

Grade: I

English

Listening and Speaking

Listening and Speaking are important skills at each stage as children get exposure to language use in various situations. They capture the correct pronunciation and the spoken idiom. They respond to classroom activities/tasks and can use language in their immediate environment.

Learning Outcomes:

Children will be able to:

- adopt classroom practices e.g., listening to others and taking turns speaking about the topics and texts for discussion;
- build on the conversation by responding to comments;
- recite simple poems with appropriate actions;
- comprehend a text: read aloud by asking and answering questions about key details;
- respond to simple questions based on stories;
- ask questions/make enquiries to clear confusion/ doubt;
- describe people, places and things as per their interpretation/context;
- express ideas and feelings clearly;
- use words and phrases acquired through conversation, reading and being read to, and responding to texts;
- produce complete sentences as appropriate to the task and situation;
- give and follow simple two-step directions.

Reading and Writing

Reading and writing skills need to be developed keeping in view the interest of children. They need to be provided with a variety of reading material and encouraged to write small sentences with an understanding.

Learning Outcomes:

Children will be able to:

- read with the help of pictures (print/tactile forms);
- engage in group and individual reading with an understanding and meaning;
- draw or add visual displays to descriptions wherever appropriate, to clarify ideas, thoughts, and feelings;
- identify who is telling the story at various points in the passage;
- read grade-appropriate text with fluency and pauses at the appropriate places;
- write (using print and tactile letters), words and sentences;
- begin a sentence with a capital letter and end it with a full stop;
- draw and write on a familiar topic (e.g. “my teacher”, “my surrounding”, etc.);
- narrate with the help of pictures and charts a single event or several linked events, in the order in which they occurred and describe a reaction to what happened;
- respond to questions and suggestions from peers and add details to improve writing as required;
- recall information from experiences/gather information from provided sources to answer a question;
- take dictation - three and four-letter words and small sentences;
- write stand-alone sentences of 8-10 lines on a given topic (e.g. “I love ice cream...”).

Grammar and Vocabulary in Context

Grammar and vocabulary are developed in context and in a phased manner. Children learn to use basic concepts which are reflected in their writing.

Learning Outcomes:

Children will be able to:

- make contextual use of naming, action, describing and position words with their opposites, as the case may be;
- get acquainted with the concepts of number (one and many) and gender (she/he);
- learn the use of 'a', 'an' and 'the';
- write all upper and lower case letters;
- use gender-neutral, common, proper and possessive nouns;
- use singular, plural nouns and opposites with matching verbs in basic sentences. (e.g. she hops/ we hop);
- use verbs in context to convey a sense of simple past, simple present and simple future;
- use frequently occurring adjectives, conjunctions, determiners, and prepositions;
- use capital letters for proper nouns (names of people, places, etc.);
- learn to use commas, full stops, question marks and exclamation marks appropriately;
- spell untaught words phonetically, drawing on phonetic awareness and spelling conventions;
- rearrange words in alphabetical order (first letter only, e.g. names of fruits, proper nouns, places, etc.);
- use vocabulary appropriate to their age level;
- spell: three and four-letter words.

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