

Summary of students' performance by the end of Grade 1

Word knowledge

Students recognise, understand and use a range of approximately 170 high-frequency words for listening and speaking, recite the alphabet in order by letter name, and hear and say the phonemes /s/ /m/ /k/ /t/ /g/ /h/ in the initial position in simple consonant–vowel–consonant words (CVC).

Listening and speaking

Students identify familiar words in a stream of speech, and use short answers to respond to simple questions eliciting personal information or information about a picture or event. With the support of the teacher, they follow simple commands to do something, and use simple statements and questions to talk about people, things and locations in the present and about actions happening now.

Students use *can* and *can't* to talk about ability. They interact through short formulaic exchanges to meet, greet, say goodbye and make simple requests; they copy basic stress and intonation patterns from the teacher.

Reading and writing

Students independently read and respond to simple phrases or sentences which contain familiar words. They actively participate in reading with the teacher, consolidate and extend understanding of basic book concepts, track text directionally and make word/symbol correspondences and identify key words in context. They read familiar sight words, identify some alphabetic and phonic features of words, use visual cues to navigate and decode simple texts and identify key words. Students recognise their own names. With support from the teacher, they retell simple stories and rhymes in English, using some Arabic if necessary and pointing to the relevant parts of the text.

Students follow and participate in writing with the teacher to compose simple sentences of 4–6 words, linked to vocabulary, speaking, listening and reading activities. They control of basic handwriting patterns and independently write their own name and some high-frequency words.

Content and assessment weightings for Grade 1

The emphasis given to each of the main strands of English teaching over the course of the school year should be approximately as follows:

Listening and responding	Speaking to communicate and interact	Reading strategies and responding	Writing strategies and composing
45%	30%	20%	5%

Word knowledge standards are not separately weighted. They should be taught by integrating them into the four main strands.

Standards for Grade 1 incorporate the standards for Grade K to ensure that they are reviewed and consolidated.

Word knowledge

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Students should:

1 Use a range of vocabulary

1.1 Use and consolidate the 70-word active vocabulary words from Kindergarten.

1.2 Recognise, understand and use a range of approximately 100 additional high-frequency words for listening and speaking, using the recommended list, supplemented with additional words linked to other class work, related to familiar themes.

- *time of day: morning, afternoon, ...*
- *meals: breakfast, lunch, ...*
- *food and drink: fruit, water, ..., hungry, thirsty, ..., eat, buy, ...*
- *numbers 11–20: eleven, twelve, ..., twenty*
- *our world: sun, moon, ...*
- *abilities: read, swim, ...*
- *parts of the body: face, arms, legs, ...*
- *people and animals: children, friend, ..., cat, camel, ...*
- *appearance: yellow, brown, ..., tall, short, ..., nice*
- *places: school, home, ...*
- *transport: bus, train, ...*
- *school: teacher, class, ..., ask, answer, ..., game, story, ...*

2 Recognise words for reading and writing

2.1 Consolidate sight recognition of 25 key words from Kindergarten, read on sight a further 30 words from the vocabulary lists for Kindergarten and Grade 1 plus 20 key grammar words:

- consolidate from Kindergarten vocabulary list;
boy, girl, family, name
one, two, three, four, five, six, seven, eight, nine, ten
big, small, good, bad, red, black
do, put, go, take, have

Key standards

Key performance standards are shown in shaded rectangles, e.g. **1.2**.

Examples

The examples given in *italics* are intended to clarify the standards, not to represent the full range of possible activities.

The recommended key words for this grade are listed at the end of these standards. These lists do not contain all the important grammar words (e.g. verb inflections, conjunctions, pronouns). These are included in the listening and speaking standards to stress the importance of teaching them in context.

A complete list of key words for Grades K–9 is given in section 4 of this document.

