

## Academic Year 2025-2026: End of Term 1 Exam Test Specifications

| Grade Level Goal | Grade 6 GLG                                  | Learning Continuum Stage | 2           |
|------------------|----------------------------------------------|--------------------------|-------------|
| Class            | 6 General                                    | CEFR                     | A2.1        |
| Language Domain  | Reading & Viewing and Writing & Representing | Total Marks              | Reading: 60 |
|                  |                                              | Platform                 | Writing: 40 |
|                  |                                              |                          | Paper-based |

| Part                   | Level                                                                                                                                                       | Theme                                                                                                                                                                                                              | Vocabulary                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                        |
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| Part 1A:<br>Vocabulary | Towards Grade Level Goal<br>Apply basic reading strategies, including, using visuals, context, first language, culture and experiences to understand texts. | My Life   Free time activities                                                                                                                                                                                     | Playing computer games, Taking photos, Reading books, Painting pictures, Free time                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                        |
|                        |                                                                                                                                                             | My Life   Daily routines                                                                                                                                                                                           | To meet up, To play football, To eat, To drink, To study, Every day                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                        |
|                        |                                                                                                                                                             | Task Description                                                                                                                                                                                                   | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                        | Construct Limits                                                                                                                                                       |
|                        |                                                                                                                                                             | <p style="text-align: center;">Sentence Cloze</p> <hr style="width: 20%; margin: 10px auto;"/> <p>Choose the correct word(s) from the Word Bank to complete the sentences. There are two words you don't need.</p> | <p><b>Reading Strategies</b><br/>ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.</p> | <ul style="list-style-type: none"> <li>▪ 10 sentences with one gap</li> <li>▪ Word bank with 10 words and 2 distractors</li> <li>▪ 2 marks each (total: 20)</li> </ul> |

| Part                | Level                                                                                                                                                                                                                                                        | Theme                                                                                                     | Vocabulary                                                                                                                                                                                                                                                                                                                                                                            | Grammar                                                                                                                                                                                                      |
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| Part 1B:<br>Grammar | <b>At Grade Level Goal</b><br>Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts. | <b>Sport</b>   Be athlete, sports for everyone                                                            | height, older, younger, faster, slower, taller, shorter                                                                                                                                                                                                                                                                                                                               | G.1.2 Adjectives (Comparatives)<br>G.16.1 Subject pronouns – I, you, he, she, it, we, you, they<br>G.1.1 Parts of speech (noun, verb, adjective)                                                             |
|                     |                                                                                                                                                                                                                                                              | <b>School</b>   A Day at School                                                                           | maths, science, Arabic, Islamic education, art and design, French                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                              |
|                     |                                                                                                                                                                                                                                                              | <b>Task Description</b>                                                                                   | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Construct Limits</b>                                                                                                                                                                                      |
|                     |                                                                                                                                                                                                                                                              | Multiple-Choice Gap-Fill<br><hr/> Read the text and choose the correct word(s) to complete the sentences. | <b>Reading Strategies</b><br>5 x ENG.02.RV.S.2.1 : Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language. | <ul style="list-style-type: none"> <li>▪ 1 descriptive text of 100 words (10% either way) with 5 gaps</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ 2 marks each (total 10)</li> </ul> |

| Part            | Level                                                                                                                                                                                                                                                           | Theme                                                                         | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Grammar                                                                                                                                                                                                  |
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| Part 2: Reading | <p><b>Towards Grade Level Goal</b><br/>Identify familiar words and set phrases.</p> <p><b>At Grade Level Goal</b><br/>Identify some details</p> <p>Infer the meaning of unknown words for a concrete action or object.</p> <p>Identify the overall meaning.</p> | Cinema   Describing Films                                                     | special effects, plot, main character, ending, scene, boring, funny, exciting, amazing, sad                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | G.2.8 Adverbs (degree)                                                                                                                                                                                   |
|                 |                                                                                                                                                                                                                                                                 | Task Description                                                              | Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                          |
|                 |                                                                                                                                                                                                                                                                 | <p>Multiple-Choice</p> <hr/> <p>Read the text. Choose the correct answer.</p> | <p><b>Comprehension Skills</b><br/>Specific Information:<br/>ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.</p> <p>Details:<br/>ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.</p> <p>Inference<br/>ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language.</p> <p>Overall Meaning<br/>ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language.</p> | <ul style="list-style-type: none"> <li>1 descriptive text of 150-170 words (10% either way)</li> <li>5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)</li> </ul> |

| Part            | Level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Theme                                                                  | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Grammar                                                                                                                                                                                                    |
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| Part 3: Reading | <b>At Grade Level Goal</b><br>Identify some details<br><br><b>Beyond Grade Level Goal</b><br>Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text.<br><br>Identify the overall meaning.<br><br>Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content. | <b>Sports</b>   A Healthy Life                                         | Healthy, Go for a walk, Stairs, To take the lift, To bring, Warm up, Run on the spot, Ankle, Shoulder, Thighs, Heart, Hip, Arm, Toes, Knees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | G.8.1 Should / shouldn't for advice<br>G.2.3 Adverbs of frequency<br>G.8.1 Modals (suggestions)                                                                                                            |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Task Description</b>                                                | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Construct Limits</b>                                                                                                                                                                                    |
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Multiple-Choice<br><br><hr/> Read the text. Choose the correct answer. | <b>Comprehension Skills</b><br>Details:<br>ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>Inference<br>ENG.02.RV.CS.3.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>Connections<br>ENG.02.RV.CS.4.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to help understand the topic or structure of new content when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>Overall Meaning<br>ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language. | <ul style="list-style-type: none"> <li>▪ 1 narrative text of 120-150 words (10% either way)</li> <li>▪ 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)</li> </ul> |

| Part            | Level                                                                                                                                                                                                   | Theme                                                                                                   | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Grammar                                                                         | Functional Language                                                                                                                                                               |
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| Part 4: Writing | <b>At Grade Level Goal</b><br>Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings.                                                        | <b>Cinema</b>   Describing films, what makes a good film                                                | Term 1 Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | G.1.2. Adjectives (Comparatives and superlatives)<br>G.8.1 Modals (suggestions) | FL.3 Expressing likes and dislikes<br>FL.9 Talking about film genres and favourites<br>FL.7 Vocabulary to describe film types                                                     |
|                 | Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.                                                  | <b>Task Description</b>                                                                                 | <b>Learning Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                 | <b>Construct Limits</b>                                                                                                                                                           |
|                 | Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate.<br><br>Express simple ideas, information and opinions with developing coherence. | Constructed Writing Response<br><br><hr/> Question<br>3 Writing prompts<br><br>Write at least 80 words. | <b>Spelling</b><br>ENG.02.WR. S.2.2: Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.<br><br><b>Punctuation</b><br>ENG.02.WR.S.3.1: Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.<br><br><b>Fluency in text production</b><br>ENG.02.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences, although there may be inaccuracies and some limitations in vocabulary or structure.<br><br><b>Presentation and development of ideas</b><br>ENG.02.WR.P.2.1: Express simple ideas, information and opinions on familiar topics using an increasing range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be inaccuracies and some limitations in vocabulary or structure. |                                                                                 | <ul style="list-style-type: none"> <li>One question with three prompts to elicit an expository text.</li> <li>Word count: 80 words</li> <li>40 marks (based on rubric)</li> </ul> |