

Learning Outcomes in English-Primary Stage

Introduction

Language learning progresses naturally with exposure and use of language. Language learning becomes meaningful when it is connected with the immediate environment of children. The English language is generally taught and learnt as a second language in India, in varied contexts and resources. At the primary stage, the teacher would need to factor in the pace of learning of children and the opportunities of exposure to English that they may have in their home and school environment.

Broadly, the curricular expectation of English language learning is the attainment of a basic proficiency for meaningful communication. While the use of home language need not be punished or penalised, particularly in Classes I and II, progression towards more use of English needs to be encouraged. The teacher needs to focus on providing learning opportunities to all learners, including the differently-abled and the disadvantaged, and ensure an inclusive environment.

Based on the curricular expectations for English language learning at the Primary Stage, a set of Learning Outcomes for each class has been developed. Teaching letters of the alphabet in isolation, or memorisation without understanding, is to be avoided. Reading corners/class libraries may be developed to provide children relevant, illustrated and age-appropriate children's literature in English/home language. The teacher should observe children for assessment when they are engaged in activities keeping in mind differently-abled children as well.

Errors should be viewed as attempts/stages of learning language. The teacher should facilitate stress-free correction through exposure to language input by through story-telling, input rich environment, and above all, providing a congenial atmosphere. The focus should be on developing interpersonal communication skills in English, and more importantly, a sensitivity towards languages and cultures other than their own.

In most places, children do not have exposure to English outside the classroom. So, teacher's proficiency in spoken English is essential. Students may listen to English and process the new language, before they actually communicate in English.

Curricular Expectations

- Acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner.

- Develop interpersonal communication skills.
- Attains basic proficiency like, developing ability to express one's thoughts orally and in writing in a meaningful way in English language.
- Able to interpret/understand instructions and polite forms of expression & respond meaningfully both orally & in writing.
- Develops reference skills both printed & electronic mode.
- Acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing.
- Able to express an awareness of social and environmental issues.
- Ability to read & interpret critically the texts in different contexts-both verbal (including Braille) & pictorial mode.

Class I (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ name common objects like man, dog etc. when pictures are shown ➤ use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) ➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. ➤ sing/recite collectively songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/home language. ➤ ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) ➤ draw/scribble pictures/ images from the story as preliminary to writing ➤ respond in home language/English/sign language/non-verbal expressions what he/she has understood in the story/poem 	<p>The learner:</p> <ul style="list-style-type: none"> • associates words with pictures. • names familiar objects seen in the pictures. • recognizes letters and their sounds A-Z • differentiates between small and capital letters in print/Braille • recites poems/rhymes with actions. • draws/ scribbles in response to poems and stories. • responds orally (in any language including sign language) to comprehension questions related to stories/poems • identifies characters and sequence of a story and asks questions about the story. • carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others. • listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language /signs.

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ use greetings like “good morning”, “thank you” and have polite conversations in English like “what is your name?”, “how are you?” etc. ➤ say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. ➤ give examples of common blend sounds in words like ‘<u>b</u>rick’, ‘<u>b</u>rother’, ‘<u>f</u>rog’, ‘<u>f</u>riend’ etc. 	<ul style="list-style-type: none"> • talks about self /situations/ pictures in English. • uses nouns such as ‘boy’, ‘sun’, and prepositions like ‘in’, ‘on’, ‘under’, etc. • produces words with common blends like “br” “fr” like ‘brother’, ‘frog’ etc. • writes simple words like fan, hen, rat etc

Class II (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing/recite collectively songs/poems/rhymes with action. ➤ listen to stories, and humorous incidents and interact in English/home language. ➤ ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) ➤ respond orally in home language/English/sign language/non-verbal expressions. ➤ write 2-3 simple sentences about stories/poems. ➤ look at scripts in a print rich environment like newspapers, tickets, posters etc. ➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. 	<p>The learner:</p> <ul style="list-style-type: none"> • sings songs/rhymes with action. • responds to comprehension questions related to stories and poems, in home language/English/ sign language, orally and in writing (phrases/ short sentences) • identifies characters, and sequence of events in a story. • expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language. • draws/ writes a few words/short sentence in response to poems and stories. • listens to English words, greetings, polite forms of expression, and responds in English/home language like ‘How are you?’, ‘I’m fine, thank you.’ etc. • uses simple adjectives related to size, shape, colour, weight,

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ speak and write English, talk to their peers in English, relating to festivals and events at homes and schools. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc. ➤ read cartoons/ pictures/comic strips with or without words independently. ➤ write 2-3 sentences describing common events using adjectives, prepositions and sight words like “This is my dog. It is a big dog. It runs behind me.” 	<p>texture such as ‘big’, ‘small’, ‘round’, ‘pink’ ‘red’ ‘heavy’ ‘light’ ‘soft’ etc.</p> <ul style="list-style-type: none"> • uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like ‘this/that’, ‘here/there’ ‘these/those’ etc. • uses prepositions like ‘before’, ‘between’ etc. • composes and writes simple, short sentences with space between words.

Class III (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing songs/ recite poems in English with intonation. ➤ participate in role-play, enactment of skits. ➤ reads aloud short texts/ scripts on the walls, with pronunciation and pause ➤ listen to and communicate oral / telephonic messages ➤ collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, 	<p>The learner:</p> <ul style="list-style-type: none"> • recites poems individually/ in groups with correct pronunciation and intonation. • performs in events such as role-play/ skit in English with appropriate expressions. • reads aloud with appropriate pronunciation and pause • reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.

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<p>fairy tales, etc.)</p> <ul style="list-style-type: none"> ➤ read posters, tickets, labels, pamphlets, newspapers etc. ➤ takes dictation of words/phrases/sentences/short paragraphs from known and unknown texts. ➤ draw and write short sentences related to stories read, and speak about their drawing or writing work. ➤ raise questions on the text read. ➤ convert sentences from one tense to another (past and present) ➤ enrich vocabulary in English through listening to and reading stories/folk tales. ➤ use nouns, pronouns, adjectives and prepositions in speech and writing. ➤ use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS. ➤ identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc. 	<ul style="list-style-type: none"> • expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language. • responds appropriately to oral messages/ telephonic communication. • writes/types dictation of words/phrases/sentences. • uses meaningful short sentences in English, orally and in writing.uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class. • distinguishes between simple past and simple present tenses • identifies opposites like 'day/night', 'close-open', and such others. • uses punctuation such as question mark, full stop and capital letters appropriately. • reads printed scripts on the classroom walls: poems, posters, charts etc. • writes 5-6 sentences in English on personal experiences/events using verbal or visual clues. • uses vocabulary related to subjects like Maths, EVS, relevant to class III.

Class IV (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ listen to simple instructions, announcements in English made in class/school and act accordingly. ➤ participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard. ➤ learn English through posters, charts, etc., in addition to books and children's literature. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. ➤ understand different forms of writing (informal letters, lists, stories, diary entry etc.) ➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences. ➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ start using dictionary to find out spelling and meaning. ➤ practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. ➤ infer the meaning of unfamiliar words from the context. 	<p>The learner:</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits. • responds to simple instructions, announcements in English made in class/school. • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/or personal experiences in English. • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements. • shares riddles and tongue-twisters in English. • solves simple crossword puzzles, builds word chains, etc. • infer the meaning of unfamiliar words by reading them in context. • uses dictionary to find out spelling and meaning. • writes / types dictation of short paragraphs (7-8 sentences). • uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop. • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. • writes informal letters/messages with a sense of audience.

<ul style="list-style-type: none"> ➤ takes dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. ➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. ➤ look at cartoons/ pictures/comic strips with or without words and interpret them. ➤ enrich vocabulary through crossword puzzles, word chain, etc. ➤ appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. 	<ul style="list-style-type: none"> • uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing. • reads printed script on the classroom walls, notice board, in posters and in advertisements. • speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela. • presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.
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Class V (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ discuss and present orally, and then write answers to textbased questions, short descriptive paragraphs. ➤ participates in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. 	<p>The learner:</p> <ul style="list-style-type: none"> • answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. • recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. • acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc.

Suggested Pedagogical Processes	Learning Outcomes
<ul style="list-style-type: none"> ➤ prepare speech for morning assembly, group discussions, debates on selected topics, etc. ➤ infer the meaning of unfamiliar words from the context while reading a variety of texts. ➤ Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms. ➤ understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context ➤ relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. ➤ find out different forms of writing (informal letters, lists, stories leave application, notice etc.) ➤ learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) ➤ use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc. ➤ take dictation of sort texts such as lists, paragraphs and dialogues. ➤ enrich vocabulary through crossword puzzles, word chain etc. ➤ look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. 	<ul style="list-style-type: none"> • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs. • conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. • uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. • uses synonyms such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context • reads text with comprehension, locates details and sequence of events. • connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences. • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • uses the dictionary for reference • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs. • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers. • writes informal letters, messages and e-mails. • reads print in the surroundings(advertisements, directions, names of places etc), understands and answers queries

Suggested Pedagogical Processes	Learning Outcomes
	<ul style="list-style-type: none"> • attempts to write creatively (stories, poems, posters, etc) • writes and speaks on peace, equality etc suggesting personal views • appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc