

Summary of students' performance by end of Grade 10 Foundation

Word knowledge

Students recognise, understand and use approximately 3000 active words for listening, speaking, reading and writing. They make appropriate use of dictionaries to support vocabulary development. They understand a range of common affixes and roots and use them to guess the meanings of unknown words, and to extend, elaborate on and add precision to meaning. They consolidate and apply spelling strategies revised and secured from Grades 7–9, with the aid of dictionaries and spellcheckers.

Listening and speaking

Students understand and respond to information on unseen abstract subjects that is given in face-to-face monologues or dialogues of about 10 exchanges with 2–3 main ideas and five or more factual details. They follow and respond to narratives, descriptions, explanations, recounts and commentaries. They understand and distinguish some differences between American and British English.

Students speak accurately, using a series of eight connected, simple and complex utterances. They recognise and use the features of word and sentence stress and intonation that are used to express meaning and emotion. They use a variety of interactive and language repair strategies to initiate, maintain and conclude conversations of about 10 minutes. They understand and express future continuous time and talk about the hypothetical past, present and future. They recount, discuss and compare events, report what people say or believe in general, and describe multi-step processes using the passive voice. They prepare and present an opinion or point of view to persuade an audience. They plan and participate in discussions, speak at length, develop ideas, give examples, ask and answer questions from the group. They use a variety of language functions appropriately to apologise, ask and respond to questions about interests and preferences, make suggestions, give advice, make strong recommendations, warn and state.

Reading and writing

Students read independently and intensively, texts of at least 1000 words, and extensively from graded readers in the 2000+ key word range, from the text range identified for Grade 10 Foundation. They read widely for information, searching books and the Internet, skimming and scanning, and comparing and synthesising information from at least two sources. They understand the purposes and some language features of formal written English and typical language features of narrative, persuasive and discussion texts. They infer underlying moods and intentions in narratives and evaluate them, presenting views orally and in summaries. Students read and understand persuasive and discussion texts identifying the purposes, content, typical language and organisational features, and express views based on evidence from the texts.

Students independently plan and compose their own writing on a variety of topics. They write 10 or more sentences in at least three paragraphs, using

the full range of punctuation with about 75% accuracy, They write stories and recounts, information and persuasive texts, and short formal discussion essays of up to 250 words, weighing arguments for and against an idea or issue. They use the principal features of common word-processing software to independently plan, compose, edit and present their own writing.

Content and assessment weightings for Grade 10 Foundation

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 |
|---------------------------------|---|--|---|
| 20% | 30% | 20% | 30% |

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

Word knowledge

By the end of Grade 10 Foundation, students recognise, understand and use approximately 3000 active words for listening, speaking, reading and writing. They make appropriate use of dictionaries to support vocabulary development. They understand a range of common affixes and roots and use them to guess the meanings of unknown words, and to extend, elaborate on and add precision to meaning. They consolidate and apply spelling strategies revised and secured from Grades 7–9, with the aid of dictionaries and spellcheckers.

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.

Students should:

1 Use a range of vocabulary

1.1 Recognise, understand and use an repertoire of approximately 3000 words for listening, speaking, reading and writing, extending and consolidating the active vocabulary words from Grades K–9. Students regularly use these words throughout the year across the four skills, using topics and lexical sets to group them in meaningful, memorable contexts.

Topics should be selected by the teacher, to practise structures and functions introduced in earlier grades together with those for Grade 10, drawing on:

- *topics identified for previous grades;*
- *topics and themes being studied in other curricular areas – Arabic, science, social studies, mathematics;*
- *a variety of broader themes relevant to students' interests and social development such as*
 - *energy: natural resources, renewable energy, the ethics of dam-building, population and energy, recycling, oil and politics (curriculum links with science, geography, social studies),*
 - *environment: deforestation, dams, endangered species, GM crops, global warming, etc. (curriculum links with science and geography),*
 - *food: food and culture, food and health, GM crops (curriculum links with science, social studies),*
 - *health: smoking and advertising cigarettes, obesity, diet, HIV/Aids, etc. (curriculum links with health education, social studies, moral education),*
 - *sport: the value of sport, amateur versus professional sport – the Olympic Games (ideals/history), healthy versus unhealthy competition, use of drugs in sport, sponsorship – sport and advertising, sport and business, sport and politics, sporting heroes (curriculum links with social studies, history, health education, moral education),*
 - *travel: what we can learn from travel to other countries/planets, travel in the past, travel in the future, transport problems, space travel (curriculum links with history and social studies).*

A full list of vocabulary for Grades K–9 is given in section 4 of this document. Students should secure knowledge of these words and actively extend their knowledge in relation to particular topics and interests. These lists are not extended through Grades 10–12 where vocabulary extension should be related to particular topics and contexts planned by the teacher.

