

Summary of students' performance by the end of Grade 6

Word knowledge

Students recognise, understand and use a range of approximately 1350 words for speech and writing. They use an elementary learners' English–English dictionary and a simple English thesaurus to extend word choice. They have secure knowledge of past tense and past participle forms for 80 most common irregular verbs, and recognise some common phrasal verbs. They know and use spelling rules for common affixes.

Listening and speaking

Students understand and respond to the gist and details in monologues and dialogues of up to eight exchanges, and in shorter extracts of authentic material including telephone calls, announcements, TV programmes, forecasts and reports, with or without dialogue. They use simple contextual cues to understand main points and some detail, and recognise action and events as past, present, future or unfinished. They take messages for straightforward requests. They understand future plans and predictions, expressing degrees of certainty. They understand and respond to a range of language functions in conversations where two speakers are making offers, requests, suggestions, giving advice, obligating, prohibiting, expressing likes and dislikes, comparing things and stating preferences.

Students talk about things in the past or the present, using known simple and continuous tenses in active and passive voices in four connected statements and in dialogues of 2–5 exchanges. They relate stories and anecdotes, describe events, and participate in interviews and information gathering exchanges. They discuss plans and intentions in the future, using *going to*, *will*, the present continuous and future modals *will have to*, *will be able to*, and expressing degrees of certainty. They use the first conditional with *if* and *when*, make comparisons, describe similarities and differences, and talk about unfinished actions and situations with present perfect and present perfect continuous tenses and *for/since*. They prepare and present detailed descriptions, and state preferences with *I'd rather*. They use strategies for communication maintenance and repair.

Reading and writing

Students read independently and intensively, texts of approximately 500 words, and extensively from graded readers in the 750–1000 key word range, from the text range identified for Grade 6. They work out and check meanings of unknown words from context, read for gist, scan for specific information and make straightforward inferences using evidence from the text. They recognise paragraphs and how they are used. They respond to stories and factual recounts with views and opinions about characters, settings and events. They understand the purpose and content of a range of information texts set in the past for historical information, the present for world knowledge and current events, and the present or future for announcements. They read and follow straightforward multi-step instructions and directions and identify some typical organisational features. They read, understand and discuss a variety of explanation texts, related to topics of interest and curriculum subjects.

Students independently compose texts of five or more connected simple, compound or two-clause complex sentences. They apply a range of spelling strategies with approximately 50% accuracy and use sentence and speech punctuation confidently, and begin to structure writing into paragraphs. They plan, draft and present their own writing, and edit and redraft their own and other simple texts to improve accuracy and sense. They draw on experience and knowledge of text types from reading to construct stories and short factual recounts with descriptions, a connected sequence of events leading to a conclusion, explanations of familiar processes. They write informal letters and emails to friends, with embedded recounts and invitations, and notes to summarise a written text in simple telegraphic form.

Content and assessment weightings for Grade 6

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%	25%	25%

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

Word knowledge

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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.

Students should:

1 Use a range of vocabulary

1.1 Use and consolidate the 1100 active vocabulary words from earlier grades.

1.2 Recognise, understand and use a range of approximately 250 additional high-frequency words for listening, speaking, reading and writing, using the recommended list, supplemented with additional topic words.

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 6 and practising language structures and functions introduced in earlier grades with new lexical sets from Grade 6.

Extend topics and themes from previous grades with new words.

- *entertainment: singer, concert, announce, amuse, ...*
- *materials: rope, wire, steam, gas, ...*
- *sports: tennis, volleyball, surf, ski, ...*
- *nature: shell, wave, root, stream, ...*
- *adventure: brave, frightening, jewel, treasure, bury, disappear, ...*
- *school: find out, mark, ...*
- *jobs: engineer, musician, ...*

Introduce new topics and themes.

- *tourism: guide, tourist, book, experience, ...*
- *music: guitar, piano, pop, ...*
- *work: manage, produce, wage, salary, ...*
- *ecology: traffic, pollution, waste, damage, ...*
- *industry: factory, machine, industrial, supply, ...*
- *disasters: flood, disease, destroy, ...*
- *life cycle: birth, marriage, born, bury, ...*
- *science: scientific, invent, prove, solid, liquid, ...*
- *ICT: internet, computer, log on, select, ...*

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.

- *normality: regular, common, ...*
- *accident: crash, accident, ...*
- *phrasal verbs: find out, stand for, get on with, hang on to, ...*

1.3 Consolidate past tense forms of 80 most common irregular verbs in the recommended word lists and extend to past participles, learned in groups.

Same as present tense	<i>cost, cut, cost, hit, hurt, put, shut, set</i>
Same as the past tense	<i>bled, brought, built, bought, caught, dug, fed, felt, fought, found, got, had, heard, held, kept, led, left, lent, lost, made, meant, met, paid, read, said, sold, sent, shone, shot, sat, slept, spent, stood, taught, told, thought, understood, won</i>
High frequency, no pattern	<i>been, gone, done, seen</i>
+en	<i>beaten, bitten, broken, chosen, driven, eaten, fallen, forgotten, forgiven, given, hidden, ridden, risen, shaken, spoken, stolen, taken, written</i>
+n	<i>blown, drawn, grown, known, sewn, shown, thrown</i>
	<i>torn, worn</i>
	<i>flown</i>
Present–past–past participle i–a–u pattern	<i>drunk, rung, sung, sunk, swum</i>
Same as present	<i>run, come, become</i>

1.4 Consolidate use of definite, indefinite and zero articles from Grade 5 and extend by collecting, recording, and classifying proper nouns which take definite or zero articles:

- definite article with
 - seas, rivers, groups of states, mountain ranges, island chains, deserts,
the Red Sea, the Nile, the UAE, the Himalayas, the Maldives
 - place names which consist of adjective + noun,
the Gold Coast, the High Street, the New Forest, the Middle East
 - performance spaces, most hotels, ships, famous sites,
the Hilton, the Titanic, the Taj Mahal
 - musical instruments;
Yazid can play the guitar.
- zero article with
 - people,
 - continents, single countries, towns, streets, lakes.
Europe, Qatar, London, Main Street, Lake Titicaca

1.5 Start collecting phrasal verbs from the recommended vocabulary lists classifying them as:

- intransitive (no object);
be in /out: We were out.

- transitive (with an object);
put down: Noor put down the book.
- and if transitive, whether they split or not
 - can't split transitive verb + adverb which is 'glued' to the verb,
get away: We called the police but he got away.
 - can split transitive verb + preposition which stays with the noun.
put down: Noor put down the book. → She put the book down. / She put it down.

1.6 Recognise, classify and collect verbs, phrasal verbs and expressions which take the gerund, the infinitive or both, from the recommended vocabulary lists and from independent reading.

	Verbs	Examples
+ infinitive	<i>want, need, expect</i>	<i>I expect to be there at 8.</i> <i>The police wanted to catch him.</i>
+ gerund	<i>dislike, hate, can't stand, carry on, afraid of, finish</i>	<i>Hala hates eating vegetables.</i> <i>Carry on working!</i> <i>I'm afraid of being home alone.</i>
+ either	<i>Like, start</i>	<i>They've started building their house.</i> <i>I started to talk when I was two.</i>

1.7 Use dictionary and thesaurus to find alternative words and expressions which are more accurate or interesting than the common choices.

Find alternative words for: got, nice, good, then.

1.8 Through independent and shared reading, collect a range of dialogue verbs and explore their effects on meaning by substituting them in sentences, and using them in own writing.

shouted, cried, whispered, announced, called, replied

1.9 Access and use an elementary learners' English–English dictionary, navigating by first letters of words.

2 Develop spelling knowledge

2.1 Consolidate from Grades 3–5 and extend learning of spelling rules:

- nouns ending in *-o*, *-ss*, *-sh*, *-ch* or *-x* take *-es* in their plurals;
potato–potatoes, glass–glasses, brush–brushes, watch–watches, box–boxes
- words ending in *-y* in a consonant cluster change to *-ie* when adding a suffix except for the suffixes *-ly* or *-ing*;
baby–babies, cry–cries, try–tried
shy–shyly, fly–flying
- nouns and verbs ending in modifying *-e* drop the *-e* when adding *-ing*, but keep *-e* when adding a suffix beginning with a consonant;
hope–hoping, love–loving
hope–hopeful, love–lovely
- *i* before *e* except after *c* when the sound is *ee*.
receive

Spelling skills should also be linked, where applicable, to pronunciation. See standards 4.1–4.7 for this grade.

2.2 Consolidate spelling of common prefixes *un-* and *dis-*; extend to *mis-* and *re-*; experiment and generate new words from root words.

comfortable–uncomfortable, like–dislike, agree–disagree, understand–misunderstand, do–redo, write–rewrite

2.3 Investigate suffixes *-ful* and *-less*, and spell a range of common adjectives by deconstructing and adding the suffix.

hope–hopeful–hopeless, thought–thoughtful–thoughtless

2.4 Spell and pronounce the suffixes *-tion*, *-sion* and *-cian* with their two pronunciations /ʃn/ or /ʒn/; experiment using them to transform words.

Phoneme	Most common spellings	Examples	Example words to transform
/ʃn/	-tion -sion -cian	<i>station</i> <i>information</i> <i>profession</i> <i>expression</i> <i>musician</i>	<i>act–action</i> <i>pollute–pollution</i> <i>express–expression</i> <i>discuss–discussion</i> <i>music–musician</i> <i>magic–magician</i>
/ʒn/	-sion	<i>television</i> <i>decision</i>	<i>conclude–conclusion</i> <i>decide–decision</i> <i>divide–division</i>

Listening and speaking

By the end of Grade 6, students understand and respond to the gist and details in monologues and dialogues of up to eight exchanges, and in shorter extracts of authentic material including telephone calls, announcements, TV programmes, forecasts and reports, with or without dialogue. They use simple contextual cues to understand main points and some detail, and recognise action and events as past, present, future or unfinished. They take messages for straightforward requests. They understand future plans and predictions, expressing degrees of certainty. They understand and respond to a range of language functions in conversations where two speakers are making offers, requests, suggestions, giving advice, obligating, prohibiting, expressing likes and dislikes, comparing things and stating preferences.

