





Continuous learning strands English

A REVISION AND ACTUALISATION OF THE LEARNING STRANDS ENGLISH 2016



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the learning strands English
2016

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Introduction and accountability

Background

In 2016, on behalf of the Ministry of Education, Culture and Science (OCW), the National Center for Curriculum Development (SLO) developed learning strands English for primary education and form 1 and 2 of secondary education on St. Eustatius (Hoogeveen & Jorna, 2016). The reason for the development of the learning strands was the transition from Dutch to English as instructional language on St. Eustatius. This transition changed the status of English: it was no longer a 'foreign' language to be learned as a subject in the schools, but it was given a position as instructional language as well. This meant that higher demands were placed on the level to be achieved. In order to achieve and secure this level, learning strands were developed. Besides, it was established that the students receive at least 3 lesson hours per week English in group 1, ascending to 7.5 hours in group 8, and that English will be spoken by teachers and students during all lessons except the Dutch language lessons. The learning strands are based on the (translated) Dutch core objectives (Besluit kerndoelen WPO BES, 2012), the intermediate objectives in the core objectives Dutch for Foundation Based Education in Curaçao, and on the educational offer for English in the teaching method Journeys. In 2020 OCW commissioned an evaluation of the learning strands, after the schools on St. Eustatius and Saba (that uses the learning strands as well) had indicated that they considered this desirable.

School-based curriculum development

In 2021 the evaluation and revision of the learning strands for St. Eustatius and Saba started. A working group was set up for each island, with representation of all schools, with a spread of the teachers over the different years. Prior to the three meetings that took place in 2021-2022, the schools and working group members completed surveys in which they were questioned about their experiences with the learning strands and wishes for revision. Based on this and on the preparation assignments, proposals for revision were done during the working group meetings and discussed for the various domains of the learning strands: speaking, listening and spoken interaction, reading, writing, and language awareness and vocabulary.

Why a learning strand?

A learning strand is a schematically represented structure of (intermediate) objectives and content for different language skills that lead to an end objective. It covers successive school years and school types and that is why we speak of a 'continuous' learning strand: from pre-school to lower secondary education. A

learning strand has several functions. In the context of education on Saba and St. Eustatius, an important function is that the curriculum is recorded. This is an important counterbalance to the rapid personnel changes in schools on St. Eustatius and Saba, causing a lack of continuity, since the arrival of a new teacher can lead to a different educational offer. Because a learning strand clearly describes what a student needs to know at a certain time, it also serves to avoid repetitions or gaps in the educational offer. It can also be used to evaluate the educational offer and to make choices in this regard. In addition, a learning strand can serve as a basis for developing own teaching materials and as a basis for the development of (standardised) (follow-up) tests, because the tests can be tailored to the content and levels described in the learning strand. Finally, a learning strand is a realisation of legal frameworks. As such, the curriculum guarantees that the educational offer for English language meets legal standards and requirements and is 'up to date'.

Revision of the learning strand English

The revisions are based on the experiences and judgements of the working group members with the learning strands (we used questionnaires, preparations of working group meetings and discussions during these meetings), the method Journeys and on the insights of the curriculum experts about the appropriateness of the filling of the cells. The following factors have been taken into account: the connection with the educational offer based on the method, the role of English as a language of instruction, the connection with the contents of the cells in the preceding and subsequent years, the current and desired levels of the pupils, the relevance for the Caribbean context in general and for the school-specific context of St. Eustatius and Saba.

The revision relates to the form and content of the learning strands. We explain the most important revisions. The form of the learning strand has been adjusted with the addition of an arrow that runs from left to right on the horizontal axis above the lines that indicate the grades. This emphasizes that there is a development in ascent of levels and that the dividing lines between the different levels are not absolute. In addition, the header (core objective) and group order are placed on top of every page. Finally, within a cell every new phrase is placed on a new line. These changes serve the readability.

Most revisions relate to the content of the learning strands. Content in the cells has been changed in the following ways: contents have been left out, replaced to another group or cells, reworded, and things are added. It goes too far to describe all these adjustments. We provide some concrete examples of these categories of revision of the content:

- Left out: e.g., 'clear coaching', objective 10d, group 5-6 was left out, since coaching is not used in other places.

- Replaced to other groups: e.g., the attention for the use of dictionaries and for the reading process to earlier groups. Also 'modelling of the reading process' was replaced to group 5-6.
- Replaced to cells connected to other intermediate objectives.
- Reworded: e.g., a vague term as 'short instruction' (1e) is replaced by 'short multiple instruction in max 4 steps' and 'short, narrative texts' (1c) was made more specific by adding 'about 5 pages'. The term 'grade' is added to the use of the term 'group'.
- Additions: e.g., the provision of more concrete activities or subjects. Also, sometimes content for preschool related to the intermediate objective has been added, e.g., 1f: "Students are exposed to short recorded or live language with a clear structure and topic". Rhyming activities were also added to intermediate objective 6a.

In addition to these revisions more attention has been paid to the higher-order-abilities of reading comprehension (analysis, synthesise, cognitive meta-skills). The learning strands do contain these higher-order-abilities, especially in core objective 7d and 8. Journeys and the CXC-program do contain parts of them as well. But not all aspects are covered: critical thinking skills are not in Journeys and need attention in teaching practice.

A new aspect of the learning strands is the attention for the coherence between the domains. The subdivision of domains in the learning strands do not justify the importance of creating coherence between the different language domains. In recent decades this importance has been strongly highlighted. Coherence can contribute to solving the overload of the curriculum and can stimulate meaningful learning which in turn can increase the motivation to learn. 'Coherence' is a container concept that covers many different meanings. It can be about thematic coherence, about coherence between language and other subjects or about coherence between the domains within a school subject. In this document we deal with the coherence between the different domains of language. We make this connection visible in this document by marking the different intermediate objectives with an asterisk (*), when a certain intermediate objective is related to one from another domain. The first marking in each domain will be explained in a footnote. For example: the domain 'listening' has the objective 1f: "students are able to identify the topic, main ideas and supporting details in live or recorded texts". This objective is marked with * see 7d/8b which means that it is related to 7d/8b in the domain 'reading': "acquiring information from narrative texts" (7d) and "students are able to evaluate information and explain why that is important" (8b). This has been elaborated in group 3-4 in "students can recognise the main idea in a paragraph" and in group 5-6 in: "students can identify and analyze supporting details".

The markings of coherence between the different domains and objectives helps the teacher to make it clear to the students they can transfer knowledge and skills they acquire in one domain to another domain. If you have learned in reading lessons that the information in a text is organised in main thoughts and supporting details, you can use this knowledge when learning to write texts. Students often do not make this relationship because they think that reading, writing, speaking, listening and having conversations are different skills, as in education they are discussed separately at different times. The teacher can help students in this awareness process by making relationships between the language domains explicit. There is a connection between listening and reading (both receptive) but also between reading (receptive) and writing (productive). During reading comprehension, students gain a lot of knowledge of texts, which they can also use when they write texts themselves. Finally, there is a relationship between the skill domains (speaking, listening, spoken interaction, reading and writing) and the domain of language awareness: the knowledge that pupils acquire during lessons in language awareness can be used to reflect on how they learn to read, write, speak, listen and have conversations.

Reading guide


The objectives of the different domains of the learning strands have been worked out for the different grades. The intermediate objectives are displayed per domain and level on the vertical axis. The elaboration of the objectives in language tasks and examples are shown on the horizontal axis.

The objectives are deliberately not worked out for individual grades/groups, but always for a pair of 2 grades/groups (1-2, 3-4, 5-6, 7-8, 1-2), except for the preschool. The pairing indicates that the dividing lines between the grades are not absolute because the level of language proficiency of students in a grade can vary widely. The content in the cells for a pair of groups indicate what students should achieve on average in 2 years. This means that schools and teachers have to deal with the learning strands in a flexible way: content can be offered in earlier groups when the students are ready for it, or content can be repeated in higher groups when it is noted that students do not master the objectives yet.

Regarding the marking of coherence between the domains with asterisk: these are placed in the cells of the intermediate objectives and not in the cells for the grades. Markings in all the cells would have led to an overkill of markings.

Finally, we would like to thank all those who were involved in the revision of the learning strands. In particular, we would like to thank the members of the English working groups on St. Eustatius and Saba who have invested a lot of time and energy in this revision. They have ensured that this learning strands is based on and gives further direction to the development of the educational offer for English on St. Eustatius and Saba.

Domain: Speaking, Listening and Spoken Interaction

Core Objective 1: Students are able to acquire and process information from spoken language regarding everyday situations and multimedia sources.						
						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Forms 1-2-3
a. Recognise word stress and different intonation patterns (imperative, negation, sentence stress). * see 2a ¹	Students are exposed to imperative, negative and interrogative sentences on a daily basis.	Students can recognise and follow simple orders (imp.), negative sentences and questions.	Students can demonstrate an understanding of orders, negative sentences, questions and emphasis in familiar sentences.	Students can demonstrate an understanding of different intonation patterns in longer spoken texts. Students are exposed to different intonation; rhyme and/or rhythm patterns in short poems and longer spoken (recorded) texts.	Students can recognise rhythm and rhyme in poetry.	Students can understand spoken poetry and the use of intonation patterns. Students know rhythm and rhyme in poetry. F3: Students should be able to conduct a critical analysis of poetry. Eg. elements of poetry and literary devices.
b. Use the appropriate listening techniques (general, selective, intensive or critical) for different purposes (entertainment, information, instruction, forming opinion). * see 3a/7b	Students are exposed to entertaining and spoken language for general listening purposes.	Students can understand entertaining and informative texts and short instructional (max. 6 steps) texts for general listening purposes.	Students can understand entertaining, informative and instructive spoken texts for general and selective listening purposes.	Students can demonstrate an ability to listen generally, selectively or intensively for entertainment, informative and instructional purposes.	Students can demonstrate different listening strategies for various spoken language purposes.	Students can demonstrate different critical listening strategies for various spoken language purposes. ** ²
c. Demonstrate understanding of narrative texts (either orally or in written form). ³ * see 7c	Students are exposed to short narrative texts and to build their motivation (about 5 pages, picture books with few words).	Students can recognise short narrative language (about 8 pages, picture books with sentences on every other page).	Students can demonstrate an understanding of short narrative texts about familiar topics (about 12 pages, with pictures and sentences).	Students can demonstrate an understanding of longer narrative texts' topic, main characters and plot.	Students can demonstrate an understanding of the theme of a narrative text and recognise author's craft.	Students can demonstrate an understanding of setting, plot, character, theme, conflict and author's craft in longer narrative texts. **
d. Demonstrate understanding of informative/ expository texts with extensive contextual clues (either orally or in written or schematic form). ⁴ * see 7a/d	N/A	N/A	Students recognise simple informative texts and can identify the topic based on context clues.	Students can describe topic and main idea of a slightly longer informative text on a familiar topic and can recognise text structure.	Students can describe (orally or written) topic, main idea and supporting details of expository texts on mostly familiar topics with a clear structure.	Students can summarise topic, main idea and supporting details of extensive expository texts. **

¹ The reference *see 2a means that there is a possibility to integrate 1a with 2a.


² The reference ** in the last column represents that the objective remains the same for form 3, but just on a higher level and/or with the use of advanced texts.

³ Identify topic, main characters, plot, theme (moral lesson), author's craft (what an author does to create mood and tone).

⁴ Identify topic, main idea, supporting details, structure, fact and opinion.

Core Objective 1: Students are able to acquire and process information from spoken language regarding everyday situations and multimedia sources.						
Intermediate objective	Preschool	K1-2 (group 1-2)	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
e. Understand and follow more complex instructions. * see 7e	Students are exposed to various instructions about everyday topics.	Students can follow basic instructions on everyday topics.	Students can follow short, multi-steps instructions (about 4).	Students demonstrate understanding of slightly longer instructions.	Students demonstrate understanding of more elaborate instructions.	Students demonstrate understanding of complex instructions. Students can listen for essential information in an organised manner.**
f. Identify the topic, main idea and supporting details in live or recorded texts. * see 7d/8b	Students are exposed to short (about 2 minutes) recorded or live language with a clear structure and topic.	Students can identify topics and details in live recorded texts (about 5 minutes).	Students can recognise the topic in live or recorded language. (about 5 minutes)	Students can identify the topic and recognise the main idea slightly longer live or recorded texts (about 10 minutes).	Students can identify the topic and main idea and recognise supporting details in slightly longer live or recorded texts (about 15 minutes).	Students can identify the topic, main idea and supporting details in longer live or recorded texts (about 20 minutes). Students can distinguish relevant from irrelevant information. **


Core Objective 2: Students are able to exchange information, opinions and emotions with appropriate form and content.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Produce the various sounds of English, place appropriate word stress and more complex forms of intonation (imperative, negation, emphasis). * see 1a	Students are exposed to all manner of language and intonation. They vocalise, name objects, progress from naming the stressed part of the word to the whole word, and progress from 2-word utterances to multiple word utterances.	Students are exposed to all manner of intonation. Students can produce all the different sounds of English and apply correct word stress repeatedly and can place correct emphasis in expressions of negation or need.	Students can produce the various sounds of English fluently and accurately, and are able to emphasise the key word or verb when giving a command.	Students can correctly pronounce unfamiliar or nonsense words with appropriate word stress. Students are able to insert pauses and breaks and use different forms of intonation adequately.	Students can fluently pronounce all manner of English words with appropriate word stress and are able to use different complex forms of intonation.	Students can give meaning with different forms of intonation. Students can use poetry to express intonation, pause, emphasis and rhythm. Students can use intonation to create mood while telling stories. **

Core Objective 2: Students are able to exchange information, opinions and emotions with appropriate form and content.						
						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
b. Use chunks (standard phrases) and simple sentences for various purposes with the appropriate non-verbal cues. ⁵ * see 10c	Students are exposed to all manner of requests, questions, clarification, description, emotion and giving preference. Students can use very simple sentences and hand gestures to indicate needs, emotions and desires (2-4 words).	Students can use standard phrases and hand gestures to indicate needs, emotions, desires and preferences, and descriptions and request help.	Students can give and ask personal information, express likings, describe events, express emotions and ask and give clarification and help. Students can use hand gestures and facial expressions to emphasise a point.	Students can use simple sentences and appropriate tone and tempo in slightly formal settings. Students can stay on topic and link their comments to the remarks of others.	Students can use simple sentences and appropriate tone and tempo in more formal settings. Students can use a wider range of language in informal settings. Students can recognise when to use which register.	Students can apply appropriate vocabulary, grammar, tone and tempo in formal settings. ** F3: Students can expand on their vocabulary, grammar, tone and tempo in formal settings by finding meaning in context. ⁶
c. Use chunks and simple sentences in spoken language to learn and talk about learning. ⁷	Students are exposed to and use simple sentences with characteristics of learning, e.g., causes and effects.	Students are exposed to examples, reason and purpose. Students can use words (i.e., 'so', 'because') to indicate cause and effect.	Students can indicate examples, reasons and purpose.	Students can apply examples, reasons and purpose.	Students can identify examples, characteristics, cause, effect, reason and purpose in spoken language.	Students can recognise and identify all parts of speech. **

⁵ Indicate preference, give and ask personal information, describe, express emotion, ask and give clarifications and request help.

⁶ The reference F3 means this is extra for form 3.

⁷ Give examples and characteristics, cause and effect, reason and purpose.

Core Objective 3: Students are able to express themselves in orderly fashion for entertainment, informative and instructive purposes.						
						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Mostly independently prepare presentations with various purposes (entertain, inform, instruct, express opinion and emotion). ⁸ * see 10a/b	Students are exposed to various stories that are meant to entertain, instruct and express emotion.	Students are exposed to informative texts and can retell by connecting to their personal experiences.	Students are exposed to stories that express opinion. Students can (re)tell a story and express basic emotion. Students can use emotive vocabulary.	Students can retell stories through dramatisation and role-play. Students can research a familiar topic and present findings. Students can recite poems. Students can give oral directions.	Students can express opinion on familiar topics. Students can express emotion with given useful vocabulary. Students can discuss symbols and images in media.	Students can express themselves through poetry, rap and song. Students can use some persuasion skills in a presentation. F3: In addition to that, students can analyze a poem and differentiate between a free verse and a ballad.
b. Effectively manage verbal and non-verbal communication skills (voice modulation, intonation and body language).	Students are exposed to appropriate verbal and non-verbal communication skills. Students can vocalise with appropriate volume and body language.	Students can maintain eye contact with the audience. Students can express themselves with appropriate vocabulary.	Students can express themselves with voice modulation, intonation and body language	Students can use the correct tone, volume and tempo to get the attention of the audience (formal or informal). Students can use appropriate vocabulary.	Students can use the correct tone, volume and tempo in (un)familiar settings and informal settings (group work, play, and class activities), while using the correct vocabulary. ⁹	Students can use the correct tone, volume and tempo in formal settings (settings outside the school). Students demonstrate confidence in speaking. **
c. Structure a presentation (introduction – body – conclusion). * see 10b/d	N/A	N/A	Students can memorise lines of a structurally sound given presentation on a familiar topic.	Students can use the correct structure when planning presentations with guidance by teacher.	Students can individually plan and conduct a structurally sound presentation and can use the different resources available.	Students can acquire and practise strategies for introducing a speaker. Students can present information in an organised manner F3: Use supporting details in speech. Carry out a mock tv/radio interview (reporting live scenes from an event).

⁸ Recite poems, retell narratives, or give directions to a map or a game.

⁹ Mildly formal settings: class work, interviews, presentations, meetings with superiors.

Core Objective 4: Students are able to interpret and evaluate information in either spoken or recorded informative and opinioned conversations.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Critical listening: prioritise information depending on prior knowledge and purpose for listening. * see 8a	Students are exposed to spoken language for various listening purposes (entertainment, instruction, information, etc.)	Students are exposed to various questions (prediction, clarification or motive) during listening to form relationships to self or community.	Students can focus on the main idea and ask their own questions to elaborate, clarify, predict or summarise relationship to self or community through graphic organisers (mind map, Venn diagram, flow chart, etc.)	Students can list information according to importance. Students can listen to make connections to self, community and world via graphic organisers.	Students can listen for and analyze critically specific information in a story.	Students can listen for information and take (guided) notes in <i>using</i> different genres. Students can distinguish between relevant and irrelevant information during the listening process.**
b. Evaluate information and respond accordingly. ¹⁰ * see 8b/c/d	N/A	Students can tell when someone is telling a joke or a simple untruth and express that appropriately.	Students are exposed to simple 'valid vs. invalid' sources of information (i.e., news vs. Twitter) and 'truth' or 'untruth' and indicate the difference.	Students can recognise valid and invalid sources and indicate why certain information is important.	Students can explain why certain familiar information is correct or incorrect and give basic arguments.	Students can debate on familiar topics. Students think and express their opinion about informative texts. Students can identify whether the writer is trying to persuade, inform, entertain, explain, make inferences in response to materials read, viewed or heard. F3: Students can draw conclusions and make inferences.
c. Distinguish facts from opinions. * see 8c	N/A	N/A	Students are exposed to the difference between fact and opinion on a basic level.	Students can recognise or highlight the difference between facts and opinions.	Students can recognise or highlight the difference between facts and opinions in more complex and longer texts.	Students can talk about facts and opinion in complex texts. Students can listen for verbal cues that add emphasis or indicate a speaker's position on a subject. F3: Students can debate on specific topics.

¹⁰ Indicate why that information is important.

Core Objective 4: Students are able to interpret and evaluate information in either spoken or recorded informative and opinioned conversations.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
d. Recognise bias. ¹¹	N/A	Students are exposed to advertising from different spoken media and can recognise their purpose.	Students can distinguish between advertisements and other media such as news and informative programs.	Students can compare and contrast various information sources and identify persuasive information.	Students can recognise reliable and unreliable sources of information	Students can explicitly distinguish between reliable and unreliable sources of information. **

Core Objective 5: Students acquire appropriate vocabulary and are able to use strategies for listening and spoken interaction.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Acquire and apply appropriate vocabulary. * see 13-14	Students are exposed to appropriate <i>vocabulary</i> with the support of images.	Students are systematically exposed to age-appropriate vocabulary.	Students can apply vocabulary appropriately while speaking. Students are introduced to dictionaries and glossary entries.	Students can use context clues to identify new words. Students use grade level words for interactions. Students are familiar with dictionaries and glossary entries.	Students can name and apply strategies to identify new words. Students can recognise differences between Creole English and Standard English.	Students can explicitly distinguish the difference between Creole English and Standard English. Students can explain expressions based on textual clues. F3: Students can consider the use of Caribbean Standard English.
b. Independently apply language strategies before, during and after listening. ¹² * see 9b	N/A	Students are exposed to questioning (techniques used to clarify, predict, summarise, make connections to self) during storytelling and listening.	Students can make general predictions of content. Students can summarise in a general way. Students are exposed to clarifying questions during reading.	Students can apply prediction and summarizing. Students recognise clarifying questions and author's purpose and target audience. Students can form generalisations of given texts.	Students make connections to environment and world. Students can clarify during listening.	Students can identify and apply purpose for listening before task. F3: Students can listen in order to gain information.

¹¹ Recognize advertising and stereotypes.


¹² Being aware of various purposes for listening and adjusting listening accordingly. – Using prior knowledge and knowledge of text structures. – Make predictions based on enumeration, opposition, causation, reasoning and problem-solving structures in texts. – Identify and apply signal words. – Use context clues. – Complete open sentences and - Asking and answering questions.

Core Objective 5: Students acquire appropriate vocabulary and are able to use strategies for listening and spoken interaction.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
c. Independently apply language strategies before, during and after speaking. ¹³ * see 11b	N/A	Students are exposed to speaking tasks with a clear structure that mentions its introduction, body and conclusion.	Students can plan and organize a story with help and guidance before telling it.	Students can organise and use language to suit the audience and purpose. Students can clarify elements after speaking.	Students can modify language and/or expression to suit audience needs during speaking tasks.	Students can independently apply language strategies before, during and after speaking.**
d. Apply receptive and productive language strategies when language is insufficient. ¹⁴ * see 9c/11c	N/A	Students can indicate when they do not understand. Students can get help from teachers and others when language is insufficient.	Students can express misunderstanding. Students identify non-verbal cues of speakers and listeners. Students can use non-verbal cues to understand others. Students can use repetition to make themselves understood. Students are exposed to descriptions and attributes as a language strategy.	Students can use non-verbal cues to make themselves understood. Students can use descriptions and attributes to make themselves understood. Students recognise paraphrasing and summarizing.	Students can ask for paraphrasing or summarizing in a simpler way to increase their comprehension.	Students can ask for explanation or summarizing to increase their comprehension.**

¹³ Getting to know the audience, gather, select and organize information, responding to the audience, knowing the audience.

¹⁴ Receptive: interpret non-verbal clues, use redundancy techniques. Productive: repetition, use more general concepts, use attributes, descriptions, paraphrasing.

Domain: Reading

Core Objective 6: Students are able to apply automated decoding skills and word identification techniques.						
						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Recognise words quickly and precisely through various word identification techniques and decode unfamiliar words. ¹⁵ * see 12a	Students are exposed to letters and words. Students can recognise and play with individual rhyming sounds and words (e.g., body parts: what rhymes with: hair - bear, eye-pie). Students can play with nonsense words. ¹⁶	Students can recognise sounds and their corresponding letters or the other way around. Students can identify syllables that rhyme (beginning, middle, end). Students can rhyme three letter words with short vowel sounds: <i>fat-hat- bat; end-send; hot-pot; fig-pig; hug-bug</i> . Students can dramatise rhyming words, with help of the teacher.	Students can combine/blend letters together to read words. Students can combine words together to read short, simple sentences (about 5 to 10 words). Students can draw and use rhyming words. Students can dramatise rhyming words.	Students can read and understand sentences. Students can use letter sounds and knowledge to recognise/figure out unfamiliar words. Students can read aloud simple sentences fluently.	Students can use context and semantic information and familiar word strategies to make reading meaningful.	Idem
b. Be able to read a text aloud. ¹⁷	Students are exposed to words and letters and reading aloud.	Students can make the sounds that correspond to the letters.	Students can read simple texts with short sentences aloud.	Students can read with fluency and accuracy with correct pausing and intonation.	Students can take into account different audiences and purposes when reading aloud.	Idem

¹⁵ Using syntactical and semantic sentence clues, using familiar words, using contextual clues.

¹⁶ Rhyming activities are a fun way of playing with language. They are also important in the context of phonemic and phonological awareness and the development of reading skills (emergent literacy).

¹⁷ Using punctuation, familiar phrases and colloquialisms, reading fluently, taking into account audience and purpose.

Core Objective 7: Students are able to acquire and understand information from narrative, expository, instructive and persuasive texts.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Recognise different texts such as narrative, instructive, descriptive, informative and persuasive texts. * see 1e/10d	Students are exposed to stories, picture books, story on videos, storytelling, nursery rhymes etc. in preparation for future reading, texts, and, language comprehension.	Students are informally exposed to different (online) media (newspapers, magazines, manuals, websites etc.) with various kinds of texts.	Students can predict the type of text through graphic design, text or illustrations with some help. Students can match pictures based on sentences.	Students can independently identify various kinds of narrative, informative and instructive texts. Students can list about five different purposes of texts. Students can recognise persuasive expressions.	Students can recognise an essay, chapter, dialogue, book review, research report based on its format and content. Students can recognise the author's purpose. Students can identify the purpose of ads. Students can match the type of texts to different purposes.	Students can recognise and identify different texts such as entertaining, narrative, instructive, descriptive, informative and persuasive texts. ** F3: Reading and analyzing texts
b. Apply various reading techniques (skimming, scanning, close reading) depending on purpose (entertainment, information, following instructions, forming/understanding an opinion or being persuaded). * see 1b/8	Students are exposed to picture books.	Students are exposed to short (25-50 words) familiar texts. Students can incorporate various reading techniques while reading.	Students are exposed to oral questions during reading by modelling of the teacher. Students can follow basic instructive sentences with help. Students can predict in short simple sentences (about 8 words).	Students can read for entertainment. Students can recognise the purpose for reading of basic texts. Students can read to find specific information. Students can read to follow instructions. Students can find supporting ideas with help. Students are exposed to monitoring the reading process through modelling of the teacher.	Students can list various reading techniques. Students can determine target strategy based on task.	Students can determine the purpose for reading individually. Students can apply various reading techniques depending on purpose. Students can monitor own reading process. ** F3: Reading and analyzing texts

Core Objective 7: Students are able to acquire and understand information from narrative, expository, instructive and persuasive texts.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
c. Acquiring information from narrative texts. ¹⁸ * see 1c	N/A	Students can determine the topic of a narrative picture book with support from the teacher	Students can determine the topic of a short paragraph. Students can relate the story to self (text-to-'self').	Students can identify story plots. Students can identify simple character motives and traits. Students can find the theme with help. Students can distinguish between fiction and non-fiction. Students can relate the story to other texts (text-to-text).	Students can determine basic points of view. Students can recognise drama. Students can infer character traits and motives. Students can identify theme. Students can identify mood and tone with some help. Students can relate the text to knowledge of the world.	Students are exposed to literary irony. Students can identify mood and tone. Students can read drama. Students can compare and contrast text to self. **
d. Acquire information from informative texts with many context clues. ¹⁹ * see 1d/f	N/A	Students can determine the topic of an informative picture book with support from the teacher.	Students can indicate the topic, main idea and sequence of events of an age-appropriate text. Students can compare events and characters in the same text. Students can understand simple cause and effect. Students can understand other basic relationships between sentences.	Students can recognise examples in a non-fictional text. Students can generalise information from the text. Students can recognise a paragraph. Students can use the questioning strategy.	Students can understand relationships (causal, result, example, addition, etc.) between simple paragraphs.	Students can make simple inferences based on information given. F3: Students can draw conclusions and make inferences. F3: Reading and analyzing texts
e. Understand and follow more complex instructions. ²⁰ * see 1e	N/A	Students can follow simple everyday instructions with verbal and non-verbal symbols (spoken words, gestures, body language, silence).	Students can follow very simple written instructions to clean/draw/find something/write card/treasure hunt /tidy up.	Students can follow simple written instructions to complete assignments and tasks from familiar sources.	Students can follow written instructions from age appropriate and unfamiliar sources.	Students can follow more complex written instructions from various sources. **

¹⁸ Theme or moral, minor characters, plot, fiction vs. reality, personal response.


¹⁹ Main idea, indicate relationships between sentences or paragraphs (comparison, opposition, cause, example, result, purpose), recognize text structure and fact vs. opinion.

²⁰ School assignments, manuals, internet instructions etc.

Core Objective 7: Students are able to acquire and understand information from narrative, expository, instructive and persuasive texts.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
f. Collect and organise information from and in informative texts, tables, charts and digital resources. ²¹	N/A	Students are exposed to a wide range of simple informative texts.	Students can use a timeline to gather information. Students are exposed to sequencing signal words (during, before, after, etc.)	Students can use signal words. Students can use basic information from simple tables, graphs and charts to gather information. Students can use simple story maps and graphic organisers effectively. Students can organise appropriate informative texts on a timeline.	Students can organise informative texts in pre-organised tables or charts.	Students can organise informative texts in tables or charts. Students can summarise information succinctly. F3: Students can select and understand visuals for specific purposes.
g. Enjoy reading. ²²	Students are exposed to story time.	Students are exposed to a wide range of simple narrative texts.	Students can relate the text to themselves (text-to-self). Students can visualise a simple story (role play, drawing, etc.) Students are exposed to a few different genres.	Students can relate the text to other texts (text-to-text). Students can recognise different genres.	Students can relate the text to the world (text-to-world). Students develop a preference for certain genres or authors.	Idem F3: Students can read to get meaning at literal and inferential levels. F3: Reading and analyzing texts

²¹ Organize information in charts or tables, highlight important information, take notes, summarize, use linking words and signal words.

²² Read youth and young adult fiction, recognize genres, develop literary taste (genregraphic, authors), compare movies to books etc.

Core Objective 8: Students are able to compare and evaluate opinions and facts in various texts.						
						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Read critically. ²³ * see 4a	N/A	Students can express simple feelings / opinions about picture books ('I like this book') with support from the teacher.	Students are exposed to different texts about the same familiar topic. Students can identify information that is new to them. Students are exposed to opinions and facts in text.	Students can recognise facts and opinions. Students can identify important details and share their views about given information.	Students can compare and contrast opinions and facts. Students can make generalizations.	Students can draw conclusions based on facts and opinions. F3: Students can synthesize a text.
b. Evaluate information and explain why that is important. * see 4b	N/A	Students can recognise simple information on wall charts.	Students can recognise the main idea in a paragraph.	Students can identify and analyze supporting details. Students can make simple inferences using text details. Students can compare and contrast information.	Students can organise given information in order of importance. Students can explain why they ordered information in a certain way.	Students can select information and organise that in order of importance. Students can explain why they selected certain information.**
c. Read opinions critically. ²⁴ * see 4b/c	N/A	N/A	Students can recognise an opinion.	Students can identify facts and opinions. Students can identify persuasive texts and advertisements.	Students can compare and contrast opinions of others and their own opinions to those of others.	Students can draw conclusions based on opinions. Students can generalise opinions. Students can differentiate between relevant and irrelevant ideas.**
d. Evaluate opinions. ²⁵ * see 4b	N/A	N/A	Students can recognise simple opinions about familiar topics that are different from theirs.	Students can understand opinions about familiar topics that differ from theirs (<i>Why do you think they say/think/believe this?</i>). Students can understand if an opinion has good arguments.	Students can compare and contrast and evaluate own opinion to others. (<i>What do you think about other person's feelings or choices?</i>) Students can organise arguments according to opinion.	Students can defend or critique opinions (own or others). Students can adjust their own opinion based on others' opinions. Students can argue their own opinion.**

²³ Compare information from different texts, identify important information with regards to prior knowledge, reading purpose and within the text.

²⁴ Distinguish fact from opinions, recognize advertising tricks.

²⁵ Compare to own opinion, indicate why (dis)agree.

Core Objective 9: Students are able to apply appropriate vocabulary and reading strategies to acquire and process information from written texts.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Acquire and apply appropriate vocabulary. * see 13/14	N/A	Students become aware that words relate to people, objects, animals.	Students can identify and pronounce simple unfamiliar words in text. Students can use newly learned words in an exercise.	Students can use context clues to identify the meaning of unfamiliar words. Students can use newly learned words in a sentence. Students are exposed to difference in word classes.	Students can identify literal and (figurative) meanings. Students can divide a word into different parts (suffix, stem etc.). Students can use knowledge of word classes to understand an unfamiliar word. Students can use a dictionary with some guidance.	Students can independently use a dictionary to effectively look up unfamiliar words. **
b. Apply appropriate strategies before, during and after reading. ²⁶ * see 5b	N/A	Students are exposed to appropriate simple strategies through modelling by the teacher (e.g., predict the topic based on the cover of a picture book)	Students are exposed to appropriate strategies (before, during and after reading) through modelling by the teacher and questions of the teacher.	Students can predict before reading what the text is going to be about. Students are exposed to teacher asking questions during reading (predict, clarify). Students can summarise after reading a text. Students can connect the text to self, other texts or knowledge of the world.	Students can determine reading purpose based on prediction of what type of text (information, entertainment, etc.) Students can clarify, question or predict during reading with help. Students can form an opinion about text after reading.	Students can independently use appropriate strategies before, during and after reading. Students can monitor own reading process. F3: Students can read and respond appropriately.
c. Apply compensation strategies when necessary. * see 5d	N/A	Students can ask questions when they do not understand parts of picture books.	Students are exposed to different compensation strategies in vocabulary and reading, e.g., ask for meaning or explanation, use the pictures.	Students can recognise when their own comprehension is insufficient.	Students can apply basic compensation strategies in reading and vocabulary. Students can list different compensation strategies (look up in a dictionary or Google, logical thinking, etc.).	Students can apply more complex compensation strategies effectively (context clues).**

²⁶ Question, predict, use prior knowledge, determine reading purpose, clarify, summarize, and connect information.

Domain: Writing

Core Objective 10: Students are able to write text with various purposes in mind, such as entertainment or information.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Write an informative or entertaining text (with teacher support). ²⁷ * see 3a	Students are exposed to simple activities in the context of emergent literacy.	Students can write words or short descriptive (two or more words) sentences (e.g., labels, tags, own name on drawings) with teacher support.	Students can write letters to form words and short (3-5 words) informative or narrative sentences. ²⁸	Students can write a short (75-100 words) descriptive paragraph e.g., personal narrative and/or note. Students can write an informative paragraph e.g., short news report, expository or procedural paragraph.	Students can write one or more somewhat detailed (100-150 words) descriptive paragraphs in a narrative text.	Students can add or create suspense to a story. Students can write more detailed (150-200 words) types of various paragraphs with teacher support. F3: Students can write without teacher support by applying critical thinking and previous knowledge. (300-350 words)
b. Organise information and opinions with various purposes. ²⁹ * see 3a/c	N/A	Students can organise words or short informative sentences (e.g., a simple shopping list for the shopping corner with teacher support.	Students can recognise and write down the purpose of a radio program or advertisement. Students can write down a simple opinion, with or without a valid argument or reason.	Students can summarise or sequence events in a simple text with a graphic organiser or other support. Students can write opinions in a reasonably structured paragraph with at least one argument.	Students can write events or information in a chronological or procedural paragraph, with or without a graphic organiser. Students can write opinion with at least one valid argument (cause-effect, comparison, problem-solution etc.)	Students can organise information and opinions in question-answer, listing, opposition, cause-effect or comparative paragraphs in response to questions. **

²⁷ Narrative text: personal story, letter/email. Informative text: form, invitation, memo, list.

²⁸ When they cannot write yet they tell and the teacher writes down.

²⁹ Answer to schoolbook texts, quizzes or tests, write a simple report (also with other subjects). Use various structures: chronological, question-answer, list, opposition, cause-effect, comparison.

Core Objective 10: Students are able to write text with various purposes in mind, such as entertainment or information.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
c. Use standard phrases and simple sentences to various ends. ³⁰ * see 2b	N/A	Students can express feelings in words or simple short sentences (e.g., on a postcard, in a personal drawing) with support from the teacher.	Students can write short sentences about what they (dis)like/prefer. Students can fill out a simple form asking basic personal information.	Students can write appropriate salutations in a letter/email. Students can write personal information. Students can describe familiar events, things and/or situations. Students can express emotion with help of vocabulary and standard phrases. Students can ask for help or request something.	Students can express (dis)agreement politely using standard phrases. Students can express emotions independently.	Students can explain familiar or unfamiliar situations. F3: Students can identify and use the following phrases correctly: noun, adjective, adverb, verb and propositional phrases. Additionally, noun clauses, dependent and independent clauses.
d. Describe something, organise and structure a text. ³¹ * see 3a/c	N/A	Students can describe pictures in words and very simple sentences with teacher support.	Students can describe a time, place, person or thing in writing. Students can describe an experience.	Students can write simple descriptive paragraphs using topic sentences. Students can apply the writing process with support. Students can use basic linking words (e.g., and, or, but) to write a structured text.	Students can develop one comparative paragraph or more with supporting details. Students can write a conclusion. Students can apply the writing process with support if needed. Students can use more complex linking words (e.g., if, because, however). Students can write structured text following written instructions.	Students can organise one causal or opposing paragraph or more. Students can write structured text mostly independently. Students can apply the writing process independently. Students can use complex linking words (despite, either, as...as, etc.) **

³⁰ Use appropriate salutations and register, (dis)agree, indicate preference, give and ask personal information, describe, express emotion, ask and give clarifications and request help.

³¹ Describe: time, place, person, thing. Organize: sequence, part vs. whole, find similarities or differences, opposition, example or feature, cause, reason, consequence.

Domain: Writing

Core Objective 10: Students are able to write text with various purposes in mind, such as entertainment or information.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
e. Enjoy writing poems, and narrative and informative texts.	N/A	Students are exposed to positive experiences for writing.	Students can write short texts about what they like/admire/ enjoy.	Students can share experiences and thoughts through poems, informative texts and narratives. Students receive or give positive feedback on texts from peers, teachers, and community.	Students can express thoughts/feelings creatively and freely. Students can publish their work through various (online) media.	Students can provide information that fits with purpose and audience. Students can give positive feedback on the texts of peers. ** *
f. Apply appropriate grammar, spelling and punctuation rules during editing of a text. * see 12	N/A	Students are exposed to symbol and letter sequences and write things down via spontaneous spelling.	Students can apply appropriate spelling rules. Students can apply capitalization, period and question mark effectively.	Students can apply appropriate and basic grammar and punctuation rules (comma, exclamation mark). Students can apply editing conventions.	Students can connect appropriate spelling, grammar and punctuation rules (quotation marks) to writing.	Students can apply appropriate and more complex grammar (irregular plural, e.g., stimulus –stimuli), spelling and punctuation rules. **

Core Objective 11: Students are able to use appropriate vocabulary and strategies for writing various kinds of texts.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Acquire and apply appropriate vocabulary * see 13/14	N/A	Students are exposed to a rich linguistic context related to familiar topics. When supporting students while writing, the teacher focuses on the extension of vocabulary.	Students can identify and write down simple unfamiliar words. Students can write newly learned words in an exercise. Students are exposed to strategies for vocabulary acquisition.	Students can write a sentence with a newly learned word. Students can write a story using specific words. Students are exposed to cause-and-effect signal words. Students can organise words into different word classes.	Students can recognise and apply transition words, e.g., <i>first, then</i> , etc. in writing. Students can use synonyms. Students can recognise and apply transition words (<i>therefore, so, because, since</i> etc.) to connect ideas and sentences. Students can recognise different word classes.	Students can apply knowledge of word classes and word sensitivity, e.g., write a 'dictionary-like' definition of an unfamiliar word and pick the best description out of a selection (dictionary game). Students can make a word web. F3: In addition to the above, Students can differentiate between – synonyms & antonyms.

Core Objective 11: Students are able to use appropriate vocabulary and strategies for writing various kinds of texts.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
b. Apply, with encouragement from the teacher, writing strategies before, during and after writing. ³² * see 5c	N/A	Students are exposed to planning strategies (e.g., simple orientation on familiar topics) with teacher support).	Students are exposed to different writing strategies (planning, formulating, revision). Students can fill in a simple graphic organiser to organise their thoughts on a familiar topic.	Students can recognise the different parts of the writing process, using a checklist. Students can describe the writing processes afterwards. Students can proofread their draft. Students can plan, with help, a paragraph about a familiar topic for a familiar audience.	Students can monitor their writing process with help from the teacher. Students can evaluate their writing process afterwards with help from teacher and tools. Students can stay on topic and develop a paragraph appropriately.	Students can apply writing strategies before, during and after reading. Students can adapt writing to audience. **
c. Use effective compensation strategies when necessary. ³³ * see 5d/9c/11c	N/A	Students are exposed to different writing materials (pen, pencil, stamps, tablet, computer etc.)	Students can recognise when they need help with writing.	Students can reread the assignment. Students can apply basic compensation strategies in writing e.g., use of sentence starters, use of graphic organisers.	Students can use general concepts to describe an unfamiliar word. Students can make a narrative clearer by including dialogue, active verbs etc. Students can use synonyms or antonyms. Students can apply basic compensation strategies in writing.	Students can use effective compensation strategies when necessary. **

³² Determine topic, set writing purpose and audience, activate prior knowledge, collect, select and organize information, plan the text, write, reflect on text, proofread text (under supervision) and make corrections and reflect on the writing process.

³³ Use general concepts, descriptions, paraphrasing, dictionary.

Domain: Language Awareness and Vocabulary


Core Objective 12: Students are able to apply a number of grammatical principles and rules during reading, listening, speaking and writing.						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Divide words in syllables. * see 6a	N/A	Students can carry out activities in the context of emergent literacy (e.g., knowledge of the alphabet).	Students can clap along to syllables of words. Students can write familiar words into syllables. Students can identify beginning and ending sounds. Students can match syllables to form words. Students can decode basic syllable patterns, e.g., open syllables.	Students can identify and use beginning and final syllables e.g., -tion. Students can decode syllable patterns e.g., closed syllables, basic digraphs, schwa's. Students can recognise stressed syllables in written and spoken language.	Students can decode syllable patterns, e.g., VCV Syllable Pattern, Digraphs in Multi-syllable words, Schwa+ /r/ sounds, VV Syllable Pattern, stress in three syllable words, final syllables, VCCCV Syllable Patterns.	Idem **
b. For spelling purposes: identify grammatical classes, infinitive, stem and inflected form, tense and person of a verb, and recognise regular and irregular verbs. ³⁴	N/A	N/A	Students are exposed to differences in word classes.	Students can identify subject, verb and object in simple sentences. Students can apply correct subject-verb correspondence in simple sentences both orally and written. Students can identify base/ root words and infinitive.	Students can identify and spell different types of verbs (action, being, linking, main, helping, irregular). Students can use common contractions. Students can identify and use basic tenses correctly.	Students are exposed to difference in word origins e.g., Latin, Greek. Students can recognise fragments and run on sentences. Students can apply more complex contractions. F3: Students can recognize more advanced fragments and run on sentences. Students can apply more complex contractions.
c. Use simple and compound sentences with dependent (or subordinate) and independent clauses in affirmative, negative or interrogative voice.	Students are exposed to simple sentences.	Students are exposed to compound sentences with or without (in)dependent clauses in affirmative, negative or interrogative voice.	Students can use simple and compound sentences in affirmative, negative or interrogative voice. Students can use simple subordinating clauses such as before and after.	Students can use simple conjunctions correctly. Students can use simple (in)dependent clauses in affirmative, negative or interrogative voice.	Students can use coordinating conjunctions in sentences. Students can use more complex subordinating clauses. Students can formulate simple and compound sentences.	Students can recognise and identify simple and compound sentences and dependent and independent clauses in affirmative, negative or interrogative voice. F3: Students can recognize and construct complex sentences.

³⁴ Grammatical classes: subject, verb, object.

Domain: Language Awareness and Vocabulary


Core Objective 12:

Students are able to apply a number of grammatical principles and rules during reading, listening, speaking and writing.

						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
d. Use parts of speech, tense, person and number for appropriate verb conjugation. ³⁵	N/A	Students are exposed to simple appropriate verb conjugations.	Students can use the right conjugation of simple verbs in the simple present tense or simple past.	Students can identify different nouns (common, proper, abstract, plural, possessive and pronouns). Students can use comparing adjectives. Students can recognise different adverbs (comparative, superlative, relative). Students can identify prepositional phrases. Students can identify and apply all parts of speech for appropriate verb conjugations.	Students can identify subject, modal auxiliaries, participles, object pronoun and antecedent. Students can apply simple verb tenses (present, past, future). Students can correctly use frequent irregular verbs.	Students can identify and apply all parts of speech, person and number for appropriate verb conjugation. Students can recognise differences between standard and local English in verb conjugation. Students can apply the perfect tense. Students can correctly use less frequent irregular verbs. F3: Students can apply all verb tenses and parts of speech.

Core Objective 13:


Students are able to acquire and apply appropriate vocabulary with the aforementioned domains³⁶, including definitions that allow students to think and talk about language.

						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Use less frequent vocabulary mainly receptively (i.e., signal words and idioms) and some productively (content and function words).	N/A	Students are exposed to a wide range of simple content and function words.	Students can use simple idioms to express themselves. Students can understand that idioms express or share information. Students are exposed to basic figurative language.	Students can identify and use figurative language to express themselves. Students can use age-appropriate vocabulary words.	Students can understand vocabulary in context from age-appropriate texts. Students can use unfamiliar words productively after instruction.	Students can understand, demonstrate and use vocabulary in context from various more mature sources, ranging from newspapers to longer articles.**

³⁵ Parts of speech: noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, article.

³⁶ Core objective 13 is in its entirety related to all language skills in the domains listening, speaking, spoken interaction, reading and writing.


Domain: Language Awareness and Vocabulary

Core Objective 13: Students are able to acquire and apply appropriate vocabulary with the aforementioned domains ³⁷ , including definitions that allow students to think and talk about language.						
						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
b. Understand and use textbook language and instruction vocabulary. ³⁸	N/A	Students are exposed to a wide range of instruction vocabulary.	Students can understand very simple written textbook instructions (colour, circle etc.) Students can understand simple teacher instructions.	Students are exposed to frequent abbreviations Students are exposed to textbook language (fact, chapter, text, paragraph, title, type, instructions etc.)	Students can understand textbook language, instructions and common abbreviations. Students can use more formal language effectively Students can use text and graphic features of textbook.	Students can understand and apply textbook concepts (cause, result, define, compare, contrast, marks, symbol), grammatical concepts, and text types. **
c. Increase vocabulary through strategies (word web, synonym, antonym, part-whole, word relationships)	Students are exposed to a varied vocabulary.	Students can fill in simple word webs on familiar topics with support from the teacher.	Students can, with some help from the teacher, fill in different diagrams (e.g., word webs) to practice or use (themed) vocabulary or unfamiliar words.	Students are exposed to synonyms and antonyms. Students can make word webs independently. Students can understand the function of a dictionary. Students can explain relationships between words (part-whole etc.)	Students can come up with or look up synonyms and antonyms. Students can identify word parts and inflectional endings and suffixes. Students can use a dictionary, glossary or thesaurus.	Students can independently increase vocabulary, using various strategies.**

³⁷ Core objective 13 is in its entirety related to all language skills in the domains listening, speaking, spoken interaction, reading and writing.

³⁸ Textbook language: Sequencing words and words such as cause, consequence, oppose, compare, contrast, define, summarize, explain, fact, opinion, comma, colon, quotation marks, chapter, paragraph, title, heading, stress, homonym, synonym, meaning, symbol, word classes, grammatical concepts, text types and genres (informative, expository, instructive, narrative, poetry, drama), word type, word part, compound word, abbreviation, signal word.

Domain: Language Awareness and Vocabulary

Core Objective 14: Students are able to apply strategies to determine the meaning of unfamiliar words and remember those words.						
						
Intermediate objective	Preschool	K1-2/group 1-2	Grade 1-2/group 3-4	Grade 3-4/group 5-6	Grade 5-6/group 7-8	Form 1-2-3
a. Be independently able to apply strategies to determine the meaning of unfamiliar words. ³⁹	Students are exposed to a vocabulary that describes their immediate environment.	Students are exposed to a vocabulary that describes their near environment.	Students can identify a root word to determine the meaning of a multi syllable word. Students understand there are strategies to find the meaning of unfamiliar words.	Students use knowledge of suffixes, prefixes (Greek/Latin), word roots and word parts and synonyms. Students can list strategies to determine the meaning of unfamiliar words.	Students use context clues and antonyms in simple texts. Students can use (online) dictionary, thesaurus, glossary, internet and other resources to look up unfamiliar words. Students can use strategies, with or without help.	Students use knowledge of other languages to determine the meaning of unfamiliar words. Students independently apply strategies to determine the meaning of unfamiliar words.**
b. Be independently able to use word retention strategies. ⁴⁰	N/A	N/A	Students are actively exposed to word retention strategies (e.g., repetition, visualisation etc.)	Students can recognise different word retention strategies. Students can use simple word retention strategies when asked.	Students can choose an appropriate word retention strategy for a task.	Students can independently use various word retention strategies to increase vocabulary. **

³⁹ For example, through context, synonyms or antonyms, word analysis, knowledge of other languages, use of other resources.

⁴⁰ For example, through word webs or (thematic) ordering, visualisation, repetition or other mnemonic tricks ('ezelsbruggetje').

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Als landelijk expertisecentrum richt SLO zich op de ontwikkeling van het curriculum in het primair, speciaal en voortgezet onderwijs in Nederland. We werken met het onderwijsveld aan de doelen, kaders en instrumenten waarmee scholen hun opdracht vanuit een eigen visie kunnen vervullen.

We brengen praktijk, beleid, maatschappelijke ontwikkelingen en onderzoek samen en stellen onze expertise beschikbaar aan onderwijs en overheid, bijvoorbeeld in de vorm van leerplannen, tools, voorbeeldlesmaterialen, conferenties en rapporten.



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