English Curriculum

Comprehensive Curriculum Guide

Grade 2

Term 2

وزارة التربية والتعليم

MINISTRY OF EDUCATION

2025-2026 A.D.

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Introduction

The Grade 2 English Language Comprehensive Curriculum Guide (CCG) supports high-quality, inclusive and developmentally appropriate instruction. It offers a cohesive framework for planning, teaching and assessing English language skills while providing flexibility for teachers to respond to learners' diverse needs, interests and levels of readiness.

This guide integrates the core components of language learning which includes vocabulary development, oral communication, reading comprehension, writing and grammar. Each term begins with a detailed Scope and Sequence that maps out learning progression across the term, highlighting weekly vocabulary and targeted language structures aligned to CEFR Pre-A1to A1 expectations.

Specific Student Learning Outcomes (SSLOs) are unpacked throughout, with suggested strategies for differentiation, cross-curricular integration and formative assessment. It promotes independent learning, meaningful communication and the development of real-world literacy skills through relevant and culturally grounded themes.

The CCG also references a range of adaptable resources designed to enrich instruction and support all learners, including those who require additional scaffolding or challenge.

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Instructional Approach: Structured Literacy and the Science of Reading

The curriculum design is based on a Structured Literacy approach, grounded in the Science of Reading, ensuring that all essential components of skilled reading are taught explicitly, systematically and cumulatively.

The Foundations of Effective Literacy Teaching:

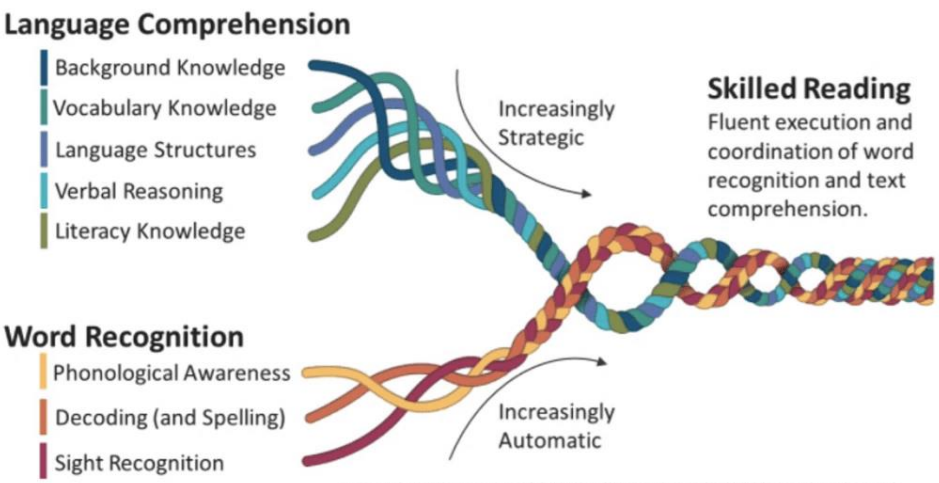
Structured Literacy

- A clear, systematic and cumulative method for teaching reading and writing.
- Builds core skills: phonology, phonics, syllables, morphology, syntax and semantics.
- Emphasises teacher-led instruction, guided practice and mastery learning.
- Proven effective for all students, especially those with reading challenges or dyslexia.

The Science of Reading

- Interdisciplinary research from psychology, linguistics, neuroscience and education.
- Explains how children learn to read, highlighting: phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Disproves ineffective methods like whole language and three cueing.
- Supports early identification and targeted intervention for all learners.

Structured Literacy aligns closely with Scarborough's Reading Rope model, addressing both word recognition and language comprehension strands across multiple domains.



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

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- Domain 1: Literacy Readiness explicitly addresses the Word Recognition components of the rope through systematic instruction in phonological awareness, phonics, high-frequency word recognition and spelling patterns. Instruction is carefully sequenced and revisited to build automatic and accurate decoding, which supports fluent reading development.

- Domain 2: Speaking, Listening and Oral Communication focuses on developing students' oral language skills and auditory comprehension through interactive, meaningful communication. Learners engage in structured conversations, storytelling and active listening tasks that build vocabulary, sentence structure and confidence in spoken English. Instruction progresses from guided, scaffolded dialogues to more independent, purposeful speaking activities, promoting both fluency and clarity in age-appropriate contexts.

- Domain 3: Reading is designed to connect decoding skills to meaning-making. Students are guided to develop reading fluency, text-level understanding and comprehension strategies using age-appropriate and thematically linked texts. Instruction moves from controlled decodable texts to broader literary and informational texts as students gain confidence.

- Domain 4: Writing reinforces both language structures and text comprehension by providing structured opportunities to apply phonics, vocabulary and syntax knowledge in written expression. Writing tasks are sequenced to support sentence- and paragraph-level construction, supporting the expressive side of literacy.

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Overview of Domains and Strands

The Cycle 1 English Language Curriculum is structured into four interconnected domains, each representing a key area of language development. These domains are further organised into strands, which outline specific skill areas and guide progression throughout the academic year. The curriculum supports the development of fluent, confident learners who can read, write, speak and listen with purpose, accuracy and creativity.

The strands reflect a balanced focus on foundational knowledge, applied language skills and genre-based learning, aligned to CEFR A1 expectations and UAE national educational priorities.

Domain 1: Literacy Readiness

This domain supports the continued development of foundational literacy skills appropriate to Grade 3 learners. It moves beyond early phonics to include advanced decoding strategies, spelling generalisations and independent word study. It also focuses on the presentation and layout of written work to enhance clarity and communication.

Strands:

- Phonological Awareness – Continued development in sound awareness through oral activities (as needed for intervention or support).
- Phonics – Application of advanced phonics and syllabication strategies to decode and spell unfamiliar multisyllabic words.
- High-Frequency Words – Accurate use and spelling of high-frequency and academic vocabulary across a range of writing contexts.
- Spelling Patterns – Use of morphological strategies and spelling rules to understand and write complex and subject-specific words.
- Concepts about Print – Applied as needed for learners who require reinforcement of print conventions.
- Handwriting & Presentation – Clear formatting and consistent layout to suit different writing purposes and enhance visual presentation.

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Domain 2: Speaking, Listening & Oral Communication

This domain develops students' ability to listen actively, express themselves clearly and engage meaningfully with peers and audiences. Instruction balances functional communication skills with opportunities for performance, presentation and academic discourse.

Strands:

- Listening Comprehension & Active Listening – Analysing spoken texts and distinguishing fact from opinion; interpreting tone, purpose and meaning.
- Oral Language Development – Using precise vocabulary, complex sentence structures and appropriate register in a range of speaking situations.
- Discussion & Collaborative Communication – Participating actively in group discussions, building on ideas and asking thoughtful questions.
- Presentation & Performance – Delivering short, structured presentations with clarity, expression and supportive visuals or materials.

Domain 3: Reading

This domain supports learners in reading fluently and deeply. It includes comprehension of complex texts, vocabulary acquisition, interpretation of text structures and critical responses to a variety of genres. Students learn to use evidence and compare ideas across sources.

Strands:

- Reading Fluency – Reading with accuracy, appropriate pace and expression, guided by punctuation and text features.
- Vocabulary Development – Determining and applying the meaning of unfamiliar words using context, affixes and tools such as dictionaries.
- Understanding Text Structures & Features – Identifying how authors organise ideas and using knowledge of structure to understand or produce texts.
- Reading Comprehension – Using strategies such as summarising, predicting and analysing to understand increasingly complex texts.

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- **Evaluating & Responding to Texts** – Comparing information across texts, identifying fact vs opinion and responding with personal views.
- **Text Types & Purposes** – Recognising language features, structure and audience intent in narrative, informational, procedural and persuasive texts.

Domain 4: Writing

This domain develops writing fluency, accuracy and creativity. It supports students in writing for various purposes and audiences using grade-appropriate conventions, vocabulary and structure. The writing process is emphasised to support clarity and coherence.

Strands:

- **Writing Conventions** – Applying grammar and punctuation accurately, including apostrophes, commas and dialogue formatting.
- **Spelling & Word Use** – Using advanced spelling strategies and precise vocabulary relevant to academic and expressive writing tasks.
- **Writing Production** – Producing structured and coherent texts across genres including opinion, narrative, informational, procedural and poetry.
- **Writing Processes** – Independently planning, drafting, revising and editing writing with attention to content, organisation and language use.

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Overview of Themes and Topics

The English curriculum is organised around carefully selected themes that provide meaningful and relatable contexts for language learning. Unlike traditional textbook-driven approaches that follow content page by page, a theme-based structure offers both teachers and learners greater flexibility, autonomy and creativity. Themes allow for authentic integration of skills, making learning more relevant to students' lives while also promoting deeper engagement and understanding. It supports inclusivity and differentiation, enabling teachers to respond to diverse learning needs and pace instruction appropriately. Exploring real-world topics through speaking, listening, reading and writing tasks, students connect personal experience to global ideas, making it easier to develop language fluency, critical thinking and global competencies. The use of connected themes also ensures that students are continuously working toward the Specific Student Learning Outcomes (SSLOs) in a coherent, purposeful way, building toward long-term mastery rather than isolated skill acquisition.

In Grade 2, Term 2, the units "Fun With Food", "Amazing Animals" and "Our Environment" introduce learners to language through meaningful, real-world contexts. Across these themes, students explore healthy habits, curiosity about the natural world, and simple ways to care for the environment. The sub-themes gradually build understanding of personal well-being, observation of animals and their habitats, and responsible actions in outdoor and community spaces. Engaging with familiar daily routines and globally relevant topics allows learners to expand vocabulary, practise new language structures, and develop confidence in expressing preferences, sharing information and communicating about the world around them.

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Scope and Sequence

The Scope and Sequence is a planning tool that outlines the key content, skills, grammar, vocabulary and learning outcomes to be covered each week within a term. It shows the logical progression of themes and language development, helping teachers understand what to teach, when and why. Following the Scope and Sequence assists in aligning lessons with the Specific Student Learning Outcomes (SSLOs), ensuring that instruction is purposeful and cumulative. Rather than simply moving through a textbook, teachers can use the Scope and Sequence to plan meaningful learning experiences, monitor student progress and adjust pacing or activities to meet individual needs while staying focused on curriculum goals.

The following table outlines the Grade 2 Scope and Sequence for Term 2. Following the table, each component of the Scope and Sequence is explained in detail to ensure clarity and avoid confusion, guiding teachers in understanding what to teach, when to teach it and how to deliver lessons effectively.

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Grade 2: Term 2							
		Overview	**Phonics**	**High Frequency Words**	**Vocabulary**	**Grammar & Language Structures**	**SSLOs**
Fun With Food	Week 1: **What We Eat**	Learners explore healthy and unhealthy foods and express their opinions using "is/are."	**oa** oats goat boat toast roast	come some were one	cereal bread meat fish cheese burgers fries sweets soda healthy unhealthy	**Present Simple** **Countable/Uncountable Nouns** [food and drink] <u>Language Structure:</u> _____is healthy. _____are healthy, _____is unhealthy. _____are unhealthy. Examples: Fruit is healthy. Vegetables are healthy. Soda is unhealthy. Fries are unhealthy.	**Literacy Readiness:** 2.LR.P.2: Apply knowledge of vowel teams in familiar words. 2.LR.P.5: Use letter-sound knowledge to spell grade-level high-frequency words with support. **SLOC:** **2.SLOC.PP.1:** Present information about a familiar topic using simple sentences and visual support. **Reading:** 2.R.RF.3: Reread texts to build fluency and understanding. 2.R.VD.2: Categorise words into groups based on shared features. **Writing:** 2.W.WC.1: Use end punctuation correctly. 2.W.SWU.4: Use simple references to check spelling. 2.W.WPD.1: Write complete sentences with correct subject-verb agreement in present tense.
	Week 2: **Fruits and Vegetables**	Learners classify fruits and vegetables using quantifiers and plurals.	**er** per her	come some were one	orange grapes melon banana onion potato tomato carrot cabbage	**Present Simple** **Quantifiers** (a few, some, a lot of) <u>Language Structure:</u> There are a few _____. There are some _____. There are a lot of_____. Examples: There are a few apples. There are some oranges. There a lot of melons.	**Literacy Readiness:** 2.LR.P.1: Decode and spell one- and two-syllable words with short and long vowel patterns. **SLOC:** 2.SLOC.LC.4: Ask specific questions to clarify understanding of oral information. **Reading:** 2.R.VD.2: Categorise words into groups based on shared features. 2.R.RF.1: Read grade-level sentences and short paragraphs with accuracy and appropriate speed. 2.R.RC.1: Answer literal and basic inferential questions about a text. **Writing:** 2.W.WC.3: Apply comma rules correctly when writing items in a series. 2.W.WPD.2: Combine simple ideas using conjunctions.

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Grade 2: Term 2							
		Overview	**Phonics**	**High Frequency Words**	**Vocabulary**	**Grammar & Language Structures**	**SSLOs**
Amazing Animals	Week 3: **I am Hungry!**	Learners talk about meals and foods they eat when hungry/thirsty.	**igh** high sigh night	like by when little what	breakfast lunch dinner hungry thirst	**Present Simple** **Adjectives (descriptive)** [hungry/ thirsty] <u>Language Structure:</u> I eat_____when I am hungry. I drink_____when I am thirsty. I eat_____for_____. I drink_____for_____. Examples: I eat fruit when I am hungry. I drink juice when I am thirsty. I eat cereal for breakfast. I drink water for lunch. FL.9 Describing habits, routines, tasks and jobs	**Literacy Readiness:** 2.LR.P.4: Read and spell words with initial and final consonant blends and digraphs. 2.LR.CAP.4: Recognise that spaces separate words and longer spaces or new lines separate sentences and paragraphs. **SLOC:** 2.SLOC.DCC.1: Apply discussion rules consistently when participating in group conversations. 2.SLOC.DCC.2: Connect personal comments to ideas shared by other speakers in conversations. 2.SLOC.DCC.4: Maintain focus on the discussion topic while relating own ideas to others' contributions. **Reading:** 2.R.TTP.2: Recognise how text features indicate purpose. 2.R.UTSF.4 Identify the roles of the author and illustrator in texts. **Writing:** 2.W.SWU.1: Write grade-level high frequency words accurately in independent writing. 2.W.SWU.3: Apply basic spelling rules in writing. 2.W.SWU.4 Use simple references to check spelling.
	Week 4: **Fascinating Animals**	Learners learn about different animals and their habitats using "live(s) in."	**air** air hair fair	like by when little what	dolphin turtle camel fox tiger panda jungle sea desert	**Present Simple** **Prepositions of Place** (in) <u>Language Structure:</u> Where does a _____live? A_____lives in the _____. Examples: Where does a panda live? A panda lives in the jungle. A fox lives in the desert. A dolphin lives in the sea. FL.6 Describing places FL.7 Describing objects.	**Literacy Readiness:** 2.LR.P.3: Use syllable awareness to read and spell simple two-syllable words. 2.LR.CAP.2: Apply directionality knowledge consistently when reading multi-line and multi-page texts. **SLOC:** 2.SLOC.OLD.1: Use descriptive words to add detail when speaking about familiar topics. **Reading:** 2.R.UTSF.5: Identify features that distinguish stories, poems, and informational texts. 2.R.RC.1: Answer literal and basic inferential questions about a text. **Writing:** 2.W.WPD.1: Write complete sentences with correct subject-verb agreement in present tense. 2.W.WPD.3: Apply adjectives and adverbs to add details to writing.

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Grade 2: Term 2							
		Overview	**Phonics**	**High Frequency Words**	**Vocabulary**	**Grammar & Language Structures**	**SSLOs**
Amazing Animals	Week 5: **Animal Moves**	Learners explore what animals can and cannot do.	**oi** oil boil soil	day away play children	swim run jump fly climb crawl slither hop	**Present Modals** (can/can't) **Coordinating Conjunctions** (but) <u>Language Structure:</u> Can a___ ____? A _____ can ____but it cannot _____. Example: Can a bird swim? A bird can fly but it cannot swim. A fish can swim but it cannot crawl. A rabbit can hop but it cannot slither. A snake can slither but it cannot run. FL.7 Describing objects	**Literacy Readiness:** 2.LR.HP.3: Maintain consistent spacing between letters, words, and sentences independently. **SLOC:** 2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support. 2.SLOC.PP.2: Use appropriate rate, volume, and clear pronunciation when speaking. **Reading:** 2.R.RF.1: Read grade-level sentences and short paragraphs with accuracy and appropriate speed. 2.R.RC.1: Answer literal and basic inferential questions about a text. **Writing:** 2.W.SWU.1: Write grade-level high frequency words accurately in independent writing. 2.W.WPD.2: Combine simple ideas using conjunctions.
	Week 6: **Animal Bodies**	Learners describe animal parts and physical characteristics.	**ear** ear fear tear **ure** pure cure	day away play children	tail wing beak fur feather paw horns claws trunk	**Present Simple** (have - positive/negative) <u>Language Structure:</u> Does a _____ have _____? A_____has_____ . It does not have____. Examples: A giraffe has horns. It does not have fur. A panda has fur. It does not have wings.	**Literacy Readiness:** 2.LR.HFW.2 Write grade-level high frequency words accurately in independent writing tasks. **SLOC:** 2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support. 2.SLOC.PP.2: Use appropriate rate, volume, and clear pronunciation when speaking. 2.SLOC.PP.4: Apply relevant details and descriptions when presenting information. **Reading:** 2.R.RC.1: Answer literal and basic inferential questions about a text. **Writing:** 2.W.WP.1: Use graphic organisers or drawings to plan writing based on a central idea. 2.W.WP.2: Draft short texts that include a clear topic and simple supporting details.

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Grade 2: Term 2							
		Overview	**Phonics**	**High Frequency Words**	**Vocabulary**	**Grammar & Language Structures**	**SSLOs**
Our Environment	Week 7: **Outdoor Adventures!**	Learners talk about outdoor hobbies and express likes/dislikes.	**cvcc** e.g. **fish**		camping hiking kayaking horse riding fishing swimming	**Present Simple** **Verb Forms** [like/don't like + -ing] <u>Language Structure:</u> What do you like doing outside? I like _____. I don't like _____. Examples: What do you like doing outside? I like camping. I don't like fishing FL.9 Describing habits, routines, tasks, and jobs	**Literacy Readiness:** 2.LR.PA.3: Segment and blend phonemes in more complex words. 2.LR.CAP.4: Recognise that spaces separate words and longer spaces or new lines separate sentences and paragraphs. **SLOC:** 2.SLOC.OLD.3: Recount personal experiences with appropriate sequence and details. 2.SLOC.OLD.4: Use tenses correctly in speech. **Reading:** 2.R.UTSF.5 Identify features that distinguish stories, poems, and informational texts. 2.R.RC.2: Identify the main idea and key details in a paragraph or short text. 2.R.RF.2: Use punctuation cues (e.g., full stops, commas, question marks) to guide phrasing and intonation. **Writing:** 2.W.WPD.1: Write complete sentences with correct subject-verb agreement in present tense. 2.W.WPD.2 Combine simple ideas using conjunctions. 2.W.WPD.3 Apply adjectives and adverbs to add details to writing.
	Week 8: **Caring for Planet Earth**	Learners discuss ways to protect the planet using modals "must/must not."	**ccvc** e.g. **stop**		recycle reuse waste rubbish throw away keep clean look after	**Present Modals** (must) <u>Language Structure:</u> We must keep our [place] clean. We must_____. We must_____ the _____. We must not _____ food. Examples: We must keep our park clean. We must recycle. We must throw away the rubbish. We must not waste food.	**Literacy Readiness:** 2.LR.P.3: Use syllable awareness to read and spell simple two-syllable words. **SLOC:** 2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support. 2.SLOC.PP.4: Apply relevant details and descriptions when presenting information. **Reading:** 2.R.VD.1: Identify new words in texts and predict meanings using pictures and context clues. 2.R.RC.5: Identify the problem and solution in a simple story. 2.R.RC.1: Answer literal and basic inferential questions about a text. **Writing:** 2.W.SWU.1: Write grade-level high frequency words accurately in independent writing.

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Components of the Scope and Sequence

The Scope & Sequence is the primary guide for teachers, offering a detailed roadmap of weekly and termly instruction. It includes:

Unit (Theme and Sub-Theme)

Each Unit is guided by themes and a set of sub-themes. It is designed to build vocabulary and language skills by starting with what learners already know and experience in their daily lives. Grounded in constructivist theory, this approach helps students make meaning through familiar contexts before extending to new and unfamiliar ideas. As students progress, the themes gently expand their world knowledge while developing vocabulary aligned with the CEFR Pre-A1 level. These themes also connect to broader goals, aligning with the UN Sustainable Development Goals (SDGs) and OECD global competencies such as wellbeing, cooperation and social-emotional development.

Overview

The *overview* provides teachers with a clear summary of the weekly learning focus, outlining the key language functions, contexts and communicative goals. It serves as a guide to help teachers understand the purpose behind each week's content, ensuring that lessons are relevant, age-appropriate and connected to learners' real-life experiences. The overview supports lesson planning by highlighting what students will talk about, practise, or understand during the week, helping teachers deliver instruction that is meaningful, purposeful and aligned with the overall theme.

Phonics

The Phonics component introduces and reinforces key sound-letter relationships that build learners' decoding and spelling skills. It focuses on recognising, saying, reading and writing target sounds in isolation and within familiar words drawn from the weekly theme. Phonics instruction follows a systematic and cumulative approach, starting with single letter sounds and progressing to common digraphs and vowel patterns. Lessons emphasise phonemic awareness through multisensory activities such as listening, blending, segmenting and rhyming. Phonics learning is closely connected to vocabulary and reading outcomes,

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enabling learners to apply their sound knowledge to meaningful words and texts with growing confidence and accuracy.

High-Frequency Words (HFWs)

The High Frequency Words (HFW) are the commonly used words in written English at this level. These words are essential for building basic reading fluency and writing accuracy.
In the Scope and Sequence, vocabulary and HFWs are listed separately to clarify their instructional purpose. Teachers are encouraged to reinforce these words through regular oral practice, ensuring students retain and transfer them effectively.

Week	Sub-theme	High Frequency Word List
1	What We Eat	come, some, were, one
2	Fruits and Vegetables	come, some, were, one
3	I am Hungry!	like, by, when, little, what
4	Fascinating Animals	like, by, when, little, what
5	Animal Moves	day, away, play, children
6	Animal Bodies	day, away, play, children
7	Outdoor Adventures!	
8	Caring for Planet Earth	

Vocabulary

Vocabulary is carefully selected to support the unit theme and align with CEFR Pre-A1 to A1 expectations. Words are chosen for their relevance to the theme and their functional use, helping students describe, explain and compare. The vocabulary lists include high-utility nouns, verbs, adjectives and prepositions directly connected to the weekly content.

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Vocabulary Word List

WEEK 1	WEEK 2
cereal	orange
bread	grapes
meat	melon
fish	banana
cheese	onion
burgers	potato
fries	tomato
sweets	carrot
soda	cabbage
healthy	
unhealthy	
WEEK 3	**WEEK 4**
breakfast	dolphin
lunch	turtle
dinner	camel
hungry	fox
thirsty	tiger
	panda
	jungle
	sea
	desert

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Vocabulary Word List

WEEK 5	WEEK 6
swim	tail
run	wing
jump	beak
fly	fur
climb	feather
crawl	paw
slither	horns
hop	claws
	trunk
WEEK 7	**WEEK 8**
camping	recycle
hiking	reuse
kayaking	waste
horse riding	rubbish
fishing	throw away
swimming	keep clean
	look after

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Language Structure and Grammar

In Grade 1 and 2, the focus is on developing language structure through natural, meaningful exposure rather than applying grammar through explicit instruction. While grammar is not formally assessed at this level, it remains an essential component of early language development. Teachers are expected to model accurate grammatical forms consistently and ensure learners are exposed to correct sentence structures that reflect real-life communication.

At this stage, grammar is not taught in isolation, nor is it presented with metalinguistic terminology. Instead, students encounter key grammatical patterns, such as personal pronouns and the present simple form of the verb to be, through repeated and purposeful language use.

This approach is grounded in the principles of Structured Literacy and the Science of Reading, which emphasise oral language as the foundation for reading and writing. Grammar is embedded in this foundation in the following ways:

Vocabulary-Grammar Connection: Grammar provides the scaffolding needed to organise and use new vocabulary meaningfully.

Sentence Structure Awareness: Exposure to patterned English sentences builds awareness that supports later reading fluency and comprehension.

Morphological Sensitivity: Natural encounters with forms like plurals (-s endings) contribute to early spelling and word recognition skills.

Importantly, this **'develop'** phase recognises the cognitive and linguistic readiness of young learners, particularly those encountering English for the first time. For these students, the goal is awareness, not accuracy. Teachers provide a language-rich environment, allowing children to absorb and experiment with English grammar in a supportive, low-pressure context.

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What this looks like in practise

Teachers should:

- ☑ Model correct grammar naturally and consistently in classroom interactions.
- ☑ Use target structures in context-rich dialogue and routines.
- ☑ Support students' recognition of grammatical forms without demanding immediate production.
- ☑ Embed functional language (e.g., asking questions, making introductions) into daily practice, even if not formally assessed.

Teachers should not:

- ☒ Explicitly teach grammar rules or terminology.
- ☒ Require learners to produce perfect grammatical forms.
- ☒ Correct students' grammar in a way that interrupts communication or confidence.
- ☒ Assess grammatical understanding independently of communication tasks.

This natural grammar integration prepares learners for later stages where grammar becomes more explicit and consciously applied (starting in Grade 3 and beyond). In Grade 1 and 2, however, the priority is to develop a foundational ear for English structure, enabling students to use and understand language confidently, correctly and communicatively over time.

Specific Student Learning Outcomes (SSLOs)

In Term 1, teachers will begin working with Specific Student Learning Outcomes (SSLOs), which define what students should know and be able to do in English by the end of each stage. These outcomes are aligned with the CEFR A1 level and support progression across key domains: literacy, oral communication, reading, writing and language awareness. Unlike previous textbook-driven approaches, SSLOs shift the focus toward intentional learning ensuring that each lesson supports students in building specific skills that contribute to

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achieving broader **Achievement Objectives (AOs)** across the curriculum. This allows teachers to be more responsive to learner needs and ensures students build foundational competencies in a structured and measurable way.

Using SSLOs to Guide Instruction

Teachers are encouraged to use SSLOs to anchor their lesson planning, selecting tasks and activities that help students develop the targeted skills. Rather than teaching page by page, begin each week by identifying the SSLO(s) for the lesson. Use the content from stories or speaking and writing tasks to help students achieve these outcomes. Regular formative assessments (e.g., teacher observations, questioning, student work samples) provide valuable insight into student progress, allowing for adjustments to better meet individual learning needs.

Example:

If the weekly SSLO is:

2.SLOC.OLD.1 – Use descriptive words to add detail when speaking about familiar topics.

Activity: Describe Your Daily Routine.

Objective:

Students will use descriptive words to add detail when speaking about their daily routines, incorporating words related to time, actions and order (e.g., "first," "then," "after," "before").

Materials:

- Flashcards or pictures depicting various daily activities (e.g., brushing teeth, eating breakfast, going to school, playing with friends).
- Sentence frames (e.g., "First, I _____," "Then, I _____," "I brush my teeth at _____," "I eat breakfast at _____").
- Descriptive word cards (e.g., "early," "quickly," "slowly," "after," "before").

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Procedure:

Step 1:

Begin by introducing vocabulary related to daily routines (e.g., "brush teeth," "eat breakfast," "go to school") using flashcards. Model how to describe a simple routine:

- "First, I wake up. Then, I brush my teeth quickly. After that, I eat breakfast at 7:00 AM."
  Encourage students to repeat the sentences after you.

Step 2:

Introduce time-related words like "first," "then," "after," "before" using visuals or sentence frames. Show a picture of a student brushing their teeth and say:

- "First, I brush my teeth."
  Next, show a picture of a student eating breakfast and say:
- "Then, I eat breakfast."
  Encourage students to use these time-related words to form their own routines.

Step 3:

Students will pair up and take turns describing their daily routines using sentence frames:

Student 1: "First, I wake up. Then, I eat breakfast at 7:00 AM."

Student 2: "I wake up at 6:30. First, I brush my teeth, then I eat breakfast."

Step 4:

Invite some students to share their routines with the class. Encourage them to use descriptive words and time-related phrases. Ask questions like, "What do you do after you eat breakfast?" or "When do you brush your teeth?"

Assessment:

- Observe whether students can describe their routines with more than one descriptive word, like "I eat breakfast slowly" or "I brush my teeth quickly."
- Listen for students' use of time-related words like "first," "then," and "after," and check whether they use these in correct sequence.

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- Encourage students to speak in full sentences and assess if they can expand their responses, such as adding detail ("I go to school at 8:00 AM" instead of just "I go to school").

Note: The example provided illustrates how Specific Student Learning Outcomes (SSLOs) can be utilised to guide instruction and assess learner progress in the absence of traditional textbooks, as teaching will no longer follow a page-by-page approach. Please be advised that this example does not adhere to the formal lesson plan format. Teachers are expected to use and adhere to the lesson plan format prescribed by their respective schools or the Ministry of Education for all instructional planning.

Furthermore, while the example is generic, it is important to recognise that each classroom will include learners with varying academic needs. To support differentiated instruction, refer to the *Mastery Explanatory Notes* (MENs) , which provide a detailed breakdown of each SLO. These notes describe what the SLO looks like at three levels: **below level** (learners requiring additional support), **at level** and **mastery at greater depth** (learners working beyond the expected level).

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Competency Skills

Competency skills are the knowledge, behaviours and attitudes students need to thrive in school, life and the wider world. These include the ability to think critically, understand and respect different cultures, care for the environment, manage emotions and use technology safely and effectively. In today's interconnected world, such skills are essential not only for academic achievement but for developing responsible, compassionate and adaptable learners. Embedding these competencies in the English classroom helps students apply language meaningfully while preparing them to navigate real-world challenges as confident and capable global citizens.

Integrating Global Competency Skills in English Lessons

In Grade 2, the English curriculum plays a key role in developing essential global competencies that go beyond academic literacy. Teachers are expected to embed cultural awareness (with a UAE context), wellbeing, environmental sustainability and digital literacy into their language lessons. These skills are vital for nurturing students who are empathetic, informed and capable of contributing positively to their communities.

Embedding these competencies is not an add-on, it is part of the teaching approach. Lesson planning should begin by identifying natural connections between the unit content and relevant competency skills. For example, when exploring daily routines or transportation, teachers can integrate discussions about sustainable habits or cultural differences in how people live and move around the world.

The inclusion of these competencies in the English lessons supports UNESCO's SDG 4.7, the OECD Learning Compass 2030 and the UAE Centennial 2071 goals, which all emphasise preparing students for the challenges of the future through inclusive, responsible and sustainability-minded education.

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- *Cultural Awareness:* Use descriptive texts, speaking tasks and visual prompts to explore traditions, clothing, or homes in the UAE and beyond. Encourage respectful comparisons and personal reflections.

- *Wellbeing:* Incorporate role-play, stories and classroom discussions to explore emotions, friendship, kindness and decision-making.

- *Sustainability:* Use reading and writing activities to discuss topics like waste reduction, healthy habits and caring for the environment. Students can create posters, pledges, or simple action plans.

- *Digital Literacy:* Integrate digital tools during writing or research tasks. Teach students how to log in, type, save documents and practice responsible digital behaviour.

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Grade 2: Term 2

Week		Sub-Theme	UAE Context	Wellbeing	Sustainability	Digital Literacy
Week 1	FUN WITH FOOD	**What We Eat**	Compare traditional Emirati foods (e.g., harees, dates, fish) and discuss healthy eating in the UAE.	Recognise healthy and unhealthy food choices for a balanced diet.	Talk about why wasting food is harmful and how to take only what you can eat.	Use an interactive food sorting game to drag and drop foods into “healthy/unhealthy” categories.
Week 2		**Fruits and Vegetables**	Explore UAE-grown fruits and vegetables (e.g., dates, cucumbers, tomatoes).	Discuss how eating fruits and vegetables helps you stay strong and energetic.	Talk about local farming and buying local produce to protect the planet.	Take digital pictures of fruits/vegetables or use a simple app to label them with their names.
Week 3		**I Am Hungry!**	Compare traditional UAE meal times and foods (e.g., breakfast dishes like balaleet).	Identify what makes a healthy breakfast, lunch and dinner.	Discuss avoiding food waste at home and in school.	Use a digital food journal or draw meals in a classroom tablet app.
Week 4	AMAZING ANIMALS	**Fascinating Animals**	Learn about native UAE animals (e.g., camel, oryx, falcon).	Understand that animals need safe homes like humans do.	Discuss the importance of protecting desert and sea habitats.	Watch a short documentary or animated clip about UAE wildlife and habitats.
Week 5		**Animal Moves**	Compare how desert animals (e.g., camels) move and survive in the UAE climate.	Encourage movement and physical expression by imitating animal actions.	Discuss how animals adapt to survive in their environments.	Play an interactive online quiz about animal movements and sounds.
Week 6		**Animal Bodies**	Learn about animals important to UAE culture (e.g., falcons, camels, horses).	Express respect for animals and caring for pets.	Explore how different body parts help animals survive in nature.	Use a digital diagram to label animal parts (drag-and-drop or click-to-name).
Week 7	OUR ENVIRONMENT	**Outdoor Adventures!**	Discuss popular UAE outdoor activities (e.g., camping in the desert, beach trips).	Appreciate the benefits of outdoor exercise for mental and physical health.	Encourage caring for nature during outdoor activities (no littering, protect plants).	Create a simple digital poster of “My Favourite Outdoor Activity” using an online drawing tool.
Week 8		**Caring for Planet Earth**	Connect to UAE clean-up campaigns and National Environment Day.	Show responsibility for shared spaces by keeping them clean.	Learn about recycling, reducing waste, and caring for the Earth.	Watch or create a short class video message: “We must care for our planet!”

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Mastery Explanatory Notes (MENs)

The **Mastery Explanatory Notes (MENs)** outline the expected progression of each Specific Student Learning Outcome (SSLO), breaking down performance into working toward mastery, mastery and mastery with greater depth. They highlight observable behaviours and practical indicators of learning, rather than abstract criteria. MENs provide teachers with strategies and examples to scaffold instruction, differentiate support and extend learning for students at varying levels. Each note directly links to the week's vocabulary, grammar and language functions, enabling teachers to monitor progress, provide targeted feedback and guide learners toward confident and accurate use of English in authentic contexts.

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GRADE 2: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Literacy Readiness	Phonological Awareness	Manipulate phonemes in spoken words (including blending, segmenting, adding and substituting sounds) to enhance decoding and encoding skills with increasing independence.	2.LR.PA.1	Blend and segment onset and rime in one syllable words.	Recognises the onset or rime in familiar one-syllable words with teacher scaffolding.	Accurately blends and segments onset and rime in a range of one-syllable words with minimal prompting in oral tasks.	Independently and fluently blends and segments onset and rime in unfamiliar one-syllable words across oral, visual and interactive language activities.	The student can independently blend and segment onset and rime in one-syllable words during structured and spontaneous oral tasks using both familiar and unfamiliar vocabulary.	Use flip books or onset/rime puzzles Engage in clapping or snapping games to separate onset and rime Teach using rhyming songs and word families (e.g., -at, -og, -in) Model onset and rime breakdowns with visual or tactile tools Start with high-frequency or personally meaningful words Reinforce with rhyming stories or patterned texts
			2.LR.PA.2	Delete, add, and substitute phonemes in words to make new words.	Attempts to add, delete, or substitute beginning or ending sounds with teacher modelling.	Accurately manipulates beginning, middle, or ending phonemes to form new words in oral wordplay or guided tasks.	Independently manipulates phonemes to generate new real or nonsense words and explains the changes made.	The student can add, delete, or substitute individual phonemes to generate new words in oral or visual language tasks.	Use Elkonin boxes for phoneme manipulation activities Engage in word ladder games (e.g., change "cat" to "cap") Pair phoneme changes with pictures or physical gestures Incorporate nonsense word creation as a playful extension Scaffold with sound-by-sound blending or segmenting cues
			2.LR.PA.3	Segment and blend phonemes in more complex words.	Blends or segments 2–3 phoneme words with support using tactile or visual tools.	Blends and segments phonemes in longer or less familiar words (e.g., "frog," "jumping") with increasing independence.	Fluently blends and segments multi-phoneme words, including consonant blends and digraphs, across reading and spelling tasks.	The student can segment and blend phonemes in longer words with multiple phonemes, using these skills in both oral and written contexts.	Use tapping or arm movement to signal each sound Blend sounds into words with visual aids (sound strips, phoneme tiles) Practice with decodable texts rich in complex words Focus on tricky phoneme combinations like /tr/, /sh/, /nk/

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Literacy Readiness	Phonological Awareness	Manipulate phonemes in spoken words (including blending, segmenting, adding and substituting sounds) to enhance decoding and encoding skills with increasing independence.	**2.LR.PA.4**	Identify and produce rhyming words and patterns in text.	Recognises rhyming words in songs and poems with support.	Identifies and produces rhyming words orally or in writing using familiar word families (e.g., -at, -ake).	Creates rhyming word sets, including less familiar or invented words, and uses rhyme for pattern prediction in texts.	The student can identify, generate, and explain rhyming word patterns within oral or written tasks.	Use rhyming riddles and chants Create rhyme-based word banks and poems Encourage production of rhyming couplets or silly rhymes Highlight rhyming patterns in shared reading Focus on word families and endings in phonics
			2.LR.PA.5	Distinguish between similar sounds in spoken English.	Identifies some differences between similar sounds in familiar words with teacher guidance and repetition.	Distinguishes between a variety of similar English sounds (e.g., /b/ vs /p/, /f/ vs /v/) in familiar words with minimal teacher support.	Independently and consistently identifies and explains differences between similar phonemes in spoken English across listening, rhyme and matching games or oral drills.	**The student can independently distinguish and articulate differences between similar-sounding phonemes in spoken English during listening and oral discrimination tasks.**	Use minimal pair cards (e.g., pin vs. bin) for discrimination tasks Play listening games like "Sound Detective" or "Same or Different?" Emphasise mouth position and airflow in articulation practice Provide repeated auditory exposure to contrasting sounds Encourage peer modelling and echoing in small groups.
	Phonics	Use phonics knowledge to decode and spell regularly patterned one- and two-syllable words with short and long vowels.	**2.LR.P.1**	Decode and spell one- and two-syllable words with short and long vowel patterns.	Recognises short vowel words and begins to decode simple long vowel words with teacher support.	Accurately decodes and spells regular one- and two-syllable words with common short and long vowel patterns (e.g., hop/poke, kitten/raining) with limited prompting.	Independently decodes and spells a range of regularly patterned words with short and long vowels in writing and oral reading without teacher support.	**The student can independently decode and spell one- and two-syllable words with regular vowel patterns in both guided and independent reading/writing tasks.**	Explicitly teach vowel patterns with word sort activities (e.g., cap/cape) Practice syllable splitting and spelling through clapping and chunking Integrate word building (e.g., from “hop” to “hope”) with manipulatives Limit initial tasks to short vowels and introduce long vowels gradually Use visual reminders (e.g., vowel pattern posters) and structured routines Provide dictation with controlled vocabulary and prompt spelling corrections

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Literacy Readiness	Phonics	Use phonics knowledge to decode and spell regularly patterned one- and two-syllable words with short and long vowels.	**2.LR.P.2**	Apply knowledge of vowel teams in familiar words.	Recognises some common vowel teams (e.g., ee, ai) and attempts to use them with support.	Accurately decodes and spells familiar words containing vowel teams (e.g., rain, green, boat).	Independently applies vowel team knowledge to decode, spell, and self-correct unfamiliar words in context.	The student can decode and spell words with common vowel teams using knowledge of vowel patterns.	Word sorts by vowel team patterns Vowel team posters and anchor charts Interactive games (e.g., spin-a-word) Practice through guided dictation and decodable texts
			2.LR.P.3	Use syllable awareness to read and spell simple two-syllable words.	Claps or identifies syllables in words with teacher guidance.	Reads and spells two-syllable words (e.g., rabbit, sunset) using syllable chunking with minimal support.	Independently reads, spells, and breaks unfamiliar two-syllable words using syllable rules (e.g., closed/open syllables).	The student can read and spell two-syllable words using awareness of syllables and basic syllable division.	Practice with word clapping, tapping, or segmenting Syllable sorting and puzzles Teach syllable types (open, closed, etc.) explicitly Use syllable division marks in spelling tasks
			2.LR.P.4	Read and spell words with initial and final consonant blends and digraphs.	Identifies and attempts to read or spell blends and digraphs with prompting.	Accurately reads and spells words containing common blends (e.g., bl, tr) and digraphs (e.g., sh, ch) in isolation and short texts.	Independently decodes and spells unfamiliar words with blends and digraphs across reading and writing tasks.	The student can read and spell words containing common consonant blends and digraphs accurately in context.	Use blend/digraph cards and visuals Teach blends/digraphs explicitly with word lists Highlight blend/digraph in shared reading Include oral blending and segmenting activities

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Literacy Readiness	Phonics	Use phonics knowledge to decode and spell regularly patterned one- and two-syllable words with short and long vowels.	2.LR.P.5	Use letter-sound knowledge to spell grade-level high-frequency words with support.	Attempts to spell high-frequency words phonetically with teacher prompting.	Accurately spells most grade-level high-frequency words in independent writing with occasional errors.	Spells a wide range of high-frequency words correctly across extended writing with minimal errors.	The student can spell grade-appropriate high-frequency words independently and accurately in written tasks.	Use of word banks and spelling journals Daily practice with personal word lists High-frequency word dictation and editing Reinforce with multisensory techniques (e.g., sand trays, air writing)
	High Frequency Words	Read and write high frequency words accurately in isolation and within connected text, distinguishing between similar words.	2.LR.HF W.1	Recognise and read grade appropriate high frequency words automatically.	Recognises and reads some high frequency words with teacher prompting or visual support.	Reads a range of grade-level high frequency words automatically and accurately in isolation and short texts.	Automatically reads a wide range of high frequency words fluently in connected text, distinguishing between similar-looking or sounding words.	The student can automatically and accurately recognise and read grade-appropriate high frequency words in isolation and within short, connected texts.	Flashcards, timed word-reading games and high frequency word bingo Word walls with grade-appropriate lists, sorted by difficulty or spelling pattern Repeated reading of decodable and predictable texts that include target words Limit new words to small sets and repeat frequently in different contexts Pair visual supports with auditory reinforcement. Use paired reading or echo reading to model fluency.
			2.LR.HF W.2	Write grade-level high frequency words accurately in independent writing tasks.	Writes a limited number of high frequency words with errors or with teacher prompting.	Accurately writes a variety of grade-level high frequency words in structured writing tasks with minimal support.	Independently writes a wide range of high frequency words correctly across writing tasks with appropriate context.	The student can independently write grade-level high frequency words correctly and apply them accurately in various writing tasks.	Use sentence writing frames and word banks for practice Reinforce spelling through dictation and sentence completion Encourage personal dictionaries with frequently used words Provide editing checklists for self-correction

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Literacy Readiness	High Frequency Words	Read and write high frequency words accurately in isolation and within connected text, distinguishing between similar words.	**2.LR.HFW.3**	Demonstrate accurate sentence construction using high frequency words.	Constructs basic sentences with some high frequency words but may lack structure or coherence.	Constructs complete, meaningful sentences using a variety of high frequency words in guided tasks.	Independently constructs a range of meaningful and grammatically accurate sentences using high frequency words in varied contexts.	The student can accurately use high frequency words in structured and original sentence construction with coherence and appropriate grammar.	Provide sentence frames and expanders Model complete sentences orally and in writing Use shared and guided writing to support sentence building Practice through journaling and story writing
			2.LR.HFW.4	Distinguish between similar high frequency words..	Identifies some differences between similar high frequency words with teacher guidance (e.g., "was" vs. "saw").	Consistently distinguishes between similar-looking or sounding high frequency words in reading and writing tasks.	Independently and confidently differentiates similar high frequency words and explains their usage in context.	The student can accurately distinguish between commonly confused high frequency words in reading and writing.	Use comparison charts or word pairs for discussion Practice through sentence sorting or cloze activities Highlight confusions and use memory aids (e.g., "saw" = visual) Teach using minimal pairs and visual contrasts
	Spelling Patterns	Apply common spelling patterns, word families, and basic spelling rules to write words with regular and predictable patterns.	**2.LR.SP.1**	Spell words with common vowel teams.	Recognises and spells some common vowel team words (e.g., *ea*, *ai*) in isolation with teacher guidance.	Accurately spells a variety of words with common vowel teams (e.g., *boat*, *team*, *rain*) in short writing tasks with minimal prompting.	Independently spells a wide range of vowel team words correctly in extended writing, applying knowledge across new vocabulary.	The student can accurately and independently spell words containing common vowel teams in everyday writing and spelling tasks.	Word sorting activities by vowel team Interactive vowel team anchor charts and phoneme cards Decodable readers with high repetition of vowel team words Spelling games (e.g., memory match, rainbow writing) Focus on two to three vowel teams at a time for targeted instruction Use Elkonin boxes or sound mapping to reinforce sound-symbol correspondence Provide visual aids and tactile tools like magnetic letters or whiteboards for practice

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Literacy Readiness	Spelling Patterns	Apply common spelling patterns, word families, and basic spelling rules to write words with regular and predictable patterns.	2.LR.SP.2	Apply knowledge of word families when spelling related words.	Recognises word families but uses them inconsistently or inaccurately when spelling new words.	Accurately applies word family knowledge (e.g., -at, -in) to spell a range of related words in familiar contexts.	Independently uses word family knowledge to spell new and unfamiliar words in extended writing.	The student can accurately apply knowledge of word families to spell both familiar and new words across writing contexts.	Group spelling words by family (e.g., cat, bat, hat) Use word ladders or sorting games Reinforce phonological patterns with rhymes and songs Encourage students to generate their own word family lists
			2.LR.SP.3	Apply basic spelling rules.	Applies basic spelling rules (e.g., adding -s, -ing) inconsistently, with teacher prompts.	Applies common spelling rules (e.g., doubling consonants, dropping final -e) correctly in guided and independent writing tasks.	Independently applies basic spelling rules across a variety of contexts, including unfamiliar words and self-corrects errors in writing.	The student can independently apply basic spelling rules with accuracy when writing familiar and new words in sentences.	Rule-based spelling mini-lessons with examples and "rule posters" Word building with suffix tiles or card-based games Sentence writing and guided dictation using rule-driven words Use color-coding to highlight changes (e.g., underline dropped "e") Rehearse spelling rules with chants or songs to aid memory Provide fill-in-the-rule or pattern-completion exercises
			2.LR.SP.4	Utilise letter patterns and word structure to spell two syllable words.	Attempts to spell two-syllable words but often omits letters or applies patterns inconsistently.	Spells familiar two-syllable words accurately using common patterns and syllable rules.	Independently spells a range of two-syllable words with correct structure, applying knowledge of syllables and letter patterns.	The student can accurately spell two-syllable words using common letter patterns and knowledge of word structure.	Teach syllable clapping and segmentation Break down words into syllables using visual templates Use spelling journals to record multisyllabic words Practice through dictation and scaffolded writing

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Literacy Readiness	Concepts About Print	Apply print concepts to navigate texts independently, using text features and organisational elements to locate information and support comprehension.	**2.LR.CAP.1**	Locate basic text features in books (table of contents, page numbers, chapter titles).	Identifies some features (e.g., page numbers) with teacher guidance.	Locates key text features (table of contents, chapter titles) in familiar texts with minimal prompting.	Independently uses text features to locate information and explain their function in varied text types.	The student can identify and explain the function of basic text features to navigate and understand print.	Model scanning for text features in nonfiction and fiction texts Use graphic organisers and labelled diagrams Practice "book walks" identifying structure Provide scavenger hunts or matching games
			2.LR.CAP.2	Apply directionality knowledge consistently when reading multi-line and multi-page texts.	Follows text direction with reminders and guidance.	Consistently tracks text from left to right and top to bottom over multiple lines and pages.	Independently applies correct directionality when reading unfamiliar texts with accuracy and fluency.	The student can consistently demonstrate accurate directionality when reading multi-line and multi-page texts.	Provide regular shared reading with large print texts Model tracking using fingers or tools Use gesture-based reminders and direction arrows Practice with vertical and page-turning layouts
			2.LR.CAP.3	Identify the function of common punctuation marks (periods, question marks, exclamation marks) in sentences.	Recognises common punctuation marks and begins to name them with teacher support.	Accurately identifies and explains the function of periods, question marks and exclamation marks in familiar sentences.	Independently uses and explains the function of punctuation marks in reading and writing tasks, including expressive reading and editing.	The student can independently identify and explain the function of periods, question marks and exclamation marks in familiar written texts.	Shared reading with exaggerated expression to match punctuation (e.g., dramatic pauses, raised intonation) Sentence sorting tasks (match sentence to punctuation) "Punctuation detectives" activity where students search texts for punctuation and discuss its purpose Use of punctuation posters, chants or gestures (e.g., hand raise for questions, clap for exclamations) Reinforce with oral modelling (e.g., "Listen: I'm asking a question. What mark should I use?") Provide sentence strips with missing punctuation and ask students to add the correct mark Encourage punctuation-focused revision in writing tasks ("Does this sentence match your punctuation?")

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Literacy Readiness	Concepts About Print	Apply print concepts to navigate texts independently, using text features and organisational elements to locate information and support comprehension.	2.LR.CAP.4	Recognise that spaces separate words and longer spaces or new lines separate sentences and paragraphs.	Identifies spaces between words inconsistently or only with support.	Recognises that spacing and paragraphing help organise ideas in text.	Independently identifies and applies spacing and paragraph conventions in reading and writing tasks.	The student can recognise and apply spacing conventions to support comprehension and organisation in reading and writing.	Use sentence strips with missing spaces to reconstruct Model paragraphing in shared writing Practice rewriting jumbled sentences into spaced text Highlight or colour-code spaces in sample texts.
	Handwriting & Presentation	Write legibly with proper size, spacing, and consistent letter formation, maintaining neatness across independent writing tasks.	2.LR.HP.1	Maintain correct pencil grip consistently during writing tasks.	Uses correct pencil grip inconsistently, requiring regular reminders.	Maintains correct grip for most writing tasks with minimal prompting.	Independently uses correct pencil grip consistently across all writing activities.	The student can consistently demonstrate proper pencil grip across all writing tasks.	Use pencil grip tools or finger placement guides Include frequent fine motor warm-ups Encourage posture and grip checks Praise consistency and provide feedback promptly
			2.LR.HP.2	Form upper and lowercase letters correctly and consistently without guidance.	Forms most letters correctly but may show inconsistency in size or alignment; requires reminders.	Forms upper and lowercase letters accurately and consistently with correct size and spacing in independent writing.	Produces clear, consistent handwriting across a range of independent tasks, maintaining even spacing, legibility and control.	The student can form all upper and lowercase letters consistently and legibly without teacher guidance.	Daily handwriting practice using lined paper with visual cues Individual handwriting targets (e.g., consistent "a" formation) Self and peer assessment checklists (e.g., "Are my letters sitting on the line?") Encourage rereading work to check for letter consistency Use finger spacing tools or highlighter strips Provide immediate feedback on spacing and alignment

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Literacy Readiness	Handwriting & Presentation	Write legibly with proper size, spacing, and consistent letter formation, maintaining neatness across independent writing tasks.	2.LR.HP.3	Maintain consistent spacing between letters, words, and sentences independently.	Spaces words and letters unevenly; relies on visual aids or reminders.	Demonstrates appropriate spacing between words and sentences in guided writing tasks.	Independently maintains consistent and neat spacing across letters, words and sentences in extended writing.	The student can independently apply consistent and appropriate spacing in all written tasks.	Use finger-spacing tools or highlighters Provide models for students to compare with their writing Teach visual self-checks for spacing Include handwriting review sessions using tracing and copying activities
Speaking, Listening & Oral Communication	Listening Comprehension & Active Listening	Listen for specific purposes to identify main ideas and details in spoken texts, and follow multi step oral instructions in classroom contexts.	2.SLOC.LC.1	Complete simple step-by-step instructions in sequence.	Follows 2-step instructions without visual support but may need repetition or clarification.	Consistently follows 3-step sequential instructions independently in familiar contexts.	Follows 4-step instructions and can explain the sequence to others or identify when steps are missed.	The student can independently follow a series of 3 simple, sequential oral instructions without visual supports or repetition across various classroom contexts.	Build from G1 visual support to independence without visual cues Use concrete, action-based instructions with familiar vocabulary Introduce conditional elements ("If you finish early, then...") Practice in different contexts (art activities, movement games, learning centers) Gradually increase complexity while maintaining clear sequence
			2.SLOC.LC.2	Identify the main idea in short spoken texts.	Identifies main idea with prompting questions after listening to short, simple texts.	Consistently identifies the main idea in short spoken texts (2-3 minutes) with minimal support.	Identifies main idea and can distinguish it from supporting details, explaining their reasoning.	The student can independently identify and state the main idea of short spoken texts across various topics without prompting.	Progress from G1 picture-matching to verbal identification of main concepts Use familiar topics with clear, obvious main ideas Model thinking aloud: "The most important thing this story tells us is..." Practice with both fiction and non-fiction texts Use graphic organisers showing main idea vs. details

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Speaking, Listening & Oral Communication	Listening Comprehension & Active Listening	Listen for specific purposes to identify main ideas and details in spoken texts, and follow multi step oral instructions in classroom contexts.	2.SLOC.LC.3	Retell key details from information presented orally.	Retells 2-3 key details with some prompting; may include less relevant information.	Retells 4-5 key details accurately in logical sequence with minimal prompting.	Retells comprehensive details in sequence and can prioritise which details are most important.	The student can accurately retell key details from oral presentations in correct sequence without prompting.	Extend from G1 simple question-answering to comprehensive retelling Use longer texts than Grade 1 (3-5 minutes) Teach organisation strategies (beginning, middle, end; who, what, when, where) Encourage use of sequence words (first, then, next, finally, last) Practice with different text types (stories, instructions, informational texts)
			2.SLOC.LC.4	Ask specific questions to clarify understanding of oral information.	Asks general questions when confused, may need prompting to formulate questions.	Independently asks specific, relevant questions to clarify understanding.	Asks thoughtful questions that demonstrate deep thinking and help extend understanding beyond basic comprehension.	The student independently asks relevant, specific questions when they need clarification about oral information presented in various contexts.	Build from G1 answering questions to generating questions Model question stems: "What did you mean when...?" "Can you explain more about...?" Create a questioning culture where curiosity is valued Teach difference between clarifying questions vs. general questions Practice in safe, supportive environments before whole-group expectations
			2.SLOC.LC.5	Respond to speakers with relevant comments and appropriate body language.	Shows consistent listening behaviors and makes comments that are loosely related to the topic.	Demonstrates appropriate listening behaviors and makes relevant comments that connect clearly to the speaker's message.	Uses sophisticated listening behaviors and makes insightful comments that extend or deepen the conversation.	The student consistently demonstrates appropriate listening body language and makes relevant verbal responses during various speaking and listening interactions.	Build from G1 basic listening behaviors to active participation Teach what makes comments relevant vs. off-topic Model appropriate response language: "I agree because..." "That reminds me of..." Practice turn-taking and building on others' ideas Include both verbal and non-verbal response expectations

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Speaking, Listening & Oral Communication	Oral Language Development	Express ideas and information using expanded vocabulary, descriptive language, and varied sentence structures.	**2.SLOC.OLD.1**	Use descriptive words to add detail when speaking about familiar topics.	Uses basic descriptive words (big, small, red, blue) with prompting when talking about familiar topics.	Independently incorporates descriptive words to add detail when speaking about familiar topics.	Uses descriptive words consistently and sometimes uses more specific words (e.g., "enormous" instead of "big").	The student independently uses appropriate descriptive words to add meaningful detail when speaking about familiar topics across various contexts.	Build from G1 basic naming to include descriptive attributes Teach categories of descriptive words (size, color, texture, shape, emotions) Model rich descriptive language during shared experiences Use graphic organisers to plan descriptive language before speaking Practice with show-and-tell, picture descriptions, and story retelling
			2.SLOC.OLD.2	Construct complete sentences with subject verb agreement.	Constructs simple complete sentences; may have occasional subject-verb agreement errors.	Consistently constructs complete sentences with correct subject-verb agreement.	Uses complete sentences with correct subject-verb agreement and sometimes makes longer sentences.	The student can consistently construct grammatically correct complete sentences with proper subject-verb agreement during spontaneous speech.	Progress from G1 sentence frames to independent sentence construction Explicitly teach singular/plural verb forms with concrete examples Use visual grammar supports and anchor charts Practice through structured activities before expecting spontaneous use Provide gentle correction and modeling rather than explicit error correction
			2.SLOC.OLD.3	Recount personal experiences with appropriate sequence and details.	Recounts personal experiences with prompting; may include events out of sequence or lack important details.	Independently recounts personal experiences with logical sequence and relevant details.	Recounts experiences in the right order and includes details about how they felt during the experience.	The student can independently recount personal experiences using logical sequence and appropriate details that help others understand what happened.	Teach sequence words and story structure (beginning, middle, end) Use graphic organisers to plan personal narratives Model through sharing your own experiences first Practice with recent, memorable events before moving to older memories Encourage use of descriptive details about people, places, and feelings

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Speaking, Listening & Oral Communication	Oral Language Development	Express ideas and information using expanded vocabulary, descriptive language, and varied sentence structures.	2.SLOC.OLD.4	Use tenses correctly in speech.	Uses correct tenses in familiar contexts; may make errors with irregular verbs or when switching between tenses.	Consistently uses correct tenses (past, present, future) in speech across various contexts.	Uses correct tenses consistently and rarely makes mistakes with common irregular verbs.	The student consistently uses appropriate verb tenses when speaking about events that happened in the past, are happening now, or will happen in the future.	Focus on common regular and irregular verb forms Use timeline visuals to reinforce tense concepts Practice through daily routines and calendar activities Connect to students' experiences with explicit tense modeling Address common errors through focused mini-lessons
	Discussion & Collaborative Communication	Engage effectively in collaborative conversations by following discussion rules, building on others' ideas, and asking questions to clarify understanding.	2.SLOC.DCC.1	Apply discussion rules consistently when participating in group conversations.	Follows discussion rules with occasional reminders; may forget rules during exciting discussions.	Consistently applies established discussion rules when participating in group conversations.	Follows discussion rules consistently and helps remind others of the rules when needed.	The student consistently follows established discussion rules (taking turns, listening, staying on topic) during group conversations without reminders.	Co-create clear, simple discussion rules with the class Post visual reminders of discussion rules Practice rules in various group configurations and topics Use role-playing to demonstrate good and poor discussion behaviors Provide consistent feedback about rule-following
			2.SLOC.DCC.2	Connect personal comments to ideas shared by other speakers in conversations.	Makes personal comments during conversations; connections to others' ideas may be unclear or need prompting.	Consistently connects personal comments to ideas shared by other speakers in conversations.	Makes clear connections to others' ideas and sometimes builds on what someone else said.	The student independently makes personal comments that clearly connect to ideas previously shared by other speakers.	Teach grade-level sentence starters Model how to listen for connection points in others' contributions Practice building on others' ideas in structured activities Use think-pair-share to practice connecting ideas Celebrate when students make clear connections

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Speaking, Listening & Oral Communication	Discussion & Collaborative Communication	Engage effectively in collaborative conversations by following discussion rules, building on others' ideas, and asking questions to clarify understanding.	2.SLOC.DCC.3	Use questions to resolve confusion about topics during discussions.	Asks questions when confused with prompting; questions may be general or unclear.	Independently uses questions to resolve confusion about topics during discussions.	Asks clear questions when confused and listens carefully to the answers.	The student independently asks relevant questions when they don't understand something during group discussions.	Teach grade-level question stems Model asking clarifying questions during discussions Create a safe environment where questions are welcomed Practice distinguishing between questions that clarify vs. questions that add new topics Encourage students to ask questions rather than staying confused
			2.SLOC.DCC.4	Maintain focus on the discussion topic while relating own ideas to others' contributions.	Generally stays on topic; may need reminders to connect ideas to others' contributions.	Consistently maintains focus on discussion topic while relating own ideas to others' contributions.	Stays focused on the topic and clearly shows how their ideas connect to what others have shared.	The student consistently stays on the discussion topic and makes clear connections between their own ideas and others' contributions.	Use topic cards or visual reminders to help maintain focus Model how to bring ideas back to the main topic Practice identifying when discussions go off-topic Teach transition phrases to connect ideas to the main topic Provide structured discussion formats to support focus
	Presentation & Performance	Deliver short organised presentations on familiar topics with appropriate rate, volume, and expression, including relevant details and descriptions.	2.SLOC.PP.1	Present information about a familiar topic using simple sentences and visual support.	Presents information about familiar topics with some prompting; may struggle to organise ideas.	Independently presents information about familiar topics using simple sentences and visual support.	Presents information clearly using simple sentences and visual supports, and answers simple questions about their topic.	The student can independently present organised information about familiar topics using simple sentences and appropriate visual supports.	Choose topics from students' areas of interest and expertise Help students organise 3-4 key points before presenting Teach how to introduce topic, share information, and conclude Practice with show-and-tell before formal presentations Provide templates for organising presentation content

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Speaking, Listening & Oral Communication	Presentation & Performance	Deliver short organised presentations on familiar topics with appropriate rate, volume, and expression, including relevant details and descriptions.	2.SLOC.PP. 2	Use appropriate rate, volume, and clear pronunciation when speaking.	Generally uses appropriate rate and volume; pronunciation may be unclear at times.	Consistently uses appropriate rate, volume, and clear pronunciation when speaking to groups.	Uses appropriate rate, volume, and clear pronunciation and can slow down or speak louder when needed.	The student consistently speaks at an appropriate rate and volume with clear pronunciation that allows audience to understand.	Teach students to pause between sentences and ideas Practice speaking clearly through tongue twisters and pronunciation games Use recordings to help students hear their own rate and volume Provide visual cues for pacing (slow down, speed up) Model appropriate speaking rate during all instruction
			2.SLOC.PP. 3	Recite poems and rhymes with expression and appropriate pacing.	Recites poems and rhymes; expression and pacing may need support or reminders.	Consistently recites poems and rhymes with expression and appropriate pacing.	Recites with good expression and pacing and can perform for different audiences.	The student can independently recite poems and rhymes with appropriate expression, pacing, and rhythm.	Choose poems with clear emotional content and rhythm patterns Model different expressions for different moods and emotions Use actions and movements to support expression Practice pacing through clapping or rhythm activities Perform for different audiences to practice adaptation
			2.SLOC.PP. 4	Apply relevant details and descriptions when presenting information.	Includes some details and descriptions in presentations with prompting.	Independently applies relevant details and descriptions when presenting information.	Uses relevant details and descriptions consistently and chooses details that help the audience understand better.	The student independently includes relevant details and descriptions that enhance understanding when presenting information.	Teach difference between relevant and irrelevant details Use graphic organisers to plan details before presenting Model how details help audiences understand and stay interested Practice adding details to basic information through games and activities Encourage use of sensory details (what it looks, sounds, feels like)

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Reading	Reading Fluency	Read familiar texts fluently, with appropriate pace, phrasing, and expression to support comprehension.	2.R.RF.1	Read grade-level sentences and short paragraphs with accuracy and appropriate speed.	Reads grade-level sentences with some accuracy; may read slowly or make frequent errors.	Consistently reads grade-level sentences and short paragraphs with accuracy and appropriate speed.	Reads grade-level text accurately and at a good pace, and can read some more challenging texts.	The student can read grade-level sentences and short paragraphs accurately at an appropriate reading rate without sacrificing comprehension.	Use texts at students' instructional reading level Focus on accuracy before emphasising speed Provide repeated reading opportunities with same texts Track reading rate progress over time Balance accuracy and speed expectations
			2.R.RF.2	Use punctuation cues (e.g., full stops, commas, question marks) to guide phrasing and intonation.	Recognises punctuation but may not consistently adjust phrasing and intonation.	Consistently uses punctuation cues to guide appropriate phrasing and intonation.	Uses punctuation cues effectively and can explain how punctuation helps with meaning.	The student consistently uses punctuation marks to guide appropriate phrasing, pausing, and intonation when reading aloud.	Model how different punctuation affects reading expression Practice with texts containing varied punctuation Use dramatic readings to emphasise punctuation effects Provide explicit instruction on comma pauses vs. period stops Connect punctuation use to meaning-making
			2.R.RF.3	Reread texts to build fluency and understanding.	Rereads texts when prompted; may not see connection to improved understanding.	Independently rereads texts to build fluency and understanding.	Rereads texts purposefully and can explain how rereading helps understanding.	The student independently chooses to reread texts and demonstrates improved fluency and comprehension through rereading.	Model how rereading improves both fluency and comprehension Provide time and opportunities for repeated reading Use reader's theater and performance reading to motivate rereading Help students notice improvements from first to subsequent readings Connect rereading to better understanding of story or information

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Reading	Reading Fluency	Read familiar texts fluently, with appropriate pace, phrasing, and expression to support comprehension.	2.R.RF.4	Read aloud with expression to show understanding of characters, events, and ideas.	Reads aloud with some expression; may need prompting to match expression to content.	Consistently reads aloud with appropriate expression that reflects understanding of characters, events, and ideas.	Reads with varied expression that clearly shows understanding and helps listeners understand the text.	The student consistently reads aloud with expression that demonstrates understanding of character feelings, story events, and text ideas.	Model expressive reading that matches text content and emotion Use texts with clear character emotions and exciting events Practice reading dialogue with appropriate character voices Connect expression to comprehension of text meaning Provide feedback focused on matching expression to content understanding
	Vocabulary Development	Build understanding of word meanings by using context, visual clues, and connections to known words and experiences.	2.R.VD.1	Identify new words in texts and predict meanings using pictures and context clues.	Identifies some new words and makes basic predictions with support.	Independently identifies new words in texts and makes reasonable predictions using pictures and context.	Identifies new words accurately and makes good predictions that often match the actual meaning.	The student can independently identify unfamiliar words in texts and make logical predictions about meanings using available pictures and context clues.	Use texts with supportive illustrations that connect to new vocabulary Model thinking aloud about picture clues and context Teach students to look at surrounding sentences for meaning clues Practice with words that have clear picture or context support Celebrate reasonable predictions even if not exactly correct
			2.R.VD.2	Categorise words into groups based on shared features.	Categorises words with guidance; may need help identifying shared features.	Independently categorises words into groups based on clear shared features.	Categorises words accurately and can name the shared features of each group.	The student can independently group words into categories based on logical shared features such as function, appearance, or meaning.	Start with concrete categories before moving to abstract ones Use word sorts with clear category distinctions Model identifying shared features before sorting Practice with various category types (animals, foods, actions, feelings) Encourage students to explain their sorting decisions

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Reading	Vocabulary Development	Build understanding of word meanings by using context, visual clues, and connections to known words and experiences.	2.R.VD.3	Use known words and sentence clues to predict the meaning of unfamiliar words.	Uses some known words and sentence clues with guidance to predict meanings.	Independently uses known words and sentence clues to make reasonable predictions about unfamiliar words.	Uses context clues effectively and can explain how surrounding words helped them understand new words.	The student independently uses familiar words and sentence context to make logical predictions about the meaning of new vocabulary.	Teach students to read the whole sentence when encountering new words Model using surrounding familiar words to understand new ones Practice with sentences containing clear context clues Use cloze activities to build context clue skills Help students verify predictions by checking if they make sense
			2.R.VD.4	Discuss the meaning of new words with peers or the teacher.	Participates in discussions about new words with encouragement and support.	Independently engages in discussions about the meaning of new words with peers or teacher.	Discusses new words actively and can share ideas about word meanings clearly.	The student independently participates in discussions about new vocabulary, sharing ideas and listening to others' explanations.	Create regular opportunities for vocabulary discussions Model how to share thinking about word meanings Use partner and small group formats for vocabulary discussions Encourage students to build on each other's word knowledge Provide sentence frames to support vocabulary discussions
			2.R.VD.5	Use simple new words in oral or written sentences.	Uses new words in sentences with support and sentence frames.	Independently uses simple new words in appropriate oral or written sentences.	Uses new words correctly in sentences and can create sentences that show clear understanding of word meaning.	The student independently uses newly learned vocabulary words correctly in oral or written sentences that demonstrate understanding.	Provide multiple opportunities to use new words in context Model using new vocabulary in natural speech and writing Practice with sentence frames before expecting independent use Connect new word use to meaningful communication Celebrate attempts to use new vocabulary even if not perfect

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Reading	Understanding Text Structures & Features	Analyse and use common text structures and organisational patterns to comprehend stories, informational texts, and procedural materials.	**2.R.UTSF.1**	Describe the sequence of events in a story.	Describes sequence of events with some support; may miss some events or mix up order.	Independently describes the sequence of events in stories using appropriate order.	Describes sequence clearly and uses time words like "first," "next," "then," "finally."	The student can independently describe the sequence of events in stories using logical order and appropriate sequence language.	Extend from G1 beginning/middle/end to more detailed event sequencing Teach sequence words and encourage their use Use graphic organisers to support sequence description Practice with stories containing clear cause-and-effect relationships Model using complete sentences to describe each event
			2.R.UTSF.2	Identify chronological structure in simple procedural texts.	Identifies steps in procedures with support; may not recognise chronological pattern.	Independently identifies chronological structure in simple procedural texts.	Identifies chronological structure and can explain why order is important in procedures.	The student can independently recognise that procedural texts are organised in chronological order and identify the sequence of steps.	Use simple how-to texts (recipes, craft instructions, games) Teach that procedures must be done in order Look for number words, sequence words, and step-by-step organisation Connect to students' experience following directions Practice with both written and visual procedural texts
			2.R.UTSF.3	Explain how headings help identify main topics in informational texts.	Recognises headings with support; may need help connecting headings to content.	Independently explains how headings help identify main topics in informational texts.	Uses headings effectively to predict content and can explain how headings organise information.	The student can independently identify headings and explain how they help readers understand what information will be covered.	Use informational texts with clear, simple headings Model how headings preview what sections will be about Practice predicting content based on headings before reading Compare texts with and without headings to show their importance Connect headings to organisation of ideas

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Reading	Understanding Text Structures & Features	Analyse and use common text structures and organisational patterns to comprehend stories, informational texts, and procedural materials.	2.R.UTSF.5	Identify features that distinguish stories, poems, and informational texts.	Identifies some features that distinguish text types with guidance.	Independently identifies key features that distinguish stories, poems, and informational texts.	Identifies distinguishing features and can explain why each type of text looks and sounds different.	The student can independently identify key features (characters vs. facts vs. rhyme/rhythm) that distinguish stories, poems, and informational texts.	Use clear examples of each text type with obvious distinguishing features Teach key features: stories have characters and plot, poems have rhythm/rhyme, information texts have facts Practice sorting different text types based on features Read examples of each type aloud to emphasise differences Connect text features to different purposes and audiences
	Reading Comprehension	Demonstrate understanding of simple texts by identifying key ideas, sequencing events, and making basic inferences with support.	2.R.RC.1	Answer literal and basic inferential questions about a text.	Answers literal questions consistently; basic inferential questions may need support.	Independently answers both literal and basic inferential questions about texts.	Answers questions accurately and can explain how they found their answers.	The student can independently answer questions that are directly stated in text as well as simple questions that require connecting informatio	Teach difference between "right there" answers and "think and search" answers Model thinking aloud when making simple inferences Use questions that require combining text information with common knowledge Practice with both fiction and nonfiction texts Start with obvious inferences before moving to more subtle ones
			2.R.RC.2	Identify the main idea and key details in a paragraph or short text.	Identifies main ideas and some key details with support.	Independently identifies the main idea and key details in paragraphs or short texts.	Identifies main ideas and key details accurately and can explain how details support the main idea.	The student can independently identify what a paragraph or short text is mainly about and find important supporting details.	Use paragraphs and short texts with clear, obvious main ideas Teach students to ask "What is this mostly about?" Model distinguishing between main ideas and supporting details Use graphic organisers to show relationships Practice with both explicit and implicit main ideas

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Reading	Reading Comprehension	Demonstrate understanding of simple texts by identifying key ideas, sequencing events, and making basic inferences with support.	2.R.RC.3	Sequence story events using words like first, next, then, and finally.	Sequences story events with some support; may not use sequence words consistently.	Independently sequences story events using appropriate sequence words.	Sequences events accurately using varied sequence words and can retell complete stories.	The student can independently organise story events in correct order using appropriate sequence vocabulary.	Build from G1 basic retelling to more sophisticated sequencing Teach variety of sequence words beyond "first, next, last" Use stories with clear cause-and-effect relationships Practice both oral and written sequencing activities Connect sequencing to story structure understanding
			2.R.RC.4	Predict what might happen next in a story using text and picture clues.	Makes predictions using obvious text and picture clues with some support.	Independently predicts story events using both text and picture clues.	Makes logical predictions and can explain which clues helped them predict.	The student can independently make reasonable predictions about story events using evidence from both text and illustrations.	Extend from G1 picture-only predictions to include text evidence Model how to combine multiple types of clues for predictions Practice stopping at strategic points for prediction-making Teach students to revise predictions based on new information Connect predictions to story logic and character motivations
			2.R.RC.5	Identify the problem and solution in a simple story.	Identifies problems and solutions with guidance; may confuse problem with other story events.	Independently identifies the main problem and solution in simple stories.	Identifies problems and solutions accurately and can explain how the solution fixes the problem.	The student can independently identify the main problem faced by characters and how that problem is resolved in stories.	Use stories with clear, single problems and obvious solutions Teach students to ask "What is the character's main problem?" and "How is it solved?" Model identifying problems vs. other story events or complications Practice with various story types that have different kinds of problems Connect problem-solution to story structure understanding

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Reading	Evaluating & Responding to Texts	Discuss how characters react to events, make and check predictions, and give reasons for opinions about texts.	**2.R.ERT.1**	Describe characters' actions and feelings during important events.	Describes characters' actions and feelings during important events with some support.	Independently describes how characters act and feel during key story moments.	Describes characters' actions and feelings clearly and can explain how events cause characters to feel certain ways.	The student can independently describe how characters behave and feel during important story events using appropriate vocabulary.	Focus on key story moments where character emotions are clear Teach more sophisticated emotion vocabulary (worried, frustrated, delighted, disappointed) Model connecting character actions to their feelings Use graphic organisers to track character changes through events Practice with stories where characters experience emotional changes
			2.R.ERT.2	Make and confirm predictions while reading.	Makes predictions while reading; may need support with confirmation process.	Independently makes predictions and checks whether they were correct as reading continues.	Makes logical predictions, confirms them accurately, and can explain what evidence supported or changed their predictions.	The student can independently make predictions during reading and verify whether their predictions were accurate using text evidence.	Teach students to pause and check predictions as they read Model the prediction-confirmation cycle during shared reading Use texts where predictions can be clearly confirmed or refuted Celebrate both correct predictions and logical thinking when predictions change Connect prediction-confirmation to active reading strategies
			2.R.ERT.3	Compare characters experiences in a story.	Compares characters' experiences with support; may focus on obvious differences.	Independently compares and contrasts different characters' experiences within stories.	Compares characters' experiences clearly and can explain how different characters react differently to similar situations.	The student can independently identify similarities and differences in how different characters experience story events.	Use stories with multiple characters who have different experiences Teach comparison language (both, different, same, unlike, similar) Use graphic organisers like Venn diagrams for character comparison Model comparing how different characters respond to the same events Connect character comparison to understanding different perspectives

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Reading	Evaluating & Responding to Texts	Discuss how characters react to events, make and check predictions, and give reasons for opinions about texts.	**2.R.ERT.4**	Express opinions about texts with supporting reasons.	Expresses opinions about texts; reasons may be basic or need prompting.	Independently expresses opinions about texts with clear, simple supporting reasons.	Expresses opinions clearly and can give multiple reasons or specific examples from the text to support their thinking.	The student can independently state their opinions about texts and provide logical reasons to support their viewpoints.	Teach opinion language ("I think," "I believe," "In my opinion") Model providing reasons for opinions during discussions Use sentence frames like "I liked this story because..." or "I think the character should have..." Practice with various text types and encourage different opinions Connect opinion expression to respectful discussion and critical thinking
			2.R.ERT.5	Identify what a story is trying to teach with help from the teacher.	Identifies story lessons with guidance; may need help making connections.	Identifies story lessons with teacher help and can explain them in simple terms.	Identifies story lessons with teacher help and can give examples of how the lesson applies to real life.	The student can identify the lesson or message in stories with appropriate teacher guidance and explain it clearly.	Use stories with clear themes and lessons Ask guiding questions to help students identify lessons Model connecting story events to broader life lessons Help students distinguish between what happens and what it teaches Connect story lessons to character behavior and decision-making
	Text Types & Purposes	Distinguish between basic text types and explain their purposes.	**2.R.TTP.1**	Identify basic elements of stories, poems, and informational texts.	Identifies some basic elements of different text types with support.	Independently identifies basic elements that characterise stories, poems, and informational texts.	Identifies text elements accurately and can explain how these elements serve different purposes.	The student can independently identify key elements (characters/plot for stories, rhythm/rhyme for poems, facts/topics for informational texts) that distinguish different text types.	Teach specific elements for each text type clearly Use clear examples that highlight distinguishing elements Practice comparing elements across different text types Model identifying elements during shared reading Connect element identification to understanding text purpose and structure

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Reading	Text Types & Purposes	Distinguish between basic text types and explain their purposes.	2.R.TTP.2	Recognise how text features indicate purpose.	Recognises some text features; may need support connecting features to purpose.	Independently recognises how basic text features indicate the purpose of texts.	Recognises text features and can explain how specific features help achieve the text's purpose.	The student can independently identify text features (pictures, headings, layout) and explain how they show what the text is trying to do.	Focus on obvious text features that clearly indicate purpose Teach how pictures in stories vs. diagrams in information books serve different purposes Use texts with clear, contrasting features for comparison Model connecting text features to author's intention Practice with various text types to identify purpose-indicating features
Writing	Writing Conventions	Apply grade appropriate mechanics including end punctuation, capitalisation of proper nouns, and comma usage in simple series and dates.	2.W.WC.1	Use end punctuation correctly.	Uses end punctuation most of the time; may occasionally choose wrong punctuation for sentence type.	Consistently uses end punctuation correctly based on sentence meaning and purpose.	Uses end punctuation correctly and can explain why they chose specific punctuation for different sentences.	The student consistently uses periods, question marks, and exclamation marks correctly based on sentence type and meaning in independent writing.	Build from Grade 1 basic punctuation to more sophisticated application Teach how sentence purpose determines punctuation choice Practice reading sentences with different punctuation to hear the differences Use mentor texts to identify effective punctuation use Connect punctuation choice to clear communication
			2.W.WC.2	Capitalise proper nouns including names of people and places.	Capitalises some proper nouns; may need reminders for places or less familiar names.	Consistently capitalises proper nouns including names of people and places.	Capitalises proper nouns correctly and can explain the difference between proper nouns and common nouns.	The student consistently capitalises names of specific people, places, and other proper nouns in independent writing.	Extend from Grade 1 personal names to include place names (school, city, state) Teach difference between specific names and general words Use familiar places and people for initial practice Create anchor charts showing proper nouns vs. common nouns Practice through editing activities focusing on proper noun identification

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GRADE 2: MASTERY EXPLANATORY NOTES

Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Conventions	Apply grade appropriate mechanics including end punctuation, capitalisation of proper nouns, and comma usage in simple series and dates.	2.W.WC.3	Apply comma rules correctly when writing items in a series.	Uses commas in series with some support; may forget commas or place them incorrectly.	Consistently applies commas correctly when writing items in a series.	Uses commas in series correctly and can identify when comma use makes lists easier to read.	The student consistently uses commas to separate items in a series (including the comma before "and") in independent writing.	Start with simple, concrete lists before moving to complex series Model comma placement through shared writing activities Use visual supports showing comma placement in series Practice reading lists with and without commas to hear the difference Connect comma use to clear communication and avoiding confusion
			2.W.WC.4	Recognise appropriate sentence boundaries to avoid run-on sentences.	Recognises some run-on sentences; may need support identifying where sentences should end.	Consistently recognises appropriate sentence boundaries and avoids run-on sentences.	Recognises sentence boundaries clearly and can fix run-on sentences by breaking them into separate sentences.	The student consistently writes sentences with appropriate boundaries and avoids run-on sentences in independent writing.	Teach students to read sentences aloud to hear natural breaks Model identifying complete thoughts vs. run-on thoughts Use sentence combining and separating activities for practice Focus on one complete idea per sentence initially Connect appropriate sentence boundaries to clear communication
	Spelling & Word Use	Spell grade level words correctly using letter patterns, word structures, and reference materials to check spelling when needed.	2.W.SWU.1	Write grade-level high frequency words accurately in independent writing.	Writes most grade-level high frequency words correctly; may need support with less common words.	Consistently writes grade-level high frequency words accurately in independent writing.	Writes high frequency words correctly and can identify when these words look wrong in their writing.	The student consistently spells grade-level high frequency words correctly during independent writing across various contexts.	Expand from Grade 1 basic high frequency words to include more complex sight words Use systematic practice through daily writing and word study Connect high frequency words to reading and writing activities Provide multiple exposures through various contexts and subjects Track progress through writing samples and spelling assessments

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Writing	Spelling & Word Use	Spell grade level words correctly using letter patterns, word structures, and reference materials to check spelling when needed.	2.W.SWU.2	Use knowledge of letter patterns to spell familiar words.	Uses some letter patterns to spell familiar words; may need support identifying or applying patterns.	Consistently uses knowledge of letter patterns to spell familiar words.	Uses letter patterns effectively and can identify patterns in new words to help with spelling.	The student independently uses common letter patterns (word families, vowel patterns) to spell familiar words accurately.	Teach common word families and vowel patterns systematically Use word sorting activities to identify and practice patterns Connect pattern knowledge to both spelling and reading activities Model how to use known words to spell similar words Practice pattern application through word building and analogy activities
			2.W.SWU.3	Apply basic spelling rules in writing.	Applies some basic spelling rules with reminders; may need support remembering or applying rules.	Consistently applies basic spelling rules in independent writing.	Applies spelling rules correctly and can explain simple spelling rules to others.	The student independently applies basic spelling rules (adding -s for plurals, dropping -e before -ing) in their writing.	Introduce one spelling rule at a time with clear examples Use anchor charts and visual reminders for spelling rules Practice through guided writing and editing activities Focus on most common and useful spelling rules first Connect spelling rules to word patterns and meaning
			2.W.SWU.4	Use simple references to check spelling.	Uses simple references to check spelling with guidance and support.	Independently uses simple references like word walls and picture dictionaries to check spelling.	Uses references effectively and can find correct spellings to fix mistakes in their writing.	The student independently uses available references (word walls, simple dictionaries, classroom charts) to check and correct spelling.	Teach students how to use classroom word walls and reference materials Model looking up words in simple dictionaries and picture dictionaries Practice using alphabetical order to find words efficiently Connect reference use to the editing and revision process Encourage independent problem-solving for spelling questions

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Production	Construct complete simple and compound sentences using familiar vocabulary, basic grammar rules, and descriptive language.	**2.W.WPD.1**	Write complete sentences with correct subject-verb agreement in present tense.	Writes complete sentences with some subject-verb agreement; may make occasional errors.	Consistently writes complete sentences with correct subject-verb agreement in present tense.	Writes sentences with correct subject-verb agreement and can identify and fix agreement errors.	The student consistently writes complete sentences using correct subject-verb agreement (he runs, they run) in present tense during independent writing.	Build from Grade 1 sentence construction to focus on grammatical accuracy Teach singular and plural subject-verb patterns explicitly Model correct agreement during shared writing activities Practice through sentence building and editing activities Connect subject-verb agreement to clear, correct communication
			2.W.WPD.2	Combine simple ideas using conjunctions.	Combines simple ideas using basic conjunctions with some support.	Independently combines simple ideas using appropriate conjunctions.	Combines ideas effectively using conjunctions and can choose the best conjunction for different purposes.	The student independently combines simple ideas using coordinating conjunctions (and, but, or) to create more complex sentences.	Start with "and" before introducing "but" and "or" Model combining related ideas through shared writing Use sentence combining activities for practice Teach how different conjunctions show different relationships Connect sentence combining to more interesting, complex writing
			2.W.WPD.3	Apply adjectives and adverbs to add details to writing .	Uses some adjectives and adverbs with support; may need help choosing appropriate describing words.	Independently applies adjectives and adverbs to add details to writing.	Uses adjectives and adverbs effectively and can explain how describing words make writing more interesting.	The student independently uses adjectives and adverbs to add descriptive details that enhance their writing.	Teach basic adjectives (colors, sizes, feelings) before more complex descriptive words Model adding describing words to simple sentences Use mentor texts to identify effective use of adjectives and adverbs Practice through sentence expansion activities Connect descriptive language to helping readers visualise and understand

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Writing	Writing Production	Construct complete simple and compound sentences using familiar vocabulary, basic grammar rules, and descriptive language.	2.W.WPD.4	Sequence ideas logically within 2–3 sentence texts (e.g., short descriptions, personal experiences).	Sequences ideas in 2-3 sentence texts with some support; order may occasionally be unclear.	Independently sequences ideas logically within 2-3 sentence texts.	Sequences ideas clearly and can explain why they put ideas in a particular order.	The student can independently organise 2-3 sentences in logical order when writing short descriptions or personal experiences.	Use graphic organisers to support idea sequencing Model logical ordering during shared writing activities Practice with familiar topics and experiences Teach sequence words (first, next, then, last) to support organisation Connect logical sequencing to clear communication and reader understanding
	Writing Processes	Apply basic stages of the writing process to plan, draft, revise, and edit short texts with increasing independence.	2.W.WP.1	Use graphic organisers or drawings to plan writing based on a central idea.	Uses graphic organisers or drawings to plan writing with support and guidance.	Independently uses graphic organisers or drawings to plan writing based on a central idea.	Uses planning tools effectively and can explain how their plan will help them write.	The student independently uses graphic organisers or drawings to organise their ideas around a central topic before writing.	Teach various simple graphic organisers appropriate for different writing purposes Model using planning tools during shared writing Connect planning to more organised, focused writing Allow choice in planning methods (webs, lists, drawings) Practice planning before expecting independent use
			2.W.WP.2	Draft short texts that include a clear topic and simple supporting details.	Drafts short texts with clear topics; supporting details may need support or prompting.	Independently drafts short texts that include clear topics and simple supporting details.	Drafts texts with clear topics and relevant supporting details and can explain how details connect to the main topic.	The student independently writes short texts with clear topics supported by relevant details that help explain or describe the topic.	Build from planning activities to drafting complete texts Teach students to include details that tell more about their topic Model drafting process during shared writing Focus on getting ideas down first before worrying about perfection Connect drafting to organised communication of ideas

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Domain	Strand	Achievement Objectives	Code	Specific Student Learning Outcomes	Working Toward Mastery	Working at Mastery	Mastery with Greater Depth	Assessment Criteria	Explanatory Notes
Writing	Writing Processes	Apply basic stages of the writing process to plan, draft, revise, and edit short texts with increasing independence.	2.W.WP.3	Revise and edit writing for basic punctuation, capitalisation, and clarity with guidance.	Revises and edits writing with significant guidance and support.	Revises and edits writing for basic punctuation, capitalisation, and clarity with appropriate guidance.	Revises and edits with guidance and can identify some errors independently before receiving help.	The student can revise and edit their writing to improve punctuation, capitalisation, and clarity when provided with appropriate teacher guidance.	Teach difference between revising (changing ideas) and editing (fixing errors) Use simple checklists for editing basic conventions Model revision and editing during shared writing Focus on one or two editing goals at a time Connect revision and editing to producing clear, polished writing

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Resources

Resources have been thoughtfully designed to support both teaching and learning. They provide practical tools and strategies that help new and experienced teachers deliver effective lessons, enhance learner engagement, and create fun, interactive classroom environments. Beyond simplifying lesson planning, these resources:

- **Save time** by offering ready-to-use materials aligned with curriculum goals.
- **Build teacher confidence** through clear guidance and structured support.
- **Promote consistency** in teaching approaches across classrooms.
- **Encourage creativity** by offering adaptable materials for differentiated instruction.
- **Foster active learning** through visuals, hands-on activities, and collaborative task

Weekly PowerPoint Resource Packs provide teachers with interactive, ready-to-use instructional slides that align directly with each week's theme, learning outcomes and language focus. Each pack serves as the core visual and teaching material for daily lessons, supporting consistent, high-quality delivery across classrooms. The slides include clear weekly overviews, vocabulary and phonics presentations, and structured listening, speaking, reading and writing activities that build sequentially toward language fluency. Embedded progress-check opportunities help teachers monitor understanding and participation in real time. Fully editable and flexible, the PowerPoints allow teachers to differentiate instruction, adapt pacing and personalise activities to meet diverse learner needs while maintaining alignment with the Scope and Sequence. (Further information can be found below.)

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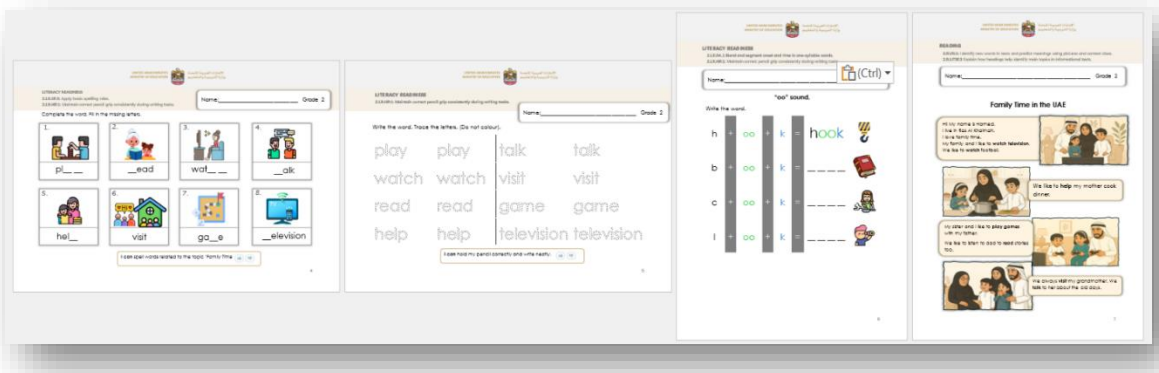
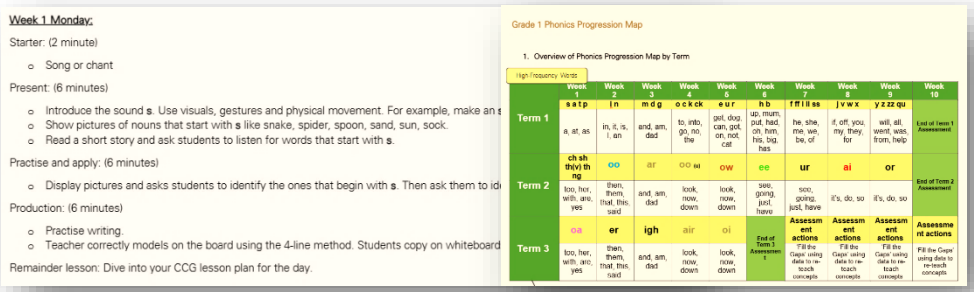
Progress Checks complement the *Weekly PowerPoint Resource Packs*, providing structured opportunities for teachers to evaluate learners' understanding and skill development. While the PowerPoints facilitate interactive teaching and guided practice, the Progress Checks focus on measuring how effectively students can apply newly learned vocabulary, phonics, grammar, language structures and reading and writing strategies. Each week, teachers are provided with short, purposeful tasks that assess Listening, Speaking, Reading and Writing skills directly aligned with the Specific Student Learning Outcomes (SSLOs). The Speaking and Writing components include detailed rubrics that support consistent evaluation of accuracy, fluency and expression. The Progress Checks provide teachers with the opportunity to monitor progress, reinforce key concepts and adapt instruction to address individual learner needs, ensuring continuous and meaningful language development.



The **Phonics Progression Map** provides teachers with a clear and systematic framework for delivering phonics instruction consistently across the academic year. It outlines the weekly teaching focus, instructional strategies, progress checkpoints and intervention guidance aligned with the grade level *Phonics Progression Map*. The guide supports teachers in integrating phonics instruction covering sound-letter correspondence, blending, segmenting, high-frequency words and handwriting.



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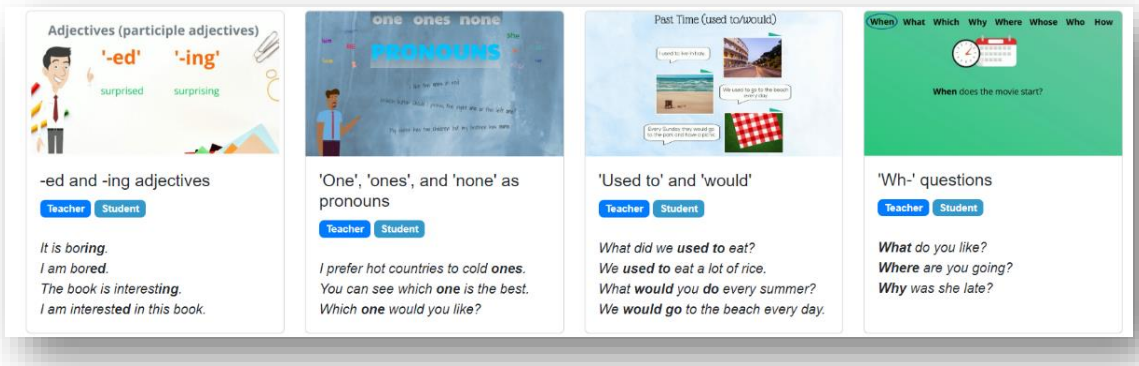
The Grammar Guide and Posters provide comprehensive support for effective grammar instruction. The *Grammar Guide* offers teachers explicit guidance on what grammar points to teach and how to teach them, supported by a detailed table that outlines the grammar focus for each grade. Within this table, grammar points are labelled as **(A) Applying** indicating they will be formally assessed or **(D) Developing**, showing areas to be introduced and reinforced. This structure helps teachers prioritise instruction and monitor grammatical progression across grades. Complementing this, the *Grammar Posters* visually reinforce key structures, serving as quick-reference tools that promote recall, independent use and consistent exposure within a print-rich classroom environment. Together, they ensure coherence, clarity, and engagement in grammar learning.

The Literacy and Communication Toolkit provide teachers with comprehensive support for teaching grammar and functional language effectively. It includes videos that demonstrate clear instructional strategies, explaining what each grammar point means, how it is used in speech and writing, and how it can be taught in class. While the student practice activities are designed for older learners, they offer valuable guidance and inspiration for teachers to adapt or design age-appropriate activities for Cycle 1 classrooms. The toolkit thus serves as both a professional learning resource and a practical guide for confident, effective grammar instruction.



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The Competency Guide supports teachers in embedding global competencies including *cultural awareness (with a UAE focus), wellbeing, sustainability* and *digital literacy*, into daily classroom practice. Rather than treating competencies as separate areas of instruction, the guide provides practical strategies and examples for integrating them seamlessly and meaningfully within weekly lessons. It also offers clear guidance on how to observe, monitor and document learners' development of these skills through authentic classroom interactions and tasks.

Cultural Awareness

Well-being

Sustainability

Digital Literacy

Flashcards for vocabulary and high-frequency words (HFWs) support visual recognition, oral practice, and spelling reinforcement in whole-class, group, or individual activities.

Vocabulary and HFW Word Lists (pull-outs) provide weekly reference materials for learners and teachers. They are differentiated to ensure accessibility: some learners focus on a core subset, while others extend to the full list, making weekly targets challenging but achievable.

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Weekly PowerPoint Resource Packs

Cycle 1 Resource Packs support consistent, high-quality delivery of each weekly subtheme. One Resource Pack is provided for every week of the Scope and Sequence in the form of a PowerPoint (PPT).

Each PPT Resource Pack is teacher-friendly, fully editable, and directly aligned to the week's learning intentions, vocabulary, language structures, and developing grammar focus. The Resource Packs serve as the core visual and instructional materials for daily teaching in Cycle 1 classrooms.

Each Weekly PPT Resource Pack includes:

Weekly Overview Slide	A clear summary of the week's learning focus, vocabulary, functional language, high-frequency words, and language structures.
Teacher Guidance Notes	Brief instructional cues and prompts to support lesson delivery, scaffolding, differentiation, and classroom routines.
Vocabulary Presentation	Age-appropriate visuals to introduce new words clearly and systematically, following a structured literacy approach (e.g., look–listen–say–use).
Speaking and Listening Activities	Guided repetition, partner talk, total physical response (TPR), chants, songs, role-play dialogues, and real-world communication prompts.
Reading Activities	Short, level-appropriate reading texts connected to the week's vocabulary and themes, with comprehension discussion questions and meaning-check prompts.
Writing Activities	Supported practice leading toward simple sentence formation, word labelling, sentence frames, and oral-to-written language scaffolding.

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Design Principles

- Age Appropriate & Engaging: All slides include bright, child-friendly visuals and simple, uncluttered layouts suitable for emerging readers.
- Structured and Sequential: Each activity builds toward increasing independence and fluency.
- Differentiation Through Flexibility: The PPTs are fully editable, allowing teachers to adapt pacing, examples, challenge level, and classroom language to meet learner needs.
- Consistent Teacher Experience: All packs follow the same structure, making planning efficient and predictable for educators across schools.

Purpose and Use in Classroom Instruction

The Weekly PPT Resource Packs are intended to:

- Support explicit instruction and guided practice in each language domain.
- Ensure alignment between planning and daily teaching.
- Provide shared instructional consistency across classrooms and regions.
- Reduce teacher preparation time while maintaining high-quality, learner-centred delivery.

How to Use the Weekly PPT Resource Packs

The Weekly PPT Resource Packs are designed to support you in teaching each week's vocabulary, language structures, and key skills. They provide a visual teaching sequence and a range of classroom activities that you can use directly or adapt to meet the needs of your learners.

1. Start by Reviewing the Weekly Overview

- Begin each week by reading the first slide, which summarises:
- Target vocabulary
- Language structures
- Skills focus (Listening / Speaking / Reading / Writing)
- This helps you see how the learning builds across the week.

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2. Follow the Suggested Learning Flow

- Vocabulary Presentation
- Guided Speaking & Listening Activities
- Reading and Comprehension Tasks
- Supported Writing Activities
- This order reflects a structured literacy approach:
- Teach → Model → Practise → Use → Extend.
- You may move through slides at your own pace depending on your learners.

3. Adapt the PPT to Suit Your Class

- Adjust the pace. Spend longer on slides where learners need more practice.
- Simplify reading texts or add picture cues for emerging readers.
- Extend reading texts or add extra sentences for confident learners.
- Replace images with visuals that reflect your class or local context.
- Add sentence stems, word banks, tracing lines, or model examples.
- Adapt slide content to create supported or extended writing activities.
- Duplicate slides to provide extra practice or small-group work.
- Remove or skip slides if your learners are already confident.
- Turn vocabulary or picture slides into simple games (e.g., Point and Say, Guess the Word).
- Use the same slide differently for different groups (e.g., repeat / act / make a sentence).
- Print images or slides to create flashcards, labels, mini-worksheets, or station tasks.
- Add home language support where appropriate.

****Teachers are encouraged to adapt, reorder, and personalise the PPTs to meet the needs of their learners.***

Key Message: *The Resource Packs are not scripts - they are flexible teaching tools. Use, adjust, reorder, or expand the activities to meet the needs of your learners, in your classroom, with your teaching style.*

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Teacher Guidance Overview

This curriculum includes a Teacher Guidance section for every weekly lesson. The purpose of this section is to support teachers with practical, classroom-ready strategies that strengthen oral language development, vocabulary acquisition, and confidence in speaking and listening.

The Teacher Guidance is not prescriptive. Teachers are encouraged to use their professional judgement, adapt to their learners' needs, and apply their own classroom routines and instructional strengths.

The guidance provides models and examples that can be used directly or adapted, depending on learner readiness and classroom context.

Purpose of Teacher Guidance Components

Each week includes four parts:

1. *Teaching Tips - Provides practical advice for how to introduce, model, and practice the vocabulary and language structures for the week.*

    - How to model first, then repeat (explicit oral input before production)
    - How to use gesture, visuals, and real classroom context to make meaning clear
    - How to ensure choral practice before individual speaking, to support confidence
    - How to keep language input consistent so learners internalise sentence patterns
    - Teaching Tips guide how to teach, not what to teach.

2. *Stretch - Offers extension ideas for learners who are ready for a higher level of challenge. These tasks are optional, short, and oral-based, and may include:*

    - Adding one descriptive word
    - Extending a sentence using previously learned language
    - Asking and answering simple questions in pairs
    - Combining two known structures in one spoken sentence
    - Stretch activities do not introduce new grammar.
    - They simply allow confident learners to expand within familiar structures.

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3. *Support-The Support section provides strategies for learners who may need extra scaffolding, including:*

   - Word recognition and matching before sentence production
   - Picture or gesture cues to reduce memory demand
   - Repeating full sentences chorally before speaking individually
   - Using sentence starters or speaking frames on the board
   - These supports ensure that all learners can participate successfully and feel confident speaking English, regardless of starting level.

4. *Additional Notes- Additional Notes offer clarifications, reminders, and considerations that help teachers make instructional decisions. They may include:*

   - Notes on sensitive topics (e.g., family structures, cultural differences)
   - Clarification of when and how to introduce contractions (spoken vs written)
   - Guidance on avoiding grammar explanation, and instead modelling accurate language repeatedly
   - Tone and phrasing suggestions to maintain a warm and encouraging classroom environment

Important: *Additional Notes are not teaching instructions. They support teacher decision-making and classroom tone.*

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Progress Checks

Overview

Progress Checks complement the Weekly PowerPoint Resource Packs, providing structured opportunities for teachers to evaluate learners' understanding and application of skills across Listening, Speaking, Reading and Writing. Aligned directly with the Specific Student Learning Outcomes (SSLOs), they ensure consistency between teaching, practice and assessment. These checks are designed as ongoing checkpoints, enabling teachers to identify strengths, areas requiring additional support and opportunities for differentiation.

Purpose and Use in Classroom Instruction

Progress Checks allow teachers to observe how students apply new vocabulary, language structures, phonics and grammar in interactive, authentic contexts. They link directly to the weekly lessons, helping teachers:

- ✓ Monitor skill development across Listening, Speaking, Reading and Writing.
- ✓ Identify learners who need additional scaffolding or targeted support.
- ✓ Adjust instruction, pacing and grouping strategies to ensure effective progression for all learners.
- ✓ Reinforce and consolidate the week's teaching through guided practice and structured observation.

Components of the Progress Checks

1. *Listening Tasks*

    - Learners listen to the teacher, peers or read-aloud prompts.
    - Tasks are interactive, encouraging comprehension through questions, repetition and partner discussion.
    - Teachers can create scripts or prompts tailored to their class, guided by the suggested activities.

2. *Speaking Tasks*

    - Oral tasks encourage interactive participation such as role-plays, dialogues or question-answer activities.

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- Rubrics provide guidance on assessing clarity, volume, expression, fluency and use of grammar and vocabulary.
- Teachers can model and scaffold responses, adapting tasks for individual or group practice.

3. *Reading Tasks*

- Short, level-appropriate texts feature the week's vocabulary and language structures.
- Comprehension questions and meaning-check prompts assess understanding and application.
- Supports recognition of high-frequency words, sentence patterns and phonics in context.

4. *Writing Tasks*

- Structured activities include sentence completion, word labelling and guided sentence or paragraph writing.
- Rubrics provide clear criteria for grammar, vocabulary, spelling, punctuation and sentence structure.
- Encourages independent writing while reinforcing weekly language targets.

Design Principles

Aligned and Systematic: Every task is linked to the SSLOs, ensuring assessment is directly connected to instruction.

Interactive and Adaptive: Listening and speaking tasks promote engagement and participation, while rubrics guide teachers in creating prompts and scripts.

Differentiation: Tasks can be adapted to meet varying learner levels, with scaffolds for emerging learners and extension opportunities for advanced learners.

Practical and Efficient: Designed for easy integration into lessons or small-group activities, minimising preparation time while maximising insight into learner progress.

How to Use Progress Checks

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1. *Integrate with Weekly Lessons*

    - Use after completing the corresponding PowerPoint lesson to reinforce and evaluate learning.
    - Begin by reviewing the SSLOs to clarify expectations.

2. *Observe and Record*

    - Use rubrics to monitor responses and behaviours, noting levels of mastery.
    - Take notes to inform differentiation and planning for individual learners.

3. *Provide Feedback and Support*

    - Give constructive, immediate feedback to reinforce accurate use of vocabulary, phonics and grammar.
    - Use suggested tasks to scaffold or extend learning based on observed performance.

4. *Inform Instruction*

    - Analyse outcomes to identify concepts needing reteaching, reinforcement or enrichment.
    - Adjust pacing and grouping strategies to ensure all learners continue to progress.

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