Students talk about things in the past or the present, using known simple and continuous tenses in active and passive voices in four connected statements and in dialogues of 2–5 exchanges. They relate stories and anecdotes, describe events, and participate in interviews and information gathering exchanges. They discuss plans and intentions in the future, using *going to*, *will*, the present continuous and future modals *will have to*, *will be able to*, and expressing degrees of certainty. They use the first conditional with *if* and *when*, make comparisons, describe similarities and differences, and talk about unfinished actions and situations with present perfect and present perfect continuous tenses and *for/ since*. They prepare and present detailed descriptions, and state preferences with *I'd rather*. They use strategies for communication maintenance and repair.

Text range:

For listening and responding

- Longer simulated material in monologues, and dialogues of up to eight exchanges, short extracts of authentic listening material from broadcasts, TV, film, internet, and telephone, containing 1–2 main ideas and up to four pieces of factual detail, in unseen but clear, predictable contexts and situations that are within students' experience, using
 - familiar topics and familiar key vocabulary
 - some unknown vocabulary and language structures for students to discount, ignore or negotiate
 - clear cohesion, and connectives where necessary: sequence markers, link words and time phrases
 - built-in repetitions and redundancy in the text simulating hesitation and repetitions of natural speech, or played at least twice if authentic, to give listeners clues and time to understand the main ideas and some factual detail
 - the live voice of the teacher or a recording, at natural speed but with pauses, clear stress and intonation

In audio-only recordings, a balance of:

- male and female voices;
- children's and adults' voices with clear turn-taking in dialogues;
- a variety of English accents – British, US, Australian, Middle Eastern.

For speaking strategies, communication and social interaction

- At least four statements joined with familiar sequencing words for presentations and one-way communication, single exchanges and questions with long and short answers, dialogues of 2–5 exchanges which
 - have a meaningful, communicative purpose
 - have a clearly established context and topic
 - get students to utilise a range of words from the recommended vocabulary lists for Grades K–6
 - are generated from controlled practice but then personalised and extended by students
 - focus on fluency as well as accuracy

Students should:

3 Listen and respond

3.1 Understand and respond to main ideas, then details, then key words in TV and radio programmes, audio recordings and films:

- use contextual cues (known words, key words, expressions and intonation);
- recognise action and events as past, routine, happening now, future or unfinished in tenses and time phrases expressing the past, present, future and present perfect.

3.2 Follow a straightforward oral dialogue of six or more exchanges, from broadcast, audio tape or film, identifying key words or phrases and inferring gist from the context; summarise key messages.

3.3 Understand and respond to clarifications using question tags.

You saw him, didn't you?

She'll be there, won't she?

No-one else is coming, are they?

3.4 Gather information from descriptions of people and things by understanding details in:

- defining relative clauses;

She's the woman whose house is on the corner.

That's the man who stole Wedad's bicycle.

They're the team which always wins.

I liked the one that you threw away.

- order of adjectives;

I'm reading a funny new English comic.

- use of contrastive stress;

Doesn't his dad drive a blue Mercedes? No, they've got a small green one.

- pre- and post-modification of noun phrases.

pre-modification: the short dark-haired boy

post-modification: the woman with the glasses

3.5 Understand, respond to and take messages or notes for straightforward requests for information, personal and factual details in face-to-face and non-face-to-face situations.

Real or simulated telephone conversations; situational dialogues in 'service' contexts – at the shops, the doctor's, work, school, the airport, a travel agency, the police station, the lost and found department, the railway station, the football stadium, on the street, ...

3.6 Understand future plans, intentions, promises and predictions, expressing degrees of certainty. Recognise: *will* and *going to* + present continuous for the future; modals *could*, *may*, *might*; adverbs *maybe*, *probably*, *definitely*; and *first-then-next*-type sequences. Extend by recognising:

- future modals *will/may/might/may not/won't be able to, have to*;

Faleh won't be able to catch up with the rest.

She might have to break the window to get in.

- first conditional with *if, when* and *unless*;

We won't be able to take off unless it stops raining.

- question tags to define certainty of plans and intentions.

You're coming tonight, aren't you?

3.7 Understand and respond to a range of functions in conversations where two speakers are:

- making offers and requests or asking for permission to do something;

Would you like ...? Do you want ...? Shall I ...?

Please + imperative, Can I ...?

Could I ...? May I ...? I'd like ...

Standard 3.6 builds on and extends work on future time from previous grades.

These functions are introduced in Grades 1–5. They need to be consolidated and extended in Grade 6.

- inviting or making suggestions;
Let's ..., Why don't we ...? How about -ing ...? Would you like to ...?
- giving advice, obligating, prohibiting or warning;
should, shouldn't, do, don't, have to, must, mustn't, can't
- expressing likes and dislikes about things and actions;
love, like, dislike, don't like, enjoy, hate, can't stand
- comparing things with comparatives and superlatives of adjectives and adverbs and *as ... as ..., not as ... as ...*;
London's not as big as Mexico City but it's just as polluted.
- make and respond to suggestions, proposing alternatives with *either ... or* and stating preferences with *I'd rather ...*;
We could go to either the Roxy or the Savoy.
Shall we go to the cinema? Mmm, ... I'd rather watch a film on TV.

3.8 Follow multi-step instructions including the use of phrasal verbs.

The teacher gives instructions for a task; students show comprehension by recalling what they must do.

First, I want you to come up with the story – just the main ideas – you can fill in the details later. It can be a real story of something that happened to you or you can make it up. Don't hand it in. Hang on to it for Thursday's class.

