

Summary of students' performance by the end of Kindergarten

Word knowledge

Students recognise, understand and use a range of approximately 70 high-frequency words (drawn from the list of recommended words) for listening and speaking, supplemented with additional words linked to topics and other relevant experiences. They read their own name in a variety of classroom contexts, for example on books, labels or lists.

Listening and speaking

Students follow and imitate the teacher, reproducing single-word and simple formulaic utterances, with basic accuracy and intelligibility. They follow single imperatives (based on the main action verbs in the recommended word list) and respond by doing. Students use very simple statements with the verbs *be* and *have* to identify and describe a range of familiar things. They take turns using learned expressions in mini-dialogues and formulaic exchanges to introduce self, greet and say goodbye, and give and request names.

Reading and writing

Students follow simple texts with the teacher to distinguish print from pictures, track text left to right, identify spaces between words, follow word/symbol correspondences as they are read, and understand basic book concepts: *book, page, line, word*.

Content and assessment weightings for Kindergarten

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
60%	15%	20%	5%

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

The standards for Kindergarten need to be reviewed and consolidated in Grade 1 since not all students will have experienced Kindergarten education.

Word knowledge

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Students should:

1 Use a range of vocabulary

1.1 Recognise, understand and use a range of approximately 70 high-frequency words and word groupings (e.g. *I've got, He's got*) for listening and speaking, using the recommended list for Grade K, supplemented with additional words linked to other class work, related to familiar themes.

- *families: mother, father, ...*
- *classroom activities: make, draw, tell, ...*
- *describing people and things: big, small, ...*
- *transport: bike, car, ...*
- *numbers: one, two, three, ...*
- *days of the week: Monday, Tuesday, ...*
- *personal information: name, age, ...*
- *possessions: bag, toy, book, ...*
- *classroom objects: paper, pencil, ...*
- *colours: black, blue, ...*

2 Recognise words for reading and writing

2.1 Read on sight from the vocabulary list approximately 25 key words which are used most frequently in listening, speaking, reading and writing:

- nouns;
boy, girl, family, name;
- numerals;
one, two, three, four, five, six, seven, eight, nine, ten;
- adjectives;
big, small, good, bad, red, black;
- verbs.
do, put, go, take, have.

2.2 Read their own name (and some names of other students) in a variety of classroom contexts – on books, labels, lists – to develop awareness of English orthography, word/sound correspondences, and initial phonemes.

Key standards

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

Examples

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

The recommended key words for this grade are listed at the end of these standards. These lists do not contain all the important grammar words (e.g. verb inflections, 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.

3 Develop alphabetic and phonic knowledge

- 3.1 Learn alphabet rhymes and songs with visual aids and actions to memorise the names of the letters and gain familiarity with the letters in print.
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Listening and speaking

By the end of Kindergarten, students follow and imitate the teacher, reproducing single-word and simple formulaic utterances, with basic accuracy and intelligibility. They follow single imperatives (based on the main action verbs in the recommended word list) and respond by doing. Students use very simple statements with the verbs *be* and *have* to identify and describe a range of familiar things. They take turns using learned expressions in mini-dialogues and formulaic exchanges to introduce self, greet and say goodbye, and give and request names.

Text range:

- Rhymes, songs, very short monologues: simple stories and descriptions, with patterned and repeated language, in simple statements and with pictures that strongly support the text
- Dialogues of no more than three formulaic exchanges, with *yes/no* and *wh*-type questions and short answers

Students should:

4 Listen and respond

- 4.1 Participate in songs, rhymes and action games using simple repetitive language with in-built or external repetition such as that found in nursery rhymes, circle games.
- 4.2 Follow and imitate the teacher, reproducing single-word and simple formulaic utterances, with basic accuracy and intelligibility, using the teacher's voice as the model, and assisted by the teacher's:
- facial expressions and the shape and position of the mouth and tongue to produce individual sounds;
 - gestures and actions to mark the main stress in words and phrases, and basic rising or falling intonation in lists, questions and responses;
 - visual aids and hand signals as mnemonics for individual sounds and contractions.
- 4.3 Follow and respond to simple *yes/no*, *either/or* and *wh*-type comprehension questions, with the verb *be*, and respond with single-word answers, elicited by the teacher with objects, pictures and actions.

Is he happy? Yes.

Is she young or old? Young.

Who's this? (What's his name?) Jassim.

How many books are there? Three.

- 4.4** Follow single instructions (based on the main action verbs in the recommended word list) and respond by doing.

Take part in 'Simon says ...' type games, picture dictation.

Follow classroom directions:

- *Sit down now.*
- *Open your books.*
- *Show me your red pencil.*
- *Draw a red bird.*

5 Speak to communicate and interact

- 5.1** Use very simple statements with the verbs *be* and *have* to identify and describe a range of familiar things:

- describe family and possessions;

This is my brother.