- read on sight from Kindergarten and Grade 1 vocabulary lists;
nouns: mother, father, brother, sister, friend, book, house, school, day, food, bus, car, toy
verbs: buy, play, see, make, bring, come, get, swim, stop, count, write, draw, am/are/is
adjectives: young, new, old, happy, sad, nice
- read on sight from Kindergarten and Grade 1 key grammar words.
I, you, we, he she, they, it, I'm, he's, she's, there's
my, his, her, a, an, the, this, that, in, on, and

3 Develop alphabetic and phonic knowledge

- 3.1 Develop awareness of distinctive rhyming and alliterative patterns, and identify some initial sounds (phonemes) in words.

*One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.*

*A kitten is a baby cat
With tiny kitten paws,
A kettle is for boiling, and
A key is for the door.*

- 3.2 Learn alphabet letter names and alphabetic order.

Find all the letter names which rhyme with B (C, D, E, G, P, T, V).

- 3.3 Distinguish between letter *names* and letter *sounds* (phonemes), using the letter names to talk about the spellings of words and the phonemes to read and spell words.

- 3.4 Hear and say phonemes /s/ /m/ /k/ /t/ /g/ /h/ in initial position in words with CVC phonemes.

sad, man, cat, ten, get, has

- 3.5 Identify and sound the phoneme–grapheme correspondences: s, m, c, t, g, h.

Identify an initial letter 'c' in the written word 'cat' and say it aloud as /k/.

Students need to know letter sounds for pronunciation and decoding written words. They also need letter names to talk about spellings. They should be clear which is a name and which a sound.

Listening and speaking

By the end of Grade 1, students identify familiar words in a stream of speech, and use short answers to respond to simple questions eliciting personal information or information about a picture or event. With the support of the teacher, they follow simple commands to do something, and use simple statements and questions to talk about people, things and locations in the present and about actions happening now.

Students use *can* and *can't* to talk about ability. They interact through short formulaic exchanges to meet, greet, say goodbye and make simple requests; they copy basic stress and intonation patterns from the teacher.

Text range:

For listening and responding

- Rhymes and songs, short monologues and descriptions of up to four familiar phrases or statements, the teacher's simple questions and instructions
 - with the context clearly defined by visual information, objects, and/or scene-setting in Arabic
 - using patterned and repeated language with both internal repetitions (built into the text) and external repetitions (repeated by the teacher)
 - delivered live by the teacher or through audio-visual media, at slower than natural speed (but without distortion), with pauses, clear intonation and stress, and supported by the speaker's facial expressions, gestures and signals

For speaking strategies, communication and social interaction

- Simple, single statements and questions with answers in the short form only
- Mini-dialogues of 1–2 formulaic exchanges with a clearly established context taken from the topics in the recommended vocabulary lists for Kindergarten and Grade 1

Students should:

4 Listen and respond

- 4.1** Extend, from Kindergarten, ability to participate in songs, rhymes and action games using simple repetitive language with in-built or external repetition such as that found in nursery rhymes, circle games.
- 4.2** Identify familiar words in a stream of speech which carry key information about a person, thing, number, time, place or action.
- 4.3** Respond, with single-word or single-phrase answers, to *yes no, either/or* and simple *wh*-type questions (*where, when, what, who, how many*) which elicit and check key information as in 4.1 above:
- personal information;
What's your sister's name? Nahed.
 - information given in pictures, stories, descriptions and rhymes;
Is the cat hungry? Yes.
What are they doing? Sleeping.
 - information about simple events and situations.
Is it morning or afternoon? Morning.
How many pencils are there? Four.
Where are they? On the table.
- 4.4** Follow and respond to simple descriptions.
- Students spot deliberate mistakes in picture descriptions, select and match pictures and objects with descriptions.*
- As the teacher describes toys owned by two children, students listen and tick pictures on a worksheet or on the board to show which each child has.*

- 4.5** Follow single-step instructions to do something, supported by teacher demonstration and checking questions.

Take turns in 'listen and do' selection type games to put things into or remove from a box, pick out a colour, count out two or three objects.

Carry out everyday classroom instructions.

Draw or make pictures in picture dictations and drawing games.