- 1.2** Extend use of an intermediate learner’s English–English dictionary and understand the use of bilingual dictionaries in paper-based format and online. Use such dictionaries to find word meanings. Define new vocabulary in Arabic if there is a direct equivalent or in simple English if there is no equivalent, with alternative English phrases or expressions.

The Concise Oxford English–Arabic Dictionary of Current Usage edited by N. S. Doniach

www.dictionary.com

2 Develop spelling knowledge

- 2.1** Understand elements of morphology in order to be able to guess the meanings of unknown words. Consolidate knowledge from Grades 6–9 and extend their ability to recognise, investigate, and spell root words with a range of affixes. Generate new words and guess the meaning of unknown words from affixes and roots to extend vocabulary and support spelling:

- prefixes;

aero-: aeronautical, aeroplane (UK usage)

ante-: antenatal, antediluvian

aqua-: aquatic, aquarium

audi-: auditory, auditorium

auto-: automatic, automobile

bi-: bilingual, bicycle, binocular

di-: dichotomy

dict-: dictation, dictatorial

hydro-: hydroponics

macro-: macrobiotic

micro-: microcosm

photo-: photosynthesis

prim-: primordial, primary

sub-: subordinate

super-: superordinate

tele-: telescope

trans-: transitory, transient,

translucent

tri-: tripod

- suffixes;

Verbs

-cede: intercede

-clude: include

-scribe: describe

-port: transport, export

Nouns

-graph: polygraph, seismograph

-phone: telephone, microphone

- roots.

-gress: progress, regress, digress

-mit: admit, remit, permit

-phone: telephone, microphone

-press: depress, pressure, impress, express

-scope: telescope, microscope, periscope

-vent: advent, invent, prevent

comb-: combine, combination

sign-: signature, signal

- 2.2** Consolidate and apply spelling strategies revised and secured from Grades 7–9 with the aid of dictionaries and spellcheckers.

Word and spelling knowledge referred to in standards 2.2–2.4 is introduced in Grades 7–9 and should be consolidated and extended through Grade 10.

2.3 Continue to collect and compare a range of homophones and consolidate knowledge of these.

bite / byte

loan / lone

cache / cash

principal / principle

censor / sensor

profit / prophet

foreword / forward

stationary / stationery

heroin / heroine

2.4 Continue to collect and compare a range of homographs to secure and extend understanding and use of these.

axes, bow, console, desert, incense, invalid, minute, refuse

Listening and speaking

By the end of Grade 10 Foundation, students understand and respond to information on unseen abstract subjects that is given in face-to-face monologues or dialogues of about 10 exchanges with 2–3 main ideas and five or more factual details. They follow and respond to narratives, descriptions, explanations, recounts and commentaries. They understand and distinguish some differences between American and British English.

Students speak accurately, using a series of eight connected, simple and complex utterances. They recognise and use the features of word and sentence stress and intonation that are used to express meaning and emotion. They use a variety of interactive and language repair strategies to initiate, maintain and conclude conversations of about 10 minutes. They understand and express future continuous time and talk about the hypothetical past, present and future. They recount, discuss and compare events, report what people say or believe in general, and describe multi-step processes using the passive voice. They prepare and present an opinion or point of view to persuade and audience. They plan and participate in discussions, speak at length, develop ideas, give examples, ask and answer questions from the group. They use a variety of language functions appropriately to apologise, ask and respond to questions about interests and preferences, make suggestions, give advice, make strong recommendations, warn and state.

Text range:

For listening and responding

- Monologues and dialogues of approximately 10 exchanges with 2–3 main ideas and five or more factual details
- Extracts of semi-authentic listening material (e.g. radio broadcasts, commentaries on events and sports, TV programmes, documentaries, films, internet, telephone)
- Short presentations, talks, lectures and demonstrations of experiments or processes

Texts should be used in unseen but unambiguous contexts that may be outside the students' experience, using:

- mostly familiar but some abstract topics;

- some unknown vocabulary and language structures – for students to ignore or negotiate;
- cohesive devices (e.g. lexical fields, sequence markers, link words and time phrases);
- a good balance of voices, a variety of native English accents from UK, US.

Both the live voice of the teacher and recordings are delivered at natural speed. There may be some lack of clarity in the recordings and turn-taking may not be easily discerned.

For speaking strategies, communication and social interaction

- Up to nine points joined with a range of sequencing words for presentations and one-way communication
- Single exchanges and questions with long and short answers
- Dialogues of up to eight exchanges which
 - have a meaningful, communicative purpose
 - have a clearly established context and topic
 - use words from the recommended vocabulary lists for Grades K–9 and the topic vocabulary list
 - extend from controlled to less controlled to fluency practice

Students should:

3 Listen and respond

3.1 Understand and respond to narratives, anecdotes, short stories, short plays or tele-dramas, sketches:

- understand gist;
- follow dialogue;
- discern speakers' moods, relationships and intentions;
- connect to personal experiences.

3.2. Understand and respond to descriptions and explanations of people, places, events and processes:

- identify detail accurately;
- note detail with sufficient precision to re-use without error;
- note logical progression.

3.3. Understand and respond to recounts, commentaries and non-chronological information texts on familiar and unfamiliar topics:

- understand gist and detail;
- relay main points and detail in appropriate sequence to a third party;
- generalise and link to knowledge from other sources;
- transfer information to other contexts.

3.4 Consolidate understanding of a range of utterances constructed in the passive voice.

The mixture is shaken vigorously.

The car was hit by the truck.

Unless we do something now, won't the shoreline be eroded by the sea?

It wasn't clear whether the man had been severely beaten or not.

3.5 Understand and distinguish between American and British English in terms of:

- pronunciation and spelling (different pronunciation (stress shift), same spelling), grammar, vocabulary;

British

advertisement

I have got

rubbish

American

advertisement

I have gotten

garbage

- dates (e.g. giving date of birth over the telephone).

British

eleven oh-two eighty-eight

American

Oh-two eleven eighty-eight

4 Develop speaking strategies

4.1 Speak accurately, using a series of eight clear, connected, simple and complex utterances with:

- accurate and appropriate use of grammar, vocabulary and pronunciation, including appropriate stress and intonation;
- appropriate cohesive devices to link ideas within utterances and organise ideas at discourse level;
- a variety of subordinate clauses, linked with appropriate conjunctions;
- a variety of ideas backed by relevant examples.

4.2 Consolidate knowledge of the various ways of expressing emotion through emphasis and use of appropriate stress:

- with the verb *do*;

She does look pretty!

- with interjections;

oh, ah, wow

- with exclamations;

What a lovely dress!

- with *such* and *so*;

He's such a nice man, so kind!

- with repetition.

It's very, very difficult.

4.3 Show awareness of other participants through:

- recognising the main points made by other speakers and responding in relevant ways;

I accept what you say and would just like to respond ...

- repeating or paraphrasing what was said to check meaning;

Did you mean to say that ... ?

- asking follow-up questions;

- using basic expressions to: request or invite views from others and to show interest.

I see, Yes, go on.

4.4 Use a variety of interactive and language repair strategies to initiate, maintain and conclude a conversation of at least 10 minutes involving a variety of linguistic and paralinguistic communication strategies:

- rehearse and organise utterances before speaking;
- stop and restart utterances that are not clear, pause to rephrase;
- paraphrase – use of an L2 phrase to describe a property, function, characteristic, duty, purpose or an example;

Something you put your food in to make it cold (refrigerator).

- appeal for assistance (either implicit or explicit);

What do you call this in English? It's er ... er ... er ...

- gesture – use of facial expression or head shaking if there is a lack of understanding;
- mime – use of gesture as well as verbal output to convey meaning;

clapping hands to indicate applause

- comprehension check – use of a variety of expressions to check a listener's understanding;

Right?

Okay?

Do you understand?

- clarification request – a request for repetition or explanation;

What do you mean? Again, please.

Pardon? You're leaving this Saturday?

