

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

National English Language Curriculum Framework



Foreword

Education reform is an important component for improving the quality of life and creating a sustainable economy. In the area of English education reform, the Government of the United Arab Emirates is committed to raising the standards of English language education across the country and realising the benefits of English for its citizens and society. In the education system, this commitment is realised through the various interventions led by the Ministry of Education with the goal to enhance approaches in English language teaching, curriculum, materials and assessment.

Following the invitation of the Ministry of Education, it has been an honour for Cambridge Assessment English to participate in the review and revision of the UAE English Language Curriculum Framework. The redeveloped English Language Curriculum Framework is a bespoke national curriculum that delivers clear outcomes that discern the different levels of English language learning and their relationships with international benchmarks. The English language curriculum aims to equip students with a high standard of English language proficiency by:

- Developing English language literacy skills
- Equipping students with the English language competencies to participate effectively in further education, the workplace and community
- Preparing students to compete successfully in international exams
- Shaping global citizens while promoting Emirati cultural values

We sincerely hope our contribution to the revision process – namely a review of the English Language Curriculum Framework with regard to its intended purpose, quality and alignment to the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR), and to international standards in general, will help to support the overall aims of the Ministry of Education to enhance standards for English language education in the Emirates.

Following the review of the curriculum framework, the Cambridge team provided recommendations on the curriculum and worked closely with Ministry of Education to support implementation of revisions in this document. We would like to commend the Ministry of Education on the professionalism and skills of its team who approached this project with great rigour and commitment. The revised curriculum framework demonstrates clear content that is coherent and easy to navigate, with balanced representation of all the four language skills and close alignment to the CEFR.

We would like to take this opportunity to wish the team at the Ministry of Education well in the launch and implementation of the revised final curriculum framework. We would also like to wish every success to all the education professionals who will start using these instruments in their teaching practices.

We hope to be able to continue to work with Ministry of Education on future initiatives for supporting English Language teaching and learning in state schools in the United Arab Emirates.

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Cambridge Assessment English

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1. Introduction

The Ministry of Education has worked in collaboration with Cambridge English to develop the UAE's English Language Curriculum Framework (the Framework) in line with the CEFR. The Framework is a bespoke national curriculum which delivers clear outcomes that discern the different levels of English language learning and their relationships with international benchmarks.

1.1 The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) defines levels of language proficiency in speaking, reading, writing and listening and provides the basis for many language syllabi and curricula around the world. Language ability is described across a levelled scale from Pre-A1/A1 for beginners up to C2 for those who have mastered a language.

2. Curriculum Aims

English plays a central role in the UAE's knowledge-based economy. The English language curriculum aims to equip learners with a high standard of English language proficiency by the following:

- Developing English language literacy skills
- Equipping learners with the English language competencies to participate effectively in further education, the workplace and the community
- Preparing learners to compete successfully in international exams
- Shaping global citizens while promoting Emirati cultural values

3. Level-based Approach to Language Learning

The Framework presents a level-based approach to English language learning which facilitates flexibility in mapping learning pathways and proficiency levels to the expected standards of English language. A level-based approach supports learners in achieving their potential. The Framework accommodates learners' linguistic skills, aptitude and English language background.

The Framework describes learning outcomes across a 10-level scale with each level and sub-level aligning to the CEFR in terms of levels of proficiency and recommended hours of learning. The levels are aimed at learners who are studying from KG or Grade 1 (zero beginners) to those studying at tertiary level education (advanced / proficient).

Although learning outcomes support the ages and stages of learning per cycle, learners are not restricted to studying at one grade level. The diagrams below illustrate the range of English levels available for learners studying in the UAE. There are various starting points which allows learners to progress and reach their maximum potential in their language learning journey.

Language levels	Sub-level	Suggested grades		
Level 10	EN 10.2			
	EN 10.1			
Level 9	EN 9.2			
	EN 9.1	Grade 12		
Level 8	EN 8.2	Grade 11	Grade 12	
	EN 8.1	Grade 10	Grade 11	Grade 12
Level 7	EN 7.1	Grade 9	Grade 10	Grade 11
Level 6	EN 6.2	Grade 8	Grade 9	Grade 10
	EN 6.1	Grade 7	Grade 8	Grade 9
Level 5	EN 5.1	Grade 6	Grade 7	Grade 8
Level 4	EN 4.1	Grade 5	Grade 6	Grade 7
Level 3	EN 3.2	Grade 4	Grade 5	Grade 6
	EN 3.1	Grade 3	Grade 4	Grade 5
Level 2	EN 2.2	Grade 2	Grade 3	Grade 4
	EN 2.1	Grade 1	Grade 2	Grade 3
Level 1	EN 1.2		Grade 1	Grade 2
	EN 1.1			Grade 1
		Learner 1	Learner 2	Learner 3

Level	Alignment
Level 1	Pre-A1-A1
Level 2	A1 - A1+*
Level 3	A1+ - A2
Level 4	A2 - A2+
Level 5	A2+ - B1
Level 6	B1 - B1+
Level 7	B1+ - B2
Level 8	B2 - B2+
Level 9	B2+ - C1
Level 10	C1 - C2

*not an official CEFR level

Cycle	Grades
Cycle 1	1,2,3
Cycle 2	4, 5, 6, 7, 8
Cycle 3	9,10,11,12

**Learner 3 represents the existing Advanced cohort studying in Mainstream Cycle 1 and 2, and Advanced Cycle 3. Learner 1 and 2 represent the future projections based on advanced starting points.*

4. Structure of the English Language Curriculum Framework

The Framework follows a skills-based approach to language learning. The four language skills are addressed separately within the levels, demonstrating alignment across the skills to ensure consolidation and recycling of outcomes. As learners progress through the levels, the outcomes increase in difficulty to reflect the learners' increasing language proficiency. In some cases, strands within the skills may appear or disappear as learning expectations develop across levels.

4.1 The Supporting Syllabus

A Supporting Syllabus is provided for each sub-level. While the Student Learning Outcomes (SLOs) are stand alone, they are designed to be combined with the content from the Supporting Syllabus to create SLOs that are lesson specific. The Supporting Syllabus provides the detail and scope of the content within each level and sub-level. Specifically, it provides the grammar, lexis, functional language and, where appropriate, the phonemes and high frequency words (HFW) to be covered at each level and sub-level. The Supporting Syllabus presents the grammar and functional language and details when learners are expected to *understand* and *understand and use* the content. This will not only help to inform assessment but will help to identify any gaps in current learning resources.

The contents of the Supporting Syllabus were developed to align with international benchmarks in grammar and functional language progression. The level of our learners, their language background, hours of instruction, and available resources have shaped a context-specific Supporting Syllabus.

The Supporting Syllabus is divided into three categories: ***The Functional Language Mapping, the Grammar Mapping and the Lexis Mapping*** (containing phonics and HFW). The lexis is representative of the existing MoE Syllabus content and themes; however, this should not be considered as a limitation in future curriculum development. Likewise, the topic list is not considered exhaustive and learners at higher levels may be exposed to a wider range of unfamiliar topics.