5 Develop speaking strategies

- 5.1** Extend, from Kindergarten, ability to follow and imitate the teacher, reproducing single-word and simple formulaic utterances, with basic accuracy and intelligibility, using the teacher's voice as the model, and assisted by the teacher's:

- facial expressions and the shape and position of the mouth and tongue to produce individual sounds;
- gestures and actions to mark the main stress in words and phrases, and basic rising or falling intonation in lists, questions and responses;
- visual aids and hand signals as mnemonics for individual sounds and contractions.

- 5.2** Copy basic stress and intonation patterns from the teacher in order to communicate main ideas clearly and appropriately:

- stress the final word of the statement;

I live in a big house.

Stress the underlined words.

- stress information words in the utterance (main verbs, main object);

Let's play a game.

- automatically contract weak forms;

I'm Nadia.

- use moderate volume and rising–falling intonation to signal politeness;

Thank you. Good morning.

- stress the main verb in positive statements with modal verbs but the modal auxiliary in the negative statement.

I can run. I can't dance.

6 Speak to communicate and interact

- 6.1** Talk about people, things, locations and situations using *be* and *have* in the simple present tense:

- use statements to describe pictures and situations;

The moon is yellow.

There are three girls.

They have a boat.

- connect two ideas with *and*;

The camel has long legs and a big nose.

Grammar should be taught in context. Most of the structures and functions for each grade are embedded in the speaking standards, and reflected in the listening, reading and writing standards.

The grammar for each grade is summarised in section 5 of this document.

- compose *yes/no* and *wh*-type questions.

Is it funny?

What's this?

Who's that?

How many babies are there?

Where's the bus?

- 6.2** Talk about actions and events happening now, using the present continuous tense, in statements, *yes/no* questions and simple *wh*-type questions.

We're writing. She's swimming.

Are they sleeping? Yes, they are. / No, they aren't. (No, they're not.)

What are you doing? I'm drawing a picture.

- 6.3** Talk about likes and dislikes (things, people and activities) using the simple present tense, in positive and negative statements, and *yes/no* questions.

I like [name of famous person].

She likes swimming.

I don't like fish.

He doesn't like the sea.

Do you like this? Yes, I do. / No, I don't.

- 6.4** Talk about needs and wants using the simple present tense, in positive and negative statements.

I need a new pencil.

She doesn't want a new book.

- 6.5** Talk about ability using *can* and *can't* in positive and negative statements, *yes/no* and *wh*-type questions.

I can draw. I can't swim.

What can he do? He can dance.

Can you see the stars? Yes, I can. / No, I can't.

- 6.6.** Consolidate and extend simple/formulaic phrases from Kindergarten to introduce self, greet and say goodbye, give and request basic personal information.

Ask and answer:

- *What's your name?*
- *How old are you?*
- *Where do you live?*
- *How many are there in your family?*

- 6.7** Express simple requests with *please* and *thank you* and respond by doing.

A: Please give me the blue pencil. [B gives the pencil to A.]

A: Thank you.

- 6.8** Make and respond positively to invitations and suggestions using *Let's ...*

Let's play a game. OK. / Good.

Reading and writing

By the end of Grade 1, students independently read and respond to simple phrases or sentences which contain familiar words. They actively participate in reading with the teacher, consolidate and extend understanding of basic book concepts, track text directionally and make word/symbol correspondences and identify key words in context. They read familiar sight words, identify some alphabetic and phonic features of words, use visual cues to navigate and decode simple texts and identify key words. Students recognise their own names. With support from the teacher, they retell simple stories and rhymes in English, using some Arabic if necessary and pointing to the relevant parts of the text.

Students follow and participate in writing with the teacher to compose simple sentences of 4–6 words, linked to vocabulary, speaking, listening and reading activities. They control of basic handwriting patterns and independently write their own name and some high-frequency words.