- back-channel cues – use of short utterances to show participation or understanding;

uh-huh, yeah, right

- self-repair – self-correction of mistakes;

I met Ahmad yesterday. She ... no ... he was at Carrefour.

- confirmation check – repetition of the interlocutor's statement to check understanding;

- pausing – use of pauses or pause-fillers, for taking time to think.

uh ..., er ...

4.5 Speak with increasing fluency:

- stay on the topic and maintain relevance;
- develop the topic cooperatively;
- show independence by eliciting more from the interlocutor;
- negotiate meaning and keep talking.

4.6 Use meta-language to talk about learning English:

- understand and use key concepts of language;

modality: advice, obligation

names of tenses: future perfect

- ask for help at text level
 - discuss the drafting process with peers,
 - point out or suggest possible improvements.

5 Speak to communicate and interact

- 5.1** Consolidate the ability to make predictions, describe continuous or long-term actions in the future and contrast with one-off actions and future states, using the future continuous, the *will* future and appropriate time phrases.

Twenty years from now, I'll still be the same person. I'll be dressing in the same way and working at the same job. I might not be living in the same house but you'll still recognise me.

- 5.2** Talk about the hypothetical past:

- speculate and make accusations using past modals *should, could, would, might have done*;

They shouldn't have taken the car.

She could have killed herself.

I wouldn't have done it like that.

You might have called.

- express regrets with *wish* + past perfect.

Jaber wishes it had never happened.

I wish you'd been there too!

- 5.3** Discuss possible scenarios in the present and the future, based on hypothesis and supposition, using first and second conditionals and variations with *unless, provided (that), can, could, may* and *might*.

Unless mosquitoes are controlled, millions of children will continue to die of malaria every year.

We can have a barbecue provided it doesn't rain.

If you could have anything you wanted, what would it be?

If we go to the box office, we may be able to get some tickets.

If you took the exam a second time, you might pass but then you'd have to ...

- 5.4** Recount, discuss and compare events, situations, narratives and personal experiences in the past, using the simple past, past continuous, past perfect and present perfect for the general past, as appropriate.

- 5.5** Report what people say or believe:

- consolidate ability to report monologues and simple conversations using *say, ask, tell*, and *want/need to know*; with the correct sequence of tenses, appropriate changes in time phrases and demonstrative adjectives;

- extend to reported commands with verbs other than *say, tell* and *ask*, and active and passive voice;

He begged us to stay.

She invited us to go with her.

I was advised not to bring too much luggage.

- reported statements and questions with verbs of speech and thought other than *say, tell* and *ask*.

She promised to look into the problem.

No-one believed that he was guilty.

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.

See Grade 9 standards 5.11 and 5.12 for details.

Samer was sure he could get the job done in time.

We wondered how long it would take.

- 5.6** Prepare and present a description of a process of several steps that is related to study in other subjects, using the passive voice.

Gas is burnt in a gas turbine, which turns a generator to make electricity. The hot waste gases from that are used to evaporate sea water. The steam is then condensed to form pure water. Some chemicals are added to the pure water to make it taste like natural drinking water.

- 5.7** Plan and participate in paired and group discussions on topics that interest and inform (e.g. current events, health, the natural world, business and economics, social issues, art and culture, science):

- speak at length, develop ideas, give examples;
- ask and answer questions from the group.

- 5.8** Address an audience:

- make formal announcements to an unknown audience about events in the future;

The meeting starts at 10 o'clock. We'll be serving refreshments afterwards.

- give clear instructions, using relevant text organisation features including a statement of the objective, present and future time, use of imperatives;

We're here today to decide on ...

I'm going to explain our position on ...

The focus of the meeting will be ...

Please feel free to ask questions.

- make polite requests for information or directions with modals *could*, *would*, and *would like*.

Could you all please fill in the questionnaire before you leave?

Would everyone please switch off their mobile phones?

Would anyone like to comment?

- 5.9** Prepare and present to an audience an opinion or point of view to convince or persuade, in a series of complete utterances with appropriate use of:

- first and second person language;

What I think is ...

In my opinion, ...

You may not know that ...

- expressions to indicate degrees of certainty;

perhaps, maybe, it is possible that, it is probable that, definitely

- connectives for reasons and consequences.

that's why, because (of), due to, as a result of, because of this, as a result, for this reason

- 5.10** Summarise and evaluate persuasive texts with a discussion of their merits and effectiveness; distinguish fact from opinion and give reasons for views, drawing on evidence from the text. Recall what was interesting, informative, memorable, humorous, believable from texts on, for example, protecting endangered species, eating healthily, visiting Morocco.

- 5.11** Apologise using a variety of polite phrases (and link to expressions which take gerund or infinitive), with intensifiers *really, truly, so*.

I'm sorry about what happened.

I'm sorry about breaking the glass.

I'm sorry if I spoke out of turn.

I didn't mean to upset you.

I'd like to apologise for missing the appointment.

I really didn't mean to ...

I'm truly sorry about ...

I'm so sorry if ...

Accept apologies.

Please don't worry about it.

Never mind.

It can't/couldn't be helped.

- 5.12** Ask and respond to questions about interests and preferences, using appropriate expressions.

Do you like the theatre?

Do you enjoy playing tennis? Yes, indeed, very much.

- 5.13** Make suggestions, give advice, make strong recommendations, warn and state using a variety of appropriate expressions.

I suggest ...

You could try ...

If I were you ...

I don't think you should ...

- 5.14** Use *ought* for obligation and negative of *need* and *have* to express absence of obligation.

You needn't ...

You don't have to ...

Reading and writing

By the end of Grade 10 Foundation, students read independently and intensively, texts of at least 1000 words, and extensively from graded readers in the 2000+ key word range, from the text range identified for Grade 10 Foundation. They read widely for information, searching books and the Internet, skimming and scanning, and comparing and synthesising information from at least two sources. They understand the purposes and some language features of formal written English and typical language features of narrative, persuasive and discussion texts. They infer underlying moods and intentions in narratives and evaluate them, presenting views orally and in summaries. Students read and understand persuasive and discussion texts identifying their purposes, content, typical language and organisational features, and express views based on evidence from the texts.

Students independently plan and compose their own writing on a variety of topics. They write 10 or more sentences in at least three paragraphs, using the full range of punctuation with about 75% accuracy. They write stories and recounts, information and persuasive texts, and short formal discussion essays of up to 250 words, weighing arguments for and against an idea or issue. They use the principal features of common word-processing software to independently plan, compose, edit and present their own writing.

Text range:

- Narratives (e.g. stories, factual recounts, newspaper reports, magazine articles, bulletins)
- Information texts
- Persuasive texts: stating opinions and promoting a point of view (e.g. adverts)
- Discussions, debates and arguments
- Notes and summaries
- Dictionaries in print and online
- ICT-based texts from the Internet and CD-ROMs
- Graded readers drawing the 2000+ key word range

Students should:

6 Develop reading strategies

- 6.1** Independently and intensively, read texts of at least 1000 words.
- 6.2** Read extensively from graded readers and other appropriately levelled texts in 2000 key word range, in a variety of genres and organised in paragraphs and chapters.
- 6.3** Recognise a range of features of formal written English through reading a variety of genres.

notices and announcements, letters, reports, essays, critical reviews

Note in particular:

- purpose (i.e. communication is with a relatively unknown audience);
- language features
 - use of discourse markers for explicit logical organisation,
but, however, therefore, accordingly, subsequently
 - complete sentences rather than elliptical forms,
 - frequent use of modal verbs to express possibility,
may, might
 - condition,
would, if
 - politeness,
Could you ...?
 - use of more formal vocabulary items,
'observe' instead of 'see'
 - use of passive voice.

6.4 Search the Internet for information related to a text. Infer information from evidence in the text, read, understand and respond to written arguments. Collate by downloading, cutting, pasting etc. to form a coherent whole.

6.5 Use active reading strategies:

- skim and scan written and screen-based texts for information;
- discern the overall message or theme;
- compare and contrast text information;
- evaluate in relation to preferences or purposes.

7 Read and respond

7.1 Investigate and discuss how authors create settings and portray characters through use of:

- pre- and post-modification of nouns;
the hard-baked ground
the tree with the ripe golden fruit
- the use of intensifiers and comparative words and phrases;
- vocabulary to capture degrees or shades of meaning;
microscopic, tiny, little, small, average, medium, tall, huge
- more precise, powerful or expressive verbs;
'informed' instead of 'told'
'growled', 'groaned' or 'whispered' instead of 'said'
'stumbled', 'rushed' or 'flew' instead of 'went'

7.2 Investigate and discuss how time is marked and sequenced through stories by chronological order, flashbacks, and events in simultaneous time, using verb tenses and connecting words and phrases.

while, before, in the meantime, when, by the end of, during

Summarise stories through diagrams and charts which identify the main characters and events and show the sequence of time pictorially.

