

Summary of students' performance by the end of Grade 2

Word knowledge

Students recognise, understand and use a range of approximately 320 high-frequency words for listening and speaking, and to hear and say the phonemes /l/ /n/ /d/ /f/ /tʃ/ /s/ /m/ /k/ /t/ /g/ /h/ in initial position in consonant–vowel–consonant (CVC) words.

Listening and speaking

Students understand and respond to the main ideas in simple descriptions in the present, and short familiar dialogues. They understand the teacher's questions, suggestions, requests and instructions in sequences of at least two steps. They use basic stress and intonation and pronounce final consonant sounds /s/ /z/ /ɪz/ to communicate main ideas clearly and appropriately.

With support from the teacher, students use statements and questions to talk about events in the present, describe people, things, actions happening now, states of being and daily routines. They talk about the future using formulaic statements and questions with the present continuous. They differentiate between countable and uncountable nouns, and talk about quantities and needs, using the terms *a*, *some*, *any*, *lots of*. Through short, formulaic exchanges, they make and respond to invitations and suggestions with *Let's ...*, requests and asking for permission with *Please can I ...?* and offers with *Do you want ...?*

Reading and writing

Students independently read and respond to short texts of 2–3 simple and compound sentences composed of familiar decodable words and joined with *and*, *but*, *then*, *next*. They actively participate in reading with the teacher and understand the gist and main points of simple stories. With the teacher's support, retell stories, rhymes and other texts, using some elements of the text's language and following the general outline of the text.

Students follow and participate in writing with teacher to compose simple sentences from known words, linked to speaking and reading activities. They use word banks, cards and basic spelling strategies to independently compose simple sentences of four or more words.

Content and assessment weightings for Grade 2

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
40%	30%	25%	5%

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 2, students recognise, understand and use a range of approximately 320 high-frequency words for listening and speaking, and to hear and say the phonemes /l/ /n/ /d/ /ʃ/ /tʃ/ /s/ /m/ /k/ /t/ /g/ /h/ in initial position in consonant–vowel–consonant (CVC) words.

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.

Students should:

1 Use a range of vocabulary

1.1 Use and consolidate the 170 active vocabulary words from Kindergarten and Grade 1.

1.2 Recognise, understand and use a range of approximately 150 additional high-frequency words for listening and speaking, using the recommended list, supplemented with additional words linked to other class work.

Regular recycling of active words should occur throughout the year across the four skills, using topics and lexical sets to group them in meaningful, memorable contexts. Recycling should include words from earlier grades. This can be done by expanding previous topics with new words from Grade 2, and practising language structures and functions introduced in earlier grades with new lexical sets from Grade 2.

Draw on the range of topics recommended for Kindergarten and Grade 1, but with new words including adjectives of appearance and quality (*little, grey, ...*) and action verbs (*move, fix, ...*).

- *numbers: 20–1000*
- *people and animals: man, woman, cow, horse, ...*
- *school: desk, pen, important, true, open, close, ...*
- *possessions: television, phone, ...*
- *transport: truck, ship, ...*
- *food: sugar, rice, egg, orange, ...*
- *location and position: near, next to, ...*

Introduce new topics.

- *time: hour, minute, o'clock, year, month, January, February, ...*
- *nature: hill, tree, grow, ...*
- *weather: rain, shine, hot, cold, windy*
- *daily routines: get up, get dressed, always, never, first, then, next*

1.3 Extend word knowledge by:

- supplementing topics and themes to make them more personally relevant, first in Arabic, then by using and learning the words in English; recording them in captions and charts;

Find out how to say favourite colours (e.g. pink, purple) and record in a class bar chart, showing which or how many students prefer which colours.

Collect pictures and toys connected with transport to discover new words (e.g. lorry, digger, helicopter) and then label them.

- recognising and collecting key words from reading, and learning and using words from other curricular subjects;
- collecting CVC words which illustrate phonic knowledge.

bat, dad, beg, den, wish, tin, log, mum, sum

- 1.4 Extend, from Grade 1, the ability to hear rhyming and alliterative words and collect them for classroom display, re-reading and pronunciation practice.

Play matching games for rhyming pairs: toy, boy; new, blue; meat, feet.

Use students' own names for alliteration, as in: Tefla likes tables; Hamad likes houses.

2 Recognise words for reading and writing

- 2.1 Consolidate sight recognition of 50 key words from Kindergarten and Grade 1, and read on sight a further 25 from the vocabulary lists for Kindergarten to Grade 2.

Teachers should select words appropriate for reading, related to the topics listed above, and practise in reading and in rhymes, games, projects and other skills activities, to build students' recognition repertoire to 75 words by the end of the school year.

