others;  5.1.7.1 develop and sustain a consistent argument when speaking or writing;  5.1.8.1 develop intercultural awareness through reading and discussion;  5.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 5.2.1.1 understand a sequence of supported classroom instructions;  5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics;  5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;  5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics |
| Speaking | 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics;  5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics |
| Reading | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics;  5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics |
| Writing | 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;  5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.8.1 spell most high-frequency words accurately for a limited range of general topics;  5.5.9.1 punctuate written work at text level on a limited range of familiar general with some accuracy |
| Use of English | 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;  5.6.4.1 use determiners including any, no each, every on a limited range of familiar general and curricular topics;  5.6.5.1 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics;  5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;  5.6.7.1 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics;  5.6.8.1 use future forms will for predictions and be going to to talk about already decided plans on a limited range of familiar general and curricular topics;  5.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics;  5.6.14.1 use prepositions to talk about time and location, use prepositions like to describe things and about to denote topic, use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics;  5.6.16.1 use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics;  5.6.17.1 use if clauses (in zero conditionals) ,use where clauses, use before/after clauses (with past reference), use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics |
| Term 4 | | |
| Sports  Sport for all  Rules and respect  Human body and exercise | Content | 5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  5.1.3.1 differing points of view;  5.1.6.1 organize and present information clearly to others;  5.1.7.1 develop and sustain a consistent argument when speaking or writing |
| Listening | 5.2.1.1 understand a sequence of supported classroom instructions;  5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information;  5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics;  5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics;  5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics |
| Speaking | 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics;  5.3.2.1 ask simple questions to get information about a limited range of general topics;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics |
| Reading | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.4.1 read with some support a limited range of short fiction and non-fiction texts;  5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics;  5.4.7.1 recognize typical features at word, sentence and text level in a limited range of written genres |
| Writing | 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;  5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;  5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.8.1 spell most high-frequency words accurately for a limited range of general topics |
| Use of English | 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;  5.6.2.1 use quantifiers many , much , a lot of ,a few on a limited range of familiar general and curricular topics;  5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;  5.6.4.1 use determiners including any, no each, every on a limited range of familiar general and curricular topics;  5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;  5.6.8.1 use future forms will for predictions and be going to talk about already decided plans on a limited range of familiar general and curricular topics;  5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics;  5.6.12.1 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : last week, yesterday on a limited range of familiar general and curricular topics;  5.6.13.1 use might may could to express possibility on a limited range of familiar general and curricular topics;  5.6.14.1 use prepositions to talk about time and location, use prepositions like to describe things and about to denote topic, use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics;  5.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics;  5.6.16.1 use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics |
| Holidays  Destinations  Holiday Activities  Transport | Content | 5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  5.1.3.1 respect differing points of view;  5.1.4.1 evaluate and respond constructively to feedback from others;  5.1.8.1 develop intercultural awareness through reading and discussion |
| Listening | 5.2.1.1 understand a sequence of supported classroom instructions;  5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information;  5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics;  5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics |
| Speaking | 5.3.2.1 ask simple questions to get information about a limited range of general topics;  5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics;  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;  5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges |
| Reading | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics;  5.4.4.1 read with some support a limited range of short fiction and non-fiction texts;  5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics |
| Writing | 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;  5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;  5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;  5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics |
| Use of English | 5.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics;  5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics;  5.6.13.1 use might may could to express possibility on a limited range of familiar general and curricular topics;  5.6.14.1 use prepositions to talk about time and location; use prepositions like to describe things and about to denote topic; use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics;  5.6.16.1 use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics;  5.6.17.1 use if clauses (in zero conditionals), use where clauses; use before/after clauses (with past reference), use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics |

2) grade 6:

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| Unit | Strands | Learning objectives |
| Term 1 | | |
| Our Class | Content | 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.3.1 respect differing points of view |
| Listening | 6.2.1.1 understand a longer sequence of supported classroom instructions;  6.2.2.1 understand more complex supported questions which ask for personal information;  6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics |
| Speaking | 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics;  6.3.2.1 ask simple questions to get information about a growing range of general topics |
| Reading | 6.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics;  6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;  6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding;  6.4.9.1 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics |
| Writing | 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;  6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics |
| Use of English | 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;  6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;  6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite , rather on a growing range of familiar general and curricular topics; 6.6.13.1 use modal forms including mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics |
| Helping and Heroes | Content | 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.3.1 respect differing points of view;  6.1.8.1 develop intercultural awareness through reading and discussion |
