

English scope and sequence chart: Kindergarten

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> 70 active words <p>Word recognition</p> <ul style="list-style-type: none"> 25 key words: common nouns, numbers, adjectives and verbs <p>Alphabetic and phonic knowledge</p> <ul style="list-style-type: none"> Awareness of letter names Awareness of alphabet and English orthography 	<p>Text range</p> <ul style="list-style-type: none"> Rhymes, songs, very short monologues with patterned language Dialogues of 1–3 formulaic exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Single-word and formulaic utterances Teacher’s single-step instructions <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Very simple statements with the verbs <i>be</i> and <i>have</i> Learned expressions in mini-dialogues and formulaic exchanges 	<p>Text range</p> <ul style="list-style-type: none"> Rhymes, songs, captions, simple stories Pictures with captions <p>Reading strategies</p> <ul style="list-style-type: none"> Direction, spacing, correspondence of words in simple texts <p>Read and respond</p> <ul style="list-style-type: none"> Familiar word recognition Retelling stories using Arabic and some English Simple questions and answers about text <p>Writing strategies</p> <ul style="list-style-type: none"> Awareness of direction and pattern in English writing Basic handwriting patterns <p>Writing composition skills</p> <ul style="list-style-type: none"> Choosing and ordering words for captions and labels

English scope and sequence chart: Grade 1

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> • 170 active words <p>Word recognition</p> <ul style="list-style-type: none"> • 55 key words and 20 grammar words <p>Alphabetic and phonic knowledge</p> <ul style="list-style-type: none"> • Rhyming and alliterative patterns • Letter names in alphabetic order • Initial sounds /s/ /m/ /k/ /t/ /g/ /h/ 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> • Rhymes and songs, short monologues, short descriptions <p>Speak</p> <ul style="list-style-type: none"> • Single statements and questions with short answers <p>Listen and respond</p> <ul style="list-style-type: none"> • Songs, rhymes and action games • Familiar words in a stream of speech • Teacher's <i>yes / no, either / or</i> and <i>wh</i>-type questions • Teacher's single-step instructions <p>Speaking strategies</p> <ul style="list-style-type: none"> • Imitation of the teacher's simple formulaic utterances • Basic stress and intonation patterns <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> • Simple questions and descriptions of people, things, places, situations • Present actions and events happening now • Likes and dislikes • Ability with <i>can</i> and <i>can't</i> • Simple requests with <i>please</i> and <i>thank you</i> • Formulaic greetings, exchanges • Personal information 	<p>Text range</p> <ul style="list-style-type: none"> • Rhymes, songs, simple stories with patterned language • Signs, labels, notices • Single-step instructions <p>Reading strategies</p> <ul style="list-style-type: none"> • Awareness of: directionality, correspondence, visual cues • Identifying key words in text • Book concepts <i>word, page</i>, etc. <p>Read and respond</p> <ul style="list-style-type: none"> • Labels, lists, captions • Retelling simple stories in Arabic / English • Answering simple questions • Single-step instructions <p>Writing strategies</p> <ul style="list-style-type: none"> • Participating in writing with teacher • Captions • Handwriting: control and direction; formation of <i>s, m, t, c, g, h</i> • Writing own name in English <p>Compose written texts</p> <ul style="list-style-type: none"> • Words and phrases to label ideas • Simple sentences of 4–6 words

English scope and sequence chart: Grade 2

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> Approximately 320 active words <p>Word recognition</p> <ul style="list-style-type: none"> 75 key words <p>Alphabetic and phonic knowledge</p> <ul style="list-style-type: none"> Initial phonemes /l/ /n/ /d/ /ʃ/ /tʃ/ /s/ /m/ /k/ /t/ /g/ /h/ in CVC words Final phonemes /s/ /m/ /k/ /t/ /g/ /h/ in CVC words Short vowel phonemes /a/ /e/ /ɪ/ /ɒ/ /ʌ/ in medial position in CVC words Assonant patterns in middle of rhyming words 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Rhymes, songs and short monologues of 1–6 familiar phrases Dialogues of 1–3 exchanges <p>Speak</p> <ul style="list-style-type: none"> Simple, single statements and questions with answers in long and short form Mini-dialogues of 1–3 formulaic exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Main ideas in simple descriptions of people, places, events Teacher's questions, requests and instructions <p>Speaking strategies</p> <ul style="list-style-type: none"> Basic stress, linking and intonation patterns Final sounds /s/ /z/ and /ɪz/ for plurals Non-verbal responses to maintain conversation Ability to communicate rather than imitate simple messages <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Present actions and events happening now Present routines Personal information, likes and dislikes, possessions and ability Time, number, countable and uncountable nouns Plans for the immediate future with present continuous Invitations with <i>Let's ...</i> Requests with <i>Please can I ...?</i> Offers with <i>Do you want ...?</i> 	<p>Text range</p> <ul style="list-style-type: none"> Simple stories, rhymes and songs with predictable texts Signs, labels, captions and lists Dual-step instructions Simple factual recounts <p>Reading strategies</p> <ul style="list-style-type: none"> Phonic strategies to read sight words in shared reading Reading simple sentences aloud with acceptable pronunciation Finding parts of a simple text Basic sentence punctuation <p>Read and respond</p> <ul style="list-style-type: none"> Independently reading texts of up to five simple / compound sentences Gist and key words in simple stories Retelling stories / rhymes with teacher's support Simple information in signs, labels, captions, lists Dual-step instructions <p>Writing strategies</p> <ul style="list-style-type: none"> Composing simple sentences from known words Phonic skills for spelling single-syllable words Simple sentence punctuation Handwriting: lower-case letter formation Basic familiarity with standard English keyboard <p>Compose written texts</p> <ul style="list-style-type: none"> Composing, with teacher, simple stories, recounts, descriptions and captions Independently composing simple sentences of four or more words Writing own name, and other personal information Punctuating own simple sentence

English scope and sequence chart: Grade 3

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> Approximately 570 active words <p>Word recognition</p> <ul style="list-style-type: none"> 150 high-frequency words <p>Alphabetic and phonic knowledge</p> <ul style="list-style-type: none"> 24 consonant phonemes in CVC and consonant-cluster words /p/ /b/ /t/ /d/ /k/ /g/ /f/ /dʒ/ /tʃ/ /v/ /θ/ /ð/ /s/ /z/ /ʃ/ /ʒ/ /h/ /m/ /n/ /ŋ/ /l/ /r/ /j/ /w/ 16 common vowel phonemes in CVC and consonant-cluster words /æ/ /e/ /ɪ/ /o/ /ʌ/ /eɪ/ /iː/ /aɪ/ /əʊ/ /uː/ /ɔː/ /ɑː/ /ɜː/ /ɔɪ/ /aʊ/ /ʊ/ Extension of awareness and use of alphabet 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Monologues of 4–8 statements; dialogues of 2–4 exchanges <p>Speak</p> <ul style="list-style-type: none"> 1–3 simple connected statements; questions with long and short answers; dialogues 1–4 formulaic exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Main ideas and simple factual detail in past, present, future descriptions; accounts and events Main ideas and some detail in short conversations with suggestions, offers, requests, obligations, prohibitions Multi-step instructions <p>Speaking strategies</p> <ul style="list-style-type: none"> Pronunciation of weak forms, contractions and 'ed' endings Meta-language to ask for English words, spellings, meanings <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Present routines, habitual actions and frequency Present stative and dynamic verbs, temporary and habitual events with simple and continuous tenses Comparison of two things Ownership with possessive adjectives Quantity and countability Plans for the future with present continuous and <i>going to</i> Events, stories and situations in simple past Adjectives with intensifiers <i>very</i>, <i>really</i>, <i>so</i>, <i>too</i> Asking for information Giving directions, describing location Introductions, personal information, likes and dislikes, ability Obligation with <i>must</i> and <i>have to</i>; prohibition with <i>mustn't</i> 	<p>Text range</p> <ul style="list-style-type: none"> Stories and simple factual recounts Directions and instructions up to three steps Descriptive and information texts Short informal letters / postcards <p>Reading strategies</p> <ul style="list-style-type: none"> Phonics, word recognition, contextual cues Recognising sentences Sentence and other uses of capitalisation Reading sentences aloud with acceptable pronunciation Basic information in simple texts <p>Read and respond</p> <ul style="list-style-type: none"> Unseen texts of at least five sentences Gist, characters, dialogue in stories and recounts Retelling known stories in sequence Gist, and basic organisational features of factual texts and instructions Simple, informal letters Plans using <i>going to</i> <p>Writing strategies</p> <ul style="list-style-type: none"> Phonics to spell regular single-syllable words Rehearsing and re-reading sentences before and after composition Basic sentence punctuation Handwriting: lower-case and upper-case letters Familiarity with the standard English keyboard <p>Compose written texts</p> <ul style="list-style-type: none"> 2–3 sentences in past / present (simple / continuous) tenses and future time Narratives and descriptions Plans using <i>going to</i> (future time) Instructions of 2–3 steps with imperatives and sequence connectives Letters / postcards to friends: greeting, recounting, planning

English scope and sequence chart: Grade 4

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> At least 800 active words <p>Alphabetic and phonic knowledge</p> <ul style="list-style-type: none"> Consolidating phonemes from Grades 2–3 New vowel phonemes /eə/ /ɪə/ /ə/ Discriminating syllables <p>Spelling knowledge</p> <ul style="list-style-type: none"> s-endings: -s, -ies and -es Word endings: -ing, -ed, -er (-ier) and -est (-iest) Some grammar words Compound words 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Monologues, dialogues of 4–6 exchanges; sequential information in connected speech; some recordings without visual context <p>Speak</p> <ul style="list-style-type: none"> Up to four simple connected statements, questions with long and short answers, dialogues of 1–4 formulaic exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Main ideas and details in stories, recounts, descriptions and plans in the past, present and future Factual details about personal information, appearance, character, number, money, time, measures, quantities, needs Multi-step instructions Main ideas in conversations with degrees of possibility, advice, obligation and prohibition A range of question types <p>Speaking strategies</p> <ul style="list-style-type: none"> Word-level pronunciation: -s and -ed endings Sentence-level pronunciation: linking final consonants to initial vowels; weak forms of modal verbs Basic communication maintenance and repair Meta-language to talk about learning English <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Recounts, stories and enquiries in the past Habits, ability, obligations in the past with <i>used to</i>; <i>could</i>, <i>had to</i> Future time with present continuous, <i>going to</i> and <i>will</i> Degrees of possibility and predictions with <i>will</i>, <i>may</i>, <i>might</i> Degrees of comparison Individual and collective needs and wants, likes and dislikes, ability, obligation Asking for and giving advice with <i>should</i> and <i>shouldn't</i> Polite offers and requests Asking for permission 	<p>Text range</p> <ul style="list-style-type: none"> Longer stories with strong narrative; simple factual recounts; non-chronological texts; instructions and directions; plans, predictions, forecasts; short functional texts; graded readers in the 500 key word range <p>Reading strategies</p> <ul style="list-style-type: none"> Intensive reading texts up to 200 words Begin extensive reading – graded readers Decoding strategies <p>Read and respond</p> <ul style="list-style-type: none"> Main ideas, key details and sequence in short narratives Key features of stories and factual recounts Multi-step instructions, identifying text features Simple lists and notes for a variety of purposes Informal letters, postcards and emails <p>Writing strategies</p> <ul style="list-style-type: none"> Spelling strategies from Grades 1–4 Capital letters, full stops and question marks Four basic handwriting joins Basic word-processing skills Drafting and redrafting own writing <p>Compose written texts</p> <ul style="list-style-type: none"> Connected texts of three or more complete, simple sentences in past, present (simple and continuous) and future tenses <ul style="list-style-type: none"> descriptions of events or characters recounts simple instructions, lists, messages and captions simple postcards and emails to friends

English scope and sequence chart: Grade 5

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> Approximately 1100 active words <p>Spelling knowledge</p> <ul style="list-style-type: none"> Regular endings <i>-s, -ed, -ing</i> for verbs, nouns and adjectives Past tense forms of 60 most common irregular verbs Regular adverbs of manner: <i>-ly</i> <i>Its</i> (possessive, no apostrophe) and <i>it's</i> (<i>it is</i>) 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Six or more exchanges in unseen but clear, predictable contexts <p>Speak</p> <ul style="list-style-type: none"> At least four connected statements; questions with long and short answers; dialogues of 1–4 exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Multi-step instructions Main ideas and details in recounts, descriptions – past, present and future – and social interaction, extended from previous grades Interpreting levels of formality and urgency in offers and requests Isolating details of number, money, time, quantity, appearance, quality, position, difference Short telephone messages and queries <p>Speaking strategies</p> <ul style="list-style-type: none"> Stress in two-syllable words Avoiding Arabic transfer in vowel sounds Communication accuracy, fluency, maintenance and repair Meta-language to talk about learning English <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Recounts, stories, inquiries, interrupted actions in the past Time phrases for past, present, future Present states, routines, permanent truths, sensory descriptions Word order with direct and indirect objects Degrees of possibility with modals <i>may, might, could</i> and adverbs Comparatives and superlatives of adjectives and adverbs Use and omission of definite, indefinite and zero articles Likes and dislikes with verb + gerunds <i>enjoy, hate</i>; other functions of <i>like</i> Extend polite requests and offers; suggestions and invitations, advice, obligation, prohibition, warning, complaints 	<p>Text range</p> <ul style="list-style-type: none"> Longer stories; non-chronological information texts; multi-step directions; plans, predictions, forecasts; graphic texts; elementary learners' English–English dictionary; graded readers in the 750 key word range <p>Reading strategies</p> <ul style="list-style-type: none"> Intensive reading texts up to 300 words Extensive reading – graded readers Self-monitoring and correcting strategies Recognising chapters, subsections and paragraphs to structure ideas; use to navigate texts Non-sequential reading to locate information <p>Read and respond</p> <ul style="list-style-type: none"> Difference between fact and fiction Narratives: purpose, gist, dialogue, characters, relationships, language of time; re-tell using language of text Factual recounts purpose, organisation and language features Non-chronological texts, purpose, organisation and language features Short texts setting out plans, intentions, predictions <p>Writing strategies</p> <ul style="list-style-type: none"> Independent application of spelling strategies Sentence punctuation and other capitalisation Extending handwriting and keyboard skills <p>Compose written texts</p> <ul style="list-style-type: none"> Short connected texts of four or more simple / compound sentences to <ul style="list-style-type: none"> describe and sequence key incidents from stories and recounts recount personal experience or familiar events create simple non-chronological reports to present information

English scope and sequence chart: Grade 6

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> • Approximately 1350 active words • Using elementary learners' English–English dictionary and simple thesaurus to extend word choice • Securing knowledge of past tense and past participle forms for 80 most common irregular verbs • Recognition of some common phrasal verbs <p>Spelling knowledge</p> <ul style="list-style-type: none"> • Spelling conventions for plurals and adding common affixes 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> • Simulated monologues and dialogues of up to 8 exchanges; short extracts of authentic material from broadcasts, TV, telephone <p>Speak</p> <ul style="list-style-type: none"> • At least four connected statements; questions with long and short answers; dialogues of 2–5 exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> • Main ideas, details, key words and phrases, inferred relationships in recorded speech • Taking straightforward (telephone) messages and notes • Degrees of certainty in future plans • Conversations with offers, requests, invitations, advice, obligation, prohibition, warning, preferences, comparisons • Multi-step instructions <p>Speaking strategies</p> <ul style="list-style-type: none"> • Pronunciation: consonant clusters and two-syllable word stress • Awareness of other participants in discussion; communication maintenance and repair; meta-language to ask for clarification, meaning <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> • Stories, recounts, anecdotes, queries and intentions in the past • Stress action over agent with present and past passives • Future plans, intentions, predictions, possibilities; degrees of certainty • Conditional ideas in the present and future with zero and 1st conditionals • Similarities and differences, comparing and contrasting • Possessive and reflexive pronouns • Unfinished actions with present perfect; finished / unfinished past with present perfect / simple past • Class presentations describing person, object, process, plan in detail • Telephoning: introductions, greetings, personal information and requests • General likes and dislikes versus specific wishes and wants • Expressing opinions; agreeing and disagreeing • Reassuring and confirming with question tags 	<p>Text range</p> <ul style="list-style-type: none"> • Narratives; information texts; descriptions and announcements of future events; instructions and directions; graphic texts; elementary learners' English–English dictionary; explanations; screen-based texts; notes in simple telegraphic form; straightforward poems; graded readers in the 750–1000 word range <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading texts of 500 words; extensive reading – graded readers • Strategies for self-correction • Chapters, paragraphs, headings etc. to structure ideas • Scanning for specific information; interpreting graphic texts • Complex sentences: main clause and subordinate clauses • Differences between written and spoken English <p>Read and respond</p> <ul style="list-style-type: none"> • Narratives: main ideas, characters, settings, plot; summarise; present views and opinions • Purpose and content of a range of information texts set in the past • Multi-step instructions: typical organisational and language features • Explanation texts: typical organisational and language features <p>Writing strategies</p> <ul style="list-style-type: none"> • Application of spelling strategies; paragraphing • Consolidating punctuation and handwriting from Grade 5 • Planning, drafting, editing and presentation of own writing <p>Compose written texts</p> <ul style="list-style-type: none"> • Connected texts of five or more simple and complex sentences • Short factual recounts with descriptions of settings • Multi-step instructions • Explanations of familiar processes • Informal letters / emails, with embedded recounts and invitations • More formal announcements • Notes to summarise

English scope and sequence chart: Grade 7

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> Approximately 1600 active words Using an elementary learners' English–English dictionary Consolidating 80 most common irregular verb past participles Extending knowledge of phrasal verbs from Grade 6 <p>Spelling knowledge</p> <ul style="list-style-type: none"> Spelling patterns for: plural nouns, double consonants; words with <i>ce</i>, <i>ci</i> and <i>cy</i>; initial and final silent letters; <i>st-</i> in the middle Transforming words <ul style="list-style-type: none"> changing tenses, negating, making comparatives changing verbs to nouns, nouns to adjectives, adjectives to adverbs Consolidating common suffixes, prefixes and homophones 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Monologues, and dialogues of up to 10 exchanges; authentic listening material from broadcasts, TV; unseen but clear, predictable contexts <p>Speak</p> <ul style="list-style-type: none"> Up to six ideas joined with cohesive devices for 1-way communication, and questions with long and short answers; dialogues of 2–6 exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Main ideas, purpose, specific information, speaker's moods and intentions in announcements, information broadcasts, narratives, straightforward dialogue Ascertaining when things happened from time phrases, sequencers, tenses Conversations with offers, requests, suggestions, advice, obligation; likes, dislikes; assumptions; opinions <p>Speaking strategies</p> <ul style="list-style-type: none"> Avoiding Arabic transfer in vowels, consonants and consonant clusters Maintaining conversations: inviting views, seeking clarification, eliciting Fluency strategies to negotiate meaning and talk at length Meta-language to talk about learning English <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Presentations, explanations, descriptions of things and processes Recounts of past events and situations Past ability with <i>could</i>, <i>managed to</i> and <i>was able to</i> Unfinished actions, unspecified past with present perfect (continuous) Events, plans and predictions for the future with a variety of tenses Present and future conditionals with degrees of certainty and possibility Generalisations and impersonal statements with <i>it</i> Active and passive voice with present, past, and present perfect Confirming, assuring, checking with question tags Telephone conversations with formulaic expressions, conventions Assumptions with <i>must be / can't be</i> with <i>might be / may be / could be</i> Giving advice with <i>should</i>, <i>ought to</i>, <i>'d better</i> Expressing opinions; agreeing and disagreeing 	<p>Text range</p> <ul style="list-style-type: none"> Autobiographical and other recounts; notes and summaries; elementary learners' English–English dictionary; bulletins and reports; brochures, advertisements and publicity; non-chronological information texts; screen-based texts; short formal letters and email texts setting out plans, intentions, requests and information; graded readers in the 1000–1500 key word range <p>Reading strategies</p> <ul style="list-style-type: none"> Intensive reading texts up to 750 words; extensive reading – graded readers Scanning skills and strategies for self-correcting own reading Differences between spoken and written language Screen-based texts: search for identified information <p>Read and respond</p> <ul style="list-style-type: none"> Autobiographical recounts, relate to own experience Gist, main points in reports from newspapers and periodicals Stories and factual recounts: give views and opinions Non-chronological texts, purposes, language features, text organisation Typical features of formal letters <p>Writing strategies</p> <ul style="list-style-type: none"> Spelling strategies; paragraphing; punctuation to mark clauses; defining relative clauses Notes from reading for re-use Composition strategies <p>Compose written texts</p> <ul style="list-style-type: none"> Six or more simple and complex sentences, in at least two paragraphs <ul style="list-style-type: none"> autobiographical narratives simple evaluations of TV programmes, films, stories descriptions of transactions between two people reports on events in the style of a newspaper non-chronological texts to describe or explain posters, leaflets, advertisements to publicise and persuade formal letters requesting or responding to information

English scope and sequence chart: Grade 8

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> Approximately 2100 active words Securing common irregular verbs in past tense and past participle forms Extending knowledge of: <ul style="list-style-type: none"> split / non-split phrasal verbs verbs with infinitives and gerunds verbs / adjectives with prepositions common collocations Understanding and using thesaurus <p>Spelling knowledge</p> <ul style="list-style-type: none"> Reading, pronouncing and spelling hard and soft <i>g</i>: /g/ and /dʒ/ Consolidation of spelling and pronunciation of silent letters and unstressed vowels Extending and using rules for adding suffixes to words ending in -y Extending knowledge of suffixes Prefixes for negating, opposites and other meanings Identifying vowel phonemes with same spellings but different pronunciation 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Monologues, and dialogues of 8 or more exchanges, with 1–2 main ideas; broadcasts, film, telephone, live; unseen contexts <p>Speak</p> <ul style="list-style-type: none"> Up to 6 points with familiar sequencing words for 1-way communication; questions and dialogues up to 6 exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Purpose, main ideas, specific details, facts, key phrases, text features, context and clues to ascertain when things happened Dialogue, speaker's moods and intentions Persuasive speech, distinguishing fact from opinion Telephone messages, requests, instructions Conversations giving advice, opinions, agreeing and disagreeing, making assumptions, and with formal interaction with indirect questions <p>Speaking strategies</p> <ul style="list-style-type: none"> Pronunciation skills from Grades 5–7 to avoid transfer from Arabic Awareness of interlocutors, rephrasing, clarifying, following up, eliciting, turn taking, interrupting, suggesting, talking independently at length Meta-language to talk about English <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Presenting: opinions; summaries, evaluations of persuasive texts; feelings of characters; precise recounts; descriptions More formal announcements, instructions, explanations Reported commands Finished vs. unfinished past, recent vs. far past with different past tenses Real future and more hypothetical future with 1st and 2nd conditionals Assumptions, deductions, guesses Questions: direct and indirect, <i>wh</i>-type questions with prepositions Telephone greetings, information, messages More formal introductions, greetings, inviting, offering, thanking Different ways of giving advice with a range of modals Using exclamations to express feelings and respond to events 	<p>Text range</p> <ul style="list-style-type: none"> Narratives; multi-step directions; explanations drawn from topics in other subjects; publicity information; plans, options and possibilities; notes and summaries; elementary and intermediate learners' English–English dictionaries; basic English thesaurus; ICT-based texts: Internet, CD-ROMs; graded readers in the 1500 key word range <p>Reading strategies</p> <ul style="list-style-type: none"> Intensive reading texts up to 1000 words; extensive reading – graded readers Predicting, skimming, scanning, close reading; use of context to work out meanings; active reading Evaluation of information texts; search Internet for information <p>Read and respond</p> <ul style="list-style-type: none"> Extended narratives: main ideas, detail, inferences, dialogue verbs Detailed directions, procedures, instructions: revise typical text features Publicity texts: distinguish fact / opinion; some figurative language Explanations: purposes, typical language and organisational features Texts about future: verb forms, 2nd conditionals, expressions of certainty / possibility, comparison <p>Writing strategies</p> <ul style="list-style-type: none"> Editing own writing for accuracy and sense; applying spelling strategies Passive voice to create formal styles Planning writing; using computer to structure and present Brief notes for later use <p>Compose written texts</p> <ul style="list-style-type: none"> 10 or more connected sentences with at least two paragraphs, complex sentences and connectives for cohesion <ul style="list-style-type: none"> imagined situations with 1st and 2nd conditionals, clauses ordered for emphasis generalisation with indefinite pronouns instructions, directions, procedures, appropriately organised explanations linked to experience or other subjects summaries of main points of information texts Mapping development and structure of a narrative