3 Develop alphabetic and phonic knowledge

- 3.1 Consolidate hearing and saying of phonemes /s/ /m/ /k/ /t/ /g/ /h/ in initial position in words in CVC words, and the phoneme-grapheme correspondences: s, m, c/ck/k, t, g, h.

- 3.2 Hear and say phonemes in the final position in CVC words.

Phoneme	Grapheme	First position	Final position
/s/ /z/	s	<i>sun, sky, six, see, say, sea</i>	<i>has, bus, is, goes, does</i>
/m/	m	<i>man, men, mum, May</i>	<i>him, mum, swim</i>
/k/	c/ck/k	<i>cat, car, cow, kick, cook</i>	<i>kick, back, like, cook</i>
/t/	t	<i>ten, tall, tell, to, toy</i>	<i>hot, put, get, eat</i>
/g/	g	<i>get, got, go, good, girl</i>	<i>bag, dog, log, frog</i>
/h/	h	<i>hot, hill, him, his, her</i>	

- 3.3 Know more phoneme-grapheme correspondences /l/ /n/ /d/ /ʃ/ /tʃ/ and hear and say them in the first or final position.

Phoneme	Grapheme	First position	Final position
/l/	l	<i>leg, like, long</i>	<i>ball, tall, April, camel</i>
/n/	n	<i>not, nose, new, nine</i>	<i>men, pen, run, on, moon</i>
/d/	d	<i>dog, do, day, dad</i>	<i>sad, bad, dad</i>
/ʃ/	sh	<i>ship, shop, shut, show</i>	<i>wash, dish, fish</i>
/tʃ/	ch	<i>chick, chat, child</i>	<i>watch</i>

- 3.4 Recognise and experiment with the assonant patterns in the middles of rhyming words (*head/bed, fat/cat/tha/hat*) through rhymes, stories and creative phrases supported by pictures.

Big-head Ned can't go to bed.

That fat cat in the flat hat.

3.5 Hear and say the short vowel phonemes /a/ /e/ /ɪ/ /ɒ/ /ʌ/ in medial position in CVC words.

Phoneme	Grapheme	CVC words
/æ/	a	<i>cat, man, has, dad</i>
/e/	e	<i>men, ten, hen, leg</i>
/ɪ/	i	<i>sit, sick, hit, fit</i>
/ɒ/	o	<i>not, got, lot, hot</i>
/ʌ/	u	<i>cut, shut, sun, sum</i>

3.6 Segment words into phonemes to spell CVC words.

man: /m/-/æ/-/n/

check: /tʃ/-/e/-/k/

got: /g/-/ɒ/-/t/

dish: /d/-/ɪ/-/ʃ/

3.7 Consolidate knowledge of alphabetic order from Grade 1 to automatic level, explicitly through alphabet charts, songs, games, books, and in an integrated way through using alphabet names for classroom management.

Students label lists (a), (b), (c). They ask for and talk about new vocabulary (see standard 1.3 above) using formulaic utterances: How do you spell that please? or Please spell it for me.

Listening and speaking

By the end of Grade 2, students understand and respond to the main ideas in simple descriptions in the present, and short familiar dialogues. They understand the teacher's questions, suggestions, requests and instructions in sequences of at least two steps. They use basic stress and intonation and pronounce final consonant sounds /s/ /z/ /ɪz/ to communicate main ideas clearly and appropriately.

With support from the teacher, students use statements and questions to talk about events in the present, describe people, things, actions happening now, states of being and daily routines. They talk about the future using formulaic statements and questions with the present continuous. They differentiate between countable and uncountable nouns, and talk about quantities and needs, using the terms *a, some, any, lots of*. Through short, formulaic exchanges, they make and respond to invitations and suggestions with *Let's ...*, requests and asking for permission with *Please can I ...?* and offers with *Do you want ...?*

Text range:

For listening and responding

- Rhymes and songs, short monologues of 1–6 familiar phrases or statements or short dialogues of 1–3 exchanges with
 - some utterances containing two ideas combined with *and* or *but*
 - instructions with at least two sequential steps

- context clearly defined by visual information, objects, and/or 'setting the scene' in Arabic
- patterned and repeated language – both internal repetitions (built into the text) and external repetitions (repeated by the teacher)

For speaking strategies, communication and social interaction

- Simple, single statements and questions with answers in long and short form
- Mini-dialogues of 1–3 formulaic exchanges with a clearly established context taken from the topics in the recommended vocabulary lists for Kindergarten and Grades 1 and 2.