5. Assessing Progress

5.1 Student Learning Outcomes (SLOs) and Assessment Links

The Framework incorporates a four-skills exam system (i.e. an exam for each domain) as well as integrated-skills project work embedded into the programme of study; the proportional weightings of which will be decided by the assessment policy each year. An assessment blueprint will be put into place with the purpose of ensuring all SLOs are covered and assessed across the different assessment tools (e.g. projects, quizzes, exams, rubrics, etc.) for that level. Guides and marking rubrics will be made available to teachers to assist them in identifying which SLOs are covered in each assessment, and indicators of how they are achieved.

To differentiate assessment between the sub-levels, the Supporting Syllabus will be used. Functional language, grammar and vocabulary will be embedded within receptive skills and elicited in productive skills assessment (where it is marked as *understand and use*). The syllabus design will inform the curriculum pacing; which will in turn inform the appropriate outcomes and Supporting Syllabus language points for the time-bound assessments

5.2 Measuring Progress

The modes of continuous and summative assessment running through the term will be considered achievement tests; whereby success (as indicated by achieving the pass rates required by the Ministry of Education's policy) at the **end of one level** indicates readiness to begin study at the next level. In addition, there will be a set of online diagnostic tests and progress checks which will be pitched at multiple levels in order to ascertain a learner's level. These assessment tools can be implemented at the start and end of the academic year to identify the learner's level, and also upon recommendation for those learners who show potential to transfer across levels at the end of term.

Administrative systems will be put in place to support the level-based differentiation of individual learners within a grade through a coding system implemented in national school IT systems, including learner level and sub-level. This coding will then be used to identify appropriate sub-level-based assessments to be implemented for each learner.

6. Level Descriptions

The table below is designed to serve as a guide of each level, providing a general overview of abilities at all levels, along with the type and range of content.

Level Expectations		Content
Level 1	<ul style="list-style-type: none"> • Can understand the overall meaning of very short, simple texts with the help of pictures. • Can participate in very short, simple interactions on familiar topics. • Can write very short, simple sentences on familiar topics. 	<ul style="list-style-type: none"> • Learners will be taught English language through a variety of songs/rhymes, stories, short conversations, descriptions and instructions. • The topics relate to the learners' immediate experiences and needs (i.e. families, friends and school). • Written and spoken texts are very simple, clear and very short. • Learning is supported by images, gestures and repetition. • Input speech is slow, clearly articulated and delivered in a familiar accent.
Level 2	<ul style="list-style-type: none"> • Can understand the overall meaning of short, simple texts on familiar topics. • Can participate in short, simple interactions on familiar topics. • Can write short, simple sentences on familiar topics. 	<ul style="list-style-type: none"> • Learners will be taught English language through a variety of songs/rhymes, stories, short conversations, informative texts, descriptions and instructions. • The topics are familiar and relate to families, friends and school. • Written and spoken texts are simple, clear, short and develop upon previously taught lexis. • Learning is supported by images, gestures and repetition. • Input speech is slow, clearly articulated and delivered in a familiar accent.
Level 3	<ul style="list-style-type: none"> • Can understand the overall meaning of simple texts on familiar topics. • Can participate in simple interactions on familiar topics. • Can write short, simple compound sentences on familiar topics. 	<ul style="list-style-type: none"> • Learners will develop language skills through a variety of text types including poems and rhymes, stories, conversations, informative texts, descriptions and instructions. • The topics are familiar. • Written and spoken texts are simple, develop upon previously taught lexis. • Learning is supported by images, gestures and repetition. • Input speech is slow, clearly articulated and delivered in a familiar accent.

Level 4	<ul style="list-style-type: none"> • Can identify the overall meaning of simple texts on familiar and concrete topics. • Can participate in simple interactions on familiar and concrete topics. • Can write short, simple texts on familiar topics. 	<ul style="list-style-type: none"> • Learners will develop language skills through a variety of text types including poems, stories, conversations, descriptions, informative texts (which may include diagrams and graphs) and instructions. • The topics relate to the learners' immediate experiences. • Texts are simple and short, and on familiar and concrete topics.
Level 5	<ul style="list-style-type: none"> • Can understand the overall meaning of simple, extended texts on familiar concrete topics. • Can initiate and participate in a range of interactions on familiar and concrete topics. • Can write simple texts on familiar and concrete topics. 	<ul style="list-style-type: none"> • Delivery is in clear, standard English in a variety of different accents. • Learners will develop language skills through a variety of text types including poems, stories, monologues and dialogues, descriptions, informative texts (which may include diagrams and graphs) and instructions. • Texts are simple and extended, and on familiar and concrete topics. • Delivery is in clear, standard English in a variety of different accents.
Level 6	<ul style="list-style-type: none"> • Can understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics. • Can speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication. • Can write simple, extended texts on familiar and concrete topics. 	<ul style="list-style-type: none"> • Learners will develop language skills through a variety of text types including poems, stories, monologues and dialogues, descriptions, informative texts (which may include diagrams and graphs) and instructions. • Texts are simple and extended, and on familiar and some unfamiliar concrete topics. • Delivery is in clear, standard English in a variety of different accents.
Level 7	<ul style="list-style-type: none"> • Can understand the overall meaning of complex texts on familiar and unfamiliar concrete topics. • Can maintain flow of communication using a range of repair strategies. • Can produce clear, detailed text on familiar and some unfamiliar concrete topics. 	<ul style="list-style-type: none"> • Learners will develop language skills through a variety of text types including poems, stories, monologues and dialogues, descriptions, informative texts (which may include diagrams and graphs) and instructions. • Texts are complex and extended, and on familiar and unfamiliar concrete topics. • Delivery is in clear, standard English in a variety of different accents.
Level 8	<ul style="list-style-type: none"> • Can understand the overall meaning of complex text on concrete and some abstract topics. • Can initiate and maintain interactions on familiar and unfamiliar topics. • Can produce extended, structured texts on familiar and unfamiliar concrete topics. 	<ul style="list-style-type: none"> • Learners will develop language skills through a variety of text types including poems, stories, monologues and dialogues, descriptions, informative texts (diagrams and graphs) and instructions. • Texts are complex and extended, and on concrete and some abstract topics. • Delivery is in standard English in a variety of different accents.
Level 9	<ul style="list-style-type: none"> • Can understand overall meaning of complex, extended texts on concrete and abstract topics. • Can express him/herself fluently with ease and skill in a range of contexts. 	<ul style="list-style-type: none"> • Learners will develop language skills through a variety of text types including poems, stories, monologues and dialogues, descriptions, informative texts (diagrams and graphs) and instructions. • Texts are complex and extended, and on concrete and abstract topics.

	<ul style="list-style-type: none"> • Can use language flexibly and effectively for social and academic purposes. • Can produce extended structured texts appropriate to task, purpose and audience. 	<ul style="list-style-type: none"> • Delivery is in standard English in a variety of different accents at natural speed.
Level 10	<ul style="list-style-type: none"> • Can understand with ease complex, extended texts on concrete and abstract topics. • Can summarise information from different spoken and written sources. • Can express him/herself fluently and precisely, in a range of situations. 	<ul style="list-style-type: none"> • Learners will develop language skills through a variety of text types including poems, stories, monologues and dialogues, descriptions, informative texts (diagrams and graphs) and instructions. • Texts are complex and extended and on concrete and abstract topics. • Delivery is in standard English in a variety of different accents and speeds.