7.3 Trace the development of themes, ideas and events through stories and infer underlying moods, intentions by reference to the text.

7.4 Evaluate stories and other narratives, presenting views orally and in summaries, drawing on evidence from the texts in relation to standards 7.1–7.3.

Relate this work to speaking standards 5.1–5.14 for this grade.

7.5 Read widely for information:

- prior to reading, identify key questions and possible sources;
- use skimming and scanning strategies to
 - identify key information,
 - distinguish relevant from irrelevant detail;
- synthesise information from at least two sources;
- make detailed legible notes in a form which suits the purpose – written, diagrammatic, abbreviated – sufficiently to structure an essay;
- compare and evaluate at least two different texts on the same topic.

7.6 Read and understand a variety of persuasive texts presenting and arguing for a particular point of view:

- understand a range of purposes for persuasive writing;
to complain or criticise, to argue an issue of concern, to plead for support, to defend a point of view, to expose an injustice, to publicise, to sell
- identify typical contexts where persuasion would be used;
letters to newspapers, evidence to enquiries, leaflets or fliers, advertisements, tourist publicity
- distinguish between fact and opinion in reading, referring to the text for evidence;
- understand how persuasive arguments are typically organised
 - an opening statement,
People should cut down the use of cars.
 - a sequence of supporting arguments,
In the first place, they overcrowd the roads. As well as that, they pollute. If fewer people used their cars ...
 - reiteration of the case to persuade;
It is obvious that ...
- read and evaluate a variety of publicity and advertising texts noting the use of persuasive language, how facts can be manipulated and half-truths presented as facts, referring to the texts for evidence.

7.7 Read and understand gist of a variety of discussion, debate and argument texts which present and balance arguments from differing viewpoints:

- understand the purpose and typical organisational features of these texts
 - an introduction stating the question at hand,
 - the arguments on one side, with evidence and examples to support the case,
 - the arguments on the other side, with evidence or examples to support this case,
 - an alternative structure may present alternating point-by-point arguments, with each point individually set against the opposing view,
 - a summary of the arguments leading to a conclusion with a recommendation for further action,
 - an alternative structure may start with the conclusion, then give a summary of the arguments to support that conclusion with a recommendation for further action;
- recognise and understand the use of typical language features
 - use of the present simple tense,
 - impersonal, formal style with frequent use of passive voice and modals for objectivity and to distance the author,
 - logical connectives (*therefore, so, however*) and other features of cohesion such as pronominal reference, sequencing through paragraphs,
 - text moves from the general to the specific,
 - lexical field related to subject matter.

7.8 Read a variety of examples of notes and summaries, comparing them with the original text to recognise:

- how notes and summaries capture and order the main points to show how they are related using connectives, lists, or arrows;
- the telegraphic or concise nature of the language used;
- the purpose of the notes (e.g. who will use them and why);
- the formatting and organisation (e.g. a complete short narrative, bullet points, diagrams);
- use of examples as models for writing own notes (see writing composition standards below).

8 Develop writing strategies

8.1 Consolidate and extend techniques from Grade 9 for retelling ideas in ways that make sense as written texts through:

- orientating the audience;
This story takes place a long time ago.
- sequencing information, chronologically, logically, in order of importance, relevance;
- using complete sentences;
- using appropriate and expressive dialogue language or reported speech;
she asked, he replied, they shouted, they said that
- using appropriate tenses and connectives (e.g. for narrating or instructing).

8.2 Consolidate ability to plan a piece of writing in note or diagrammatic form showing the main points in sequence.

8.3 Independently apply a range of spelling strategies:

- phonic segmentation of multi-syllabic words;
- apply known spelling patterns and conventions;
- break words into segments of meaning (e.g. suffixes and prefixes, words within words);
inconsiderate, consequently, overcrowded
- analogy with other known words;
rough, tough
- use visual skills (e.g. recognise common letter strings and check critical features, whether it looks the right shape and length, etc.);
- use a dictionary to check spellings and word meanings;
- use the spell-checker on a computer and cross-check the options offered to select the correct one;
- identify mis-spelt words and mistakes in grammar accuracy in own writing;
- keep and use personal correction logs, learn methods of spelling recurrent problem words.

Students should be drawing on their knowledge of words and word parts developed throughout the grades.

8.4 Use the full range of punctuation with approximately 75% accuracy.

8.5 Independently review and edit own writing with the needs of an identified audience in mind.

8.6 Use common word-processing software such as Microsoft Word to plan, compose, edit and present own writing.

9 Compose written texts

9.1 Independently compose texts of at least 10 sentences in a coherent structure using:

- up to three connected and coherent paragraphs;
- varied sentence structure, and choice of words and phrases for precision and effect;
- connecting words and phrases to link sentences cohesively.

9.2 Drawing on ideas and models from reading, compose narratives based on known or imagined stories, personal experiences or recounts of events, showing ability to:

- construct a coherent story plan showing the main characters, progression of events and the conclusion, as a basis for writing a full version;
- choose some less common vocabulary to describe story settings and characters which create interest and suggest moods;
- include dialogue or reported speech as appropriate;
- draw the narrative to an effective conclusion;
- structure the text in paragraphs which break the narrative into coherent and connected parts.

9.3 Extend ability from Grade 9, to compose information texts which present information based on personal knowledge or research, showing ability to:

- select vocabulary and typical language to suit the purpose
 - general statements using zero article and present tense,
Rainfall is essential to sustain life.
 - logically ordered steps to describe or explain,
When the air temperature warms up, the water on the ground ... This makes the vapour ... which causes the ...
 - general statements and frequent use of the passive voice,
The water is absorbed by ...
 - use of connectives signalling time, and logical or causal relations,
first, next, finally
because, so, thus, as a result
 - use of a range of subordinating conjunctions for addition, contrast, reason, purpose, result, condition, concession;
in addition, moreover
however, although, even though, in spite of or despite the fact that, whereas, on the other hand
because (of), since, as, due to, caused by, as a result of, led to, brought about by
consequently, nevertheless, nonetheless
- use ICT to organise and present the text attractively.

The writing composition standards are linked to the reading standards and follow the same text types so that students can learn to apply, in their written compositions, the knowledge and skills learned from reading and analysing texts.

Language features of explanatory and non-chronological information texts are exemplified in the read and respond standards for Grades 7–8.

9.4 Write persuasive texts, in the form of short essays, letters or scripts for oral presentation, arguing for or against a particular view on an issue of topical or personal interest:

- use titles and introductory statements to capture the reader’s attention and win sympathy for the arguments;

Get rich and stay healthy!

Five hundred children die every day because of ...

If global warming continues at the present rate, rising sea levels will engulf the city.

- articulate a clear position in an introduction;

The development of another shopping centre in the city will add to congestion and do little to increase choice.

- provide supporting arguments (e.g. as points plus elaboration);

Eggs contain protein. Protein is necessary because ...

- support points using, as appropriate

- personal views or anecdotes,

I believe that ...

In my opinion, it would be ...

When we lived in the west of the city, ...

- speculation about consequences,

The new development will increase congestion.

- factual evidence,

More than 50% of children aged 10 or under are overweight.

- reference to the views of others,

The majority of drivers are against the proposal.

- authoritative opinion;

Dr Smith, an experienced engineer, says that a tunnel of that length would be unsafe.

- conclude by reiterating or summarising;

We have seen that ...

- use ICT to organise and present persuasive writing to particular audiences.

9.5 Compose short essays, drawing on work in another curriculum subject or an issue of topical interest. Use the organisational features typical of a discussion text to balance and weigh arguments, and draw a conclusion:

- an introduction which states issues;
- the arguments in favour, plus supporting evidence or examples;
- the arguments against, plus supporting evidence or examples;
- an alternative structure may present alternating point-by-point arguments and counter-arguments;
- a conclusion which summarises and weighs the arguments, draws a conclusion or makes a recommendation.

9.6 Make notes (either hand-written or on a computer) from listening or reading. From these notes, present a coherent summary of about one third the length of the original and for personal use, in the form of telegraphic or pictorial notes based on key words and the main ideas from the text.

Note-making may also be linked to the listening standards for this grade.