Students should:

4 Listen and respond

4.1 Participate in class songs and games, taking turns and responding individually as required.

4.2 Understand and respond to the main ideas in:

- simple descriptions of people, places, situations, events happening at the moment;
- short familiar dialogues which use known functions.

The teacher describes two people from a poster or worksheet which depicts four people; students listen and choose (tick, point out) the correct two.

4.3 Understand a series of the teacher's *yes/no, either/or* and simple *wh-type* checking (oral comprehension) questions and respond with short answers.

Is it day or night? Day.

Is the sun shining? Yes.

What are the children doing? Running.

4.4 Follow and respond to (by doing) instructions, suggestions, and requests in a sequence of one or more steps, supported by teacher demonstration, monitoring and checking questions in English and Arabic:

- through picture dictation activities, action games and creative activities which require a series of instructions;

Let's draw Tom. Draw Tom's head. Draw a big head for Tom. A big head or a small head? A big one. Good. Draw a funny face for Tom. OK? Show me.

- through a range of classroom management instructions/requests to carry out other everyday learning tasks;

- single instructions,

Work with a friend. Copy this. Talk quietly. Don't look!

- sequential instructions.

Write numbers one, two, three down the side of the page like this.

OK? Show me your numbers. Good!

Now, for each number write a name – the name of a person you like.

5 Develop speaking strategies

5.1 Consolidate, from Grade 1, the ability to use stress, linking, contractions, weak forms and simple intonation patterns to communicate main ideas clearly and appropriately.

5.2 Pronounce final consonant sounds /s/ /z/ /ɪz/ for plural nouns and the third-person singular simple present tense.

Salim likes cats.

Zahra has two brothers.

Aziz fixes watches.

5.3 Use English to communicate simple messages (rather than imitate):

- listening to peers and showing interest in what they say;
- signalling attentiveness by keeping eye contact with the interlocutor;
- signalling comprehension with a nod, a smile or a verbal response.

6 Speak to communicate and interact

6.1 Consolidate, from Grade K and Grade 1, and extend the ability to talk about events in the present for:

- actions happening now;
- descriptions of people, places, and pictures, communicating more than one idea, if the information warrants it.

What are you doing? (I'm) watching television.

It's morning. There are a lot of people. The sun's shining.

This is my brother. His name's Nayef. He's nine. He's got big ears.

6.2 Consolidate, from Grade K and Grade 1, and extend the ability to talk about present states relating to themselves and others: personal information, likes and dislikes, possessions and ability.

What's your name? Where do you live? How old are you?

How many brothers and sisters do you have?

What colours do you like?

Do you have a garden? What's it like?

Can you swim?

6.3 Talk about times, days and months.

What time is it? It's ten o'clock. / It's half past eleven.

What day is it? Monday.

6.4 Talk about their own and others' routines and frequency of habits, using simple present tense in positive and negative statements and in *yes/no* and *wh*-type questions with short answers.

I go to school by bus. He doesn't have a bike. He goes by taxi.

At six o'clock I get up. Then I have my breakfast.

On Sundays we go swimming. We start school in September.

Do you walk home? No, never.

What time do you get up? / What time does your mother get up? At ...

What do they do in the evenings? Play.

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.

Short answers to questions require one word or one phrase only, not a complete sentence.

- 6.5** Talk about plans for the future using the present continuous, in positive and negative statements and in *yes/no* and *wh*-type questions with long and short answers.

What are you doing this afternoon? I'm going swimming.

Is your sister coming? No, she isn't.

- 6.6** Differentiate between countable and uncountable nouns and talk about amounts of things, linked to needs and wants (see Grade 1), using *a*, *some*, *any*, and *lots of*.

There's some chicken but there isn't any fish.

Do we need any fruit? Are there any oranges?

There are lots of eggs. There's lots of milk.

- 6.7** Consolidate, from Grade 1, the ability to use *Let's ...* for invitations and suggestions.

- 6.8** Make and respond to requests using *Please can I ...?* to express needs and wants with peers and to ask for permission from the teacher:

- ask for everyday things;

A: Please can I have the pen?

B: Yes. [Here you are.]

A: Thank you.

- in role-plays about shopping and restaurants, ask for food and commodities;

Please can I have some milk? Yes. Anything else?

- in role-plays with 'parents' and real situations with the teacher, ask permission to do something.

Please can I watch TV? No. Go to bed.

- 6.9** Make and respond to offers for things using *Do you want ...?* and *Which one do you want?* linked to requests (6.8 above).

Do you want some fruit? Yes, please. / No, thank you.

A: Can I have a pencil please?

B: Which one do you want?

A: The green one.

Reading and writing

By the end of Grade 2, students independently read and respond to short texts of 2–3 simple and compound sentences composed of familiar decodable words and joined with *and*, *but*, *then*, *next*. They actively participate in reading with the teacher and understand the gist and main points of simple stories. With the teacher's support, retell stories, rhymes and other texts, using some elements of the text's language and following the general outline of the text.

Students follow and participate in writing with teacher to compose simple sentences from known words, linked to speaking and reading activities. They use word banks, cards and basic spelling strategies to independently compose simple sentences of four or more words.

Text range:

- Simple stories with predictable texts and supporting illustrations
- Rhymes and songs
- Signs, labels, captions and lists, and other information bearing non-continuous text
- Dual-step instructions with sequencing connectives
- Simple factual recounts
- Re-reading texts composed in writing linked to the above range

Students should:**7 Develop reading strategies**

7.1 Follow and actively participate in reading with the teacher to:

- apply phonic strategies to decoding of simple, regular words in context;
- identify and read sight words using expanding vocabulary knowledge, word/symbol correspondence, context and phonic knowledge;
- distinguish lines of print from sentences;
- read simple sentences aloud with acceptable pronunciation and stress relevant to meaning;
- refer to and find parts of a simple text, particular pages, lines or words, using Arabic and some meta-language in English;

The teacher asks simple questions in English:

- *What's this word/letter?*
- *Which line/page/sentence?*
- *Is it on the cover?*

Students respond mostly by pointing, using Arabic and, if they can, English:

- *[It's] in the title/on the cover/on page two/in that line ...*

- identify and understand basic sentence punctuation: capital letters for the beginning of sentences and proper nouns; full stops and question marks at the end of sentences.

Through reading with the teacher, students identify sentence punctuation, predict where sentences begin and end, and identify questions from the punctuation.

8 Read and respond

8.1 Independently read short texts of up to five simple and compound sentences composed of familiar decodable words and joined with *and*, *but*, and *then*, for two clauses in the same sentence, and with *But*, *Then*, *Next* between two sentences.

8.2 Understand gist of simple stories and recounts, picking out key words and phrases to identify characters and predict and relate events.

Students predict what might happen on the next page, identify and point to key words, find the names of characters in the text, notice recurrence of words and to use pictures and other text features such as speech bubbles, enlarged text.

- 8.3** Retell stories, rhymes and other texts, with support from the teacher:
- using some elements of story language and following the general outline of the text;
 - applying speaking skills from standard 6 above including talking about events in the present, answering simple questions, describing people, places and pictures.

- 8.4** Extend the ability to independently read and respond to information in signs, labels, captions and lists.

*Shop signs: Open Sunday–Thursday 8.00–4.30; Open Wed–Thurs 8–12;
Open 24 hours / 7 days a week*

*Familiar book titles: ‘The Big Red Bus’; ‘Potato Man’; ‘Garden Flowers’;
‘The Hungry Bird’; ‘Old Omar’ (Teacher: Which book do you like? and, in Arabic: Tell me why you would want to read it.)*

*Shopping lists: **To buy:** meat, chicken, milk, oranges, bread*

Chronological events: get up; get dressed; have breakfast; go to school; have lunch

- 8.5** Follow and respond appropriately to dual-step instructions and statements, and understand the connectives used for sequencing.

Follow treasure hunt clues: Open the desk and take out the box.

Respond to written instructions by doing: First, draw a cow and then draw a boy next to it.

Order known sequences or match sentence segments:

- *On Mondays I get up and then I have my breakfast*
- *In the afternoon I come home and then I watch TV*

- 8.6** Re-read a range of texts created through writing in the classroom.

9 Develop writing strategies

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

- 9.2** Independently apply learned phonic skills to the spelling of single-syllable words.

- 9.3** Understand, through reading and writing, how capitals and full stops are placed to mark beginnings and ends of sentences.

- 9.4** Practise handwriting in conjunction with learning phonics and spelling, and independent writing:

- use a comfortable and efficient pencil grip;
- sit with good posture with chair and table at a comfortable height;
- form lower-case letters correctly in a style that makes the letters easy to join later (linked to the work in phonics);
- ensure correct letter orientation, formation and proportion.

- 9.5** Develop familiarity with standard English keyboard.

Students play interactive games based on letter identification.

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.

10 Compose written texts

- 10.1** Actively participate in writing with the teacher and, through supported, highly controlled independent writing, compose texts of simple sentences linked to the text types and purposes covered in reading, including simple stories, recounts, descriptions and captions.

Transform text from 'Reema's garden' to 'My garden':

- *Reema's garden is very small. It isn't beautiful. There are no plants and there are no trees. She can't see the hills.*
- *My garden is big. It is beautiful. There are some plants and there are two trees. I can see the hills.*

- 10.2** Independently compose simple sentences of four or more words, using word banks, cards and basic spelling strategies

Use substitution tables.

<i>My</i>	<i>house garden bike mother father</i>	<i>is</i>	<i>green big small tall nice</i>	<i>My house is nice.</i>
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- 10.3** Mark capital letters and full stops in simple sentences, and use them to punctuate their own sentences.

Key words for Grade 2

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.

again <i>adv</i>	cold <i>adj</i>	grow <i>v</i>
always <i>adv</i>	cook <i>v</i>	half <i>n</i>
April <i>n</i>	copy <i>v</i>	help <i>v</i>
apple <i>n</i>	cover <i>n</i>	hill <i>n</i>
August <i>n</i>	cow <i>n</i>	hold <i>v</i>
ball <i>n</i>	December <i>n</i>	horse <i>n</i>
balloon <i>n</i>	desk <i>n</i>	hot <i>adj</i>
banana <i>n</i>	dog <i>n</i>	hour <i>n</i>
beautiful <i>adj</i>	drink <i>v, n</i>	hundred <i>num</i>
board <i>n</i>	dry <i>adj</i>	important <i>adj</i>
burger <i>n</i>	egg <i>n</i>	January <i>n</i>
but <i>conj</i>	eighty <i>num</i>	July <i>n</i>
buy <i>v</i>	every <i>adj</i>	June <i>n</i>
careful <i>adj</i>	February <i>n</i>	know <i>v</i>
carrot <i>n</i>	fifty <i>num</i>	lamb <i>n</i>
chair <i>n</i>	first <i>adv</i>	last <i>adj, adv</i>
cheese <i>n</i>	fix <i>v</i>	line <i>n</i>
chicken <i>n</i>	flower <i>n</i>	listen <i>v</i>
chips <i>n</i>	forget <i>v</i>	little <i>adj</i>
chocolate <i>n</i>	forty <i>num</i>	mango <i>n</i>
clock <i>n</i>	garden <i>n</i>	March <i>n</i>
close <i>v</i>	get dressed <i>v</i>	May <i>n</i>
cloud <i>n</i>	get up <i>v</i>	milk <i>n</i>
cloudy <i>adj</i>	grey <i>adj</i>	minute <i>n</i>

money <i>n</i>	rain <i>v, n</i>	then <i>adv</i>
month <i>n</i>	rainy <i>adj</i>	think <i>v</i>
move <i>v</i>	remember <i>v</i>	thirty <i>num</i>
near <i>prep, adv, adj</i>	rice <i>n</i>	thousand <i>num</i>
never <i>adv</i>	right <i>adj</i>	time <i>n</i>
next <i>adv, adj</i>	sand <i>n</i>	title <i>n</i>
next to <i>prep</i>	say <i>v</i>	to <i>prep</i>
ninety <i>num</i>	sell <i>v</i>	today <i>n</i>
noisy <i>adj</i>	sentence <i>n</i>	tomato <i>n</i>
November <i>n</i>	September <i>n</i>	tree <i>n</i>
o'clock <i>adj</i>	seventy <i>num</i>	truck <i>n</i>
October <i>n</i>	shine <i>v</i>	true/un <i>adj</i>
often <i>adv</i>	ship <i>n</i>	visit <i>v</i>
open <i>v, adj</i>	shop <i>n</i>	walk <i>v, n</i>
orange <i>n, adj</i>	shut <i>v, adj</i>	warm <i>adj</i>
other <i>adj</i>	sixty <i>num</i>	wash <i>v</i>
past <i>adv</i>	smile <i>v</i>	watch <i>n, v</i>
pen <i>n</i>	spell <i>v</i>	weather <i>n</i>
people <i>n</i>	stay <i>v</i>	week <i>n</i>
pizza <i>n</i>	study <i>v</i>	wet <i>adj</i>
plant <i>n</i>	sugar <i>n</i>	wind <i>n</i>
point (at) <i>v</i>	sunny <i>adj</i>	windy <i>adj</i>
potato <i>n</i>	sunshine <i>n</i>	word <i>n</i>
quarter <i>n</i>	talk <i>v</i>	wrong <i>adj</i>
question <i>n</i>	taxi <i>n</i>	year <i>n</i>
quiet(ly) <i>adj, adv</i>	(tele)phone <i>n</i>	
radio <i>n</i>	television (TV) <i>n</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 speaking standards, to emphasise the importance of teaching them in context.