English scope and sequence chart: Grade 9

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> Approximately 2600 active words Extending knowledge and spelling of root words and affixes Extending <ul style="list-style-type: none"> in/transitive and phrasal verbs idioms verbs with gerunds and infinitives verbs / adjectives with prepositions verbs for reported speech compound adjectives Finding and using alternative words and phrases to enhance speech and writing <p>Spelling knowledge</p> <ul style="list-style-type: none"> Homophones Vowel phonemes: same spelling but different pronunciations Homographs 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Monologues and dialogues of up to 10 exchanges; extracts from broadcasts, film, telephone, presentations; unseen contexts, general and abstract topics <p>Speak</p> <ul style="list-style-type: none"> Presentations of 6–8 connected ideas, dialogues up to 6 exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Purpose, main ideas, details, inference; moods, fact and opinion, message, text features; forming a view, agreeing and disagreeing; summarising, generalising Debates and discussions on issues, abstract topics Persuasive presentations Hypothetical situations – options, preferences, advantages, consequences, future predictions Formal announcements, reports; reminders Conversations: suggestions, advice, warning, concession / absence of obligation, obligation, prohibition; expressing regrets Telephone messages, information, requests <p>Speaking strategies</p> <ul style="list-style-type: none"> Attention to both accuracy and fluency Clear pronunciation; avoidance of Arabic transfer Awareness of interlocutors; strategies for communication maintenance and repair; meta-language to talk about English <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Presentations: explanation of a process, topic of interest, project, opinion, persuasive argument Summaries of main points from texts; character evaluations Hypothetical future conditions and predictions with future continuous Past, unfinished past, present and future time with a range of tenses Reported conversations, including statements, commands, questions Extending functions: concession / absence of obligation <i>don't have to ...</i>, <i>needn't</i>, polite, formal requests, instructions, announcements 	<p>Text range</p> <ul style="list-style-type: none"> Narratives; information and persuasive texts; notes and summaries; intermediate learners' English–English dictionary and simple thesaurus; ICT-based texts: Internet, CD-ROMs; newspaper and magazine articles / reports, emails for a variety of formal and informal purposes; graded readers in the 1500–2000 word range <p>Reading strategies</p> <ul style="list-style-type: none"> Intensive reading texts up to 1000 words; extensive reading – graded readers Reading strategies from Grades 4–8 for working out words in context Contexts, purposes and features of formal English Preparation to research information; search Internet for specific information <p>Read and respond</p> <ul style="list-style-type: none"> Narratives: interpret and evaluate, discern theme, compare and summarise Information: synthesise and evaluate from at least two sources, make notes Persuasion: understand purposes, contexts text organisation, distinguish fact / opinion and evaluate Reading and comparing notes and summaries <p>Writing strategies</p> <ul style="list-style-type: none"> Speech that makes sense as written English Spelling strategies learned in previous grades; use full range of punctuation with 70% accuracy Planning writing in note or diagrammatic form; reviewing and editing own writing Computer to plan, compose, and edit own writing <p>Compose written texts</p> <ul style="list-style-type: none"> Texts of 15 connected sentences including <ul style="list-style-type: none"> narratives: coherent story plan, connected sentences, paragraphs with characters, clear plot, sequence, and conclusion information: choosing language and vocabulary to suit the purpose and using ICT to organise short persuasive essays with introductory statements to capture attention, a clear position, supporting arguments and conclusion short discussion essays, using the organisational features typical of text type, weighing arguments, and drawing conclusion

English scope and sequence chart: Grade 10 Foundation

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> Approximately 3000 active words Using an intermediate learners' English–English dictionary Using bilingual dictionaries in print and online <p>Spelling knowledge</p> <ul style="list-style-type: none"> Extending knowledge of roots and affixes to work out the meanings of unknown words Consolidating and applying spelling strategies revised and secured from Grades 7–9 Extending knowledge of homophones, homographs 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Up to 10 exchanges with 2–3 main ideas; broadcasts, documentaries, telephone; short presentations; unseen contexts <p>Speak</p> <p>Up to 9 connected points for 1-way communication; dialogues of up to 8 exchanges</p> <p>Listen and respond</p> <ul style="list-style-type: none"> Narratives, plays: gist, details, dialogue; mood, intentions, relationships Descriptions, explanations, recounts, non-chronological texts: gist, details, progression, make notes, generalise and transfer information Varieties of English pronunciation <p>Speaking strategies</p> <ul style="list-style-type: none"> Accuracy and fluency in connected speech: grammar, vocabulary, pronunciation, cohesive devices, examples; develop topic, length A range of conversation and repair strategies to maintain 10-minute conversation for own speech, and to elicit information, respond to others Emphasising emotion by using stress Use of meta-language to talk about learning needs <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Presentation of a point of view to persuade; summaries and evaluations of persuasive texts Discussions on topics that inform Explanations and descriptions of multi-step processes Recounts, narratives, descriptions in the past Addressing an audience: instructions, requests, announcements Future actions and predictions, with <i>will</i> future and future continuous Possible and hypothetical present and future with 1st and 2nd conditionals Hypothetical past, past regrets with past modals and <i>wish</i> + past perfect Reported speech Apologising Suggestions, advice, strong recommendations, warnings Obligation and absence of obligation 	<p>Text range</p> <ul style="list-style-type: none"> Narratives; information; persuasion; discussion, debate and argument; notes and summaries; letters and emails; intermediate learners' English–English and bilingual dictionaries and thesauruses; ICT-based texts: Internet, CD-ROMs; graded readers in 2000+ key word range <p>Reading strategies</p> <ul style="list-style-type: none"> Intensive reading texts up to 1000 words; extensive reading texts in the 2000 key word range Features of formal written English Active reading strategies Skimming / scanning for identified information; Internet searching <p>Read and respond</p> <ul style="list-style-type: none"> Narratives: settings, characters, time; trace themes, infer and evaluate Information: identify key questions, sources; synthesise, compare, evaluate Persuasion: purpose, and organisation, distinguish fact / opinion, evaluate Discussion: gist, purpose, organisational and language features Notes and summaries: purposes and organisation <p>Writing strategies</p> <ul style="list-style-type: none"> Speech that make sense as written English; plans in note or diagrammatic form; reviewing and editing own writing Spelling strategies; full range of punctuation with approximately 75% accuracy Word-processing to plan, compose, edit and present own writing <p>Compose written texts</p> <ul style="list-style-type: none"> At least 10 connected sentences in three paragraphs <ul style="list-style-type: none"> narratives: coherent plan, some less-common vocabulary, dialogue or reported speech, and an effective conclusion information: clear plan, typical vocabulary and language, use of ICT to organise and present persuasion: for a range of purposes, stating clear position and supporting with arguments and conclusion; use of ICT to organise and present discussion: short essays with arguments for / against, and conclusion Detailed note-taking

English scope and sequence chart: Grade 10 Advanced

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> Approximately 3500 active words Using an advanced learners' English–English dictionary Using bilingual dictionaries in print and online Extend knowledge of roots and affixes to work out the meanings of unknown words <p>Spelling knowledge</p> <ul style="list-style-type: none"> Extend use of spelling conventions for pluralisation, tenses, consonant patterns Consolidate homophones, homographs and affixes 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> Up to 12 exchanges, 3–4 main ideas; range of recorded media; unseen contexts <p>Speak</p> <ul style="list-style-type: none"> Up to 10 connected points in connected speech; dialogues up to 10 exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> Narratives: gist, details, dialogue; mood, intentions, relationships; express opinions Descriptions, explanations: identify details, make precise notes Information texts: gist, details; progression, text features, relay main points, generalise and transfer information 10-minute lectures: main points; organised notes, formulate questions Varieties of English pronunciation <p>Speaking strategies</p> <ul style="list-style-type: none"> Accuracy and fluency in connected speech: grammar, vocabulary, pronunciation, cohesive devices, examples; develop topic, length A range of conversation and repair strategies to maintain 15-minute conversation; awareness of participants in formal discussion Use of meta-language to talk about learning needs <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> Presentation of a point of view to persuade; summaries and evaluations of persuasive texts 5-minute presentations on topics to inform Evaluation of narrative,: plot, setting, characters in books and films Descriptions, explanations of multi-step processes Addressing an audience: instructions, requests, announcements Recounts, narratives, descriptions in the past Hypothetical past with 3rd conditional, past modals, <i>wish</i> + past perfect Reported speech, both summarised and quoted Continuing and finished future action: future continuous, future perfect Apologising, very polite requests Accusations, strong advice, warnings, obligations, absence of obligation 	<p>Text range</p> <ul style="list-style-type: none"> Narratives; information; persuasion; discussion, debate and argument; notes and summaries; letters and emails; advanced learners' English–English and bilingual dictionaries and thesauruses; ICT-based texts: Internet, CD-ROMs; graded readers in 3000+ key word range <p>Reading strategies</p> <ul style="list-style-type: none"> Intensive reading texts up to 1200 words; extensive reading texts in 2500 key word range Features of formal written English; active reading strategies Skimming / scanning for identified information; Internet searching <p>Read and respond</p> <ul style="list-style-type: none"> Narratives: language to portray settings, characters, time; evaluate Information: identify key questions, sources; synthesise, compare, evaluate Persuasion: purpose and organisation, distinguish fact / opinion, evaluate Discussion: gist, purpose, organisation / language features, form and justify views Notes and summaries: purposes and organisation Letters and emails: note the degrees of formality <p>Writing strategies</p> <ul style="list-style-type: none"> Speech that make sense as written English; plans in note or diagrammatic form; reviewing and editing own writing Spelling strategies; full range of punctuation with approximately 80% accuracy Word-processing to plan, compose, edit and present own writing <p>Compose written texts</p> <ul style="list-style-type: none"> Texts of 10–15 connected sentences in three paragraphs <ul style="list-style-type: none"> narratives: mark passage of time, dialogue or reported speech, and a variety of sentence forms to create interest information: clear plan, synthesise from two sources; wide range of connectives / quantifiers; use of ICT to organise and present persuasion: for a range of purposes, stating clear position and supporting with arguments and conclusion; use of ICT to organise and present discussion: short essays with arguments for / against, and conclusion, typical language features, and formal style Writing email; making detailed notes; summarising from own notes

English scope and sequence chart: Grade 11 Foundation

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> • 3250 active words • Consolidating use of bilingual dictionaries in print and online • Using an advanced learners' English–English dictionary and thesaurus <p>Spelling knowledge</p> <ul style="list-style-type: none"> • Extending understanding of affixes and word roots from Grades 7–10 • Awareness of pronunciation changes between certain verbs and nouns • Extending collection and comparison of homophones 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> • Up to 12 exchanges with 3–4 main ideas; a range of recorded media; unseen, abstract, technical and creative topics <p>Speak</p> <ul style="list-style-type: none"> • Up to 10 connected points for 1-way communication; dialogues up to 9–11 exchanges; conversations, debates, presentations <p>Listen and respond</p> <ul style="list-style-type: none"> • Narratives: gist, dialogue; discern intentions, express opinions • Persuasive argument: track progression, infer, evaluate, express views • 10-minute information-based lectures and presentations: main and subsidiary points, organisation, clarification, make notes, transfer • 10-minute business-type meeting: turn taking, protocols, range of formality; discussion; report orally • Varieties of English pronunciation <p>Speaking strategies</p> <ul style="list-style-type: none"> • Accuracy and fluency: rich content, vocabulary, grammar; pronunciation to express emotion; cohesion, clarity, organisation, topic development • Formal discussion; style and register; awareness of participants • Language repair to maintain 15-minute conversation <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> • Persuasive presentations: summaries and evaluations of persuasive texts • 5-minute presentations on topics to inform: presentation skills, addressing an audience • Evaluation of narrative: plot, setting, characters in books and films • Descriptions, explanations of multi-step processes • Recounts, narratives, descriptions in the past • Hypothetical past with 3rd conditional, past modals, <i>wish</i> + past perfect • Possible scenarios in the past, present and future, based on supposition • Reported speech, both summarised and quoted • Continuing and finished future action: future continuous, future perfect • Apologising, very polite requests • Accusations, strong advice, warnings, obligations, absence of obligation 	<p>Text range</p> <ul style="list-style-type: none"> • Narratives; information; persuasion; discussion, debate and argument; notes and summaries; letters and emails; advanced learners' English–English and bilingual dictionaries and thesauruses; Internet, CD-ROMs; graded readers in 2500+ key word range <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading texts up to 1200 words; extensive reading texts in the 2500 key word range • Features of formal written English; features of discourse cohesion • Extending active reading strategies • Skimming and scanning for identified information; Internet searching <p>Read and respond</p> <ul style="list-style-type: none"> • Narratives: vocabulary, figurative language; evaluate orally and in writing • Information: identify key questions, sources; synthesise, compare, evaluate • Persuasion: extend text range, organisation, language features; evaluate • Discussion: purpose, organisation, language features; form and justify views • Letters / emails: read / respond, relate formality to purpose and audience <p>Writing strategies</p> <ul style="list-style-type: none"> • Speech that make sense as written English; plans in note or diagrammatic form; reviewing and editing own writing • Spelling strategies; full range of punctuation with approximately 80% accuracy • Word-processing to plan, compose, edit and present own writing <p>Compose written texts</p> <ul style="list-style-type: none"> • Texts of at least 15 connected sentences in three or more paragraphs with varied sentence structure, language choice and connectives <ul style="list-style-type: none"> – narratives: structure time, dialogue / reported speech, sentence variety – information: synthesise from two sources; connectives / quantifiers; use of ICT to organise and present – persuasion: range of purposes, clear position with arguments and conclusion; use of ICT to organise and present – discussion: short essays; arguments for / against, conclusion, typical language features; formal style • Emails; detailed notes; summarising

English scope and sequence chart: Grade 11 Advanced

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> • 4000 active words • Using of bilingual dictionaries in print and online • Using an advanced learners' English–English dictionary and thesaurus in print and online <p>Spelling knowledge</p> <ul style="list-style-type: none"> • Extending understanding of affixes and word roots from Grades 7–10 • Extending from Grade 10 the collection and comparison of homophones 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> • Up to 15 exchanges; 4–5 main ideas: broadcasts, debates, creative genres, announcements, telephone, short lectures <p>Speak</p> <ul style="list-style-type: none"> • Up to 12 connected points for 1-way communication, dialogues of 12–13 exchanges; conversations, debates, presentations, negotiations <p>Listen and respond</p> <ul style="list-style-type: none"> • Narratives: gist, dialogue, discern moods, express opinions • 2-way discussions: infer intentions, distinguish fact from opinion, draw conclusions, agree and disagree • 15-minute lectures: main and sub-points, draw conclusions, make notes, seek clarification • 15-minute business meeting: protocols, minutes, oral reporting back <p>Speaking strategies</p> <ul style="list-style-type: none"> • Accuracy and fluency: rich content, cohesion, clarity, organisation, topic development, examples; some idiomatic usage • More formal interaction and discussion; style and register • Interactive and repair strategies to maintain conversation of at least 15 minutes; meta-language to talk about English <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> • 10-minute presentation to inform • Presentations to persuade, summaries and evaluations of persuasive arguments • Speaking on technical subjects, referring to notes • Presentation skills: interacting with the audience: greeting, linking ideas, concluding, inviting and answering questions • Critiques of films, plays, books, poems • Recounts, narratives, comparisons of past events using appropriate tenses • Reported speech with a range of speech verbs and verb phrases • Possible choices in the past, present or future; weighing up options; use of hypothetical and conditional language • Oral reports on minutes taken from a business meeting 	<p>Text range</p> <ul style="list-style-type: none"> • Narratives; information; persuasion; discussion, debate and argument; notes and summaries; letters and emails; advanced learners' English–English and bilingual dictionaries and thesauruses; functional and workplace documents • ICT-based texts: Internet, CD-ROMs; graded readers in the 3500 key word range <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading texts up to up to 1500 words; extensive reading texts in the 3000 key word range • Features of formal written English; features of discourse cohesion • Extension of active reading strategies • Internet searching and collation; advanced features of common search engines <p>Read and respond</p> <ul style="list-style-type: none"> • Narratives: vocabulary and language choices; evaluate orally and in writing • Information: synthesise from three sources, make detailed notes; evaluate • Persuasion: extend range, organisation and language features; evaluate • Discussion: extend text range, present and defend, evaluate • Functional texts: organisation, formality related to purpose and audience <p>Writing strategies</p> <ul style="list-style-type: none"> • Consolidation of speaking that makes sense as written English; planning in note form; reviewing and editing • spelling strategies; full range of punctuation with 85% accuracy • Consolidating word-processing skills to plan, compose, edit, present writing <p>Compose written texts</p> <ul style="list-style-type: none"> • At least 20 connected sentences in three or more paragraphs <ul style="list-style-type: none"> – narratives: language choice, chronology, dialogue / reported speech, effective conclusion – information: synthesise from at least two sources; language fit for purpose – persuasion: clear position, arguments, conclusion, persuasive language – discussion: arguments for / against, balanced conclusion, formal style • Extending email writing • Detailed notes: personal use and formal summaries for others • Functional writing to convey information accurately, complain, direct etc.