| Listening | 6.2.1.1 understand a longer sequence of supported classroom instructions;  6.2.6.1 deduce meaning from context in supported extended talk on a range of general and curricular topics;  6.2.7.1 recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;  6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics |
| Speaking | 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.6.1 communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;  6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics |
| Reading | 6.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics;  6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;  6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics |
| Writing | 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;  6.5.3.1 write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics |
| Use of English | 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;  6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;  6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics;  6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics |
| Term 2 | | |
| Our Countryside | Content | 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 6.2.1.1 understand a longer sequence of supported classroom instructions;  6.2.5.1 understand most specific information and detail of  supported, extended talk on a range general and curricular topics;  6.2.6.1 deduce meaning from context in supported extended talk on a range of general and curricular topics |
| Speaking | 6.3.2.1 ask simple questions to get information about a growing range of general topics;  6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics |
| Reading | 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding |
| Writing | 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;  6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics |
| Use of English | 6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;  6.6.11.1 use common impersonal structures with: it, there on a growing range of familiar general and curricular topics;  6.6.14.1 use an increased variety of prepositions of time, location and direction, use by and with to denote agent and instrument, use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics;  6.6.16.1 use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics;  6.6.17.1 use subordinate clauses following think know believe hope, say, tell, use subordinate clauses following sure, certain, use defining relative clauses with which who that where on a growing range of familiar general and curricular topics |
| Drama and Comedy | Content | 6.3.3.1 respect differing points of view;  6.1.6.1 organise and present information clearly to others;  6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 6.2.1.1 understand a longer sequence of supported classroom instructions;  6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics |
| Speaking | 6.3.2.1 ask simple questions to get information about a growing range of general topics;  6.3.4.1 respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  6.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics;  6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics |
| Reading | 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts |
| Writing | 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;  6.5.3.1 write with some support about personal feelings and  opinions on a limited range of familiar general and curricular topics;  6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics |
| Use of English | 6.6.7.1 use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics;  6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics;  6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics |
| Term 3 | | |
| Our Health | Content | 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  6.1.8.1 develop intercultural awareness through reading and discussion;  6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics;  6.2.7.1 recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics |
| Speaking | 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics;  6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.4.1 respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  6.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics;  6.3.6.1 communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges;  6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics |
| Reading | 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding |
| Writing | 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;  6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1 punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy |
| Use of English | 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;  6.6.2.1 use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics;  6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.8.1 use future form will to make offers, promises, and  predictions on a growing range of familiar general and curricular topics;  6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;  6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics;  6.6.13.1 use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics |
| Holidays and Travel | Content | 6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  6.1.3.1 respect differing points of view;  6.1.5.1 use feedback to set personal learning objectives;  6.1.6.1 organise and present information clearly to others |
| Listening | 6.2.1.1 understand a longer sequence of supported classroom instructions;  6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics;  6.2.6.1 deduce meaning from context in supported extended talk on a range of general and curricular topics;  6.2.7.1 recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;  6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics |
| Speaking | 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics;  6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics |
| Reading | 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres;  6.4.9.1 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics |
| Writing | 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics |
| Use of English | 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;  6.6.2.1 use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of familiar general and curricular topics;  6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.7.1 use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics;  6.6.8.1 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;  6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics |
| Reading for Pleasure | Content | 6.1.4.1 evaluate and respond constructively to feedback from others;  6.1.7.1 develop and sustain a consistent argument when speaking or writing |
| Speaking | 6.2.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics |
| Reading | 6.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics;  6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts;  6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;  6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres;  6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding;  6.4.9.1 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics |
| Writing | 6.5.4.1 write with some support topics with some paragraphs to give basic personal information;  6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics |
| Term 4 | | |
| Our Neighbourhood | Content | 6.1.2.1 use speaking and listening skills to provide sensitive feedback to peers  6.1.3.1 respect differing points of view |
| Listening | 6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics;  6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics |
| Speaking | 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics;  6.3.2.1 ask simple questions to get information about a growing range of general topics |
| Reading | 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres |
| Writing | 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;  6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1 punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy |
| Use of English | 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics;  6.6.6.1 use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics;  6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;  6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics;  6.6.13.1 use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics;  6.6.14.1 use an increased variety of prepositions of time, location and direction, use by and with to denote agent and instrument, use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics;  6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics |
| Transport | Content | 6.1.8.1 develop intercultural awareness through reading and discussion;  6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 6.2.3.1 understand more complex supported questions on a growing range of general and curricular topics;  6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics;  6.2.6.1 deduce meaning from context in supported extended talk on a range of general and curricular topics |
| Speaking | 6.3.2.1 ask simple questions to get information about a growing range of general topics;  6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;  6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics |
| Reading | 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;  6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;  6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;  6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres;  6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding |
| Writing | 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;  6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics;  6.5.9.1 punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy |
| Use of English | 6.6.2.1 use quantifiers including more, little, few, less, fewer not as many , not as much on a growing range of familiar general and curricular topics;  6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;  6.6.4.1 use a variety of determiners including all, other on a growing range of familiar general and curricular topics;  6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics;  6.6.8.1 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;  6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics;  6.6.17.1 use subordinate clauses following think know believe hope, say , tell, use subordinate clauses following sure, certain, use defining relative clauses with which who that where on a growing range of familiar general and curricular topics |

3) grade 7:

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| Unit | Strands | Learning objectives |
| Term 1 | | |
| Hobbies and Leisure | Content | 7.1.3.1 respect differing points of view;  7.1.4.1 evaluate and respond constructively to feedback from others;  7.1.8.1 develop intercultural awareness through reading and discussion;  7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics;  7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics |
| Speaking | 7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics;  7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics;  7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics |
| Reading | 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  7.4.7.1 recognize typical features at word, sentence and text level in a range of written genres;  7.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding |
| Writing | 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics;  7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics;  7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy punctuate written work at text level on a growing range of familiar general and curricular topics with growing accuracy |
| Use of English | 7.6.1.1 use some abstract nouns and complex noun phrases on a limited range of familiar general and curricular topics;  7.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough;  7.6.3.1 use a growing variety of compound adjectives and adjectives as participles;  7.6.5.1 use questions which include a variety of different tense on a range of familiar general and curricular topics;  7.6.6.1 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics;  7.6.12.1 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics;  7.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics;  7.6.17.1 use if / unless in first conditional clauses, use defining relative clauses with which who that where on a wide range of familiar general and curricular topics |
| Communication and Technology | Content | 7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  7.1.3.1 respect different points of view;  7.1.4.1 evaluate and respond constructively to feedback from others;  7.1.6.1 organize and present information clearly to others;  7.1.7.1 develop and sustain a consistent argument when speaking or writing;  7.1.8.1 develop intercultural awareness through reading and discussion;  7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics;  7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics;  7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.7.1 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.2.8.1 understand supported narratives on a wide range of general and curricular topics |
| Speaking | 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics;  7.3.5.1 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics;  7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics |
| Reading | 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts |
| Writing | 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics; 7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics |
| Use of English | 7.6.4.1 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics;  7.6.6.1 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics;  7.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;  7.6.17.1 use if / unless in first conditional clauses, use defining relative clauses with which who that where on a wide range of familiar general and curricular topics |
| Term 2 | | |
| Holidays and Travel | Content | 7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  7.1.3.1 respect differing points of view;  7.1.4.1 evaluate and respond constructively to feedback from others;  7.1.6.1 organize and present information clearly to others;  7.1.8.1 develop intercultural awareness through reading and discussion;  7.1.8.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics;  7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics;  7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics;  7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics |
| Speaking | 7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics;  7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics;  7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics |
| Reading | 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.9.1 recognize inconsistencies in argument in simple short, texts on a limited range of general and curricular subjects |
| Writing | 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics;  7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;  7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics;  7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy |
| Use of English | 7.6.3.1 use a growing variety of compound adjectives and adjectives as participles;  7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics;  7.6.11.1 use some reported speech forms for statements on a range of familiar general and curricular topics;  7.6.14.1 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics;  7.6.17.1 use if / unless in first conditional clauses, use defining relative clauses with which who that where on a wide range of familiar general and curricular topics |
| Space and Earth | Content | 7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  7.1.3.1 differing points of view;  7.1.4.1 evaluate and respond constructively to feedback from others;  7.1.5.1 use feedback to set personal learning objectives;  7.1.6.1 organize and present information clearly to others;  7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics;  7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.7.1 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.2.8.1 understand supported narratives on a wide range of general and curricular topics |
| Speaking | 7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics;  7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics;  7.3.5.1 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;  7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |
| Reading | 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.4.1 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics;  7.4.6.1 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics;  7.4.7.1 recognize typical features at word, sentence and text level in a range of written genres |
| Writing | 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics;  7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics;  7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;  7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics |
| Use of English | 7.6.1.1 use some abstract nouns and complex noun phrases on a limited range of familiar general and curricular topics;  7.6.4.1 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics;  7.6.6.1 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics;  7.6.8.1 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics;  7.6.10.1 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics;  7.6.11.1 use some reported speech forms for statements on a range of familiar general and curricular topics;  7.6.12.1 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics |
| Term 3 | | |
| Reading for Pleasure | Content | 7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  7.1.3.1 respect differing points of view;  7.1.4.1 evaluate and respond constructively to feedback from others;  7.1.6.1 organize and present information clearly to others;  7.1.7.1 develop and sustain a consistent argument when speaking or writing;  7.1.8.1 develop intercultural awareness through reading and discussion |
| Listening | 7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics;  7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.7.1 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres;  7.2.8.1 understand supported narratives on a wide range of general and curricular topics |
| Speaking | 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics |
| Reading | 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  7.4.4.1 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  7.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding;  7.4.9.1 recognize inconsistencies in argument in simple short, texts on a limited range of general and curricular subjects |
| Writing | 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics |
| Use of English | 7.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough;  7.6.3.1 use a growing variety of compound adjectives and adjectives as participles;  7.6.1.15 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics |
| Entertainment and Media | Content | 7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  7.1.3.1 respect differing points of view;  7.1.5.1 use feedback to set personal learning objectives;  7.1.6.1 organize and present information clearly to others;  7.1.7.1 develop and sustain a consistent argument when speaking or writing |
| Listening | 7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics;  7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics |
| Speaking | 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics;  7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics;  7.3.5.1 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;  7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics |
| Reading | 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  7.4.4.1 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics;  7.4.6.1 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics;  7.4.9.1 recognize inconsistencies in argument in simple short, texts on a limited range of general and curricular subjects |
| Writing | 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics;  7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics |
| Use of English | 7.6.3.1 use a growing variety of compound adjectives and adjectives as participles;  7.6.4.1 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics;  7.6.5.1 use questions which include a variety of different tense on a range of familiar general and curricular topics;  7.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;  7.6.13.1 use a variety of modal forms for different functions on a range of familiar general and curricular topics |
| Natural Disasters | Content | 7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  7.1.4.1 evaluate and respond constructively to feedback from others;  7.1.6.1 organize and present information clearly to others;  7.1.8.1 develop intercultural awareness through reading and discussion;  7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics;  7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics;  7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.8.1 understand supported narratives on a wide range of general and curricular topics |
| Speaking | 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics;  7.3.5.1 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics;  7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics; |
| Reading | 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics;  7.4.6.1 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics;  7.4.7.1 recognize typical features at word, sentence and text level in a range of written genres |
| Writing | 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;  7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics;  7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics |
| Use of English | 7.6.6.1 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics;  7.6.13.1 use a variety of modal forms for different functions on a range of familiar general and curricular topics;  7.6.16.1 use a growing variety of conjunctions including because, since, as to explain reasons on a range of familiar general and curricular topics |
| Term 4 | | |
| Healthy Habits | Content | 7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  7.1.5.1 use feedback to set personal learning objectives;  7.1.7.1 develop and sustain a consistent argument when speaking or writing;  7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics;  7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics;  7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.8.1 understand supported narratives on a wide range of general and curricular topics |
| Speaking | 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics;  7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics |
| Reading | 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics;  7.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding;  7.4.9.1 recognize inconsistencies in argument in simple, short texts on a limited range of general and curricular subjects |
| Writing | 7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics;  7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics ;  7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics;  7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics;  7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy |
| Use of English | 7.6.4.1 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics;  7.6.8.1 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics;  7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics;  7.6.16.1 use a growing variety of conjunctions including because, since, as to explain reasons on a range of familiar general and curricular topics |
| Clothes and Fashion | Content | 7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  7.1.4.1 evaluate and respond constructively to feedback from others;  7.1.5.1 use feedback to set personal learning objectives;  7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics;  7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics;  7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics;  7.2.7.1 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres |
| Speaking | 7.3.5.1 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;  7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics |
| Reading | 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics;  7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics;  7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics;  7.4.6.1 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics;  7.4.7.1 recognize typical features at word, sentence and text level in a range of written genres;  7.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding |
| Writing | 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;  7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics;  7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy punctuate written work at text level on a growing range of familiar general and curricular topics with growing accuracy |
| Use of English | 7.6.3.1 use a growing variety of compound adjectives and adjectives as participles;  7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics;  7.6.10.1 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics;  7.6.14.1 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics |

4) grade 8:

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| Unit | Strands | Learning objectives |
| Term 1 | | |
| Our World | Content | 8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  8.1.3.1 respect differing points of view;  8.1.4.1 evaluate and respond constructively to feedback from others;  8.1.5.1 use feedback to set personal learning objectives;  8.1.7.1 develop and sustain a consistent argument when speaking or writing;  8.1.8.1 develop intercultural awareness through reading and discussion;  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics;  8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics;  8.2.7.1 recognize typical features at word, sentence and text level of a growing range of spoken genres |
| Speaking | 8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics;  8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;  8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |
| Reading | 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding |
| Writing | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.4.1 use with some support style and register appropriate to a variety of written genres on general and curricular topics;  8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;  8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics |
| Use of English | 8.6.5.1 use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;  8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions, use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics;  8.6.16.1 use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a... that in giving explanations on a range of familiar general and curricular topics |
| Daily Life and Shopping | Content | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  8.1.3.1 respect differing points of view;  8.1.4.1 evaluate and respond constructively to feedback from others;  8.1.5.1 use feedback to set personal learning objectives;  8.1.8.1 develop intercultural awareness through reading and discussion |
| Listening | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics;  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics;  8.2.7.1 recognize typical features at word, sentence and text level of a growing range of spoken genres |
| Speaking | 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;  8.3.8.1 recount some extended stories and events on a range of general and curricular topics |
| Reading | 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.3.1 understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts;  8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts |
| Writing | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  8.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy |
| Use of English | 8.6.10.1 use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics;  8.6.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics;  8.6.12.1 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs, use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions, use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics;  8.6.16.1 use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a ... that in giving explanations on a range of familiar general and curricular topics |
| Term 2 | | |
| Entertainment and Media | Content | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  8.1.3.1 respect differing points of view;  8.1.4.1 evaluate and respond constructively to feedback from others;  8.1.8.1 develop intercultural awareness through reading and discussion;  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics;  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.2.5.1 recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics;  8.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics |
| Speaking | 8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics;  8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |
| Reading | 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding |
| Writing | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.4.1 use with some support style and register appropriate to a variety of written genres on general and curricular topics;  8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics;  8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;  8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics |
| Use of English | 8.6.1.1 use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics;  8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics;  8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as…as, much …than to indicate degree on a range of familiar general and curricular topics;  8.6.5.1 use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;  8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;  8.6.1.13 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;  8.6.1.14 use some prepositions before nouns and adjectives, use prepositions as, like to indicate manner, use dependent prepositions following adjectives on a range of familiar general and curricular topics;  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions, use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics;  8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference], use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics |
| Sport, Health and Exercise | Content | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  8.1.3.1 respect differing points of view;  8.1.7.1 develop and sustain a consistent argument when speaking or writing |
| Listening | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics4  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics;  8.2.5.1 recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics |
| Speaking | 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |
| Reading | 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics;  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts |
| Writing | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics;  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics;  8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics |
| Use of English | 8.6.8.1 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics;  8.6.1.10 use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics;  8.6.12.1 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs, use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;  8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions, use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics;  8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference], use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics |
| Term 3 | | |
| Reading for Pleasure | Content | 8.1.3.1 respect differing points of view;  8.1.7.1 develop and sustain a consistent argument when speaking or writing;  8.1.8.1 develop intercultural awareness through reading and discussion |
| Listening | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics;  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.2.5.1 recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics |
| Speaking | 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics;  8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;  8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  8.3.8.1 recount some extended stories and events on a range of general and curricular topics |
| Reading | 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.3.1 understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts;  8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics  8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres;  8.4.9.1 recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects |
| Writing | 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics;  8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics |
| Use of English | 8.5.8.1 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics;  8.5.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  8.5.1.11 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics;  8.5.12.1 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs, use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;  8.5.14.1 use some prepositions before nouns and adjectives, use prepositions as, like to indicate manner, use dependent prepositions following adjectives on a range of familiar general and curricular topics;  8.5.16.1 use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a...that in giving explanations on a range of familiar general and curricular topics |
| The Natural World | Content | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  8.1.3.1 respect differing points of view;  8.1.7.1 develop and sustain a consistent argument when speaking or writing;  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics;  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics;  8.2.7.1 recognize typical features at word, sentence and text level of a growing range of spoken genres;  8.2.8.1 understand extended narratives on a wide range of general and curricular topics |
| Speaking | 8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics;  8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics;  8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;  8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  8.3.8.1 recount some extended stories and events on a range of general and curricular topics |
| Reading | 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres;  8.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding |
| Writing | 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics;  8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;  8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;  8.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy |
| Use of English | 8.6.1.1 use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics;  8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as…as, much …than to indicate degree on a range of familiar general and curricular topics;  8.6.4.1 use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics;  8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few  on a range of familiar general and curricular topics;  8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics |
| Travel and Transport | Content | 8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  8.1.3.1 respect differing points of view;  8.1.5.1 use feedback to set personal learning objectives;  8.1.7.1 develop and sustain a consistent argument when speaking or writing;  8.1.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics;  8.2.8.1 understand extended narratives on a wide range of general and curricular topics |
| Speaking | 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |
| Reading | 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;  8.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding |
| Writing | 8.5.1.1 plan, write, edit and proofread work at text level with little - support on a growing range of general and curricular topics;  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.4.1 use with some support style and register appropriate to a variety of written genres on general and curricular topics;  8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on  a range of familiar general topics and some curricular topics;  8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;  8.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy |
| Use of English | 8.6.5.1 use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;  8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;  8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;  8.6.14.1 use some prepositions before nouns and adjectives, use prepositions as, like to indicate manner, use dependent prepositions following adjectives on a range of familiar general and curricular topics |
| Term 4 | | |
| Food and Drink | Content | 8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  8.1.3.1 respect differing points of view;  8.1.4.1 evaluate and respond constructively to feedback from others;  8.1.5.1 use feedback to set personal learning objectives;  8.1.8.1 develop intercultural awareness through reading and discussion;  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics;  8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics;  8.2.5.1 recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics;  8.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics |
| Speaking | 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics;  8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;  8.3.8.1 recount some extended stories and events on a range of general and curricular topics |
| Reading | 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.3.1 understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts;  8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics;  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres |
| Writing | 8.5.1.1 plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.4.1 use with some support style and register appropriate to a variety of written genres on general and curricular topics |
| Use of English | 8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics;  8.6.3.1 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as…as, much …than to indicate degree on a range of familiar general and curricular topics;  8.6.4.1 use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics;  8.6.8.1 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics;  8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  8.6.10.1 use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics;  8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited variety of verbs and prepositions, use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics |
| The World of Work | Content | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  8.1.3.1 respect differing points of view;  8.1.6.1 organise and present information clearly to others;  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.2.7.1 recognize typical features at word, sentence and text level of a growing range of spoken genres;  8.2.8.1 understand extended narratives on a wide range of general and curricular topics |
| Speaking | 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics;  8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics;  8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;  8.3.8.1 recount some extended stories and events on a range of general and curricular topics |
| Reading | 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.9.1 recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects |
| Writing | 8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;  8.5.3.2 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics |
| Use of English | 8.6.5.1 use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;  8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few  on a range of familiar general and curricular topics;  8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;  8.6.8.1 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics;  8.6.10.1 use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics;  8.6.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics  8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;  8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference], use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics |

5) grade 9:

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| Unit | Strand | Learning objectives |
| Term 1 | | |
| Hobbies and Qualities | Content | 9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  9.1.4.1 evaluate and respond constructively to feedback from others;  9.1.5.1 use feedback to set personal learning objectives;  9.1.7.1 develop and sustain a consistent argument when speaking or writing;  9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics;  9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics |
| Speaking | 9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics;  9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;  9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |
| Reading | 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics;  9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;  9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics |
| Writing | 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;  9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;  9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.3.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics |
| Use of English | 9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics;  9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics;  9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics;  9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  9.6.1.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics;  9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics;  9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs, use a variety of pre-verbal, post-verbal and end-position adverbs  on a range of familiar general and curricular topics;  9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics;  9.6.16.1 use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics |
| Exercise and Sport | Content | 9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  9.1.3.1 respect differing points of view;  9.1.4.1 evaluate and respond constructively to feedback from others;  9.1.5.1 use feedback to set personal learning objectives;  9.1.6.1 organise and present information clearly to others;  9.1.7.1 develop and sustain a consistent argument when speaking or writing |
| Listening | 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics;  9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;  9.2.7.1 recognize typical features at word, sentence and text level of a wide growing range of spoken genres |
| Speaking | 9.3.2.1 ask complex questions to get information on a range of general and curricular topics;  9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;  9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  9.3.8.1 recount extended stories and events on a range of general and curricular topics |
| Reading | 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;  9.4.9.1 recognise inconsistencies in argument in extended texts on a range of general and curricular topics |
| Writing | 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;  9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;  9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics;  9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics;  9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics |
| Use of English | 9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics;  9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics;  9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs, use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;  9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics;  9.6.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns, adjectives and verbs on a range of familiar general and curricular topics;  9.6.16.1 use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics;  9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics |
| Term 2 | | |
| Earth and our place in it | Content | 9.1.3.1 respect differing points of view;  9.1.6.1 organise and present information clearly to others;  9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics;  9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics;  9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres;  9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects |
| Speaking | 9.3.2.1 ask complex questions to get information on a range of general and curricular topics;  9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  9.3.8.1 recount extended stories and events on a range of general and curricular topics |
| Reading | 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics;  9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;  9.4.9.1 recognise inconsistencies in argument in extended texts on a range of general and curricular topics |
| Writing | 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;  9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;  9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics;  9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;  9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics |
| Use of English | 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics;  9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics;  9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics;  9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics;  9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics;  9.6.1.13 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics |
| Charities and Conflict | Content | 9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers;  9.1.3.1 respect differing points of view;  9.1.4.1 evaluate and respond constructively to feedback from others;  9.1.5.1 use feedback to set personal learning objectives;  9.1.6.1 organise and present information;  9.1.8.1 develop intercultural awareness through reading and discussion clearly to others;  9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics;  9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;  9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics;  9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics;  9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres |
| Speaking | 9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics;  9.3.2.1 ask complex questions to get information on a range of general and curricular topics;  9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;  9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges |
| Reading | 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics;  9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics;  9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;  9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;  9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres;  9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding |
| Writing | 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;  9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics;  9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;  9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics;  9.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with a good degree of accuracy |
| Use of English | 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics;  9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics;  9.6.6.1 use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures  on a range of familiar general and curricular topics;  9.6.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics;  9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics;  9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics;  9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics |
| Term 3 | | |
| Reading for Pleasure | Content | 9.1.3.1 respect differing points of view;  9.1.4.1 evaluate and respond constructively to feedback from others;  9.1.6.1 organise and present information clearly to others |
| Listening | 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres;  9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects |
| Speaking | 9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  9.3.8.1 recount extended stories and events on a range of general and curricular topics |
| Reading | 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics;  9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics, including some extended texts;  9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;  9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres;  9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;  9.4.9.1 recognise inconsistencies in argument in extended texts on a range of general and curricular topics |
| Writing | 9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics;  9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics;  9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics;  9.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with a good degree of accuracy |
| Use of English | 9.6.5.1 use questions including prepositions at what time, in which direction, from whose on a range of familiar general and curricular topics;  9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics;  9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics;  9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics;  9.6.16.1 use a variety of conjunctions including so that, (in order) to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics |
| Traditions and Language | Content | 9.1.3.1 respect differing points of view;  9.1.8.1 develop intercultural awareness through reading and discussion;  9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings;  9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics;  9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;  9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics;  9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics |
| Speaking | 9.3.1.1 use formal and informal registers in their talk on a range of general and curricular topics;  9.3.2.1 ask complex questions to get information on a range of general and curricular topics;  9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;  9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  9.3.8.1 recount extended stories and events on a range of general and curricular topics |
| Reading | 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts;  9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;  9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres;  9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding |
| Writing | 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;  9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;  9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics;  9.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with a good degree of accuracy |
| Use of English | 9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of;  9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics;  9.6.5.1 use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures  on a range of familiar general and curricular topics;  9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;  9.13 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics |
| Music and Film | Content | 9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  9.1.6.1 organise and present information clearly to others;  9.1.8.1 develop intercultural awareness through reading and discussion |
| Listening | 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics;  9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics;  9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres;  9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects |
| Speaking | 9.3.2.1 ask complex questions to get information on a range of general and curricular topics;  9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics |
| Reading | 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;  9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;  9.4.7.1 - recognise typical features at word, sentence and text level in a wide range of written genres |
| Writing | 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics;  9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.5.4.1 use with minimal or no support style and register appropriate to a growing variety of written genres on general and curricular topics;  9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a range of written genres in familiar general and curricular topics;  9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;  9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics;  9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics;  9.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with a good degree of accuracy |
| Use of English | 9.5.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics;  9.5.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of;  9.5.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics;  9.5.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics;  9.5.6.1 use relative, demonstrative, indefinite, quantitative pronouns and a variety of reflexive pronoun structures  on a range of familiar general and curricular topics;  9.5.7.1 use a variety of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics;  9.5.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns, adjectives and verbs on a range of familiar general and curricular topics;  9.5.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics |
| Term 4 | | |
| Travel and Tourism | Content | 9.1.4.1 evaluate and respond constructively to feedback from others;  9.1.5.1 use feedback to set personal learning objectives;  9.1.7.1 develop and sustain a consistent argument when speaking or writing;  9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world |
| Listening | 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics;  9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics;  9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics;  9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.2.7.1 recognize typical features at word, sentence and text level of a wide range of spoken genres |
| Speaking | 9.3.2.1 ask complex questions to get information on a range of general and curricular topics;  9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;  9.3.8.1 recount extended stories and events on a range of general and curricular topics |
| Reading | 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres;  9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding |
| Writing | 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;  9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics;  9.5.7.1 use independently appropriate layout at text level on a growing range of general and curricular topics |
| Use of English | 9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some noun phrases on a range of familiar general and curricular topics including majority of, minority of, a great deal of, a great number of;  9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics;  9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs, use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;  9.6.14.1 use an increased variety of prepositions before nouns and adjectives, use a growing number of dependent prepositions following nouns, adjectives and verbs on a range of familiar general and curricular topics;  9.6.17.1 use if only /wish [that] clauses [past reference], use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics |
| Science and Technology | Content | 9.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups;  9.1.3.1 respect differing points of view;  9.1.7.1 develop and sustain a consistent argument when speaking or writing;  9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings |
| Listening | 9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics;  9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics;  9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics;  9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics  9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects |
| Speaking | 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics;  9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;  9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;  9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;  9.3.8.1 recount extended stories and events on a range of general and curricular topics |
| Reading | 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics;  9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics;  9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.7.1 recognise typical features at word, sentence and text level in a wide range of written genres;  9.4.8.1 use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding |
| Writing | 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics;  9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics;  9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics |
| Use of English | 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics;  9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics;  9.6.13.1 use a variety of modal forms for different functions and a limited number of past modal forms including should/ shouldn’t have to express regret and criticism on range of familiar general and curricular topics;  9.6.15.1 use infinitive forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics |