



English Curriculum

STAGE 2	SKILL	CODE	OUTCOMES
1	Speaking	S1.1.1	Speaking: Can speak clearly and audibly to show emotions, ideas and feelings using full sentences.
		S1.1.2	Can speak in a formal register required for an interview. Can recognise the need to fully answer questions and contribute new ideas in an interview context.
		S1.1.3	Can recount a story that has happened in his or her life orally. Can use language to describe actions, consequences and sequence. Can portray the main idea and add at least 3 interesting details.
	Reading	R1.1.1	Comprehension: Can demonstrate understanding of text and ask and answer questions using who, what, when and why to demonstrate understanding of key details including setting and major events.
		R1.1.2	Can identify main ideas in a story and recognise characters, problems, settings and solutions.
		R1.1.3	Can make reasonable predictions based on what is read.
		R1.1.4	Can explain how pictures are associated with a story and how they clarify text.
	Phonics:	R1.2.1	Can recognise words that begin or end with the same phonemic sounds or phonics blend.
		R1.2.2	Can recognise phonic blends of one or more consonant used for reading.
	Writing	W1.1.1	Text Types: Can write a short prose to describe a picture or a personal experience. The writing should have at least 5 sentences.
		W1.1.2	Can write letters or short words of the English alphabet freehand or typing.
		W1.2.1	Punctuation: Can use basic punctuation and capitalisation at the sentence level.
		W1.3.2	Can use capital letters correctly for places, people, months and days.
		W1.3.3	Can use statements, exclamations and questions correctly showing understanding of function.
	Grammar	G1.1.1	Can recognise correct use adjectives, adverbs and noun phrases that are common.
		G1.1.2	Can recognise nouns and their uses in sentences correctly.
		G1.1.3	Can use common simple present and past tense verbs correctly.
	Vocabulary	V1.1.1	Can predict the meaning of unfamiliar words based on context.
		V1.1.2	Can use simple everyday vocabulary related to school, food, everyday life, and home.
		V1.1.3	Can use simple suffixes and prefixes to and understand how it changes meaning in words.
		V1.2.1	Spelling: Can spell high frequency words.
		V1.2.2	Can use phonics knowledge to spell one and two-syllable words correctly.
	Listening	L1.1.1	Can understand questions asked in an interview setting to relay details about themselves.
		L1.1.2	Can use listening comprehension strategies to understand questions in an interview context.
		L1.1.3	Can listen to a short story find key details to retell the story orally.

STAGE	SKILL	CODE	OUTCOMES
2	Speaking	S2.1.1	Can communicate in a clear, coherent manner using well-structured coherent speech with everyday vocabulary. Can use appropriate tone, pace, pitch and volume to be readily understandable.
		S2.1.2	Can tell a short recount of an event or occurrence in his/her own life in an organised manner with appropriate facts and relevant details.

		S2.1.3	Can reply in a formal context of an interview using appropriate phrases and vocabulary to communicate meaning and engage interest of audience.
	Reading	R2.1.1	Comprehension: Can answer questions about a text which show understanding of the content.
		R2.1.2	Can refer to details, inferences and language choice to understand characters feelings, thought or motives.
		R2.1.3	Can identify the main ideas of a story and understand point of view.
		R2.2.1	Phonics: Can read multisyllabic words using phonetic knowledge to find rhymes and similar sounds.
	Writing	W2.1.1	Text Types: Can write a letter, words, and a short narrative using imagination and descriptive details.
		W2.2.1	Structure: Can use simple and compound sentences with accuracy and shows knowledge of complex sentences.
		W2.3.1	Punctuation: Can use punctuation appropriately to communicate meaning with accurate use of apostrophe and quotation marks.
	Grammar	G2.1.1	Can accurately use common and proper nouns and verbs in present, past and future tenses.
		G2.1.2	Can use comparatives, superlative, adjectives and adverbs with accuracy.
		G2.1.3	Can use pronouns effectively for clarity and cohesion.
		G2.1.4	Can use conjunctions and prepositions with accuracy in a familiar context.
		G2.1.5	Demonstrate knowledge of adjective order in sentences.
	Vocabulary	V2.1.1	Can apply growing knowledge of suffixes and prefixes to words to change meaning.
		V2.1.2	Can read and understand a large core of high frequency words
		V2.1.3	Predict the meaning of unfamiliar words through knowledge of affix or etymology.
		V2.2.1	Spelling: Can correctly spell familiar words appropriate to stage and development (used widely in the curricula)
	Listening	L2.1.1	Can determine the main ideas of a spoken text and recount this back identifying important ideas and details.
		L2.1.2	Can listen to, understand and answer questions offering appropriate elaboration or detail

STAGE 3	SKILL	CODE	OUTCOMES
3	Speaking	S3.1.1	Demonstrates appropriate vocabulary and language for a formal interview.
		S3.1.2	Can ask questions to follow up on information that are appropriate and show interest and understanding.
		S3.1.3	Can speak audibly and clearly to express feelings, thoughts, ideas and explanations.
	Reading	R3.1.1	Comprehension: Can read a text and understand the key ideas, the summary of events and supporting details.
		R3.1.2	Can identify how language used can change the purpose or feel of a text and contribute to the meaning of the story.
		R3.1.3	Can read and identify a wide range of fiction and non-fiction texts for understanding of main and supporting ideas.
	Writing	W3.1.1	Text Types: Demonstrates knowledge of and conventions of basic text types such as: procedures, narratives, explanations and arguments by producing simple text types.
		W3.2.1	Structure: Can create paragraphs with varying types of appropriate sentences including complex and compound sentences using dependent and independent clauses.
		W3.3.1	Punctuation: Can use punctuation including commas to separate items, ideas or clauses.
		W3.3.2	Can write direct and indirect speech appropriately and the punctuation associated with this.
	Grammar	G3.1.1	Can use present, past, future and perfect verbs with reasonable level of accuracy in usage and high levels of accuracy in formation.

		G3.1.2	Can use conjunctions, subordinate clauses and adverb phrases to communicate meaning.
		G3.1.3	Can use personal, possessional and reflexive pronouns with accuracy.
		G3.1.4	Can understand formation of passive verbs.
		G3.1.5	Can use modal verbs to indicate possibility
	Vocabulary	V3.1.1	Can use knowledge of root words, affixes, etymology and morphology to understand meaning of increasingly complex words.
		V3.1.2	Can recognise and use common idioms and noun phrases.
		V3.1.3	Can use a wide variety of vocabulary with understanding of root words and affixes to know meaning and usage.
		V3.1.4	Can understand and use a wide variety of vocabulary which show shades of meaning, feeling or opinion.
		V3.2.1	Spelling Can spell familiar words correctly according to grade level and can attempt unfamiliar words with some accuracy with knowledge of letter patterns and morphology.
	Listening	L3.1.1	Can listen to a speaker talk about a familiar context and summarise a short story with details.
		L3.1.2	Can listen and respond with appropriate questions for answers in an interview.

STAGE 4	SKILL	CODE	OUTCOMES
4	Speaking	S4.1.1	Can speak confidently and clearly to express his/her own ideas in a clear and coherent manner using structure and style appropriate to an interview.
		S4.1.2	Can respond to questions with relevant ideas and perspective using clear pronunciation and volume.
		S4.1.3	Demonstrates an understanding of formality and appropriate words to use in a formal interview setting.
	Reading	R4.1.1	Comprehension: Demonstrates understanding of increasingly complex texts identifying summaries, central themes and viewpoints.
		R4.1.2	Understands the purpose of a text. Employs various comprehension strategies to interpret and evaluate texts and connect with own ideas.
		R4.1.3	Can make a critical comparison of two texts explaining how various elements and attributed of the text contribute to effectiveness.
	Writing	W4.1.1	Text Types: Is able to demonstrate writing that shows understanding of the structure of explanatory, argumentative or informative texts.
		W4.2.1	Structure: Can write a variety of sentences to suit purposes of text with independent and dependent clauses and appropriate connectives for flow and fluidity of writing.
		W4.2.1	Can construct paragraphs appropriately with topic sentences.
		W4.3.1	Punctuation Is able to use punctuation correctly in complex sentences including conditional and independent clause usage of commas.
		V4.3.2	Can use ellipses and brackets appropriately in simple sentences.
	Grammar	G4.1.1	Understands appropriate subject/verb agreements with use of pronouns and use of appropriate tense.
		G4.1.2	Demonstrates understanding of gerunds, infinitives and participles.
		G4.1.3	Demonstrates basic understanding of active and passive voice.
	Vocabulary	V4.1.1	Can read and understand most words in a wide range of contexts and/or use context to decipher meaning in unfamiliar words.
		V4.1.2	Demonstrates understanding of that words with similar meanings can be nuanced as positive or negative.
		V4.2.1	Spelling: Can spell a variety of multisyllabic words using prefixes and suffixes that are appropriate to age and stage of development.
	Listening	L4.1.1	Employs listening strategies to understand questions asked in a personal formal interview and responds with appropriate level of detail.
		L4.1.2	Listens to and understands questions that use hypotheticals or conditionals and is able to respond with appropriate structure and information.

STAGE 5	SKILL	CODE	OUTCOMES
5	Speaking	S5.1.1	Can respond thoughtfully to agree or disagree with a point of view and connect it with reasoning and evidence.
		S5.1.2	Can use imagery, vivid adjectives and language conventions to engage an audience.
		S5.1.3	Can speak confidently using volume, clear pronunciation and appropriate sentence structure to speak about known topics in an interview setting.
	Reading	R5.1.1	Comprehension: Can use comprehension strategies to compare and contrast, recognise point of view and recognise cultural influences within a text.
		R5.1.2	Can identify the main/central theme or idea of a text and 2 or 3 of the supporting details in a simple or complex text.
		R5.1.3	Can identify validity of arguments and supporting evidence in a writing for possible biased, facts and influences of viewpoint.
		R5.3.1	Literary Conventions: Can analyse a writer's choice of form, structure, language features of events to evaluate effectiveness of the text.
		R5.3.2	Can read high-quality, challenging or classic literature and comprehend order of events and meaning.
	Writing	W5.1.1	Text Types: Can write an explanatory, argumentative or informative text describing an historical event.
		W5.2.1	Punctuation: Can use colons and semi-colons correctly in simple sentences.
		W5.3.1	Structure: Can use appropriate sentences, paragraphs, linking words and structure in a an argumentative writing.
		W5.3.2	Shows mastery of paragraph and sentence structure to suit purpose.
		W5.3.3	Can use various phrases and clauses to convey specific meaning in add variety and interest to writing.
	Grammar	G5.1.1	Understand grammar conventions correctly and their use in sentence structures, transitional words and coherent paragraphs and sentences to enhance clarity and style.
		G5.1.2	Understand the use of transitional words and how they relate to grammar and time
	Vocabulary	V5.1.1	Can identify and correctly use patterns of word changes to indicate different meanings or parts of speech (e.g. character, characterize, characteristic)
		V5.1.2	Can refine and choose vocabulary with similar meaning to suit purpose of the text with attention effect on audience.
		V5.1.3	Can recognise idioms, euphemisms and slang words necessary to communicate in a high school classroom setting.
		V5.2.1	Spelling: Demonstrates understanding of spelling rules and patterns to spell words correctly in an longer writing piece and make it understood even if not spelled entirely correctly.
	Listening	L5.1.1	Can listen to a spoken text and respond with a point of view in a formal interview contexts.
		L5.1.2	Can understand personal questions and build respond to spoken text using appropriate questions to clarify or inform.

STAGE 6	SKILL	CODE	OUTCOMES
6	Speaking	S6.1.1	Uses appropriate register for a formal interview to express him/herself clearly and cohesively with appropriate structure and modality.
		S6.1.2	Can present information and point of view on a controversial topic using evidence, structure, creativity and persuasive language appropriately for a senior high school level.
	Reading	R6.1.1	Comprehension: Can recognise main points of story and identify accurate summaries, point of view or structural elements of a complex and challenging text.
		R6.1.2	Analyse a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)
		R6.3.1	Literary Conventions: Can identify themes or central idea in a complex and challenging text.
		R6.3.2	Can identify literary devices in complex writing.
	Writing	W6.1.1	Text Types: Can compose an extended piece of writing to suit intended audience and purpose, using a range of language techniques and deliberate stylistic features to successfully convey meaning.

		W6.2.1	Structure: Can organise ideas effectively with clear structure, using a range of grammar conventions, transitional words, and appropriate paragraphing to enhance clarity and coherence.
		W6.2.2	Can use complex sentence structures of varying lengths and styles to suit purpose and audience.
		W6.3.1	Punctuation: Uses punctuation correctly and for stylistic effect.
	Grammar	G6.1.1	use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively
		G6.1.2	use pronoun case, number, and person correctly; use verb tenses correctly for reported dialogue; use active and passive voice appropriately for the purpose and audience; use unconventional grammar for effect
	Vocabulary	V6.1.1	Uses decoding strategies to understand words of increasing difficulty.
		V6.1.2	Identify patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable) .
		V6.1.3	Identify nuances in in meaning of similar words.
		V6.2.1	Spelling: Employs known spelling rules and patterns to edit and correct spelling errors
	Listening	L6.1.1	Can employ appropriate listening strategies to a speaker with a clear strong viewpoint and take appropriate notes to use in a verbal response.
		L6.1.2	Can listen and understand abstract and personal questions in a formal interview session and respond appropriately.