7. Student Learning Outcomes

LEVEL 1			
Domain	Strand	Code	Learners will be expected to:
Listening	Phonological Awareness	En.1.L.PA.1	Listen and identify all phonemes.
		En.1.L.PA.2	Listen and identify initial, median and final phonemes in simple words.
		En.1.L.PA.3	Listen and identify the number of syllables in words.
		En.1.L.PA.4	Develop an awareness of intonation patterns when listening.
Comprehension Skills		En.1.L.CS.1	Listen and respond appropriately to peers and adults.
		En.1.L.CS.2	Listen and understand the overall meaning of very short and simple texts on familiar topics.
		En.1.L.CS.3	Listen and understand familiar words and set phrases in very short and simple texts on familiar topics.
Reading	Phonological Awareness	En.1.R.PA.1	Decode short and simple unfamiliar words using phonemic awareness and blending strategies when reading.
	Reading Strategies	En.1.R.RS.1	Follow words and sentences in English from left to right.
		En.1.R.RS.2	Read the most common high frequency words.
		En.1.R.RS.3	Recognise the effect of word spacing and simple punctuation when reading.
	En.1.R.RS.4	Read and re-read very short and simple texts.	
Comprehension Skills	En.1.R.CS.1	Read and understand the overall meaning of very short, simple texts with the help of pictures.	
Speaking	Pronunciation	En.1.S.P.1	Accurately reproduce modelled language.
		En.1.S.P.2	Pronounce learned words using correct stress and intonation.
	Fluency	En.1.S.F.1	Use basic language structures when speaking.
	Interaction & Production	En.1.S.IP.1	Express own ideas using familiar words and set phrases.
En.1.S.IP.2		Retell very simple stories and personal experiences using familiar words and set phrases.	
En.1.S.IP.3		Ask and answer simple questions on familiar topics.	
	En.1.S.IP.4	Participate in very short, simple interactions on familiar topics.	
Writing	Handwriting	En.1.W.H.1	Write correctly formed letters and words moving from left to right.
	Writing Strategies	En.1.W.WS.1	Use phonological awareness and blending strategies to write new words.
		En.1.W.WS.2	Write sentences using spacing, capitalisation and full stops.
		En.1.W.WS.3	Write the most common high frequency words correctly.
Writing Production	En.1.W.WP.1	Write very short, simple sentences on familiar topics.	

***Outcome Code explained:** English; Level; Domain; Strand; Outcome number (varies across the strands per level).

LEVEL 2

Domain	Strand	Code	Learners will be expected to:
Listening	Phonological Awareness	En.2.L.PA.1	Listen and identify initial, median and final phonemes in words.
		En.2.L.PA.2	Listen and identify the number of syllables in words and sentences.
		En.2.L.PA.3	Develop an awareness of intonation patterns when listening.
	Comprehension Skills	En.2.L.CS.1	Listen and respond appropriately to peers and adults.
		En.2.L.CS.2	Listen and understand the overall meaning of short, simple texts on familiar topics.
		En.2.L.CS.3	Listen and identify familiar words and set phrases in short, simple texts on familiar topics.
Reading	Phonological Awareness	En.2.R.PA.1	Decode unfamiliar words by using phonemic awareness and blending strategies when reading.
	Reading Strategies	En.2.R.RS.1	Read frequently encountered words with ease.
		En.2.R.RS.2	Recognise the effect of word spacing and punctuation when reading.
		En.2.R.RS.3	Read and re-read short and simple texts.
	Comprehension Skills	En.2.R.CS.1	Read and understand the overall meaning of short, simple texts on familiar topics.
		En.2.R.CS.2	Read and identify familiar words and set phrases in short, simple texts on familiar topics.
Speaking	Pronunciation	En.2.S.P.1	Accurately reproduce modelled language.
		En.2.S.P.2	Pronounce words and sentences using correct stress, intonation and rhythm.
	Fluency	En.2.S.F.1	Use basic language structures when speaking.
	Interaction & Production	En.2.S.IP.1	Express own ideas using a range of familiar words, set phrases and expressions.
		En.2.S.IP.2	Retell simple stories and personal experiences using a range of familiar words, set phrases and expressions.
		En.2.S.IP.3	Ask and answer questions on familiar topics.
En.2.S.IP.4		Participate in short, simple interactions on familiar topics.	
Writing	Handwriting	En.2.W.H.1	Write clearly formed letters and words moving from left to right.
	Writing Strategies	En.2.W.WS.1	Use phonological awareness and blending strategies to write new words.
		En.2.W.WS.2	Write sentences using correct spacing, capitalisation and full stops.
		En.2.W.WS.3	Write high frequency words correctly.
	Writing Production	En.2.W.WP.1	Write short, simple sentences on familiar topics.

LEVEL 3

Domain	Strand	Code	Learners will be expected to:
Listening	Phonological Awareness	En.3.L.PA.1	Identify intonation patterns when listening.
	Comprehension Skills	En.3.L.CS.1	Listen and respond appropriately to peers and adults.
		En.3.L.CS.2	Listen and understand the overall meaning of simple texts on familiar topics.
		En.3.L.CS.3	Listen and identify familiar words and phrases in simple texts on familiar topics.
	En.3.L.CS.4	Listen and identify some details in simple texts on familiar topics.	
Reading	Phonological Awareness	En.3.R.PA.1	Decode unfamiliar words by using phonemic awareness and blending strategies when reading.
	Reading Strategies	En.3.R.RS.1	Recognise the effect of word spacing and punctuation in texts when reading.
		En.3.R.RS.2	Read short texts on familiar topics.
	Comprehension Skills	En.3.R.CS.1	Read and understand the overall meaning of simple texts on familiar topics.
		En.3.R.CS.2	Read and identify specific information in simple texts on familiar topics.
		En.3.R.CS.3	Read and identify some details in simple texts on familiar topics.
Speaking	Pronunciation	En.3.S.P.1	Accurately reproduce modelled language.
		En.3.S.P.2	Pronounce words and sentences using correct stress, intonation and rhythm.
	Fluency	En.3.S.F.1	Use basic language structures when speaking.
	Interaction & Production	En.3.S.IP.1	Express own ideas using range of words, set phrases and expressions.
		En.3.S.IP.2	Retell stories and personal experiences using a range of familiar words, set phrases and expressions.
		En.3.S.IP.3	Ask and answer questions on familiar topics.
En.3.S.IP.4		Participate in simple interactions on familiar topics.	
Writing	Handwriting	En.3.W.H.1	Write continuous pieces of text with correctly formed letters and words moving from left to right.
	Writing Strategies	En.3.W.WS.1	Use phonological awareness and blending strategies to write new words.
		En.3.W.WS.2	Write sentences using correct spacing, capitalisation and full stops.
		En.3.W.WS.3	Apply spelling rules and conventions when writing.
		En.3.W.WS.4	Use basic language structures in writing.
	Writing Production	En.3.W.WP.1	Write short, simple compound sentences on familiar topics.
		En.3.W.WP.2	Plan ideas before writing.