3.9 Infer relationship between speakers (formal or informal, urgent or not, known to each other or strangers) from type of information/social interaction sought, degree of formality and directness, intonation and (where speakers can be seen) body language and proximity.

4 Develop speaking strategies

4.1 Learn spelling and pronunciation changes in nouns ending in *-f* or *-fe* when they become *-ves* in the plural.

wife-wives, life-lives, self-selves, thief-thieves, leaf-leaves, half-halves.

4.2 Review pronunciation of words which contain the long vowel phonemes /ɔ:/ as in *caught* and /əʊ/ as in *coat* and focus on preventing interference from Arabic pronunciation distinguishing the two sounds clearly.

caught, taught, bought

wrote, spoke, broke

4.3 Consolidate word stress of two-syllable words from Grade 5; spell and stress two-syllable words containing double consonants.

common, cotton, lesson, bitter, pillow, rubber

collect, effect, announce

4.4 Pronounce the ending /əl/ and learn its most common spelling *-le*.

little, bottle, middle, uncle, table

4.5 Show awareness of other participants through:

- listening carefully;
- responding and contributing;
- seeking clarification;

These stress patterns are introduced in Grade 5. They should be extended and consolidated in Grade 6 along with learning the common spelling patterns.

- using basic expressions to request or invite views from others and signal agreement or disagreement;
- express interest or concern.

4.6 Develop strategies for communication maintenance and repair:

- rehearse and organise utterances before speaking;
- imitate speech and seek support and feedback from others;
- ask for repetition and repeat attempts;
- use stress, intonation and non-verbal means of expression;
- begin to negotiate meaning – find different ways of getting the message across even without the vocabulary by re-expressing with known language, keep talking;
- talk at length, when appropriate, without too many pauses or hesitations.

4.7 Use meta-language to talk about learning English:

- understand and use key concepts of language;

main parts of speech

names of tenses: simple present, present continuous, simple past, past continuous, present perfect, present perfect continuous

past participle

- ask for word meanings and spellings;

What does it mean? How do you say/spell it?

- ask for help and clarification.

I don't understand. Can you please say it again slowly?

5 Speak to communicate and interact

5.1 Talk about things in the past, accurately and with increasing fluency. Use the simple past, past continuous and interrupted past continuous, with a range of regular and irregular verbs, and past modals and time phrases:

- narrate anecdotes, stories or events, in a coherent sequence of four or more connected statements, with a variety of descriptive words and phrases to describe settings and characters, and an increasing range of connectives of
 - sequence – *suddenly ..., just then ..., meanwhile ..., later on ..., after a while ..., what happened next was ..., then what happened was ...*,
 - addition – *also, as well, what's more*,
 - reason, purpose and result – *because, as, since, so that, so ... (that), such a ... (that)*;

We went by bus because it was too far to walk.

Since I didn't have any money, I couldn't call you..

He opened the window so that they could climb in.

It was so hot that we had to stay inside.

It was such a hot day that we couldn't go outside.

- interact in dialogues and exchanges about the past using appropriate question forms and responses.

Student interviews about when they were younger: what they were like, what they used to do, where they used to live, what they liked doing, etc.

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.

- 5.2 Describe things and talk about interrupted actions in the past using the past continuous, and extend by talking about past intentions and plans using the future in the past: *was going to*.

Students discuss an industrial development plan that was stopped in order to protect the environment: They were going to cut down the trees. They were going to build a factory in the middle of the national park.

- 5.3 Use passives to emphasise the action done rather than the person who did it, in present and past tense positive and negative statements, *yes/no* and *wh*-type questions, with or without the agent *by*.

Rivers are being polluted.

Paper isn't being recycled.

The palace was built thousands of years ago. Hundreds of workmen died while it was being built.

A: Are dates grown here?

B: Yes they are.

A: What else is produced?

B: Oil.

A: Who was it designed by?

B: Rama the Third.

A: Was it discovered by the British?

B: No, by the French.

- 5.4 Consolidate from Grades 2–5 the ability to talk about plans, intentions, predictions and possibilities with degrees of certainty in the future, using *going to*, *will* and the present continuous for the future, and extend with:

- future modals *will/won't/may/might/could be able to, have to*;

There's a storm coming. We won't be able to camp in the valley. We won't be able to see the sunset. We'll have to stay in a hotel.

- first conditional with *if/when* and *will, won't, may, might* in positive and negative statements and in *yes/no* and *wh*-type questions with long and short answers.

If you run, you'll catch the plane.

Will you be there when I arrive? Yes, I will.

If they don't practise they won't win.

What will you do if it rains? We won't go.

- 5.5 Consolidate simple present for talking about facts and permanent truths, and extend to using it in *when* and *if* clauses with the zero conditional.

When water boils, steam is produced.

If you mix oil and water, the oil floats.

- 5.6 Prepare and present to the class a detailed description of an object, person, event, process or plan using:

- appropriate use of tenses in past, present or future;
- enhanced descriptions with
 - ordered adjectives,
Elephants have thick, grey, leathery skin.
 - alternative words or phrases to create shades of meaning, drawn from own repertoire and using a dictionary or thesaurus,
'enormous' instead of 'big'

- a variety of intensifiers for degrees of meaning.