English scope and sequence chart: Grade 12 Foundation

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> • 3500 active words • Applying understanding of word parts, word relationships, and context clues to determine meanings • Understanding and using a range of idiomatic expressions from both UK and USA • Consolidating use of bilingual dictionaries in print and online • Consolidating and expanding use of an advanced learners' English–English dictionary and thesaurus in print and online <p>Spelling knowledge</p> <ul style="list-style-type: none"> • Extending understanding of affixes and word roots from Grades 7–11 • Extending from Grade 11 the collection and comparison of homophones 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> • Up to 15 exchanges; 5–6 main ideas: a range of recorded media, debates, creative genres, announcements, telephone, lectures <p>Speak</p> <ul style="list-style-type: none"> • Up to 13 connected points for 1-way communication, dialogues of 13–14 exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> • Narratives: gist, dialogue, discern moods, express opinions • 2-way discussions; infer intentions, fact and opinion, agreeing and disagreeing • 15-minute lectures: main and subsidiary points, draw conclusions, make notes, seek clarification • 15–20 minute business meeting: protocols, minutes, report back orally • Effect of a range of paralinguistic features used by speakers <p>Speaking strategies</p> <ul style="list-style-type: none"> • Accuracy and fluency: speak at length with reasonable speed: rich content, examples and some idiomatic usage • Interaction in more formal discussion • Interactive and repair strategies to maintain 15-minute conversations • Meta-language to talk about English <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> • 10-minute presentation to inform • Presentations to persuade, summaries and evaluations of persuasive arguments • Presentation skills: interacting with the audience: greeting, linking ideas, concluding, inviting and answering questions • Reported speech with a range of speech verbs and verb phrases • Possible choices in the past, present or future; weighing up options; use of hypothetical and conditional language • Oral reports on minutes taken from business meetings 	<p>Text range</p> <ul style="list-style-type: none"> • Narratives; information; persuasion; discussion, debate and argument; notes and summaries; letters, emails; advanced learners' English–English and bilingual dictionaries and thesauruses; ICT texts; graded readers in the 3250 key word range <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading texts up to 1500 words; extensive reading texts in the 3250 key word range • Features of formal written English, and features of discourse cohesion • Extending active reading strategies • Internet searching and collation; advanced features of search engines <p>Read and respond</p> <ul style="list-style-type: none"> • Narratives: vocabulary and language choices; evaluate orally and in writing • Information: synthesise from range of sources, detailed notes; evaluate • Persuasion: extend range, organisation and language features; evaluate • Discussion: extend text range, present and defend, short oral evaluations • Functional texts: organisation, formality related to purpose and audience <p>Writing strategies</p> <ul style="list-style-type: none"> • Consolidation of speech that makes sense as written English, planning in note form; reviewing and editing with an audience in mind • Spelling strategies: full range of punctuation with 90% accuracy • Word-processing skills to plan, compose, edit, and present writing <p>Compose written texts</p> <ul style="list-style-type: none"> • At least 20 connected sentences in three or more paragraphs <ul style="list-style-type: none"> – narratives: language choice, chronology, dialogue / reported speech, effective conclusion – information: synthesise from at least two sources; language fit for purpose – persuasion: clear position, arguments, conclusion, persuasive language – discussion: arguments for / against, balanced conclusion, formal style • Extension of email writing • Detailed notes: personal use and formal summaries for others • Functional writing to convey information accurately, complain, direct etc.

English scope and sequence chart: Grade 12 Advanced

Word knowledge	Listening and speaking	Reading and writing
<p>Vocabulary</p> <ul style="list-style-type: none"> • At least 4500 active words • Applying understanding of word parts, word relationships, and context clues to determine meanings • Recognising and understanding euphemism, adopted words and phrases, neologisms • Consolidating use of bilingual dictionaries in print and online • Extending use of advanced learners' English–English dictionary and thesaurus in print and online <p>Spelling knowledge</p> <ul style="list-style-type: none"> • Extending ability to recognise, and spell root words, generate new words and determine spellings of unfamiliar words from a wide range of affixes 	<p>Text range</p> <p>Listen</p> <ul style="list-style-type: none"> • 15 or more exchanges, 5–6 main ideas: a range of recorded media, debates, creative genres, announcements, telephone, lectures <p>Speak</p> <ul style="list-style-type: none"> • Up to 13 connected points for 1-way communication, dialogues of 13–14 exchanges <p>Listen and respond</p> <ul style="list-style-type: none"> • Stories, films: gist, dialogue, moods, intentions; written critical analysis • Persuasive arguments and debates with two or more participants: infer intentions, surmise meaning, draw conclusions, justify views • 20-minute lectures: make notes, generalise, question and comment • 20-minute business meeting: protocols, formalities; take minutes, report orally • Effect of a wide range of paralinguistic features used by speakers <p>Speaking strategies</p> <ul style="list-style-type: none"> • Speaking at length accurately and fluently with reasonable speed, rich content, detail, examples, more complex ideas, some idiomatic usage • Interaction in more formal discussion • Interactive repair strategies to maintain conversation of 20+ minutes <p>Speak to communicate and interact</p> <ul style="list-style-type: none"> • Formal English to report speech with direct quotes, reported speech, embedded questions • Critiques of films, plays, books, poems; relate to other similar works • Presentation skills using a wide range of functional phrases for introducing, stating purpose, dealing with questions etc. • 15-minute structured and organised presentations to interest or inform • Proposals to persuade: argument, evidence, persuasive language • Summaries and evaluations of persuasive texts and presentations • Presentations on technical subjects, converting notes to speech • Oral reports based on minutes taken from business meetings • Conducting meetings, acting as chairperson, eliciting ideas, managing turns 	<p>Text range</p> <ul style="list-style-type: none"> • Narratives; information; persuasion; debate, argument; notes and summaries; letters, emails; advanced English–English and bilingual dictionaries / thesauruses; ICT-based texts: Internet, CD-ROMs; graded readers in the 3500+ key word range <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading texts up to 2000 words; extensive reading texts in the 3500 key word range • Wide range of features of formal written English and discourse cohesion • Extending Internet searching / collation and active comprehension strategies • Skimming and scanning to interpret and evaluate the texts <p>Read and respond</p> <ul style="list-style-type: none"> • Narratives: language, structure, points of view, values; critically evaluate • Information: synthesise, make detailed notes; compare and evaluate • Persuasion: extend range, language and organisation, critically evaluate • Discussion: analyse / interpret, make / defend short oral evaluation • Functional texts: organisation, formality related to purpose and audience <p>Writing strategies</p> <ul style="list-style-type: none"> • Developing writing ideas • Punctuation with more than 90% accuracy • Reviewing, editing for identified audience • Extension of word-processing to: plan, compose, edit and publish <p>Compose written texts</p> <ul style="list-style-type: none"> • At least 25 connected sentences in coherent paragraphs <ul style="list-style-type: none"> – narratives: point of view, language choice, chronology, dialogue / reported speech, idiomatic / figurative language, effective conclusion – information: clear plan; synthesise from sources; language fit for purpose and audience; acknowledge sources – persuasion: range of purposes; clear position, supporting arguments, conclusion; persuasive language; acknowledge sources – discussion: weigh arguments, draw conclusions, recommend, formal style for debates, acknowledge sources • Functional writing: request, complain, direct, CVs, minutes etc.