He's funny.

I have two sisters.

We have a nice car.

He has a small boat.

She has a toy plane.

- identify and describe objects;

It's a bag.

It's black.

It's a good toy.

This is the girl.

That's a plane.

The house is green.

- name days of the week;

It's Monday.

- use numbers to describe age, hours and quantity;

I'm five.

It's eleven.

There are seven boys.

- describe position of objects and people.

It's on the table.

The book's on the table.

They're in the boat.

The girls are in the car.

- 5.2** Take turns using learned expressions in mini-dialogues and formulaic exchanges to:

- introduce self, greet and say goodbye;

Hello. I'm Mishaal. Hello. I'm Suood.

How are you? Fine, thanks.

Bye-bye. Goodbye. / See you.

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.

- give and request names.

A: What's your name?

B: (My name's) Mishaal. What's your name?

A: (My name's) Suood.

5.3 Participate in short formulaic question-and-response exchanges where the response can be a word or an action:

- use *yes/no* questions to ask about days of the week, objects and numbers;

Is it Monday? No. / No, it isn't. / [shakes head]

Is it a nice bike? Yes. / Yes, it is. / [nods]

Are there four? No. / No, there aren't. / [shakes head]

Are there two pencils? Yes / Yes there are. / [nods]

- use *wh*-type questions to ask about objects or colours.

What is it? It's an animal.

What's this? It's blue.

Reading and writing

By the end of Kindergarten, students follow simple texts with the teacher to distinguish print from pictures, track text left to right, identify spaces between words, follow word/symbol correspondences as they are read, and understand basic book concepts: *book, page, line, word*.

Text range:

- Rhymes, songs and simple stories with patterned and repeated language, and pictures that strongly support the text
- Texts which support speaking activities (e.g. about days of the week, toys etc.)
- Pictures with captions

Students should:

6 Develop reading strategies

6.1 Follow simple texts with the teacher to:

- distinguish print from pictures;
- track text left to right;
- identify spaces between words;
- follow word/symbol correspondences as they are read;
- recognise and begin to use basic book concepts: *book, page, line, word*.

7 Read and respond

- 7.1 Recognise a range of familiar words in print.

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

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

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

- 7.3 Identify and repeat some key words in the texts, linked to speaking standards in section 5 above.

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

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

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

8 Develop writing strategies

- 8.1 Follow and participate in simple writing activities with the teacher, to develop awareness of direction and pattern in orthography.

- 8.2 Practise basic handwriting patterns for fine motor skills, directionality and basic shape formation.

Develop fine motor control using a wide range of materials, tools and apparatus in addition to pencils and crayons.

Use a comfortable and efficient pencil grip.

Make movements which track from left to right.

Practise simple directional handwriting patterns which encourage fine motor movements, such as left-to-right straight and wavy lines:



Begin producing a controlled line which supports letter formation.

9 Develop composition skills in writing

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

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

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

Key words: Kindergarten

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.

animal *n*

bad *adj*

bag *n*

be (am, are, is) <i>v</i>	give <i>v</i>	Saturday <i>n</i>
big <i>adj</i>	go <i>v</i>	seven <i>num</i>
bike <i>n</i>	good <i>adj</i>	show <i>v</i>
bird <i>n</i>	green <i>adj</i>	sister <i>n</i> ,
black <i>adj</i>	happy <i>adj</i>	sit down <i>v</i>
blue <i>adj</i>	have <i>v</i>	six <i>num</i>
boat <i>n</i>	house <i>n</i>	small <i>adj</i>
book <i>n</i>	live <i>v</i>	stand up <i>v</i>
boy <i>n</i>	look (at) <i>v</i> ,	stop <i>v</i>
brother <i>n</i>	Monday <i>n</i>	Sunday <i>n</i>
car <i>n</i>	mother <i>n</i>	table <i>n</i>
come (in) <i>v</i>	name <i>n</i>	take <i>v</i>
do <i>v</i>	nice <i>adj</i>	ten <i>num</i>
draw <i>v</i> ,	nine <i>num</i>	three <i>num</i>
eight <i>num</i>	old <i>adj</i>	Thursday <i>n</i>
family <i>n</i>	one <i>num</i>	toy <i>n</i>
father <i>n</i>	page <i>n</i>	Tuesday <i>n</i>
five <i>num</i>	paper <i>n</i>	two <i>num</i>
four <i>num</i>	pencil <i>n</i>	Wednesday <i>n</i>
Friday <i>n</i>	plane <i>n</i>	white <i>adj</i>
funny <i>adj</i>	put <i>v</i>	young <i>adj</i>
get <i>v</i>	red <i>adj</i>	
girl <i>n</i>	sad <i>adj</i>	

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