LEVEL 4

Domain	Strand	Code	Learners will be expected to:	
Listening	Comprehension Skills	En.4.L.CS.1	Listen and respond appropriately to peers and adults.	
		En.4.L.CS.2	Listen and identify the overall meaning of simple texts on familiar and concrete topics.	
		En.4.L.CS.3	Listen and identify specific information in simple texts on familiar and concrete topics.	
		En.4.L.CS.4	Listen and identify some details in simple texts on familiar and concrete topics.	
		En.4.L.CS.5	Listen and identify the main points of simple texts on familiar and concrete topics.	
Reading	Reading Strategies	En.4.R.RS.1	Recognise the effect of word spacing and punctuation in texts when reading.	
		En.4.R.RS.2	Read texts on familiar and concrete topics.	
	Comprehension Skills	En.4.R.CS.1	Read and identify the overall meaning of simple texts on familiar and concrete topics.	
		En.4.R.CS.2	Read and identify specific information in simple texts on familiar and concrete topics.	
		En.4.R.CS.3	Read and understand some details in short texts on familiar and concrete topics.	
		En.4.R.CS.4	Read and identify the main points of simple texts on familiar and concrete topics.	
	Speaking	Pronunciation	En.4.S.P.1	Begin to produce connected speech using correct stress, intonation and rhythm.
		Fluency	En.4.S.F.1	Speak coherently in short exchanges using familiar phrases and expressions.
En.4.S.F.2			Use a range of basic language structures when speaking.	
Interaction & Production		En.4.S.IP.1	Express own ideas, feelings and emotions.	
		En.4.S.IP.2	Retell stories and personal experiences using a range of phrases and expressions.	
		En.4.S.IP.3	Ask and answer simple open-ended questions on familiar and concrete topics.	
		En.4.S.IP.4	Participate in simple interactions on familiar and concrete topics.	
Writing		Writing Strategies	En.4.W.WS.1	Use phonological awareness and blending strategies to write new words.
	En.4.W.WS.2		Write sentences using correct spacing, capitalisation and punctuation.	
	En.4.W.WS.3		Apply spelling rules and conventions when writing.	
	En.4.W.WS.4		Use basic language structures in writing.	
	Writing Production	En.4.W.WP.1	Write short, simple texts on familiar topics.	
		En.4.W.WP.2	Plan and develop ideas before writing.	

LEVEL 5

Domain	Strand	Code	Learners will be expected to:
Listening	Comprehension Skills	En.5.L.CS.1	Listen and understand the overall meaning of simple, extended texts on familiar and concrete topics.
		En.5.L.CS.2	Listen and identify specific information in simple, extended texts on familiar and concrete topics.
		En.5.L.CS.3	Listen and identify details in simple, extended texts on familiar and concrete topics.
		En.5.L.CS.4	Listen and identify the main points in simple, extended texts on familiar and concrete topics.
		En.5.L.CS.5	Infer the meaning of unknown words when listening to simple texts on familiar and concrete topics.
		En.5.L.CS.6	Make predictions when listening to simple texts on familiar and concrete topics.
Reading	Reading Strategy	En.5.R.RS.1	Recognise key features of text organisation.
		En.5.R.RS.2	Read texts on unfamiliar and concrete topics.
	Comprehension Skills	En.5.R.CS.1	Read and understand the overall meaning of simple extended texts on familiar and concrete topics.
		En.5.R.CS.2	Read and identify specific information in simple extended texts on familiar and concrete topics.
		En.5.R.CS.3	Read and understand details in simple, extended texts on familiar and concrete topics.
		En.5.R.CS.4	Read and identify the main points in simple, extended texts on familiar and concrete topics.
En.5.R.CS.5	Infer the meaning of unknown words when reading simple texts on familiar and concrete topics.		
En.5.R.CS.6	Make predictions when reading simple texts on familiar and concrete topics.		
Speaking	Pronunciation	En.5.S.P.1	Produce connected speech using correct intonation and rhythm.
	Fluency	En.5.S.F.1	Speak coherently in short exchanges using a range of phrases and expressions.
		En.5.S.F.2	Use a range of basic language structures when speaking.
	Interaction & Production	En.5.S.IP.1	Express own ideas, opinions and personal perspective.
En.5.S.IP.2		Retell detailed information from stories and personal experiences.	
En.5.S.IP.3	Ask and answer questions for clarification, elaboration and understanding.		
En.5.S.IP.4	Initiate and participate in a range of interactions on familiar and concrete topics.		
Writing	Writing Strategies	En.5.W.WS.1	Apply spelling rules and conventions with consistency when writing.
		En.5.W.WS.2	Use a range of basic language structures in writing.
	Writing Production	En.5.W.WP.1	Write simple texts on familiar and concrete topics.
		En.5.W.WP.2	Use own and others' ideas to plan and develop ideas before writing.
		En.5.W.WP.3	Write simple, structured paragraphs that contain a topic sentence and supporting details.

LEVEL 6

Domain	Strand	Code	Learners will be expected to:
Listening	Comprehension Skills	En.6.L.CS.1	Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.L.CS.2	Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topic.
		En.6.L.CS.3	Listen and identify details in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.L.CS.4	Listen and identify the main points in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.L.CS.5	Infer the meaning of unknown words when listening to texts on familiar and concrete topics.
		En.6.L.CS.6	Make predictions when listening to simple, extended texts on familiar and concrete topics.
Reading	Reading Strategies	En.6.R.RS.1	Identify a range of features of text organisation and structure.
		En.6.R.RS.2	Read texts in a variety of genres.
	Comprehension Skills	En.6.R.CS.1	Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.R.CS.2	Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.R.CS.3	Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.R.CS.4	Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topic.
En.6.R.CS.5	Infer the meaning of unknown words when reading texts on familiar and concrete topics.		
En.6.R.CS.6	Make predictions when reading simple, extended texts on familiar and concrete topics.		
Speaking	Pronunciation	En.6.S.P.1	Produce connected speech using correct intonation and rhythm.
	Fluency	En.6.S.F.1	Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication.
		En.6.S.F.2	Use simple and complex language structures when speaking.
	Interaction & Production	En.6.S.IP.1	Express own ideas and respond to the ideas of others.
		En.6.S.IP.2	Retell detailed information from stories and personal experiences.
		En.6.S.IP.3	Ask and answer questions for clarification, elaboration and understanding.
En.6.S.IP.4	Initiate and participate in a wide range of interactions on familiar and concrete topics.		
Writing	Writing Strategies	En.6.W.WS.1	Uses simple and some complex language structures in writing.
	Writing Production	En.6.W.WP.1	Write simple, extended texts on familiar and concrete topics.
		En.6.W.WP.2	Use own and others' ideas to plan and develop writing.
En.6.W.WP.3	Write structured paragraphs that contain a topic sentence and supporting details.		

