New National Curriculum of Pakistan 2026
(NNCP)

ENGLISH

Grade I - V



GOVERNMENT OF PAKISTAN
NATIONAL CURRICULUM COUNCIL WING
MINISTRY OF FEDERAL EDUCATION & PROFESSIONAL TRAINING

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GOVERNMENT OF PAKISTAN

Acknowledgement

The National Curriculum Council Wing, Ministry of Federal Education and Professional Training, presents the New National Curriculum of Pakistan (NNCP) 2026 for English Grade I–V. This significant initiative reflects our collective commitment to enhancing the quality, relevance, and inclusivity of education in Pakistan. It marks a purposeful shift from heavy and complex content towards competency-based, learner-centred, and developmentally appropriate language education that responds to the diverse learning needs and evolving aspirations of our children.

A distinguishing feature of this curriculum is the application of the Common European Framework of Reference (CEFR) for Languages, to benchmark proficiency levels for each grade according to the local context. The curriculum establishes a coherent learning progression through clearly articulated Student Learning Outcomes, integrating listening, speaking, reading, and writing in a balanced and meaningful manner. Particular emphasis has been placed on foundational literacy, vocabulary development, comprehension, oral expression, creativity, and critical thinking. Acknowledging Pakistan's rich linguistic diversity and varied educational contexts, the curriculum encourages inclusive and differentiated pedagogical approaches for meaningful language acquisition.

The successful implementation of this curriculum requires a corresponding transformation in classroom practices, instructional resources, teacher preparation, and assessment approaches. Through sustained institutional coordination and stakeholder engagement, the National Curriculum Council Wing remains committed to facilitating a coherent transition from curriculum development to effective classroom implementation, with the ultimate objective of improving learning outcomes and fostering lifelong learning.

The development of this curriculum reflects a collective national endeavour, enriched by extensive consultation, professional deliberations, and contributions from diverse stakeholders. The National Curriculum Council Wing extends its sincere gratitude for the valuable guidance and continued support of the leadership of the Ministry of Federal Education and Professional Training, the Technical Committee, and our collaborating institutions, subject specialists, curriculum developers, provincial and regional representatives, practising teachers, academic experts, and partner institutions whose expertise, dedication, and constructive feedback have been instrumental in shaping this document. It is hoped that this curriculum will serve as a meaningful foundation for empowering every child with the confidence to communicate, the curiosity to explore, and the capacity to learn independently, thereby contributing to a more equitable, progressive, and knowledge-driven Pakistan.

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Director
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CHAPTER 1
VISION AND PURPOSE

1.1 Vision

The English curriculum develops language as a progressive, context-based skill, aligned with international standards (CEFR), so learners become confident, independent users of English who can think critically and engage meaningfully in local and global contexts.

1.2 Purpose

The purpose of the English language curriculum is to follow a skill-based approach towards language acquisition and to sharpen learners' critical thinking, analytical abilities, and creativity. The focus of the curriculum is to develop communicative, functional, and structural competence, enabling students to participate confidently and meaningfully in both local and global contexts. The skill-based approach followed in the curriculum also makes a thoughtful use of literature to cultivate and develop self-expression, articulation, and clarity, while also broadening learners' social-emotional and moral horizons**.** The curriculum is structured on the premise that English remains a critical tool for Pakistan's integration into global knowledge economies, higher education, and professional growth. However, its role is framed within the country's multilingual reality, where Urdu is a mark of national integration and regional languages as safeguards of cultural identity. The purpose therefore is to create a balanced English curriculum that shifts the focus from primarily teaching knowledge about English to developing students' ability to use English as a skill effectively for intellectual, social, personal and future development.

1.3 Objectives of the New English Curriculum

The following objectives have been established to guide the development of the English Language curriculum for Grades 1–5:

- **Develop English as a Skill:** Learners will demonstrate integrated competence in listening, speaking, reading, and writing, using English meaningfully in academic and social contexts.
- **Follow the Natural Sequence of Acquisition:** Learners will progress systematically from listening and speaking in early grades to reading and writing in later grades, with receptive skills strengthening productive skills.
- **Transition from EFL to ESL Exposure:** Learners will acquire English primarily as a foreign language, gradually moving toward communicative competence through classroom immersion and contextual exposure.
- **Strengthen Oral Skills in Lower Grades**: Learners in Grades 1–3 will build confidence, fluency, and communicative competence through oral activities before engaging in literacy-heavy tasks.

- **Achieve Communicative Competence First, Structural Competence Later:** Learners will use English effectively for oral communication and comprehension in early grades, and gradually develop accuracy meaningfully in grammar, syntax, and formal writing in higher grades.
- **Benchmark Progress Against CEFR Levels:** Learners will attain internationally comparable proficiency targets Pre-A1 early → A2 by Grade 5 in listening and speaking and Pre-A1 early → A1 by Grade 5 for reading and writing, ensuring measurable skill development across all four language domains.
- **Develop Writing as a Process Skill:** Learners will engage in planning, drafting, revising, and publishing from Grade 3 onwards, cultivating voice, structural awareness, and genre flexibility.
- **Integrate Grammar and Vocabulary within Skills:** Learners will apply grammar and vocabulary meaningfully across listening, speaking, reading, and writing, rather than treating them as isolated drills.
- **Ensure Spiral Progression:** Learners will revisit and consolidate grammatical and linguistic concepts at increasing levels of complexity, ensuring continuity and secure progression.
- **Embed Literature and SEL:** Learners will broaden vocabulary, comprehension, and creative expression through culturally rooted and international literature, while developing empathy, compassion, and pro-social behaviour.

1.4 Guiding Principles for English Curriculum Design

The following principles will guide the process of English curriculum development for Grades I-V:

1.4.1 Language is a Skill, not a Subject

Language is a skill rather than a body of knowledge to be memorised. Like any other skill, driving or playing a sport, it requires concentrated practice, application, and gradual mastery achieved through immersion in authentic situations. Teaching language as a subject reduces it to decontextualized grammar rules, vocabulary lists, and rote exercises, which may build theoretical knowledge but fail to develop communicative competence, fluency, or real-life use. When taught as a skill, the four skills: listening, speaking, reading, and writing, are developed sequentially and in an integrated manner, each reinforcing the others. This approach fosters creativity and critical thinking, enabling learners to connect with diverse social situations competently rather than relying on rule-governed utterances. Teaching language as a skill equips students with lifelong abilities extending beyond the classroom and prepares them for academic, social, and professional participation.

1.4.2 Follow the Natural Sequence of Language Acquisition

Language development unfolds in a natural and predictable sequence:

Listening → Speaking → Reading → Writing

Each skill is developmentally contingent on the previous, with receptive skills laying the groundwork for productive ones. Listening, as the earliest receptive skill, provides the auditory and semantic foundation upon which speaking emerges; similarly, reading as a receptive literacy skill strengthens and supports the development of writing as a productive literacy skill. Since receptive skills precede productive skills, prioritizing them is essential for balanced language teaching and learning. A curriculum that honours and embeds this inherent sequence ensures effective outcomes across all grade levels. Importantly, while these skills follow a developmental order, they operate in an interrelated and mutually reinforcing manner. Thus, language acquisition is best understood not as isolated stages, but as a dynamic system where each skill both depends on and strengthens the others

1.4.3 English with an EFL (L3) Leading to ESL (L2) Focus

It is vital to establish the approach towards curriculum development and its trajectory for subsequent material development, instructional design, and assessment practices. English as a Second Language (ESL) refers to contexts where learners live within an English-speaking environment, with the target language available in their immediate social context. English as a Foreign Language (EFL) applies to contexts like Pakistan, where English is not used in everyday life and is not readily available in the learner's social environment, however, it is taught in schools for academic and global purposes.

In the context of Pakistan, the right curricular approach is to regard English primarily as a Foreign Language (EFL/L3) with an amalgamation of ESL/L2 approaches, acknowledging that in some urban contexts learners may have partial exposure to English. This approach should move beyond the concept of English as a rule-governed subject, dependent on rote memorisation. The curriculum should carefully blend functional language use with academic rigour, developing practical communicative competence as well as the academic excellence required for higher education, professional growth, and meaningful participation in global discourse.

1.4.4 Emphasis on Oral Skill Development in Lower Grades

Listening and speaking are crucial skills in the language acquisition process; emphasis on them at the initial stages is essential. At an early age, language comes naturally through social interaction and simulated practice rather than through memorisation of abstract grammar rules. Prioritising oral skills helps develop confidence, self-reliance, fluency, and communicative competence. Oral skill development also paves the way for stronger reading and writing outcomes. In Pakistan’s context where learners have limited exposure to English outside the classroom, strengthening oral skills, in controlled classroom conditions, in the early years is essential to create a language-rich learning environment. By focusing on oracy through varied activities, the curriculum fosters functional and practical language use and discourages rote dependence.

1.4.5 Communicative Competence with Gradual Transition to Structural Competence

A strong emphasis on communicative competence in the lower grades enables learners to use English meaningfully for oral communication, interaction, and comprehension, rather than relying on grammar drills or de-contextualized exercises. At this stage, activities that build confidence

in listening, speaking, and basic expression lay the foundation for effective language use. As learners advance and achieve sufficient communicative competence, instruction can gradually shift toward structural competence, focusing on grammar, syntax, and the formal aspects of writing. This progression from fluency to accuracy equips learners with both communicative confidence and linguistic precision, preparing them for academic demands and professional contexts.

1.4.6 Benchmarking Language Against CEFR Levels

The preparation of any language curriculum requires clear benchmarking levels. Aligning the English curriculum with the Common European Framework of Reference for Languages (CEFR) will clearly outline levels of skill attainment against internationally recognised standards for language proficiency. CEFR levels (A1–C2) define what learners can do in listening, speaking, reading, and writing at each stage, ensuring that progression is systematic and measurable.

Aligning the English curriculum with CEFR benchmarks moves beyond vague objectives and establishes concrete, measurable skill targets.

Table 1: Recommended CEFR benchmarks from Grades 1-5

Grades	Listening	Speaking	Reading	Writing
Grade 1	Pre-A1 Early - Pre-A1	Pre-A1 Early - Pre-A1	Pre-A1 Early - Pre-A1	Pre-A1 Early - Pre-A1
Grade 2	Pre-A1 - Pre-A1+	Pre-A1 - Pre-A1+	Pre-A1 - Pre-A1+	Pre-A1 - Pre-A1+
Grade 3	Pre-A1+ - A1	Pre-A1+ - A1	Pre-A1+	Pre-A1+
Grade 4	A1 - A2	A1 - A2	Pre-A1+ - A1	Pre-A1+ - A1
Grade 5	A2	A2	A1	A1

1.4.6.1 CEFR Level Benchmarks

The following table describes the CEFR level benchmarks per skill:

Table 2: CEFR Level Benchmarks / Skill

CEFR Level	Listening	Speaking / Spoken Interaction	Reading	Writing
Pre-A1 Early	Recognises familiar English sounds, words and very simple	Uses single words, memorised phrases, greetings and simple	Recognises letters, familiar words, names and common signs, particularly when	Traces/copies letters, words and very short phrases; writes or

	expressions when spoken slowly, clearly and repeatedly; responds to familiar classroom language with visual/gestural support.	formulaic expressions; responds to very familiar questions with support; communicates meaning through words, gestures and facial expression.	supported by pictures; connects simple written words with familiar objects/actions.	reproduces own name and familiar personal information with substantial support.
Pre-A1	Understands short, simple questions and statements when delivered slowly and clearly and supported by pictures, gestures or repetition; recognises familiar everyday words, numbers, dates and basic classroom instructions.	Communicates basic meaning using single words, short phrases and memorised expressions; can greet, say goodbye, introduce themselves and answer very simple questions about familiar topics.	Understands very simple words and phrases in familiar contexts; can identify familiar information in short, highly supported texts, signs, labels and illustrated stories.	Gives basic personal information in writing; can copy/write familiar words and short phrases; can produce very simple formulaic messages with support.
Pre A1+	Understands short, simple phrases and familiar, multi-word instructions when spoken clearly with minor visual or gestural support; identifies key information in simple oral descriptions of familiar topics.	Interacts using basic, short phrases and simple connected statements; can ask and answer straightforward questions about personal details, routines, and preferences with limited assistance.	Understands simple, short sentences and phrases in familiar contexts with light visual support; locates specific information in basic written texts, labels, and simple illustrated stories.	Writes short, simple phrases and basic complete sentences about immediate personal details, routines, or familiar objects using fixed structures.

A1	Understands familiar words and very basic phrases concerning immediate personal needs and familiar everyday situations when speech is slow and clear.	Can interact simply on familiar topics; can ask and answer simple questions about personal information, family, possessions, likes/dislikes and immediate needs; can describe familiar people, places and routines using simple language.	Understands very short, simple texts containing familiar names, words and basic sentences; can identify predictable information in notices, labels, menus, timetables and simple messages.	Writes simple phrases and sentences about themselves and familiar people, places and things; can complete forms and produce short messages using basic vocabulary and structures.
A2	Understands frequently used expressions and the main points of clear, straightforward speech relating to immediate relevance, familiar activities and routine situations.	Can communicate in simple, routine exchanges requiring direct information; can describe background, immediate environment, experiences and needs in simple terms; can participate in short social exchanges.	Understands short, straightforward texts on familiar topics; can locate specific information and understand the main point of simple everyday texts, correspondence and informational material.	Writes a series of simple sentences linked with basic connectors; can describe experiences, events, plans and familiar people/places; can write short personal messages and routine texts.

This approach makes the curriculum globally comparable while ensuring learners develop practical communicative competence alongside structural precision, in systematic and contextually sensitive progression.

1.4.7 Build Writing as a Process Skill

Teach writing as a developmental process, planning, drafting, revising, editing, and publishing, from Grade 4 onwards. Move beyond product-only writing to develop learner voice, structural awareness, and genre flexibility through scaffolded, process-oriented writing instruction.

1.4.8 Integrate Grammar and Vocabulary within the Four Skills

Relocate grammar and vocabulary from a standalone drill subject to an integrated component of reading, writing, listening, and speaking instruction. Grammar serves communication; vocabulary is developed through contextualised reading, word study, and purposeful language use.

Integrated learning outcomes for grammar and vocabulary will be embedded within each skill and SLOs for meaningful language use rather than both appearing as standalone skills.

1.4.9 Spiral progression in Curriculum

The grammar progression outlined in this curriculum follows a spiral approach, where concepts introduced at one level are systematically revisited, consolidated, and extended in subsequent years with increasing complexity and independence. As a result, the introduction of a new grammatical concept at a particular level does not imply that previously taught concepts should no longer be addressed.

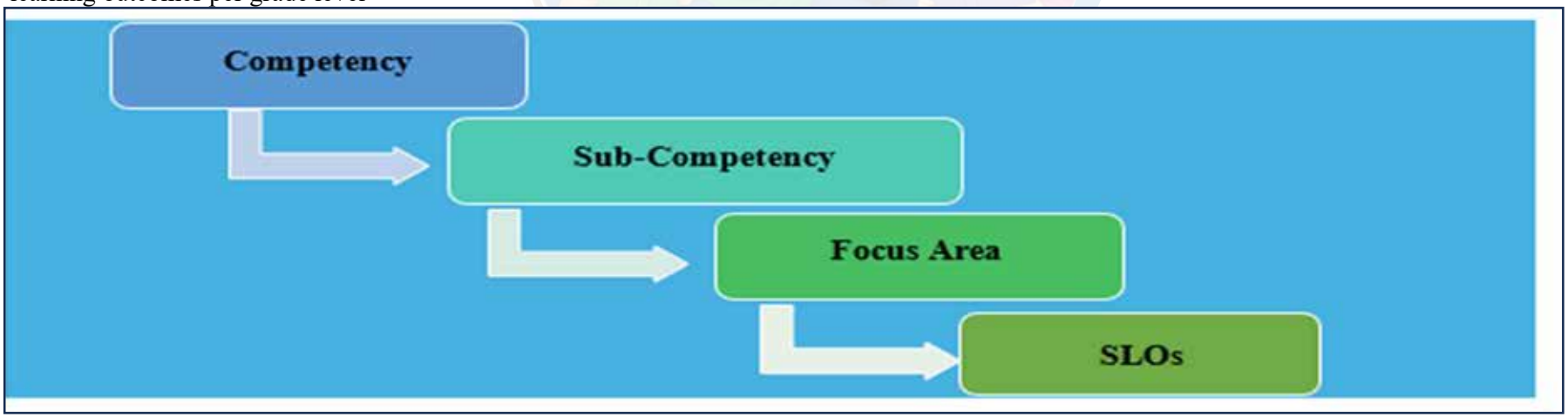
To ensure continuity and secure progression, textbook authors are expected to incorporate regular opportunities for the revision, reinforcement, and application of previously learned grammar alongside the teaching of new learning outcomes. Each unit should build upon learners' prior knowledge, enabling them to consolidate existing understanding while extending their language competence in increasingly varied and meaningful contexts.

1.4.10 Embed literature and Social Emotional Learning (SEL) as key components to teach language

Language Arts and Literature together with SEL will be instituted within the four skill bands. Culturally rooted stories, Pakistani folktales, and international children's literature will be used as the primary vehicle for vocabulary development, reading comprehension, oral response, creative writing and the development of essential SEL skills like empathy, compassion, pro-social behaviour etc.

1.5 Competency, Sub Competency, Focus Area, SLOs

The English curriculum mapping takes a skill-based approach towards language acquisition and uses the following flow in achieving the desired learning outcomes per grade level



Using the Competency → Sub-Competency → Focus Area → SLOs flow in curriculum design ensures a clear, logical progression from broad skill domains to precise, measurable outcomes. Competencies define the overarching skills learners should acquire, while sub-competencies break these into manageable dimensions that reflect developmental stages. Focus areas then highlight the critical aspects within each sub-competency, guiding instructional emphasis and assessment categories. Finally, SLOs translate these focus areas into observable, measurable learner outcomes, ensuring accountability and coherence. This hierarchical structure prevents fragmentation, supports developmental sequencing, embeds integration of skills and values, and makes the curriculum both systematic and globally comparable, while remaining contextually relevant to local needs.

1.6 Cross-Cutting Themes

Cross-cutting themes are the thematic lenses through which English language skills are developed and practised. Rather than treating English in isolation, the curriculum embeds language learning within themes that reflect learners' lived experiences, global citizenship, and cultural identity. These themes ensure that English is taught as a meaningful vehicle for understanding self and the world, not simply as an abstract linguistic system.

The following themes will run across four learning domains (Listening, Speaking, Reading, Writing) and all five grade levels. Each theme will inform the selection of texts, topics, vocabulary sets, oral discussion prompts, and writing tasks at each grade level. They will further be realised through pedagogical input.

Table 3: Cross-Cutting Themes

Themes	Listening	Speaking	Reading	Writing
SEL (Social Emotional Learning)	awareness of speaker, attentive listening, teamwork, fairness/respect	turn-taking, expressing emotions/feelings, empathy, collaboration, cooperation in group work, teamwork	connecting texts to feelings & emotions, empathy with characters, teamwork in responses, critical reflection & perspective taking	self-expression, personal experiences, reflective journals, value-based themes in essays
Core Values (Empathy, Honesty, Teamwork)	respecting viewpoints, listening to others with respect, turn-taking in discussions	group discussions, debates, persuasive speech with fairness	responding to texts with empathy and other core values, evaluating honesty in information, teamwork in shared reading	using different genres of writing to embed core values

Themes	Listening	Speaking	Reading	Writing
Media & Digital Literacy	talks, broadcasts, digital content comprehension	presentations, persuasive arguments, communicate respectfully in digital spaces, adapting tone for audiences	distinguishing fact from opinion, identifying persuasive language and images, understanding copyright and responsible sharing, verifying information from more than one source, evaluating bias, analysing writer's craft	using different genres of writing on the said theme, using age-appropriate digital resources for writing, creating simple multimedia texts, practising ethical online writing
Environment & Climate Change	comprehension tasks on environmental and climate change	roleplays, discussions, persuasive arguments on care, civic responsibility, sustainability	informational texts on environment (pollution, waste management, planting trees, protecting local habitats), identifying main ideas/details	paragraphs, essays, reflective journals on environment protection and sustainability (causes of climate change, greenhouse gases, global warming, global issues, melting ice, rising seas)
Life Skills	everyday conversations, following instructions, teamwork scenarios, thinking critically	asking questions for clarity, communicating and collaborating on tasks, leadership & responsible decision making, giving directions, making requests, ethical decision making	sequencing events, identifying text types, analysing, comparing, evaluating information	writing independently and reflectively on various tasks

Themes	Listening	Speaking	Reading	Writing
Health & Personal Safety	listening to safety instructions, awareness of health-related talks, personal safety, bullying prevention, emotional well being	roleplays on safety scenarios, expressing concerns, giving advice, protection from abuse, help seeking in awkward situations	reading informational texts on hygiene, nutrition, safety rules, emergency procedures, health and hygiene safety, online safety	writing safety guidelines, reflective journals on personal health practices, essays on community health
Peace & Social Harmony	listening to stories and talks on peace, tolerance, conflict resolution	discussions on harmony, respectful dialogue, roleplays on conflict resolution	reading texts promoting peace, tolerance, respect for diversity	writing narratives, essays, and reflections on peace-building and social harmony
Global Citizenship	listening to talks on global issues, rights, responsibilities	discussions on civic responsibility, roleplays on global cooperation	reading texts on global challenges, diversity, human rights, sustainability	writing short paragraphs, and reflections on global citizenship and responsibilities
Inclusion	listening to diverse voices, respecting differences	discussions on inclusion, roleplays on acceptance, expressing support	reading texts highlighting diversity, inclusion, and equity	writing reflections, essays, and narratives promoting inclusion and acceptance

1.6.1 Cross Cutting Integration Rationale

The rationale for including all the mentioned themes i.e. SEL, Core Values, Media & Digital Literacy, Environment & Climate Change, Life Skills, Health & Safety, Peace & Social Harmony, Global Citizenship, and Inclusion is to make language learning purposeful by linking it to real-world contexts and human development. Each theme strengthens skills such as attentive listening, respectful speaking, critical reading, and reflective writing, while also nurturing attitudes like empathy, responsibility, fairness, and respect for diversity. Together, they ensure that learners do not only acquire linguistic competence but also develop the dispositions needed to thrive as ethical, collaborative, and informed citizens. By weaving these themes across the four language domains, students learn to use language as a tool for self-expression, critical thinking, and social participation, making learning both academically rigorous and personally meaningful.

1.7 Analysis and Comparison of International Curricula

The comparative analysis of the English curricula of the *United Kingdom, Singapore, Malaysia, and Sri Lanka* reveals considerable variation in curricular philosophy, language status, skills development, assessment practices, and the integration of cognitive, affective, and psychomotor domains. Despite differences in educational contexts and language policies, the four systems demonstrate a broad movement towards functional language use, communicative competence, progressive skills development, and greater alignment between curriculum, instruction, and assessment. However, the extent to which these principles are implemented varies considerably across the countries.

1.7.1 United Kingdom - Balanced and Progressive Approach

The United Kingdom demonstrates a balanced and progressive approach to English language education with a strong emphasis on spoken language, systematic phonics, reading, writing, and literature. Its curriculum places particular importance on developing foundational literacy skills at the early stages while progressively building comprehension, written communication, and literary competence. Grammar is generally integrated into meaningful language activities rather than treated solely as an isolated area of knowledge. The overall structure reflects a progression from foundational decoding and oral communication towards increasingly sophisticated reading, writing, and interpretation skills. This approach provides a coherent pathway in which language knowledge and language use develop concurrently.

1.7.2 Singapore - Learner Centered and Communicative Approach

Singapore presents a strongly learner-centered and communicative model of English language education. English functions as the main medium of instruction within a bilingual education policy, and the curriculum places considerable emphasis on developing communicative competence across oral communication, reading, and writing. Oral language receives particularly strong attention from the early grades, with activities such as presentations, drama, discussions, and debates providing opportunities for learners to use English purposefully. The curriculum therefore moves beyond the acquisition of grammatical knowledge towards the development of confidence, fluency, and effective communication. Its approach also demonstrates a strong integration of language skills, enabling learners to apply language knowledge in authentic and increasingly complex contexts.

1.7.3 Malaysia - CEFR Aligned with Functional Literacy Approach

In Malaysia the English curriculum reflects a clear orientation towards international standards and functional language proficiency. The adoption of CEFR-aligned benchmarks provides a structured framework for monitoring learners' progression in English and facilitates comparability with international proficiency expectations. The curriculum places emphasis on communicative competence and functional literacy while giving attention to early phonics, reading, writing, and vocabulary development. As learners progress, the curriculum increasingly

incorporates creative writing, personal responses, and meaningful language use. This represents a shift from purely structural knowledge towards the ability to use English effectively in practical and increasingly complex situations.

1.7.4 Sri Lanka - Grammar Oriented and Exam Driven Approach

Sri Lanka, in comparison, demonstrates a more grammar-oriented and examination-driven approach to English language education. Although its curriculum is competency-based and includes reading, writing, and oral competencies, grammatical knowledge and comprehension remain prominent. The curriculum also incorporates contextual and culturally relevant content, including references to Buddhist traditions and local values. However, compared with the UK, Singapore, and Malaysia, oral communication appears to receive comparatively less emphasis. The stronger orientation towards examinations may consequently constrain opportunities for learners to develop spontaneous communication, extended speaking, and authentic language use. Nevertheless, the inclusion of contextualised content and competency-based elements provides a foundation that can support more communicative approaches if strengthened through classroom practice and assessment.

1.7.5 Cross-Country Findings

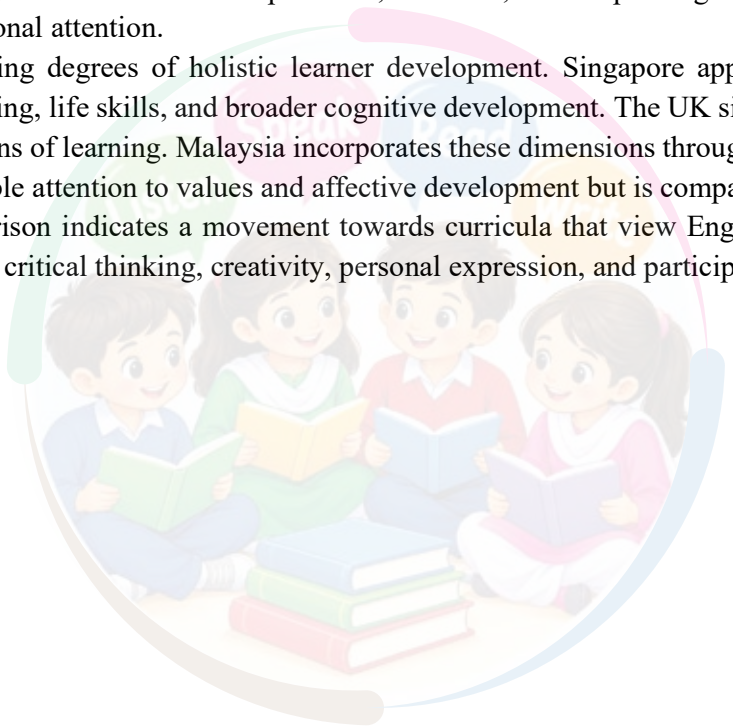
Across the four countries, a common emphasis on progressive language development is evident, although the balance among the four language skills differs. The UK and Singapore particularly demonstrate strong integration of speaking and listening with reading and writing, while Malaysia combines communicative language development with internationally referenced proficiency levels through CEFR. Sri Lanka gives greater prominence to grammar and examination-related competencies. The comparison therefore suggests that effective English curricula benefit from moving beyond a predominantly knowledge-based model towards a balanced integrated model combining receptive and productive skills, with explicit opportunities for learners to use language for meaningful communication.

A further significant finding is the increasing importance of systematic early literacy instruction. The UK and Malaysia explicitly prioritise phonics and foundational reading skills in the early years, while Singapore also establishes a strong foundation in oral language and literacy. These approaches indicate that early English instruction is most effective when learners receive structured support in decoding, vocabulary development, oral language, and comprehension before being expected to perform more complex literacy tasks. The international comparison consequently highlights the importance of ensuring that reading development follows a clear progression from phonological awareness and decoding to fluency, comprehension, inference, interpretation, and critical engagement with texts.

The comparison also demonstrates that grammar is most effective when integrated with communicative and literacy activities rather than taught exclusively as isolated rules. The UK, Singapore, and Malaysia increasingly embed grammatical knowledge within reading, writing, speaking, and other meaningful language tasks. Sri Lanka's relatively stronger grammar orientation illustrates the limitations of a model in which structural accuracy may receive greater attention than authentic language use. The international evidence therefore supports a more integrated approach in which grammar and vocabulary function as resources for communication and comprehension.

Assessment practices constitute another important area of distinction. The UK and Singapore provide relatively explicit assessment of different language competencies, including listening, speaking, reading and writing. Malaysia's alignment with CEFR contributes to clearer proficiency expectations and supports the use of formative and functional assessment approaches. Sri Lanka, while maintaining national assessment structures, remains comparatively examination-oriented, with grammar and comprehension occupying a significant position. The comparison suggests that assessment systems can strongly influence classroom priorities, therefore, where speaking and listening are not explicitly assessed, these competencies may receive less instructional attention.

Finally, the four curricula demonstrate varying degrees of holistic learner development. Singapore appears particularly strong in integrating language learning with social-emotional learning, life skills, and broader cognitive development. The UK similarly provides a balanced integration of cognitive, affective, and practical dimensions of learning. Malaysia incorporates these dimensions through creative and communicative learning experiences, while Sri Lanka gives considerable attention to values and affective development but is comparatively constrained by its examination orientation. Overall, the international comparison indicates a movement towards curricula that view English not merely as a body of linguistic knowledge but as a means of communication, critical thinking, creativity, personal expression, and participation in society.



Listen
Speak
Read
Write

CHAPTER 2
COMPETENCIES, STANDARDS AND BENCHMARKS

2.1 Introduction

The four language competencies, i.e. listening, speaking, reading and writing state a standard for each, and establishes Grade-wise benchmarks from Grades 1 to 5 and are set against CEFR levels. Listening and reading are receptive skills whereas speaking and writing are regarded as productive skills. The competencies are deeply interconnected: listening underpins speaking; reading informs writing; language use (grammar and vocabulary) serve all four. Together, they constitute a complete language education system. Vocabulary and grammar are embedded within each competency rather than being treated as standalone domains. Also, literature weaves across all skills to give contextual, rich and in-depth exposure of language for authentic use. The competency, standard and benchmark framework also balances out the EFL and ESL transition in a smooth way with the EFL approach leading to ESL. The premise is to give learners sufficient language exposure in controlled classroom conditions (EFL reality) and *creating bridges* before more functional, immersive Use (ESL aspiration).

2.2 Competency Descriptions and Rationale

2.2.1 Competency 1 — Listening

English language in Pakistan presents an EFL context as learners get exposure to English mostly through the classroom environment; the target language is seldom available in the broader social context of the learner. It is therefore important for learners to receive adequate exposure to listening before they are ready to effectively use it. Listening, therefore, becomes an important skill as it becomes a gateway for the acquisition of further skills and must be treated with the same rigour as any other formally assessed skill.

Listening develops from recognising familiar words to responding to simple instructions and comprehending extended, authentic discourse critically and independently. As the curriculum transitions to ESL, listening tasks move from more teacher-controlled, scaffolded inputs towards varied, complex, and authentic spoken discourse.

Key skills developed across Grades 1-12:

Phonological awareness; comprehension of spoken instructions and exchanges; identification of main ideas and specific information; inferential listening; receptive vocabulary development; recognition of grammatical structures in spoken context; critical and evaluative response to spoken and audio-visual texts.

2.2.2 Competency 2 — Speaking

Speaking is a productive oral skill and demonstrates evidence of oral competence. In the early years, speaking demands are carefully calibrated to what learners can realistically produce — words, short phrases, and formulaic routines — built deliberately on the listening foundation. Fluency is prioritized before accuracy, however, in controlled classroom conditions and confidence before structural precision. Fluency first ensures that learners feel capable of speaking, which then creates the conditions for accuracy and complexity to grow. Development of speaking skill moves from structured oral routines and guided conversation to discussion and argumentation, debate to sustained formal presentation.

Key skills developed across Grades 1-12:

Pronunciation; spoken vocabulary and sentence construction; turn-taking and discourse management; oral fluency and confidence; register and audience awareness; grammatical accuracy in spoken production; oral argumentation; collaborative academic talk.

2.2.3 Competency 3 — Reading

Reading is a receptive skill that enables learners to access knowledge, expand academic vocabulary, and develop analytical thinking. In EFL contexts, systematic phonics — explicit, sequenced phoneme-grapheme instruction — builds the decoding foundation. Once decoding is achieved, instruction prioritizes fluency, comprehension strategies, and critical text analysis, with literary response integrated progressively. Vocabulary growth and grammar awareness are embedded at every stage, ensuring reading is taught not as an isolated skill but as a pathway to confident, analytical, and meaningful engagement with texts.

Key skills developed across Grades 1-12:

Phonemic awareness and phonics; reading fluency; literal and inferential comprehension; comprehension strategy Use; vocabulary in context; word analysis and morphological awareness; text analysis and critical evaluation; literary response; reading across genres; reading silently and for pleasure.

2.2.4 Competency 4 — Writing

Writing is the most cognitively demanding productive skill and requires the most carefully staged instruction. Grades 1–2 focus on transcriptional foundations: letter formation, spelling, short phrases and simple sentences. From Grade 4, process writing — planning, drafting, revising, editing, and publishing — is introduced as the curriculum's core writing model. Grammatical knowledge, vocabulary range, and punctuation accuracy are integral dimensions of writing competence at every stage and are carefully and sequentially embedded within the writing competency.

Key skills developed across Grades 1-12:

Handwriting and transcription; spelling; sentence construction and punctuation; paragraph organisation; process writing; genre writing (narrative, descriptive, expository, persuasive, functional, creative); vocabulary range and precision; grammar for accuracy and effect; cohesion and coherence; proofreading; extended composition.

2.3 Standards

Standards are broad statements of expectation describing what a learner will know and be able to do across the full span of schooling, i.e. Grades 1 to 12. They are written once per competency and serve as the anchor against which all benchmarks and Student Learning Outcomes are aligned. Each standard encompasses the developmental trajectory from the earliest phase of language acquisition to the upper secondary stage.

The English Curriculum encompasses four standards with literature and other cross-cutting themes, as stated earlier, across all. Literature is embedded to bring richness and give learners sufficient exposure to the various nuances of language.

Standard 1 — Listening. Listen actively and attentively to a variety of oral, visual, and multimedia texts, applying a range of strategies to decode, comprehend, interpret, and evaluate oral discourse for enjoyment, learning, and critical understanding.

Standard 2 — Speaking. Develop competence in spoken discourse to communicate clearly, confidently, and effectively across a range of social, academic, and literary contexts, adapting tone and register for a variety of purposes and audiences.

Standard 3 — Reading. Use and apply strategies, skills, and knowledge related to word identification, decoding, vocabulary, and fluency to construct meaning from various text types including prose, poetry, drama, informational, and other functional texts, and develop critical thinking for lifelong learning.

Standard 4 — Writing. Produce purposeful, well-structured texts across various genres for different audiences by effectively applying the features of process writing, from idea generation and planning to drafting and revision — while demonstrating appropriate conventions of language, organisation, and style.

Standard 5 — Use of Language. Develop competence in vocabulary and grammar Use with incremental and increased sophistication to express ideas accurately, clearly, and creatively in oral and written communication.

*****Standard 5 will be embedded in all the benchmarks given for Standards 1–4.***

2.4 Grade-Wise Benchmarks — Grades 1 to 5

Benchmarks are Grade-endpoint expectations describing what a learner achieves by the end of each Grade. Each benchmark is an overarching achievement statement — integrating both skill and language knowledge — not a list of individual tasks. Benchmarks are cumulative: each year's statement builds on the previous. They represent minimum expected attainment for learners receiving competent, well-resourced instruction, not ceilings.

2.4.1 Competency 1: Listening + Use of Language & Literature — Grade-Wise Benchmarks

Standard 1: Listen actively and attentively to a variety of oral, visual, and multimedia texts, applying a range of strategies to decode, comprehend, interpret, and evaluate oral discourse for enjoyment, learning, and critical understanding.

Table 4: Listening - Grade-wise Benchmarks

Grade / CEFR Level	Phase	Benchmark
Grade 1 *Pre-A1 Early to Pre A1*	EFL Foundation	Build phonological awareness and early listening comprehension through classroom language, rhymes instructions, and structured routines. Develop the ability to recognise familiar words, numbers, dates, simple questions and statements when delivered slowly, respond through gestures and non-verbal cues, associate spoken words with objects and actions.
Grade 2 *Pre-A1 to Pre-A1+*	EFL Foundation	Build listening comprehension by engaging with short tales and familiar spoken texts. Develop the ability to grasp the main idea of simple messages or talks, follow short sequences of instructions with contextual support, and start recognizing stress and intonation patterns that distinguish statements from questions.
Grade 3 *Pre-A1+ to A1*	EFL	Strengthen listening comprehension through simple spoken texts — stories, fables, and instructions — understanding main ideas and key details, identifying specific information, and deducing meaning from slow conversations about common routines, activities and familiar topics.
Grade 4 (A1 to A2)	EFL-ESL	Extend strategic listening across spoken and audio-visual texts by applying predicting, gist, and detail strategies to identify main ideas and supporting information, while noticing how meaning is shaped through modal verbs that signal possibility or necessity, comparative sound patterns that highlight contrasts in pronunciation, and relative clauses that connect ideas within spoken contexts.

Grade 5 A2	EFL-ESL	Consolidate independent listening across conversations, talks, and audio-visual texts by identifying speaker purpose, viewpoint, and key message, using context clues to decode meaning, and noticing how language conveys ideas through simple present and past forms that anchor events in time, simple future tense that signals upcoming actions, passive constructions that shift focus to the action itself, and cohesive connectives that link and organize spoken and broadcast discourse.

2.4.2 Competency 2: Speaking+ Use of Language & Literature — Grade-Wise Benchmarks

Standard 2*: Develop competence in spoken discourse to communicate clearly, confidently, and effectively across a range of social, academic, and literary contexts, adapting tone and register for a variety of purposes and audiences.*

Table 5: Speaking - Grade-wise Benchmarks

Grade / CEFR Level	Phase	Benchmark
Grade 1 ***Pre-A1 Early to Pre A1***	EFL Foundation	Build early oral confidence through structured routines and supported classroom exchanges, responding to basic questions and forming simple sentences that naturally use everyday nouns, pronouns, action words, adjectives, and prepositions of place.
Grade 2 ***Pre-A1 to Pre A1+***	EFL Foundation	Build spoken communication through simple conversations, guided exchanges, and structured roleplay, speaking in short sentences on familiar topics, asking and answering basic Wh-questions, taking turns, and gradually improving accuracy by using present simple forms to describe everyday actions and present continuous forms to talk about ongoing activities.

Grade 3 ***Pre-A1+ to A1***	EFL	Strengthen spoken fluency and confidence through short speaking turns, roleplay, and early register awareness of how speech changes with context, practice producing 3-5 sentence turns on familiar topics, adapting their language appropriately, and begin to link ideas using compound sentences. Use tenses to place actions in present and past time, order adjectives to describe more precisely, and apply adverbs of manner to show how actions are carried out — all within meaningful spoken exchanges.
Grade 4 **A1 to A2**	EFL-ESL	Extend communicative competence through presentations, group discussions, and speaking confidently to express ideas and opinions, while drawing on modal verbs to show possibility or obligation, comparative and superlative adjectives to highlight differences and degrees, past continuous forms to describe ongoing events in the past, and relative clauses to add detail and connect ideas when conveying fact, opinion, and description.
Grade 5 **A2**	EFL-ESL	Consolidate oral fluency and independence through discussions, debates, and presentations, sustaining extended speech with varied vocabulary and appropriate register. Use simple present and past forms to share everyday facts and experiences, simple future tense to indicate upcoming actions, reported speech with suitable reporting verbs to convey what others have said, and similes to enrich oral expression with imagery and impact.

2.4.3 Competency 3: Reading + Use of Language & Literature — Grade-Wise Benchmarks

Standard 3: Use and apply strategies, skills, and knowledge related to word identification, decoding, vocabulary, and fluency to construct meaning from various text types including prose, poetry, drama, informational, and other functional texts, and develop critical thinking for lifelong learning.

Table 6: Reading - Grade-wise Benchmarks

Grade / CEFR Level	Phase	Benchmark
Grade 1 *Pre-A1 Early to Pre A1*	EFL Foundation	Develop early comprehension and fluency through rhymes and stories. Recognize letters and sounds, decode CVC & high-frequency words, identify characters/events with picture support.
Grade 2 *Pre-A1 to Pre-A1+*	EFL Foundation	Build foundational reading fluency through phonics, blends, digraphs, and compound words. Decode CVC and high-frequency words, read 1–2 simple sentences with print awareness, and begin to understand sentence meaning by recognizing simple present forms, nouns, pronouns, adjectives, action verbs, prepositions of place, articles, and coordinating conjunctions.
Grade 3 *Pre-A1+*	EFL	Strengthen reading fluency by using syllables, affixes, contractions, and context clues to decode unfamiliar words. Identify main ideas, details, and inferences in short sequential stories and informational texts (3–5 sentences), while noticing how meaning is shaped through word families, singular and plural forms, possessive pronouns, simple present tense, prepositions of time, adverbs of manner, contractions, and basic sentence connectors.

Grade 4 *Pre-A1+ to A1*	EFL-ESL	Apply skimming, scanning, and predicting strategies to understand simple texts, analysing intent and distinguishing fact from opinion. Notice how meaning is conveyed through compound sentences, the use of simple past and continuous tenses to show time and action, adjective order to describe clearly, modal verbs to express possibility or necessity, adverbs of time, place, and frequency to add detail, and cohesive connectors to link ideas smoothly.
Grade 5 *A1*	EFL-ESL	Independently use skimming, scanning, summarizing, and inference to understand diverse texts (fiction, non-fiction, poetry, cultural literature). Recognize how meaning is shaped through present perfect forms that connect past actions to the present, compound sentences with relative clauses that add detail, reported speech that conveys others' ideas, passive voice that shifts focus to the action, and cohesive devices that link paragraphs smoothly.

2.4.4 Competency 4: Writing + Use of Language & Literature — Grade-Wise Benchmarks

Standard 4: *Produce purposeful, well-structured texts across various genres for different audiences by effectively applying the nuances of process writing, from idea generation and planning to drafting and revision, while demonstrating appropriate conventions of language, organisation, and style.*

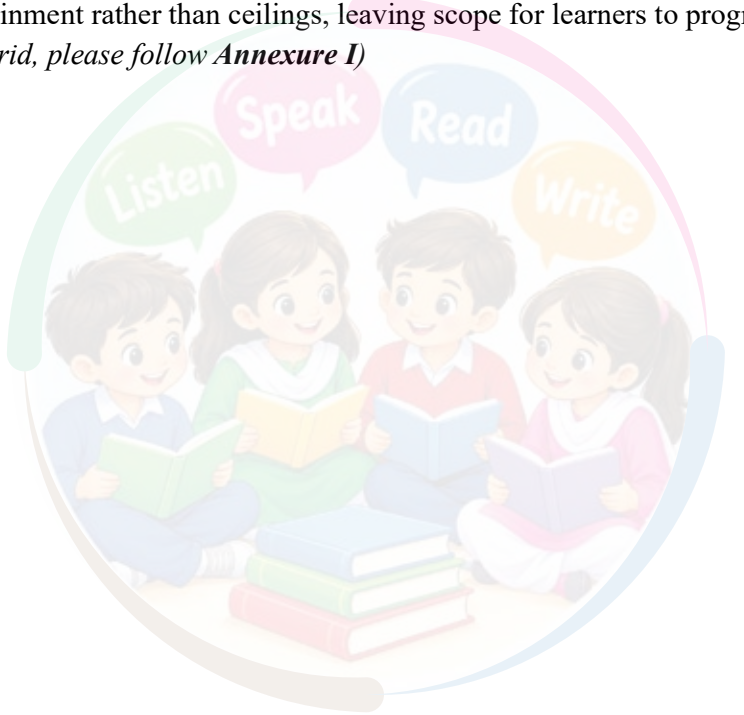
Table 7: Writing - Grade-wise Benchmarks

Grade / CEFR Level	Phase	Benchmark
Grade 1 *Pre-A1 Early to Pre-A1*	EFL Foundation	Trace/copy upper- and lower-case letters, CVC words from dictation; rewrite or reproduce own name and familiar personal information in one word on self or pictures using basic word classes and early prepositions with substantial support.

Grade 2 *Pre-A1 to Pre-A1+*	EFL Foundation	Copy and write familiar words and short phrases, give one-word answers from supported texts and illustrations, label objects and signs, and complete single-word gaps. Provide basic personal information in writing with correct capitalization and full stops, while forming simple sentences that naturally use proper nouns, present simple tense, possessive forms, and basic conjunctions.
Grade 3 *Pre-A1+*	EFL	Write short 2–3 sentence texts on familiar people, objects, and places using correct simple sentence structure. Apply common nouns and personal pronouns, present simple forms, and coordinating conjunctions to connect ideas, while using basic phonic patterns to spell common words accurately.
Grade 4 *Pre-A1+ To A1*	EFL-ESL	Write a short paragraph of 3–5 sentences using the steps of process writing. Construct simple and compound sentences to organize ideas, apply present and past forms to express actions, use possessive adjectives and adverbs of manner for detail, and demonstrate correct use of apostrophes for possession and punctuation to ensure clarity.
Grade 5 *A1*	EFL-ESL	Write 1–2 paragraphs using the process writing cycle, constructing simple and compound sentences with relative clauses to connect ideas. Apply tense forms including the present perfect to link past actions to the present, use cohesive devices and connective adverbs to ensure flow, and consolidate previously learned formulaic expressions to strengthen clarity and coherence in their writing.

Taken together, the four competencies, their standards, and the grade-wise benchmarks set out in this chapter form a single, coherent progression for English language learning across Grades 1 to 5. The competencies define the domains of language ability; the standards express the long-range expectation for each across the full span of schooling; and the benchmarks make those expectations concrete, cumulative, and teachable at the end of every grade — with vocabulary, grammar, and literature embedded throughout rather than taught in isolation. Across all four competencies the framework traces a deliberate movement from an EFL foundation towards a more immersive ESL orientation, and the benchmarks describe minimum expected attainment rather than ceilings, leaving scope for learners to progress further.

*(Note: For detailed reading of progression grid, please follow **Annexure I**)*



CHAPTER 3

STUDENTS LEARNING OUTCOMES (SLOs)

3.1 Competency 1: Listening (L)

Standard 1: Listen actively and attentively to a variety of oral, visual, and multimedia texts, applying a range of strategies to decode, comprehend, interpret, and evaluate oral discourse for enjoyment, learning, and critical understanding.

Table 8: Listening / Grade-Wise Benchmarks & SLOs

	G1 *CEFR: Pre-A1 Early to Pre A1*	**G2** *CEFR: Pre-A1 to Pre A1+*	**G3** *CEFR: Pre-A1+ to A1*	**G4** *CEFR: A1 to A2*	**G5** *CEFR: A2*
Language Context	EFL	EFL	EFL	EFL-ESL	EFL-ESL
BENCHMARK	Build phonological awareness and early listening comprehension through classroom language, rhymes instructions, and structured routines. Develop the ability to recognise familiar words, numbers, dates, simple questions and statements when delivered slowly,	Build listening comprehension by engaging with short tales and familiar spoken texts. Develop the ability to grasp the main idea of simple messages or talks, follow short sequences of instructions with contextual support, and start recognizing stress	Strengthen listening comprehension through simple spoken texts — stories, fables, and instructions — understanding main ideas and key details, identifying specific information, and deducing meaning from slow conversations about common	Extend strategic listening across spoken and audio-visual texts by applying predicting, gist, and detail strategies to identify main ideas and supporting information, while noticing how meaning is shaped through modal verbs that signal	Consolidate independent listening across conversations, talks, and audio-visual texts by identifying speaker purpose, viewpoint, and key message, using context clues to decode meaning, and noticing how language conveys ideas through simple

	G1 *CEFR:* *Pre-A1 Early to Pre A1*	G2 *CEFR:* *Pre-A1 to Pre A1+*	G3 *CEFR:* *Pre-A1+ to A1*	G4 *CEFR:* *A1 to A2*	G5 *CEFR: A2*
	respond through gestures and non-verbal cues, associate spoken words with objects and actions.	and intonation patterns that distinguish statements from questions.	routines, activities and familiar topics.	possibility or necessity, comparative sound patterns that highlight contrasts in pronunciation, and relative clauses that connect ideas within spoken contexts.	present and past forms that anchor events in time, simple future tense that signals upcoming actions, passive constructions that shift focus to the action itself, and cohesive connectives that link and organize spoken and broadcast discourse.

Code Key	Subject	Grade	Competency+ Sub competency	Standard	Benchmark	SLO	Final code
	E	G1	L01	SD1	B1	01	E.G1.L01.SD1.B1.01

Focus Area	L01 LISTENING AND VIEWING				
Listening comprehension: main idea & detail	*E.G1.L01.SD1.B1.01* Recognise sounds, words, or phrases, dates, numbers, in spoken language and repeat them. *E.G1.L01.SD1.B1.02*	*E.G2.L01.SD1.B1.01* Listen to short talk/conversations, identify familiar words and phrases, and get the main idea of a simple message.	*E.G3.L01.SD1.B1.01* Listen to and understand longer conversations, stories, fables, instructions, and descriptions of events,	*E.G4.L01.SD1.B1.01* Listen to and understand longer conversations, short text, talks, and broadcasts, and	*E.G5.L01.SD1.B1.01* Listen, view, and respond to a variety of texts for enjoyment and understanding. *[Lit]*

	G1 *CEFR:* *Pre-A1 Early to Pre A1*	**G2** *CEFR:* *Pre-A1 to Pre A1+*	**G3** *CEFR:* *Pre-A1+ to A1*	**G4** *CEFR:* *A1 to A2*	**G5** *CEFR: A2*
	Associate spoken words with objects and actions. BT: Remember + Understand	BT: Remember + Understand	identifying the main ideas. BT: Remember + Understand	identify main ideas and supporting details. BT: Understand	Listen to the text and clarify the main idea and supporting details. BT: Understand + Apply
Suggested Activities	Sound–Picture Match: Play or say a set of familiar sounds/words. Learners point to the matching picture/object, then repeat the word and mime the related action.	Listen & Choose: Learners listen to a short conversation and choose the picture that best represents the main idea.	Story Main-Idea Cards: listen/play a short story. In pairs, learners arrange 3–4 picture cards and select one sentence that gives the main idea.	Main Idea Detective: Listen to/play a short talk. Learners complete a two-column note sheet: 'Main idea' and 'Supporting details', recording at least two details.	Watch–Respond: Show a short age-appropriate video/story. Learners give the main idea of the story, choose one scene they enjoyed and give a brief oral response explaining why.
Deducing meaning from context	*E.G1.L01.SD1.B1.03* Listen and begin to use contextual clues to predict content in short, supported talk. BT: Apply	*E.G2.L01.SD1.B1.02* Listen and use contextual clues to predict meaning in short, supported talk. BT: Apply	*E.G3.L01.SD1.B1.02* Deduce meaning from context in short, supported talk, on familiar and curricular topics. BT: Apply	*E.G4.L01.SD1.B1.02* Deduce meaning from context in short and extended talk on a range of general and curricular topics. BT: Apply	*E.G5.L01.SD1.B1.02* Deduce meaning from context in extended talk on a range of general and curricular topics. BT: Apply
Suggested Activities	Picture Prediction: Show the title and two pictures	Teacher to talk on a related topic with one	Listen to a short classroom talk	Play a 1–2-minute talk. Groups identify	Listen to a talk in sections. Learners

	G1 *CEFR:* *Pre-A1 Early to Pre A1*	**G2** *CEFR:* *Pre-A1 to Pre A1+*	**G3** *CEFR:* *Pre-A1+ to A1*	**G4** *CEFR:* *A1 to A2*	**G5** *CEFR: A2*
	before a short audio/teacher talk. Learners predict three words/ideas they expect to hear, then listen and check.	key word covered/unknown. Pause before the word and let learners guess its meaning from the surrounding words and pictures.	containing 3 unfamiliar words. Learners guess each meaning and identify the clue that helped them.	unfamiliar vocabulary, guess meanings from context, and justify each prediction using a phrase or idea from the talk.	maintain an inference chart (unknown word → context clues → inferred meaning) and compare answers.
Awareness of the speaker [SEL]	*E.G1.L01.SD1.B1.04* Show awareness of the speaker through non-verbal communication, maintaining eye contact and nodding in response. *[SEL: Social Awareness]* BT: Understand	*E.G2.L01.SD1.B1.03* Show awareness of the speaker by responding to verbal and non-verbal cues, such as laughing when a joke is shared. *[SEL: Social Awareness]* BT: Understand	*E.G3.L01.SD1.B1.03* Show and demonstrate awareness of the speaker by developing sensitivity to how others express meaning through talk and non-verbal communication. [SEL: Social Awareness] BT: Understand - Apply		
Suggested Activities	Listening Partners: In pairs, one learner speaks for 20 seconds while the other demonstrates eye	Cue Response Game: Play/perform short mini-dialogues with different emotions or	Meaning Beyond Words: Listen to the same short sentence with different		

	G1 *CEFR:* *Pre-A1 Early to Pre A1*	**G2** *CEFR:* *Pre-A1 to Pre A1+*	**G3** *CEFR:* *Pre-A1+ to A1*	**G4** *CEFR:* *A1 to A2*	**G5** *CEFR: A2*
	contact, nodding and attentive posture; partners then switch roles.	cues. Learners identify the cue and respond appropriately using a gesture or facial expression.	tone/facial expressions. Learners discuss how the speaker's meaning or feeling changes.		
Tenses in spoken language [UE]		*E.G2.L01.SD1.B1.04* Recognise the simple present and present continuous (-ing) for actions happening now in spoken input. *[UE]* BT: Remember	*E.G3.L01.SD1.B1.04* Recognise the past simple for completed actions and events in spoken stories and recounts. *[UE]* BT: Remember *E.G3.L01.SD1.B1.05* Recognise future forms (will / going to) in spoken plans and predictions. *[UE]* BT: Remember	*E.G4.L01.SD1.B1.03* Recognise the past continuous for actions in progress in spoken descriptions and narratives. *[UE]* BT: Remember *E.G4.L01.SD1.B1.04* Recognise future forms (will / going to) in spoken descriptions and narratives. *[UE]* BT: Remember	*E.G5.L01.SD1.B1.03* Recognise the present, perfect, simple future tense and simple passive forms in spoken and broadcast language. *[UE]* BT: Remember

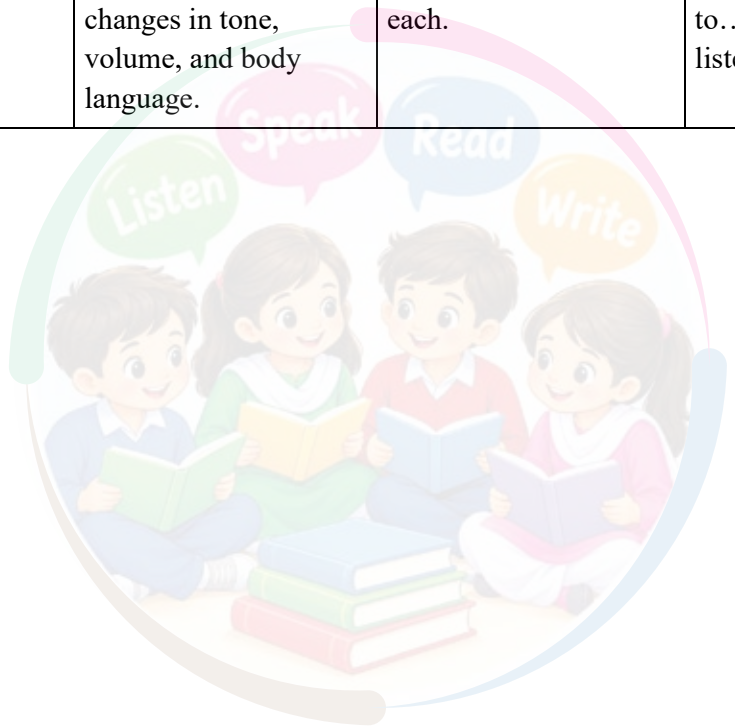
	G1 *CEFR:* *Pre-A1 Early to Pre A1*	G2 *CEFR:* *Pre-A1 to Pre A1+*	G3 *CEFR:* *Pre-A1+ to A1*	G4 *CEFR:* *A1 to A2*	G5 *CEFR: A2*
Suggested Activities		What Is Happening Now? Show action pictures and say short sentences. Learners hold up the matching picture whenever they hear a present-continuous sentence.	Yesterday Story Hunt: Listen to a short recount twice. Learners identify the past-simple verbs they hear and perform the action. Plan or Prediction (Cline activity): Teacher to talk short statements using 'will' and 'going to'. Learners sort them into prediction or planned intention and cline to left or right to show their response.	Interrupted Action Listening: Listen to a short story with some actions indicating different times. Learners identify which action happened at what particular time.	Tense Sort: Listen to a short mixed-tense audio. Learners place sentence cards under Present, Perfect, Future, or Passive headings.
Focus Area	**L02. LISTENING READINESS**				
Attentive & responsive listening [SEL]	*E.G1.L02.SD1.B1.01* Listen to others and respond appropriately. *[SEL: Relationship Skills]* *E.G1.L02.SD1.B1.02*	*E.G2.L02.SD1.B1.01* Listen attentively to a story or role-play and respond to simple characters and	*E.G3.L02.SD1.B1.01* Listen attentively and respond to questions from others. *[SEL: Relationship Skills]* BT: Understand	*E.G4.L02.SD1.B1.01* Demonstrate attentive listening and engage appropriately, taking into account opinions and ideas shared by	*E.G5.L02.SD1.B1.01* Demonstrate attentive listening towards others and be sensitive to the rules of turn-taking and

	G1 *CEFR:* *Pre-A1 Early to Pre A1*	**G2** *CEFR:* *Pre-A1 to Pre A1+*	**G3** *CEFR:* *Pre-A1+ to A1*	**G4** *CEFR:* *A1 to A2*	**G5** *CEFR: A2*
	Listen and follow simple instructions. BT: Understand	situations. *[Lit] [SEL: Social Awareness]* Follow short sequences of instructions with contextual support. BT: Understand		others. *[SEL: Social Awareness]* BT: Apply	discourse. *[SEL: Relationship Skills]* BT: Apply
Suggested Activities	Listen–Respond Circle: Learners sit in a circle. Each learner listens to a peer's short statement/question and gives an appropriate verbal or non-verbal response before the next turn.	Character Response Cards: After a short story/role-play, learners choose a card showing how a character feels and explain their response in one sentence.	Question Pass: Learners ask a simple question to a partner. The partner listens, answers, and asks one related follow-up question.	Agree/Build Challenge: In small groups, learners listen to a peer's idea and respond with 'I agree because…' or 'I would add…', showing that they considered the idea.	Turn-Taking Discussion: Give groups a simple topic and a speaking token. Only the learner holding the token speaks; others listen and wait for their turn.
Stress, intonation & rhetorical patterns	*E.G1.L02.SD1.B1.03* Recognise stress and intonation patterns used in statements, rhymes, and questions. BT: Remember	*E.G2.L02.SD1.B1.02* Recognise stress & intonation while listening to instructions, and commands. BT: Understand + Apply	*E.G3.L02.SD1.B1.02* Classify stress & intonation in oral stories and instructions BT: Understand + Apply	*E.G4.L02.SD1.B1.02* Differentiate between stress and intonation in an imperative versus a question while listening BT: Understand + Apply	

	G1 *CEFR:* *Pre-A1 Early to Pre A1*	G2 *CEFR:* *Pre-A1 to Pre A1+*	G3 *CEFR:* *Pre-A1+ to A1*	G4 *CEFR:* *A1 to A2*	G5 *CEFR: A2*
Suggested Activities	Statement or Question: Play pairs of sentences. Learners raise a '.' card for a statement and a '?' card for a question, then repeat with matching intonation.	Follow the Voice: Give short instructions with varied stress and intonation. Learners perform the action and identify the word that received emphasis.	Voice Map: Listen to a short story. Learners mark arrows for rising/falling intonation on selected sentences and practise saying them.	Command or Question: Play mixed imperatives and questions. Learners classify each, identify the intonation pattern, and respond appropriately.	
Focus Area	**L03: LISTENING FOR DIFFERENT PURPOSES**				
Listening for different purposes [SEL]	*E.G1.L03.SD1.B1.01* Listen and respond within small-group talks. *[SEL: Relationship Skills]* BT: Understand	*E.G2.L03.SD1.B1.01* Show awareness of ways in which speakers vary their talk, such as formal and informal vocabulary. BT: Understand	*E.G3.L03.SD1.B1.01* Listen and independently respond within group discussions, presentations, and speeches. *[SEL: Relationship Skills]* BT: Understand + Apply	*E.G4.L03.SD1.B1.01* Listen to talk for different purposes — to inform, persuade, (focus on relative clauses) instruct, or advise through modal verbs (can, could, may, should)— and respond appropriately. BT: Understand + Apply	*E.G5.L03.SD1.B1.01* Apply listening to arguments & discussions for varied purposes through modal verbs (can, could, may, must, should) and connectors (and, but, or, because) BT: Apply
Suggested Activities	Groups listen to a short routine with support (likes, dislikes,	Learners listen to two versions of the same message. Learners	During a short presentation, learners note one key idea, one	Learners listen to four short messages. Learners label each as	Listen to/play a short classroom argument. Learners record the

	G1 *CEFR:* *Pre-A1 Early to Pre A1*	G2 *CEFR:* *Pre-A1 to Pre A1+*	G3 *CEFR:* *Pre-A1+ to A1*	G4 *CEFR:* *A1 to A2*	G5 *CEFR: A2*
	favourites, routines), then relay the required information to a teammate.	identify formal/informal words and discuss which audience each version suits.	detail, and one question; they then share their responses independently.	inform/persuade/instruct/ advise, identify relative clauses, and circle the modal verb that helped them decide.	speaker's claim, modal verbs and connectors used in the argument, then state the speaker's purpose.
Focus Area	**L04: LISTENING FOR DIFFERENT AUDIENCES**				
Listening for different audiences [SEL]	*E.G1.L04.SD1.B1.01* Listen to peers and teachers, with support and respond audibly through nonverbal cues. *[SEL: Relationship Skills]* BT: Remember	*E.G2.L04.SD1.B1. 01* Listen and recognize how speakers adapt tone of voice and non-verbal features for different audiences. *[SEL: Social Awareness]* BT: Remember + Understand	*E.G3.L04.SD1.B1.01* Listen purposefully in a range of contexts and recall important features and key details of what is heard. *[SEL: Social Awareness, Self-Management]* BT: Remember + Understand	*E.G4.L04.SD1.B1.01* Listen to an argument and identify the speaker's viewpoint and persuasive intent. BT: Understand	*E.G5.L04.SD1.B1.01* Listen to discussions and debates, and respond to other speakers' viewpoints. *[SEL: Social Awareness]* BT: Understand + Apply
Suggested Activities	Audience Response Practice: Two speakers (peer, teacher) give short messages. Learners practise an appropriate	Same Message, Different Audience: Listen to the same request delivered to a friend and to a teacher.	Key-Detail Recall: Listen to three short messages for different contexts. Learners retell the purpose and	Viewpoint & Intent: Listen to a short argument. Learners complete: 'The speaker thinks…' and 'The	Debate Listening Grid: During a short debate, learners record each speaker's viewpoint and one point they heard

	G1 *CEFR:* *Pre-A1 Early to Pre A1*	**G2** *CEFR:* *Pre-A1 to Pre A1+*	**G3** *CEFR:* *Pre-A1+ to A1*	**G4** *CEFR:* *A1 to A2*	**G5** *CEFR: A2*
	audible or non-verbal response to each.	Learners identify changes in tone, volume, and body language.	two key details from each.	speaker wants listeners to…', citing one listening clue.	from another speaker, then respond to the view point.



3.2 Competency 2: Speaking (S)

Standard 2: Develop competence in spoken discourse to communicate clearly, confidently, and effectively across a range of social, academic, and literary contexts, adapting tone and register for a variety of purposes and audiences.

Table 9: Speaking / Grade-wise Benchmarks & SLOs

	Grade 1 *CEFR: Pre-A1 Early to Pre A1*	**Grade 2** *CEFR: Pre-A1 to Pre A1+*	**Grade 3** *CEFR: Pre-A1+ to A1*	**Grade 4** *CEFR: A1 to A2*	**Grade 5** *CEFR: A2*
Language Context	EFL	EFL	EFL	EFL-ESL	EFL-ESL
BENCHMARK	Build early oral confidence through structured routines and supported classroom exchanges, responding to basic questions and forming simple sentences that naturally use everyday nouns, pronouns, action words, adjectives, and prepositions of place.	Build spoken communication through simple conversations, guided exchanges, and structured roleplay, speaking in short sentences on familiar topics, asking and answering basic Wh-questions, taking turns, and gradually improving accuracy by using present simple forms to describe everyday actions and present continuous forms to	Strengthen spoken fluency and confidence through short speaking turns, roleplay, and early register awareness of how speech changes with context, practice producing 3-5 sentence turns on familiar topics, adapting their language appropriately, and begin to link ideas using compound sentences. Use tenses to place actions in present and past time,	Extend communicative competence through presentations, group discussions, and speaking confidently to express ideas and opinions, while drawing on modal verbs to show possibility or obligation, comparative and superlative adjectives to highlight differences and degrees, past continuous forms to describe ongoing	Consolidate oral fluency and independence through discussions, debates, and presentations, sustaining extended speech with varied vocabulary and appropriate register. Use simple present and past forms to share everyday facts and experiences, simple future tense to indicate upcoming actions, reported speech with suitable reporting verbs to

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+ to A1*	Grade 4 *CEFR:* *A1 to A2*	Grade 5 *CEFR: A2*
		talk about ongoing activities.	order adjectives to describe more precisely, and apply adverbs of manner to show how actions are carried out — all within meaningful spoken exchanges.	events in the past, and relative clauses to add detail and connect ideas when conveying fact, opinion, and description.	convey what others have said, and similes to enrich oral expression with imagery and impact.
Focus Area	**S01: SPEAKING READINESS**				
Turn-taking to speak [SEL]	***E.G1.S01.SD1.B1.01*** Take turns to speak. *[SEL: Relationship Skills]* BT: Remember	***E.G2.S01.SD1.B1.01*** Take turns to speak on a given topic. *[SEL: Relationship Skills]* BT: Apply	***E.G3.S01.SD1.B1.01*** Take turns and ask and answer questions in short group conversations. *[SEL: Relationship Skills]* BT: Apply	***E.G4.S01.SD1.B1.01*** Take turns to speak on a given topic and during group discussions. *[SEL: Relationship Skills]* BT: Apply	***E.G5.S01.SD1.B1.01*** Take turns to speak on a range of topics of own choice. *[SEL: Relationship Skills]* BT: Apply
Suggested Activities	Give each learner a speaking token. Each child says one short sentence, then passes the token to the next speaker.	Learners toss a soft ball around the circle; the holder says one to two sentences about the picture/topic before passing it on.	In groups, learners take turns asking and answering one simple question about a familiar topic.	Learners draw a topic card and take turns giving one idea, while classmates wait and listen.	Learners choose a familiar topic and take turns speaking, responding to one classmate before adding their own idea.

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+ to A1*	**Grade 4** *CEFR:* *A1 to A2*	**Grade 5** *CEFR: A2*
Questioning for information & clarity [SEL]	***E.G1.S01.SD1.B1.02*** Ask questions on labels for clarity. BT: Remember + Understand	***E.G2.S01.SD1.B1.02*** Ask questions for clarity and respond to questions from others using 'what' 'when *[SEL: Relationship Skills]* BT: Understand	***E.G3.S01.SD1.B1.02*** Ask and answer questions to seek and give information in guided exchanges using 'what' 'where' and 'when' BT: Apply	***E.G4.S01.SD1.B1.02*** Ask questions to obtain information using 'what' 'where' and 'when', 'how' and explain ideas clearly, making meaning explicit. BT: Apply + Analyze	***E.G5.S01.SD1.B1.02*** Use 'what' 'where' and 'when', 'how' 'why' and explain ideas clearly, making meaning explicit. BT: Analyze
Suggested Activities	Place familiar objects in a bag. Learners ask a simple question to find out what the hidden object is and then match the object with the label.	Give pairs picture clues. Learners ask and answer 'What', or 'When' questions to complete the information.	Information Gap: Partners receive different picture cards and ask 'what', 'where' and 'when' questions to find the missing details.	Clarify It! One learner explains a picture or idea while the partner practises asking 'What do you mean?', 'How?' or 'Can you explain?'	In pairs, one learner is the reporter and asks 'what', 'where', 'when', 'how' and 'why' questions to gather information.
Role-play & drama [Lit]	***E.G1.S01.SD1.B1.03*** Engage in role play (focusing on personal pronouns), enacting simple characters or situations. *[Lit] [SEL: Social Awareness]* BT: Apply	***E.G2.S01.SD1.B1.03*** Take part in simple role-play and dramatized rhymes and songs. *[Lit] [SEL: Social Awareness]* BT: Apply	***E.G3.S01.SD1.B1.03*** Engage in role play to perform a character from a story *[Lit] [SEL: Social Awareness]* BT: Apply	***E.G4.S01.SD1.B1.03*** Enact a short skit showing different roles and scenarios through deliberate choice of dialogue, gestures, and movements. *[Lit]*	***E.G5.S01.SD1.B1.03*** Devise and perform a short scripted or improvised drama, sustaining a role for an audience. *[Lit] [SEL: Social Awareness]* BT: Apply

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+ to A1*	Grade 4 *CEFR:* *A1 to A2*	Grade 5 *CEFR: A2*
				[SEL: Social Awareness] BT: Apply	
Suggested Activities	Puppet Talk: Learners use simple puppets or paper characters to act out a familiar classroom situation using short phrases.	Small groups act out a short rhyme or familiar classroom scene, using simple dialogue, actions and facial expressions.	Groups choose a story character, create a short scene and freeze at key moments while taking simple speaking turns.	Groups draw a role and situation card, plan a short dialogue, then perform it using suitable gestures and voice.	Groups receive a setting and roles, create a short scene, and perform it for the class while staying in character.
Focus Area	**S02: SPEAKING WITH EXPRESSION**				
Speaking aloud, fluency & expression [SEL]	***E.G1.S02.SD1.B1.01*** Speak audibly, repeating sounds, words, phrases, and action words with correct pronunciation. BT: Remember	***E.G2.S02.SD1.B1.01*** Speak simple sentences using correct pronunciation and sentence structure. *[UE]* BT: Apply	***E.G3.S02.SD1.B1.01*** Speak clearly and confidently in a range of contexts, including longer speaking turns. BT: Apply	***E.G4.S02.SD1.B1.01*** Develop conversation for clarity and effect to engage a listener focusing on grade appropriate formulaic expression. BT: Apply	***E.G5.S02.SD1.B1.01*** Speak fluently to share ideas and conduct a simple discussion. BT: Apply
Suggested Activities	Echo and Action: Teacher models a word or short phrase with an action; learners repeat it clearly and match the action.	Sentence Microphone: Learners use a pretend microphone to say a short sentence about a picture, focusing on clear pronunciation	30-Second Show-and-Tell: Learners speak briefly about a familiar object or picture, practising clear voice, pace and confidence.	Expression Read-Aloud: Pairs practise a short dialogue and perform it using appropriate volume, pauses and	Mini Talk: Learners prepare a short talk on a familiar topic and deliver it clearly, then receive one positive peer comment.

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+ to A1*	Grade 4 *CEFR:* *A1 to A2*	Grade 5 *CEFR: A2*
		and complete sentences.		expression to engage listeners.	
Expressing ideas on matters of interest [SEL]	***E.G1.S02.SD1.B1.02*** Attempt to express ideas using appropriate words on matters of immediate interest. *[SEL: Self-Awareness]* BT: Understand	***E.G2.S02.SD1.B1.02*** Express simple ideas about oneself, family, and familiar people using appropriate words and short sentences. *[SEL: Self-Awareness]* BT: Understand	***E.G3.S02.SD1.B1.02*** Express ideas on relevant personal information or familiar topics in sentences, adding a reason or detail to explain their interest. *[SEL: Self-Awareness]* BT: Analyze	***E.G4.S02.SD1.B1.02*** Share ideas on personal or classroom themes in short, connected paragraphs using linking words. *[SEL: Self-Awareness]* BT: Apply	***E.G5.S02.SD1.B1.02*** Present ideas on matters of interest in structured texts, supporting them with examples or simple arguments. BT: Evaluate
Suggested Activities	My Favourite Thing: Learners choose a familiar object, food, animal or activity and say one simple sentence explaining their choice.	My Family & Me" Students use a simple picture of themselves and their family to share 1–2 short sentences with a partner, e.g., *"My name is Ali. This is my mother."* Each student then listens to their partner and shares one thing they learned about them.	"My Favourite and Why" Students choose a familiar topic (e.g., favourite food, game, animal, or school subject) and share **2–3 sentences**, including a reason or detail to explain their choice, e.g., *"I like mangoes. They are sweet. I like*	Students choose a familiar topic (e.g., My Classroom, My Family, or My Hobby) and share in pairs.	Give students a familiar topic or choice (e.g., "School should have a longer library period"). In pairs, students prepare a short-structured presentation stating their opinion, giving two or three reasons, and supporting each reason with an example. Pairs present their ideas, while classmates evaluate

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+ to A1*	Grade 4 *CEFR:* *A1 to A2*	Grade 5 *CEFR: A2*
			them because they are juicy."		whether the arguments and examples clearly support the main idea.
Tenses in speech [UE]		***E.G2.S02.SD1.B1.03*** Use present continuous to describe actions happening now (e.g., I am playing). *[UE]* Use simple present tense to describe daily routines BT: Apply	***E.G3.S02.SD1.B1.03*** Use the simple present to show present action and simple past to recount completed actions and events. *[UE]* BT: Apply	***E.G4.S02.SD1.B1.03*** Use the past continuous to describe an action in progress (e.g., I was reading when the bell rang). *[UE]* BT: Apply	***E.G5.S02.SD1.B1.03*** Use the present perfect tense to talk about experiences and recent actions (e.g., 'I have finished'). *[UE]* BT: Apply
Suggested Activities		Now or Every Day? Learners look at action pictures and say whether the action is happening now or is part of a daily routine.	Yesterday, Today: Pairs sort picture cards into 'today' and 'yesterday' and make one simple present and one simple past sentence.	What Was Happening: Groups act out a scene; one learner describes what was happening when another action occurred.	Have You Ever: Learners move around the room asking classmates simple 'Have you ever...?' questions and sharing brief answers.
Tenses in speech [UE] — future forms					***E.G5.S02.SD1.B1.04*** Use the simple future (will / going to) to talk

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+ to A1*	Grade 4 *CEFR:* *A1 to A2*	Grade 5 *CEFR: A2*
					about plans and predictions. *[UE]* BT: Apply
Suggested Activities					Future Forecast: Learners make playful predictions from picture prompts and share one plan using 'will' or 'going to'.
Focus Area	**S03: SPEAKING FOR DIFFERENT PURPOSES**				
Interaction & speech acts [SEL]	***E.G1.S03.SD1.B1.01*** Interact minimally by naming things and asking simple questions. BT: Remember	***E.G2.S03.SD1.B1.01*** Interact by naming things, responding with simple sentences, and asking questions about people and things. BT: Understand	***E.G3.S03.SD1.B1.01*** Engage in simple conversations to perform everyday speech acts, such as introducing themselves and others, giving directions, and making requests. *[SEL: Relationship Skills]* BT: Apply	***E.G4.S03.SD1.B1.01*** Speak to express, persuade, instruct & advise by engaging the listener. BT: Apply	***E.G5.S03.SD1.B1.01*** Speak confidently using varied vocabulary and longer sentences using rhetorical patterns to fulfil different purposes. BT: Apply + Evaluate
Suggested Activities	Classroom Helper Talk: Learners practise	Find Someone Who: Learners walk around	Everyday Role Cards: Pairs practise	Groups rotate through short	Learners draw a situation card and

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+ to A1*	**Grade 4** *CEFR:* *A1 to A2*	**Grade 5** *CEFR: A2*
	naming objects and making simple classroom questions or requests with a partner.	asking simple questions about classmates' favourite things, then report one answer.	introducing themselves, asking for something, making a request or giving simple directions.	situations such as advising a friend, giving instructions, making a request and persuading a classmate.	give a short response that aims to express, persuade, instruct, or advise.
Group discussion & collaborative talk [SEL]	***E.G1.S03.SD1.B1.02*** Join in small-group talks using adjectives and prepositions of place. *[SEL: Relationship Skills]* BT: Apply	***E.G2.S03.SD1.B1.02*** Participate in group talks *[SEL: Relationship Skills]* BT: Apply	***E.G3.S03.SD1.B1.02*** Participate in group discussions on familiar topics. *[SEL: Relationship Skills]* BT: Apply	***E.G4.S03.SD1.B1.02*** Participate in group discussions & express ideas and opinions *[SEL: Relationship Skills]* BT: Analyze	***E.G5.S03.SD1.B1.02*** Participate in extended discussions and debates, sustaining and building on others' contributions. *[SEL: Relationship Skills]* BT: Evaluate
Suggested Activities	Small groups look at a picture and take turns naming what they see using simple adjectives and prepositions of place.	Each learner adds one simple sentence to a shared picture story, listening carefully to the previous speaker.	Groups choose a familiar topic corner, discuss it using short turns, and share one group idea with the class.	Learners stand along an agree/disagree line for a familiar statement, then take turns giving and responding to reasons.	A small group discusses a familiar issue while the outer group listens and notes useful ideas to add when they join.

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+ to A1*	Grade 4 *CEFR:* *A1 to A2*	Grade 5 *CEFR: A2*
Focus Area	**S04: SPEAKING FOR DIFFERENT AUDIENCES**				
Presenting & persuading across audiences	***E.G1.S04.SD1.B1.01*** Converse audibly with peers, teachers, and other adults. *[SEL: Relationship Skills]* BT: Apply	***E.G2.S04.SD1.B1.01*** Adapt tone of voice, vocabulary, and non-verbal features for different audiences. *[SEL: Social Awareness]* BT: Apply	***E.G3.S04.SD1.B1.01*** Talk confidently in extended turns and listen and respond purposefully in a range of contexts. BT: Apply + Evaluate	***E.G4.S04.SD1.B1.01*** Prepare and present an argument to persuade others to adopt a point of view. BT: Create	***E.G5.S04.SD1.B1.01*** Present an argument and viewpoint with clarity of purpose and a convincing manner. BT: Create
Suggested Activities	Three-Audience Talk: Learners say the same short message to a partner, the teacher and a small group, practicing an audible voice.	Same Message, New Listener: Pairs practice saying the same message to a friend and to a teacher, changing their tone and word choice appropriately.	Learners describe a familiar place/object in 3–4 sentences, the other classmates listen, ask relevant questions or respond to their partner's speaking.	Groups create a short pitch encouraging classmates to choose a simple classroom option, using reasons and confident delivery.	Audience Switch: Learners prepare a short viewpoint and present it to two different audiences, adjusting tone, vocabulary and non-verbal communication.
Conversing & recalling information	***E.G1.S04.SD1.B1.02*** Converse in basic language using simple words and phrases. BT: Remember	***E.G2.S04.SD1.B1.02*** Converse using simple connected sentences and recall key details of what is heard. BT: Understand	***E.G3.S04.SD1.B1.02*** Talk in extended turns and recall the main features of what is heard. BT: Understand	***E.G4.S04.SD1.B1.02*** Recall and discuss important features of what is heard. BT: Understand	***E.G5.S04.SD1.B1.02*** Participate in individual, paired, and group work by recalling and discussing key details.

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+ to A1*	**Grade 4** *CEFR:* *A1 to A2*	**Grade 5** *CEFR: A2*
					[Lit] [SEL: Relationship Skills] BT: Understand + Apply
Suggested Activities	Listen and Retell: Teacher gives a short message; learners tell a partner one detail they remember.	Listen-and-Share: Partners take turns speaking for a few sentences; the listener recalls and shares two key details.	Story Detective: After hearing a short story, groups arrange picture clues and retell the main events in order.	Listen, Note, Share: Learners listen to a short talk, record key words or ideas, then discuss and explain the important features with a partner.	Information Relay: Learners listen to a short-spoken message, pass the key information through a group, and compare the final version with the original.

3.3 Competency 3: READING (R)

Standard 3: Use and apply strategies, skills, and knowledge related to word identification, decoding, vocabulary, and fluency to construct meaning from various text types including prose, poetry, drama, informational, and other functional texts, and develop critical thinking for lifelong learning.

Table 10: Reading / Grade-wise Benchmarks & SLOs

	Grade 1 *CEFR: Pre-A1 Early to Pre A1*	**Grade 2** *CEFR: Pre-A1 to Pre A1+*	**Grade 3** *CEFR: Pre-A1+*	**Grade 4** *CEFR: Pre-A1+ - A1*	**Grade 5** *CEFR: A1*
Language Context	EFL	EFL	EFL	EFL-ESL	EFL-ESL
BENCHMARK	Develop early comprehension and fluency through rhymes and stories. Recognize letters and sounds, decode CVC & high-frequency words, identify characters/events with picture support.	Build foundational reading fluency through phonics, blends, digraphs, and compound words. Decode CVC and high-frequency words, read 1–2 simple sentences with print awareness, and begin to understand sentence meaning by recognizing simple present forms, nouns, pronouns, adjectives, action verbs, prepositions of place, articles, and coordinating conjunctions.	Strengthen reading fluency by using syllables, affixes, contractions, and context clues to decode unfamiliar words. Identify main ideas, details, and inferences in short sequential stories and informational texts (3–5 sentences), while noticing how meaning is shaped through word families, singular and plural forms, possessive pronouns, simple present tense,	Apply skimming, scanning, and predicting strategies to understand simple texts, analysing intent and distinguishing fact from opinion. Notice how meaning is conveyed through compound sentences, the use of simple past and continuous tenses to show time and action, adjective order to describe clearly, modal verbs to express possibility or necessity, adverbs of	Apply skimming, scanning, summarizing, and inference to understand diverse texts (fiction, non-fiction, poetry, cultural literature). Recognize how meaning is shaped through present perfect forms that connect past actions to the present, compound sentences with relative clauses that add detail, reported speech that conveys

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ - A1*	**Grade 5** *CEFR: A1*
			prepositions of time, adverbs of manner, contractions, and basic sentence connectors.	time, place, and frequency to add detail, and cohesive connectors to link ideas smoothly.	others' ideas, passive voice that shifts focus to the action, and cohesive devices that link paragraphs smoothly.
Focus Area	**R01: READING READINESS**				
Phonics & decoding: letter–sound recognition	***E.G1.R01.SD1.B1.01*** Recognize and name all letters of the alphabet in both uppercase and lowercase forms. BT: Remember	***E.G2.R01.SD1.B1.01*** Decode and read words containing common consonant blends (e.g., bl-, fr-, st-) and digraphs (e.g., ch-, sh-, th-) BT: Understand + Apply	***E.G3.R01.SD1.B1.01*** Apply phonics rules systematically to sound out and decode unfamiliar multi-syllabic words BT: Understand + Apply		
Suggested Activity	In pairs, sort uppercase /lowercase letter cards and say the corresponding sounds.	Circle blend/digraph words in age-appropriate stories, classroom materials. e.g., blue, black, fruit, flag, school, chair, shop etc.	Read short stories/poems, then identify prefixes /suffixes, break words into syllables, practise reading with pauses at commas and full stops.		

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ - A1*	**Grade 5** *CEFR: A1*
Phonics & decoding: phoneme correspondence & syllabification	***E.G1.R01.SD1.B1.02*** Recognise and produce the individual letter-sound correspondences (phonemes) for short vowel sounds and common consonants. BT: Remember + Apply	***E.G2.R01.SD1.B1.02*** Recognise and produce the individual letter-sound correspondences (phonemes) for long-vowel sounds and common consonants. BT: Remember + Apply	***E.G3.R01.SD1.B1.02*** Break words into syllables to improve reading pace and oral fluency. BT: Remember + Understand ***E.G3.R01.SD1.B1.03*** Identify and read common contractions (e.g., can't, don't) and match them to their full-word equivalents. Identify apostrophes. [UE] BT: Remember + Understand	***E.G4.R01.SD1.B1.01*** Apply knowledge of phoneme–grapheme correspondences and syllable patterns to decode unfamiliar and multisyllabic words. BT: Remember + Apply	***E.G5.R01.SD1.B1.01*** Analyse word structures, phoneme–grapheme correspondences, and syllable patterns to decode unfamiliar and increasingly complex words accurately and fluently. BT: Analyse + Apply
Suggested Activities	Conduct a 'sound hunt' around the classroom: learners find objects such as pen, bag, desk and book, say the first/target sound, and	Show students simple words such as *cake, bike, tree, boat,* and *cube*. Students identify the long-vowel sound in each word and say the corresponding	Read words such as *Pakistan, Islamabad, Karachi, cricket, hospital, classroom,* and *beautiful*. Students clap once for each syllable, divide the words into	Provide index cards with long words. Spot the Vowels chop it up using scissors or erasers Sound it out Blend and read	Give learners unfamiliar words e.g., unpredictable, photographic. Analyze patterns and use colors to slice off prefix, suffix, root

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ - A1*	**Grade 5** *CEFR: A1*
	record the matching letter.	letter/letter combination aloud.	syllables, and practise reading them in correct pronunciation.	(e.g., *com-par-i-son*, *un-for-tu-nate*).	word, VC/CV. Practice reading the chopped-up chunks, blending them together into a word.
Phonics & decoding: blending, compounding & affixes	***E.G1.R01.SD1.B1.03*** Blend and decode simple consonant-vowel-consonant (CVC) words (e.g., cat, bin, map). BT: Understand & Apply	***E.G2.R01.SD1.B1.03*** Identify and break down compound words into their two individual base words. BT: Remember + Understand	***E.G3.R01.SD1.B1.04*** Identify and use common affixes (prefixes and suffixes) and basic word-formation knowledge to decode root words. BT: Understand & Apply	***E.G4.R01.SD1.B1.02*** Apply knowledge of compound words and common prefixes and suffixes to decode and understand unfamiliar words. BT: Understand + Apply	***E.G5.R01.SD1.B1.02*** Analyse the structure of compound and affixed words to decode unfamiliar words and determine the meaning of their word parts. BT: Apply + Analyse
Suggested Activities	Provide word cards from familiar school and home vocabulary (CVC words, e.g. cat, map, etc.)	Prepare cards with familiar compound words such as schoolbag, classroom, football, playground, sunflower, raincoat, toothbrush. Students work in pairs to separate each word into its two base words	Teacher writes familiar root words on. Students attach the appropriate affix to form new words. They will read the new words, identify the root word and explain how the affix changes the meaning.	Give learners a list of base words and prefixes/suffixes. They combine them to make words, read the new words, and explain their meaning. Example: help + ful → helpful → “helpful means giving help.	Give learners unfamiliar or less familiar words. They break each word into its parts, identify the base word/prefix/suffix, and use the parts to work out the word’s meaning.

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ - A1*	**Grade 5** *CEFR: A1*
					Example: un + comfortable → uncomfortable → *un-* = not; *comfortable* = at ease → "not comfortable."
Phonics & decoding: multisyllable words & silent letters		***E.G2.R01.SD1.B1.04*** Recognize and read multi-syllable words by applying phonics rules to blend syllables together. BT: Remember	***E.G3.R01.SD1.B1.05*** Identify common silent letters in words (e.g. walk, know, knife, calf etc. BT: Remember		
Suggested Activities		Give students cards containing 2–3 syllable (rabbit, picnic, football, happy) words familiar to their daily lives. Students will first clap and separate the syllables, then blend them together to read the complete word.	Write familiar words with silent letters on cards, such as walk, talk, know, knee, knife, write, lamb, calf. Students work in pairs to circle and name the silent letter in each word and read them aloud		
Sight words & reading fluency	***E.G1.R01.SD1.B1.04*** Recognise and read	***E.G2.R01.SD1.B1.05*** Demonstrate	***E.G3.R01.SD1.B1.06*** Read grade-level prose	***E.G4.R01.SD1.B1.03*** Read aloud with	***E.G5.R01.SD1.B1.03*** Examine the

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	grade-appropriate high-frequency words (sight words). BT: Remember	foundational fluency by reading age-appropriate text with increasing accuracy, speed, and expression BT: Apply.	and poetry fluently, using end punctuation (periods, question marks, exclamation marks) as cues to pause and adjust vocal intonation. *[Lit] [UE]* BT: Understand	appropriate pacing by utilizing commas in introductory phrases or clauses as physical cues to pause. BT: Understand	difference between reading silently and reading aloud. BT: Understand + Apply
Suggested Activities	Display common sight words such as the, is, I, am, my, you, we around the classroom. Students work in pairs to read them aloud	Give students a short text (2-3 sentences). First, the teacher models fluent reading. Students then read the text in pairs, practising correct pronunciation and intonation	Give students a short text. First, the teacher models fluent reading. Students then read the text in pairs, practising correct pronunciation, appropriate pauses at punctuation marks, and expression. Then repeat for improvement	Provide a short paragraph. Students first underline commas in the passage. In pairs, they practise reading aloud, Finally, students take turns reading the paragraph aloud, and classmates identify whether the reader paused correctly at comma	Provide students with a short age-appropriate passage. First, students read the passage **silently**, focusing on understanding the main idea and details. They then read the same passage **aloud**, focusing on pronunciation, pace, pauses and expression.
Reading cues: punctuation-aided comprehension		***E.G2.R01.SD1.B1.06*** Recognise common punctuation marks and	***E.G3.R01.SD1.B1.07*** Apply punctuation cues to read sentences with	***E.G4.R01.SD1.B1.04*** Interpret punctuation cues to determine	***E.G5.R01.SD1.B1.04*** Analyse how punctuation cues

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		use them to support accurate reading. For example, *Stop!* → pause and read with emphasis. *Where are you going?* → rising/questioning expression. BT: Remember	appropriate pauses and expression. For example, After lunch, we went to the park. When we arrived, it started to rain. BT: Apply	pauses, emphasis, and meaning when reading. For example, *Let's eat, Grandma.* / *Let's eat Grandma.* BT: Apply + Analyze	influence phrasing, emphasis, and meaning when reading complex texts. For example, *Sara paused—then whispered, "I know the answer."* → dash creates a pause; quotation marks show direct speech. *[UE]* BT: Analyse
Suggested Activities		Display short sentences. First identify the punctuation mark, then read the sentence aloud using the appropriate pause or expression.	Give pairs a short paragraph. Learners underline punctuation marks, mark where they should pause, and then read the paragraph aloud.	Give learners pairs of sentences with different punctuation. They read both, identify the change in meaning or expression, and explain the difference.	Give learners a short extract containing commas, quotation marks and hypen. Learners identify how each punctuation mark affects the way the text should be read and explain how it contributes to meaning.

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Print awareness & text-feature strategies	***E.G1.R01.SD1.B1.05*** Identify the front cover, title and pictures to show print awareness. BT: Remember	***E.G2.R01.SD1.B1.07*** Recognise capitalization to the initial letter of the first word of a sentence, to the initial letter of names, pets and places and the pronoun 'I'. Capitalize days of the week and months of the year [UE] BT: Remember	***E.G3.R01.SD1.B1.08*** Identify story, poetry and information books as separate genres BT: Remember	***E.G4.R01.SD1.B1.05*** Skim a short text (reading headings, titles, or first sentences) to predict its main topic or purpose before reading BT: Understand	***E.G5.R01.SD1.B1.05*** Use pre-reading strategies to predict the type of content, vocabulary, and questions from pictures, title, etc., using prior knowledge (text type, purpose, intended audience BT: Apply
Suggested Activities	Give students a familiar picture storybook. In pairs, students explore the book and point to the front cover, title and pictures**.** The teacher asks simple questions such as: What is the title? Where is the front cover? What do you see in the picture?	Give students commonly used words containing capital letters. In pairs, students identify the capitals in the first word of each sentence, names, pets, places, especially the pronoun I, days and months. Practice the concept with more words with missing capital letters and students to correct them	Show students three types of texts: a story, a poem and a picture story. Briefly explain each using the front cover, title and pictures. Place three labels on the table: Story, Poem, picture Students to place each text under the correct label	Give students a very short, simple text about a familiar topic. Ask Students to skim the text and predict the main topic and purpose of text	Look at the picture → Read the title → Share what you know → Predict → Read the text → Check your predictions.

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Print awareness: directionality & text organisation	***E.G1.R01.SD1.B1.06*** Demonstrate print awareness by tracking text from left to right, top to bottom, and distinguishing between letters, words, and phrases BT: Understand + Apply	***E.G2.R01.SD1.B1.08*** Identify the features of a book and text, including title, cover, headings, and caption BT:: Remember	***E.G3.R01.SD1.B1.09*** Identify how a story is organised, recognising beginning, middle, and end of the story. BT: Remember	***E.G4.R01.SD1.B1.06*** Preview and identify the structural layouts of fiction BT: Understand	***E.G5.R01.SD1.B1.06*** Preview and identify the structural layouts of diverse genres, distinguishing stanzas in poetry, paragraphs in descriptive fiction, and formatting headers in non-fiction BT: Remember + Understand
Suggested Activities	Write words & phrases on the board. The teacher to use a finger to track the writing from left to right and from the top line to the next line. Students copy the teacher and point to each word as it is read. Then ask students to identify one letter, one word, a short phrase. Use colour to show the difference.	Show students a simple picture book or textbook page. Ask them to point to the cover, title, heading and caption. The teacher briefly explains the purpose of each feature. Give students cards and ask them to match each card to the correct feature.	Give students 3–4 picture cards with description. Students work in pairs to arrange the pictures in Beginning → Middle → End order.	Give learners a short story with clear sections. In pairs, they preview the title, pictures, headings, paragraphs, and dialogue to identify how the story is organised. Learners label the beginning, middle, and ending, then explain what each section contains.	Give students three short, easy examples: a poem, a short story and a simple information text. Ask students to look at the page without reading everything. The teacher points out that a poem is divided into stanzas, a story into paragraphs, and an information text has headings. Students

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					then match three labels—Stanza, Paragraph, Heading—to the correct part of each page.
Text-feature strategies: fiction/non-fiction identification				***E.G4.R01.SD1.B1.07*** Identify different types of fiction and non-fiction texts and their known key features BT: Remember	***E.G5.R01.SD1.B1.07*** Distinguish between different types of fiction and non-fiction texts by analysing their key features. BT: Analyse
Suggested Activities				Give each group one short text (e.g., a story, poem, or information page). Students look at the page and use a simple checklist to find features. For a story, they look for characters and events; for a poem, short lines and stanzas; for non-fiction, heading,	Provide learners with short extracts from different fiction and non-fiction texts. Ask them to identify the text type and highlight key features that helped them classify each extract. Learners then compare two extracts and explain how their features differ.

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				picture and facts. Students then point to each feature and name it.	
Text-feature strategies: paragraph structure					***E.G5.R01.SD1.B1.08*** Identify the paragraph as a larger meaningful unit of expression representing unity of thought, recognising that sentences join through transitional devices (firstly, then, finally) BT: Remember
Suggested Activities					Give students 3–4 sentences in mixed order. Students arrange them to form a meaningful paragraph, then identify and underline the transitional words firstly, then, finally.

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Reading for enjoyment [Lit]		***E.G2.R01.SD1.B1.09*** Demonstrate enjoyment and engagement with age-appropriate stories and poems through discussion and reflection. *[Lit]* *BT: Understand + Apply*	***E.G3.R01.SD1.B1.10*** Choose books and texts independently for enjoyment and express preferences with simple reasons. [Lit] BT: *Understand + Apply*	***E.G4.R01.SD1.B1.08*** Maintain a reading log and recommend books to peers, giving reasons for the recommendation. [Lit] [SEL: Relationship Skills] *BT: Understand + Apply*	***E.G5.R01.SD1.B1.09*** Read for pleasure across genres, including Pakistani literature, sustaining independent reading over texts. [Lit] BT: *Understand + Apply*
Suggested Activities		My Favourite Part Teacher reads a short story or poem aloud. Students listen and share their favourite part or character. Ask simple questions: What did you like? Why did you like it? Students draw their favourite scene / characters and tell a class about it. Encourage students to listen to and respect others' ideas.	Choose & Share Take students to library. Ask them to independently choose one book they would like to read or listen to. Ask them to look at the cover and pictures and decide why they like it. Students share simple reason for their choice such as I like the pictures, It looks funny, or I like stories about animals.	My Reading Log After completing the issued book from the library, students to complete a simple reading log: Title, Type, Favourite Part. Students share their books with a partner or small group. Each student gives one simple reason for recommending or not recommending the book.	My Reading Corner Set up an in class reading corner with storybooks, poems, folk tales and age-appropriate Pakistani literature. Students choose a book of their interest and read independently for 10 minutes. Allow students to continue reading the same book over several days. Students maintain a

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					simple reading log with the title and favourite part. Once a week, students share one thing they enjoyed about their reading with a partner.
Focus Area	**R02: READING FOR UNDERSTANDING**				
Main idea, detail & summary			***E.G3.R02.SD1.B1.01*** Identify the main idea and extract key supporting details from short informational and narrative texts. BT: Understand	***E.G4.R02.SD1.B1.01*** Identify the main idea and key supporting details across a longer text or two short texts on the same topic. BT: Understand + Apply	***E.G5.R02.SD1.B1.01*** Discuss how paragraphs and chapters are structured and linked; summarize the main idea and key details in 3-4 sentences. BT: Understand + Apply
Suggested Activities			Main Idea & Key Details Teacher to read text aloud about familiar topic. Students to listen and identify one main idea. Read the text	Give students one longer text e.g., *Healthy Food*. Teacher reads the text aloud or students read with a partner and	Paragraph Road Map Give students a short 2–3 paragraph text on a familiar topic. Read the text aloud and ask students to give each paragraph a short

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			again, so students find 2–3 important details that support the main idea.	identify what the text is about. Students underline 2–3 important supporting details.	heading. Students identify the main idea of each paragraph. Ask students to summarize the main idea in 3-4 sentences.
Comprehension: vocabulary in context		***E.G2.R02.SD1.B1.01*** Determine the meaning of unfamiliar words by utilizing surrounding sentence context and visual aids. BT: Understand	***E.G3.R02.SD1.B1.02*** Give personal responses and predict meaning of unfamiliar words through evidence from the text. BT: Understand + Apply	***E.G4.R02.SD1.B1.02*** Differentiate between facts and opinions presented in a short text by analysing the language used BT: Understand + Analyze	***E.G5.R02.SD1.B1.02*** Find the meaning of new words from context and pictures, share their own ideas with text support, and tell facts from opinions by looking at the words used. BT: Understand + Analyze
Suggested Activities		Look, Read & Guess Write a short sentence with one unfamiliar word. Read the sentence aloud and ask students to guess its meaning. Give 2–3 choices and let	Find the Clue: Read a short, simple story aloud. Ask story related questions. Students give their answer based on the story. Ask: Which words or sentence in the	Give students a short text with factual and opinion statements. Students label each statement as Fact or Opinion and circle words that show an opinion (e.g., *I think,*	Give students a short picture-supported text. In pairs, students infer new word meanings from context, share one text-supported idea, and label given statements as Fact or

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		students select the correct meaning.	story tell you this? Students point out the evidence in the text.	*best, beautiful, exciting*)	Opinion by identifying clue words.
Comprehension: writer's purpose		***E.G2.R02.SD1.B1.02*** Identify the writer's purpose in simple fiction and non-fiction texts with support. BT: Understand	***E.G3.R02.SD1.B1.03*** Identify the writer's purpose in a text and give a simple reason using textual evidence. BT: Understand + Apply	***E.G4.R02.SD1.B1.03*** Examine the author's intent or purpose (e.g., to inform, entertain, or persuade) based on key text features. BT:: Analyze	***E.G5.R02.SD1.B1.03*** Read a range of fiction and non-fiction texts, begin to make links between them, and infer the meanings of unknown words from context. [Lit] BT: Analyze
Suggested Activities		Read with support a short school announcement, a story or a simple labelled picture. Learners read with support and identify whether each text informs or entertains	Read a simple text and ask students What is the purpose of the writer? Students choose from given options: to tell a story, to give information, or to teach something. Ask students to point to one word, picture, or	Give students a short text with a title and picture. Give three cards: Inform – Entertain – Convince. Students choose the card that matches the writer's purpose. Ask them to point to one clue in the text that supports their choice.	Give students two short texts on the same topic—one fiction and one non-fiction, e.g., a story about a visit to a forest and a short text about forests and trees. Students read/listen to both texts and identify one

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			sentence that helped them decide.		thing they have in common. Ask students to find new words in the texts. Students read the sentence again to guess its meaning.
Focus Area	**R03: READING FOR MEANING**				
Comprehension: retelling & text types	***E.G1.R03.SD1.B1.01*** Demonstrate comprehension of simple rhymes and short (Picture) stories by retelling the main events in their own words. *[Lit]* BT: Remember + Understand	***E.G2.R03.SD1.B1.01*** Comprehend and respond to simple Wh-questions (what, where, when) (e.g. Where do you live? I live in Islamabad). BT: Remember + Understand	***E.G3.R03.SD1.B1.01*** Identify the purpose and key features of different text types, distinguishing between a story, a poem, and an informational text. BT: Remember + Understand	***E.G4.R03.SD1.B1.01*** Retell or paraphrase events from the text in response to questions. BT: Understand + Apply	***E.G5.R03.SD1.B1.01*** Examine how texts talk about events and experiences (like letters) and see the difference between writing that gives information and writing that tries to convince. BT: Understand + Analyze
Suggested Activities	Retell Picture Story: Show 3–4 pictures representing the main events. Students to place the pictures in the	Prepare multiple simple WH Qs: like Where do you live? In Pairs students give short oral answers in sentences.	Label three classroom corners: Story, Poem, Information. Teacher reads a short extract aloud and shows its	Before reading, show the title and picture and ask: What do you think will happen? Read a short story	Give students three short, easy texts: a personal letter about a school picnic, an information note

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	correct order. Teacher asks simple questions: Who? What happened? What will happen next? Students retell the story in their own simple words, using the pictures as clues.	Provide sentence starters to support.	picture. Students listen for clues and move to the correct corner.	together, pausing to ask What happened? Who was involved? Complete a simple story map: Who → Where → First → Next → Finally. Students use the map to retell the story orally in their own words.	about Pakistan, and a poster encouraging tree planting. Teacher reads each text aloud and highlights important clues. Students match each text with its purpose. Teacher has a discussion about the type of texts used in the activity.
Comprehension: literal questions	***E.G1.R03.SD1.B1.02*** Answer simple literal questions (e.g., Who? What? Where?) about a text (read by the teacher) BT: Understand	***E.G2.R03.SD1.B1.02*** Answer literal wh-questions about a text using words and phrases from it. BT: Understand	***E.G3.R03.SD1.B1.02*** Answer questions with some reference to single points in a text using pre- and while-reading strategies. BT: Understand		
Suggested Activities	"Story Detective" Students will listen to a short story read aloud by the teacher and answer simple literal questions (Who? What?	“Text Treasure Hunt” Students will listen to or read a short passage and answer literal WH-questions (Who, What, Where, When) using	"Reading Detectives" Students will use **pre-reading strategies** (prediction, previewing) and **while-reading strategies** (highlighting,		

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	Where?) to show comprehension. e.g. After reading, ask questions such as: **Who** helped the lion? **What** happened when the lion was caught? **Where** did the animals meet?	exact words or phrases from the text. e.g. Who is the main character? Where did the story take place? When did this event happen?	note-taking) to answer questions that refer to specific points in the text. e.g. Show students the title, pictures, or a few keywords from the text. Ask them to predict: What do you think this text will be about? Record predictions on the board.		
Characters & events: identification [SEL]		***E.G2.R03.SD1.B1.03*** Identify and name the main characters and key events in a story using illustrations and picture support. *[Lit]* *BT: Understand*	***E.G3.R03.SD1.B1.03*** Identify and describe the main characters or the physical/temporal setting of a short narrative or non-fiction text using simple present tense. BT: Understand	***E.G4.R03.SD1.B1.02*** Explain how characters, settings and key events contribute to the development of a narrative, using evidence from the text. *[Lit]* BT: Understand + Analyse	***E.G5.R03.SD1.B1.02*** Make simple inferences about a text by combining textual evidence with prior knowledge. BT: Understand + Apply
Suggested Activities		"Picture Story Detectives"	Read a short narrative (e.g., a child's visit to Lahore Fort). In pairs,	Provide with a short narrative and ask them to identify a character,	Read a short, familiar story about a child arriving home with

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		Students will use **illustrations** and **picture support** to identify the main characters and key events in a story. (e.g. choose a short, illustrated story: *The Lion and the Mouse* and show students the pictures as you read aloud.	identify the main characters and where/when the story happens. Complete a simple table using present-tense phrases to describe characters and setting.	setting and key event. Learners then use evidence from the text to explain how the character's actions, the setting or the event contributes to the development of the story.	wet clothes. Find two clues in the text and use your own knowledge to infer what probably happened. Share the inference and explain which clues support it.
Characters & events: prediction & personal response [SEL]	***E.G1.R03.SD1.B1.03*** Use picture clues to predict what might happen next in a story or rhyme. *[Lit]* *BT: Analyze*	***E.G2.R03.SD1.B1.04*** Sequence the main events of a short story in an informational text in chronological order (using words like first, next, then, finally). *BT: Analyze*	***E.G3.R03.SD1.B1.04*** Express a personal response to a text, character, or event (e.g., a note or question in the margin). *[SEL: Self-Awareness]* *BT: Analyze*	***E.G4.R03.SD1.B1.03*** Respond to a character or event and justify the response with evidence from the text. *[SEL: Self-Awareness]* *BT: Analyze + Evaluate*	
Suggested Activities	Show learners two or three pictures from a familiar story or rhyme, stopping before showing the final picture. Ask: "What do	Give learners four picture cards showing the main events of a short familiar story or informational text. In pairs, they arrange the cards in order	Read a short story about a child showing kindness to a friend. Learners choose a character or event they like and write or draw a	Read a short story with a relatable character facing a choice or challenge. Learners choose the character's action,	

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	you think happens next?" Learners point to a picture, choose an answer, and say one or two words.	and retell the sequence using *first, next, then, finally.*	simple response, such as **"***I like the character/event because…"***,** *"I feel…".*	write "I agree/disagree because…"**,** and mention one detail from the text to explain their response and connect it to their own feelings.	
Vocabulary in context		***E.G2.R03.SD1.B1.05*** Read title, labels, lists and captions to find information; Identify conjunctions (and, but, because) to connect ideas. BT: Remember	***E.G3.R03.SD1.B1.05*** Determine the precise contextual meaning of unfamiliar words using sentence-level context clues. BT: Understand	***E.G4.R03.SD1.B1.04*** Use sentence clues and simple visuals to find the meaning of unfamiliar words in a short text. BT: Understand + Apply	***E.G5.R03.SD1.B1.03*** Determine the precise meaning of unfamiliar words by analyzing the text and visuals and interpret meaning through evidence. BT: Analyze
Suggested Activities		Give learners a simple illustrated poster, such as "Our School Garden," with a title, labels, a short list and captions. Ask them to find and name specific information, then circle 'and', 'but', 'because' in the captions.	Give learners a short, familiar paragraph with grade level vocabulary, containing 3–4 unfamiliar words. Learners underline each unfamiliar word, read the surrounding sentence, and choose or match its meaning from	Give learners a short, illustrated text containing 3–4 unfamiliar words. Learners use the sentence clues and accompanying pictures to predict each word's meaning, then match the words	Provide a short, illustrated text containing 3–4 unfamiliar words. Learners explore each word's sentence, surrounding information, and visual clues, then predict its precise

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		Vocabulary game: "I spy with my little eye something beginning with F": Flower	simple options, using the sentence clues to explain their choice.	with simple definitions and explain their choices to a partner.	meaning and record the evidence that supports their interpretation.
Figurative language: word & phrase meaning [Lit]				***E.G4.R03.SD1.B1.05*** Determine the meaning of words and phrases as used in a text *[Lit]* *BT: Understand*	***E.G5.R03.SD1.B1.04*** Interpret the meaning of words and phrases as used in a text, (i.e. simile) *[Lit]* *BT: Understand + Apply*
Suggested Activities				Read a short literary text containing a few unfamiliar words or phrases. Learners work in pairs to use the surrounding sentences, character actions, and **i**llustrations to work out each meaning, then match them with simple definitions.	Read a short literary text containing simple similes, such as *"The moon was like a silver ball."* Learners underline the simile, discuss what is being compared, and choose or draw what the comparison means in the context.
Figurative language:					***E.G5.R03.SD1.B1.05*** Interpret figurative

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interpreting imagery & symbolism [Lit]					language (e.g. simile), adding to understanding beyond the literal meaning. *[Lit]* *BT: Understand + Apply*
Suggested Activities					Provide a short literary passage containing simple similes. Learners identify the comparison, explain its literal and intended meaning**,** and discuss how the figurative expression helps them understand the character, setting, or mood.
Critical response: narrative point of view [Lit]					***E.G5.R03.SD1.B1.06*** Identify the point of view from which a story is told.

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					E.G5.R03.SD1.B1.07 Recognise character and plot development. *[Lit]* *BT: Remember + Understand (for both SLOs)*
Suggested Activities					Read a short story and provide three simple questions: *Who tells the story? What happens to the main character? What changes from beginning to end?* Learners identify the narrator, sequence key events, and match events to character changes.
Critical response: reader perspective vs writer's technique					***E.G5.R03.SD1.B1.08*** Differentiate between personal likes and dislikes and the writer's technique of

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					making the reader develop a perspective. BT: Analyze
Suggested Activities					Read a short text expressing a clear viewpoint, such as protecting animals or keeping parks clean. Learners identify what *they like/dislike*, then underline words or details the writer uses to influence readers' feelings and perspectives.

GRAMMAR EMBEDDED IN READING

Table 11: Grammar embedded in Reading Competency

Nouns	Identify common nouns (people, places, things).	Identify proper nouns. *e.g. Amna, Islamabad, Monday*	Identify singular & plural nouns (regular & irregular). *e.g. cat → cats; child → children*	Identify countable & uncountable nouns. *e.g. book/books; water, rice*	Identify concrete & abstract nouns. *e.g. table (concrete); happiness (abstract)*
Pronouns	Identify personal pronouns (I, he, she, it, we, they).	Identify possessive pronouns (mine, ours, their, his, hers, yours).	Identify demonstrative pronouns (this, that, these, those).	Identify relative pronouns (who, which, that).	Identify pronoun reference for cohesion.

		Identify demonstrative Pronouns (This, That)			*e.g. "Ali forgot his bag." (his = Ali)*
Articles	Identify the definite article (the)	Identify the indefinite article (a, an)			
Adjectives	Identify possessive adjectives (my, his, her, its)	Identify adjectives of size, colour & quality. *e.g. big, red, beautiful*	Identify adjective of quantity. e.g. less, more, most	Identify adjective order. *e.g. "a big red ball"*	Identify comparative and superlative adjectives. *e.g. big- bigger- biggest*
Adverbs			Identify adverbs of manner. (in 4) *e.g. quickly, slowly, carefully*	Identify adverbs of time, place & frequency. *e.g. yesterday, here, always*	Identify connective adverbs (however, therefore).
Prepositions	Identify prepositions of place (in, on, under).	Identify prepositions of expanded place (between, next, above, below, to).	Use prepositions of time (e.g. at (time), on (dates), in (months))	Use prepositions of time, place (expanded) (e.g. across, along, by, before)	Use relational prepositions (e.g. about, against, among, over)
Verb tenses	Identify action verbs (run, eat, play).	Identify the simple present tense. *e.g. "She walks."*	Identify the simple present tense. *e.g. "Amna walks to school quickly."*	Identify the simple past tense e.g. the boy walked to school.	Identify the present perfect tense. *e.g. "She has visited Lahore."* Identify the simple future tense (will / going to). *e.g. "She will walk to school."*

Continuous aspect		Identify the present continuous tense. *e.g. "She is walking."*	Identify the present continuous tense. *e.g. "She is walking to school."*	Identify the past continuous tense e.g. She was walking to school.	
Modal verbs				Identify modal verbs (can, could, must, should).	
Passive voice					Identify the simple passive voice. *e.g. "The ball was thrown."*
Direct and Reported speech					*Use direct speech with tense shift (e.g. 'I am happy,' she said.)* Identify reported speech with tense shifts. *e.g. "She said (that) she was tired."*
Conjunctions		Identify coordinating conjunctions (and, or,).	Identify coordinating conjunctions (but, because).		

Sentence structure		Identify simple sentences. *e.g. " The black cat sat."*	Identify simple sentences. *e.g. " The black cat sat on the mat."*	Identify compound sentences *e.g. "* I have a friend and we play together after school.	Identify compound sentences with relative clauses. *e.g. "The boy who won the race was happy because he trained very hard.*
Punctuation		Identify full stop, question marks. *e.g. He is a boy. What is this?*	Identify commas in lists. *e.g. apples, mangoes and bananas.* Identify the apostrophe in contractions. *e.g. don't, can't, it's*	Identify the apostrophe for possession. *e.g. Ali's book*	Identify semi-colons, quotation marks, hyphens. *e.g. "I stayed; she left." / well-known 'I am happy,' she said.*

3.4 Competency 4: Writing (W)

Standard 4: Produce purposeful, well-structured texts across various genres for different audiences by effectively applying the features of process writing — from idea generation and planning to drafting and revision — while demonstrating appropriate conventions of language, organisation, and style.

Table 12: Writing / Grade-wise Benchmarks & SLOs

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
Language Context	EFL	EFL	EFL	EFL-ESL	EFL-ESL
BENCHMARK	Trace/copy upper- and lower-case letters, CVC words from dictation; rewrite or reproduce own name and familiar personal information in one word on self or pictures using basic word classes and early prepositions with substantial support.	Copy and write familiar words and short phrases, give one-word answers from supported texts and illustrations, label objects and signs, and complete single-word gaps. Provide basic personal information in writing with correct capitalization and full stops, while forming simple sentences that naturally use proper nouns, present simple tense, possessive forms, and basic conjunctions.	Write short 2–3 sentence texts on familiar people, objects, and places using correct simple sentence structure. Apply common nouns and personal pronouns, present simple forms, and coordinating conjunctions to connect ideas, while using basic phonic patterns to spell common words accurately.	Write a short paragraph of 3–5 sentences using the steps of process writing. Construct simple and compound sentences to organize ideas, apply present and past forms to express actions, use possessive adjectives and adverbs of manner for detail, and demonstrate correct use of apostrophes for possession and	Write 1–2 paragraphs using the process writing cycle, constructing simple and compound sentences with relative clauses to connect ideas. Apply tense forms including the present perfect to link past actions to the present, use cohesive devices and connective adverbs to ensure flow, and consolidate previously learned

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
				punctuation to ensure clarity.	formulaic expressions to strengthen clarity and coherence in their writing.
Focus Area	**W01: WRITING READINESS**				
Handwriting / letter formation	***E.G1.W01.SD1.B1.01*** Trace uppercase/lowercase letters ***E.G1.W01.SD1.B1.02*** Write uppercase/lowercase letters neatly. BT: Remember + Understand	***E.G2.W01.SD1.B1.01*** Write familiar words legibly with even size & spacing BT: Apply	***E.G3.W01.SD1.B1.01*** Write sentences in legible handwriting; BT: Apply	***E.G4.W01.SD1.B1.01*** Write 3-5 sentences of a paragraph neatly BT: Apply	***E.G5.W01.SD1.B1.01*** Maintain clear handwriting across 1-2 paragraph texts BT: Apply / Analyze
Suggested Activities	'Laminated Four-Line Tracing Mats' — Trace A-Z pairs with dry-erase markers using color-coded red/blue lines,	'Word Spacing Popsicle Sticks' — Place a wooden stick between written words on 4-line notebooks to maintain	'Sentence Speed vs. Neatness Challenge' — Write short model sentences on four-lined notebooks, peer-	'Paragraph Penmanship Clinic' — Copy a 4-sentence paragraph, self-evaluating letter alignment and baseline	'Excellence in Script Gallery' — Transcribe a 1-2 -paragraph text; peer-edit for legibility, baseline accuracy, and

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
	self-correcting with sponges.	uniform finger-width gaps.	checking for letter heights (tall/tail letters).	consistency using a green overlay ruler.	sustained handwriting rhythm.
Spelling	***E.G1.W01.SD1.B1.03*** Take dictation of CVC & high-frequency words BT: Remember	***E.G2.W01.SD1.B1.02*** Spell high-frequency words independently BT: Remember + Understand	***E.G3.W01.SD1.B1.02*** Spell irregular plurals & irregular verbs BT: Understand + Apply	***E.G4.W01.SD1.B1.02*** Apply spelling rules for contractions & possessives *[UE]* BT: Apply	***E.G5.W01.SD1.B1.02*** Spell accurately while writing sentences in a paragraph BT: Apply + Analyze
Suggested Activities	'Elkonin Box Sound-out' Listen to CVC dictation (e.g., cat, pin) and place letter tiles into sound boxes before writing.	'Sight Word Flash & Write' View high-frequency sight words on flashcards for three seconds, hide card, and spell independently on mini-boards.	'Irregular Match & Swap' Pair regular/irregular nouns and verbs (foot->feet, go->went) in interactive memory card games and spell them.	'Apostrophe Contraction Factory' Combine word strips (do + not -> don't) and rewrite sentences replacing possessive phrases with apostrophes.	'Peer Spelling Audit' Draft one paragraph comprising 4-5 sentences and use highlighter pens to flag and correct misspelled complex words using dictionaries.
Cohesion & figurative language [UE][Lit]					***E.G5.W01.SD1.B1.03*** Use cohesive devices & similes. *[Lit]* BT: Apply + Create

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+*	Grade 4 *CEFR:* *Pre-A1+ to A1*	Grade 5 *CEFR: A1*
Suggested Activities					'Simile & Cohesion Weaving Workshop' Connect descriptive sentences using transitional adverbs (therefore, however) and similes (e.g. 'as brave as a lion').
Focus Area	**W02: WRITING FOR UNDERSTANDING**				
Writing about self [SEL]	***E.G1.W02.SD1.B1.01*** Write 2–3 words about oneself or a picture, with teacher scaffolding. *[SEL: Self-Awareness]* BT: Remember + Understand	***E.G2.W02.SD1.B1.01*** Write familiar words & short phrases about personal experience *[SEL: Self-Awareness & Self-Management]* BT: Apply + Create	***E.G3.W02.SD1.B1.01*** Draft 2-3 sentences on a familiar topic. *SEL: [Self-Management]* BT: Apply + Create		
Suggested Activities	'All About Me Picture Labels' Label drawings of self, family, or favorite objects using 2-	'My Weekend Journal' Write 2-3 short phrases about personal routines (e.g., 'I play cricket.').	'Personal Reflection Cards' Draft 3 complete sentences about a personal hobby, using simple present tense.		

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
	3 words (e.g., boy, girl, she, he).				
Vocabulary development [UE]	-	***E.G2.W02.SD1.B1.02*** Build vocabulary through themes; write one-word answers and phrases [UE] BT: Remember + Understand	***E.G3.W02.SD1.B1.02*** Use descriptive vocabulary & compound words; Punctuate simple sentences. *[UE]* BT: Apply	***E.G4.W02.SD1.B1.01*** Students use descriptive vocabulary and simple compound words in sentences. e.g. I like your sweet voice. BT: Create	***E.G5.W02.SD1.B1.01*** Use expanded vocabulary and compound words in extended sentences and in dialogues. BT: Create
Suggested Activities		'Thematic Word Webs' Brainstorm classroom/park words on mind maps and answer picture queries with single words or 2-word phrases.	'Compound Word Puzzle Match' Join word cards (sun + flower = sunflower) and write descriptive sentences incorporating dialogue with speech marks.	Distribute envelopes among groups. Learners to open their envelopes to find separate root word cards (e.g., Card 1: *Rain*, Card 2: *Drop*). They will join the cards to make compound word. Then create sentences.	Pairs to write 4-6 lines dialogue using connectors and compound words. Each pair will perform while audience listen and comment

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
Process writing: planning–drafting–revising cycle				***E.G4.W02.SD1.B1.02*** Apply the process writing cycle; plan, draft, revise, edit with teacher support in writing BT: Apply + Analyze + Create	***E.G5.W02.SD1.B1.02*** Apply the process writing cycle; plan, draft, revise, edit in writing. BT: Apply + Analyze + Evaluate + Create
Suggested Activities				'Writing Process Graphic Organizer' Use a graphic organizer to brainstorm ideas, write a 4-sentence draft, swap with a peer for editing, and rewrite.	Make story web to brainstorm the prompt '*An unexpected discovery*'. Compose initial draft using 3 expanded vocabulary words and 2 compound words. Peer-check to revise the draft. Self-correction of the final draft using checklist

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
Process writing: paragraph text type				***E.G4.W02.SD1.B1.03*** Write one paragraph of 3-5 sentences using correct punctuation marks and correct tense forms BT: Apply + Create	***E.G5.W02.SD1.B1.03*** Write 1-2 paragraphs of simple compound sentences. BT: Apply + Analyze + Create
Suggested Activities				Write a Topic sentence (top bun), 3 supporting details (meat/veggies), and a Concluding sentence (bottom bun).	'Two-Paragraph Sentence Variety Challenge' — Write 2 connected paragraphs featuring at least 1 simple, and 1 compound sentence.
Process writing: structured informational text				***E.G4.W02.SD1.B1.04*** Apply the process writing cycle to a structured informational text. *[SEL: Responsible Decision-Making]*	

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
				BT: Apply + Analyze + Create	
Suggested Activities				Research a local animal (e.g., Goat, Cow, Markhor), organize facts into a chart, and write an informational text.	
SEL-themed writing: audience-aware creative sentences [SEL]		***E.G2.W02.SD1.B1.03*** Write short creative phrases for a familiar audience. *[Lit] [SEL: Relationship Skills]* BT: Create	***E.G3.W02.SD1.B1.03*** Write short creative 2-3 creative sentences for a familiar audience. *[Lit] [SEL: Relationship Skills]* BT: Create	***E.G4.W02.SD1.B1.05*** Write one paragraph with a clear purpose and right audience. *[SEL: Relationship Skills]* BT: Create	***E.G5.W02.SD1.B1.04*** Write 1-2 paragraphs supported with relevant examples. *[SEL: Responsible Decision-Making]* BT: Create
Suggested Activities		'Thank You Greeting Card' Write a 2-phrase appreciation note to a classmate or teacher (e.g., 'Thank you for helping me').	'Friendship Story Starters' Write 2 creative sentences offering kindness or sharing advice to a	'Classroom Rule Letter' Draft a 4-sentence letter to younger Grade 1 students explaining why sharing toys	'Community Persuasion Letter' Write 2 paragraphs convincing the school principal to start a

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+*	Grade 4 *CEFR:* *Pre-A1+ to A1*	Grade 5 *CEFR: A1*
			friend experiencing a problem.	makes a happy classroom.	recycling program using clear examples.
SEL-themed writing: authorial voice [SEL]					***E.G5.W02.SD1.B1.05*** Write in a clear style using correct tenses. BT: Create
Suggested Activities					Write two paragraphs of reflection where you express your own voice about a value that matters to you (e.g., kindness, respect, fairness).
SEL-themed writing: cohesive devices [UE][SEL]					***E.G5.W02.SD1.B1.06*** Use cohesive devices to connect ideas across a text. *[UE] [SEL: Social Awareness & Responsible Decision-Making]*

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
					BT: Apply + Analyze
Suggested Activities					'Bridge the Gap Cohesion Strips' Insert transition words (Consequently, In addition, On the other hand) into unlinked paragraph strips.
Focus Area	**W03: WRITING FOR MEANING**				
Responding to prompts: matching & short answers	***E.G1.W03.SD1.B1.01*** Match words with pictures BT: Remember + Understand	***E.G2.W03.SD1.B1.01*** Write one-word or short-phrase answers to simple questions about a text or picture BT: Remember + Understand	***E.G3.W03.SD1.B1.01*** Write a single sentence, a short response that shows comprehension of what was read BT: Understand + Apply	-	-
Suggested Activities	'Picture-Word Line Match' — Draw lines connecting flashcard pictures (cat, sun, tree) to corresponding	'Picture Q&A Scavenger Hunt' — Look at a story illustration and write 1-word or phrase answers to questions (e.g., 'Where	'Read & Respond Slip' — Read a 4-line passage and write single sentence answers to who, what, and where		

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	**Grade 2** *CEFR:* *Pre-A1 to Pre A1+*	**Grade 3** *CEFR:* *Pre-A1+*	**Grade 4** *CEFR:* *Pre-A1+ to A1*	**Grade 5** *CEFR: A1*
	written CVC/simple words.	is the dog?' 'in the Garden').	comprehension questions.		
Responding to prompts: copying/drawing response (bridging)	***E.G1.W03.SD1.B1.02*** Respond to prompts by drawing or copying BT: Remember + Understand				
Suggested Activities	Listen to a read-aloud, draw favorite character, and copy the character's name underneath from the board.				
Responding to prompts: print awareness	***E.G1.W03.SD1.B1.03*** Show print awareness by pointing to words. BT: Remember + Understand				
Suggested Activities	'Pointers Up! Big Book Tracking' — Use a wooden finger pointer to				

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+*	Grade 4 *CEFR:* *Pre-A1+ to A1*	Grade 5 *CEFR: A1*
	point to each word from left-to-right as teacher reads aloud.				
Cohesive, purposeful texts				***E.G4.W03.SD1.B1.01*** Revise 3-5 written sentences for clarity & meaning, applying the process writing cycle, using punctuation BT: Analyze + Evaluate	***E.G5.W03.SD1.B1.01*** Produce cohesive, purposeful 1-2 paragraphs (each having 3-5 sentences) texts for different audiences & genres BT: Create
Suggested Activities				Add missing conjunctions or punctuation in a 4-sentence draft and rewrite clearly.	Write a descriptive paragraph on a familiar topic.
Focus Area	**W04: VARIOUS TEXT TYPES**				
Copying & composing: guided to 1-2 paragraph texts	***E.G1.W04.SD1.B1.01*** Copy short words about oneself or pictures. *[SEL: Self-Awareness]*	***E.G2.W04.SD1.B1.01*** Write phrases and a single sentence on a familiar	***E.G3.W04.SD1.B1.01*** Draft 2-3 sentence paragraph on familiar themes using correct	***E.G4.W04.SD1.B1.01*** Write 3-5 sentence single paragraph form on familiar themes,	***E.G5.W04.SD1.B1.01*** Write 1-2 descriptive paragraph texts, using simile in figurative

	Grade 1 *CEFR:* *Pre-A1 Early to Pre A1*	Grade 2 *CEFR:* *Pre-A1 to Pre A1+*	Grade 3 *CEFR:* *Pre-A1+*	Grade 4 *CEFR:* *Pre-A1+ to A1*	Grade 5 *CEFR: A1*
on personal and familiar themes [Lit][SEL]	BT: Remember	topic. *[Lit] [SEL: Relationship Skills]* BT: Create	formulaic expressions [Lit] BT: Create	using correct formulaic expressions [Lit] BT: Create	language & correct tense forms *[UE]* [Lit] BT: Create
Suggested Activities	Complete a family tree by copying words from the board.	Write one complete sentence about local market or school using sentence starters.	Write 3 sentences detailing daily school routine using opening formulas ('Every morning, I...').	Write a 5-sentence paragraph describing Eid or Independence Day celebrations.	'Descriptive Landscape Masterpiece' Write two paragraphs describing birthday party incorporating similes.

GRAMMAR EMBEDED IN WRITING

Table 13: Grammar embedded in Writing Competency

Nouns	Use common nouns (people, places, things).	Use proper nouns. *e.g. Amna, Islamabad, Monday*	Use singular & plural nouns (regular & irregular). *e.g. cat → cats; child → children*	Use countable & uncountable nouns. *e.g. book/books; water, rice*	Use concrete & abstract nouns. *e.g. table (concrete); happiness (abstract)*

Pronouns	Use personal pronouns (I, he, she, it, we, they).	Use possessive pronouns (mine, ours, their, his, hers, yours). Identify demonstrative Pronouns (This, That)	Use demonstrative pronouns (this, that, these, those).	Use relative pronouns (who, which, that).	Use pronoun reference for cohesion. *e.g. "Ali forgot his bag." (his = Ali)*
Articles	Use the definite article (the)	Use the indefinite article (a, an)			
Adjectives	Use possessive adjectives (my, his, her, its)	Use adjectives of size, colour & quality. *e.g. big, red, beautiful*	Use adjective of quantity. e.g. less, more, most	Use adjective order. *e.g. "a big red ball"*	Use comparative and superlative regular adjectives. *e.g. big- bigger- biggest*
Adverbs			Use adverbs of manner. (in 4) *e.g. quickly, slowly, carefully*	Use adverbs of time, place & frequency. *e.g. yesterday, here, always*	Use connective adverbs (however, therefore).
Prepositions	Use prepositions of place (in, on, under).	Use prepositions of expanded place (between, next, above, below, to).	Use prepositions of time (e.g. at (time), on (dates), in (months))	Use prepositions of time, place (expanded) (e.g. across, along, by, before)	Use relational prepositions (e.g. about, against, among, over)
Verb tenses	Use action verbs (run, eat, play).	Use the simple present tense. *e.g. "She walks."*	Use the simple present tense. *e.g. "Amna walks to school quickly."*	Use the simple past tense e.g. The boy walked to school.	Use the present perfect tense. *e.g. "She has visited Lahore."*

					Use the simple future tense (will / going to). *e.g. "She will walk to school."*
Continuous aspect		Use the present continuous tense. *e.g. "She is walking."*	Use the present continuous tense. *e.g. "She is walking to school."*	Use the past continuous tense. e.g She was walking to school.	
Modal verbs				Use modal verbs (can, could, must, should).	
Passive voice					Use the simple passive voice. *e.g. "The ball was thrown."*
Direct and Reported speech					*Use direct speech with tense shift (e.g. 'I am happy,' she said.)* Identify reported speech with tense shifts. *e.g. "She said (that) she was tired."*
Conjunctions		Use coordinating conjunctions (and, or,).	Use coordinating conjunctions (but, because).		

Sentence structure		Use simple sentences. *e.g. " The black cat sat."*	Use simple sentences. *e.g. " The black cat sat on the mat."*	Use compound sentences *e.g. "* I have a friend and we play together after school.	Use compound sentences with relative clauses. *e.g. "The boy who won the race was happy because he trained very hard.*
Punctuation		Use full stop, question marks. *e.g. He is a boy. What is this?*	Use commas in lists. *e.g. apples, mangoes and bananas.* Identify the apostrophe in contractions. *e.g. don't, can't, it's*	Use the apostrophe for possession. *e.g. Ali's book*	Use semi-colons, quotation marks, hyphens. *e.g. "I stayed; she left." / well-known 'I am happy,' she said.*

CHAPTER 4
GUIDELINES FOR PEDAGOGY

4.1 Introduction

The English curriculum of Grades 1–5 follows a transition from an English as a Foreign Language (EFL) foundation toward a more immersive English as a Second Language (ESL)orientation, because learners in primary grades often lack exposure to English outside classroom settings. The pedagogy is grounded in a learner-centred, communicative and progressively scaffolded approach, while recognising that learners may progress at varied pace. It recognises English as a means of functional, academic and professional communication, with learners developing listening, speaking, reading and writing through meaningful and purposeful use of language.

4.2 Principles of Teaching and Learning

The pedagogical framework is based on the following principles:

- Learner-centered and skill-based approach towards the teaching of English
- All skills to be taught alongside each other-hear a word → understand it → say it → see it in print → read it → Use it in writing.
- Focusing on language teaching by integrating listening, speaking, reading, and writing
- Promoting meaningful and contextualized language use
- Language acquisition is structured systematically along a CEFR skill-wise ladder.
- Emphasizing active learning through interaction and engagement
- Integrating social and emotional learning (SEL) within the four language competencies
- Grammar, vocabulary, Social-Emotional Learning (SEL), and literature are embedded within contextual communicative tasks rather than taught as isolated domains.
- Using differentiated instruction to meet diverse learner needs

4.3 Recommended Pedagogical Approaches for the Subject (focus on primary curriculum only)

4.3.1 Grade 1 – EFL Foundation Stage (CEFR Pre-A1 Early–Pre-A1)

Pedagogical Focus: At this stage, learners are beginning to develop their foundational English skills and may have limited or no exposure to English beyond the classroom. Teaching should prioritise meaningful exposure, oral language development, confidence, and early literacy, with strong teacher modelling and multisensory support.

- Language acquisition before language analysis
- Play/activity-based learning
- Teacher modelling and support
- Rich oral language experiences
- Phonological awareness and early literacy

Recommended Approaches:

At Grade 1, these approaches provide frequent opportunities for learners to hear, understand and use English through movement, repetition, play, stories, songs and supported reading. They build confidence and establish the oral and early literacy foundations needed for progression from EFL towards greater use of English in the classroom.

i. Total Physical Response (TPR)

TPR is a teaching method in which learners respond to English through physical actions and movement. Learners listen to commands and demonstrate understanding by performing actions. Repeated listening and movement help them acquire vocabulary and language structures naturally. As they become familiar with the language, they can also take turns giving commands to their classmates.

Example:

The teacher says*, "Stand up," "Sit down," "Touch your nose,"* or "Open your book," and learners perform the actions.

ii. Story-Based Language Learning

Story-based learning uses short, simple stories, picture books and familiar narratives to introduce and practise English in a meaningful context. At Grade 1, learners mainly listen, look at pictures, respond to simple questions, repeat key language and show understanding through actions, drawing or simple words.

Example:

The teacher reads a short story about a lost puppy and shows the pictures. Learners identify the puppy, point to where it is, answer *"Where is the puppy?"* and draw their favourite part of the story.

iii. Songs, Rhymes, and Chants

Songs, rhymes, and chants provide rhythm, repetition, and melody to introduce and practise English language in an enjoyable way. Learners develop listening, pronunciation, vocabulary, rhythm and simple language patterns through repeated exposure and participation. The rhythmic and interactive nature helps young learners remember and use new language confidently. It also supports memory and fluency.

Example:

Using an action song such as *"Head, Shoulders, Knees and Toes"* helps learners learn body-related vocabulary while listening, singing, and performing actions.

iv. Play-Based Learning

Play-Based Learning uses purposeful games and activities to help learners acquire English naturally through interaction, exploration, and enjoyment. Learners develop vocabulary, speaking, listening, and communication skills by using English in meaningful play situations. It builds confidence, creativity, and social interaction. Classroom activities include role play, puppet conversations.

Example:

In a role-play activity, learners act as shopkeepers and customers using simple English phrases such as *"Can I have an apple?"* and *"Here you are."*

v. Shared and Interactive Reading

Shared and interactive reading helps Grade 1 learners develop early reading skills through teacher-supported reading. The teacher reads aloud, points to words and pictures, models how print works, and invites learners to join in with familiar words or repeated sentences.

Example:

The teacher displays a big book about farm animals and reads, *"I see a cow."* Learners follow the words, identify the picture of the cow and join in by saying *"I see a cow."* The teacher may then ask, *"What do you see?"*

***Note**: The approach is used from Grades 1–5 to develop comprehension, communication, and higher-order thinking skills gradually. Interactive read-aloud involves the teacher reading a text aloud while actively engaging learners through questions, discussions, and predictions. Learners develop listening comprehension, vocabulary, critical thinking, and speaking skills by discussing the text, making connections, and expressing their ideas.*

***Example:** While reading a story about animals, the teacher pauses to ask, "What do you think will happen next?" or "Why did the character do this?" Learners share their ideas and discuss the story.*

4.3.2 Grade 2 – EFL (CEFR: Pre-A1 – Pre-A1+)

Pedagogical Focus: Grade 2 is not a completely new pedagogical stage. Rather, it builds on Grade 1 by gradually increasing learner participation, peer interaction, language range and independence, while retaining the strong scaffolding appropriate to Pre-A1–Pre-A1+ learners. At this stage, learners

are developing a growing repertoire of familiar English words, phrases and simple sentences. They benefit from continued exposure to meaningful, contextualised English, while gradually being encouraged to use language more independently. The focus is on:

- Continued language use before language analysis.
- Development of oral communication
- Repetition with increasing variety
- Teacher modelling with gradual release of support
- Interactive and collaborative learning
- Continued development of phonological and phonemic awareness
- Development of early reading and writing

i. Total Physical Response (TPR)

TPR continues to support comprehension through movement but can now be extended to learner-led interaction. Learners respond to instructions and gradually give simple instructions themselves.

Example:

The teacher says, *"Pick up your pencil. Put it under the book."* Learners perform the actions. Later, pairs take turns giving simple instructions to each other.

ii. Songs, Rhymes and Chants

Songs, rhymes and chants help learners consolidate vocabulary, pronunciation, rhythm and familiar sentence patterns through repetition. Grade 2 learners can begin to adapt or create simple lines using familiar language.

Example:

After learning a weather poem, learners replace *"It is sunny"* with *"It is rainy," "It is windy,"* or *"It is cloudy."*

iii. Play-Based Learning

Purposeful games and role play provide opportunities to use English in familiar situations. Activities should move beyond simple vocabulary recognition towards short exchanges and meaningful interaction**.**

Example:

In a pretend classroom café or restaurant , one learner is the customer and another is the server. They practise: *"What would you like?" – "I would like juice, please." – "Here you are."*

iv. Story-Based Language Learning

Short stories provide meaningful contexts for developing listening, speaking, vocabulary and comprehension. Learners can begin to sequence events, predict simple outcomes and respond personally to characters and events.

Example:

After listening to a story about a child who loses a schoolbag, learners put three picture cards in order and answer: *"What happened first?"* and *"Where was the bag?"*

v. Shared and Interactive Reading

The teacher continues to model reading while learners increasingly participate by recognising familiar words, joining in with repeated sentences, using pictures and context to understand meaning, and answering simple comprehension questions.

Example:

The teacher reads a short text about a family picnic. Learners follow the text, identify familiar words such as *"family," "park"* and *"food,"* and answer questions such as *"Where did they go?"*

vi. Guided Writing

Writing gradually develops from copying and labelling towards producing simple sentences. Teachers model sentence construction and provide word banks, pictures and sentence starters as scaffolds.

Example:

Learners look at a picture of a park and complete: *"I can see a ____." "The boy is ____."*

4.3.3 Grade 3 – EFL

Listening & Speaking: CEFR Pre-A1+–A1

Reading & Writing: CEFR Pre-A1+

Pedagogical Focus: In Grade 3, the pedagogy should show a clear transition from the highly scaffolded foundation of Grades 1–2 towards greater independence and purposeful use of English. Since Listening and Speaking are at Pre-A1+–A1, while Reading and Writing remain at Pre-A1+, the emphasis should still be on building oral language while strengthening the bridge to literacy. At this stage, learners are moving from basic English use

towards more purposeful communication. They can understand and use familiar language with increasing confidence but continue to require modelling, scaffolding and opportunities for repetition.

Learners should begin to:

- Use English for meaningful communication by responding to questions, expressing simple ideas, describing familiar people, places and experiences, and communicating basic needs with teacher support (if required)
- Develop greater confidence and fluency in oral communication through regular opportunities to listen, speak, ask and answer questions, and participate in short exchanges.
- Use familiar language with increasing independence, moving from reliance on teacher modelling towards using words, phrases and simple sentences independently.
- Interact and collaborate with peers through structured pair and group activities that require them to listen, respond and contribute using simple English with teacher support.
- Read short, simple texts for meaning, using titles, illustrations, familiar words, context and sentence-level clues to understand information.
- Develop greater independence in writing by moving from copying and completing sentences towards producing short, connected ideas about familiar topics.

Recommended Approaches:

i. Communicative Language Teaching (CLT)

This approach is based on providing regular opportunities to learners to use English for meaningful communication in familiar contexts. Learners should use English to communicate meaningfully rather than only practise isolated vocabulary or grammar with teacher support. Activities should involve asking and answering questions, exchanging information, expressing preferences and sharing ideas. Learners develop listening, speaking, and interaction skills by using English in real-life situations. It builds confidence, fluency, and the ability to express ideas.

Example: In pairs, learners ask and answer questions about their daily routines and then report one thing they learned about their partner. The teacher continues to support them.

Example: In an information gap activity, students work in pairs. One student has information about a picture or topic, and the other asks questions in English to complete missing information.

ii. Story-Based Language Learning

Stories provide contexts for developing listening, speaking, vocabulary and comprehension while encouraging learners to predict, sequence, make simple inferences and respond to characters and events.

Example: After listening to a story, learners sequence four events and explain what they think happened next. The teacher can give prompts if required.

iii. Interactive and Guided Reading

Teacher modelling should gradually give way to greater learner participation. Learners should use titles, pictures, familiar words and context to understand short texts and locate information.

Example: Learners read a short text about a school garden, identify the main idea and find three pieces of information.

iv. Pair and Collaborative Learning

Structured pair and group work should provide opportunities for learners to practise English with peers. Sentence starters, vocabulary banks and assigned roles can support successful interaction.

Example: Groups create a poster about healthy habits, with learners taking roles such as writer, illustrator and presenter.

v. Guided and Process Writing

Learners should move from copying and sentence completion towards planning and producing short, connected texts. Teachers can support this through models, word banks and sentence starters.

Example: Learners plan and write 2-3 sentences about their favourite animal using a picture and a word bank.

Classroom Methodology for Integrated Skills

Listen → Speak → Read → Write Sequence*

Example Theme: Animals

Listen to a story about animals. (Listening)

Discuss favourite animals. (Speaking)

Read simple animal words and sentences. (Reading- Text can be the same as listening)

Label pictures and write simple words. (Writing)

****Note: While this sequence reflects natural language acquisition, the integrated sequence builds from meaningful oral language towards early reading and writing, allowing the four skills to develop concurrently through repeated exposure, modelling and practice.***

4.3.4 Grade 4 – EFL Transitioning to ESL Stage

Listening & Speaking: CEFR A1–A2

Reading & Writing: CEFR Pre-A1+–A1

Pedagogical Focus: The transition from EFL towards ESL starts becoming explicit the CEFR profile supports this. Learners are becoming more capable of sustained oral communication **(**A1–A2**)** while reading and writing are still developing at Pre-A1+ to A1**.** Therefore, oral language can increasingly become a vehicle for developing literacy and more independent language use. At this stage, learners are developing greater confidence in using English for communication and are beginning to use English more extensively in classroom interactions. They should begin to:

- use English more consistently for classroom communication
- participate in increasingly extended conversations and collaborative activities
- express ideas, experiences, preferences and simple explanations with increasing confidence
- understand the main ideas and key information in familiar spoken English
- read short texts increasingly independently for meaning
- use context, visuals and text features to support comprehension
- connect listening and speaking experiences with reading and writing
- produce short, meaningful written texts using appropriate models and scaffolding
- develop vocabulary and grammatical awareness through meaningful language use

Recommended Approaches: Retain the strong EFL approaches from earlier grades but increase the amount of communicative use, learner independence and English-medium classroom interaction**.**

i. Communicative Language Teaching (CLT)

Learners use English for increasingly purposeful communication rather than only practising individual language items. Activities should provide opportunities to exchange information, express opinions, explain ideas and respond to others.

Example:

Learners discuss two different weekend activities in pairs and decide which one they would like to do, giving a simple reason: *"I like visiting the park because I like playing football."*

ii. Task-Based Language Learning

Learners use English to complete a meaningful task with a clear outcome. Tasks should remain appropriately scaffolded through models, vocabulary banks, visuals and sentence frames.

Example:

In groups learners plan a class picnic. They decide what food, drinks and activities they need and present their plan using simple English.

iii. Story-Based and Literature-Based Learning

Stories and age-appropriate literary texts provide opportunities to develop listening, speaking, vocabulary, comprehension and personal responses. Learners can increasingly discuss characters, events and messages.

Example:

After reading a short story, learners identify the main character's problem and discuss how the character solved it, using evidence from the text.

iv. Interactive and Guided Reading

Teacher support remains important, particularly because reading and writing are still at Pre-A1+–A1. However, learners should increasingly take responsibility for reading and constructing meaning.

Example:

Learners read a short informational text about animals. They use the title, headings and pictures to predict the content, then locate specific information in the text.

v. Guided and Process Writing

Writing should move beyond sentence-level production towards short, connected texts. Learners can plan, draft, review and improve their writing with appropriate support.

Example:

After discussing a memorable school day, learners complete a simple planning frame and write a short paragraph of 3-5 sentences.

vi. Collaborative Learning

Structured pair and group work should increasingly require learners to negotiate meaning, share ideas and complete tasks together in English.

Example:

Groups receive information about different animals. Each learner shares their information, and the group creates a comparison chart.

vii. Content and Language Integrated Learning (CLIL)

An approach which operates as a cross-cutting principle. Learners study a subject based topic while developing language skills at the same time. It helps learners build content knowledge and language proficiency through meaningful learning activities.

Example 1:

Learners learn a science topic (e.g., the water cycle)**,** discuss key vocabulary, read a short text, and explain the process using the target language.

Example 2:

During a lesson on plants, learners label parts of a plant, discuss what plants need to grow and write three simple sentences about their observations.

4.3.5 Grade 5 – EFL Transitioning to ESL Stage

Listening & Speaking: CEFR A2

Reading & Writing: CEFR A1

Pedagogical Focus: At this stage, learners are developing greater independence and are increasingly able to use English to communicate about familiar topics and classroom experiences. The learners should be able to:

- use English more consistently for communication, classroom interaction and learning
- participate in extended conversations and discussions on familiar topics
- express and support simple opinions, ideas and experiences
- understand main ideas, specific information and relevant details in familiar spoken texts
- read short texts independently for meaning and identify key information
- use context, text features and known language to support comprehension and infer meaning
- produce short, connected written texts for familiar purposes
- organise, review and improve their writing with decreasing teacher support
- develop vocabulary, grammatical accuracy and language awareness through meaningful use
- integrate listening, speaking, reading and writing to communicate and demonstrate learning.

Recommended Approaches:

i. Communicative Language Teaching

Learners should use English to communicate ideas, exchange information, express opinions and respond to others. Communication should increasingly involve spontaneous language rather than only rehearsed responses.

Example:

Learners discuss whether school uniforms are useful and give one or two reasons for their opinions.

ii. Task-Based Language Learning

Learners use English to complete purposeful tasks that require them to understand information, make decisions, collaborate and produce an outcome.

Example:

Groups plan a one-day educational trip. They decide where to go, what to take and what activities to do, then present their plan to the class.

iii. Content and Language Integrated Learning (CLIL)

At this stage, familiar subject-related content can increasingly be used to develop English while learners use English to access and communicate simple subject knowledge. Tasks should remain appropriate to their A1 reading and writing level.

Example:

Learners study a short, illustrated text about the water cycle, discuss the stages orally and create a labelled diagram with simple sentences.

iv. Story and Literature-Based Learning

Stories, fiction, poetry and age-appropriate literary texts should provide opportunities to explore vocabulary, characters, events, language choices and personal responses.

Example:

After reading a short story, learners identify the main character, describe a key event and explain whether they agree with the character's decision, giving a reason from the text.

v. Interactive and Independent Reading

Teacher modelling remains important, but learners should increasingly take responsibility for constructing meaning from short texts. Reading strategies should be explicitly taught and then practised independently.

Example:

Learners read a short informational text, identify its main idea, find two supporting details and use context to work out the meaning of one unfamiliar word.

vi. Process Writing

Learners should move towards writing short, connected texts through planning, drafting, reviewing and revising. Teachers should provide models and targeted feedback rather than relying only on correction.

Example:

Learners write a short paragraph or 1-2 paragraphs about *"An exciting day at school."* They plan their ideas, draft sentences, check punctuation and revise their work using a simple checklist.

vii. Collaborative Learning

Pair and group activities should increasingly require learners to share information, negotiate ideas, solve problems and present outcomes in English**.**

Example:

Each learner receives information about a different animal. They share their information within a group and collaboratively create a comparison chart

Collaborative Learning strategies: Structured group work to promote communication and collaboration

- Think-Pair-Share
- Group projects
- Peer discussions
- Jigsaw reading
- Collaborative writing

*Note: Classroom Methodology for Integrated Skills (Can be adapted and tweaked as per level of learners) Listen → Speak → Read → Write Sequence**

viii. Inquiry-Based Language Learning

An approach where learners explore questions, gather information, and use language to investigate a topic. It develops communication, critical thinking, research, reading, and writing skills through meaningful tasks.

Example:

Theme: Healthy Eating**,**

Students watch a short video and listen attentively **(Listening & Viewing)**

Discuss healthy and unhealthy foods. **(Speaking)**

Read information texts**. (Reading)**

Write their own healthy meal plans. **(Writing)**

ix. Oral Presentations

- Share opinions. **(Listening, Speaking, self- awareness**)
- Justify ideas**. (Speaking, Persuasive, reasoning)**
- Build arguments. **(Speaking, argumentative)**
- Respect diverse perspectives. **(Listening, Social awareness, Relationship skills)**

Note: While this sequence reflects natural language acquisition, the integrated sequence builds from meaningful oral language towards early reading and writing, allowing the four skills to develop concurrently through repeated exposure, modelling and practice.

4.4 Implication for Teacher Professional Development:

The recommended pedagogical approaches require sustained teacher professional development that strengthens teachers' pedagogical content knowledge, classroom language, assessment practices, and ability to scaffold learning across the EFL-to-ESL progression. Professional development should focus on practical classroom application, enabling teachers to move beyond teacher-led instruction towards communicative, learner-centred, activity-based and progressively more independent learning.

Teachers will require knowledge and skills to:

- **Implement communicative and learner-centred approaches** by creating meaningful opportunities for learners to listen, speak, read and write for authentic purposes, while providing appropriate modelling, scaffolding and gradual release of support.
- **Use activity-based, experiential and task-based learning** by designing purposeful activities that involve interaction, problem-solving, collaboration and a clear learning outcome.
- **Facilitate inquiry and project-based learning** by developing skills in questioning, guiding investigation, managing group work, assigning roles, and supporting learners to present and reflect on their learning.
- **Strengthen literacy pedagogy** through effective teaching of phonological awareness, phonics, vocabulary, reading comprehension, guided reading, writing processes and the integration of oral language with literacy development.
- **Use formative assessment effectively** to identify learning gaps, provide timely feedback, adapt instruction and support learners progressing at different rates.
- **Integrate grammar and vocabulary meaningfully** within communicative contexts while maintaining explicit, sequenced language instruction where appropriate.

- Use digital tools appropriately, where resources permit, to support communication, collaboration, language practice and learner engagement, alongside responsible and safe use of technology.
- Address diverse learner needs through differentiated instruction, flexible grouping, accessible learning materials and appropriate scaffolding, with attention to inclusive classroom practices.
- Manage collaborative and activity-based classrooms by establishing routines, giving clear instructions, assigning roles and monitoring participation to ensure that all learners are meaningfully engaged.
- Training and ongoing support will be required for:
- task-based learning
- inquiry and project-based learning
- higher-order thinking
- process writing
- collaborative learning
- differentiated instruction
- formative assessment
- effective integration of digital technologies.

Teachers should have opportunities to experience these approaches as learners, practise them through classroom-based tasks, receive feedback, and adapt them to their own contexts.

School and cluster-based professional learning model: This model should complement formal training. This may include demonstration lessons, peer observation, teacher activity groups, professional learning communities, coaching and mentoring. Mentors and school leaders should support teachers through regular classroom observation followed by constructive feedback focused on agreed pedagogical indicators rather than compliance alone.

Training–practice–feedback–reflection cycle is recommended. Professional development should be supported by practical teacher guides, model/example lesson plans and activities, observation tools, assessment examples and opportunities to share effective practices. Monitoring should therefore be developmental and continuous, using classroom evidence and learner progress to identify further support needs and strengthen the quality and consistency of pedagogy across Grades 1–5.

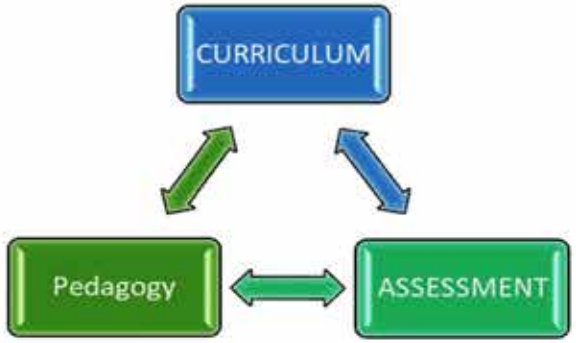
Listen
Speak
Read
Write

CHAPTER 5

ASSESSMENT GUIDELINES

5.1 Introduction

Assessment is a process through which systematic data about students' progress is gathered so that informed decisions can be made to improve teaching and learning. The purpose of language assessment is to ensure that language is built and measured across four major competencies: listening, speaking, reading and writing with grammar and vocabulary systematically embedded in the aforementioned competencies. As language is built in an organized progression with every grade level benchmark and learning outcomes featuring on the previous ones, the assessment across competencies should also carefully be anchored likewise and measured in tangent with SLOs given in the curriculum and supported by appropriate pedagogy. The following diagram describes the curriculum-pedagogy-assessment triangular dependence model where each component complements the other:



Considering that language is more of a skill than a subject and is improved by situating the learner in real life contexts, the assessment also needs to be built around authentic situations to simulate real life like language use. This is mainly achieved through comprehension tasks, vocabulary-in-context exercises, grammar integrated into authentic use and by evaluating the four competencies through performance-based tasks such as oral presentations, process writing, and reading comprehension strategies. Appropriate behaviours, attitudes, social-emotional learning domains and psychomotor domains, as key forms of learning taxonomies, are also tested by observing collaboration, respect, and engagement in group work, while

encouraging confidence and creativity in language use. Language assessment also focuses on development of key skills such as critical thinking, creativity, and citizenship by incorporating debates, projects, and community engagement that reflect realistic contexts. Language assessment therefore is overarching and must reflect the overall vision of a language curriculum, preparing learners for academic, social, and global participation.

5.2 Principles of Language Assessment

Language assessment must be guided by principles that ensure that it is meaningful and aligned with the language curriculum development principles and also anchored in aligned pedagogical practices. The following principles guide the assessment process:

i. Language is a Skill, not a Subject

Assessment must evaluate a learner's ability to use English effectively and meaningfully through authentic language use. Also, assessment must test listening, speaking, reading, and writing competencies rather than isolated grammar rules or vocabulary lists. Grammar and vocabulary must be examined as integral parts of the above competencies as language use.

ii. Alignment with CEFR Benchmarks

Every assessment task should be mapped to Common European Framework of Reference (CEFR) for language descriptors and grade-wise benchmarks, ensuring progression from Pre-A1 oral routines in Grade 1 to B2 independence by Grade 12. Learners assessed against CEFR benchmarks obtain credentials that match against international standards. CEFR also emphasizes communicative competence before structural growth which also aligns well with the curriculum's philosophy of the development of fluency before accuracy.

iii. Balanced Assessment

Assessment should cover listening, speaking, reading and writing in a balanced and integrated manner rather than over-relying on written tests and only paper and pencil tests. Moreover, listening and speaking should be marked as assessed skills both in formative and summative assessments. Proper rubrics should be developed to assess all skills both for formative and summative assessments.

iv. Developmental Appropriateness

Assessment formats must match learners' age and stage of language acquisition. Assessments must be aligned with curriculum benchmarks, SLOs, maturational levels and learning styles. For example, play-based oral responses should be done in Grades 1–3, process writing in Grades 4–5, and structured presentations should be the matter of focus in higher grades.

v. Multiple Methods in Assessment

For language to be assessed as a skill, it is imperative that it is assessed through multiple methods and not just paper and pencil tests. Some of the methods that can be used to assess language are:

Table 14: Types of Assessment

Assessment	Description
Class Observations and checklists	Monitoring oral routines, group discussions, and classroom participation.
Written Assessments	short answers, comprehension questions, essays, creative writing, reflective journals, grammar-in-context tasks.
Performance-Based Assessment	Roleplays, dialogues, debates, oral presentations, and dramatizations. These tasks measure communicative competence, fluency, and real-world application.
Projects	Inquiry-based tasks, research projects, case studies
Oral methods	Oral questioning, dialogue practice, read-aloud, picture description

vi. Differentiated Assessment

Assessments must accommodate the different learning styles and capabilities of all learners. They must be inclusive and based on principles of equity as learners may vary in their socio-linguistic backgrounds, exposure to target language outside the classroom and preferred styles of learning. Learners can demonstrate their learning through individual projects, problem-based projects, learning contracts, role-playing or performance, curriculum compacting (for students who already know the concept), learning-style options (auditory, visual, kinesthetic), tiered activities based on ability, open-ended and closed questions and opportunities to redo an assessment.

vii. Validity and Reliability

In order for assessments to be sound, they must be valid and reliable. The assessment is valid when it measures what it is designed to measure. For example, if the aim is to assess communicative competence, then tasks should involve authentic speaking, listening, reading, and writing activities rather than isolated grammar drills. Similarly, assessments must be reliable. Reliability ensures fairness and accuracy, and prevents results from being influenced by chance, bias, or unclear criteria. For example, if two teachers assess the same oral presentation using a clear rubric, they should arrive at comparable judgments.

viii. Continuous Feedback and Improvement

Assessments must involve a continuous feedback system where learners receive constructive feedback that guides improvement, language development and supports confidence-building.

ix. Assessment from Lower to Higher-Order Thinking

Assessment tasks should move from lower to higher order thinking skills and move from basic recall of information to tasks that involve analysis, creativity, and critical reflection, preparing learners for academic and real-world challenges.

x. Multiple Sources of Evidence Through Authentic and Real-World Application

Use a purposeful combination of evidence including observations, oral responses, performance, selected-response items, constructed responses, reading evidence and writing products. Assessment must mirror genuine communication contexts, i.e., roleplays, debates, projects, oral presentations so learners demonstrate language use in meaningful situations.

5.3 Types of Assessment

The following types can be used to assess language:

i. Diagnostic Assessment

Diagnostic assessment is used to identify students' language learning needs. It helps in the identification of strengths and weaknesses in key competencies and helps teachers to design instruction accordingly.

Example: Grade 3.

Task: A teacher reads aloud a short, simple story (e.g., about a child going to school) at the start of the academic year and asks them to:

1. **Listen** to the story and answer two oral comprehension questions
2. **Retell** the story in your own words using 3–4 sentences.

This diagnostic task will help the teacher to gauge learners' listening comprehension, vocabulary range, and oral fluency at the beginning of Grade 3. It will help the teacher to decide if the learners can move from basic oral routines to formal reading and writing tasks.

ii. Formative Assessment

Formative assessment refers to all those activities undertaken by teachers and by the students in assessing themselves. This assessment provides information to be used as feedback to modify the teaching and learning activities. It focuses on guiding learning, identifying gaps, and adjusting teaching strategies so learners can steadily build competence. Formative assessment is called Assessment for Learning (AFL).

Example: Reading: Short text comprehension.
Task: Underline the sentence that tells us where the story takes place.
Writing: Guided writing.
Task: Write two sentences about what you did yesterday using past tense.
Attitudes/Collaboration: Group project reflection.
Task: Write one sentence about how you helped your group during the activity.
**The above formative assessment techniques help the teacher to identify any learning gaps and modify teaching accordingly.*

iii. Summative Assessment

Summative assessment is conducted at the end of a unit or term to evaluate attainment of grade-end benchmarks. It helps to provide an efficient and reliable estimate of a student's overall performance relative to Student Learning Outcomes (SLOs). It also helps in making key decisions about a learner's future academic targets and goals.

Examples:
Listening: Listen to a short audio clip and answer comprehension questions.
Speaking: Deliver a 2–3-minute speech on a familiar topic (e.g., My favorite place).
Reading: Read an unseen text and answer multiple-choice and short-answer questions.
Writing: Write a short paragraph (6–8 sentences) about a personal experience using past tense verbs.
**Each summative assessment task should be measured against defined rubrics.*

iv. Peer assessment

Peer assessment involves students assessing each other's work according to a set criteria and offering feedback suggestions.

Self-Assessment

Self-assessment enables students to reflect on their learning by identifying their strengths and weaknesses, and planning for improvement. The practice encourages learner autonomy and deeper understanding.

Example: After completing a drawing activity, Kindergarten students can self-assess their work, identifying the colors they used and describing what they drew. Second-grade students can self-assess a written work, reflecting on whether they include proper commas and full stops and write complete sentences.

v. Portfolio Assessment

Portfolio assessment uses a collection of examples of learner's formative assessments, classroom-based activities or other work to track learner progress over time. Portfolios allow the teacher to evaluate each learner in relation to his or her own abilities and learning style. Unlike standardized assessments in the form of tests, portfolios provide a general and bigger picture of the entirety of each learner's learning process. Learners can be made responsible for selecting examples of their own work to be placed in the portfolio.

Example of a Portfolio

- **Cover page**
  - Name of the student
  - Grade level
  - Teacher's name
  - Parent's name
- **Introduction to the portfolio**
  - **Purpose**
    The purpose of the portfolio is to trace learner progress over a period of time. The purpose for the learners, teachers and parents is to see the academic progression and areas for improvement per grade.
  - **Structure**
    The portfolio contains samples of student work. For example, in a term 3 samples of student's formative assessment, 3 samples of informal formative assessments should become part of the portfolio per subject area. Also, mid and final term summative assessments per subject area should also become part of the portfolio.
  - **Method to use**
    The portfolios are essential guides to track student progress. They should be the referring point to take key decisions regarding remedial teaching and any other key decisions for students. Portfolios are essential reference points at parent-teacher meetings as well.
- **Table of contents**
  List all entries with page numbers
- **Entries with dates**
  All student work should be entered with dates. The latest work should be filed first. Entries should be made subject wise.
- **Artefacts (**samples of student work, awards and certificates, self and peer assessments, photos, images, etc.)
- **Reflections**
  The teacher will answer the following questions per portfolio:
  - Has the student improved with time?
  - What are the areas for improvement per subject?
  - What is the action plan for improvement?

5.4 Formative and Summative Assessment Methods

The following methods divided between formative and summative are particularly suitable for language assessment. Formative assessments are further divided between informal and formal formative assessment methods:

Table 15: Formative Assessment Methods

No.	Formative Assessments	
1	**Informal Formative Assessments**	**Formal Formative Assessments**
2	**Exit Tickets**: Students write down key takeaways or questions they have before leaving class	Multiple Choice Questions
3	**Class Discussions**: Teachers facilitate open-ended discussions to assess level of language learning and plan accordingly	True/False
4	**ABC/D Cards**: Students hold up cards with different answers to answer questions quickly. This also checks their listening comprehension.	Fill in the Blanks
5	**Think-Pair-Share**: Students individually think about a topic, then discuss it with a partner, and finally share their thoughts with the class.	**Matching exercise** Example: matching pictures with words, matching words and meanings, masculine-feminine etc.
6	Teacher observation of group work and participation	**Listening and labeling** Example: labelling a plant, face etc.
7	**Quick Quizzes/Checks**: Short, informal assessments to gauge understanding during a lesson	**Short question/answers** Example: asking students to write short answers to questions
8		**Oral presentations** Example: talk about your favourite hobby

9		**Visual representations** Example: listen to the teacher about how he/she describes a character and then draw the character
10		Poem recital/reading aloud
11		**Role play** Example: Read a story with the teacher and role play part of the story.
12		Peer Interviews or dialogues

Table 16: Summative Assessment Methods

No.	Summative Assessments
1	**Tests/Quizzes** Standardized or teacher-created assessments to evaluate knowledge and key language skills.
2	**Oral Assessments** Students can demonstrate their knowledge through oral presentations or discussions. Proper rubrics should be developed to mark learners on oral assessments.
3	**End of unit assessment:** These are tests based on specific units of teaching to determine whether learning outcomes are successfully achieved.
4	**Standardized Assessment** Learners will take an exam created for a given language curriculum and will be measured against existing rubric, shared with them throughout the course. Examples: Extended essays, reading comprehension questions, grammar/vocabulary in context, oral presentations etc.

5	**Performance Assessment**: With this type, learners will be required to do an activity or task that will showcase their language competence. They are given marks against an established rubric/criterion. Examples: Role play, oral presentation
6	**Portfolio submission** Collection of written/oral work over a term
7	**End-of-term projects** Research based work, thematic assignments

5.5 Assessing Different Types of Learning

i. Knowledge-Based Outcomes

Knowledge based outcomes will be assessed through conceptual understanding of language structures.

Example:

Reading Comprehension - Questions on the main idea, key information in reading passage or contextual meaning will give evidence of conceptual understanding.

Text Features - Recognition and application. Identify fiction/non-fiction features; recognise paragraph structure and transitional devices.

ii. Skills-Based Outcomes

Skill based outcomes will be assessed through the learner's ability to make authentic use of language and apply key language competencies in specific situations.

Examples:

Roleplay - Learners act out a scene at a school canteen demonstrating listening, speaking, and functional language use.

Written product/process. Sentence/paragraph writing; purposeful texts; text-type conventions; grammar in use; revision/editing; cohesive devices; figurative language where specified.

iii. Attitude and Values-Based Outcomes

Attitudes and value-based outcomes are tested through observable behaviours that manifest confidence, collaboration, respect, and learner engagement in communication.

Example:

Group work /pair work - Learners demonstrate cooperation and support each other to complete a task. The teacher notes participation, turn-taking, and the quality of interaction.

Self-awareness/self-management. Learners persist with a task, reflect on performance and uses feedback to improve, e.g. Portfolio; learner reflection; student-teacher discussion.

iv. Developmental Considerations

The following table shows how assessment matches different developmental levels:

Table 17: Assessments for different developmental levels

School Stage	Grade Range	Assessment Methods	Focus Area
Lower Primary	**Grades 1–2**	Oral questioning, Picture description, Listening games, Word matching, Simple dictation **Cognitive Level**: Mostly Remember/Understand with emerging Apply Independence: High teacher scaffolding	Listening, speaking, vocabulary recognition

Upper Primary	**Grades 3–5**	Short reading comprehension, Guided writing tasks, Roleplays and dialogues, Process writing, Peer/self-assessment **Cognitive Level:** Understand/Apply/Analyze with Evaluate/Create where specified **Independence:** Moderate scaffolding to increasing independence	Reading comprehension, writing fluency, oral communication

5.6 Assessment of Competencies and Cross-Cutting Themes

The competencies of listening, speaking, reading and writing in integration with grammar and vocabulary and cross-cutting themes can be assessed in the following manner:

Table 18: Assessments of competencies and cross-cutting themes

Ethics, values, health, safety, citizenship, gender, equity	**Listening & Speaking:** Sharing personal experiences, discussing values, role-plays about safety, health, or citizenship. **Reading:** Understanding texts about ethics, equity, values or family relationships. **Writing:** Reflective writing (journals, essays) on identity, gender equity, or community responsibilities. Assessment Focus: Ability to express personal opinion using critical thinking and reflection, use suitable vocabulary for social/emotional contexts, and demonstrate empathy and compassion in communication.
Role models, nature, environment, festivals, culture, adventure	**Listening & Speaking:** Retelling stories, discussing cultural practices, narrating adventures. **Reading:** Comprehension of folk tales, environmental stories, or biographies of role models. **Writing:** using critical thinking to do creative writing (short stories, festival descriptions, environmental reflections). Assessment Focus: Narrative skills, imagination, cultural awareness, and ability to connect stories to broader values.

Media, technology, sports, travel, life skills)	**Listening & Speaking:** Debates, presentations, or discussions on sports, technology, travel, or media. **Reading:** Informational texts, articles, or reports on life skills and global issues. **Writing:** Reports, summaries, opinion pieces, or functional writing (emails, notices). Assessment Focus: Critical thinking, clarity in informational writing, ability to synthesize knowledge, and use of precise vocabulary

5.7 Development of Rubrics for Language Assessment

Rubrics provide an objective basis for evaluation. They list the criteria and describe levels of quality from excellent to poor. For learners, rubrics clarify the targets for work, allow them to regulate their progress and make grades or marks transparent and fair.

Rubric Types:

Holistic Rubric: A holistic rubric is a simple guide for giving feedback, usually with a scale of 1 to 4 or 1 to 5 and allows teachers to assess learners' overall performance on an activity or assessment. Holistic rubrics can assess skills and behaviors. It is more suitable for summative assessment.

Example: Speaking Skill. The following rubric gives a single overall judgment of performance, focusing on speaking skill (communicative effectiveness, from Grades 3-5)

Table 19: Rubrics / Speaking

Level	Descriptor
Excellent (4)	Speaks fluently and confidently, with clear pronunciation and suitable vocabulary. Ideas are well-organized and communication is highly effective.
Good (3)	Generally fluent with minor pauses or errors. Pronunciation and vocabulary are satisfactory, and meaning is mostly clear. Communication is effective with some lapses.
Developing (2)	Frequent pauses or errors affect fluency. Pronunciation is sometimes unclear; vocabulary is limited. Communication is partially effective but requires listener effort.

Emerging (1)	Very hesitant, fragmented speech. Pronunciation and vocabulary are very limited. Communication is ineffective or difficult to understand.

Analytic Rubric: In analytic rubric, each criterion receives a separate score. It provides more diagnostic information and feedback for the learner. It allows the teacher to categorize and define exactly what each level of achievement looks like and is suitable for formative assessment.

Example: Reading Skill. The following rubric breaks reading into its sub- skills, allowing teachers to identify strengths and weaknesses. (Grades 2-5)

Table 20: Rubrics / Reading

Criteria	Excellent (4)	Good (3)	Developing (2)	Emerging (1)
Decoding & Fluency	Reads efficiently with accurate word recognition	Minor decoding errors; mostly fluent	Frequent decoding errors; hesitant	Struggles with basic decoding, very slow
Literal Understanding	Fully grasps explicit details	Understands most details	Partial understanding, misses key points	Very limited understanding
Inferential Skills	Makes insightful inferences beyond text	Makes some reasonable inferences	Few inferences, often inaccurate	Cannot infer meaning
Vocabulary in Context	Accurately uses context to deduce meaning	Sometimes uses context clues	Rarely uses context clues	Cannot use context clues

Engagement & Response	Thoughtful responses; connects text to ideas very well	Adequate responses; some connection of text to ideas	Limited responses; weak connection of text to ideas	Minimal or no response

5.8 Implications for Teachers' Professional Development

Assessment of language competence is very different from subject based assessment. Language assessment focuses on testing the proficiency levels of listening, speaking, reading and writing for which teachers need specialized training. The professional development program for teachers should help teachers to:

- Design fair, valid and reliable assessments that measure key language competencies
- Develop rubrics for language testing for all language competencies: listening, speaking, reading and writing
- Focus on testing oral communication skills with proper rubrics
- Understand various language assessment types, i.e. formative and summative and develop test items as per type
- Develop observation checklists and digital tools that make assessments practical and transparent
- Ensure effective feedback mechanism that is constructive, timely with actionable insights
- Develop test items in tangent with Bloom's taxonomy and ensuring that test items move from lower order to higher order thinking skills
- Focus on authentic and performance-based assessment with suitable rubrics
- Develop descriptors for rubrics that are clear, consistent, and aligned with learning outcomes.
- Develop skills in recording evidence, analyze participation, and recognize indicators of collaboration, responsibility, and critical thinking.

5.9 Implementation Checklist for Curriculum and Assessment Developers

- Confirm that every assessed task is traceable to one or more grade-level SLOs.
- Confirm that the task measures the intended English skill rather than an unintended construct.
- Check alignment among SLO action, Bloom level, stimulus, response and scoring criteria.
- Ensure Listening and Speaking are assessed through oral evidence when the assessment purpose requires direct evidence of those skills.

- Use developmental expectations appropriate to Grades 1–2 and gradually increase complexity and independence through Grades 3–5.
- Ensure reading tasks include the relevant text types and strategies identified in the SLO progression.
- Ensure writing tasks reflect the progression from letter/word/sentence writing to paragraph and process writing.
- Use multiple sources of evidence for competencies that cannot be adequately captured by one written test.
- Pilot assessment tasks where feasible and review item/task difficulty, discrimination, clarity and scoring consistency.
- Use assessment results to support instructional planning, remediation, enrichment and progression.



Listen
Speak
Read
Write

CHAPTER 6

GUIDELINES FOR ENGLISH TEXTBOOKS AND LEARNING MATERIALS

6.1 Introduction: Role of Textbooks and Learning Materials

English textbooks and learning materials should translate the curriculum standards, benchmarks and SLOs into age-appropriate, meaningful and engaging opportunities to listen, speak, read and write. Materials should build language through purposeful communication, texts and activities, with grammar and vocabulary developed in context rather than taught as isolated exercises.

6.2 Types of Learning Materials

- Student textbooks: Provide carefully sequenced texts, visuals, activities, and practice that address the full range of English SLOs, with additional guided practice, particularly for handwriting and writing in Grades 1–3.
- Teacher guides: Provide lesson objectives, suggested procedures, differentiation tasks, answer guidance and assessment notes.
- Reading and supplementary resources: Include age-appropriate stories, poems, informational and functional texts.
- Digital/audio-visual resources: Where feasible, support listening, pronunciation, viewing and multimodal learning (Learning through a combination of different modes, such as text, audio, visuals and video).
- Assessment resources: Include short checks, performance tasks, self-assessment and review activities aligned to SLOs.

6.3 Content Organization and Learning Experiences

6.3.1 Curriculum and SLOs Alignment

- Ensure that most of the SLOs from the curriculum are addressed and traceable within the textbook. SLOs may be meaningfully integrated or merged where appropriate, with one text, activity, task, or assessment opportunity addressing one or more related SLOs. Prepare an SLO-to-content mapping matrix during book development to confirm coverage, progression and balance across Listening, Speaking, Reading and Writing.
- Maintain the progression, CEFR expectations and Bloom's Taxonomy levels reflected in Chapter 3 (SLOs chapter.) The same SLO should be interpreted at an age and grade-appropriate level.

6.3.2 Meaningful Language Learning

- Language textbooks should focus on meaningful communication and functional language use, consistent with the direction of Material Development Guidelines.
- No standalone, grammar-based drill sections should be included as the main learning activity. Up to Grade 3, no grammatical terminology should be used. From Grade 4 onwards, grammatical terminology may be introduced gradually. Grammar should be embedded naturally in stories, dialogues, instructions, examples, reading responses, speaking tasks and writing tasks.
- Where a grammar feature is required by the SLOs, learners should notice, use and apply it in context rather than memorise rules in isolation.
- Vocabulary should be introduced through context, visuals, repeated exposure and purposeful use, with recycling across lessons.
- Provide a balanced mix of individual, pair and group activities, including listening, speaking, reading, writing, reflection and application.

6.3.3 Grade-wise Text Length / Lesson Load

Recommended maximum core-text range for a single reading/lesson text. Shorter texts should be used where the SLO or activity requires reading.

Table 21: Grade-wise Text Length / Lesson Load

Grade	Recommended core text length	Typical text form	Number of Units/lessons added
Grade 1	Introduce one letter per page, with a maximum of three words for each letter	Only words very short rhyme	2-3 poems only (sounds may be introduced. Only words may be added to introduce sounds)
Grade 2	60–100 words	Short story, dialogue, poem, simple information text	3-4 Units/Lessons (no sub-unit/lesson may be added) 2-3 poems
Grade 3	100–160 words	Short narrative, poem, dialogue, informational/functional text	4-5 Units/Lessons (no sub-unit/lesson may be added) 2-3 poems
Grade 4	150–220 words	Narrative, informational, functional text, short literary text	5-6 Units/Lessons (no sub-unit/lesson may be added) 1-2 poems
Grade 5	220–320 words	Narrative, informational, functional text, poetry/literary text	6-7 Units/Lessons (no sub-unit/lesson may be added) 1-2 poems

- Directions and activity instructions should be substantially shorter and simpler than the main text, especially in Grades 1–3.

6.4 Alignment with Pedagogical Approaches

Textbooks and learning materials must reflect the curriculum's skill-based focus by incorporating tasks that develop listening, speaking, reading, and writing in authentic, meaningful and integrated ways. Each pedagogical approach can be translated into language-focused activities as follows:

- **Learner-Centered approaches**
  Provide choice and variety in oral tasks, reading texts, writing topics so learners can connect language use to their own experiences or real-life situations
  Scaffold tasks to meet diverse proficiency levels, ensuring inclusivity in multilingual classrooms.
- **Inquiry-based learning**
  Include comprehension questions that go beyond recall, prompting learners to investigate meaning, infer, and hypothesize.
  Encourage learners to ask questions about texts, vocabulary, and grammar in use, fostering curiosity and deeper engagement.
- **Play-based learning (early grades)**
  Use rhymes, chants, role-plays, and language games to build phonemic awareness, vocabulary clusters, and oral fluency.
  Storytelling with puppets makes language acquisition natural and enjoyable.
- **Experiential learning**
  Connect tasks to real-life contexts: describing family routines, narrating school events, or conducting simple interviews.
  Encourage learners to use English in simulated everyday situations (dialogues among friends, play scenarios).
- **Project-based learning**
  Assign projects such as creating posters, writing short reports, or preparing oral presentations that integrate multiple skills.
  Encourage thematic projects (e.g., "My Family Story" or "Our Environment") to link language with lived experiences.
- **Collaborative learning**
  Pair and group activities like dialogues, peer editing, and cooperative reading tasks foster communicative competence.
  Encourage peer feedback in writing and oral presentations to build confidence and social interaction.
- **Problem-solving approaches**
  Language puzzles, riddles, or scenario-based tasks (planning a trip, solving a classroom issue) require learners to apply English meaningfully.
  Grammar and vocabulary tasks can be embedded in problem-solving contexts rather than isolated drills.

- **Discussion and reflection**
  Textbooks should include prompts for debates, discussions, reflective journals, and “think-pair-share” activities to develop oral fluency and critical thinking.
  Reflection questions after reading or writing tasks help learners evaluate their own language use.
- **Creativity and innovation**
  Story writing, dramatization, poetry, and role-play tasks allow learners to experiment with language and genres.
  Encourage learners to create dialogues, design characters, or create alternative endings to stories.
- **Process writing:**
  In Grades 4–5, provide opportunities for planning, drafting, revising and improving writing, in line with the writing progression in SLOs chapter.

6.5 Visual Design and Production Specifications

6.5.1 Font Size and Readability

- Grade 1: 18 pt body text; use larger display text where needed for early readers.
- Grade 2: 16 pt body text.
- Grade 3: 16 pt body text.
- Grades 4–5: 14 pt body text.
- Use a clear, highly legible sans-serif or child-friendly typeface consistently. Avoid decorative fonts for instructional text.
- Headings, labels and activity instructions should be visually distinct and easy to scan. Headings may be 1 pt larger than the main text. Maintain generous line spacing and avoid overcrowded pages.

6.5.2 Formatting and Readability Specifications

- Line spacing: Use 1.5 line spacing for Grades 1–2, 1.4 for Grade 3, and 1.25–1.4 for Grades 4–5, ensuring clear separation between lines and comfortable readability.
- Paragraph spacing after: Use 6 pt after each paragraph to provide clear visual separation without creating excessive white space.
- SLOs: Use 12 pt, for SLO statements.
- Activity headings: Use bold type, 1–2 pt larger than the activity text, with clear visual distinction from the activity text.
- Activity text: Follow the grade-specific main-text font size, with the same line-spacing standard as the main text.

- Table text: Use the grade-specific main-text font size where possible; where space is limited, it may be reduced by no more than 1–2 pt, while ensuring clear readability when printed.
- Main headings: Use bold type, 2–4 pt larger than the grade-specific main text, to establish a clear visual hierarchy.
- Margins: Use 1.5–2 cm margins on all sides, with adequate inner/gutter space where required for binding. Ensure that text and visuals do not fall too close to the page edges or into the binding area.
- Consistency: Maintain a consistent formatting framework across Grades 1–5, with grade-appropriate adjustments to font size, line spacing, and page layout to support readability and learner needs.

6.5.3 Writing Practice and Page Space

- Grades 1–3 must have sufficient blank space and/or ruled writing lines for learners to complete writing tasks directly in the book. Use four-line writing guides for English handwriting and writing tasks, with recommended vertical spacing between each adjacent line of approximately 5 mm in Grade 1, 4.5 mm in Grade 2, and 4 mm in Grade 3, to support age-appropriate letter formation, alignment, and writing fluency.
- Writing spaces should be proportional to the expected response: one-word answers need small spaces; sentences and paragraphs need enough lines to complete the task comfortably.
- Do not place essential writing tasks in spaces too small for the learner's expected handwriting.

6.5.4 Pictures and Illustrations

- Pictures must support comprehension, prediction, vocabulary, storytelling or task completion; avoid decorative visuals that add clutter without instructional value.
- For Grades 1–2, key instructional/story illustrations should generally be at least 7 × 7 cm, and for grade 3, 6 × 6 cm with larger visuals used when learners need to identify details.
- For Grades 4–5, supporting illustrations should generally be at least 4 × 4 cm; diagrams and charts should be large enough for all labels and key details to be clearly readable.
- Small icons may be smaller where they function only as navigation cues, but they must remain clearly recognisable.
- Use high-resolution, print-ready images with clear contrast. Do not use stretched, pixelated or blurry images.
- Ensure visuals are culturally relevant, inclusive, gender-responsive and free from stereotypes, consistent with Material Development Guidelines.

6.5.5 Page and Print Quality

- Use good-quality, durable paper suitable for the age group and expected handling; Grades 1–3 require paper that supports frequent writing and erasing without excessive show-through.
- Printing should be sharp, with consistent registration, margins and binding. Text and images must not be lost in the gutter.
- Pages should have adequate white space, clear hierarchy and consistent placement of headings, instructions, examples and activities.
- Avoid excessive text density, unnecessary borders and visual clutter.

6.6 Inclusion and Representation

- Represent girls and boys in diverse, meaningful and non-stereotypical roles.
- Include learners and communities from varied linguistic, cultural, geographic and socio-economic contexts where appropriate.
- Represent persons with disabilities positively and naturally where relevant.
- Use respectful language and age-appropriate situations; avoid stereotypes, bias, discriminatory language and unnecessarily sensitive or frightening content.
- Provide accessible page layouts, readable text and clear visual cues to support learners with different needs.

6.7 Assessment Opportunities within Learning Materials

Learning materials should create assessment opportunities that reflect the curriculum's philosophy of language as a skill, not a subject. Textbooks must integrate multiple tasks that assess knowledge, skills, attitudes, and higher-order thinking with grammar and vocabulary embedded in key competencies. This would ensure alignment with curriculum standards, benchmarks, and Student Learning Outcomes (SLOs). Please keep the following in view while developing textbooks:

- Use a variety of assessment opportunities: quick checks, oral responses, reading comprehension, short writing, performance tasks, projects, peer/self-assessment and end-of-unit review.
- Assessment tasks should match the cognitive demand of the relevant SLO and the developmental level of the grade.
- Use embedded assessment during normal activities so that learners demonstrate listening, speaking, reading and writing in authentic contexts.
- Include simple self-assessment/reflection prompts where developmentally appropriate, especially in Grades 4–5.
- Ensure that assessment instructions are clear, concise and supported by examples or visuals when required.

The following assessment tasks can be used for language assessment:

- Review questions
- Short comprehension checks after reading passages to assess conceptual understanding of the material and language structures.
  Questions should move along the Bloom's taxonomy and from literal recall to inferential and critical thinking.
- Practice exercises
  oral presentations, guided writing, vocabulary-in-context, and grammar-in-use tasks that reinforce skills in authentic contexts.
  Exercises should follow the natural sequence of acquisition - Listening → Speaking → Reading → Writing.
- Reflection activities
  Prompts for reflective journals, self-expression, or group reflections to assess attitudes, values, and learner engagement.
  Encourage learners to connect language use with personal experiences, real world examples, and social themes.
- Self-assessment opportunities
  Checklists, rating scales, aligned with CEFR descriptors to help learners monitor progress.
  Learners reflect on strengths, weaknesses, and set goals for improvement.
- Performance tasks
  Role-plays, oral presentations, debates, dramatizations, and process writing tasks to help measure communicative competence and fluency.
  Rubrics, both holistic and analytical, should be provided to ensure validity, reliability, and fairness.
- Project-based assessments
  Inquiry tasks, thematic projects, and collaborative assignments that integrate multiple skills.
  Projects should encourage creativity, problem solving, and application of language in real-world contexts.

6.7.1 Alignment of Curriculum SLOs, Textbook activities and Assessment

Following is the alignment matrix that shows the link among SLOs, textbook activities and formative and summative assessment. The matrix also shows that the same SLO can target other competency areas, therefore, it is not important to transfer each and every SLO from the curriculum in the textbook:

Table 22: Alignment of Curriculum SLOs, Textbook Activities and Assessment

Skill & Grade	Curriculum SLO	Suggested Activity for textbook	Formative Assessment	Summative Assessment	Other Competencies / SLOs Targeted
Listening G1	*Listen and respond within small-group talks.* [SEL: Relationship Skills] BT: Understand	*Information Relay*: groups listen to a short routine (likes, routines) and relay info to teammates.	Teacher observation: learners respond appropriately in small-group talk.	End-of-unit listening task: learners listen to a short dialogue and answer comprehension questions orally/written.	✓ Speaking (turn-taking) ✓ SEL (relationship skills) ✓ Vocabulary recall (nouns, routines)
Speaking G3	*Speak clearly and confidently in a range of contexts, including longer speaking turns.* BT: Apply	*30-Second Show-and-Tell*: learners speak briefly about a familiar object/picture.	Peer/teacher feedback on clarity, pronunciation, and confidence.	Oral exam: learners deliver a 1-minute talk on a familiar topic, graded with rubric (clarity, confidence, fluency).	✓ Listening (audience awareness) ✓ Grammar/UE (sentence structure, tense use) ✓ SEL (self-expression, confidence)

Reading G2	*Determine the meaning of unfamiliar words by utilizing surrounding sentence context and visual aids.* BT: Understand	*Context Clue Challenge*: learners guess meanings of 3 unfamiliar words in a short passage.	Teacher check: learners explain which clue helped them infer meaning.	Reading comprehension test: unseen passage with unfamiliar words; learners infer meanings using context clues.	✓ Vocabulary development ✓ Critical thinking (inference) ✓ Writing (apply new words in sentences)
Writing G5	*Write 1–2 descriptive paragraph texts, using simile in figurative language & correct tense forms [UE] [Lit].* BT: Create	*Descriptive Writing Task*: learners write a short paragraph about a familiar topic using similes.	Draft review: peer feedback on simile uses and tense accuracy.	Final writing assignment: 1–2 descriptive paragraphs graded with rubric (figurative language, tense accuracy, coherence).	✓ Reading/Literature (awareness of figurative language) ✓ Grammar/UE (tense accuracy) ✓ SEL (creativity, self-awareness)

6.8 Final Quality-Control Checklist

- SLO coverage matrix shows a balanced coverage of SLOs which are meaningfully integrated.
- Content, examples, vocabulary and task demands are age-appropriate and progressively sequenced.
- Grammar is embedded in meaningful texts and activities; no isolated grammar-drill sections.
- Grade-wise font sizes and writing spaces have been applied consistently.
- Core text lengths are appropriate to the grade and lesson purpose.
- Pictures/illustrations meet minimum size and readability requirements and are instructional rather than merely decorative.
- Listening, speaking, reading and writing are balanced across the book according to the curriculum.
- Writing practice is sufficient in Grades 1–3, with appropriate handwriting guides where needed.
- Pages are uncluttered, accessible and print-ready, with good paper, image and printing quality.
- Inclusive, culturally relevant and gender-responsive representation has been checked.
- Assessment opportunities are varied and aligned with standards, benchmarks and SLOs.

ANNEXURE I

English Curriculum Progression Mapping, Grades 1–5

The English curriculum mapping takes a skill-based approach towards language acquisition and uses the following flow in achieving the desired learning outcomes per grade level:

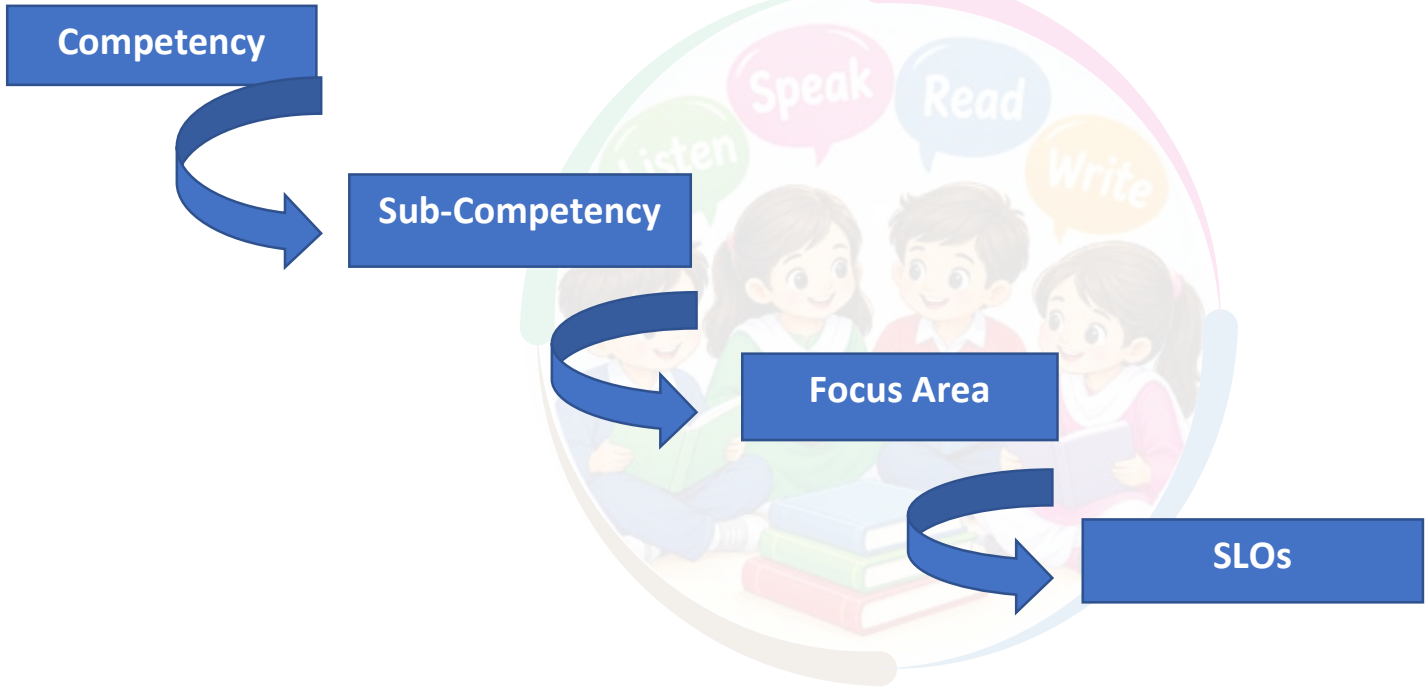


Table 23: Progression of skills / Listening

Competency L: LISTENING					
Sub-Competency	GRADE 1 CEFR: Pre-A1 Early-Pre-A1	GRADE 2 CEFR: Pre-A1 -Pre-A1 +	GRADE 3 CEFR: Pre-A1 + - A1	GRADE 4 CEFR: A1–A2	GRADE 5 CEFR: A2
	PROGRESSION OF SKILLS				
L01: Listening & Viewing	Recognise sounds & words, repeat them; predict content from context; awareness of the speaker through non-verbal communication	Identify familiar words/phrases in conversations; predict meaning from context; awareness of the speaker through verbal & non-verbal communication cues; recognise present continuous tense	Strengthen listening comprehension through simple spoken texts, stories, fables, and instructions. Understand longer talk & main ideas; deduce meaning from context; develop sensitivity towards how others express meaning through verbal & non-verbal communication; recognise past simple, future forms	Understand talks & broadcasts; identify main ideas; deduce meaning from extended talk; recognise past continuous	Listen & respond for enjoyment; deduce meaning from extended talk on a broader range of topics; recognise present perfect, simple future tense and simple passive
L02: Listening Readiness	Listen to others & respond; recognise stress & intonation used in statements & questions	Listen to stories; respond to characters & situations; recognise stress & intonation while listening to instructions and commands	Listen & respond to questions from others; recognise stress & intonation in oral stories and instructions	Listen & discuss ideas and opinions; differentiation of stress & intonation in an imperative vs a question	Demonstrate attentive listening; sensitivity towards turn taking during discussions

L03: Listening for Different Purposes	Listen & respond in small-group discussions	Notice how speakers vary talk — formal vs. informal vocabulary	Respond in group discussions, presentations & speeches	Listen for different purposes; to inform, persuade, instruct, advise, respond appropriately, and relative clauses that connect ideas within spoken contexts., modal verbs to signal possibility	Apply listening to arguments & discussions for varied purposes
L04: Listening for Different Audiences	Listen to peers & adults, respond audibly through non-verbal cues	Recognise how speakers adapt tone & non-verbal features by audience	Listen purposefully across contexts; recall key features heard	Identify speaker's viewpoint & persuasive intent in an argument	Weigh viewpoints in extended discussions & debates

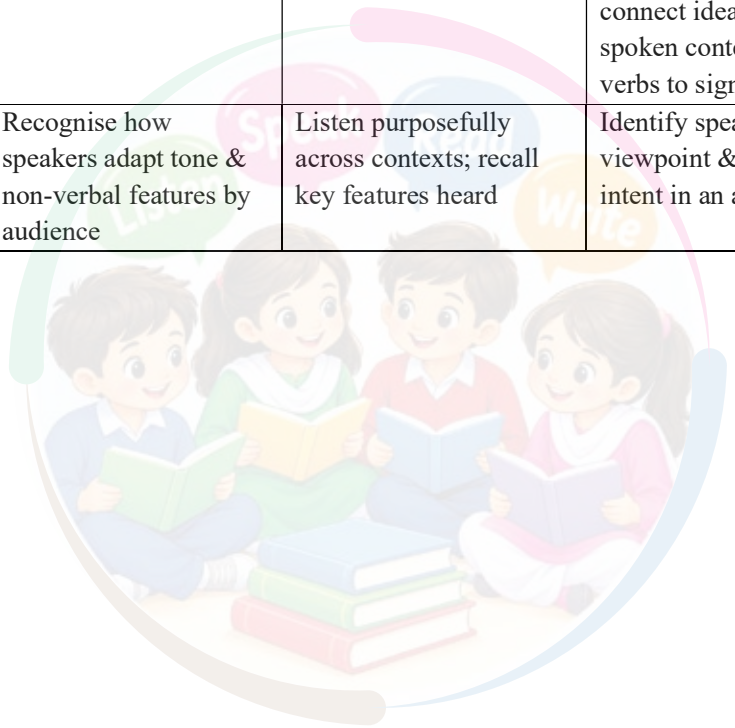


Table 24: Progression of skills / Speaking

Competency R — SPEAKING					
PROGRESSION OF SKILLS					
Sub-Competency	**GRADE 1** CEFR: Pre-A1Early – Pre-A1	**GRADE 2** CEFR: Pre-A1 – Pre-A1+	**GRADE 3** CEFR: Pre-A1+ - A1	**GRADE 4** CEFR: A1–A2	**GRADE 5** CEFR: A2
R01: Speaking Readiness	Take turns to speak; ask questions for clarity; role-play simple characters	Take turns on a topic; ask & respond to questions; role-play rhymes & songs	Take turns, ask & answer in group talk; seek & give information in guided exchanges; role-play a story character	Take turns in group discussions; explain ideas clearly; enact a short skit	Take turns on topics of choice. Ask questions to obtain information, devise & perform drama
R02: Speaking with Expression	Speak audibly, repeating sounds & words with correct pronunciation; express ideas of interest	Speak simple sentences using correct pronunciation & sentence structure; use simple present continuous tense/forms and simple present forms	Speak clearly & confidently in longer turns; use simple present and past simple tenses to recount events	Develop conversation for clarity & effect; use past continuous tense for actions in progress.	Speak fluently to share ideas & conduct discussion; use present perfect tense and simple future for experiences
R03: Speaking for Different Purposes	Interact minimally, name things, ask simple questions; join small-group discussions	Interact by naming things & respond in simple sentences; ask questions about people & things; join group discussions & presentations	Perform everyday speech acts, introductions, directions, requests; join group discussions on familiar topics	Speak to express, persuade, instruct & advise, engaging the listener; join discussions & express ideas and opinions	Speak with varied vocabulary & longer sentences to fulfil varied purposes; building on other's contributions

R04: Speaking for Different Audiences	Converse audibly with peers, teachers & adults using simple words & phrases, simple sentences that naturally use everyday nouns, pronouns, action words, adjectives, and prepositions of place	Adapt tone of voice & vocabulary for different audiences; recall key details heard	Talk confidently in extended turns; listen purposefully & recall main features heard	Prepare & present an argument to persuade others to adopt a point of view	Present an argument & viewpoint with clarity & in a convincing manner; participate in individual, pair & group work

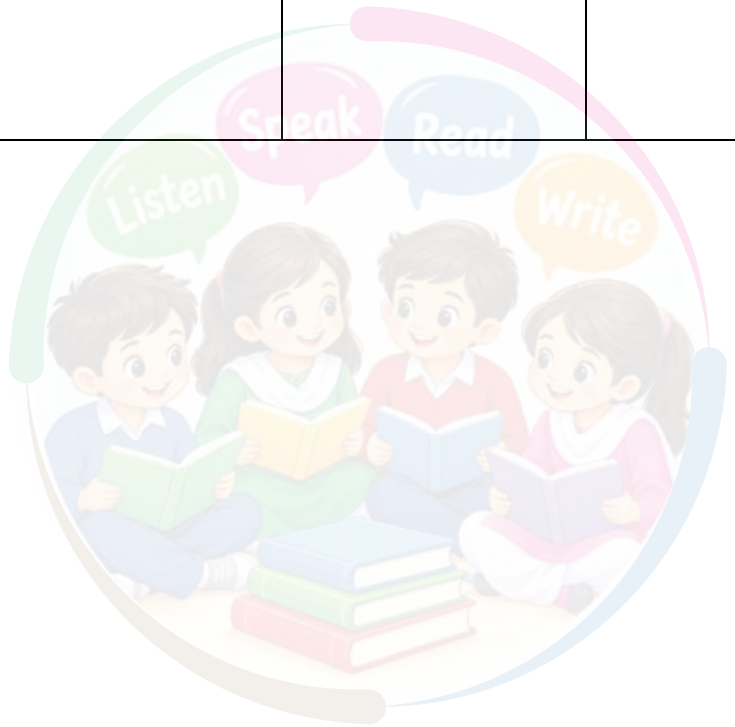


Table 25: Progression of skills / Reading

Competency R — READING					
PROGRESSION OF SKILLS					
Sub-Competency	**GRADE 1** CEFR: Pre-A1 early-Pre-A1	**GRADE 2** CEFR: Pre-A1 -Pre-A1+	**GRADE 3** CEFR: Pre-A1+	**GRADE 4** CEFR: Pre-A1+ A1	**GRADE 5** CEFR: A1
R01: Reading Readiness	Recognise letters, CVC words, read high-frequency sight words; enjoy shared reading of rhymes & stories; demonstrate print awareness through cover, heading & captions	Decode blends, digraphs & compound words; read with growing accuracy & expression; enjoy stories & poems; identity features of a text- title, cover, headings, read 1–2 simple sentences with print awareness,	Decode multisyllabic words using affixes; read prose & poetry fluently using punctuation as pacing cues; choose books independently; recognise textual organisation	Skim & scan text for purpose & detail; read aloud using appropriate pacing; make logical predictions about text recognise paragraph structure; maintain a reading log & recommend books to peers. Apply knowledge of compound words and common prefixes and suffixes to decode and understand unfamiliar words.	Read aloud & silently; apply pre and while reading strategies; distinguish similarly spelled words & punctuation cues; recognise compound adjectives; read widely for pleasure, including Pakistani literature
R02: Reading for Understanding	This skill begins from Grade 2	Determine word meaning (grade-specific vocabulary) from context & visuals; identify the writer's purpose; relate text to own experience	Extract the main idea & key details; justify inferences by citing textual evidence; identify writer's purpose	Identify the main idea across a longer text or two short texts; distinguish fact from opinion analyse author's intent/purpose	Discuss how paragraphs & chapters are structured; answer wh-based questions; read fiction/nonfiction texts; identify simile & rhythm in poems;

R03: Reading for Meaning	Retell rhymes & short stories in own words; answer simple literal questions; identify characters; predict using picture clues	Answer literal wh-questions from the text; describe characters & setting; sequence events in order; connect text to own experience	Identify the purpose & features of story, poem & information texts; make simple inferences; give a personal response to a text	Use strategies to predict and retell; respond to a character & justify with textual evidence	Interpret simile & narrative point of view; analyse how the writer's craft adapts across genres
R04: Use of English — Grammar (recognised in reading)	Common nouns, personal pronouns, definite articles; possessive adjectives; prepositions of place; action verbs; simple sentences; capitals & full stops	Proper nouns, possessive and demonstrative pronouns; indefinite articles adjectives of size/colour/quality; prepositions of time; present simple & continuous tense; coordinating conjunctions; expanded sentences; question & exclamation mark	Singular/plural nouns, demonstrative pronouns; adjective order, adverbs of manner; past simple & past continuous tense; preposition of position; subordinating conjunctions; contractions, commas & quotation marks	Countable/uncountable nouns, relative pronouns; comparative & superlative adjectives, adverbs of time/place/frequency; preposition of direction; consolidation of previous tenses; modal verbs; compound sentences with relative clauses; apostrophe for possession	Concrete/abstract nouns, pronoun reference; connective adverbs; present perfect tense, simple future tense; simple passive voice, reported speech; semi-colons & hyphens

Table 26: Progression of skills / Writing

Competency W — WRITING					
PROGRESSION OF SKILLS					
Sub-Competency	**GRADE 1** CEFR: Pre-A1 early – Pre-A 1	**GRADE 2** CEFR: Pre-A1 – Pre-A1 +	**GRADE 3** CEFR: Pre-A1+	**GRADE 4** CEFR: Pre-A1+ - A1	**GRADE 5** CEFR: A1
W01: Writing Readiness	Write uppercase & lowercase letters; take dictation of CVC & high-frequency words	Write familiar words legibly with even size & spacing; spell high-frequency words independently	Write sentences in legible handwriting; spell irregular plurals & irregular verbs	Write 3-5 sentences of a paragraph neatly using the steps of process writing; apply spelling rules for contractions & possessives adjectives and adverbs of manner for detail	Maintain clear handwriting across 1-2 paragraph texts; use cohesive devices & similes in figurative language
W02: Writing for Understanding	Write 2–3-word phrases about oneself or a picture, with teacher scaffolding	Write familiar words & short phrases about personal experience using 'and'; build vocabulary through themes; write one-word answers and phrases. Label objects and signs, and complete single-word gaps.	Draft 2-3 sentences on a familiar topic; use descriptive vocabulary & compound words; punctuate direct speech	Apply the process writing cycle — plan, draft, revise, edit; write one paragraph of 3-5 sentences using correct punctuation marks and correct tense forms	Write 1-2 paragraphs of simple compound sentences, using the process writing cycle, constructing simple and compound sentences with relative clauses to connect ideas. Develop an authorial voice in writing while using the correct forms of tenses; use cohesive devices to connect ideas.

W03: Writing for Meaning	Match words with pictures; respond to prompts by drawing or copying; show print awareness	Write one-word or short-phrase answers to simple questions about a text or picture	Write short responses that show comprehension of what was read	Revise 3-5 written sentences for clarity & meaning, applying the process writing cycle	Produce cohesive, purposeful 1-2 paragraph texts for different audiences & genres
W04: Various Text Types	Copy short words and phrases about oneself or pictures	Write phrases and single sentence on familiar themes	Draft 2-3 sentence paragraph using correct formulaic expressions	Write 3-5 sentence single paragraph form, applying present and past forms, using correct formulaic expressions	Write 1-2 descriptive paragraph texts, using simile in figurative language & correct tense forms
W05: Use of English — Grammar (used in writing)	Common nouns, personal pronouns, definite articles; possessive adjectives; prepositions of place; action verbs; capitals & full stops	Proper nouns, possessive and demonstrative pronouns; indefinite articles adjectives of size/colour/quality; prepositions of expanded place; present simple & continuous tense; coordinating conjunctions; expanded sentences; full stop and question mark	Singular/plural nouns, demonstrative pronouns; adjective of quantity, adverbs of manner; simple present and continuous tenses, preposition of time; coordinating conjunctions; contractions, commas in lists, apostrophe in contractions	Countable/uncountable nouns, relative pronouns; adjective order, adverbs of time/place/frequency; preposition of time, place, frequency; simple past and continuous tenses; modal verbs; compound sentences, apostrophe for possession	Concrete/abstract nouns, pronoun reference; reported speech, comparative and superlative adjectives connective adverbs; present perfect tense, simple future tense; compound sentences with relative clauses, simple passive voice, semi-colons, quotation marks, hyphens

ANNEXURE II

VOCABULARY REFERENCE

Grades 1–5 (adapted from Dolch Pre-Primer, Primer)

Suggested Vocabulary List: Sight Words and Age-Appropriate Vocabulary

Table 27: Vocabulary List / Grade 1

Grade 1	
Sight Words	**Age-Appropriate Vocabulary**
a, and, away, big, blue, can, come, down, find, for, go, help, here, I, in, is, it, jump, little, look, make, me, my, his, her, its, not, one, play, red, run, said, see, the, three, to, two, up, we, were, you	cat, dog, cow, hen, run, jump, sit, walk, play, ball, cup, bed, door, bird, fish, goat, lion, eat, drink, sleep, window, toy, mother, father, sister, brother, baby, grandmother, grandfather, friend, head, hand, eye, nose, mouth, ear, foot, hair, red, blue, green, yellow, black, white, orange, brown, one, two, three, four, five, six, seven, eight, nine, ten, school, teacher, book, pencil, bag, chair, table, board,

Table 28: Vocabulary List / Grade 2

Grade 2	
Sight Words	**Age-Appropriate Vocabulary**
all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes, mine, ours, their, yours, why, how, who, where, when	wake up, wash, brush, dress, go, come, work, help, cook, clean, bread, milk, rice, egg, apple, banana, mango, water, tea, sugar, shirt, shoes, socks, cap, dress, coat, scarf, sunny, rainy, cloudy, windy, hot, cold, cool, storm, morning, afternoon, evening, night, today, tomorrow, yesterday, week, between, next, above, below, home, market, park,

	garden, hospital, mosque, shop, city, big, small, tall, short, fast, slow, clean, dirty, playground, football

Table 29: Vocabulary List / Grade 3

Grade 3	
Sight Words	**Age-Appropriate Vocabulary**
after, again, an, any, as, ask, by, could, every, fly, from, give, going, had, has, her, him, his, how, just, know, let, live, may, of, old, once, open, over, put, round, some, stop, take, thank, them, then, think, walk, were, when, these, those, don't, can't, it's, but, because, less, more, most	doctor, farmer, driver, shopkeeper, police officer, postman, visitor, bus, car, rickshaw, bicycle, train, aeroplane, boat, motorcycle, Eid, wedding, festival, gift, sweets, fair, drawing, painting, singing, dancing, cricket, reading, gardening, heavy, light, soft, hard, beautiful, ugly, strong, weak, quickly, slowly, quietly, loudly, carefully, happily, sadly, easily, classroom, birthday, sunflower, notebook, toothbrush, river, mountain, village, tree, flower, sky, cloud

Table 30: Vocabulary List / Grade 4

Grade 4	
Sight Words	**Age-Appropriate Vocabulary**
always, around, been, before, best, both, buy, call, cold, does, fast, first, five, found, gave, goes, green, its, made, many, off, or, pull, read, right, sing, sit, sleep, tell, upon, us, use, very, wash, which, wish, work, would, write, your, can, could, should, must, across, along, by, before, always, across, along, by	forest, river, mountain, pollution, recycle, plant, soil, climate, wildlife, rainforest, doctor, hospital, medicine, exercise, illness, healthy, disease, hygiene, vaccine, energy, matter, magnet, temperature, experiment, observation, evaporation, community, government, citizen, culture, tradition, history, geography, economy, responsibility, permission,

	safety, rule, danger, caution, advice, duty, often, always, never, sometimes, nearby, daily, describe, explain, compare, predict, discuss, identify, observe

Table 31: Vocabulary List / Grade 5

Grade 5	
Sight Words	**Age-Appropriate Vocabulary**
about, among, against, over, better, bring, carry, clean, cut, done, draw, drink, eight, fall, far, full, got, grow, hold, hot, hurt, if, keep, kind, laugh, light, long, much, myself, himself, herself, never, only, own, pick, seven, shall, show, six, small, start, ten, today, together, try, warm	larger, smaller, cleaner, healthier, stronger, safer, faster, taller, knowledge, discovery, invention, technology, evidence, analysis, folktale, legend, moral, wisdom, tradition, heritage, ancestor, proverb, simile, character, narrator, setting, plot, however, therefore, courage, honesty, kindness, patience, friendship, respect, justice, freedom, take care, pay attention, keep a promise, tell the truth, do your best, take part, give advice, create, creation, decide, decision, act, action, differ, difference, achieved, discovered, completed, prepared, said, told, asked, twenty-five, well-known, built, opened, closed

Reference: Dolch, E. W. (1936). Problems in Reading. Public domain.

ANNEXURE III

ASSESSMENT ITEM BANK GUIDELINES

Examples of Assessment Item Construction across Grades 1-5

1. Listening Competency

Table 32: Item bank / Listening

Grade	Item ID	Competency	Cognitive Level (Bloom's)	Example (Assessment Task / Prompt)
Grade 1	Item 001	Attentive & responsive listening	Understand	Follow two-step oral instructions delivered by the teacher during class.
Grade 2	Item 002	Deducing meaning from context	Apply	Listen to a sentence with a new word and choose its meaning from picture options.
Grade 3	Item 003	Listening comprehension: main idea & detail	Remember + Understand	Listen to an audio informational text and list three key facts about it.
Grade 4	Item 004	Attentive & responsive listening	Apply	Listen to a peer's 1-minute presentation and state one constructive question.
Grade 5	Item 005	Listening for different purposes	Apply	Listen to a public service announcement and identify whether the goal of the announcement is to inform or persuade.

2. Speaking Competency

Table 33: Item Bank / Speaking

Grade	Item ID	Competency	Cognitive Level (Bloom's)	Example (Assessment Task / Prompt)
Grade 1	Item 006	Turn-taking to speak	Remember	Participate in a guided circle time and wait for a token before speaking.
Grade 2	Item 007	Role-play & drama	Apply	Role-play: Ordering food at a restaurant using polite expressions.
Grade 3	Item 08	Expressing ideas on matters of interest	Analyze	Explain why a chosen hobby is beneficial, giving two different reasons.
Grade 4	Item 09	Speaking aloud, fluency & expression	Apply	Give an oral presentation using eye contact and vocal inflection.
Grade 5	Item 10	Expressing ideas on matters of interest	Evaluate	Present a logical argument evaluating pros and cons of technology.

3. Reading Competency

Table 34: Item Bank / Reading

Grade	Item ID	Competency	Cognitive Level (Bloom's)	Example (Assessment Task / Prompt)
Grade 1	Item 011	Phonics & decoding: letter–sound recognition	Remember	Match letter cards (b, d, p) to their corresponding starting sounds in pictures.
Grade 2	Item 012	Phonics & decoding: letter–sound recognition	Understand + Apply	Decode words with common consonant blends (bl, st, gr).
Grade 3	Item 013	Phonics & decoding: letter–sound recognition	Understand + Apply	Decode complex vowel digraphs (ea, ai, oa, oi).
Grade 4	Item 014	Text-feature strategies: predicting from previews	Understand	Predict chapter contents based on subheadings and images.
Grade 5	Item 015	Main idea, detail & summary	Understand + Apply	Summarize complex informational texts without adding personal opinion.

4. Writing Competency

Table 35: Item Bank / Writing

Grade	Item ID	Competency	Cognitive Level (Bloom's)	Example (Assessment Task / Prompt)
Grade 1	Item 016	Handwriting / letter formation	Remember + Understand	Trace and legibly copy lowercase letters a through z on primary paper.
Grade 2	Item 017	Handwriting / letter formation	Apply	Write legibly with correct letter spacing and alignment on lines.
Grade 3	Item 018	Spelling	Understand + Apply	Correct five misspelled words containing vowel digraphs in a draft.
Grade 4	Item 019	Process writing: planning–drafting–revising	Apply + Analyze + Create	draft a-short story, then edit punctuation.
Grade 5	Item 020	Process writing: full cycle	Apply + Analyze + Evaluate + Create	Draft, peer-review, and revise an informational essay with intro & conclusion.

ABBREVIATIONS LIST

Table 36: Abbreviations List

S. No	Abbreviations/Acronyms	Stands for
1	AFL	Assessment for Learning
2	BT	Blooms Taxonomy
3	CEFR	Common European Framework of Reference for Languages
4	CLIL	Content and Language Integrated Learning
5	EFL	English as Foreign Language
6	ESL	English as Second Language
7	SEL	Social and Emotional Learning
8	SLOs	Student Learning Outcomes
9	Lit.	Literature
10	UE	Use of English

CURRICULUM DEVELOPMENT TEAM

Table 37: Curriculum Development Team

Sr. No	Name	Role
1	Dr. Tabassum Naz, Director NCCW	Chairperson
2	Mr. Abdul Hanan, DEA, NCC Wing	Member
3	Dr. Fatima Rehan Dar, CEO, Oak Consulting	Team Lead
4	Mr. Abdus Sami Khan, Education Policy Specialist	Member
5	Ms. Nighat Lone, Curriculum Specialist	Member
6	Mr. Asfundyar Khan, Education Consultant	Member
7	Dr. Zaigham Qadeer, Director, PIE	Member
8	Ms. Naureen Sarwar, Vice Principal, FDE	Member
9	Ms. Irum Saleem, British Council	Member
10	Mrs. Arfa Batool, Principal, FGEIs	Member
11	Dr. Makhdoom Ali Syed, Assistant Professor (Retd), University of Kotli, AJK	Member
12	Mr. Usman Ali Shah, PIE	Member
13	Mr. Danish Sarfaraz, Subject Specialist, PECTAA, Punjab	Member
14	Mr. Ajeeb Ahmed Noonari, Deputy Director, DCAR, Sindh	Member
15	Dr. Muhammad Rizwan, Subject Specialist, DCTE, KP	Member
16	Mr. Muhammad Khan, SRO, Bureau of Curriculum, Quetta, Balochistan	Member
17	Mr. Syed Ali Asghar Bukhari, Subject Specialist, DCRD (AJK)	Member
18	Ms. Memoona Shaheen, Deputy Controller, SED, Gilgit Baltistan	Member
19	Ms. Noureen Naz, Senior Subject Specialist, SED, South Punjab	Member
20	Mr. Sarfraz Ahmad, AEA, NCCW	Secretary

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Islamabad, 27th October, 2026

NOTIFICATION

F.No.1-1/2025/NCC(Acad): In exercise of the powers conferred under Section 3(2)(a) of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976, the competent authority i.e. the Director, NCC Wing, Ministry of Federal Education and Professional Training (M/o FE&PT) has approved ***New National Curriculum of Pakistan (NNCP–2026)*** for the subjects of Early Childhood Care and Education (ECCE), English, Urdu, Mathematics, Health & Physical Education, Arts & Crafts, Information and Communication Technology (Grade 1-5), The World Around Us (Grade 1-3) and Social Studies and Science (Grade 4-5).

2. This curriculum shall be implemented in all public and private educational institutions within the Islamabad Capital Territory (ICT) and in educational institutions under the Federal Government across the country w.e.f. academic year 2027-28. These curricula can be downloaded from official website of NCCW at ncc.gov.pk

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