

Yew Chung International School
English Language Curriculum

(First Implementation 2021-22)

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1. Introduction

Educational Philosophy of Yew Chung

The Yew Chung English Curriculum supports the implementation of the mission, principles and practices (MPP) of Yew Chung in relation to learning and teaching in its schools.

Mission

The mission of Yew Chung is “To raise globally competent and compassionate leaders with a servant’s heart, who aspire to, and act for, a better world.”

Principles and Practices

The underpinning principles and practices of Yew Chung are as follows:

- We believe that the core purpose of education is character formation, and it is the most important shared responsibility of the school and home.
- We believe that each child is unique, with innate talents and gifts that should be nurtured to the fullest potential.
- We believe that quality student-teacher relationships are at the heart of meaningful engagement, leading to highly effective learning and teaching.
- We believe that ‘Learning Communities’ best enable students and teachers to creatively and holistically explore different fields of knowledge, fostering individual and collaborative learning skills that are critical for the 21st Century.
- We believe in equipping our graduates with a deep respect for and understanding of world cultures, a mastery of Chinese and English, proficiency in other modern languages, as well as a strong commitment to meeting challenges of their generation.

The Curriculum in the Context of the New Framework for Bilingual Education

As stated in the MPP, the Learning Communities Approach is to be adopted by the Foundation. The Yew Chung English language curriculum is in line with the New Framework for Bilingual Education and the Learning Communities Approach.

Learning Communities Approach

What should learning look like in the 21st century? It should comprise building connections and establishing relationships: between human beings, between human beings and their environment, and within the minds of human beings themselves. This approach seeks to remove the traditional boundaries between curriculum areas and between the different roles of teachers and learners. “Learning Communities” is an educational practice in which all members of the school community are involved in the effort of advancing shared knowledge and understanding. Under this model, different subjects contribute to various units of inquiry and each unit revolves around a concept-driven question posed to or by students. Students are encouraged to demonstrate their learning not only through writing and formal presentation, but also through drama, debate and other suitable channels.

New Framework for Bilingual Education

Within the Strategic Plan for 2020-23, the Executive Board of YCYW stipulates the education goal of “implementing the learning communities approach across all schools effectively”, followed by the major objective of “creating a bilingual (English and Chinese) learning environment through implementing the learning communities approach”. In order to achieve this goal, a new framework for YCYW bilingual education is introduced. The framework aims to facilitate student-driven interdisciplinary approaches to learning and collaborative teaching and learning. Under this framework, language is both the subject of learning and the key to making learning effective. All teachers are required to work on unit plans as a team and to work closely with teachers of the other language and subjects in order to integrate learning across all subjects.

Under the new framework, content-area instruction may be delivered in two languages. According to Crandall et al (1989) in order to become “academically bilingual”, there are vocabulary sets, structures, and conventions that students need to learn in both languages. Content-based instruction can provide the context for the development of such academic language. Integration of language and content learning can be achieved through interdisciplinary learning communities.

In order to support students’ learning in all subject areas and develop their English fluency across the curriculum, teachers are recommended to implement the English Language curriculum around the major themes or guiding questions of the learning communities, with English subject knowledge implanted into different units of inquiry. In the context of bilingual learning communities, the same approach can be taken with the Chinese language subject.

Aims of the curriculum

The Yew Chung English language curriculum:

- Actualises the MPP of Yew Chung by nurturing young people with an international perspective, who have a deep respect for and understanding of world cultures and can communicate effectively in Chinese and English
- Sets rigorous requirements for pupil attainment and promotes high quality teaching and learning of English in Yew Chung schools
- Allows flexibility in modes of learning and teaching, in order to cater for the individual needs and characteristics of students by maximising their linguistic and cultural resources
- Develops students' language competence in a comprehensive and integrated manner, and supports their language development in all curriculum areas
- Engages students in experiential, authentic, participatory and cooperative learning through a variety of effective teaching strategies;
- Develops students' positive attitudes and character traits, such as self-discipline, perseverance and self-confidence;
- Improves students' critical literacy and critical thinking skills, enabling them to interpret the world around them;
- Promotes the formation of students' independent learning skills to support the development of both linguistic and cultural understandings.

Play-Based Learning ECE – Year 2

It is acknowledged that play-based learning is an essential component of pedagogical practice for students in their early years of education – i.e. ECE, Year 1 and Year 2. It is a core practice in the Organisation's schools for the following reasons:

- When used as a learning strategy in Years 1 and 2, play-based learning helps students meet curriculum standards. Play and learning are symbiotic and can stimulate each other to help enrich each child's learning experiences and understanding.
- Play is built into the UN Convention on the Rights of the Child: Article 31 (child-friendly version) states that "Every child has the right to rest, relax, play and to take part in cultural and creative activities."
- Current educational research confirms that play-based learning supports intellectual (academic) development and emotional wellbeing. Through play, students are able to develop core skills to

solve problems, make decisions, and work together. Students also learn about boundaries, emotional resilience and they learn how to empathise with others.

- When we plan our learning programmes, we explicitly build opportunities for play-based learning into weekly practice. We monitor how curriculum standards are met through play-based learning, along with the development of skills and dispositions that we believe are essential for 21st century learners.

Implementation

Yew Chung schools are responsible for implementing the English curriculum in line with the philosophy and principles outlined above. The following guidelines should be followed.

In the design and implementation of learning programmes, schools should seek to:

a. model collaboration by:

- engaging all learning community teachers in curriculum development and lesson planning;
- engaging in shared problem-solving, proposing solutions, evaluating ideas, planning, implementing and evaluating outcomes, placing importance on cultural awareness and/or supporting students in overcoming language and communicative barriers
- making the best possible use of different types of expertise across the Organisation by promoting learning activities centred on problem-solving

b. engage students' interest and motivate them to learn by:

- adopting approaches which ensure that students are active learners
- framing learning experiences in contexts which are authentic for students
- allowing students to apply their learning through practical and game-based practices
- providing opportunities for students to learn, play and compete collaboratively with community members
- collaborating across and within subject areas and among students and teachers
- continuously reviewing learning activities to provide authentic, real-world learning opportunities
- using education technologies to enhance and/or redefine learning opportunities.

c. respect and cater for the needs of individual learners by:

- assessing in order to understand students' needs, proficiency levels, interests and background.
- employing various strategies to cater for learner diversity and enable all students to reach their potential
- providing meaningful extension opportunities

- supporting students and enabling them to see challenges as opportunities for growth
 - valuing and developing students' linguistic resources, including those students who have a mother tongue other than Chinese or English
 - looking at issues from different cultural perspectives and allowing students to share their viewpoints and cultural interpretations
- d. Take a holistic approach to teaching and learning by:
- finding opportunities to develop students' interpersonal skills in the learning programmes.
 - exploring effective strategies and resources to develop learners' cognitive academic language proficiency across a range of curriculum areas.
- e. Promote the view that students are active contributors to their own learning by:
- developing skills that build awareness of how they learn
 - equipping them with the knowledge of when and how to use specific strategies for learning and problem-solving
 - guiding them to evaluate their own strengths and areas for improvement through meaningful and purposeful feedback, which leads them to set personal learning targets
 - promoting life-long learning principles throughout the school community
- f. Structure and scaffold learning systematically by:
- responding to identified gaps in students' knowledge
 - making use of data on students' progress to refine and drive forward learning programmes
 - making explicit the way in which skills, knowledge, understandings, dispositions and character dimensions are taught and assessed within and across subject disciplines and groups/year levels
 - revisiting or reinforcing previous learning where required
- g. Engage students in oral communication throughout the lesson by:
- engaging students in **interactive** and **task-oriented activities** which involve students to **talk to one another** through discussion and collaboration.
 - adopting **an interactive reading approach** which gives more opportunities to students to make predictions and share their personal experiences related to the text.
- h. Develop vocabulary skills not just in the English subject, but also in all curricula by:
- helping learners to **relate new words to experiences**. It is important for teachers to provide learners with rich experiences and make activities as concrete as possible.
 - presenting **several exposures**. Frequent exposure to and repetition of vocabulary in different contexts is essential.

- encouraging **independent word-learning skills** using **research-based strategies** such as syllabification, small words in big words, etc. to help learners to build up their word attack skills.
 - engaging students in **word-play activities** which motivate and enhance learning.
- i. Provide authentic contexts for language learning by:
- teaching **grammar** and **vocabulary** in the **context** of texts and situations
 - using a **wide variety of authentic texts** representing different text types, genres, styles, cultural origins and media of production as teaching material
 - making use of **both factual and imaginative texts** and raising students' awareness of differences in style and text features
 - engaging students in **authentic and purposeful language tasks** and activities
 - making strategic use of **technology** to enhance learning and teaching
 - making connections between language learned in English lessons and in **other subject lessons**
 - creating a **language-rich environment** within the school

2. Curriculum Design

Rationale

The YCIS English curriculum is in line with the New Framework for Bilingual Education which provides language input to support students in accessing the broader YCIS curriculum. In order to meet this objective, teachers should consider the different aspects of language learning: (1) Learning language; (2) Learning through language; and (3) Learning about language. Students will acquire skills in the different aspects as they progress through the stages of schooling. A summary of these stages is given below.

Curriculum Framework

The curriculum has been designed to allow students to develop core skills and knowledge in a systematic manner. For this reason, the curriculum is divided into 3 stages:

Stage 1: Years 1 and 2

Stage 2: Years 3 to 6

Stage 3: Years 7 to 9

Stage 1

In Years 1 and 2, students develop fundamental language skills such as decoding texts and retelling stories. They learn phonics skills and comprehension of fiction and non-fiction texts appropriate to their level. They use Tier 1 and high frequency vocabulary and relevant language structures to carry out daily social interactions, for example, describing events, giving appropriate responses to instructions and writing simple sentences to form a short paragraph, focusing on authentic, personal and familiar topics.

Stage 2

From Years 3 to 6, students consolidate their learning from Stage 1 and develop a broader range of skills that support their participation in more complex learning activities. They begin to use reading as a way to acquire academic knowledge in various subject areas. Students learn to use vocabulary and language structures with a greater awareness of the purpose and audience. They present ideas and opinions supported by evidence and simple explanations.

Stage 3

From Years 7 to 9, students build upon skills and knowledge learned in Stages 1 and 2 and further develop more complicated and advanced skills that are crucial for academic growth and the construction of knowledge. They are expected to comprehend and use language accurately and

creatively, evaluate written and spoken language critically, analyse language in order to infer and deduce shades of meaning, and engage with language and literature to continue to develop culturally, emotionally, socially, and spiritually in a global context.

The framework contains three domains: 1. Speaking and Listening, 2. Reading, and 3. Writing and Production.



In the following tables, learning outcomes are given for each area of each domain. For the language skills and knowledge domains, other curricula have been used as a reference. (YCIS=YCIS 2017 curriculum, UK=English National Curriculum (2014), CEF=Common European Framework, SG=Singapore National curriculum, IGCSE, PYP and MYP)

The learning outcomes are those skills or items of language knowledge which students should learn. They are shown in tables. The ticks in the columns on the right-hand side of each table show at which levels students should be introduced to these skills or items and the levels up to which they should continue to review and develop them.

Standards Code

E = English (Subject)

S = Speaking and Listening (Domain)

R = Reading (Domain)

W = Writing and Production (Domain)

A,B,C,D = Strands

01, 02 ... = Standards

Curriculum Standards

Domain 1: Speaking and Listening

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
Strand A: Speaking										
ESA01	Speak audibly with clear pronunciation, and convey meaning with appropriate intonation (CEF B2)	✓	✓	✓	✓	✓	✓	✓	✓	✓
ESA02	Tell stories and describe incidents from their own experience, putting events in a logical sequence	✓	✓	✓						
ESA03	Explain processes or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively (YCIS Y3)				✓	✓	✓			
ESA04	Give reasons and explanations for opinions, plans and actions (CEF B1)				✓	✓	✓			
ESA05	Expand and support ideas with subsidiary points, relevant examples and evidence. (CEF B2)							✓	✓	✓
ESA06	Participate in formal debates, using the conventions and language of debate (YCIS Y6)						✓	✓	✓	✓
ESA07	Observe conventions of group interaction, for example, taking turns and not interrupting (YCIS Y4)	✓	✓	✓	✓	✓	✓			
ESA08	Consider and evaluate different viewpoints, attending to and building on the contributions of others (UK 1-6)			✓	✓	✓	✓			
ESA09	Contribute when working in groups, constructing knowledge by making suggestions or comments, asking questions and drawing ideas together. (YCIS Y7)				✓	✓	✓	✓	✓	✓
ESA10	Use language appropriate to their role in the group, for example, leader, reporter, note-taker. (YCIS Y4)				✓	✓	✓			
ESA11	Use positive and respectful language to give and respond to criticism and to resolve conflict. (YCIS Y6)						✓	✓	✓	✓
ESA12	Use story language and conventions when telling stories. (YCIS Y1)	✓	✓	✓						
ESA13	Use language to express degrees of possibility in discussion, e.g. modal verbs, adverbs, conditional sentences) (YCIS Y3)				✓	✓	✓	✓	✓	✓
ESA14	Use appropriate vocabulary and language structures according to formal and informal contexts (UK 1-9)				✓	✓	✓	✓	✓	✓

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
ESA15	Give short speeches and presentations, expressing their own ideas and keeping to the point (UK7-9)					✓	✓	✓	✓	✓
ESA16	Use rhetorical devices to present arguments, for example, rhetorical questions, repetition, parallelism							✓	✓	✓
ESA17	Use a wide range of language devices (e.g. tone, irony, emphasis) in presentation and performance (IGCSE E1L)							✓	✓	✓
*ESA18 (Note 1)	Develop a good command of idiomatic expressions and colloquialisms (CEF C1)							✓	✓	✓
*ESA19	Develop awareness of connotative levels of meaning (CEF C2)							✓	✓	✓
Strand B: Listening										
ESB01	Demonstrate understanding by following simple instructions and answering questions. (YCIS Y1, PYP Ph2)	✓	✓							
ESB02	Demonstrate an understanding of familiar words and common phrases in spoken texts (SG P)	✓	✓							
ESB03	Identify the sequence of events or ideas in a spoken text (UK Y1-2, SG P)	✓	✓	✓						
ESB04	Identify specific information in spoken texts (IGCSE E2L)				✓	✓	✓	✓	✓	✓
ESB05	Identify the gist or main ideas in a spoken text (CEFR A2, B1)			✓	✓	✓	✓	✓	✓	✓
ESB06	Make notes when listening for a sustained period and adapt note-taking to different purposes. (YCIS Y6)				✓	✓	✓	✓	✓	✓
ESB07	Draw on background information or personal experience to comprehend the spoken text (UK Y1-2, SG P)	✓	✓	✓						
ESB08	Understand the speakers' feelings, attitudes and intentions by using phonological cues, for example, pace, volume, tone, stress and rhythm. (SG P)	✓	✓	✓	✓	✓	✓			
ESB09	Understand what is implied but not actually spoken, for example, gist, purpose, intention and the relationship between speakers (IGCSE E2L, CEFR C1)					✓	✓	✓	✓	✓
ESB10	Listen to and follow up others' points, showing whether they agree or disagree (YCIS Y1)		✓	✓						
ESB11	Follow lines of argument and evaluate their relevance and soundness (SG Sec)						✓	✓	✓	✓
ESB12	Identify how speakers vary their language, organisation and delivery to suit the audience, purpose and context. (YCIS Y6)				✓	✓	✓	✓	✓	✓

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
ESB13	Identify differences between formal and informal speech through awareness of vocabulary and language use (CEFR C1)							✓	✓	✓
ESB14	Understand that English is spoken differently in different countries and societies, in terms of accent, grammar and use of words.				✓	✓	✓	✓	✓	✓
ESB15	Appreciate that people speak and respond according to personal and cultural perspectives (PYP Ph5)				✓	✓	✓	✓	✓	✓
*ESB16	Identify and analyse the techniques used in spoken, audio and visual texts to achieve a variety of purposes (SG)						✓	✓	✓	✓
*ESB17	Explore the connections between speakers' ideas (IGCSE E2L Extended)							✓	✓	✓
Strand C: Performance										
ESC01	Role-play their own and familiar stories (YCIS Y1)	✓	✓							
ESC02	Perform poems or stories, with appropriate expression, tone, volume and use of voices and other sounds (YCIS Y3)	✓	✓	✓						
ESC03	Explore ideas, themes and characters through dramatic improvisation (YCIS Y1)	✓	✓	✓	✓	✓	✓			
ESC04	Present events and characters orally to engage the interest of an audience. (YCIS Y3)			✓	✓	✓	✓			
ESC05	Make use of dramatic conventions in performance, for example, soliloquy, narrator, split focus etc.							✓	✓	✓
ESC06	Use intonation, tone, volume, mood, silence, stillness and action to add impact when performing drama and poetry (UK 7-9)							✓	✓	✓
ESC07	Comment constructively on plays and performances, discussing effects and how they are achieved. (YCIS Y4)				✓	✓	✓			
ESC08	Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters, ideas and building tension. (YCIS Y6)						✓	✓	✓	✓

Domain 2: Reading

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
Strand A: Phonics and word recognition										
ERA01	Use phonics knowledge and skills to decode words (UK Y1-2)	✓	✓	✓	✓	✓	✓			
ERA02	Recognise the alternative ways of pronouncing some graphemes in reading aloud, for example “g” in “get” and “gem”. (YCIS Y1)	✓	✓							
ERA03	Read high frequency words (UK Y1-5)	✓	✓	✓	✓	✓	✓			
ERA04	Recognise and join in with repeated words, phrases and patterns of language. (UK 1-2, YCIS 1)	✓								
ERA05	Recognise words by breaking them down into syllables (SG P)	✓	✓							
ERA06	Recognise and read words using picture cues (SG P)	✓	✓	✓						
ERA07	Use contextual clues to work out the meaning of unfamiliar words (SG P)			✓	✓	✓	✓	✓	✓	✓
ERA08	Use word formation (e.g. roots, prefixes and suffixes) to work out the meaning of unfamiliar words. (UK Y2)				✓	✓	✓	✓	✓	✓
Strand B: Understanding and interpreting texts										
ERB01	Find specific information in simple narrative and non-narrative texts (YCIS Y1)	✓	✓	✓						
ERB02	Identify the sequence of events in the reading materials (UK Y2, PYP Ph 4)	✓	✓	✓						
ERB03	Make use of signposts such as headings, key words, paragraph openings and topic sentences to locate specific information in a whole text. (YCIS)			✓	✓	✓	✓			
ERB04	Use appropriate reading strategies such as text structures, organisational features and language features of texts to find information effectively. (YCIS Y4)			✓	✓	✓	✓	✓	✓	✓
ERB05	Interpret visual elements in texts, for example, graphs, charts, diagrams and photographs. (IGCSE)	✓	✓	✓	✓	✓	✓	✓	✓	✓
ERB06	Identify and summarise the main idea(s) of a text (UK 3-4)			✓	✓	✓	✓	✓		

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
ERB07	Use the structure of the texts to retell/summarise what they have read. (SG Sec)			✓	✓	✓	✓	✓	✓	✓
ERB08	Identify key details that support the main ideas of a text (UK 5-6)					✓	✓	✓	✓	✓
ERB09	Make predictions based on personal experience and understanding of the text (YCIS Y1)	✓	✓	✓						
ERB10	Infer factual information on the basis of what is being done or said in the text (UK 1-2)	✓	✓	✓						
ERB11	Infer information such as feelings, thoughts and reasons and justify inferences with evidence from the text (UK 3-6)			✓	✓	✓	✓	✓		
ERB12	Identify the writer's purpose, for example, to inform, entertain, persuade, instruct. (PYP Ph 4)				✓	✓	✓			
ERB13	Identify genre, referring to the typical elements and literary forms (PYP Ph5)				✓	✓	✓	✓	✓	✓
ERB14	Identify writers' intention, opinions, attitudes, stances and viewpoints (CEF B2, IGCSE E2L Extended)					✓	✓	✓	✓	✓
ERB15	Recognise a range of poetic conventions and understand how they have been used (UK Y7-9)			✓	✓	✓	✓	✓	✓	✓
ERB16	Recognise and use the different parts of a book, for example, title page, contents, index (PYP Ph 3)		✓	✓	✓					
ERB17	Use reference books, dictionaries, and computer and web-based applications to support reading comprehension and research (PYP Ph4, UK 3-4)				✓	✓	✓	✓	✓	✓
ERB18	Locate, organise and synthesise information from a variety of sources, including the library, the Internet and the community (PYP Ph5)					✓	✓	✓	✓	✓
Strand C: Critical analysis										
ERC01	Talk about their likes and dislikes regarding stories and information texts (SRA UK Y1)	✓	✓							
ERC02	Express opinions and comment on main events and characters in stories, e.g. good and bad characters and their actions. (SRA UK Y1)	✓	✓	✓						
ERC03	Identify and describe elements of a story (plot, setting, characters, point of view) and explain how they contribute to its effectiveness (PYP Ph5)			✓	✓	✓	✓			
ERC04	Identify how writers use language to engage the reader's interest and imagination (UK 3-4)			✓	✓	✓	✓			

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
ERC05	Identify and explain how writers use figurative and expressive language; for example, to create images and atmosphere. (YCIS Y4)					✓	✓	✓	✓	✓
ERC06	Identify how writers use different cohesive devices to create coherence. (YCIS 6)					✓	✓	✓	✓	✓
ERC07	Identify and compare how different texts are organised in order to achieve specific purposes and effects (YCIS)							✓	✓	✓
ERC08	Distinguish between statements of fact and opinion (UK 5-6)				✓	✓	✓			
ERC09	Identify how writers use rhetorical devices to argue, persuade or mislead the reader. (YCIS 6)						✓	✓	✓	✓
ERC10	Recognise the use of irony and understand the writer's intention (SRA UK 5)							✓	✓	✓
ERC11	Skim and scan texts to decide whether they will be useful, before attempting to read in detail. (PYP Ph4)				✓	✓	✓			
ERC12	Select texts for research purposes by evaluating their reliability and relevance. (YCIS)							✓	✓	✓
ERC13	Give justification of opinions and ideas using evidence from a wide range of texts (MYP)							✓	✓	✓
*ERC14	Evaluate a text in detail, referring to content, style, structure and language use, and support their opinions with evidence from the text (IGCSE E1L / Lit)							✓	✓	✓
*ERC15	Use appropriate terminology and metalanguage to analyse and evaluate a literary text (IGCSE Lit)							✓	✓	✓
Strand D: Making connections										
ERD01	Make connections to their own experience when reading texts. (PYP Ph1)	✓	✓	✓						
ERD02	Identify similarities and differences between stories in terms of characters, settings and themes. (SRA UK Y2)			✓	✓					
ERD03	Compare and contrast the plots of two different but similar works, commenting on effectiveness and impact (PYP Ph5)					✓	✓			
ERD04	Compare and contrast language use and text structures across and within genres and texts (MYP)							✓	✓	✓

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
ERD05	Understand that a book is set in a specific culture and describe the differences between that culture and their own				✓	✓	✓			
ERD06	Discuss the message a text has about our society, a particular culture or traditions from the past (UK Y5)					✓	✓	✓	✓	✓
ERD07	Identify and explain how culture influences language conventions in literary works from around the world. (YCIS Sec)							✓	✓	✓
*ERD08	Demonstrate understanding of how context (author, purpose, cultural and historical background) shape meaning in a text (MYP / DP/ IGCSE Lit)							✓	✓	✓

Domain 3: Writing and production

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
Strand A: Developing and shaping ideas in texts (generating ideas, drafting, task appropriateness, quality of thought)										
EWA01	Produce simple sentences independently to communicate meaning (YCIS Y1)	✓	✓							
EWA02	Provide simple details to interest the reader, for example, additional information or description	✓	✓	✓						
EWA03	Create short simple texts that combine words with images (YCIS Y1)	✓	✓							
EWA04	Write simple non-narrative texts, for example, captions, labels, lists, recipes etc. (SWA UK Y1)	✓	✓	✓						
EWA05	Write more complex non-narrative texts using information from readings or research, for example news reports, pamphlets, product information, biographies				✓	✓	✓	✓	✓	✓
EWA06	Develop characters and describe settings, feelings and/or emotions in narratives (SWA UK Y3)				✓	✓	✓	✓	✓	✓
EWA07	Use different narrative techniques to develop a plot, for example, flashback, flashforward, change of narrator (YCIS Y6)						✓	✓	✓	✓

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
EWA08	Use their own experience as a stimulus when writing (PYP Ph1)	✓	✓							
EWA09	Write down ideas and/or key words before writing, including new vocabulary (UK Y1-2)	✓	✓	✓						
EWA10	Draw on knowledge and experience of texts in deciding and planning what and how to write (YCIS Y2)			✓	✓	✓	✓			
EWA11	Process factual information before writing, drawing on reading and research (UK 5-6)				✓	✓	✓			
EWA12	Use graphic organisers to plan writing, for example, mind maps, storyboards, Venn diagrams (PYP Ph3)			✓	✓	✓	✓	✓	✓	✓
EWA13	Synthesise and evaluate information and arguments from a number of sources (CEFR B2)							✓	✓	✓
EWA14	Review and evaluate the effectiveness of writing and suggest simple improvements (UK 3-4)			✓	✓	✓				
EWA15	Apply knowledge of text types and language structures to evaluate their own and others' writing and suggest improvements. (YCIS Y7)						✓	✓	✓	✓
EWA16	Give own opinions in writing and support them with simple explanation and justification (SWA UK Y4)				✓	✓	✓			
EWA17	Identify and address different possible viewpoints on an idea, suggestion or argument (YCIS Y6)						✓	✓	✓	✓
EWA18	Support ideas and arguments with relevant factual details (UK 7-9)							✓	✓	✓
*EWA19	Give an informed and detailed personal response to a literary text (IGCSE Lit)							✓	✓	✓
*EWA20	Produce texts that demonstrate critical thought and imagination and explore new perspectives and ideas arising from the creative process (MYP)							✓	✓	✓
Strand B: Text structure and organization (sequence, paragraphing, text structure, text features, overall cohesion)										
EWB01	Sequence or group sentences to form short texts (UK Y1)	✓	✓							
EWB02	Organise ideas in a logical sequence (PYP Ph 4)		✓	✓	✓	✓	✓			
EWB03	Organise writing in paragraphs, according to topic, time, place or speaker (SWA UK Y3, YCIS Y3)			✓	✓	✓	✓	✓	✓	✓
EWB04	Structure and organise work clearly, for example, beginning, middle and end (SWA UK Y3)			✓	✓					

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
EWB05	Use different techniques to conclude a piece of writing appropriately (e.g. opinion, summary, comment) (SWA UK Y5)					✓	✓	✓	✓	✓
EWB06	Choose appropriate text structure according to the purpose and text type (YCIS Y6 – adapted)						✓	✓	✓	✓
EWB07	Enhance coherence in a text by selecting organisational patterns appropriate to purpose and context, for example: sequence, classification, cause and effect, comparison and contrast. (SG Sec)							✓	✓	✓
EWB08	Use simple connectives (e.g. and, but) to join 2 simple sentences, ideas etc. (SWA UK Y1)	✓	✓	✓						
EWB09	Link ideas and events, using connectives and time markers, for example “Last time”, “then”, “next” etc. (SWA UK Y2)		✓	✓	✓					
EWB10	Use more sophisticated connectives for example, compound conjunctions (neither...nor, not only...but) and subordinate conjunctions (although, unless, whether) (SWA UK Y4)				✓	✓	✓	✓	✓	✓
EWB11	Use a wide range of sophisticated connectives including conjunctions, adverbs and prepositions to show time, cause and sequence. (SWA UK Y6)						✓	✓	✓	✓
EWB12	Use language signals to help the reader follow the development of ideas and/or line of argument, for example: “The reasons for this observation are...”, “It is believed that...” (SG Sec)							✓	✓	✓
Strand C: Writing with technical accuracy (handwriting, punctuation, grammar)										
EWCO1	Form all letters of the alphabet in upper and lower case when writing by hand (SWA UK Y1)	✓								
EWCO2	Form and use the four basic handwriting joins (YCIS Y2)		✓	✓						
EWCO3	Use appropriate spaces between words (SWA UK Y1)	✓								
EWCO4	Apply knowledge of phonics to spell simple words (e.g. CVC words) in their writing (SWA UK Y1)	✓	✓							
EWCO5	Apply spelling rules and conventions (eg changing -y to ies when forming the plural)	✓	✓	✓	✓	✓	✓			
EWCO6	Spell high frequency words correctly	✓	✓							
EWCO7	Use knowledge of word formation (prefixes, suffixes and roots) to spell words correctly.			✓	✓	✓	✓	✓	✓	✓

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
EWC08	Use a capital letter, full stop, question mark or exclamation mark to punctuate sentences (SWA UK Y1)	✓	✓							
EWC09	Use commas, apostrophes and speech marks appropriately in simple texts (YCIS Y2, SWA UK Y3)		✓	✓						
EWC10	Use a wider range of punctuation to create emphasis and effects, e.g. exclamation mark, dash, quotation marks (SWA UK Y5)				✓	✓	✓			
EWC11	Use the full range of punctuation for organisation and effect (SWA UK Y6)						✓	✓	✓	✓
EWC12	Maintain correct subject and verb agreement when using singular and plural (UK Y5-6)		✓	✓	✓	✓	✓			
EWC13	Use simple tenses appropriately and correctly (e.g. present, past, future) (YCIS Y2, SWA UK Y2)		✓	✓	✓	✓				
EWC14	Use a range of tenses appropriately and correctly (e.g. perfect and continuous tenses)					✓	✓	✓	✓	✓
EWC15	Use the passive voice correctly for variety and to shift focus. (SWA UK Y5)						✓	✓	✓	✓
EWC16	Write simple and compound sentences and use subordination in relation to time and reason (YCIS Y2,3)			✓	✓	✓	✓			
EWC17	Combine a variety of sentence types, including simple and complex sentences, and place clauses effectively (SWA UK Y6)							✓	✓	✓
EWC18	Edit and correct writing for technical accuracy (UK Y2)			✓	✓	✓	✓			
EWC19	Use editing, proofreading and publishing skills and strategies to correct errors, refine expression and present work (YCIS Y7)							✓	✓	✓
Strand D: Language choice and style (vocabulary choice, sense of audience, purpose, register, tone, formal/informal)										
EWD01	Find and use new and interesting words and phrases, including story language (YCIS Y1)	✓	✓	✓						
EWD02	Select appropriate vocabulary for the purpose and genre of writing (UK 5-6)			✓	✓	✓				
EWD03	Use a range of Tier 2 and 3 ^(Note 2) vocabulary appropriately, for example, academic, technical and subject-specific vocabulary (SWA UK Y5/6)					✓	✓	✓	✓	✓

Standards		Stage 1		Stage 2				Stage 3		
		1	2	3	4	5	6	7	8	9
EWD04	Show understanding of register and connotation, using a wide range of vocabulary and idiom, to suit the task, purpose and audience (YCIS Y7)							✓	✓	✓
EWD05	Create illustrations to match their own written texts (PYP Ph2)	✓	✓	✓						
EWD06	Select presentational features to suit particular writing purposes, for example, layout, headings, sub-headings, bullet points, underlining, use of capitals and italics etc. (YCIS Y2, UK 5-6)				✓	✓	✓			
EWD07	Make effective stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience (MYP)							✓	✓	✓
EWD08	Open and close writing in interesting, unusual or dramatic ways in order to engage the reader (SWA UK Y6)						✓	✓	✓	✓
EWD09	Choose language appropriate to informal or formal style, according to the audience, task and purpose (SWA UK Y5)					✓	✓	✓	✓	✓
EWD10	Create poems in simple forms following a model and using some poetic conventions, e.g. diamante, haiku, shape poem, rhyme	✓	✓	✓	✓	✓				
EWD11	Use literary features to create effect, e.g. alliteration, onomatopoeia, figurative language, metaphor, simile) (SWA UK 5/6)						✓	✓	✓	✓

Notes:

Note 1: Standards with * = Extended skills for students who are ready to attempt more challenging level

Note 2: Beck, McKeown and Kucan (2008) define three tiers of vocabulary as follows:

Tier 1: Basic vocabulary, including sight words and early reading words (e.g. girl, sad, walk, orange)

Tier 2: High frequency vocabulary with multiple meanings, occurring across a variety of domains and used by mature and proficient speakers of the language (e.g. increase, measure, beneficial)

Tier 3: Low-frequency, context-specific vocabulary which occur in specific domains (e.g. revolution, economics, photosynthesis).

3. Assessment

Purposes of assessment

The aim of assessment in the YCIS curriculum is to provide information for both students and teachers regarding student progress. It enables students to participate actively in their own development as language learners, and enables teachers to plan more effectively. Assessment is not only carried out by teachers, it should also involve students themselves, their peers and, where appropriate, parents or carers. Teachers should encourage students to take an active role in leading and taking responsibility for their learning by evaluating their needs, setting goals for themselves and assessing their personal progress.

Assessment also provides direction for school leaders in developing language policies to support learners, and guidance for parents and carers on how best to support their children's learning in partnership with the school.

Schools should not rely only on standardised assessments for information on students' progress. In order to provide a holistic picture of students' achievement, schools can use a variety of assessment methods, for example:

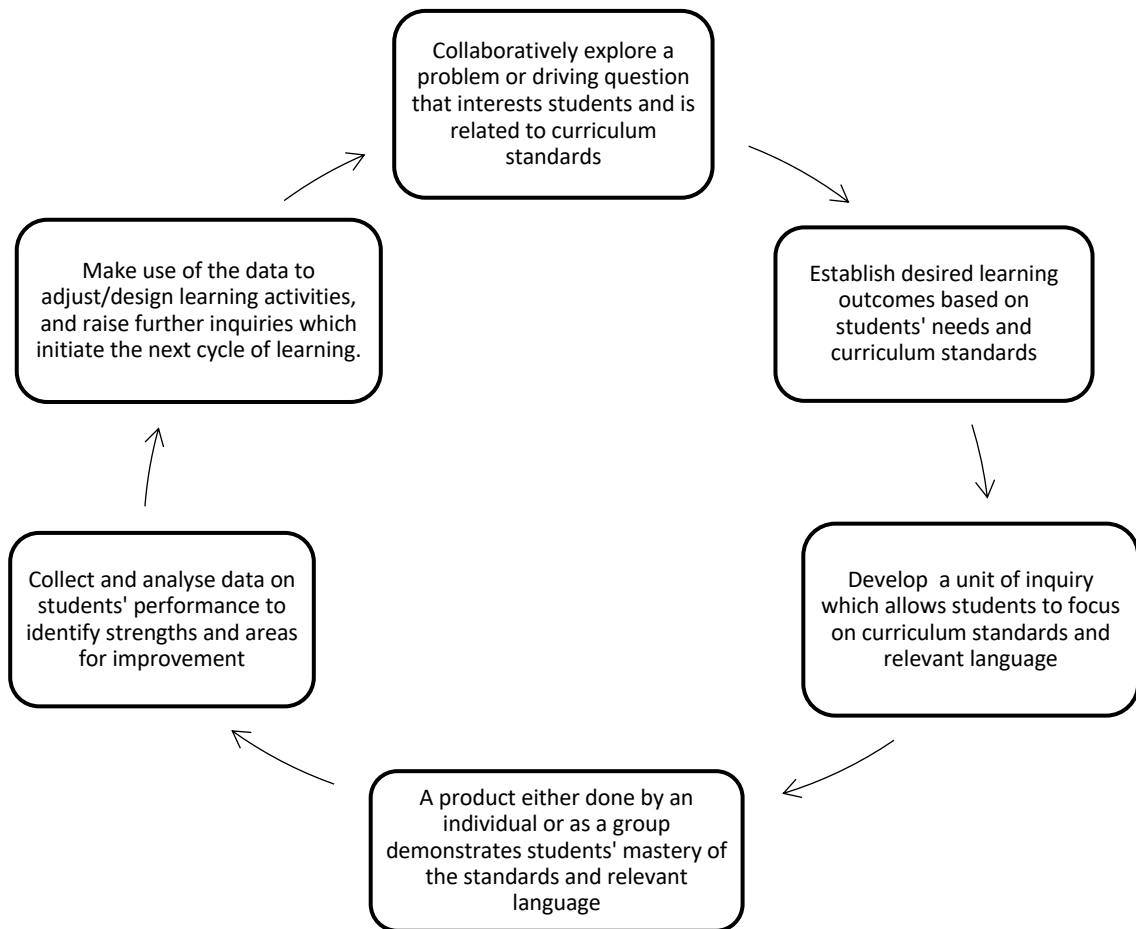
- portfolios of students' work
- performances and presentations
- projects
- samples of students' writing
- daily assignments
- teacher observations of learning activities
- student conferencing
- evaluations by parents/carers
- peer and self-assessment

In order to gain an objective and more complete picture of students' progress, it is important that teachers moderate the results of summative assessments by engaging in analysis and discussion of students' performance.

Assessment cycle

Assessment should be viewed as a process and not an end product. Therefore, it can be seen as a continuous cycle of improvement in teaching and learning, guided by the following questions:

- What will learners learn?
- How will they learn?
- How will the learning be demonstrated?
- How can this guide future learning?



Reporting Guidelines

In accordance with the YCYW Reporting Policy, there are **FOUR** standard reporting periods per academic year:

- Approaches to Learning report in October
- Academic Progress report in April
- Two comprehensive Semester Reports in January and May/Early June

The fields for reporting are:

- Speaking and Listening
- Reading
- Writing and Production

Parent - Student -Teacher Conferences occur twice per academic year, once in semester one and once in semester two.

Teachers should use at least two assessments (formative and/or summative) when determining the assessment rating for each reporting field. These assessments can be in different forms, for example, unit tests, projects, performance tasks, portfolio etc. Involvement in school events and publications provides the opportunity for language skills that students have developed to be witnessed and appreciated by a broader audience.

Please refer to the Organisation's Reporting Policy and Assessment Policy for more details

Assessment Rubrics

A series of assessment rubrics, referencing the Yew Chung curriculum standards have been developed. The rubrics are a guideline for assessment standards within and across Yew Chung schools. They can be used for summative assessment, and adapted for formative assessment according to the learning objectives. Slight adjustments may be made to reflect the average proficiency levels of students.

YCIS English: Stage One (Years 1-2)
Assessment Rubric for Speaking and Listening

	Not yet apparent	Beginning to develop	Developing appropriately	Developing strongly	Exceeding expectations
Content	<ul style="list-style-type: none"> Is not yet able to tell stories. Can answer simple questions about a story using common words and phrases Is not yet able to use common vocabulary and simple language without support from visuals, peers or the teacher 	<ul style="list-style-type: none"> Can tell stories or describe incidents with visual support, for example, a picture sequence Uses common vocabulary and simple language structures 	<ul style="list-style-type: none"> Can tell stories or describe incidents from their own experience, putting events in a logical sequence Uses simple vocabulary and language structures appropriate for the task, for example, story language 	<ul style="list-style-type: none"> Can tell stories or describe incidents from their own experience, in a logical sequence with some details Uses a range of vocabulary and language structures appropriate for the task 	<ul style="list-style-type: none"> Can tell stories or describe incidents from their own experience, using their own words and adding interesting details. Uses a variety of vocabulary and language structures appropriate for the task
Delivery	<ul style="list-style-type: none"> Speaks very quietly and with unclear pronunciation and is therefore not yet able to be heard or understood by others. Is not yet able to use appropriate intonation. Sometimes the listener may be confused. 	<ul style="list-style-type: none"> Speaks audibly but pronunciation is not always clear. Attempts to use appropriate intonation, but not consistently 	<ul style="list-style-type: none"> Speaks audibly and with clear pronunciation Uses appropriate intonation in statements, questions and exclamations 	<ul style="list-style-type: none"> Speaks confidently with clear pronunciation and projects the voice appropriately for the task Uses intonation for emphasis. 	<ul style="list-style-type: none"> Speaks confidently with clear pronunciation, varying volume and pace to engage the audience Uses intonation to distinguish between sentence types and for emphasis

<p>Group interaction skills</p>	<ul style="list-style-type: none"> • Not yet able to give a verbal response to others in class or group tasks and may rely on a non-verbal response • Is not yet able to take turns in group activities, even when prompted to do so 	<ul style="list-style-type: none"> • Gives very simple or single word responses to others in class or group tasks • Takes turns in group activities when prompted to do so 	<ul style="list-style-type: none"> • Gives appropriate responses to others in class or group tasks • Takes turns in group activities using simple procedural language 	<ul style="list-style-type: none"> • Gives appropriate responses and initiates communication in class or group tasks • Takes turns in and sometimes leads group activities, using appropriate procedural language 	<ul style="list-style-type: none"> • Gives appropriate and detailed responses and initiates communication in class or group tasks • Is able to take a leading role in a group discussion, inviting the contributions of others
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YCIS English: Stage Two (Years 3 - 4)
Assessment Rubric for Speaking and Listening

	Not yet apparent	Beginning to develop	Developing appropriately	Developing strongly	Exceeding expectations
Content	<ul style="list-style-type: none"> • Use of common vocabulary and simple language structures is not yet apparent without the teacher’s guidance • Can tell stories or describe incidents with supporting materials or teachers’ help • Is not yet able to present very simple information with the required detail • In not yet able to support opinions, plans and actions with simple reasons, without the teacher’s guidance 	<ul style="list-style-type: none"> • Uses simple vocabulary and language structures appropriate for the task • Can tell stories or describe incidents from their own experience, in a logical sequence. • Can present simple information with some details • Can support opinions, plans and actions with simple reasons based on their own feelings. 	<ul style="list-style-type: none"> • Uses a range of vocabulary and language structures appropriate for the task • Can tell stories or describe incidents from their own experience, using their own words and adding interesting details. • Can present simple information in a logical sequence with some details • Can support opinions, plans and actions with reasons and explanations based on their own experiences 	<ul style="list-style-type: none"> • Uses a range of appropriate vocabulary and language structures with awareness of the purpose and audience • Can tell stories or describe incidents in detail, using story language showing awareness of the audience. • Can present information in a logical sequence, with some relevant details • Can support opinions, plans and actions with detailed reasons and explanations based on their own experiences and factual information from other sources, e.g. reading books. 	<ul style="list-style-type: none"> • Uses a wide variety of vocabulary and language structures appropriate for the purpose and engaging for the audience • Can tell stories or describe incidents in detail, using story language and conventions, and engaging the interest of the audience • Can present information with some relevant details in a logical sequence with an effective conclusion • Can convincingly support opinions, plans and actions with detailed reasons and explanations, making use of relevant and well-chosen factual information

Delivery	<ul style="list-style-type: none"> • Speaks very quietly and/or with unclear pronunciation and therefore cannot be understood by others. • Is not yet able to use appropriate intonation. Sometimes the listener may be confused. 	<ul style="list-style-type: none"> • Speaks audibly but pronunciation is not always clear. • Attempts to use appropriate intonation, but not consistently 	<ul style="list-style-type: none"> • Speaks audibly and with clear pronunciation • Uses appropriate intonation in statements, questions and exclamations 	<ul style="list-style-type: none"> • Speaks confidently with clear pronunciation and projects the voice appropriately for the task • Uses intonation to distinguish between sentence types, for emphasis and to vary meaning. 	<ul style="list-style-type: none"> • Speaks confidently with clear pronunciation, varying volume and pace to engage the audience • Uses intonation to distinguish between sentence types, for emphasis, to vary meaning and to engage the audience.
Group interaction skills	<ul style="list-style-type: none"> • The ability to give appropriate responses to others in class or group tasks is not yet apparent • Is not yet able to take a simple role in the group without peer or teacher support • Is not yet able to observe the conventions of group interaction or make contributions without teacher or peer support 	<ul style="list-style-type: none"> • Gives appropriate responses to others in class or group tasks • Shows awareness of the language associated with different roles in the group, for example, leader, reporter, note-taker • Observes the conventions of group interaction, and makes limited contributions 	<ul style="list-style-type: none"> • Gives appropriate responses and initiates communication in group tasks • Can use some of the language associated with different roles in the group, for example, leader, reporter, note-taker • Observes the conventions of group interaction, and makes positive contributions 	<ul style="list-style-type: none"> • Gives appropriate responses and initiates communication in group tasks, considering alternative opinions • Can take different roles in the group, for example, leader, reporter, note-taker, using appropriate language • Observes the conventions of group interaction, using positive comments and facilitating the contributions of others 	<ul style="list-style-type: none"> • Gives appropriate responses and initiates communication in group tasks, considering alternative opinions and building on the responses of others • Can take a variety of roles in the group, for example, leader, reporter, note-taker, using appropriate language • Observes the conventions of group interaction, using respectful language to maintain a positive working atmosphere in the group

YCIS English: Stage Two (Years 5 - 6)
Assessment Rubric for Speaking and Listening

	Not yet apparent	Beginning to develop	Developing appropriately	Developing strongly	Exceeding expectations
Content	<ul style="list-style-type: none"> • Can use common vocabulary and simple language structures but not always appropriately for the task • Can present simple information with some details, but not always in a logical sequence • Can state opinions and describe plans or actions, but is not yet able to provide reasons 	<ul style="list-style-type: none"> • Uses simple vocabulary and language structures appropriate for the task, for example, story language • Can present simple information with some details in a logical sequence • Can support opinions, plans and actions with simple reasons and explanations 	<ul style="list-style-type: none"> • Uses appropriate vocabulary and language structures with awareness of the purpose and audience • Can present information in a logical sequence, with some relevant details with a clear opening and conclusion • Can support opinions, plans and actions with detailed reasons, explanations and examples 	<ul style="list-style-type: none"> • Uses a wide variety of vocabulary and language structures appropriate for the purpose and engaging for the audience • Can present information with relevant details in a logical sequence with an engaging opening and conclusion • Can support opinions, plans and actions with detailed reasons, explanations and examples, making use of relevant factual information as evidence 	<ul style="list-style-type: none"> • Uses a wide variety of vocabulary and language structures effectively to suit the purpose and engage the audience • Can present detailed and well structured information, using different techniques to open and conclude the presentation effectively • Can support opinions and arguments with detailed reasons, explanations examples and evidence, and making use of some rhetorical devices (eg rhetorical questions, repetition)

Delivery	<ul style="list-style-type: none"> • Speaks very quietly and/or with unclear pronunciation and therefore cannot be understood by others. • Is not yet able to use appropriate intonation. Sometimes the listener may be confused. 	<ul style="list-style-type: none"> • Speaks audibly but pronunciation is not always clear. • Attempts to use appropriate intonation, but not consistently 	<ul style="list-style-type: none"> • Speaks audibly and with clear pronunciation • Uses appropriate intonation in statements, questions and exclamations 	<ul style="list-style-type: none"> • Speaks confidently with clear pronunciation and projects the voice appropriately for the task • Uses intonation to distinguish between sentence types, for emphasis and to vary meaning. 	<ul style="list-style-type: none"> • Speaks confidently with clear pronunciation, varying volume and pace to engage the audience • Uses intonation to distinguish between sentence types, for emphasis, to vary meaning and to engage the audience.
Group interaction skills	<ul style="list-style-type: none"> • Gives simple appropriate responses to others in class or group tasks but is not able to initiate communication or develop ideas • Can take up a simple role in the group but ability to lead the group is not yet apparent • Can observe the conventions of group interaction but contributions are limited 	<ul style="list-style-type: none"> • Gives appropriate responses to others and initiates communication in class or group tasks • Can use some of the language associated with different roles in the group, for example, leader, reporter, note-taker • Observes the conventions of group interaction, and makes positive contributions with some details 	<ul style="list-style-type: none"> • Gives appropriate responses and initiates communication in group tasks, considering alternative opinions • Can take different roles in the group, for example, leader, reporter, note-taker, using appropriate language • Observes the conventions of group interaction, using positive comments and facilitating the contributions of others 	<ul style="list-style-type: none"> • Gives appropriate responses and initiates communication in group tasks, considering alternative opinions and building on the responses of others • Can take a variety of roles in the group, for example, leader, reporter, note-taker, using appropriate language • Observes the conventions of group interaction, using respectful language to maintain a positive working atmosphere in the group 	<ul style="list-style-type: none"> • Makes constructive contributions when working in groups, by making suggestions or comments, asking questions and drawing ideas together. • Can take a variety of roles in the group, for example, leader, reporter, note-taker, using appropriate language to manage group work effectively • Observes the conventions of group interaction, using respectful language to respond to criticism and resolve conflict

YCIS English: Stage Three (Years 7-9)
Assessment Rubric for Speaking and Listening

	Not yet apparent	Beginning to develop	Developing appropriately	Developing strongly	Exceeding expectations
Content	<ul style="list-style-type: none"> • Is not yet able to move beyond common vocabulary and simple language structures • Is not yet able to include relevant examples when presenting a simple argument • Not yet able to use rhetorical devices to present arguments 	<ul style="list-style-type: none"> • Uses simple vocabulary and language structures appropriate for the task • Can present a simple argument with some relevant examples and personal opinions • Attempts to use some rhetorical devices to present arguments, for example, rhetorical questions, with support 	<ul style="list-style-type: none"> • Uses appropriate vocabulary and language structures with awareness of the purpose and audience • Presents arguments logically, expanding and supporting ideas with subsidiary points, relevant examples and evidence • Can use some rhetorical devices to present arguments, for example, rhetorical questions, repetition 	<ul style="list-style-type: none"> • Uses a wide variety of vocabulary and language structures appropriate for the purpose and engaging for the audience • Presents arguments logically, expanding and supporting ideas with subsidiary points, relevant examples and evidence , using the vocabulary and conventions of formal debate • Can use a range of rhetorical devices to present arguments, for example, rhetorical questions, repetition, parallelism 	<ul style="list-style-type: none"> • Uses a wide variety of vocabulary and language structures effectively to suit the purpose and engage the audience • Presents arguments logically and persuasively, expanding and supporting ideas with subsidiary points, relevant examples and evidence , using the vocabulary and conventions of formal debate • Can use a wide range of rhetorical devices effectively to present arguments, for example, rhetorical questions, repetition, parallelism, hyperbole, tricolon

<p>Delivery</p>	<ul style="list-style-type: none"> • Speaks very quietly. Cannot be completely understood because of unclear pronunciation. • Is not yet able to use appropriate intonation. Sometimes the listener may be confused. 	<ul style="list-style-type: none"> • Speaks audibly but pronunciation is not always clear. • Attempts to use appropriate intonation, but not consistently 	<ul style="list-style-type: none"> • Speaks audibly and with clear pronunciation • Uses appropriate intonation to distinguish between statements, questions and exclamations and to show emphasis 	<ul style="list-style-type: none"> • Speaks confidently with clear pronunciation and projects the voice appropriately for the task • Uses intonation to distinguish between sentence types, for emphasis and to vary meaning 	<ul style="list-style-type: none"> • Speaks confidently with clear pronunciation, varying volume and pace to engage and influence the audience • Uses intonation to distinguish between sentence types, for emphasis, to vary meaning and to imply a certain viewpoint
<p>Group interaction skills</p>	<ul style="list-style-type: none"> • Is not yet able to observe the conventions of group interaction and make some contributions without the support of teachers or peers • Is not yet able to consistently use respectful language when making responses in the group with the support of teachers or peers 	<ul style="list-style-type: none"> • Observes the conventions of group interaction, and makes some positive contributions • Uses respectful language when making responses in the group 	<ul style="list-style-type: none"> • Makes constructive contributions when working in groups, by making suggestions or comments and asking questions • Uses respectful language to maintain a positive working atmosphere in the group 	<ul style="list-style-type: none"> • Makes constructive contributions when working in groups, by making suggestions or comments, asking questions and drawing ideas together. • Uses respectful language to respond to criticism and resolve conflict 	<ul style="list-style-type: none"> • Makes constructive contributions when working in groups, by making suggestions or comments, asking questions and making an effective conclusion • Uses respectful language to respond to criticism and resolve conflict, taking account of the views of different group members

YCIS English: Stage One (Years 1-2)
Assessment Rubric for Writing and Production

Strands	Not yet apparent	Beginning to develop	Developing appropriately	Developing strongly	Exceeding expectations
A. Developing and shaping ideas	<ul style="list-style-type: none"> • Can only use simple words and phrases to convey ideas. Is not yet able to write complete sentences • Is not yet able to add more details • Is not yet able to plan their writing without the teacher's guidance 	<ul style="list-style-type: none"> • Can construct simple sentences to convey ideas • Some limited information is added. • Makes use of key words and/or pictures provided by the teacher to plan writing 	<ul style="list-style-type: none"> • Can combine sentences to form a short paragraph with teacher support • Uses simple adjectives to provide more information. • Draws pictures, writes down key words and new vocabulary to plan writing with teacher's guidance 	<ul style="list-style-type: none"> • Can construct a short paragraph independently • Adds some simple details to interest the reader, for example, descriptive words or phrases. • Draws pictures, writes down key words and new vocabulary to plan writing 	<ul style="list-style-type: none"> • Can construct a short text of more than one paragraph independently • Adds details to interest the reader, for example, information or description. • Organises and plans independently before writing, for example, using graphic organisers such as mind maps and storyboards with the teacher's guidance.
B. Text structure and organisation	<ul style="list-style-type: none"> • Is not yet able to devise a logical order of ideas for writing without support • Is not yet able to write using connectives 	<ul style="list-style-type: none"> • Able to write sentences in a logical order to form a simple text with support, such as visual cues • Can use simple connectives (e.g. "and", "but") to join two simple sentences or ideas with the teacher's support 	<ul style="list-style-type: none"> • Organises sentences in a logical order to form a simple text independently • Can use simple connectives (e.g. "and", "but") to join two simple sentences or ideas 	<ul style="list-style-type: none"> • Structures and organises work clearly, for example, beginning, middle and end. • Organises writing in paragraphs according to topic, with support • Links ideas and events using connectives and time markers, for example, "last time", "then", "next" 	<ul style="list-style-type: none"> • Structures and organises work clearly, for example, according to specific text types. • Organises writing in paragraphs, according to topic, time, place or speaker • Links ideas and events using time markers, for example, "last time", "then", "next" and some more sophisticated connectives, e.g. both....and; not only...but

<p>C. Technical accuracy</p>	<ul style="list-style-type: none"> • Is not yet able to make phonic attempts at words • Is not yet able to use a capital letter, full stop and question mark to punctuate sentences • Different tenses are not evident in the writing • Shows no awareness of singular and plural forms 	<ul style="list-style-type: none"> • Makes recognisable phonic attempts at spelling familiar words • Can use a capital letter, full stop and question mark to punctuate sentences with some accuracy. • Attempts to use different tenses appropriately in their writing • Shows awareness of singular and plural forms 	<ul style="list-style-type: none"> • Spells familiar and high frequency words accurately using knowledge of phonics and spelling rules • Can use a capital letter, full stop, question mark or exclamation mark to punctuate sentences • Can mostly use simple tenses appropriately, for example present and past, but not always accurately. • Shows awareness of correct subject verb agreement when using singular and plural, though this may not be consistent 	<ul style="list-style-type: none"> • Spells familiar and simple unfamiliar words accurately using knowledge of phonics and spelling rules • Can use a range of punctuation, including commas and apostrophes appropriately • Can consistently use simple tenses appropriately and correctly. • Mostly uses correct subject verb agreement when using singular and plural 	<ul style="list-style-type: none"> • Uses knowledge of phonics , spelling rules and word formation to spell most words accurately • Can use a range of punctuation, including commas, apostrophes and speech marks appropriately • Can consistently use simple and some more complex tenses appropriately and correctly. • Consistently uses correct subject verb agreement when using singular and plural
<p>D. Language choice and style</p>	<ul style="list-style-type: none"> • Is not yet able to write with more than a limited range of basic and simple vocabulary • Is not yet able to use words and pictures to present ideas, without the teacher's support 	<ul style="list-style-type: none"> • Attempts to make writing interesting using adjectives • Can combine text and pictures to present ideas 	<ul style="list-style-type: none"> • Makes writing interesting by using simple adjectives, adverbs and descriptive phrases. • Can combine text and visuals effectively, for example, pictures, and speech bubbles to present ideas 	<ul style="list-style-type: none"> • Makes writing interesting by using a range of adjectives, adverbs and descriptive phrases • Can combine text and visuals effectively, for example, pictures, speech bubbles and simple charts, to present ideas 	<ul style="list-style-type: none"> • Makes writing lively and interesting using well-chosen and ambitious words • Selects appropriate presentational features, such as headings, underlining and use of capitals.

YCIS English: Stage Two (Years 3-4)
Assessment Rubric for Writing and Production

Strands	Not yet apparent	Beginning to develop	Developing appropriately	Developing strongly	Exceeding expectations
<p style="text-align: center;">A. Developing and shaping ideas</p>	<ul style="list-style-type: none"> • Is not yet able to create a simple story with some characters independently • Not yet able to organise events in a logical sequence to form a story • Not yet able to add factual information to non-narrative texts • Can give their opinions in their writing but not able to support them with reasons. • Not yet able to plan their writing 	<ul style="list-style-type: none"> • Can create a story with characters and describe their feelings and emotions. • Can create a simple sequence of events with support (e.g. pictures, guided questions) • Can add some factual information to non-narrative texts using key words provided • Can give their own opinions in their writing and support them with a simple reason. • Writes down key words and new vocabulary and uses simple charts to plan for writing 	<ul style="list-style-type: none"> • Can develop characters and describe settings, feelings and emotions in narratives • Can create a simple sequence of events to make a story • Can add some factual information to non-narrative texts based on their own experience • Gives own opinions in writing and support them with some reasons. • Organises or plans before writing, for example, using graphic organisers such as mind maps and storyboards, provided by the teacher 	<ul style="list-style-type: none"> • Can develop characters and describe settings, feelings and emotions in a lively way. • Can create a sequence of events for a story, showing some knowledge of story structure • Uses factual information from reading appropriately in non-narrative texts • Gives own opinions in writing and supports them reasons and explanation • Organises or plans before writing, using graphic organisers and guiding questions provided by the teacher and modifying them to suit their own ideas 	<ul style="list-style-type: none"> • Can develop characters and describe settings, feelings and emotions in a detailed and engaging way • Can develop the plot of a story in a logical way, including problem and resolution • Uses factual information from reading in non-narrative texts appropriately according to the purpose and text type • Gives own opinions in writing and supports them with detailed explanation from different perspectives. • Organises or plans before writing, using graphic organisers developed by themselves to suit their own ideas
<p style="text-align: center;">B. Text structure and organisation</p>	<ul style="list-style-type: none"> • Is not yet able to organise writing in a logical sequence of events without support from the teacher or peers 	<ul style="list-style-type: none"> • Attempts to organise writing in a sequence of events or ideas, not always logical or coherent • Organises writing in paragraphs according to the topic, with support 	<ul style="list-style-type: none"> • Can structure and organise writing in a logical sequence, with a beginning, middle and end, using supports such as a story frame 	<ul style="list-style-type: none"> • Can independently structure and organise writing in a logical sequence, according to the structure of a specific text type • Organises writing in paragraphs, according to the topic, time, place or speaker. 	<ul style="list-style-type: none"> • Can independently structure and organise writing in a logical sequence, according to the structure of a specific text type and the purpose of writing • Consistently organises writing in paragraphs according to the topic, time, place and speaker

	<ul style="list-style-type: none"> • Is not yet able to organise writing in paragraphs • Is not yet able to use more than a few simple connectives (e.g. and, but) to join two ideas or sentences 	<ul style="list-style-type: none"> • Can link ideas and events using time markers and simple connectives 	<ul style="list-style-type: none"> • Organises writing in paragraphs, according to the topic or time • Can link ideas and events using time markers and a range of connectives 	<ul style="list-style-type: none"> • Can link ideas and events using time markers and a range of connectives, for example, compound conjunctions (neither...nor, although, unless) 	<ul style="list-style-type: none"> • Can give a clear introduction or conclusion to a piece of writing. • Can use a wide range of connectives to create cohesion in text, including compound and subordinate conjunctions, adverbs and prepositions to show time, cause and sequence
C. Technical accuracy	<ul style="list-style-type: none"> • Is not yet able to use approaches, beyond phonetics, when spelling. Some words can be difficult to understand. • Is not yet able to use capital letters and full stops with consistent accuracy • Is not yet able consistently to show awareness of singular and plural forms • Is not yet able to use different tenses in their writing accurately • Not yet able to write compound sentences 	<ul style="list-style-type: none"> • Applies some spelling rules, but also uses phonetic approaches. Spelling is occasionally inaccurate, but words can be understood • Uses capital letters and full stops appropriately, but is not yet able to use other punctuation marks consistently • Can use a limited range of simple tenses mainly accurately in their writing, e.g. present and past. • Shows awareness of correct subject verb agreement when using singular and plural, though this may not be consistent. • Can write simple and compound sentences mostly accurately and 	<ul style="list-style-type: none"> • Applies spelling rules and knowledge of word formation when writing. Spelling of familiar words is mostly accurate. • Uses commas, full-stops, exclamation marks, apostrophes and speech marks appropriately in simple texts • Can use simple and some more complex tenses appropriately and correctly, for example, simple past, present perfect • Mostly uses correct subject verb agreement when using singular and plural • Can write simple and compound sentences accurately and attempts to use subordinate clauses. 	<ul style="list-style-type: none"> • Applies spelling rules and knowledge of word formation when writing. Spelling of familiar and some unfamiliar words is consistently accurate • Uses a range of punctuation appropriately according to certain text types, for example, brackets for stage directions in a script • Can use a range of tenses appropriately and correctly most of the time • Consistently uses correct subject-verb agreement when using singular and plural • Can write simple and compound sentences and use subordinate clauses mostly accurately 	<ul style="list-style-type: none"> • Applies spelling rules and knowledge of word formation when writing. Spelling of familiar and unfamiliar words is consistently accurate • Uses a wider range of punctuation appropriately for organization in a variety of text types e.g. dash, semi-colon, brackets • Can consistently use a range of tenses appropriately and accurately. • Consistently uses correct subject-verb agreement when using singular and plural • Can write simple and compound sentences and use subordinate clauses accurately and consistently

		attempts to use subordinate clauses but not always successful.			
D. Language choice and style	<ul style="list-style-type: none"> • Uses mainly high frequency words and basic vocabulary in writing. • Not yet able to use presentational features in writing 	<ul style="list-style-type: none"> • Can use a limited range of vocabulary, with some descriptive adjectives and reporting verbs. • Can use some presentational features such as headings and bullet points with the teacher's guidance 	<ul style="list-style-type: none"> • Can select appropriate vocabulary for the purpose of writing, including some descriptive vocabulary • Can use some presentational features accurately, such as headings and bullet points with support, such as a model text 	<ul style="list-style-type: none"> • Can select appropriate vocabulary for the purpose of writing, including interesting words and descriptive vocabulary • Can independently use some presentational features, such as layout, headings, bullet points according to specific text types 	<ul style="list-style-type: none"> • Can select appropriate vocabulary for the purpose of writing, including some academic words and descriptive vocabulary to achieve specific effects • Can independently use a range of presentational devices, such as layout, headings, subheadings, use of capitals and italics according to the purpose of writing and to guide the reader.

YCIS English: Stage Two (Years 5-6)
Assessment Rubric for Writing and Production

Strands	Not yet apparent	Beginning to develop	Developing appropriately	Developing strongly	Exceeding expectations
A. Developing and shaping ideas	<ul style="list-style-type: none"> • The characters, settings, feelings and emotions in narratives are incomplete and not clearly described. • Can add some factual information to non-narrative texts with support, for example, using key words provided • Can give their own opinions in their writing and support them with a simple reason. • Not yet able to plan their writing logically and cohesively 	<ul style="list-style-type: none"> • Can develop the basic plot of a story in a logical way, including problem and resolution. • Can add some factual information to non-narrative texts based on their own experience • Gives own opinions in writing and support them with some reasons. • Organises or plans before writing, for example, using graphic organisers such as mind maps and storyboards, provided by the teacher 	<ul style="list-style-type: none"> • Can develop the plot of a story in a logical way, including problem and resolution. Can describe characters, settings, feelings and emotions in a more detailed way. • Uses factual information from reading appropriately in non-narrative texts • Gives own opinions in writing and supports them with explanation and justification • Organises or plans before writing, using graphic organisers and guiding questions provided by the teacher and modifying them to suit their own ideas 	<ul style="list-style-type: none"> • Can develop the plot of a story creatively and logically. Can describe characters and settings, feelings and emotions in a detailed and engaging way. • Uses factual information from reading in non-narrative texts appropriately according to the purpose and text type • Gives own opinions in writing and supports them with detailed explanation from different perspectives. • Organises or plans before writing, for example, selecting graphic organisers suited to the topic 	<ul style="list-style-type: none"> • Can use narrative techniques to develop a plot, for example, flashbacks, change of narrator that demonstrate imagination and critical thought • Synthesises and evaluates information and arguments from a number of sources before writing • Gives own opinions in writing by addressing different possible viewpoints, supporting ideas and arguments with convincing and relevant factual details • Organises and plans independently before writing, for example, selecting graphic organisers suited to the text structure and purpose.
B. Text structure and organisation	<ul style="list-style-type: none"> • Organises writing with a series of events, not always cohesively or logically arranged • Is beginning to organise writing in paragraphs, according to the topic • Not yet able to introduce or conclude a piece of writing appropriately 	<ul style="list-style-type: none"> • Can structure and organise writing in a logical sequence, with a beginning, middle and end, using supports such as a story frame (DA for Y3,4) • Attempts to write an introduction and/or conclusion to a piece of 	<ul style="list-style-type: none"> • Can independently structure and organise writing in a logical sequence, with a clear beginning, middle and end • Consistently organises writing in paragraphs according to the topic, time, place and speaker 	<ul style="list-style-type: none"> • Can independently structure and organise writing in a logical sequence, according to the structure of a specific text type and the purpose of writing (EE for Y.3,4) • Can organise writing in paragraphs according to the topic, time, place and 	<ul style="list-style-type: none"> • Can enhance coherence in a text by organising writing in a manner appropriate to purpose and context, for example: sequence, classification, cause and effect, comparison and contrast. • Can organise writing in paragraphs to support the

	<ul style="list-style-type: none"> • Can link ideas and events using time markers and simple connectives 	<p>writing but does not do so very effectively</p> <ul style="list-style-type: none"> • Can organise writing in paragraphs, according to the topic, time, place or speaker. Not always consistently • Can link ideas and events using time markers and a range of connectives 	<ul style="list-style-type: none"> • Can introduce and conclude a piece of writing appropriately • Can link ideas and events using time markers and a range of connectives, for example, compound conjunctions (neither...nor, although, unless) 	<p>speaker, and to support the structure of their ideas</p> <ul style="list-style-type: none"> • Can use different techniques to introduce or conclude a piece of writing appropriately (e.g. general statement, question, opinion, summary, comment). • Can use a wide range of connectives to create cohesion in text, including compound and subordinate conjunctions, adverbs and prepositions to show time, cause and sequence 	<p>structure of their argument, stating the main points and supporting details</p> <ul style="list-style-type: none"> • Can use different techniques to introduce or conclude a piece of writing appropriately and engage or persuade the reader • Can use a wide range of sophisticated connectives including conjunctions, adverbs and prepositions to show time, cause and sequence.
C. Technical accuracy	<ul style="list-style-type: none"> • Can apply some spelling rules, but also uses phonetic approaches. Spelling is occasionally inaccurate, but words can be understood • Can use capital letters, exclamation marks and full stops appropriately, but is not yet able to use other punctuation marks consistently • Shows awareness of correct subject verb agreement when using singular and plural, though this may not be consistent. 	<ul style="list-style-type: none"> • Can apply spelling rules and knowledge of word formation when writing. Spelling of familiar words is mostly accurate and words can be understood. • Can use commas, full-stops, exclamation marks, apostrophes and speech marks appropriately in simple texts • Mostly uses correct subject verb agreement when using singular and plural • Uses mainly simple tenses, for example, simple past, simple present. Sometimes uses more complex tenses, 	<ul style="list-style-type: none"> • Can apply spelling rules and knowledge of word formation when writing. Spelling of familiar and some unfamiliar words is consistently accurate • Can use a range of punctuation appropriately according to certain text types, for example, brackets for stage directions in a script • Consistently uses correct subject-verb agreement when using singular and plural 	<ul style="list-style-type: none"> • Can apply spelling rules and knowledge of word formation when writing. Spelling of familiar and unfamiliar words is consistently accurate • Can use a wider range of punctuation appropriately for organisation in a variety of text types and to create effects. • Consistently uses a range of tenses and verb forms appropriately and correctly, including passive voice • Writes simple and compound sentences and 	<ul style="list-style-type: none"> • Can spell nearly all words accurately, including unfamiliar words, words which do not follow spelling rules, and some academic words • Can use the full range of punctuation for organisation and effect • Consistently uses a range of tenses appropriately and accurately, including passive voice, according to the purpose and genre of writing • Combines a variety of sentence types, including simple and compound sentences, and places clauses

	<ul style="list-style-type: none"> • Uses a limited range of simple tenses mainly accurately in their writing, e.g. present and past. • Writes simple sentences and attempts to write compound sentences 	<p>e.g. present perfect, but not always accurately</p> <ul style="list-style-type: none"> • Writes simple and compound sentences accurately and attempts to use subordinate clauses 	<ul style="list-style-type: none"> • Consistently uses a range of tenses and verb forms appropriately and correctly • Writes simple and compound sentences and uses subordinate clauses mostly accurately 	<p>uses subordinate clauses accurately and consistently</p>	<p>to achieve emphasis or effects.</p>
<p>D. Language choice and style</p>	<ul style="list-style-type: none"> • Can use a limited range of vocabulary, with some descriptive adjectives and reporting verbs. • Can use some presentational features, such as headings and bullet points, with the teacher's guidance • Does not show awareness of a distinction between formal and informal contexts • Is not yet able to use literary devices in their writing 	<ul style="list-style-type: none"> • Can select appropriate vocabulary for the purpose and genre of writing, including some general academic words or descriptive vocabulary • Can select presentational features such as headings, bullet points, underlining etc. effectively according to the purpose of writing. • Can distinguish between situations requiring formal and informal writing and make some appropriate language choices • Attempts to use some literary features for example, alliteration, onomatopoeia, similes, but is not always able to do so appropriately 	<ul style="list-style-type: none"> • Can select appropriate vocabulary for the purpose and genre of writing, including a range of academic vocabulary, for example, general academic and subject specific words, and descriptive vocabulary • Can use a range of presentational devices, such as layout, headings, subheadings, use of capitals and italics according to the purpose of writing and to guide the reader. • Uses language appropriate to formal or informal style, according to the audience, task and purpose with some accuracy • Attempts to use some literary features to create effects, for example, rhyme, onomatopoeia, similes 	<ul style="list-style-type: none"> • Can select appropriate vocabulary for the purpose and genre of writing, including a range of academic vocabulary, for example, general academic and subject specific words, and descriptive vocabulary for effect and impact • Can use a range of presentational devices, such as layout, headings, subheadings, use of capitals and italics according to the purpose of writing and to create impact • Consistently uses language appropriate to formal or informal style, according to the audience, task and purpose • Can use some literary features to create effects, for example, rhyme, onomatopoeia, similes, alliteration, metaphor 	<ul style="list-style-type: none"> • Uses a range of vocabulary effectively, according to the task, purpose and audience, making use of academic and subject-specific vocabulary appropriately • Can choose the most effective presentational devices, such as layout, headings, subheadings, use of capitals and italics to achieve the purpose of writing and to create impact • Can select the appropriate register according to the task, purpose and audience and selects words with appropriate connotative meanings • Can use a range of literary features to create effects, for example, rhyme, rhythm, alliteration, onomatopoeia, simile, metaphor, figurative language

YCIS English: Stage Three (Years 7-9)
Assessment Rubric for Writing and Production

Strands	Not yet apparent	Beginning to develop	Developing appropriately	Developing strongly	Exceeding expectations
<p>A. Developing and shaping ideas</p>	<ul style="list-style-type: none"> • Is not yet able to develop characters and describe settings, feelings and emotions in stories, without the teacher’s guidance • Is not yet able to develop a basic plot for a story without the teacher’s guidance • Is not yet able to show understanding of the meaning of a text without teacher’s support • Is not yet able to give their own opinions or ideas in writing and provide a simple reason without the teacher’s guidance • Is not yet able to show awareness of different possible viewpoints on an idea, without teacher’s support • Is not yet able to use strategies to plan before writing without the teacher’s guidance 	<ul style="list-style-type: none"> • Can develop characters and describe settings, feelings and emotions in narratives • Can develop a basic plot for a story • Can respond to a text showing basic understanding of its literal meaning and making limited use of evidence from the text. • Can give opinions and support them with some factual details • Raises different possible viewpoints on an idea, • Organises or plans before writing, for example, selecting graphic organisers suited to the text structure and purpose, with the teacher’s guidance 	<ul style="list-style-type: none"> • Can develop characters and describe settings, feelings and emotions with some details to increase interest. • Can develop the plot of a story in a logical way, including problem and resolution • Can respond to a text showing understanding of its literal and some inferred meaning and making limited use of evidence from the text to support their interpretation. • Can support their opinions, ideas and arguments logically with relevant factual details, from one or two sources • Addresses different possible viewpoints on an idea, suggestion or argument with some explanation • Organises or plans independently before writing, for example, selecting graphic organisers 	<ul style="list-style-type: none"> • Can develop characters and describe settings, feelings and emotions in a vivid and engaging way • Can use some narrative techniques to develop a plot, for example, flashbacks, change of narrator • Can respond in detail to a text showing understanding of its different levels of meaning and the literary devices used, and providing well-chosen evidence from the text to support their interpretation • Can support their opinions, ideas and arguments logically with relevant factual details from a number of sources • Addresses different possible viewpoints on an idea, suggestion or argument, with detailed explanation • Organises or plans effectively before writing, to 	<ul style="list-style-type: none"> • Uses a variety of techniques to develop characters effectively, for example, through dialogue, action and description. • Can use a range of narrative techniques to develop an interesting and engaging plot, for example, flashbacks, change of narrator, twist ending • Can respond to and evaluate a text in detail showing understanding of its different levels of meaning and appreciation of the writer’s technique, and supporting their observations with well-chosen evidence from the text • Can support their opinions, ideas and arguments logically and convincingly with relevant factual details from a number of clearly referenced sources • Addresses and critically evaluates in detail different possible viewpoints on an idea, suggestion or argument • Has effectively developed their own strategies to organise or

			suited to the text structure and purpose,	suit the text type, purpose and audience	plan before writing, to suit the text type, purpose and audience
B. Text structure and organisation	<ul style="list-style-type: none"> Is not yet able to follow an organisational pattern appropriate to a specified purpose without the teacher's support Is not yet able to link ideas and events using a more than a limited range of connectives and other language signals, without support from teachers or peers 	<ul style="list-style-type: none"> Can accurately follow an organisational pattern appropriate to a purpose specified by the teacher Can link ideas and events across and within paragraphs using a limited range of connectives and other language signals 	<ul style="list-style-type: none"> Can select and make appropriate use of organisational patterns appropriate to purpose, for example: sequence, cause and effect, comparison. Can use a range of connectives and other language signals to create cohesion in a text and help the reader follow the development and relationship of ideas 	<ul style="list-style-type: none"> Can make effective and creative use of organisational patterns appropriate to purpose, for example: sequence, cause and effect, comparison. Can use a range of connectives and other language signals to create cohesion, help the reader follow the development of ideas and the line of argument 	<ul style="list-style-type: none"> Can make effective and creative use of organisational patterns appropriate to purpose, for example: sequence, classification, cause and effect, comparison and contrast, organising the writing for maximum impact on the audience Can use a wide range of connectives and language signals to create cohesion, to help the reader follow the development of ideas and to enhance their arguments.
C. Technical accuracy	<ul style="list-style-type: none"> Is not yet able to apply some spelling rules, and can rely on phonetic approaches. Spelling is not yet sufficiently accurate to allow most words to be understood Is not yet able to use punctuation accurately Is not yet able to move beyond simple verb forms and sentence types. Errors 	<ul style="list-style-type: none"> Can apply spelling rules and knowledge of word formation when writing. Spelling is sometimes accurate and words can be understood. Can use a limited range of punctuation appropriately for organisation. Can use a limited range of verb forms and 	<ul style="list-style-type: none"> Can apply spelling rules and knowledge of word formation when writing. Spelling of familiar and unfamiliar words is consistently accurate. Can use the full range of punctuation appropriately and accurately Can use a range of verb forms and sentence types appropriately. Errors are 	<ul style="list-style-type: none"> Can apply spelling rules and knowledge of word formation when writing. Spelling of Tier 2 academic words is consistently accurate. Can use the full range of punctuation appropriately for organisation and effect. Can consistently use a range of verb forms and sentence 	<ul style="list-style-type: none"> Can apply spelling rules and knowledge of word formation when writing. Spelling of Tier 2 and Tier 3 academic and subject specific words is consistently accurate. Can effectively use the full range of punctuation to achieve specific purposes, for example, implying doubt by the use of quotation marks.

	frequently impede communication	sentence types and may attempt more complex structures. Errors may impede communication in places	generally related to more complex structures	types appropriately and accurately.	<ul style="list-style-type: none"> Can consistently use a wide range of verb forms and sentence types appropriately and accurately and vary the position of clauses for emphasis and effect.
D. Language choice and style	<ul style="list-style-type: none"> Is not yet able to select vocabulary beyond a limited range of simple words Does not vary language or style according to the audience 	<ul style="list-style-type: none"> Uses a limited range of vocabulary effectively, with some sense of audience Attempts to use presentational or simple literary devices to create impact on an audience 	<ul style="list-style-type: none"> Uses a range of vocabulary and idiom effectively, according to the task, purpose and audience Uses a range of literary and presentational devices to create impact on an audience 	<ul style="list-style-type: none"> Uses a range of vocabulary and idiom effectively, according to the task, purpose and audience, showing understanding of formal and informal contexts Uses a wide range of literary and presentational devices to create impact on an audience 	<ul style="list-style-type: none"> Uses a wide range of vocabulary and idiom effectively, according to the task, purpose and audience, showing understanding of register and connotations of words Effectively uses a wide range of literary and presentational devices to create impact on an audience

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5. Appendices

1. Language use in different text structures
2. List of text types
3. Language use and stylistic features by genre
4. List of learning and teaching materials provided by CPDD (2018 version). Please contact CPDD staff for soft copies of the materials. Use of these materials is optional.

Appendix 1: Language use in different text structures

Text Structures	Examples of common connectives and language patterns		Sample sentences	Examples of Academic Vocabulary (Tier 2 Words) (These words are examples only – teachers may select words from the texts they are using in class)
Description	is made up/ consists of	is used to....	<ul style="list-style-type: none"> ➤ This equipment is used to ... ➤ Some high-income residential areas are found in ... 	<p>Nouns that introduce the subject itself:</p> <ul style="list-style-type: none"> • <i>features, location, function, design, elements, aspects, series, structure, distribution, portion, role, principle, environment, problem, mechanism, process, medium, concept, topic, theme</i> <p>Adjectives that describe appearance or status</p> <ul style="list-style-type: none"> • <i>visible, uniform, identical, unique, equivalent, specific, individual, dynamic, dominant, complex, straightforward, similar, varied, passive, active, rigid, maximum, minimum</i> <p>Verbs that describe function</p> <ul style="list-style-type: none"> • <i>contain, consist of, reinforce, protect, reverse, diminish, enable, combine, integrate, involve, affect, influence, ensure, improve, enhance, diminish, occur, require, define, produce, provide</i>
	is found/ located in...	is needed for....		
Definition	is called...	is known as...	<ul style="list-style-type: none"> ➤ The GDP of a country is defined as the total value of goods produced and services provided in that country during one year. 	
	means....	is defined as....		
Comparison and contrast	However,...	On the other hand,...	<ul style="list-style-type: none"> ➤ Whereas saturated fats are bad for our health, unsaturated fats can be good for us. ➤ Both pollution and overcrowding are urban problems which can be found in Chinese cities 	
	In contrast,...	Like / Unlike		
	Either...or	Whereas....		
	While	... but...		
	Similarly,... except...		
	Both....and....	Neither....nor		
Describing change over time	...become....	remain the same	<ul style="list-style-type: none"> ➤ The population increased gradually after the war ➤ The cells develop into a foetus 	<p>Nouns describing aspects that change:</p> <ul style="list-style-type: none"> • <i>income, investment, economy, population, status, community, expenditure, value, capacity, process, efficiency, generation, circumstances, contribution, welfare, range, dynasty, infrastructure, hierarchy, norms, immigration</i> <p>Adjectives describing condition:</p> <ul style="list-style-type: none"> • <i>temporary, restricted, concurrent, sufficient, mutual, minimal, global, detrimental, beneficial, preliminary, severe, dramatic, ongoing, approximate, dominant, symbolic</i> <p>Verbs describing processes of change:</p> <ul style="list-style-type: none"> • <i>increase, decrease, diminish, fluctuate, remain, manipulate, restrict, cease, prohibit, develop, decline, amend, establish, reveal, achieve, collapse, discard, dispose of, survive, evolve</i>
	...increase/decrease...	get bigger, smaller etc		
	...has/have improved	...develop into.....		
Prediction	We can predict that....	Is likely to....	<ul style="list-style-type: none"> ➤ Based on the evidence, it seems that ancient people had short life spans 	
	Ifit will (not).....	Based on the evidence, it seems that.....		
Cause and effect	...because...	...because of ...	<ul style="list-style-type: none"> ➤ People stopped eating out during the pandemic. As a result, many restaurants had to close down. If the economy is good, people will buy more and the GDP will be higher ➤ If carbon dioxide is added to limewater, the limewater will change from colourless to milky 	<p>Nouns to describe the issue and procedures:</p> <ul style="list-style-type: none"> • <i>phenomenon, issue, circumstances, conflict, situation, data, evidence, research, damage, response, reaction, assumption, consequence, outcome, impact, tension, innovation, intervention, strategy, method</i> <p>Adjectives describing possible effects or reasons</p> <ul style="list-style-type: none"> • <i>positive, negative, gradual, normal, radical, dramatic, significant, inevitable, disastrous, widespread, underlying</i> <p>Verbs describing procedures:</p> <ul style="list-style-type: none"> • <i>identify, establish, allocate, suggest, improve, worsen, destroy, create, assess, interpret, convince,</i>
	Since...,	Therefore,...		
	As a result,...	...so that...		
	...is due to...	In this way, ...		

	...is a result of ...	So, ...		<i>avoid, promote, amend implement, isolate, devise, resolve, ensure</i>		
Problem and solution	The problem is that (+ clause)... If we do this,.....will happen	To solve this problem, we should... The best solution is to...	➤ The best solution to food waste is to educate the public			
Sequence / Describing a process	Now	Before	At first	Lastly,	➤ To turn on the Bunsen burner, you should first close the air hole, light a match and then turn on the gas tap. Finally , you can close the air hole to adjust the flame.	Nouns for aspects of the procedure • <i>equipment, utensils, ingredients, materials, temperature, mechanism, techniques, instructions, guidelines, method, stages, strategies</i> Adjectives/adverbs describing the procedure: • <i>gradually, rapidly, manually, automatically, regularly, annually, previous, subsequent</i> Verbs for processes: • <i>blend, introduce, combine, integrate, encourage, stimulate, increase, decrease, reduce, extract, arrange, initiate, demonstrate, conclude, undertake, undergo, transform, produce, destroy, exploit, route</i>
	After	When	Secondly	Meanwhile		
	First	While	Thirdly	And then,		
	Then	Since	Next	Finally		
Classification	...is classified as...				➤ Animals can be classified as vertebrates or invertebrates ➤ There are many different types of land use	Nouns for categories: • <i>group, type, species, region, generation, range, sector, role, criteria, judgement, section, definition, school, hierarchy, tier, division, department, category, era, period</i> Adjectives to describe groups • <i>significant, diverse, domestic, international, primary, global, accepted, superior, inferior, limited, extensive, urban, rural, concrete, abstract, contemporary</i> Verbs to describe classification processes: • <i>allocate, classify, sort, arrange, assign, transfer, limit, exclude, include, categorise, compare, analyse, divide</i>
	There are ... types of....					
	...is a type/kind of ...					
Evaluation	...is more suitable/appropriate/effective/important because...				➤ It would be better to use town gas rather than petrol, because town gas produces less air pollution	Nouns related to evaluation and argument: • <i>theory, interpretation, survey, assumption, hypothesis, rationale, data, evidence, variables, contradiction, counterargument, conflict, ideology, misrepresentation, fallacy, text, author, edition</i> Adjectives for evaluating: • <i>suitable, effective, significant, important, dominant, convincing, efficient, crucial, radical, essential, dramatic, historic, influential, sufficient, minimal, disastrous, positive, negative, relevant, harmful, beneficial, accurate, rational, contradictory</i> Verbs for evaluating: • <i>assess, interpret, analyse, emphasise, guarantee, determine, identify, prioritise, promote, elevate, endorse</i> Verbs for giving reasons, opinions and evidence: • <i>support, refute, deny, claim, assert, contest, suggest, imply, estimate, establish, reveal, assume, conclude, document, discuss, ignore, challenge, perceive, exploit, advocate, publish, quote, illustrate</i>
	It would be better/more effective..to.....					
was/is more successful in...ing.....					
	The advantages/disadvantages of...are....					
Argument	The reasons for this are.....				➤ Research suggests that the vaccine is effective. ➤ It is claimed that one dose is sufficient. However.....	
	Research suggests that.....					
	This action is justifiable because.....					
	It is claimed / suggested / asserted that.....					

For further examples of academic vocabulary, teachers may access the full Academic Word List at <https://www.wgtn.ac.nz/lals/resources/academicwordlist>)

Appendix 2: Text Types

A text is produced for a given purpose. Therefore, the text types listed below can be of different natures such as narrative, informational, expository, and persuasive, depending on the purposes they serve. As part of the learning and teaching process, teachers can draw students' attention to both the conventions and features of particular text types and the purposes the text serves. The text types given here are examples and the list is not exhaustive.

Text Types for Grades 1-3	Text Types for Grades 4-5	Text Types for Grades 6-7	Text Types for Grades 8-9
Captions	Advertisements	Book reviews/reports	Abstracts/synopses
Cards	Announcements	Debates	Agendas
Cartoons and comics	Autobiographies	Encyclopaedias	Debates
Charts	Biographies	Film reviews	Documentaries
Conversations	Blogs	Interviews	Editorials
Coupons	Brochures	Itineraries	Essays
Diaries	Catalogues	Letters to the editor	Feature articles
Directions	Children's encyclopaedias	Manuals	Films
Fables and fairy tales	Diaries	Memoranda	Manuals
Forms	Dictionaries	Newspaper/magazine	Minutes
Illustrations	Directories	articles	Newspaper/magazine
Instructions	Discussions	Presentations	articles
Labels	Emails	Short films	Novels
Leaflets	Explanations of how and why	Short novels	Presentations
Lists	Formal letters	Social media texts	Proposals
Personal descriptions	Informational reports	Talks	Social media texts
Picture dictionaries	Jokes	Trailers	Speeches
Poems	Journals		Resumes
Rhymes	Maps and legends		Talks
Riddles	Menus		Thesauri
Rules	Myths		
Signs	News reports		
Songs	Notes and messages		
Stories	Notices		
Tables	Pamphlets		
Timetables	Personal letters		
	Personal recounts		
	Plays		
	Post cards		
	Posters		
	Procedures		
	Product information		
	Questionnaires		
	Recipes		
	Telephone conversations		
	Tongue twisters		
	Weather reports		
	Webpages		

The above information was extracted from the English Language Curriculum Guide, Education Bureau, Hong Kong

Appendix 3: Language use and stylistic features by genre

The following table is for teachers' reference when integrating grammar teaching with the teaching of reading and writing. It is by no means comprehensive.

Language Features by Genre	Examples
Poetry (poems, nursery rhymes, song lyrics etc.)	
♦ Inversions, repetitions and parallel structures for giving an effect of rhythm	<i>Said the first little chicken, With a queer little squirm, "Oh, I wish I could find A fat little worm!"</i>
♦ Repetition for reinforcing ideas	<i>Said the next little chicken, With an odd little shrug, "Oh, I wish I could find A fat little bug!"</i> <i>Anonymous</i>
♦ Special uses of punctuation and layout (e.g. short lines, arrangement in stanzas, shapes etc.)	<i>"Once there was a spaniel, By the name of Daniel. And a pig. Sig,"</i> <i>by Louis Untermeyer</i>
Narratives (e.g. stories, novels, diary entries)	
♦ Adjectives, phrases and clauses for producing vivid descriptions of participants/characters and settings	<i>But he was a tight-fisted hand at the grind- stone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster.</i> <i>Charles Dickens "A Christmas Carol"</i>
♦ Adverbs for describing how an action was carried out	<i>He shut the door; but he did look cautiously behind it first</i>
♦ Connectors for showing sequence of events	<i>After several turns, he sat down again. As he threw his head back in the chair, his glance happened to rest upon a bell</i>
♦ Direct and indirect speech for variation and adding interest	<i>"And yet," said Scrooge, "you don't think me ill-used, when I pay a day's wages for no work." (direct)</i> <i>The clerk observed that it was only once a year. (indirect)</i>
♦ Use of the continuous tenses for setting and background actions	<i>In the main street at the corner of the court, some labourers were repairing the gas-pipes, and had lighted a great fire in a brazier, round which a party of ragged men and boys were warming their hands and winking their eyes before the blaze</i>
♦ Prepositions and prepositional phrases	<i>Scrooge never painted out Old Marley's name. There it stood, years afterwards, above the warehouse door</i>
♦ Use of pronouns for building cohesion	<i>Scrooge never painted out Old Marley's name. There it stood, years afterwards, above the warehouse door</i>

♦ Action verbs for conveying the events. Often in past tense, (though stories can be written in present tense for effect of immediacy)	"Humbug!" said Scrooge; and walked across the room. <i>Felled, dazed, silent, he has fallen; knocked full length on the cobbles of the yard. His head turns sideways; his eyes are turned towards the gate, as if someone might arrive to help him out.</i> <small>from "Wolf Hall" by Hilary Mantel</small>
♦ Existential sentences (There is/are/was...)	There was nothing on the back of the door.
♦ Narrative may be in first or third person, with corresponding verb forms and pronouns	<i>Scrooge followed to the window: desperate in his curiosity. He looked out.</i>
Procedures (e.g. recipes, instructions, directions, method in science)	
♦ Adjectives, adjective phrases and clauses for describing materials and objects	<i>a large, metal bowl a cake tin, which has been lined with greaseproof paper</i>
♦ Connectors for showing sequence in steps	<i>First, mix together the eggs, sugar, butter and mashed banana, then add the flour</i>
♦ Quantifiers for indicating amounts of ingredients and materials	<i>a carton of milk a pinch of salt two tablespoons of butter</i>
♦ Use of the simple present for indicating the timeless nature of procedures	<i>Water boils at 100 degrees The sun rises in the east</i>
♦ Imperatives for eliciting action	<i>Beat the egg whites with the sugar until (they are) stiff Bake for 30 minutes in a hot oven</i>
Communications (e.g. letters, emails, memos, notes)	
♦ Contractions of verb forms and modal auxiliaries for conveying a level of informality	<i>You shouldn't give up your studies now. You'd be wasting your parents' money. You'll always regret it.</i>
♦ Modal auxiliaries for conveying a polite tone (in more formal situations)	<i>We would be most grateful if you could respond as soon as possible</i>
♦ Prepositions and prepositional phrases for time, location and agency	<i>Please meet me in front of the station at three o'clock The document must be signed by the employee, in the presence of a witness</i>
♦ Questions, answers and negative sentence forms for making requests and responses	<i>Would you like to visit the museum on Saturday? Don't you like the present I sent?</i>
♦ Work emails, notices are brief and draw attention to required actions	<i>Employees should sign the document and return it to HR by Monday.</i>
Informational Reports (e.g. magazine or newspaper articles, science reports, historical accounts)	
♦ Language for comparing, contrasting, defining and classifying to indicate relationships between facts	<i>Both plant and animal cells have a vacuole and a nucleus. However, plant cells have a stronger cell wall. A mammal is an animal that is warm-blooded and feeds its young with its own milk</i>
♦ Third-person pronouns for conveying a sense of distance and objectivity	<i>It is evident that pollution is a severe problem in parts of China.</i>

♦ Quantifiers for providing specific details, numbers and amounts	More than 100 people were killed in the accident.
♦ Passive voice for conveying an objective tone	An increase in greenhouse gases in the Earth's atmosphere has been recorded .
♦ Connectors for indicating a sequence of events	After receiving information from the FBI, police arrested the man at the airport
♦ Use of present simple tense to convey the timeless nature of facts	Cells are adapted to serve different purposes Plants need water, light and nutrients to survive.
♦ Prepositions and prepositional phrases	By the end of 2020, more than 75,000 people in the UK had died of Covid-19
Expositions and arguments (e.g. persuasive letter, debate speech, editorial)	
♦ Connectors for showing reasons and explaining cause and effect, condition and choice ♦ Connectors for introducing opposing views or supporting information and for making a conclusion	As a result of the Black Death, Europe lost around one third of its population. Therefore , it took many years for the economy to recover. It is often suggested that computers could replace teachers in the classroom. However , there is little evidence that this type of teaching would be effective.
♦ Passive voice when agent is understood or obvious	Large tech companies have been accused of misusing personal data.
♦ Use of the simple present for timeless statements and facts	Change is inevitable. 1.3 billion people speak Chinese as their native language. This includes 917 million speakers of Mandarin.
♦ Modals for persuasive effect and hedging	Should we adopt online teaching? It may be the only solution to the problem of education during the pandemic.
♦ Mental verbs for conveying a viewpoint, often in passive voice	It is believed that increased levels of poverty lead to more crime in cities.
♦ Rhetorical questions and repetition for persuasion	Should we allow this to continue? Or should we act courageously to prevent it?
♦ Appeals to authority (active or passive voice can be used)	Research has shown that girls perform better than boys in language learning
♦ Use of words with strong connotations, either positive or negative	The government's austerity policy has been an unmitigated disaster for low income families. Because of his courageous and generous actions, this champion is a shining example for young people to follow.

The above information was extracted from the English Language Syllabus, Ministry of Education, Singapore.

Appendix 4: List of CPDD Materials

CPDD provides a pool of resources, which are available for teachers to use in the context of their own units of inquiry if they wish to do so. Each set of materials consists of a story/text, related vocabulary and language learning worksheets and teaching aids, and a teaching plan.

The materials with relevant concepts and related curriculum areas are listed below. Please contact Bridget Ip (CPDD) if you would like the soft copies of these materials.

Grade 1

Relevant concepts	Code	Title	Text Type	Related Subject Area
Animals	A01	Turtles	Information	Science
	A02	Alligators	Information	Science
	A03	The Dancing Fly	Story	Literature
	A04	Spiders	Story	Literature
Changes	C01	Long Ago and Today	Story	Social Studies
	C02	Then and Now	Information	Social Studies
	C03	Hot and Cold	Information	Social Studies
Directions	D01	Gordon Finds His Way	story	Literature
	D02	Following the Map	Story	Geography
Environmental Protection	EP01	Let's Clean the Beach	Story	Science
	EP02	Let's Take Care of the Earth	Explanation	Science
Food & Entertainment	FE01	Pizza	Information	Social Studies
	FE02	A Fun Spot	Description	Literature
Growth	G01	The Little Seed	Story	Science
	G02	Ruby in Her Own Time	Story	Literature
	G03	When I Grow up	Recount	Literature
	G04	Different But the Same	Story	Literature
Me and My Family	MF01	My Family	Recount	Literature
	MF02	Families in Many Cultures	Description	Social Studies
	MF03	Papa and Me	Recount	Literature
	MF04	There's No One Like Me	Recount	Social Studies
My Neighbourhood	MN01	Markets	Description	Social Studies
	MN02	Delivery	Description	Social Studies
Relationships	R01	Little Monkey's Dance	Story	Literature
	R02	Helpful Max Monkey	Story	Literature
	R03	Cat's Party	Story	Literature
Weather	W01	The Weather Machine	Story	Geography
	W02	I Like the Rain	Poem	Literature
	W03	Just the Wind	Poem	Geography
	W04	The Storm	Recount	Geography
	W05	I Face the Wind	Explanation	Geography

Grade 2

Relevant concepts	Code	Title	Text Type	Related Subject Area
Animals and Pets	AP01	Caring for Our Lizard	Instructions	Science
	AP02	Sloth Wants to Snooze	Story	Literature
	AP03	Mother Owl's Big Dinner	Description	Science
China and Culture	CC01	China	Informational	Social Studies
	CC02	The Legend of Nian	Legend	Literature
	CC03	The Origin of Congee	Story	Literature
	CC04	In a Mountain Community	Informational	Social Studies
Fables and Myths	FM01	The Lion and the Mouse	Fable	Literature
	FM02	The Farmer and the Eagle	Story	Literature
	FM03	Frog Brings Rain	Myth	Literature
Famous People	FP01	Thomas Edison	Recount	Social Studies
Friends and Relationships	FR01	The Hungry Giant's Shoe	Story	Literature
	FR02	Dad's Headache	Story	Literature
	FR03	The Elves and the Shoemaker	Story	Literature
	FR04	Meanies in the House	Story	Literature
Helping Hands	HH01	Let's Give	Recount	Social Studies
	HH02	Mike's Good Bad Day	Story	Literature
	HH03	It's Good to Help Others	Story	Literature
Natural Resources	NR01	Where is Water	Informational	Geography
	NR02	Play Pumps	Informational	Geography
	NR03	All about Glass	Informational	Science
Occupations	O01	Community Workers	Informational	Social Studies
	O02	What's My Job?	Description	Social Studies
	O03	Caretakers	Description	Social Studies
Our Environment	OE01	The Environment Park	Description	Social Studies
	OE02	What Makes the Air Dirty?	Informational	Science
	OE03	The Volcano Sand Hill	Recount	Science
	OE04	Places Plants and Animals Live	Informational	Science
Plants	P01	I am Your New Plant	Instructions	Science
Weather	W01	When the Wind Stops	Explanation	Geography
	W02	Day and Night	Explanation	Science
	W03	Changing Seasons	Description	Science

Grade 3

Relevant concepts	Code	Title	Text Type	Related Subject Area
Animals	A01	The Gopher and the Squirrel	Description	Science
	A02	Leap! The Salmon's Story	Story	Science
	A03	Dogs at Work	Description	Social Studies
	A04	Animal Messages	Description	Social Studies
Chinese Culture	CC01	Dim Sum for Everyone	Description	Social Studies
	CC02	My First Chinese New Year	Recount	Social Studies
	CC03	Draw Dragon Dot Eyes	Story	Literature
Environmental Protection	EP01	Clean up Shelly Beach	Recount	Social Studies
Helping Hands	HH01	The Ant and the Grasshopper	Story	Literature
	HH02	Tiny Tugboat	Story	Literature
	HH03	Melt the Snow	Play	Literature
	HH04	One Rice Thousand Gold	Story	Literature
Occupations	O01	The Littlest Clown	Story	Literature
	O02	Egg Tart Daddy	Recount	Literature
Nature	ON01	Quicksand	Informational	Science
	ON02	Tommy Goes to the Ocean	Story	Science
	ON03	The Roaring Storm	recount	Literature
Places around the World	PW01	An Email to Anna	Email	Literature
Plants	P01	Where Plants Grow	Informational	Science
	P02	Plant Defenses	Informational	Science
	P03	Two Old Potatoes and Me	Recount	Literature
	P04	My Gardening Journal	Journal	Science
Problem-Solving	PS01	When the Pigs Took Over	Story	Literature
	PS02	Billy Gets Lost	Story	Literature
	PS03	Clever Crow	Story	Literature
	PS04	Ratty Rats	Story	Literature
Science & Invention	SI01	First Flight	Informational	Science
Stories and Fables	SF01	Jack and the Beanstalk	Story	Literature
	SF02	Ratty-tatty	Story	Literature
	SF03	Bear and Kangaroo	Story	Mathematics
	SF04	The Dippy Dinner Drippers	Story	Literature

Grade 4

Relevant concepts	Code	Title	Text Type	Related Subject Area
Animals	A01	Night Adventure	Recount	Science
	A02	The Three Raccoons	Story	Literature
	A03	Leo the Fat Cat	Story	Literature
China	C01	A Letter to Vicky	Letter	Geography
Culture and Tradition	CT01	Life in the Old Days	Recount	Social Studies
	CT02	Anna and the Painted Eggs	Recount	Literature
	CT03	Shaped by Tradition	Description	Social Studies
Environmental Protection	EP01	Recycling	Information	Social Studies
	EP02	Whale Rescue	Story	Science
Exploring Space	ES01	New Planet, New School	Story	Literature
	ES02	Introducing Planet Earth	Information	Science
Helping and Caring	HC01	The Mystery Wind	Story	Literature
	HC02	Giving Tree	Story	Literature
Music and Art	MA01	A Musical Journey	Description	Social Studies
	MA02	The Magic Paintbrush	Story	Literature
	MA03	Art is All Around Us	Information	Social Studies
Nature Around Us	N01	Wind at Work	Information	Science
	N02	The Disappearing Moon	Story	Science
	N03	Fungus Among Us	Information	Science
	N04	Mold Terrarium	Instructions	Science
People and Places Around the World	PPW01	How I Learned Geography	Recount	Geography
	PPW02	Being Bilingual	Description	Social Studies
	PPW03	What are Wonders of the World	Description	Geography
Problem Solving	PS01	The Wind and the Sun	Poem	Literature
	PS02	The Giant Mushroom	Story	Literature
	PS03	Love and Roast Chicken	Story	Literature
	PS04	Pied Piper	Story	Literature
Treasure Hunters	TH01	Go for the Gold	Recount	Social Studies
	TH02	Blackbeard the Pirate	Story	Literature

	TH03	Make a Treasure Map	Instructions	Geography
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Grade 5

Relevant concepts	Code	Title	Text Type	Related Subject Area
Animals	A01	The Hawk and the Squirrel	Recount	Literature
	A02	Wild Horses	Descriptions	Social Studies
	A03	Coyote and Badger	Descriptions	Science
	A04	Interviewing with a Sunfish Expert	Interview	Science
	A05	Animals and their Teeth	Informational	Science
Art and Culture	AC01	At Jacob's House	Recount	Social Studies
	AC02	Art Made from What	Description	Social Studies
	AC03	Landon's Pumpkins	Story & Instructions	Social Studies
China	C01	China	Information	Geography
	C02	A Nation on Wheels	Information	Social Studies
Environmental Protection	EP01	The 3-R Plan	Story	Social Studies
	EP02	Water Pollution in China	Informational	Social Studies
	EP03	Why are Polar Bears in Danger	Informational	Science
Famous People	FP01	Riding with Rosa Parks	Story	Social Studies
	FP02	Dr. King's Memorial	Biography	Social Studies
	FP03	Annie Oakley	Story	Literature
Myths and Fables	MF01	Ten Suns	Chinese Myth	Literature
	MF02	Reward from the Sea	Fable	Literature
Problem Solving	PS01	The Ship of Shapes	Story	Literature
	PS02	Raven and The Flood	Story	Literature
	PS03	The Oak Tree	Recount	Literature
	PS04	Crossing Bok Chitto	Recount	Social Studies
Science and Mathematics	SM01	Li's Tangram Animals	Story	Mathematics
	SM02	Find Out What Won't Mix	Instructions	Science
	SM03	Fantastic Flying Machines	Description	Science
	SM04	Food Chains	Information	Science
Sports and Game	SG01	Paralympic Games	Informational	Social Studies
Things and Places around the World	TPW01	Shoes around the World	Informational	Social Studies
	TPW02	Tommy Goes to Arizona	Story	Geography
	TPW03	Around the World in 80 Days	Story	Literature

Grade 6

English Unit(s)	Text type	Language Skills (Main Standards – others may also be covered)	Language knowledge	Writing task	Related concepts
1: Friends Around the World	Information article	<p>Reading ERB04: Use appropriate reading strategies such as text structures, organisational features and language features of texts to find information effectively (compare and contrast)</p> <p>Listening and viewing ESB01: Listen to others in class and give an appropriate response, for example, by following instructions and answer questions</p> <p>Writing EWD09: Choose language appropriate to informal or formal style, according to the audience, task and purpose</p> <p>Speaking ESA10: Use language appropriate to their role, for example leader, reporter, note-taker (interviewer in an interview)</p>	<ul style="list-style-type: none"> • Parts of speech • Present tense for habits and routines • Proper nouns • Putting words in lexical sets 	email to a pen pal introducing self	<ul style="list-style-type: none"> • daily routines • people in different countries
2: Chickens in my Backyard	Personal recount	<p>Reading ERB01: Find specific information in simple narrative and non-narrative texts</p> <p>Listening and viewing ESB04: Identify specific information in spoken texts</p> <p>Writing EWB09: Link ideas and events using connectives and time markers, for example “Last time”, “then”, “next” etc. (time markers)</p> <p>Speaking ESA15: Give short speeches and presentations, expressing their own ideas and keeping to the point</p>	<ul style="list-style-type: none"> • Contrast present tense and past tense • Time markers • Onomatopoeia 	letter to a friend telling about family activity	<ul style="list-style-type: none"> • keeping animals • family activities
3: From City to Farm	Information article	<p>Reading ERB06: Identify and summarise the main ideas in a text</p> <p>Listening and viewing ESB01: Listen to others in class and give an appropriate response, for example, by following instructions and answer questions</p> <p>Writing EWA11: Process factual information before writing, drawing on reading and research</p> <p>Speaking ESA15: Give short speeches and presentations, expressing their own ideas and keeping to the point</p>	<ul style="list-style-type: none"> • Contrast present tense and past tense • Phrasal verbs • Vocabulary about occupation with the suffixes: -ist, -er, -an 	report of an interview	<ul style="list-style-type: none"> • farming • occupations
4: Hibernation	Information article	<p>Reading ERB09: Make predictions based on personal experience and understanding of the text.</p> <p>Listening and viewing ESB01: Listen to others in class and give an appropriate response, for example, by following instructions and answer questions</p> <p>Writing EWD05: Create illustrations to match their own written texts</p> <p>Speaking ESA10: Use language appropriate to their role, for example leader, reporter, note-taker (interviewer in an interview)</p>	<ul style="list-style-type: none"> • Quantifiers, • Contrast present continuous and present simple 	description of an animal with pics and captions	<ul style="list-style-type: none"> • animals • science

5: A good night	Information article	<p>Reading ERB08: Identify key details that support the main ideas of a text</p> <p>Listening and viewing ESB02: Identify familiar words and basic phrases in spoken texts</p> <p>Writing EWA18: Support ideas and arguments with relevant factual detail</p> <p>Speaking ESA08: Respond appropriately to the contributions of others, considering alternative opinions</p>	<ul style="list-style-type: none"> • Modal verbs for giving advice and showing possibility 	responses to comments in a forum	<ul style="list-style-type: none"> • sleep • health
6: Should wearing pyjamas in public be banned?	Argument	<p>Reading ERC09: Identify how writers use rhetorical devices to argue, persuade or mislead the reader</p> <p>Listening and viewing ESB02: Identify familiar words and basic phrases in spoken texts</p> <p>Writing EWA16: Give own opinions in writing and support them with simple explanation and justification</p> <p>Speaking ESA04: Give reasons and explanations for opinions, plans and actions</p>	<ul style="list-style-type: none"> • Ways of introducing arguments • “Because” to explain reasons • British v American English 	letter to principal giving opinions	<ul style="list-style-type: none"> • clothes • etiquette
7: A Visit to London	Travel brochure	<p>Reading ERC04: Identify how writers use language to engage the reader’s interest</p> <p>Listening and viewing ESB03: Understand the sequence of events</p> <p>Writing EWD09: Choose language appropriate to informal or formal style, according to the audience, task and purpose</p> <p>Speaking ESA17: Use a wide range of language devices (e.g. tone, emphasis) in presentation</p>	<ul style="list-style-type: none"> • Future with “will” • Passive voice • Imperatives • Countries and nationalities – word families 	travel brochure / itinerary	<ul style="list-style-type: none"> • travel • Britain
8: Legend of King Arthur	Story	<p>Reading ERB11: Draw Inferences such as feelings, thoughts and reasons and justify inferences with evidence from the story</p> <p>Listening and viewing ESB05: Identify the gist or main ideas in a spoken text</p> <p>Writing EWD09: Choose language appropriate to informal or formal style, according to the audience, task and purpose</p> <p>Speaking ESC08: Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters, ideas and building tension.</p>	<ul style="list-style-type: none"> • “Going to” to talk about the future • Future with “will” v “going to” • Passive voice • Idiom: “holy grail” 	playscript or readers’ theatre script	<ul style="list-style-type: none"> • legends • history
9: Tinosaurus	Story	<p>Reading ERB09: Make predictions based on personal experience and understanding of the text <i>ERC08: Distinguish between fact and fantasy</i></p> <p>Listening and viewing ESB04: Identify specific information in spoken texts</p> <p>Writing EWB03: Organise writing in paragraphs, according to topic, time, place or speaker</p> <p>Speaking ESA04: Give reasons and explanations for opinions, plans and actions</p>	<ul style="list-style-type: none"> • Comparative and superlative adjectives • ...too..to • Ranking adjectives • Prefixes and suffixes in dinosaur names 	Story	<ul style="list-style-type: none"> • dinosaurs

10: Extreme Animals	Information article	<p>Reading ERB08: Identify key details that support the main ideas</p> <p>Listening and viewing ESB06: Take notes about what is heard (or viewed)</p> <p>Writing EWA06 Describe settings, characters, feelings and emotion in narratives</p> <p>Speaking ESA03: Explain processes or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p>	<ul style="list-style-type: none"> • As....as..., Looks like.../as if • Superlative adjectives 	Imaginative recount of an alien abduction	<ul style="list-style-type: none"> • animals
11: Bigger than a Monster Truck	Information article	<p>Reading ERB08: Identify key details that support the main ideas</p> <p>Listening and viewing ESB16: Identify and analyse the techniques used in spoken or audio texts to achieve a variety of purposes</p> <p>Writing EWD06: Select presentational features to suit particular writing purposes, for example, layout, headings, sub-headings, bullet point, underling, use of capitals and italics etc</p> <p>Speaking ESA15: Give short speeches and presentations, expressing their own ideas and keeping to the point</p>	<ul style="list-style-type: none"> • Comparative and superlative adjectives • Present perfect tense • Passive voice 	Information report on a gigantic vehicle	<ul style="list-style-type: none"> • transport • vehicles
12: Max	Story	<p>Reading ERB11: Draw Inferences such as feelings, thoughts and reasons and justify inferences with evidence from the story</p> <p>Listening and viewing ESB08: Understand the speakers' feelings, attitudes and intentions by using phonological cues, e.g., pace, volume, tone, stress and rhythm</p> <p>Writing EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA04: Give reasons and explanations for opinions (role-playing)</p>	<ul style="list-style-type: none"> • Simple past v past continuous • Time markers • paraphrasing 	story about solving a problem	<ul style="list-style-type: none"> • family conflict • holidays
13: Some Facts about Soccer	Information article	<p>Reading ERB06: Identify and summarise the main ideas in a text</p> <p>Listening and viewing ESB05: Identify the gist or main idea of a spoken passage</p> <p>Writing EWA13: Synthesise information from a number of sources</p> <p>Speaking ESA15: Give short speeches and presentations, expressing their own ideas and keeping to the point</p>	<ul style="list-style-type: none"> • Modal verbs for obligation • Gerunds after prepositions • Words with multiple meanings 	information report about a sport	<ul style="list-style-type: none"> • sport • competition
14: Sick	Poem	<p>Reading ERB15: Recognise a range of poetic conventions and understand how they have been used.</p> <p>Listening and viewing ESB09: Understand what is implied but not actually spoken</p> <p>Writing EWA15: Apply knowledge of text types</p>	<ul style="list-style-type: none"> • Poetry conventions (similes and rhyme) 	rhyming poem	<ul style="list-style-type: none"> • illness • making excuses

		(poems) and language structures to evaluate their own and others' writing and suggest improvements Speaking ESC02: Perform poems or stories, with appropriate expression and tone	<ul style="list-style-type: none"> • Pseudo questions 		
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Grade 7

English Unit	Text Types	Language Skills (Main Standards – others may also be covered)	Language knowledge	Writing Tasks	Related concepts
1: The Weirdest Food Around the World	Information article	Reading ERB04: Use appropriate reading strategies such as text structures, organisational features and language features of texts to find information effectively (questioning the text) Listening and viewing ESB01: Respond appropriately to questions Writing EWA18: Support ideas and opinions with relevant factual detail Speaking ESA14: Use appropriate vocabulary and language structures according to formal and informal contexts	<ul style="list-style-type: none"> • Imperatives for instructions • 1st Conditional sentences with “If” • Suffix -ness 	Restaurant review	<ul style="list-style-type: none"> • food • different cultures
2: How to Make Ice-cream	Instructions	Reading ERB02: Understand the sequence of events Listening and viewing ESB01: Understand and follow a series of instructions Writing EWB07: Select organisational patterns appropriate to purpose and context EWB09: Link ideas and events, using connectives and time markers Speaking ESA03: Explain processes, ensuring that items are clearly sequenced	<ul style="list-style-type: none"> • Imperatives for instructions • Connectives for sequencing instructions • Suffix -able/-ible 	“Weird” recipe	<ul style="list-style-type: none"> • food • manufacturing
3: Desert People	Information article	Reading ERB04: Use appropriate reading strategies such as text structures, organisational features and language features of texts to find information effectively (compare and contrast) Listening and viewing ESB04: Identify specific information in spoken texts Writing EWB03: Organise writing in paragraphs, according to topic, time, place or speaker. (comparing past and present) Speaking ESA07: Observe conventions of group interaction, for example, taking turns and not interrupting	<ul style="list-style-type: none"> • Forming questions with wh + h words • Contrast past and present • Adverbs of frequency 	Diary – day with the Bedouin	<ul style="list-style-type: none"> • desert life • environment • different cultures

<p>4: The Singing Bone</p>	<p>Fable</p>	<p>Reading ERB09: Make predictions based on personal experience and understanding of the text.</p> <p>Listening and viewing ESB03: Understand the sequence of events in spoken texts</p> <p>Writing EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA01: Speak audibly with clear pronunciation, and convey meaning with appropriate intonation</p>	<ul style="list-style-type: none"> • Simple past in narrative • Connectives for sequencing events 	<p>Fable</p>	<ul style="list-style-type: none"> • legends • ethics
<p>5: Magnetism</p>	<p>Information article</p>	<p>Reading ERB08: Identify details that support the main ideas</p> <p>Listening and viewing ESB08: Understand the speakers' feelings, attitudes and intentions</p> <p>Writing EWA05: Write more complex non-narrative texts using information from readings or research</p> <p>Speaking ESA08: Respond appropriately to the contributions of others, considering alternative opinions</p>	<ul style="list-style-type: none"> • Modal verbs for ability, permission and possibility • Definitions using "that" • "It is so (adj) that....." 	<p>Describing a useful material</p>	<ul style="list-style-type: none"> • science
<p>6: Sinkhole Science</p>	<p>Information article</p>	<p>Reading ERB04: Use appropriate reading strategies such as text structures, organisational features and language features of texts to find information effectively (compare and contrast)</p> <p>Listening and viewing ESB04: Identify specific information in spoken texts</p> <p>Writing EWD09: Choose language appropriate to informal or formal style, according to the audience, task and purpose</p> <p>Speaking ESA01: Speak audibly with clear pronunciation, and convey meaning with appropriate intonation</p>	<ul style="list-style-type: none"> • Present simple v cont • Past simple v cont • Adverbs of manner 	<p>News report about a sinkhole</p>	<ul style="list-style-type: none"> • science • disasters
<p>7: History of the Bicycle</p>	<p>Information article</p>	<p>Reading ERB09: Make predictions based on personal experience and understanding of the text</p> <p>Listening and viewing ESB06: Take notes when listening for a sustained period</p>	<ul style="list-style-type: none"> • Present perfect tense v past tense • number prefixes 	<p>Describe their own invention</p>	<ul style="list-style-type: none"> • technologi-cal develop-ment

		<p>Writing EWA05: Write more complex non-narrative texts using information from readings or research</p> <p>Speaking ESA08: Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>			
8: Sharks	Information article	<p>Reading ERB10: Infer factual information on the basis of what is said in the text</p> <p>Listening and viewing ESB06: Take notes when listening for a sustained period</p> <p>Writing EWA13: Synthesise information from a number of sources EWD09: Choose language appropriate to informal or formal style, according to the audience, task and purpose</p> <p>Speaking ESA08: Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> • Present perfect tense with “since” and “for” • Possessive adjectives • Compound words 	Keeper talk on endangered animal	<ul style="list-style-type: none"> • endangered species • conservation
9: Growing up in Darfur	Information article	<p>Reading ERB14: Infer writers’ intention and perspectives from what is written and what is implied</p> <p>Listening and viewing ESB05: Understand the gist or main idea of a spoken or viewed text</p> <p>Writing EWA16: Support ideas and arguments with relevant detail</p> <p>Speaking ESA05: Expand and support ideas with subsidiary points relevant examples and evidence</p>	<ul style="list-style-type: none"> • Future tense with will • “Used to....” • Direct and indirect speech • Adjective suffixes 	Justifying choices of items to take with them.	<ul style="list-style-type: none"> • conflict • poverty
10: Poems about War	Poems	<p>Reading ERB14: Infer writers’ intention and perspectives from what is written and what is implied</p> <p>Listening and viewing ESB07: Draw on background information to comprehend a spoken text</p> <p>Writing EWA15: Apply knowledge of text types (poem) and language structures to evaluate their own and others’ writing and suggest improvements</p> <p>Speaking ESA08i: Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> • Poetic devices • Passive voice • “No matter ...” • Features of poetry 	Poem	<ul style="list-style-type: none"> • conflict • peace

11: Mystery at Camp White Cloud	Story	<p>Reading ERB09: Make predictions based on personal experience and understanding of the text</p> <p>Listening and viewing ESB01: Listen to others in class and give an appropriate response (answer questions)</p> <p>Writing EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA04: Give reasons and explanations for opinions, plans and actions</p>	<ul style="list-style-type: none"> • Past continuous tense with “when” and “while” • “Must have” to make conjecture about the past 	Continue the story	<ul style="list-style-type: none"> • family conflict • camping
12: Journey to Australia	Recount	<p>Reading ERB02: Identify the sequence of events in the reading materials</p> <p>Listening and viewing ESB04: Understand and extract specific information from spoken text</p> <p>Writing EWA07: Describe settings and atmosphere and integrate dialogue to advance the action in narratives</p> <p>Speaking ESA01: Speak audibly with clear pronunciation, and convey meaning with appropriate intonation</p>	<ul style="list-style-type: none"> • “Would” as past of “will” • Time connectives • Word families - affixation • idiom “take its toll” 	Diary entry	<ul style="list-style-type: none"> • history • travel
13: Mike Van Zee, Special Olympian	Biography	<p>Reading ERB14: Identify writers’ intention, opinions, attitudes, stances and viewpoints</p> <p>Listening and viewing ESB01: Respond appropriately to questions</p> <p>Writing EWA13: Synthesise information from a number of sources</p> <p>Speaking ESA04: Give reasons and explanations for opinions</p>	<ul style="list-style-type: none"> • Reflexive pronouns • -ed v -ing endings (eg bored, boring) • Inversion • Idioms: Sports and feelings 	Biography of someone they admire	<ul style="list-style-type: none"> • disability • sports • leadership
14: The Fishing Derby	Story	<p>Reading ESB09: Make predictions based on personal experience and understanding of the text</p> <p>Listening and viewing ESB04: Identify and extract specific information from spoken text</p> <p>Writing EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA08: Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> • Phrasal verbs • Reporting verbs • Punctuating dialogue 	Story about taking part in a competition	<ul style="list-style-type: none"> • competitions

Grade 8

English Unit	Text type	Language Skills (Main Standards – others may also be covered)	Language Knowledge	Writing tasks	Related concepts
1: Sending Messages	Information article	<p>Reading ERB02: Identify the sequence of events in the reading materials</p> <p>Listening and viewing ESB01: Respond appropriately to questions</p> <p>Writing EWA18: Support ideas and arguments with relevant facts and details</p> <p>Speaking ESA05: Expand and support ideas with subsidiary points, relevant examples and evidence</p>	<ul style="list-style-type: none"> Review past, present and future tense with “will”. Passive voice – present and past tenses Gerunds and to-infinitives Compound words 	Article about communication invention	<ul style="list-style-type: none"> Technology social media
2: All About Chocolate	Information article	<p>Reading ERB06: Identify and summarise the main ideas of a text</p> <p>Listening and viewing ESB03: Identify the sequence of events</p> <p>Writing EWA13: Synthesise information from a number of sources</p> <p>Speaking ESA05: Expand and support ideas with subsidiary points relevant examples and evidence</p>	<ul style="list-style-type: none"> Connectives related to time: “until”, “during”, “still” Quantifiers 	Recount as child labourer in Cote d’Ivoire	<ul style="list-style-type: none"> food poverty child labour
3: Money Management – Tanya’s Money Problem	Story	<p>Reading ERB08: Identify key details that support the main ideas of a text</p> <p>Listening and viewing ESB04: Identify specific information in a spoken text ESB05: Identify the gist or main ideas in a spoken text</p> <p>Writing EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA05: Expand and support ideas with subsidiary points relevant examples and evidence</p>	<ul style="list-style-type: none"> Question tags Connectives for time idioms: money 	Ending for the story	<ul style="list-style-type: none"> money management family conflict
4: History to Chew on	Information article	<p>Reading ERB08: Identify details that support the main ideas</p> <p>Listening and viewing ESB16: Identify and analyse the techniques used in spoken, audio and visual texts to achieve a variety of purposes</p> <p>Writing EWD06: Select presentational features to suit particular writing purposes, e.g. example, layout, headings, sub-headings, bullet points</p> <p>Speaking ESA17: Use a wide range of language device (e.g. tone, irony, emphasis) in presentation</p>	<ul style="list-style-type: none"> Present perfect tense – “Have you ever....” 	Advertisement	<ul style="list-style-type: none"> food business

<p>5: Li Bing and the Flooding</p>	<p>Historical recount</p>	<p>Reading ERB09: Make predictions based on personal experience and understanding of the text</p> <p>Listening and viewing ESB04: Understand and extract specific information from spoken texts</p> <p>Writing EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA03: Describe events, ensuring that items are clearly sequenced</p>	<ul style="list-style-type: none"> • To-infinitive to state purpose of doing something • Prefix “anti-“ 	<p>Personal account of being in a flood</p>	<ul style="list-style-type: none"> • disasters • leadership
<p>6: The Mona Lisa Mystery</p>	<p>Information article</p>	<p>Reading ERB10: Infer factual information on the basis of what is being done or said in the text</p> <p>Listening and viewing ESB04: Identify specific information in spoken texts ESB05: Identify the gist or main ideas in a spoken text</p> <p>Writing EWA13: Synthesise and evaluate information from a variety of sources</p> <p>Speaking ESA05: Expand and support ideas with subsidiary points and relevant examples</p>	<ul style="list-style-type: none"> • Passive voice • Relative clauses • Demonstrative pronouns • Tricolons as a rhetorical device • -y as suffix 	<p>Information report about Leonardo da Vinci</p>	<ul style="list-style-type: none"> • art • biography • crime
<p>7: The Legend of Nessie</p>	<p>Information article</p>	<p>Reading ERB17: Use dictionaries and other materials to support reading comprehension ERC0: Distinguish between statements of fact and opinion</p> <p>Listening and viewing ESB01: Listen to others in class and given an appropriate response, for example, by following instructions</p> <p>Writing ESA17: EWB07: Enhance coherence in a text by selecting organizational patterns appropriate to purpose and context</p> <p>Speaking ESA14: Use appropriate vocabulary and language structures according to formal and informal contexts</p>	<ul style="list-style-type: none"> • Phrases for introducing beliefs and opinions (It is said that....some people believe that.....) • Connectives for cause and effect 	<p>News report about a monster sighting</p>	<ul style="list-style-type: none"> • legends • monsters
<p>8: The First Woman to ride in a Plane: Amelia Earhart</p>	<p>Biography</p>	<p>Reading ERB08: Identify key details that support the main ideas of a text</p> <p>Listening and viewing ESB04: Understand and extract specific information from a spoken text ESB05: Understand the gist or main idea of a spoken text</p> <p>Writing EWA18: Support ideas and arguments with relevant factual detail</p> <p>Speaking ESA05: Expand and support ideas with subsidiary points, relevant examples and evidence</p>	<ul style="list-style-type: none"> • Time markers • Too....to.... • Giving advice 	<p>Report on an influential woman</p>	<ul style="list-style-type: none"> • women • flight • biography

<p>9: Robin Hood Wins the Sheriff's Golden Arrow</p>	<p>Legend</p>	<p>Reading ERB14: Infer writers' intention and perspectives from what is written and what is implied</p> <p>Listening and viewing ERB08: Identify key details that support the main ideas of a text</p> <p>Writing EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA05: Expand and support ideas with subsidiary points and relevant examples</p>	<ul style="list-style-type: none"> • Past perfect tense • Use of "would" for repeated actions in the past 	<p>Story</p>	<ul style="list-style-type: none"> • legends • crime • ethics
<p>10: Fighting against Racial Discriminati on – A Lesson in Courage</p>	<p>Historical recount</p>	<p>Reading ERB08: Identify key details that support the main ideas of a text</p> <p>Listening and viewing ESB04: Identify specific information in spoken texts ESB05: Identify the gist or main ideas in a spoken text</p> <p>Writing EWA18: Support ideas and arguments with relevant factual details</p> <p>Speaking ESA15: Give short speeches and presentations, expressing their own opinions and keeping to the point.</p>	<ul style="list-style-type: none"> • Negative statements • Modals for giving advice • Suffixes -ion, -ment 	<p>Letter or email about standing up against something you think is wrong</p>	<ul style="list-style-type: none"> • Discrimination • justice

Grade 9

English Unit	Text type	Language Skills (Main Standards – others may also be covered)	Language Knowledge	Writing tasks	Related concepts
1. Bullying Hurts Everyone	Information article	<p>Reading ERB06: Identify and summarise the main ideas in a text</p> <p>Listening and viewing ESB08: Understand the speakers’ feelings, attitudes and intentions ESB12: Identify how speakers vary their language, organization and delivery to suit the audience, purpose and context</p> <p>Writing EWA18: Support ideas and arguments with relevant factual detail</p> <p>Speaking ESA17: Use a wide range of language devices, e.g. tone, irony, emphasis to maintain and monitor the interest of the listeners</p>	<ul style="list-style-type: none"> • 1st Conditional for consequences of actions • Use of gerunds after some verbs 	Give advice in an internet forum	
2. The Gossip Monster	story	<p>Reading ERB09: Make predictions based on personal experience and understanding of the text</p> <p>Listening and viewing ESB13: Identify differences between formal and informal speech through awareness of vocabulary and language use ESB09: Understand what is implied but not spoken, e.g. gist, relationships between speakers</p> <p>Writing EWD04: Show understanding of register and connotation using a wide range of vocabulary and idiom, to suit the task, purpose and audience</p> <p>Speaking ESA18: Develop a good command of idiomatic expressions and colloquialisms</p>	<ul style="list-style-type: none"> • Conditional sentences with “may” • Phrasal verbs • Conjunctions (cause and effect) • Making conjectures 	Letter giving advice to Jamie Continue the story	Relationships
3. Losing Grandpa	story	<p>Reading ERB11: Draw inferences such as characters’ feelings and thoughts from their actions, and justify with evidence</p> <p>Listening and viewing ESB06: Take notes on what is heard</p> <p>Writing EWB07: Enhance coherence in a text by selecting organizational patterns appropriate to purpose and context</p> <p>Speaking ESA01: Speak audibly with clear pronunciation, and convey meaning with appropriate intonation</p>	<ul style="list-style-type: none"> • Past perfect tense • Possessive pronouns and adjectives • Affixation • Punctuation of direct speech • Metaphor 	Letter giving advice on what to do if someone has a stroke	
4. Animal Emotion	information text	<p>Reading ERC09: Identify how writers use rhetorical devices to argue and persuade</p> <p>Listening and viewing ESB09: Understand what is implied but not actually spoken, e.g. gist, purpose and intention</p> <p>Writing EWB07: Enhance coherence in a text by selecting organizational patterns appropriate to purpose and context</p>	<ul style="list-style-type: none"> • Phrasal verbs • Compound sentences 	story ending	

		<p>Speaking ESA05: Expand and support ideas with subsidiary points and relevant examples</p>			
5. Are zoos bad news?	argument	<p>Reading ERB14: Infer writers' intention and perspectives from what is written and what is implied</p> <p>Listening and viewing ESB09: Understand what is implied but not actually spoken, for example, gist, purpose and intention</p> <p>Writing EWA18: Support ideas and arguments with relevant factual detail</p> <p>Speaking ESA05: Expand and support ideas with subsidiary points and relevant examples</p>	<ul style="list-style-type: none"> • Conditional sentences type 2 • Indirect speech 	letter to an official about whether to have zoos in the city	
6. The Hand that Feeds Me	story	<p>Reading ERC04: Identify how writers use language to engage the reader's interest and imagination</p> <p>Listening and viewing ESB04: Understand and extract specific information from spoken English</p> <p>Writing EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA07: Use a range of language devices (e.g. tone, irony, emphasis) in presentation and performance</p>	<ul style="list-style-type: none"> • Past continuous for "background" in story • Using senses in description 	story opening, using 5 senses and animal viewpoint	
7. Knowing our Motherland: China	information article	<p>Reading ERB08: Identify key details that support the main ideas ERB14: Infer writers' intention and perspectives from what is written and what is implied</p> <p>Listening and viewing ESB04: Understand and extract specific information from spoken English</p> <p>Writing EWD02: Select appropriate vocabulary and language for the purpose and genre of writing</p> <p>Speaking ESA14: Use appropriate vocabulary and language structures according to formal and informal contexts</p>	<ul style="list-style-type: none"> • Cohesive devices • Connotations of adjectives • Comparative and superlative 	Information article about a Chinese invention	Travel and culture
8. Do's and Don'ts for visiting Japan	Information article	<p>Reading ESB09: Understand what is implied but not written, eg purpose and intention</p> <p>Listening and viewing ESB05: Identify the gist or main ideas in a spoken text</p> <p>Writing EWD04: Show understanding of register and connotation using a wide range of vocabulary and idiom, to suit the task, purpose and audience</p> <p>Speaking ESA14: Select and use appropriate registers for effective communication in formal and informal contexts</p>	<ul style="list-style-type: none"> • Conditional sentences with different modal verbs • Meanings of "if" and "when" 	letter to a friend who is going to visit China	

9. Treasure Found	Information article	<p>Reading ERD07: Demonstrate understanding of how context (author, purpose, cultural and historical background) shape meaning in a text</p> <p>Listening and viewing ESB11: Follow lines of argument</p> <p>Writing EWB07: Enhance coherence in a text by selecting organizational patterns appropriate to purpose and context</p> <p>Speaking ESA08: Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<ul style="list-style-type: none"> • Past perfect and past perfect continuous • Suffix -able • Idiom “Midas touch” 	News article about finding treasure	
10. Bites and Stings	Information article	<p>Reading ERB08: Identify key details that support the main ideas of a text</p> <p>Listening and viewing ESB16: Identify the techniques used in audio texts to achieve a variety of purposes</p> <p>Writing EWD07: Make effective stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience</p> <p>Speaking ESA04: Give reasons and explanations for opinions, plans and actions</p>	<ul style="list-style-type: none"> • Colons, dashes to introduce lists and explanations • Metaphor 	Letter describing how someone was bitten by a poisonous creature	Health
11. Uninvited guests	Information article	<p>Reading ERB04j: Use the organisation features of non-fiction texts to retrieve and record information ERB15: Recognise a range of poetic conventions and understand how and why they have been used</p> <p>Listening and viewing ESB01: Respond appropriately to questions</p> <p>Writing EWB07: Enhance coherence in a text by selecting organizational patterns appropriate to purpose and context</p> <p>Speaking ESA05: Expand and support ideas with relevant examples</p>	<ul style="list-style-type: none"> • Express doubt • Use connectives to make elaboration or explanation • Similes, metaphors and personification 	Article giving advice on personal hygiene	Health
12. Gulf Coast Oil Spill	Information article	<p>Reading ERB08: Identify key details that support the main ideas of a text</p> <p>Listening and viewing ESB11: Follow lines of argument</p> <p>Writing EWA18: Support ideas and arguments with relevant factual detail</p> <p>Speaking ESA05: Expand and support ideas with relevant examples</p>	<ul style="list-style-type: none"> • Review passive voice • Indirect speech • Conditional sentences • Noun suffixes 	2-sided argumentative passage	Technology and Environment

13. The Fun They Had	story	<p>Reading ERB10: Infer factual information on the basis of what is done or said in the text</p> <p>Listening and viewing ESB11: Evaluate the relevance and soundness of arguments</p> <p>Writing EWA18: Support ideas and arguments with relevant factual detail EWA06: Develop characters and describe settings, feelings and/or emotions in narratives</p> <p>Speaking ESA06: Participate in formal debates or structured discussions, summarizing and/or building on what has been said</p>	<ul style="list-style-type: none"> • Review future and conditionals • Devices in argumentative writing 	Debate speech about use of IT in education	
14. Fighting poverty in China	Information article	<p>Reading ERB05: Read charts and explain the phenomena shown in them</p> <p>Listening and viewing ESB04: Understand and extract specific information from spoken texts</p> <p>Writing EWD07: Incorporate charts and other visual device into their writing to transmit information and messages</p> <p>Speaking ESA16: Use rhetorical devices to present arguments, for example, rhetorical questions, repetition, parallelism</p>	<ul style="list-style-type: none"> • Review present perfect and simple past • Review reported speech • Interpreting graphs and charts • idioms - computers 	Survey report	World problems: poverty and conflict
15. "Slumdog Millionaire"	Movie review	<p>Reading ERB14: Identify writers' intention, opinions, attitudes, stances and viewpoints</p> <p>Listening and viewing ESB16: Identify and analyse the techniques used in audio visual texts to achieve a variety of purposes</p> <p>Writing EWD09: Choose language appropriate to informal or formal style, according to the audience, task and purpose</p> <p>Speaking ESA04: Give reasons and explanations for opinions</p>	<ul style="list-style-type: none"> • Defining and non-defining relative clauses • passive constructions • Connectives 	Movie review	