LEVEL 7

Domain	Strand	Code	Learners will be expected to:		
Listening	Comprehension Skills	En.7.L.CS.1	Listen and understand the overall meaning of extended texts on familiar and unfamiliar concrete topics.		
		En.7.L.CS.2	Listen and identify specific information in extended texts on familiar and unfamiliar concrete topics.		
		En.7.L.CS.3	Listen and identify details in extended texts on familiar and unfamiliar concrete topics.		
		En.7.L.CS.4	Listen and identify the main points of extended texts on familiar and unfamiliar concrete topics.		
		En.7.L.CS.5	Infer meaning of speakers in simple, extended texts on familiar and concrete topics.		
		En.7.L.CS.6	Make predictions when listening to extended texts on familiar and some unfamiliar concrete topics.		
		En.7.L.CS.7	Recognise speaker's attitude in simple, extended texts on familiar and concrete topics.		
Reading	Reading Strategies	En.7.R.RS.1	Identify a wide range of features of text organisation and structure.		
		En.7.R.RS.2	Read a range of texts in a variety of genres.		
		En.7.R.RS.3	Research topics by reading from a variety of sources.		
	Comprehension Skills	En.7.R.CS.1	Read and understand the overall meaning of extended texts on familiar and unfamiliar concrete topics.		
		En.7.R.CS.2	Read and identify specific information in extended texts on familiar and unfamiliar concrete topics.		
		En.7.R.CS.3	Read and understand details in extended texts on familiar and unfamiliar concrete topics.		
		En.7.R.CS.4	Read and identify the main points of extended texts on familiar and unfamiliar concrete topics.		
		En.7.R.CS.5	Infer meaning when reading simple, extended texts on familiar and concrete topics.		
		En.7.R.CS.6	Make predictions when reading extended texts on familiar and some unfamiliar concrete topics.		
		En.7.R.CS.7	Identify the writer's attitude when reading extended texts on familiar and some unfamiliar concrete topics.		
		Speaking	Pronunciation	En.7.S.P.1	Produce connected speech using correct intonation and rhythm.
			Fluency	En.7.S.F.1	Speak coherently in extended exchanges using a range of repair strategies to maintain flow of communication.
				En.7.S.F.2	Use simple and complex language structures when speaking.
		Interaction & Production	En.7.S.IP.1	Express, elaborate on and justify own ideas.	
En.7.S.IP.2	Participate in structured discussions responding appropriately to the contributions of others.				
En.7.S.IP.3	Initiate and maintain interactions on some unfamiliar concrete topics.				
Writing	Writing Strategies	En.7.W.WS.1	Use simple and complex language structures in writing.		
	Writing Production	En.7.W.WP.1	Write extended texts on familiar and some unfamiliar concrete topics.		
		En.7.W.WP.2	Paraphrase and synthesise information from a variety of sources.		
		En.7.W.WP.3	Produce structured texts that contain topic sentences and supporting details.		

LEVEL 8

Domain	Strand	Code	Learners will be expected to:	
Listening	Comprehension Skills	En.8.L.CS.1	Listen and understand the overall meaning of extended texts on concrete and some abstract topics.	
		En.8.L.CS.2	Listen and identify specific information in extended texts on concrete and some abstract topics.	
		En.8.L.CS.3	Listen and identify details in extended texts on concrete and some abstract topics.	
		En.8.L.CS.4	Listen and identify the main points in extended texts on concrete and some abstract topics.	
		En.8.L.CS.5	Infer meaning when listening to simple, extended texts on familiar and concrete topics.	
		En.8.L.CS.6	Make predictions when listening to extended texts on familiar and unfamiliar concrete topics.	
		En.8.L.CS.7	Recognise speaker's attitude in extended texts on familiar and some unfamiliar concrete topics.	
Reading	Reading Strategies	En.8.R.RS.1	Identify a wide range of features of text organisation and structure.	
		En.8.R.RS.2	Read a wide range of texts in a variety of genres.	
		En.8.R.RS.3	Research and evaluate information by reading from a variety of sources.	
	Comprehension Skills	En.8.R.CS.1	Read and understand the overall meaning of extended texts on concrete and some abstract topics.	
		En.8.R.CS.2	Read and identify specific information in extended texts on concrete and some abstract topics.	
		En.8.R.CS.3	Read and understand details in extended texts on concrete and some abstract topics.	
		En.8.R.CS.4	Read and identify the main points of extended texts on concrete and some abstract topics.	
		En.8.R.CS.5	Infer meaning when reading extended texts on familiar and some unfamiliar concrete topics.	
		En.8.R.CS.6	Make predictions when reading extended texts on familiar and unfamiliar concrete topics.	
		En.8.R.CS.7	Identify the writer's attitude in extended texts on familiar and some unfamiliar concrete topics.	
	Speaking	Pronunciation	En.8.S.P.1	Produce connected speech using correct intonation and rhythm.
		Fluency	En.8.S.F.1	Speak coherently and at length using minimal repair strategies.
			En.8.S.F.2	Maintain a degree of control of simple and complex language structures when speaking.
		Interaction & Production	En.8.S.IP.1	Express, elaborate on and justify own ideas and respond to those of others.
En.8.S.IP.2			Participate in structured discussions, responding to and building on the contributions of others.	
En.8.S.IP.3			Initiate and maintain interactions on familiar and unfamiliar topics.	
Writing	Strategies	En.8.W.S.1	Maintain a degree of control of simple and complex language structures in writing.	
	Writing Production	En.8.W.WP.1	Write extended texts on familiar and unfamiliar concrete topics.	
		En.8.W.WP.2	Paraphrase and synthesise information from a variety of sources.	
		En.8.W.WP.3	Produce extended, structured texts that contain topic sentences and supporting details.	

LEVEL 9

Domain	Strand	Code	Learners will be expected to:	
Listening	Comprehension skills	En.9.L.CS.1	Listen and understand the overall meaning of complex, extended texts on concrete and some abstract topics.	
		En.9.L.CS.2	Listen and identify specific information in complex, extended texts on concrete and abstract topics.	
		En.9.L.CS.3	Listen and identify details in complex, extended texts on concrete and abstract topics.	
		En.9.L.CS.4	Listen and identify the main points in complex, extended texts on concrete and abstract topics.	
		En.9.L.CS.5	Infer the meaning of speakers in complex, extended texts on familiar and unfamiliar concrete topic.	
		En.9.L.CS.6	Make predictions when listening to complex, extended texts on familiar and unfamiliar concrete and some abstract topics.	
		En.9.L.CS.7	Recognise speaker's attitude in complex, extended texts on familiar and unfamiliar concrete topics.	
Reading	Reading Strategies	En.9.R.RS.1	Identify genre specific features of text organisation and structure.	
		En.9.R.RS.2	Read a wide range of texts in a variety of genres.	
		En.9.R.RS.3	Research, evaluate and synthesise information from a range of sources.	
	Comprehension Skills	En.9.R.CS.1	Read and understand the overall meaning of complex, extended texts on concrete and abstract topics.	
		En.9.R.CS.2	Read and identify specific information in complex, extended texts on concrete and abstract topics.	
		En.9.R.CS.3	Read and understand details in complex, extended texts on concrete and abstract topics.	
		En.9.R.CS.4	Read and identify the main points of complex, extended texts on concrete and abstract topics.	
		En.9.R.CS.5	Infer meaning when reading complex, extended texts on familiar and unfamiliar concrete topics.	
		En.9.R.CS.6	Make predictions when reading complex, extended texts on familiar and unfamiliar concrete and some abstract topics.	
		En.9.R.CS.7	Identify the writer's attitude in complex, extended texts on familiar and unfamiliar concrete and some abstract topics.	
	Speaking	Pronunciation	En.9.S.P.1	Produce connected speech using correct intonation and rhythm.
		Fluency	En.9.S.F.1	Speak at length with ease and at natural speed.
			En.9.S.F.2	Maintain a high degree of control of complex language structures when speaking.
		Interaction & Production	En.9.S.IP.1	Effortlessly express, elaborate on and justify own ideas and respond to those of others.
En.9.S.IP.2			Participate in structured discussions/debates summarising points and building on the contributions of others.	
En.9.S.IP.3			Interact with ease and skill in a range of contexts.	
Writing	Writing Strategies	En.9.W.WS.1	Maintain a high degree of accuracy in complex language structures in writing.	
	Writing Production	En.9.W.WP.1	Write extended texts for a wide range of purposes on unfamiliar and complex topics.	
		En.9.W.WP.2	Produce extended, structured texts appropriate to task, purpose and audience.	
		En.9.W.WP.3	Paraphrase, synthesise and reference information from a variety of sources.	

LEVEL 10

Domain	Strand	Code	Learners will be expected to:	
Listening	Comprehension Skills	En.10.L.CS.1	Listen and understand the overall meaning in a range of complex, extended texts on concrete and abstract topics.	
		En.10.L.CS.2	Listen and identify specific information in a range complex, extended texts on concrete and abstract topics.	
		En.10.L.CS.3	Listen and identify details in a range of complex, extended texts on concrete and abstract topics.	
		En.10.L.CS.4	Listen and identify the main points in a range of complex, extended texts on concrete and abstract topics.	
		En.10.L.CS.5	Infer meaning when listening to complex, extended texts on familiar and unfamiliar concrete and abstract topics.	
		En.10.L.CS.6	Make predictions when listening to complex, extended texts on familiar and unfamiliar concrete and abstract topics.	
		En.10.L.CS.7	Recognise speaker's attitude in complex, extended texts on familiar and unfamiliar concrete and abstract topics.	
Reading	Reading Strategies	En.10.R.RS.1	Identify genre specific features of text organisation and structure.	
		En.10.R.RS.2	Read a wide range of texts in a variety of genres.	
		En.10.R.RS.3	Research, evaluate and synthesise information from a range of source.	
	Comprehension Skills	En.10.R.CS.1	Read and understand the overall meaning in a range of complex, extended texts on concrete and abstract topics.	
		En.10.R.CS.2	Read and identify specific information in a range of complex, extended texts on concrete and abstract topic.	
		En.10.R.CS.3	Read and understand details in a range of complex, extended texts on concrete and abstract topics.	
		En.10.R.CS.4	Read and identify the main points in a range of complex, extended texts on concrete and abstract topics.	
		En.10.R.CS.5	Infer meaning when reading a range of complex, extended texts on familiar and unfamiliar concrete and abstract topics.	
		En.10.R.CS.6	Make predictions when reading complex, extended texts on familiar and unfamiliar concrete and abstract topics.	
		En.10.R.CS.7	Identify the writer's attitude when reading complex, extended texts on familiar and unfamiliar concrete and abstract topics.	
	Speaking	Pronunciation	En.10.S.P.1	Produce connected speech using correct intonation and rhythm.
		Fluency	En.10.S.F.1	Speak at length effortlessly and at natural speed.
			En.10.S.F.2	Maintain control of complex language structures when speaking.
		Interaction & Production	En.10.S.IP.1	Effortlessly express, elaborate on and justify own ideas and respond to those of others.
En.10.S.IP.2			Participate in structured discussions/debates summarising points and building on the contributions of others.	
En.10.S.IP.3			Interact with ease and skill in a range of contexts.	
Writing	Writing Strategies	En.10.W.WS.1	Maintain control of complex grammatical structures in writing.	
	Writing Production	En.10.W.WP.1	Write extended texts for a wide range of purposes on abstract and complex topics.	
		En.10.W.WP.2	Paraphrase, synthesise and reference information from a variety of sources.	
		En.10.W.WP.3	Produce extended, structured texts appropriate to task, purpose, and audience.	

8. Functional Language Mapping

Key

	Understand
	Understand and use

Functional Language																	
	Level 1		Level 2		Level 3		Level 4	Level 5	Level 6		Level 7	Level 8		Level 9		Level 10	
	1.1	1.2	2.1	2.2	3.1	3.1	4.1	5.1	6.1	6.2	7.1	8.1	8.2	9.1	9.2	10.1	10.2
1. Describing habits and routines																	
2. Giving personal information																	
3. Greetings																	
4. Using polite language/expressions																	
5. Understanding and using numbers																	
6. Describing people																	
7. Describing places																	
8. Describing things																	
9. Making requests																	
10. Making suggestions																	
11. Directions																	
12. Making introductions																	
13. Telling the time																	
14. Time expressions																	
15. Describing past experiences and events																	
16. Expressing opinion, language of agreement and disagreement																	
17. Describing advantages and disadvantages																	
18. Managing interaction: Language for discussions (e.g. starters, clarifying, interrupting)																	

	1.1	1.2	2.1	2.2	3.1	3.2	4.1	5.1	6.1	6.2	7.1	8.1	8.2	9.1	9.2	10.1	10.2
19. Interacting informally, reacting expressing interest etc.																	
20. Expressing regret																	
21. Using persuasive language																	
22. Giving advice																	
23. Making predictions																	
24. Developing an argument																	
25. Encouraging and inviting another speaker																	
26. Initiating and closing a conversation																	
27. Synthesising and evaluating information (including charts/graphs etc.																	
28. Describing feelings and emotions																	
29. Describing hopes and plans																	
30. Critiquing and reviewing																	
31. Reporting what others have said																	
32. Speculating																	
33. Expressing abstract ideas																	
34. Taking the initiative in interactions																	
35. Checking understanding																	
36. Paraphrasing																	
37. Referencing																	
38. Clarifying points in discussions																	
39. Cause, consequences																	
40. Conceding a point																	
41. Emphasising a point/feeling																	
42. Expressing certainty, probability and doubt																	
43. Defending a point of view																	
44. Responding to counterarguments																	

9. Grammar Mapping

Key

	Understand
	Understand and use

Grammar																	
	L1		L2		L3		L4	L5	L6		L7	L8		L9		L10	
	1.1	1.2	2.1	2.2	3.1	3.2	4.1	5.1	6.1	6.2	7.1	8.1	8.2	9.1	9.2	10.1	10.2
1. Adjectives																	
1. of size																	
2. common																	
3. possessive (my, your etc.)																	
4. demonstratives (this, that)																	
5. comparatives																	
6. superlatives																	
7. order																	
8. compound adjectives																	
2. Adverbs																	
1. adverbs of frequency																	
2. adverbs of manner, place and time																	
3. adverbs of degree, extent, possibility, certainty																	
4. adverbial linkers																	
5. adverbs of relationships in time (recently, since)																	
6. sequencing																	
7. other adverbs																	
8. as modifiers																	
9. order (inversion etc)																	