Elephants are really intelligent. Their trunks are very sensitive but their eyesight is quite weak. They can move rather fast.

5.7 Make comparisons and describe similarities and differences, in compound statements and questions, with a range of comparative and superlative adjectives and adverbs with *-er*, *-est*, *more* and *most*, and irregular forms. Extend understanding to incorporate:

- intensifiers – *a lot*, *much*, *slightly*, *a bit*;
I think maths is much more interesting than music.
- conjunctions – *but*, *or*, *because*, *so*;
This one's bigger but that one's cheaper.
Should I buy the silver one or the gold one?
Beckham's the best because he's the fastest.
- comparative structures – *as ... as*, *... is the same as ...*, *not as ... as ...*, *not so ... as ...*, *looks like / is like / looks the same as ...*;
For me, art isn't as boring as science.
Don't you think Taleb looks like Yazid? No. He's not so tall.
- a range of demonstrative pronouns and determiners such as *this*, *that* (*one*), *these*, *those* (*ones*), *it*, *them*.

5.8 Consolidate use of personal and possessive pronouns and extend to use reflexive pronouns *myself*, *themselves* etc.:

- with *cut*, *hurt*, *burn*, etc.;;
I didn't hurt myself.
- with prepositional/phrasal verbs.
That old man talks to himself.
We never pay for ourselves.
Look after yourselves!
She was sitting by herself.

5.9 Use defining relative clauses *who–that*; *which–that*; *whose*.

describing people: She's the tennis star who lives in Miami. He's the pop singer that crashed his car.

advertising: It's the only airline which flies non-stop to London.

5.10 Talk about unfinished actions and situations which started in the past but continue now, using present perfect and present perfect continuous tenses and *for* and *since* time phrases, in positive and negative statements and in *yes/no*, *wh*-type and *How long ...* questions with long and short answers.

I've lived in Doha for five years / since 1999.

Have you been waiting for a long time? No, I haven't.

How long has Roda been learning English? Since Grade 1.

5.11 Contrast present perfect and present perfect continuous tenses for unfinished actions and continuing periods of time with simple past for finished actions and specific points in the past

How long have you been here? When did you arrive?

Work on comparisons is introduced in Grades 4–5. It should be consolidated and extended in Grade 6.

5.12 Consolidate ability to introduce, give and ask for personal information fluently; extend to telephone calls: greet, respond to greetings, say goodbye; introduce oneself and offer, or make polite requests for, personal information.

A: Hello, can I speak to Fathiya please?

B: I'm sorry, she's not here at the moment. May I know who's calling?

A: This is Mayassa. Can you ask her to call me back?

B: Of course. What's your number?

A: Two five seven, three two three one.

B: Fine.

A: Thank you. Goodbye.

B: Goodbye.

5.13 Practise ability to make and respond to suggestions, and extend to stating preferences with *I'd rather ...* and *I'd prefer to ...*

Shall we go to the cinema? Mmm, I'd rather go swimming

Distinguish between stating preferences in response to an invitation and talking about likes, dislikes and preferences in general with *prefer -ing*.

I prefer watching films on TV [to watching them in the cinema].

General likes and dislikes	Specific invitations
<i>like, love, enjoy, hate, can't stand, prefer (doing), rather (do)</i>	<i>... 'd like to, ... 'd love to, ... 'd prefer to, ... 'd rather (do)</i>

5.14 Express opinions; agree and disagree; add supporting reasons with *because, so, although, but*.

I think village life is a bit boring.

In my opinion, trees are more important than factories.

If you ask me, it's not a problem.

I agree (with you), I disagree, You're right, I'm sorry but I don't think so.

I think city life is more exciting because there's more to do. I agree, although I think there's too much pollution.

5.15 Seek reassurance or confirmation with question tags of known tenses and rising intonation; express certainty with question tags of known tenses and falling intonation.

You're eleven, aren't you?

Mayassa's coming, isn't she?

He can do it, can't he?

Mahdi will be there, won't he?

You get up really early, don't you?

They're going to move house, aren't they?

We didn't finish it, did we?

Jaafar wasn't listening, was she?

Reading and writing

By the end of Grade 6, students read independently and intensively, texts of approximately 500 words, and extensively from graded readers in the 750–1000 key word range, from the text range identified for Grade 6. They work out and check meanings of unknown words from context, read for gist, scan for specific information and make straightforward inferences using evidence from the text. They recognise paragraphs and how they are used. They respond to stories and factual recounts with views and opinions about characters, settings and events. They understand the purpose and content of a range of information texts set in the past for historical information, the present for world knowledge and current events, and the present or future for announcements. They read and follow straightforward multi-step instructions and directions and identify some typical organisational features. They read, understand and discuss a variety of explanation texts, related to topics of interest and curriculum subjects.

Students independently compose texts of five or more connected simple, compound or two-clause complex sentences. They apply a range of spelling strategies with approximately 50% accuracy and use sentence and speech punctuation confidently, and begin to structure writing into paragraphs. They plan, draft and present their own writing, and edit and redraft their own and other simple texts to improve accuracy and sense. They draw on experience and knowledge of text types from reading to construct stories and short factual recounts with descriptions, a connected sequence of events leading to a conclusion, explanations of familiar processes. They write informal letters and emails to friends, with embedded recounts and invitations, and notes to summarise a written text in simple telegraphic form.

Text range:

- Narratives: stories with strong narrative sequence and some illustrations to support text
- Information texts with some illustrations to support text
- Descriptions and announcements of future events; plans, predictions, forecasts for the future
- Instructions and directions
- Explanations of problems and processes drawn from topics in other subjects of the curriculum or other authentic sources
- Graphic texts: charts, diagrams, timetables
- Elementary learners' English–English dictionaries (print-based and electronic)
- Screen-based texts: Internet, teletext, CD-ROMs
- Notes in simple telegraphic form for messages and summaries
- Straightforward poems with spoken English word order
- Graded readers in the 750–1000 word range

Students should:

6 Develop reading strategies

6.1 Independently and intensively, read texts of approximately 500 words.

6.2 Continue to read extensively from graded readers and other appropriately levelled texts drawing on a the 750–1000 key word range; read and return it within a given time period.

Before reading: students choose books from graded collections in the class. They briefly run through the text with the teacher to predict context and gist, and identify new or difficult ideas or vocabulary. Students begin reading with one or two questions to answer from the text.

While reading: students work through the text, silently, sub-vocalising only where necessary.

After reading: students briefly discuss the text with the teacher to demonstrate fluency and answer the question(s), referring to relevant parts of the text for evidence.

6.3 Practise and consolidate strategies for self-monitoring and correcting own reading using phonic, spelling, grammatical and contextual cues:

- working out the meanings of unknown words or phrases from context;
- reading the whole text from start to finish quickly without stopping, ignoring unknown words;
- identifying key unknown words that appear more than once in the text;
- identifying words from affixes and suffixes and surrounding grammatical clues;
- substituting known synonyms to check sense;
- paying attention to a range of punctuation for expression and meaning – capital letters, full stops, commas and question and exclamation marks.

6.4 Practise reading silently; begin tracking sentences by eye only; increase reading and scanning speed.

6.5 Recognise how chapters, subsections, headings, bullets, etc. are used to sequence and structure ideas.

6.6 Scan written and screen-based texts for specific information to:

- identify key sections, paragraphs, headings, key words in written texts;
- identify words and phrases that capture main ideas.

6.7 Read and interpret a variety of non-sequential graphic texts for specific information (timetables, flowcharts, diagrams, maps) in hard copy or screen-based to seek specific information.

6.8 Investigate and identify a range of complex sentences; identify the main clause in each case; recognise the use of words or phrases that signal a subordinate clause.

who, which, that, until, as, when, where, before, although, however, therefore

6.9 Identify paragraphs in reading texts:

- use them to scan and navigate texts;
- recognise how they are used to organise narrative and other information texts into coherent and linked sections, usually of several sentences;
- use the term *paragraph*.

The level of reading facility for graded reading texts should be about 95% (i.e. in a 500-word text, about 25 words may need to be guessed using the strategies in standard 7.1 for this grade).

Students should develop and apply their knowledge of phonics and spelling through shared and independent reading. See word knowledge standards for this grade.

- 6.10 Recognise connectives for reading and writing which are not commonly used in speaking and start becoming aware of the differences between written and spoken language.

therefore, however, moreover, neither ... nor

7 Read and respond

- 7.1 Read and respond to narratives (stories, recounts, personal interest):

- follow main ideas, sequence, characters, relationship of author to reader and intended audience;
- identify settings and how they are described;
- follow the build-up, sequence and resolution of events; summarise the course of the narrative by mapping it in note or diagrammatic form, using appropriate language from the text to mark the flow of time; use notes as a basis for oral presentation.

- 7.2 Respond to stories and factual recounts with views and opinions about characters, settings and events:

- relating it to own experience and making straight forward inferences;

Express views about characters, their relationships and behaviour.

Place themselves in a character's position to take their point of view.

Comment on the likelihood of events following one another.

Relate settings to places they have, or would like to, experience.

- justify opinions, inferences and generalisation by referring to the evidence of the text.

- 7.3 Understand the purpose and content of a range of information texts set in the past for historical information, the present for world knowledge and current events, and the present or future for announcements.

- 7.4 Read instructions and directions:

- read and follow straightforward multi-step instructions and directions;
- identify some typical organisational features of instructional texts

- a clear title or opening statement setting out the aims of the instruction,

How to mend a puncture

Recipe for ...

To get to the beach ...

- use of imperative language, and audience addressed directly – *you* stated or implied,

First, put in the ...

Turn right when you get to ...

- text in chronological order using connectives to signal order,

First take the ... Next, you will need ...

- usual use of impersonal rather than anecdotal or social language;

When the water has boiled ... not Now that we've boiled the water, let's ...

- compare a variety of instructional texts in terms of their organisation, presentation and clarity for the reader and express and justify views and opinions about these texts.

Connect these reading responses to activities related to speaking standards 5.1–5.15 for this grade.

Work on information texts should draw on texts related to topics of study in other curricular areas (e.g. history and social studies).

Link this work to speaking standard 5.7 for this grade.

7.5 Read, understand and discuss a variety of explanation texts, related to topics of interest and curriculum subjects:

- recognise their purpose – to explain how things happen, why things work;
- be aware, through shared reading, of how they use
 - pictures, diagrams, labels and animations to support the text,
 - paragraphs, bullets and subheadings to organise and sequence the text,
 - general and impersonal language, including frequent use of the present tense and the passive voice,
 - causal language;
because, so, in order to, when
- orally present a coherent explanation after reading to show that it has been understood.

Link this work speaking standard 5.6 for this grade.

Texts for this work should be linked to topics of study in other curricular areas, particularly science. See relevant science standards for this grade.

8 Develop writing strategies

8.1 Independently apply a range of spelling strategies:

- phonic segmentation of multi-syllabic words;
- applying known spelling patterns and conventions;
- breaking words into segments of meaning (suffixes and prefixes, words within words);
- analogy with other known words;
light, fright
- using visual skills (recognising common letter strings and checking critical features – whether it looks right, shape, length, etc.);
- using a simple dictionary to check spellings and word meanings;
- using the spell-checker on a computer to check spellings and choose correct version from multiple alternatives for familiar and decodable words;
- identifying mis-spelt words in own writing, keeping individual lists (spelling logs) to learn to spell them.

Students should apply spelling knowledge from standards 2.1–2.4 for this grade and from previous grades.

8.2 Begin to structure own writing into paragraphs to organise and sequence texts into meaningful sections with the reader in mind.

8.3 Create complex sentences with defining relative clauses *who–that; which–that; whose*.

Link to speaking standard 5.9 for this grade.

8.4 Add precision and descriptive effect to nouns through pre-modifying words and phrases.

The long dark road ...

The man in the old broken sandals ...

8.5 Consolidate punctuation from Grade 5 and:

- use commas in lists and apostrophes for possession;
- use basic speech punctuation – speech marks; capitals to introduce speech; full stops, question and exclamation marks, as appropriate, to conclude.

- 8.6 As a matter of habit, rehearse sentences before composing and re-read during and after composition for sense, coherence and accuracy.
- 8.7 Consolidate handwriting skills from Grade 5 and build up speed, fluency, legibility to automatic level.

8.8 Plan, draft, edit their own writing and format it in a presentable style:

- planning;

Possible strategies: brainstorming and making key word lists in class or groups; using flowcharts, diagrams and sketches, concept maps, lists and headings; using writing frames provided by teacher and based on known text structures from reading.

- drafting;

On paper or screen to produce a first text – individually or collaboratively.

- editing;

Students work on own texts individually and on anonymised texts created by the teacher (as OHTs or enlarged photocopies to share with class or group). They show changes by marking the text.

- final drafting.

Students use word-processing skills to transcribe, organise, spell-check, edit and present a final draft.

9 Compose written texts

9.1 Using reading texts as models, independently write (compose and transcribe) connected texts of five or more sentences using, as appropriate, simple, compound and complex sentences with one subordinate clause for a range of purposes.

9.2 Write narratives, short factual recounts with:

- descriptions of settings;

We stood by the door, ...

It was nearly dark, ...

The stadium was full and people were shouting, ...

- a connected sequence of events leading to a conclusion.

9.3 Write multi-step instructions, with a clear title and introduction, impersonal and imperative language, and a range of sequence connectives where appropriate.

recipe, rules for playing a game, how to turn a computer off

9.4 Write explanations of familiar processes, linked to personal knowledge or work in other subjects, particularly science.

how a circuit lights up a bulb, what plants need to grow, the rain cycle, how a bicycle works

9.5 Write informal letters and emails to friends, with embedded recounts and invitations.

9.6 Write more formal announcements for plans, intentions and forthcoming events.

9.7 Write notes to summarise a written text in simple telegraphic form, using key words and phrases from the text to capture the main points, with cross-

The standards for writing closely reflect those for reading. Students should apply their knowledge about the purpose and organisation of different texts in the composition of their own writing.

references (paragraph and page numbers etc.) to refer to parts of the text as appropriate.

Key words for Grade 6

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.

accept <i>v</i>	computer <i>n</i>	frightened <i>adj</i>
accident <i>n</i>	concert <i>n</i>	frightening <i>adj</i>
act <i>v</i>	conclusion <i>n</i>	gas <i>n</i>
action <i>n</i>	condition <i>n</i>	get away <i>v</i>
advice <i>n</i>	contain <i>v</i>	get on with <i>v</i>
advise <i>v</i>	control <i>v, n</i>	go on <i>v</i>
airline <i>n</i>	crash <i>n, v</i>	God <i>n</i>
allow <i>v</i>	cruel <i>adj</i>	guide <i>n, v</i>
although <i>conj</i>	damage <i>n, v</i>	guitar <i>n</i>
amuse <i>v</i>	death <i>n</i>	hand in/out <i>v</i>
announce <i>v</i>	depend (on) <i>v</i>	handsome <i>adj</i>
apartment <i>n</i>	destroy <i>v</i>	hang <i>v</i>
appear/dis <i>v</i>	develop <i>v</i>	hang on to <i>v</i>
attention <i>n</i>	difficulty <i>n</i>	however <i>adv</i>
attractive <i>adj</i>	direct <i>adj</i>	include <i>v</i>
backwards <i>adv</i>	disaster <i>n</i>	increase <i>n, v</i>
basket <i>n</i>	discuss <i>v</i>	industrial <i>adj</i>
be in/out <i>v</i>	disease <i>n</i>	industry <i>n</i>
believe (in) <i>v</i>	district <i>n</i>	instruction <i>n</i>
birth <i>n</i>	drum(s) <i>n</i>	instrument <i>n</i>
bitter <i>adj</i>	effect <i>n</i>	internet <i>n</i>
blanket <i>n</i>	effort <i>n</i>	invent <i>v</i>
bleed <i>v</i>	email <i>n, v</i>	invitation <i>n</i>
book <i>v</i>	engine <i>n</i>	jewel <i>n</i>
booking <i>n</i>	engineer <i>n</i>	journey <i>n</i>
born <i>adj</i>	expect <i>v</i>	keyboard <i>n</i>
brave <i>adj</i>	experience <i>v, n</i>	kid <i>n</i>
break down <i>v</i>	expression <i>n</i>	knowledge <i>n</i>
break into <i>v</i>	factory <i>n</i>	ladder <i>n</i>
bring up <i>v</i>	fault <i>n</i>	leave out <i>v</i>
bucket <i>n</i>	fear <i>n, v</i>	limit <i>v, n</i>
bury <i>v</i>	feature <i>n</i>	local <i>adj</i>
candle <i>n</i>	festival <i>n</i>	log on/off <i>v</i>
catch up with <i>v</i>	fill in <i>v</i>	machine <i>n</i>
clear up <i>v</i>	find out <i>v</i>	magic <i>n</i>
collect <i>v</i>	flood <i>v, n</i>	make up <i>v</i>
college <i>n</i>	forgive <i>v</i>	manage <i>v</i>
come up with <i>v</i>	form <i>v</i>	marriage <i>n</i>
common/un <i>adj</i>	forwards <i>adv</i>	member <i>n</i>
complete <i>v, n</i>	frighten <i>v</i>	mixture <i>n</i>

model <i>n, v</i>	regular <i>adj</i>	suffer <i>v</i>
multiply <i>v</i>	relation <i>n</i>	suitable/un <i>adj</i>
murder <i>v, n</i>	religion <i>n</i>	supply <i>v, n</i>
musician <i>n</i>	religious <i>adj</i>	surf <i>v</i>
natural <i>adj</i>	remind <i>v</i>	system <i>n</i>
normal <i>adj</i>	rent <i>n, v</i>	take off <i>v</i>
notice <i>v</i>	resource <i>n</i>	tape <i>v, n</i>
outside <i>n</i>	ring <i>n</i>	tear <i>v</i>
pale <i>adj</i>	ripe <i>adj</i>	technology <i>n</i>
pan <i>n</i>	root <i>n</i>	tennis <i>n</i>
patient <i>n, adj</i>	rope <i>n</i>	therefore <i>adv</i>
period <i>n</i>	rough <i>adj</i>	thread <i>n</i>
piano <i>n</i>	rubber <i>n</i>	throw away <i>v</i>
pig <i>n</i>	rubbish <i>n</i>	thunder <i>n</i>
pillow <i>n</i>	salary <i>n</i>	touch <i>v, n</i>
pin <i>n</i>	scientific <i>adj</i>	tour <i>n</i>
pleasant/un <i>adj</i>	select <i>v</i>	tourism <i>n</i>
poem <i>n</i>	sensible <i>adj</i>	tourist <i>n</i>
poison <i>n, v</i>	separate <i>adj</i>	towel <i>n</i>
pollute <i>v</i>	set <i>v</i>	traffic <i>n</i>
pollution <i>n</i>	sex <i>n</i>	train <i>v</i>
pop <i>n</i>	shake <i>v, n</i>	treasure <i>n, v</i>
power <i>n</i>	shell <i>n</i>	trust <i>v, n</i>
pray <i>v</i>	silent <i>adj</i>	truth <i>n</i>
prayer <i>n</i>	simple <i>adj</i>	university <i>n</i>
prepare <i>n</i>	singer <i>n</i>	use <i>n</i>
president <i>n</i>	sink <i>v, n</i>	usual/un <i>adj</i>
pretend <i>n</i>	situation <i>n</i>	vacation <i>n</i>
pretty <i>n</i>	ski <i>v, n</i>	valuable <i>adj</i>
priest <i>n</i>	skill <i>n</i>	value <i>v, n</i>
private <i>adj</i>	since <i>prep, conj.</i>	violin <i>n</i>
produce <i>v</i>	smooth <i>adj</i>	volleyball <i>n</i>
profession <i>n</i>	soak <i>v</i>	wage(s) <i>n</i>
proud <i>adj</i>	solid <i>adj, n</i>	waste <i>n, v</i>
prove <i>v</i>	sour <i>adj</i>	wave <i>n, v</i>
public <i>n, adj</i>	speed <i>n</i>	wedding <i>n</i>
pure <i>adj</i>	split <i>v, n</i>	well <i>n</i>
purpose <i>n</i>	stand for <i>v</i>	wheel <i>n</i>
put away <i>v</i>	stay up <i>v</i>	whisper <i>v, n</i>
quality <i>n</i>	steam <i>n</i>	wire <i>n</i>
railway <i>n</i>	stove <i>n</i>	wise <i>adj</i>
recognise <i>v</i>	stream <i>n</i>	wooden <i>adj</i>
refer (to) <i>v</i>	string <i>n</i>	
refuse <i>v</i>	successful <i>adj</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.