Text range:

- Rhymes, songs and simple stories with patterned and repeated language, a predictable sequence easily related to students' interests and experience and pictures that strongly support the text
- Pictures with single word or caption texts
- Signs, labels, notices
- Single-step instructions

Students should:

7 Develop reading strategies

7.1 Follow and actively participate in reading with teacher to:

- distinguish print from pictures;
- track text direction correctly;
- make word/symbol correspondences and identify spaces between words;
- identify and read familiar sight words in context, noticing the critical features of words (shape, length) and some orthographic patterns (letters or spelling patterns in other familiar words, such as own name);
- identify some alphabetic and phonic features of words read (known letters and sounds, initial letter sounds of words in text);
- use pictures and other visual cues to navigate and decode simple texts;
- consolidate and extend understanding of book concepts (*page, line, title, cover, back, front*) and some expressions for referring to texts (*this page, the next, turn over, etc.*).

8 Read and respond

8.1 Independently read and respond to information in labels, lists and captions which contain familiar words in simple phrases or sentences.

Read, sort and match:

- *classroom labels showing what things are called, where things are kept;*
- *pictures with speech bubbles to illustrate 'Please', 'Thank you' and 'Hello';*
- *simple lists, such as the days of the week.*

8.2 Recognise a range of familiar words in print.

Classify, match, sort and order classroom labels, captions and common or key words from familiar reading texts.

8.3 Retell stories using Arabic and some English words while tracking the story outline in the right direction.

Discuss familiar stories using mainly Arabic. Recognise the orthographic features of direction and the sound/word correspondence features of the text.

8.4 Follow simple stories and information texts through reading with the teacher and apply speaking skills e.g. answering yes/no and wh-type questions, talking about likes, dislikes and events in the present to formulate simple responses to written texts.

8.5 Identify and repeat key words in texts.

names, familiar greetings and high-frequency words from standard 2.1 above

8.6 With support from the teacher, retell simple stories and rhymes in English, using Arabic as necessary to support sense, and pointing to the relevant parts of the text.

8.7 Answer simple questions about the text, using Arabic where necessary to aid expression and understanding, but referring to the text.

Answer questions based on pictures and key words in the text.

Identify key parts, predict and recall parts of the story.

8.8 Follow, recognise and respond to single-step instructions written with familiar words to perform simple actions.

Respond to 'read and do'-type substitution drills with written cue cards: go; stop; come here; draw a face; get a pencil; write your name, etc.

9 Develop writing strategies

9.1 Follow and participate in writing with the teacher, to compose and transcribe simple captions or sentences from known words, linked to speaking and reading activities.

9.2 Develop control of basic handwriting patterns from Kindergarten.

Use a comfortable and efficient pencil grip.

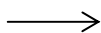
Sit with good posture with chair and table at a comfortable height.

Produce a controlled line which supports letter formation.

Write letters in their own name using the correct sequence of movement.

Fine motor control through practising handwriting patterns.

Continue practising directional handwriting patterns which encourage fine motor movements:



9.3 Practise correct formation of letters learned for phonics: s, m, c, t, g, h.

The standards do not recommend a specific handwriting style. Students should learn to form separate letters correctly with the appropriate 'hooks' in a style which leads to a joined cursive script from Grade 4 onwards.

Link handwriting practice to learning of phonics in standard 3.5 for this grade.

9.4 Independently write their own name and some high-frequency words for substitution in or completion of sentences.

10 Compose written texts

10.1 Use word banks, cards, etc. to independently select captions, labels or short phrases which express or illustrate an idea drawn from, and linked to, listening and speaking or reading activities.

Respond to prompts such as What colour is this? or How many have I got? by matching or selecting the correct word from word cue cards.

Manipulate simple known words and phrases to create their own (picture) sequences, with captions, labels and key words drawn from a familiar story or rhyme.

10.2 Using reading texts as models, compose simple sentences of 4–6 words with support of the teacher to:

- create simple picture/caption texts about themselves and their interests;
- select and order known written words into phrases, or complete sentences, that make sense.

Predict, guess and assist the teacher in filling in missing words in gapped texts on posters, worksheets, the board, with students' suggestions generated from real information, familiar words supplied orally or cued by known initial letters.

- *My name is H[assan]. I'm s[ix].*
- *I have t[wo] sisters. I have one b[rother].*

Recognise, cut and paste written words and phrases (choices given) into gapped sentences on posters, the board and worksheets.

<i>Now I'm ...</i>	<i>car swim five</i>
<i>I can ...</i>	<i>write bus draw</i>
<i>I have a toy ...</i>	<i>six count</i>

Recognise, select, cut and paste written words from substitution tables and boxes to generate sentences.

<i>the car the girl tall is the moon</i>	<i>The house is big.</i>
<i>is blue red is the sea the house</i>	<i>The sea is blue.</i>
<i>big is the sun yellow is is</i>	<i>The girl is tall.</i>

Order known words on word cards from jumbled sentences.

<i>friend</i>	<i>nice</i>	<i>my</i>	<i>face</i>	<i>a</i>	<i>has</i>
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Key words for Grade 1

The parts of speech given for each word are the typical or most common word classes for the use of the words, relevant to this grade.

afternoon <i>n</i>	arm <i>n</i>	baby <i>n</i>
and <i>conj</i>	ask <i>v</i>	bed <i>n</i>
answer <i>v</i>	at <i>prep</i>	body <i>n</i>

At this stage, students are not expected to transcribe the texts themselves. Texts are created through cutting and pasting words, phrases etc. to create individual and class books, wall displays which can then be recycled for reading, listening and speaking activities.

box <i>n</i>	hand <i>n</i>	school <i>n</i>
bread <i>n</i>	head <i>n</i>	sea <i>n</i>
breakfast <i>n</i>	home <i>n</i>	see <i>v</i>
bring <i>v</i>	hungry <i>adj</i>	seventeen <i>num</i>
brown <i>adj</i>	in <i>prep</i>	short <i>adj</i>
bus <i>n</i>	learn <i>v</i>	sixteen <i>num</i>
buy <i>v</i>	leg <i>n</i>	skin <i>n</i>
camel <i>n</i>	letter <i>n</i>	sky <i>n</i>
cat <i>n</i>	like/dis <i>v</i>	sleep <i>v</i>
child/children <i>n</i>	long <i>adj</i>	speak <i>v</i>
class (room) <i>n</i>	lunch <i>n</i>	star <i>n</i>
colour <i>n</i>	knee <i>n</i>	story <i>n</i>
count <i>v</i>	make <i>v</i>	sun <i>n</i>
dance <i>v</i>	man <i>n</i>	swim <i>v</i>
day <i>n</i>	meal <i>n</i>	tall <i>adj</i>
dinner <i>n</i>	meat <i>n</i>	teacher <i>n</i>
ear <i>n</i>	moon <i>n</i>	tell <i>v</i>
eat <i>v</i>	morning <i>n</i>	thank you
eighteen <i>num</i>	mouth <i>n</i>	thin <i>adj</i>
eleven <i>num</i>	neck <i>n</i>	thirsty <i>adj</i>
evening <i>n</i>	need <i>v</i>	thirteen <i>num</i>
eye <i>n</i>	new <i>adj</i>	tired <i>adj</i>
face <i>n</i>	night <i>n</i>	today <i>n</i>
fat <i>adj</i>	nineteen <i>num</i>	toe <i>n</i>
fifteen <i>num</i>	nose <i>n</i>	tooth/teeth <i>n</i>
finger <i>n</i>	now <i>adv</i>	train <i>n</i>
fish <i>n</i>	number <i>n</i>	twelve <i>num</i>
fly <i>v</i>	on <i>prep</i>	twenty <i>num</i>
food <i>n</i>	picture <i>n</i>	want <i>v</i>
foot/feet <i>n</i>	play <i>v</i>	water <i>n</i>
fourteen <i>num</i>	please <i>v</i>	woman <i>n</i>
friend <i>n</i>	read <i>v</i>	write <i>v</i>
fruit <i>n</i>	ride <i>v</i>	yellow <i>adj</i>
game <i>n</i>	room <i>n</i>	
hair <i>n</i>	run <i>v</i>	

These words are mainly ‘content’ words. They do not include all the verb inflections, pronouns, conjunctions and common word groupings that are appropriate for this grade. These are exemplified in the in the speaking standards, to emphasise the importance of teaching them in context.