	1.1	1.2	2.1	2.2	3.1	3.2	4.1	5.1	6.1	6.2	7.1	8.1	8.2	9.1	9.2	10.1	10.2
3. Articles and determiners																	
1. definite and indefinite articles																	
2. basic (all, most, some)																	
3. broader range (any, a lot of, a little, a few)																	
4. Conditionals																	
1. zero conditional																	
2. first conditional																	
3. second conditional																	
4. third conditional																	
5. mixed conditionals																	
6. wish/if only & regrets																	
5. Intensifiers																	
1. basic (very, really, so)																	
2. broader range (too, enough, quite a bit)																	
6. Nouns																	
1. plural 's'																	
2. countable, uncountable nouns																	
3. affixes																	
4. as modifiers																	
7. Possessives																	
1. possessive pronouns																	
2. possessive 's'																	
8. Prepositions																	
1. place																	
2. time																	
3. movement																	
4. other																	
9. Pronouns																	
1. personal																	
2. relative (who, which, where, that, whose, when)																	
3. reflexive pronouns																	

	1.1	1.2	2.1	2.2	3.1	3.2	4.1	5.1	6.1	6.2	7.1	8.1	8.2	9.1	9.2	10.1	10.2
10. Questions																	
1. question forms																	
2. wh- questions																	
3. question tags																	
11. Modals																	
1. <i>can/can't</i>																	
2. <i>could/couldn't</i>																	
3. <i>should</i>																	
4. <i>might, may</i>																	
5. <i>would</i>																	
6. <i>have to</i>																	
7. <i>must</i>																	
8. <i>ought to</i>																	
9. <i>need to</i>																	
12. Present tense																	
1. present simple																	
2. present continuous																	
13. Past tense																	
1. past simple																	
2. past continuous																	
14. Future tenses																	
1. future time (<i>going to</i>)																	
2. future time (<i>present continuous</i>)																	
3. future time (<i>will</i>)																	
15. Perfect tense																	
1. present perfect																	
2. past perfect																	
3. present perfect continuous																	
4. past perfect continuous																	
5. future perfect																	

	1.1	1.2	2.1	2.2	3.1	3.2	4.1	5.1	6.1	6.2	7.1	8.1	8.2	9.1	9.2	10.1	10.2
6. future perfect continuous																	
16. Passives																	
1. present simple passive																	
2. all other forms																	
3. past passive																	
17. Infinitive and gerunds																	
1. gerunds																	
2. infinitives of purpose																	
3. verb + to + infinitive																	
18. Other verb forms																	
1. imperatives																	
2. phrasal verbs																	
3. reported speech																	
19. Conjunctions																	
1. coordinating																	
2. subordinating																	
20. Relative clauses																	
1. defining																	
2. non-defining																	

10. Lexis

	LEVEL 1	LEVEL 2
Phonics	<i>s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo</i>	
HFW	<i>the, and, a, to, said, in, he, I, of, it, was, you, they, on, she, is, for, at, his, but, that, with, all, we, can, are, up, had, my, her, what, there, out, this, have, went, be, like, some, so, not, then, were, go, little, as, no, mum, one, them, do, me, down, dad, big, when, it's, see, looked, very, look, don't, come, will, into, back, from, children, him, Mr, get, just, now, came, oh, about, got, their, people, your, put, could, house, old, too, by, day, made, time, I'm, if, help, Mrs, called, here, off, asked, saw, make, an</i>	
Lexis	<ul style="list-style-type: none"> • animals • at home • clothes • colours • education <ul style="list-style-type: none"> ○ classroom objects ○ classroom activities • family <ul style="list-style-type: none"> ○ immediate family • feelings • food and drink • health and fitness <ul style="list-style-type: none"> ○ sport (verbs) • home (around the house) • numbers <ul style="list-style-type: none"> ○ 1-10 ○ ordinal numbers • places <ul style="list-style-type: none"> ○ on the farm (verbs and nouns) ○ town and city (library, school, shop) • shapes • the body <ul style="list-style-type: none"> ○ parts of the body ○ the five senses ○ physical appearance • time <ul style="list-style-type: none"> ○ days of the week ○ seasons ○ months of the year • transport <ul style="list-style-type: none"> ○ vehicles weather 	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ farm animals ○ zoo animals ○ insects ○ desert animals ○ parts of animals ○ nocturnal animals ○ animal sounds • at home <ul style="list-style-type: none"> ○ types of home ○ furniture ○ rooms ○ crockery and cutlery ○ chores • clothes • colours • directions <ul style="list-style-type: none"> ○ left and right • education <ul style="list-style-type: none"> ○ classroom objects ○ classroom activities ○ rules ○ books • family <ul style="list-style-type: none"> ○ immediate family ○ extended family (aunt, cousin) ○ family celebrations • feelings and emotions • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition • free time <ul style="list-style-type: none"> ○ holidays ○ hobbies • health and fitness <ul style="list-style-type: none"> ○ sport (verbs) ○ exercise ○ illness • jobs • looking back

- inventions
- dinosaurs
- measurement
 - size and weight
- numbers
 - 1-100
 - ordinal numbers
- opposites
- places
 - on the farm (verbs and nouns)
 - town and city (library, school, shop)
 - village
 - the neighbourhood
 - countryside
 - desert
 - landscape
- people
 - personal qualities
- shapes
- science
 - robots
 - space
- the body
 - parts of the body
 - the five senses
 - physical appearance
- time
 - days of the week
 - seasons
 - months of the year
 - day and night
 - dates
- transport
 - vehicles
- weather
 - desert weather

	LEVEL 3	LEVEL 4
Lexis	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ farm animals ○ zoo animals ○ insects ○ desert animals ○ parts of animals ○ nocturnal animals ○ animal sounds ○ habitats • at home <ul style="list-style-type: none"> ○ types of home ○ rooms ○ furniture ○ crockery and cutlery ○ chores ○ home appliances • clothes • colours • directions <ul style="list-style-type: none"> ○ left and right • education <ul style="list-style-type: none"> ○ classroom objects ○ classroom activities ○ rules ○ books ○ school subjects • entertainment <ul style="list-style-type: none"> ○ film • family <ul style="list-style-type: none"> ○ immediate family ○ extended family (aunt, cousin) ○ family celebrations • feelings and emotions • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition ○ food groups ○ eating customs • free time <ul style="list-style-type: none"> ○ holidays ○ hobbies • health and fitness <ul style="list-style-type: none"> ○ sport (verbs) ○ exercise ○ illness ○ common illness symptoms • jobs • looking back <ul style="list-style-type: none"> ○ inventions ○ dinosaurs ○ explorers ○ ancient civilisations • measurement <ul style="list-style-type: none"> ○ size and weight • numbers <ul style="list-style-type: none"> ○ 1-100 ○ ordinal numbers • opposites 	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ farm animals ○ zoo animals ○ insects ○ desert animals ○ parts of animals ○ nocturnal animals ○ animal sounds ○ habitats • at home <ul style="list-style-type: none"> ○ types of home ○ rooms ○ furniture ○ crockery and cutlery ○ chores ○ home appliances • clothes <ul style="list-style-type: none"> ○ accessories • colours • directions <ul style="list-style-type: none"> ○ left and right • education <ul style="list-style-type: none"> ○ classroom objects ○ classroom activities ○ rules ○ books ○ school subjects • entertainment <ul style="list-style-type: none"> ○ film • family <ul style="list-style-type: none"> ○ immediate family ○ extended family (aunt, cousin) ○ family celebrations • feelings and emotions • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition ○ food groups ○ eating customs • free time <ul style="list-style-type: none"> ○ holidays ○ hobbies ○ outdoor pursuits • health and fitness <ul style="list-style-type: none"> ○ sport (verbs) ○ exercise ○ types of sport ○ sporting equipment ○ illness ○ common illness ○ symptoms • jobs • looking back <ul style="list-style-type: none"> ○ inventions ○ dinosaurs ○ explorers ○ ancient civilisations • measurement

