

Acknowledgements

The document 'Learning Indicators in English Language for Elementary Education' will act as a tool to measure learning outcomes in English as a second language and hence the quality, the effectiveness of the education system in this language. Learning Indicators of a subject depend mostly on the pedagogic processes and helps in fixing the bench marks/Learning Achievement Standards in the concerned subject. In this document the language concept and the pedagogic processes are on the basis of NCF 2005 and have been taken from the learning Indicators prepared by the Department of Elementary Education, NCERT, New Delhi. The team has also visited the Learning Outcomes of the states; Karnataka, Andhra Pradesh, etc. This document is prepared by the combined efforts of the subject experts from Punjab School Education Board, DIETs, schools and SCERT, Punjab. It was essentially a team work. I express my heartiest gratitude to all the team members who worked sincerely in the workshops to develop this document. The team includes:

Mrs. Baljeet Kaur Brar Subject Expert, SCERT	Coordinator
Mrs. Manjit Kaur Subject Expert, SCERT	Proof reader
Mrs. Surbhi Jaickwal, Subject Expert PSEB	Proof reader
Mrs. Reman Sharma, DIET Ropar	Proof reader
Mrs. Harsharan Kaur English Mistress, GSSS Handesra, Mohali	
Mrs. Iqbal Kaur English Mistress, GSSS Dyalpura, Mohali	
Mrs. Sharanjit Kaur SS Mistress, GSSS Sohana, Mohali	
Mrs. Rajni ETT, GPS Chunni Kalan, FGS	
Mrs. Sarbjeet Kaur ETT, GPS Badian, FGS	
Mrs Prabhjot Kaur ETT, GES Behalan Bir, FGS	
Mr. Sunil Sharma ETT, GES Shergarh Bara, FGS	

Feedback was carefully reviewed by the committee and was incorporated in this final edition. The support and contribution from SSA, Pervesh, RMSA, SCERT, DIETs, PSEB, Schools who contributed to this document are gratefully acknowledged.

Baljeet Kaur
Subject Expert

Introduction

¹Children are born with an innate ability to learn languages and develop their language proficiency through interactions with others. They can learn more than one language at a time. The same applies to second language learning as well. If we look around, we would find that English is being used for day – to – day functional purposes along with our first language/regional language e.g. on signboards, advertisements, media etc. Usage of internet, computers and mobile phones is not possible without English. Moreover English is the language of science; all information is stored in English language. In all the fields like health, medicine, banking and corporate section, usage of computer is essential and that too is in English language. Therefore, we can say that English is very much a part of our multilingual environment.

English as Second Language

In our state, English is taught and learnt as second language (also known as L2). The purpose of English Learning is to enrich multilingualism among children and to allow diverse languages to flourish in each other's company. Therefore, English is learnt best if it is learnt along with and not at the cost of other languages. Teaching-learning of English, therefore, needs to be flexible in such a way that children and teachers may use their first language and gestures along with second language to express themselves wherever needed. But the important aspect is to provide children with an input rich communicational environment to facilitate language learning. These inputs can be in the form of textbooks, story books, magazines, newspapers, audio/video material, children chosen texts etc. as per the interest, age and cognitive level of the children. All modalities like visual, auditory and kinesthetic can be used in the pedagogic process.

¹ Taken from Learning Indicators by DEE, NCERT, New Delhi

²Language learning is acquiring the skills of listening, speaking, reading, writing, and thinking in an integrated manner. Language learning becomes meaningful when it is connected with the immediate environment of the children. The activities need to be linked to life outside. Language learning does not necessarily take place only in the language classroom. Mathematics or an EVS class is first a language class then a subject class. Therefore, it is not necessary that all the activities conducted in the English class can be based on the English textbooks; textual material from EVS or Mathematics textbooks can very well be selected for organizing and conducting

Curricular Expectations:

Broadly, the goals of language learning are:

- attainment of basic proficiency in language for effective communication and
- development of language for knowledge acquisition.

Knowledge and skills in themselves do not guarantee understanding. Understanding based on the theory of constructivism says that understanding something is a matter of being able to carry out a variety of performances related to the topic.

Language curriculum broadly has 3 domains

1. Language, knowledge & comprehension
2. Attitude, values
3. Dimensions (skills)

Language and knowledge

Language is not only a means of communication, it is also a medium through which most of our knowledge is acquired. Language helps us understand the reality around us and it should enhance language proficiency

² Taken from Learning Indicators by DEE, NCERT, New Delhi

³and sensitivity to the world around us for formal as well as informal communication.

Attitudes

- Attitudes and motivation of children and teachers play an important role in all learning, including language learning. When the teacher is positively inclined towards children of diverse needs, linguistic, ethnic and socio-cultural backgrounds, children will also tend to get positively motivated and involved in the teaching learning processes. It is extremely important that teachers begin to appreciate the fact that all languages represented in their multilingual classrooms are equally scientific and should receive equal respect from the teacher and the children. The teacher should also begin to use the multilingual classroom as a resource because languages flourish in each other's company. Teachers need to construct a range of attractive opportunities through which diverse learners with diverse backgrounds may be encouraged to engage effectively with classroom activities.

Dimensions/skills

Under dimensions we have receptive and productive skills. Listening and reading are receptive skills, whereas speaking and writing are productive skills. The objective is to develop these skills in a holistic manner. The development of linguistic proficiency in children is needed for the spontaneous and appropriate use of language in different situational activities and assessing children's language skills in any class.

The curriculum expectations and Learning Indicators

³ Taken from Learning Indicators by DEE, NCERT, New Delhi

⁴ The knowledge, dimensions and values are necessary to achieve the curricular expectations and should be listed clearly. This will allow the desired learning indicators of the children to be described and will eliminate doubts concerning the development of expected competencies. Curricular expectations are long term goals and cannot be achieved in shorter duration. Broadly these indicate what each child needs to know, is able to do and dispositions need to be acquired over a period of time. Thus they give holistic view of the learning.

Learning Indicators show class wise progression in various dimensions of learning. They facilitate in curriculum transactions/strategies i.e. pedagogy. Learning indicators are based on the premise that learning is a process in which the children are actively involved. Teachers also adapt their teaching as per the children's needs. From curricular expectations to learning indicators, the long term goal is achieved through short term goals indicated as learning indicators. This takes care of different learning styles & multiple intelligences. Children do not learn the same thing in the same way and they are given multiple opportunities to learn.

Learning Indicators need to be co-related at three stages.

- The teacher starts by identifying the curricular expectations (learning outcomes) that the children will achieve at the end of the course/stage.
- The teacher plans the teaching - learning process – (Pedagogical Process)
- The learning indicators inform the teacher and the children about the processes involved to achieve the curricular expectations/learning outcomes.

These goals are meaningful to children also, and over a period of time both the teacher and the children will appreciate and understand how the specific activities/tasks relate to these goals. It

⁴ Taken from Learning Indicators by DEE, NCERT, New Delhi

⁵enhances collaborative learning. Therefore the pedagogical tasks designed by the teacher need to be challenging, authentic, integrative and interdisciplinary. The teachers' role in the entire process is that of a facilitator, co-learner and co-investigator.

Listening and Speaking

Listening and speaking are the two dimensions of language which need to be given importance in the teaching learning process. Though all the four dimensions need to be developed in conjunction, the activities to develop each skill/dimension would be different. However, while the focus would be on one dimension, the other dimensions would also be developed simultaneously. We need to see how each dimension/skill is progressing and is being developed. Therefore, we have developed indicators for each dimension/skill.

Listening

Listening is a prime activity in an English classroom. Learning situations need to be created to develop respect and comprehension for listening activities. Listening can include class room activities, school activities, audio/video and beyond the school situations. Listening at this stage is crucial so that the children are able to listen carefully to views put forward, reflect on them, and to respond accordingly. Listening can also play a role in the reception and enjoyment of literary texts; and it is integral to radio, film, television and other media. Appreciation of non-verbal clues also needs to be developed.

Speaking

Speaking is a natural part of communication and can be used for learning in pairs, small groups and in large groups. It is a way of expressing feelings and thoughts in a number of different genres, and is linked to writing and reading. It is closely allied to listening. The role of speaking in

⁵ Taken from Learning Indicators by DEE, NCERT, New Delhi

⁶elementary education and beyond must continue to be significant. Its value is that it reflects more sensitively than writing the range of regional and local diversity. A wide range of spoken situations is possible, even outside school. School events, arranged and assisted by students, can be encouraged. Speech can be used as a rehearsal for writing or a follow-up to it.

- **Reading**

Reading covers both seen and unseen types of text. It is closely allied to writing, reading aloud (speaking), speaking and listening. The links between text and image are emphasized, and written texts should be used to allow talk about experiences and feelings as well as about language. Along with the reading of fiction, poetry and play-scripts, information texts, such as maps, guides, menus, advertisements and other 'real world' texts such as newspaper articles and online media. There can be variety in the way reading is introduced and taught, including formal teaching in class; small group exploration of texts; reading for information; reading for pleasure; and reading for other purposes. For learners with hearing impairment phonics (sounds of language) should be emphasized in the early teaching of reading when school is started.

Writing

Writing involves a rich control on grammar, vocabulary, content, punctuation as well as abilities to organize thoughts coherently often using a variety of cohesive devices such as linkers etc. The children should develop the confidence to express their thoughts effortlessly and in an organized manner. Children must be encouraged and trained to choose their own topic, organize their ideas and write with a sense of audience. This is possible only if their writings are seen as a process and not as a

⁶ Taken from Learning Indicators by DEE, NCERT, New Delhi

⁷product. They should be able to use writing for a variety of purposes and in a variety of situations ranging from informal to very formal. Teachers should make sure that students build on what they have learnt.

Concern for Environment

Language classroom can be an excellent source for familiarizing children with our culture and society, including gender equality and inclusive education and to make children sensitive towards surroundings.

At the end of class III

- *At the end of the class III students will be able to achieve the following learning outcomes;*
- *Talk about themselves, family members and the surroundings.*
- *Follow simple instructions, request and questions, and use formal expressions appropriately.*
- *Enjoy doing tasks(including singing rhymes, identifying a person, object or thing) in English.*
- *Recognize whole word or chunk of language.*
- *Recognize capital and small forms of alphabets both in context and in isolation.*
- *Read simple words and simple sentences with the help of pictures and understand them.*
- *Write simple words/phrases/ short sentences.*

❖ Listening

Curricular Expectations

- *Understand simple English language spoken in their immediate environment.*
- *Enthusiasm to listen to English with understanding.*

⁷ Taken from Learning Indicators by DEE, NCERT, New Delhi

- ⁸*Appreciate non-verbal clues and respond through speaking/body language.*

Pedagogic Processes

- *Providing visuals/pointing to illustrations in texts to encourage children to read.*
- *Familiarizes children with both small and capital letters of the alphabet.*
- *Facilitating comprehension through various texts/movement/actions.*
- *Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.*
- *Facilitating children to relate ideas of the text with personal experience through questions and interaction.*
- *Introducing stories from L1 and L2 to facilitate comprehension.*
- *Listening to poems, showing understanding through tone, volume and action.*
- *Introducing different kinds of texts such as descriptions, stories, folktales and poems.*
- *Providing beyond the text materials such as advertisements, notices, etc.*
- *Facilitating reading of children's magazines and children's section of newspapers and enriching the reading habits through exposure to school library, reading corner.*
- *Introducing titles of books, movies, etc.*
- *Encouraging children to raise questions based on their reading.*
- *Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. e.g. red rose.*
- *Drawing attention to the use of punctuation through people and the nation.*

⁸ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators:

Listening

Class I	Class II	Class III
<p>1. Listening The students</p> <ul style="list-style-type: none">• Listen to and follow instructions.• Listen to and respond to greetings.• Listen and recite 25 short rhymes with action.• Listen and recognize falling and rising intonation.• Listen and respond to 10 dialogues.• Listen and respond to the vocabulary related to the objects/articles, surroundings, play things, eatables, relations, body-parts and simple action-words; come, go, kick, pick, hit, put, shut, open, clap, pat, roll, run, jump, hop, eat, drink, sleep, wash, laugh, play, dance, read, write, draw, etc.	<p>1. Listening: The students,</p> <ul style="list-style-type: none">• Listen to greetings by teachers and peers.• Listen to sounds.• Listen to rhymes, poems, stories and dialogues.• Listen to instructions given by the teacher and peers.• Listen to simple questions asked by the teacher and peers.• Listen to and grasp contextual meanings of the words.	<p>1. Listening : The students</p> <ul style="list-style-type: none">• Listen to new words about vegetables, fruits, domestic and wild animals, birds, play things, eatables, things in the school, describing words, opposite words, words formed by changing the numbers, gender and degrees of the adjectives and associate them with the given pictures.• Enjoy listening to stories and rhymes.• Listen to instructions and follow them.• Listen and comprehend simple stories.• Listen and comprehend conversations of familiar situations.

❖ ⁹**Speaking**

Curricular Expectations:

- *Able to speak English along with home language.*
- *Able to ask questions.*
- *Able to recite/ poems, say dialogues, phrases from stories/ plays, etc.*

Pedagogic Processes

- *Encouraging lip reading to understand words even without sound.*
- *Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.*
- *Familiarizing children with new vocabulary as per their context and making them speak.*
- *Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.*
- *Providing input/ encouraging for participation in class, morning assembly programmes.*
- *Providing situations/ pictures/images/artifacts to help children speak about them in pair/groups.*
- *Creating learning situations via-drama, storytelling, group work, role-play/mock-telephonic conversations /conversations between and among family members/ connecting it with the characters from lessons.*
- *Creating learning situations to speak about hobbies, games, food, seasons, clothes and professions.*
- *Giving a prompt to help children speak "You know, I read a story which goes like this..." "Once my brother played a prank on me ..."*
- *Based on the reading of the text, children are encouraged to speak. e.g. comprehension, connecting to previous knowledge.*
- *Varying the input as per the special needs of the child with hearing impairment.*
- *Connecting learning to the real world and encouraging them to ask questions such as: Why can't we play now?*
- *Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.*
- *Encouraging children to raise queries & ask questions through various modalities like visual, auditory and kinesthetic.*
- *Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers).*
- *Providing stories/plays (from textbooks and beyond the textbook).*

⁹ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators (Progression):

Class I	Class II	Class III
Speaking The students. <ul style="list-style-type: none"> • Listen and respond to greetings by teachers and peers. • Can name the parts of his body, colours and fruits. • Answer simple questions. • Repeat vowels and consonants. 	2 .Speaking: The students <ul style="list-style-type: none"> • Respond to instructions. • Describe the pictures with actions/non-verbal/body language. • Talk about their family and surroundings. • Read pictures. (progressive tense form) • Ask simple questions both in simple present and simple past tense forms. • Narrate stories with the help of pictures. 	2 .Speaking: The students <ul style="list-style-type: none"> • Respond orally to instructions. • Describe the pictures with actions. • Talk about their family and surroundings. • Read pictures. (progressive tense form) • Ask simple questions both in simple present and simple past tense forms. • Narrate stories.

❖ ¹⁰Reading

Curricular Expectations

- *Understand the main idea, locate details in the text (seen and unseen).*
- *Able to ask questions.*
- *Understand the form and functions of grammar in context.*

• Pedagogic Processes

- *Providing visuals/pointing to illustrations in texts to encourage children to read.*
- *Familiarizes children with both small and capital letters of the alphabet.*
- *Facilitating comprehension through various texts/movement/actions. Facilitating children to locate details, sequence of ideas and*

¹⁰ Taken from Learning Indicators by DEE, NCERT, New Delhi

¹¹ events/identifying main idea through various types of comprehension questions.

- *Facilitating children to relate ideas of the text with personal experience through questions and interaction.*
- *Introducing stories from L1 and L2 to facilitate comprehension.*
- *Listening to poems, showing understanding through tone, volume and action.*
- *Introducing different kinds of texts such as descriptions, stories, folktales and poems.*
- *Providing beyond the text materials such as advertisements, notices, etc.*
- *Facilitating reading of children's magazines and children's section of newspapers and enriching the reading habits through exposure to school library, reading corner.*
- *Introducing titles of books, movies, etc.*
- *Encouraging children to raise questions based on their reading.*
- *Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. e.g. red rose.*
- *Drawing attention to the use of punctuation through a variety of texts such as use of capital and small case, comma, full stop.*

¹¹ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators (Progression): Reading

Class I	Class II	Class III
3. Reading: The students <ul style="list-style-type: none"> • Read pictures.. • Read words with pictures. • Recognize and read alphabets; small and capital 	2. Reading: The students <ul style="list-style-type: none"> • Can read three and four letter words. • Can read stories with pictures. • Can read the names of vegetables, fruits, domestic and wild animals, birds, colours ,etc. 	3. Reading: The students <ul style="list-style-type: none"> • Read and recognize the action words. • Interpret the pictures. • Read name boards, news paper headlines, labels and information brochures with comprehension. • Read the dialogues.

¹²**Writing**

- *They develop the ability to use some basic conventions of writing in English.*
- *They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts.*
- *They write with less need for teacher transcription.*
- *Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.*

• Curricular Expectations

- *Able to write short, simple texts.*

• Pedagogic Processes

- *Facilitating children to form letters and spacing properly.*
- *Familiarising children with words from the text and immediate surroundings.*
- *Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark etc.*

¹² Taken from Learning Indicators by DEE, NCERT, New Delhi

- ¹³ *Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction).*
- *Providing texts (seen & unseen) and encouraging writing answers to comprehension questions.*
- *Providing verbal/visual clues to develop words/ sentence/ paragraphs.*
- *Encouraging children to write on self, family, pets and home etc. (Giving extra time for children writing in Braille).*
- *Providing examples of writing through a variety of examples.*
- *Providing examples of words/phrases (linkers) to indicate sequence, such as 'and' 'but' etc.*
- *Providing examples of written texts to familiarize with grammar in context.*
- *Familiarizing children with rhyming words, creating rhythm through a poem.*
- *Providing a variety of contexts such as going for a picnic, a fair etc. and helping them develop new vocabulary.*

¹³ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators (Progression)

Writing

Class I	Class II	Class III
<p>4. Writing: The students</p> <ul style="list-style-type: none"> • Fill colours in figures and shapes in the direction left to right and up and down. • Draw with the help of dots and free hand drawing. • Write A to Z. • Write a to z . • Can write their names • Write simple words; bat, ball, bed, cat, hand, names <p>5. Vocabulary: The students,</p> <ul style="list-style-type: none"> • Understand the meaning of a few naming words, and action words. <p>6. Study Skills / Activity Based Learning (A B L) The students,</p>	<p>3. Writing: The students.</p> <ul style="list-style-type: none"> • Can write the names of their father, mother, brother, sister and friends. • Can write the names of vegetables, fruits, domestic and wild animals, birds, colours ,etc. • Write simple sentences with the help of picture clues/blanks <p>5. Vocabulary: The students,</p> <ul style="list-style-type: none"> • Understand the meaning of naming words, describing words and action words. <p>6. Study Skills / Activity Based Learning (A B L) The students,</p> <ul style="list-style-type: none"> • Identify and match pictures with names and colours. • Join the dots and colour the pictures. • Classify colours, shapes, sizes and 	<p>The students.</p> <ul style="list-style-type: none"> • Practice cursive writing. • Rearrange jumbled letters in a word. • Label the pictures with describing words. • Answer simple questions based on given picture. • Write 2 sentences on school, bag, cycle, book, pencil box, self, mother, father, pet, etc. <p>5.Vocabulary: The students</p> <ul style="list-style-type: none"> • Acquire vocabulary with regard to compound words, describing words and family words showing feelings and emotions. • Learn four hundred new words for pronunciation, spelling, meaning, use and usage.

<ul style="list-style-type: none"> • Identify and match pictures with names and colours. • Join the dots and colour the pictures. • Classify colours, shapes, sizes and pictures. • Rearrange jumbled pictures into a proper shape. • Draw familiar pictures. • Imitate the cries of animals and birds. <p>7. Values: The students imbibe,</p> <ul style="list-style-type: none"> • Love for parents. • Respect for elders. • Cleanliness. • Friendship. • Love for nature. 	<ul style="list-style-type: none"> • pictures. • Involve in paper craft and express orally the different stages of paper craft. • Spot the differences in pictures. • Rearrange jumbled pictures into a proper shape. • Answer simple questions based on pictures. • Draw familiar pictures. • Imitate the cries of animals and birds. <p>7. Values: The students imbibe,</p> <ul style="list-style-type: none"> • Love for parents. • Respect for elders. • Cleanliness. • Friendship. • Truthfulness. • Politeness. • Devotion to God. • Simplicity. • Love for nature. • Sympathy / empathy. 	<p>6.Study skills/Activity based learning. (A B L)</p> <p>The students,</p> <ul style="list-style-type: none"> • Associate word pairs and supply the missing word. • Associate words and pictures recognize the extra words. • Complete the given shapes. • Recognize and name the emotions presented through pictures. <p>6.Values: The students cultivate the following.</p> <ul style="list-style-type: none"> • Punctuality • Being happy. • Joy of sharing. • Caring. • Determination.
--	--	---

¹⁴At The End of Class V

By the end of class V children are settling with English. They begin to communicate with teachers and peers in English. They begin to learn the very basic oral English needed to manage learning in an English-speaking classroom. Through their first language experiences, they understand that different forms of language are used in different situations and contexts. They begin to adapt their limited, emerging English language resources to respond to new communicative and functional demands. They recognise the importance of non-verbal communication. They begin to become familiar with patterns in the sounds, intonation, rhythm, grammar and meaning of English.

• Listening

• Curricular Expectations

- *Able to understand simple English language spoken in their immediate environment.*
- *Enthusiasm to listen to English with understanding*
- *Develop familiarity with English phrases used in specific instructions, directions and requests.*

• Pedagogic Processes

(Clear lip movement for children with hearing impairment to lip read)

- *Familiarizing children with the English language (small sentences and phrases) in class, assembly, playground etc with peers/groups.*
- *Creating learning situations by using audio-video/kinesthetic support to familiarize children with announcements made at public places.*
- *Giving oral instructions for games/sports in simple English along with signs. Make children with hearing impairment to sit in front for lip reading and identifying signs to understand English.*
- *Encouraging group and peer activities.*
- *Encouraging children to watch English skits/ children's films especially those with sub-titles*
- *Providing input via audio-video/reading out from material and generating interest through peer and group work/role-play.*

¹⁴ Taken from Learning Indicators by DEE, NCERT, New Delhi

- ¹⁵*Using picture clips, photos, singing, storytelling, effective questions, music*
- *Exposing children to various kinds of spoken texts to familiarize them with tone/stress etc it (Listening and speaking are developed in conjunction).*
- *Introducing words specific to particular fields through a variety of listening activities, such as sports, cookery, music etc.*
- *children appreciate and use them (Listening and speaking are connected).*
- *Facilitating comprehension through conversation/ interviews with people such as doctors, shopkeeper etc.*
- *Facilitating pair/group work where children share their experiences such as journeys, visits etc.*
- *Providing learning situations such as role play to listen and communicate messages.*
- *Using formulaic expressions/instructions such as 'Open you books.' 'How are you?' Children listen and internalize these expressions and use them.*
- *Asking questions based on the texts, using mother tongue or scaffolding, wherever necessary.*
- *Creating opportunities to read aloud from texts and encouraging children to speak about what they have understood (Listening and speaking are connected).*
- *Providing situations to expose children to narrations, descriptions, speeches, debates, on familiar topics. They ask questions/make notes. (Listening is linked with speaking/writing).*
- *Giving dictation of a chunk of a lesson, to enable children to listen and write (Listening is linked with speaking/writing).*
- *Giving passages to listening comprehension through self reading/audio video support and asking them to answer questions such as MCQs, fill in the blanks etc. (Listening is linked with speaking/writing). Using examples from real life situations.*
- *Playing music (non-verbal) and encouraging children to express themselves through speech/writing.*

¹⁵ Taken from Learning Indicators by DEE, NCERT, New Delhi

- *Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r..r etc. and helping children use them creatively.*
- *Using non – verbal clues, gestures/comics and respond in speaking and writing.*

Learning Indicators (Progression)

Listening

Class IV	Class V
1. Listening: The students <ul style="list-style-type: none"> • Listen carefully to the announcements made in the morning assembly, market, railway station, lifts, etc. • Listen to phrases and comprehend their meaning. • Enjoy listening to narratives, stories and poems and ten of dialogues. • Enjoy listening to the advertisements and commentaries on TV/radio. 	1. Listening The students <ul style="list-style-type: none"> • Listen carefully to the announcements made in the morning assembly, market, railway station, lifts, etc. • Grasp the meaning of the English words/sentences spoken in classroom, school • Listen and comprehend simple stories. • Listen to “wh” questions and respond appropriately.

¹⁶**Speaking**

Curricular Expectations

- *Able to use English as a means of communication.*
- *Able to ask questions*
- *Able to recite/use poems, dialogues, phrases from stories, plays, speeches etc.*
- *Express themselves in English.*

• Pedagogic Processes

- *Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.*

¹⁶ Taken from Learning Indicators by DEE, NCERT, New Delhi

- ¹⁷ *Creating learning situations via role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons through peer/group activities.*
- *Encouraging children to ask queries/questions through multiple modalities.*
- *Familiarising children with vocabulary associated with various professions by creating different learning situations.*
- *Providing input/encouraging brain-storming etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.*
- *Providing opportunities for peer group activities.*
- *Providing poems (from textbooks and other sources chosen by the teacher/children from children's magazines/ children's section in newspapers or composed by children.*
- *Providing stories/plays (from textbooks and other sources chosen by the teacher/children from children's magazines/ children's section in newspapers or composed by children.*
- *Providing stories/plays (from textbooks/others beyond the textbook).*
- *Providing sources for children to become familiar with proverbs/ quotations e.g. 'Two and two make four'. All that glitters is not gold'.*
- *Creating learning situations to speak about hobbies, games, food preferences, people she likes, places visited etc.*
- *Giving a prompt to help children speak "You know, I read a story which goes like this... ,Once I saw a snake....."*
- *Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary. Based on the reading of the text, the children are encouraged to speak. e.g. comprehension, inference.*
- *Connecting to previous knowledge e.g. "I go for a walk daily." "Morning or evening?"*
- *Creating learning situations for children to English proverbs, scaffolding through L1 to reach L2. e.g. An apple of one's eye (Aankh ka tara)*
- *Creating situations of mock-interview to prepare children to interact with their role models.*
- *Connecting learning to real world and encouraging them to raise authentic questions such as: Why don't we have a park in our locality? Why isn't there a dispensary in every village?*
- *Encouraging children to imagine characters and situations and speak about them. Using prompts or pictures to help children*
- *create imaginary stories.*
- *Providing grammatical structures while speaking. e.g. Talking about weather "It's very hot today, it wasn't so hot yesterday".*

¹⁷ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators (Progression) Speaking

<i>Class IV</i>	<i>Class V</i>
2. Speaking: The students, <ul style="list-style-type: none"> • Interact with peer groups. • Describe pictures using simple propositions. • Greet, express ability and inability using can and can't. • Perform text based role play. • Actively participate in general discussion. • Justify their decisions, narrate ten stories to peers. • Describe people, situations, birds and animals that they see around. • Describe events with the help of pictures – Ten pep talks. • Use "yes / no" to say whether they agree or disagree with something. 	2. Speaking. The students <ul style="list-style-type: none"> • Answer yes/no type questions. • Use 'before' and 'after' appropriately. • Speak using simple basic vocabulary. • Participate in pep talks. • Narrate ten stories either from mythology, epics, legends and success stories. • Narrate incident of happiness, excitement, surprise...etc

¹⁸Reading

At this stage children are beginning to rely less on teacher support when reading individually but still benefit from reading seen texts about familiar topics with support from the teacher. They begin to recognize that information can be represented in visual forms. They are beginning to apply their developing reading skills with more confidence and independence.

• Curricular Expectations

- *Understand the main idea, locate details in the text (seen and unseen)*
- *Understand different literary genres such as prose, poetry etc.*
- *Understand the purpose and characteristics of material other than textbooks.*
- *Understand and use different reference sources in reading.*
- *Understand the form and functions of grammar in context.*

¹⁸ Taken from Learning Indicators by DEE, NCERT, New Delhi

¹⁹***Pedagogic Processes***

- *Facilitating comprehension through various texts.*
- *Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.*
- *Facilitating children to relate ideas of the text with personal experience through questions and discussions.*
- *Introducing sources from L1 and L2 to facilitate comprehension.*
- *Introducing different kinds of texts such as prose, poetry, play for understanding.*
- *Providing beyond the text materials such as advertisements, notices, signboards, menus, etc.*
- *Facilitating reading of newspapers, magazines and children-chosen texts.*
- *Providing opportunities to interpret tables, charts, diagrams and maps.*
- *Introducing titles of books, movies, plays etc.*
- *Encouraging children to raise questions based on their reading.*
- *Encouraging reading texts displayed on TV.*
- *Enriching the reading habits through exposure to school/ community libraries, reading rooms.*
- *Providing reference sources such as dictionary, facilitating reading.*
- *Drawing attention towards the use of grammar in context and explaining it such as tenses parts of speech etc.*
- *Drawing attention to the use of punctuation through a variety of texts.*

¹⁹ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators (Progression)

Reading

<i>Class IV</i>	<i>Class V</i>
<p>3. Reading: The students,</p> <ul style="list-style-type: none"> Recognize and understand familiar action words. Read the words and match with the corresponding pictures. Read and relates texts of home language (L1) with those of English (L2). e.g. I have read about Substitute words for pictures in a pictorial narration. Engage in reading beyond the text materials and enjoy reading. Ask questions based on the reading. Read news clippings, advertisement, subtitles on T.V Read ten extracts of stories and connect them to the original story. Take interest in setting up class libraries, reading corners. e-learning The students, <ul style="list-style-type: none"> Read e-text. <p>Study Skills: The students</p> <ul style="list-style-type: none"> Match the pictures with printed description. Read the rhyming words and supply suitable rhyming words. Compose stories based on pictures. 	<p>3. Reading The students</p> <ul style="list-style-type: none"> <i>Read and identify ongoing actions from the texts.</i> <i>Read texts with comprehension.</i> <i>Connect ideas with her/his personal experiences. e.g. "Yes ma'am, I also have a dog."</i> <i>Recognize and recall familiar words.</i> <i>Rearrange the incidents from the lesson in sequence.</i> <i>Read and summarize stories.</i> <i>Collect & reads books from different sources.</i> <i>Use appropriate grammar in context.</i> <i>Refer dictionary. e.g. Bear- noun (बेअर). This bear is brown. Bear- to tolerate, I cannot bear heat.</i> <i>Use appropriate punctuation.</i> e-learning – use e-dictionary, e-language software. <i>Read simple riddles and interpret.</i> <p>Study skills <i>The students</i></p> <ul style="list-style-type: none"> <i>Find out meanings from the given glossary.</i> <i>Transform the sentences of present tense into past.</i> <i>Read picture stories.</i> <i>Read simple English news headlines from the newspaper</i> <i>Read display boards outside the school building.</i> <i>Read simple short story books.</i> <i>E-learning – use e-dictionary, e-language software.</i>

<ul style="list-style-type: none"> • Complete the given stories. • Perform role-play. • Read cartoon, comics and short stories. <p>Values: The students imbibe the following,</p> <ul style="list-style-type: none"> • Honesty. • Empathy • Sacrifice. • Loyalty. • Forgiveness. • Truthfulness. • Self-control. • Cleanliness 	<ul style="list-style-type: none"> • <i>Read simple riddles and interpret.</i> <p>Values. <i>The students assimilate</i></p> <ul style="list-style-type: none"> • <i>Learn to control anger, desire to learn, gratitude, dignity of labour, courage, love and respect for elders.</i> • <i>Punctuality, love for environment, determination and showing mercy.</i>
--	---

²⁰ **Writing**

At this stage children are becoming more aware of audience and purpose, but still require significant teacher support. They are beginning to write texts about familiar topics and experiences which include related ideas. They can develop a simple plan for writing using pictures or drawings.

Curricular Expectations

- *Able to write coherently with a sense of audience.*
- *Able to express through creative writing.*
- *Understands and uses technology for writing.*

Pedagogic Processes

- *Providing texts (seen & unseen) and encouraging writing answers for comprehension/inferential questions.*
- *Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as*
- *personal experience, school life and neighborhood.*
- *Giving dictation of chunks of language such as timetable, class notes, paragraphs (for listening activities)*
- *Providing verbal/visual clues to develop paragraphs.*
- *Giving situations to write letters (informal)*

²⁰ Taken from Learning Indicators by DEE, NCERT, New Delhi

- ²¹ *Creating contexts for/utilizing available contexts for making lists such as names for competitions, picnic, and Annual Day programmes.*
- *Encouraging children to write descriptions/narratives of family picnics, visit to historical places etc.*
- *Providing examples of coherent writing such as paragraphs on different topics.*
- *Providing examples of words/phrases (linkers) to indicate sequence, such as 'after' 'next' etc.*
- *Scaffolding to revise the written material.*
- *Providing examples of written texts to familiarize with grammar in context.*
- *Familiarizing children with stories/dialogues and encouraging them to use the content to write dialogue and vice-versa.*
- *Narrating open-ended stories or providing themes to complete/compose stories. (Listening and Writing are developed in conjunction).*
- *Discussing concepts such as rhyme, rhythm, simile in a poem.*
- *Introducing situations where the same word is used in different contexts/meanings.*
- *Providing a variety of contexts to develop projects to learn language such as making a scrapbook.*
- *Creating daily messages with themes like respect, being kind to others, diversity etc.*
- *Providing examples of writing for SMS and E-mail.*

²¹ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators (Progression)

• Writing

<i>Class IV</i>	<i>Class V</i>
<p>4. Writing: The students,</p> <ul style="list-style-type: none"> • Substitute names and adjectives for pictures in a pictorial narration. • Use nouns and give a caption to a picture. • Create words from a given list of letters. • Write the names of parts of the body from jumbled letters. • Write simple sentences (three basic patterns) with simple structures. (Subject + verb; subject + verb + object / complement.) • Fill in the blanks in a given context / paragraph / story. • Write answers to questions based on their surroundings and the members of their family. • Use correct punctuation marks (, . ; : " ") with legible handwriting. • Write complete sentences with correct punctuation. • Write simple paragraphs of about 50 words on familiar topics. <p>5. Vocabulary: The students,</p> <ul style="list-style-type: none"> • Learn two hundred words (monosyllabic, disyllabic and trisyllabic words) for pronunciation, spelling, meaning, use and usage. • Recognize the key words in a stories or paragraphs. 	<p>4. Writing The students</p> <ul style="list-style-type: none"> • Write simple words with focus on spellings. • Locate positions of objects. • Use marks of punctuations. • Write simple sentences describing actions. • Write simple sentences with correct tenses and aspects. • Write ideas sequentially in paragraphs <p>Vocabulary: The students,</p> <ul style="list-style-type: none"> • Learn two hundred words (monosyllabic, disyllabic and trisyllabic words) for pronunciation, spelling, meaning, use and usage. • Recognize the key words in a stories or paragraphs. • Give opposites of adjectives. <p>Grammar The students</p> <ul style="list-style-type: none"> • Identify parts of speech. • Use simple prepositions. • Use basic sentence patterns. • Write opposites, genders and numbers. • Correct simple sentences.

<p>Give opposites of adjectives.</p> <p>Grammar:</p> <p>The students,</p> <ul style="list-style-type: none"> • Use simple prepositions in expressions. • Reconstruct sentences with correct subject-verb agreement patterns. • Add "s /es" inflexion to verb forms with third person singular subjects. • Use simple present, simple past and continuous tense with aspects. • Recognize and use singular and plural forms of nouns. • 	
--	--

At The End of Class VIII

At the end of class VIII students communicate in English in routine, familiar, social and classroom situations. They follow and give simple interactions, exchange basic personal information and negotiate known, predictable activities and contexts. They use simple sentences and create original utterances by substituting words. Their utterances are characterized by short simple sentences.

Listening

Curricular Expectations

- *Able to understand English language spoken in their immediate environment.*
- *Listen to English with understanding and enthusiasm.*
- *Develop familiarity with English phrases used in specific instructions and requests.*
- *Understand non-verbal clues and respond in speaking and writing.*

Pedagogic Processes

- *Familiarizing children with English language. e.g. in class, school assembly, playground etc with peers/groups.*
- *Creating learning situations by using audio-video support to familiarize children with announcements made at public places during school celebrations.*

- *Using English news as a resource to develop listening comprehension.*
- *Providing exposure via poems/songs to familiarize children with various kinds of English. (Listening and Speaking are developing in conjunction).*
- *Encouraging children to watch English serials and films, educational channels especially those with sub-titles (Listening and Reading are developing in conjunction) (Pair a child with special needs with a classmate).*
- *Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play.*
- *Exposing children to various kinds of spoken texts to familiarize them with intonation. Children appreciate the use of tone and begin to use it (Listening and speaking are developed in conjunction) (Pair a child with special needs with a classmate).*
- *Introducing different registers through a variety of listening activities, such as sports, cookery, music etc. children appreciate and use them (Listening and speaking are connected) using audio, visual and kinesthetic mediums.*
- *Facilitating comprehension through interviews/discourse with people from various professions such as doctors, writers, actors etc.*
- *Facilitating pair/group work where children share their experiences such as journeys, visits etc.*
- *Through role play learning situations are created to listen and communicate messages.*
- *Creating opportunities to read aloud from texts and encourage children to speak about what they have understood. (Listening and speaking are connected)*
- *Initiating the process of problem solving and reasoning abilities.*
- *Given situations where children are exposed to narrations, descriptions, speeches, debates, on familiar and unfamiliar topics, they ask questions/make notes. (Listening is linked with speaking/writing).*
- *Giving dictation of a chunk of a lesson, to enable children to listen and write. (Listening is linked with speaking/writing)*
- *Giving passages for listening comprehension through self reading/audio video support and asking them to answer questions such as MCQs, fill in the blanks etc. (Listening is linked with speaking/writing).*
- *Playing music (non-verbal)/movement and encourages children to express themselves through speech/writing.*

Learning Indicators (Progression)

Listening

<i>Class VI</i>	<i>Class VII</i>	<i>Class VIII</i>
<p>1 Listening The students</p> <ul style="list-style-type: none"> • Listen attentively by facing the speaker, making eye contact. • Listen attentively to spoken texts, including factual texts and identify the topic. • Respond to the directions, conversations and questions. • Listen and comprehend familiar stories. • Comprehend announcements made in school and in the neighbourhood (railway station, market, airports, cinema hall etc) English news on TV/radio and other bulletins. e.g. The metro will leave from platform no.1. • Listen to English poems, songs, jokes, riddles, stories & tongue-twisters etc. • Understand the difference between a question and a statement as per the tone, stress etc. • Show interest in listening to different experiences of others. • Attend to oral messages/telephonic Communications and communicates them in English or home language/sign language. • Follow different kinds of instructions/requests/directions. 	<p>1Listening The students</p> <ul style="list-style-type: none"> • Listen to speakers and grasp the gestures. • Listen and respond to requests, commands and instructions. • Listen attentively and selectively to spoken texts and factual texts. • Listen and reproduce spoken texts that deal with familiar ideas and information. • Listen to and engages in conversation with people from different professions /walks of life. • Follow excerpts, dialogues, poems read aloud in the class. • Follow speech, debates. ... 	<p>1. Listening The students</p> <ul style="list-style-type: none"> • Listen to spoken texts including factual texts selectively and attentively. • Listen to poems, enjoy & appreciate the rhythm. • Listen to others, ask clarifications and build key ideas. • Listen and grasp the gestures. • Enjoys listening to English songs and poems, dialogues of English films and serials. • Responds according to a question and a Statement through tone, stress etc. • Listens to and engages in conversation with people from different professions /walk of life. • Show interest in listening to different experiences of others. e.g. Cricket commentary. • Respond to a variety of questions on a passage for listening comprehension.

<ul style="list-style-type: none"> • Respond to questions asked on textual material and responds accordingly. • Takes dictation for listening comprehension. e.g. Preparing a list for a drama. • Responds to a variety of questions on a passage for listening comprehension. • Appreciates music and expresses in speech/writing. 		..
---	--	----

Speaking

Curricular Expectations

- *Able to use English as a means of communication.*
- *Able to ask questions*
- *Able to recite/use poems, dialogues, phrases from stories, plays, speeches etc.*
- *Express themselves in English.*

Pedagogic Processes

- *Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.*
- *Creating learning situations via role-play/mock-telephonic conversations/ conversations between and among family members/ connecting it with the characters from lessons through peer/group activities.*
- *Encouraging children to ask queries/questions through multiple modalities.*
- *Familiarising children with vocabulary associated with various professions by creating different learning situations.*
- *Providing input/encouraging brain-storming etc for class discussions, morning assembly, annual day programmes, speech on a given topic etc.*
- *Providing opportunities for peer group activities.*

- *Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers or composed by children.*
- *Providing stories/plays (from textbooks/others beyond the textbook).*
- *Providing sources for children to become familiar with proverbs/ quotations e.g. 'Two and two make four'. All that glitters is not gold'.*
- *Creating learning situations to speak about hobbies, games, food preferences, people she likes, places visited etc.*
- *Giving a prompt to help children speak "You know, I read a story which goes like this... ,Once I saw a snake....."*
- *Providing situations/ pictures/images. Children learn to describe their locality, children learn to talk about directions e.g. on a given map of a locality/ their own (not on scale). The teacher provides them with appropriate vocabulary.*
- *Based on the reading of the text, the children are encouraged to speak. e.g. comprehension, inference.*
- *Connecting to previous knowledge e.g. "I go for a walk daily." "Morning or evening?"*
- *Creating learning situations for children to English proverbs, scaffolding through L1 to reach L2. e.g. An apple of one's eye (Aankh ka tara). 23*
- *Creating situations of mock-interview to prepare children to interact with their role models.*
- *Connecting learning to real world and encouraging them to raise authentic questions such as: Why don't we have a park in our locality? Why isn't there a dispensary in every village?*
- *Encouraging children to imagine characters and situations and speak about them. Using prompts or pictures to help children create imaginary stories.*
- *Providing grammatical structures while speaking. e.g. Talking about weather "It's very hot today, it wasn't so hot yesterday".*

Learning Indicators (Progression)

Speaking

Class VI	Class VII	Class VIII
2. Speaking The students <ul style="list-style-type: none"> • Use speaking skills to ask questions to give answers, to express 	2.Speaking The students, <ul style="list-style-type: none"> • Articulate words, with proper accent • Make requests, use 	2. Speaking The students <ul style="list-style-type: none"> • Use various types of sentences for different contexts

their opinions and feelings. • Repeat words and sentences. • Express themselves. • Describe objects in surroundings. • Recite poems. • Appreciate the poetic thoughts. • Present pep talks.	commands and instructions. • Retell information accurately, seek clarification questions, elicit responses, volunteer information. • Organize spoken texts using simple beginnings and endings. • Listen to short, live, recorded conversations and recall some of the main ideas. • Involve in pep talks.	and purposes. • Use appropriate spoken language features • Modify spoken texts according to the situation. • Use language functions according to contexts (request, apologize, thanking etc.,) • Present pep talks. • Express ideas with the help of verbal and visual clues.
---	--	--

²²**Reading**

Children read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read in class. With support, they read a range of topic-related classroom texts. They can read known texts with some fluency. They read back their own writing or sentences written by others. They use texts purposefully, find basic information in texts. They discuss the events in texts and characters' feelings and actions. They identify the purposes of familiar texts, including catalogues, guides, simple stories and factual texts. They are able to read seen and unseen texts.

• **Curricular Expectations**

- *Understand the main idea, locate details in the text (seen and unseen)*
- *Understand and appreciate the language of different literary genres such as prose, poetry etc.*
- *Understand the purpose and characteristics of materials other than textbooks.*
- *Understand the form and functions of grammar in context.*
- *Understand and use different reference sources in reading.*

²² Taken from Learning Indicators by DEE, NCERT, New Delhi

• Pedagogic Processes

- *Facilitating comprehension through various texts, in English/home language/Braille/picture clips etc.*
- ²³*Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.*
- *Facilitating children to relate ideas of the text with personal experience through questions, discussions and group work.*
- *Using various sources from L1 and L2 to facilitate comprehension and co-relation.*
- *Introducing different kinds of texts such as prose, poetry, play, for understanding and appreciation.*
- *Providing beyond the text materials such as advertisements, notices, signboards, menus through print and audio.*
- *Facilitating reading/listening of newspapers, magazines and children-chosen texts. Using Computers for reading Providing opportunities to interpret tables, charts, diagrams and maps. And using peer and group activities.*
- *Introducing titles of books, movies, plays etc. and providing their reviews.*
- *Encouraging children to raise questions based on their reading.*
- *Encouraging critical thinking through questions that develop problem-solving and reasoning.*
- *Encouraging reading texts displayed on TV, computer with speech reading software.*
- *Providing online material (wherever facilities available) and websites to visit.*
- *Drawing attention towards the use of grammar in context and explaining it such as narration, voice, tenses, parts of speech etc.*
- *Drawing attention to the use of punctuation through a variety of texts.*
- *Enriching the reading habits through exposure to school/ community libraries, reading rooms – formats may include Braille books, large print and audio.*
- *Providing reference sources such as dictionary, thesauruses and encyclopedia to facilitate reading.*

²³ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators (Progression)

Reading

Class VI	Class VII	Class VIII
3. Reading. The students <ul style="list-style-type: none"> • Read with proper stress and intonation. • Read and comprehend new words using prior knowledge and content clues. • Read silently and comprehend short and simple passages. • Read and respond to local comprehension questions. • Identify theme characters within the literary works. • Read and comprehend short stories and poems lessons on conversation and biography. • Read the texts fluently with moderate speed. • Read and relates texts of home language (L1) with those of English (L2). e.g. I have read a similar story in mother tongue. • Identify the use of 	3. Reading The students <ul style="list-style-type: none"> • Read and comprehend long passages silently. • Read poems, essays, stories and songs with proper pronunciation stress, pause & intonation. • Read and comprehend name boards, newspaper highlights, ads & pamphlets. • Read independently short imaginative and informative texts with familiar ideas and vocabulary. • Read appropriately letter clusters and patterns. • Read and grasp the meaning of phrases & idioms in the context. • Locate the information given in the text, retell ideas in a sequence. • Make self correction when reading aloud. • Collect & read books from different sources. 	3. Reading The students <ul style="list-style-type: none"> • Study prose and poetry • Read and respond to an increasing range of imaginative and informative texts. • Read and grasp unfamiliar ideas, vocabulary & textual features. • Interpret the main ideas and purpose of texts. • Make inferences from imaginative text about setting, characters, qualities, motives and actions. • Infer the meaning from material presented in informative texts. • Identify how the language is used to represent information, characters, places and events in different ways. • Read and enjoy the poems

<p>grammar in context.</p> <p>4. Study skills. The students</p> <ul style="list-style-type: none"> • Play five language games • Sing poems • Solve riddles • Practice and participate in simple conversations. • Refer bilingual dictionaries. • Read additional stories and write their moral. • Read and enjoy comics. • Read e-text <p>1. Values. The students imbibe</p> <ul style="list-style-type: none"> • Friendship • Being happy, • Cleanliness, • Truthfulness, • Helpfulness. • Love for environment. • Love for mother land • Love for parents • Respect for elders. 	<ul style="list-style-type: none"> • Take interest in setting up class libraries, reading corners. <p>Refer dictionary, thesaurus.</p> <p>4. Study skills The students</p> <ul style="list-style-type: none"> • Develop freedom of expression through different forms of writing. • Write simple dialogues and conversations. • Refer dictionary for spelling, lexicon, pronunciation, usage. • Read pictures, captions, comics, stories, newspapers and magazines. • Participate in vocabulary enrichment activities, solving word building puzzles. • Use new words by the end of the term antonyms, synonyms, affixes. • Use of electronic media (internet, e-mail) • E-learning : E-reading • Browsing skill <p>5. Values The students</p> <ul style="list-style-type: none"> • Change themselves from weakness to strength 	<ul style="list-style-type: none"> • Appreciate the figures of speech. <p>4. Study skills. The students</p> <ul style="list-style-type: none"> • Refer dictionary for spelling, lexicon & pronunciation. • Reading short stories and articles from news paper and magazines. • play language games in pairs and groups. • E-learning – use software or multimedia package to learn pronunciation, dialogues and presentation. • Use of internet and websites in language learning. • E-text reading • Browsing skills <p>5. Values The students believe in</p> <ul style="list-style-type: none"> • Education for life • Work is worship • Universal brotherhood • Facing hardships
--	--	---

	<ul style="list-style-type: none"> • Become self reliant • Experience endurance • Become courageous • Develop positive attitude • Forgiveness • Conserve environment. 	
--	---	--

²⁴**Writing**

Children communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modeled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use language with appropriate linkers etc. They attempt to spell new words, based on known spelling patterns.

• Curricular Expectations

- *Able to write coherently and with a sense of audience, (formal and informal).*
- *Creative writing.*
- *Understands and uses technology for writing.*

• Pedagogic Processes

- *Providing texts (seen & unseen) and encouraging writing answers for comprehension/inferential questions.*
- *Facilitating children to go beyond the text through open-ended authentic tasks and connecting learning to real life such as personal experience, school life and neighbourhood.*
- *Discussing examples of writing with focus on appropriate beginning, middle and end, and linkers.*
- *Giving dictation of chunks of language. Providing verbal/visual clues to develop paragraphs.*

²⁴ Taken from Learning Indicators by DEE, NCERT, New Delhi

- *Giving situations to write letters (formal and informal)*
- *Creating contexts for utilizing available contexts for making lists such as names for competitions, monthly budget at home,*
- *²⁵Annual Day programmes/ message board etc.*
- *Encouraging children to write descriptions/narratives of family picnics, visit to historical places etc.*
- *Encouraging children to reflect on their day-to-day experiences and write a diary.*
- *Providing examples of coherent writing such as paragraphs on various topics.*
- *Providing examples of words/phrases (linkers) to indicate sequence, such as 'after that' 'followed by' etc. Scaffolding to re – draft and revise the written material.*
- *Providing examples of written texts to familiarize with grammar in context.*
- *Familiarizing children with stories and encouraging them to use the content to write dialogue and vice-versa.*
- *Narrating open-ended stories or providing themes to complete/compose stories.*
- *Discussing about rhyme, rhythm, simile, metaphor, repetition in poem.*
- *Introducing situations where the same word is used in different context/meanings.*
- *Providing social and contemporary themes and samples for slogan/notice/poster writing.*
- *Providing a variety of texts such as autobiography, report, radio script etc pointing their features.*
- *Creating daily messages with themes like respect, being kind to others, diversity etc.*
- *Providing examples of writing for SMS and E-mail.*
- *Facilitating the use of computer for slides/power point presentation*

²⁵ Taken from Learning Indicators by DEE, NCERT, New Delhi

Learning Indicators

Writing

Class VI	Class VII	Class VIII
<p>4. Writing The students</p> <ul style="list-style-type: none"> • Write legibly and correctly the words & sentences using proper punctuations. • Write answers in simple and complex sentences. • Write upper and lower case letters legibly with consistent size, slope and spacing. • Rearrange jumbled sentences meaningfully and sequentially. • Write simple paragraphs in about hundred words on certain familiar topics and give suitable titles. • Practice dialogue writing. • Write formal letters using the clues. • Write paragraphs, short stories and letters under guided composition. <p>Vocabulary The students</p> <ul style="list-style-type: none"> • Use new words. • Use nouns, fifty plurals, fifty antonyms 	<p>4. Writing The students</p> <ul style="list-style-type: none"> • Write sentences accurately. • Write sentences and short paragraphs with suitable marks of punctuations. • Write simple controlled descriptive sentences and ten small paragraphs of about hundred and fifty words. • Write sequenced texts about familiar topics. • Write short personal letters. <p>2. Vocabulary The students</p> <ul style="list-style-type: none"> • Acquire vocabulary of four hundred new words by the end of the term. • Use antonyms, synonyms, affixes. <p>3. Grammar The students</p> <ul style="list-style-type: none"> • Acquire grammatical structures through functions & situations. • Use different types of pronouns. • Use determiners. • Use time adverbs of frequency. 	<p>4. Writing The students</p> <ul style="list-style-type: none"> • Write sentences accurately. • Write sentences and short paragraphs with suitable marks of punctuations. • Write simple controlled descriptive sentences and ten small paragraphs of about hundred and fifty words. • Write sequenced texts about familiar topics. • Write short personal letters. <p>6. Vocabulary The students</p> <ul style="list-style-type: none"> • Use and enrich vocabulary- synonyms, antonyms, affixes and derivatives. <p>7. Grammar The students</p> <ul style="list-style-type: none"> • Use prepositions, Conjunctions, Degrees of comparison, Voices • Reported speech • Tenses • Modals • Framing questions

<p>and synonyms.</p> <ul style="list-style-type: none"> • Use new words in meaningful situations. • Identify silent letters and hidden words. • Enrich vocabulary through crossword puzzles, derivations, prefixes and suffixes. <p>7. Grammar The students</p> <ul style="list-style-type: none"> • Use noun forms, plural forms and genders • Use simple present and present continuous past and past continuous. • Use verbs and linkers. 	<ul style="list-style-type: none"> • Use modals. • Use infinitives and gerunds. 	<ul style="list-style-type: none"> • Figures of speech
--	---	---

BIBLIOGRAPHY

- National Curriculum Framework 2005 (NCF 2005)
- Learning Indicators by DEE, NCERT New Delhi
- Learning Standard in English Language Education in Schools in Karnataka 2012-2013
- National Policy on Education 1986
- Kerala Curriculum Framework 2007
- Right To Education Act 2009
- Andhra Pradesh Curriculum Framework 2011