	<ul style="list-style-type: none"> • people <ul style="list-style-type: none"> ○ personal qualities ○ personality ○ behaviour • places <ul style="list-style-type: none"> ○ on the farm (verbs and nouns) ○ town and city (library, school, shop) ○ village ○ the neighbourhood ○ countryside ○ desert ○ landscape ○ geographical features • science <ul style="list-style-type: none"> ○ space ○ recycled materials ○ materials for building • shapes • technology <ul style="list-style-type: none"> ○ robots ○ gadgets ○ equipment ○ communication • the body <ul style="list-style-type: none"> ○ parts of the body ○ the five senses ○ physical appearance • time <ul style="list-style-type: none"> ○ days of the week ○ seasons ○ months of the year ○ day and night ○ dates • transport <ul style="list-style-type: none"> ○ vehicles ○ road safety • weather <ul style="list-style-type: none"> ○ desert weather <p>extreme weather</p>	<ul style="list-style-type: none"> ○ size and weight • numbers <ul style="list-style-type: none"> ○ 1-100 ○ ordinal numbers • opposites • people <ul style="list-style-type: none"> ○ personal qualities ○ personality ○ behaviour • places <ul style="list-style-type: none"> ○ on the farm (verbs and nouns) ○ town and city (library, school, shop) ○ village ○ the neighbourhood ○ countryside ○ desert ○ landscape ○ geographical features • science <ul style="list-style-type: none"> ○ space ○ recycled materials ○ materials for building • shapes • technology <ul style="list-style-type: none"> ○ robots ○ gadgets ○ equipment ○ communication • the body <ul style="list-style-type: none"> ○ parts of the body ○ the five senses ○ physical appearance • time <ul style="list-style-type: none"> ○ days of the week ○ seasons ○ months of the year ○ day and night ○ dates • transport <ul style="list-style-type: none"> ○ vehicles ○ road safety • weather <ul style="list-style-type: none"> ○ desert weather ○ extreme weather ○ climate
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	LEVEL 5	LEVEL 6
Lexis	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ farm animals ○ zoo animals ○ insects ○ desert animals ○ parts of animals ○ nocturnal animals ○ animal sounds ○ habitats • at home <ul style="list-style-type: none"> ○ types of home ○ rooms ○ furniture ○ crockery and cutlery ○ chores ○ home appliances • community <ul style="list-style-type: none"> ○ culture ○ traditions ○ festivals • education <ul style="list-style-type: none"> ○ classroom objects ○ classroom activities ○ rules ○ books ○ school subjects ○ after school activities ○ learning languages • entertainment <ul style="list-style-type: none"> ○ film ○ at the theatre ○ media • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition ○ food groups ○ eating customs • free time <ul style="list-style-type: none"> ○ holidays ○ hobbies ○ outdoor pursuits • health and fitness <ul style="list-style-type: none"> ○ sport (verbs) ○ exercise ○ types of sport ○ sporting equipment • jobs • looking back <ul style="list-style-type: none"> ○ inventions ○ dinosaurs ○ explorers ○ ancient civilisations ○ expeditions • numbers <ul style="list-style-type: none"> ○ 1-100 ○ ordinal numbers ○ hundreds ○ thousands 	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ farm animals ○ zoo animals ○ insects ○ desert animals ○ parts of animals ○ nocturnal animals ○ animal sounds ○ habitats ○ food chain ○ survival • at home <ul style="list-style-type: none"> ○ types of home ○ rooms ○ furniture ○ crockery and cutlery ○ chores ○ home appliances • business <ul style="list-style-type: none"> ○ international trade ○ entrepreneurship and innovation • community <ul style="list-style-type: none"> ○ culture ○ traditions ○ festivals ○ citizenship and society • education <ul style="list-style-type: none"> ○ classroom objects ○ classroom activities ○ rules ○ books ○ school subjects ○ after school activities ○ learning languages • entertainment <ul style="list-style-type: none"> ○ film ○ at the theatre ○ media • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition ○ food groups ○ eating customs • free time <ul style="list-style-type: none"> ○ holidays ○ hobbies ○ outdoor pursuits • health and fitness <ul style="list-style-type: none"> ○ sport (verbs) ○ exercise ○ types of sport ○ sporting equipment • jobs <ul style="list-style-type: none"> ○ careers ○ vocations • looking back <ul style="list-style-type: none"> ○ inventions ○ dinosaurs

- millions
- percentages
- people
 - personal qualities
 - personality
 - behaviour
- places
 - on the farm (verbs and nouns)
 - town and city (library, school, shop)
 - village
 - the neighbourhood
 - countryside
 - desert
 - landscape
 - geographical features
 - rivers and coast
- science
 - space
 - recycled materials
 - materials for building
 - space exploration
- technology
 - robots
 - gadgets
 - equipment
 - communication
 - social media
- transport
 - road safety
- weather
 - desert weather
 - extreme weather
 - climate
- the environment
 - global warming
- idioms
- collocations

- explorers
- ancient civilisations
- expeditions
- numbers
 - 1-100
 - ordinal numbers
 - hundreds
 - thousands
 - millions
 - percentages
- people
 - personal qualities
 - personality
 - behaviour
- places
 - on the farm (verbs and nouns)
 - town and city (library, school, shop)
 - village
 - the neighbourhood
 - countryside
 - desert
 - landscape
 - geographical features
 - rivers and coast
 - structures
 - extreme environments
- science
 - space
 - recycled materials
 - materials for building
 - space exploration
 - plants
- technology
 - robots
 - gadgets
 - equipment
 - communication
 - social media
- transport
 - road safety
 - travel
 - services
- weather
 - desert weather
 - extreme weather
 - climate
 - natural disasters
- the environment
 - global warming
 - eco living
 - desalination process
- idioms
- collocations

	LEVEL 7	LEVEL 8
Lexis	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ habitats ○ food chain ○ survival ○ wildlife • art • at home <ul style="list-style-type: none"> ○ types of home ○ rooms ○ furniture ○ crockery and cutlery ○ chores ○ home appliances • business <ul style="list-style-type: none"> ○ international trade ○ entrepreneurship and innovation • community <ul style="list-style-type: none"> ○ culture ○ traditions ○ festivals ○ population ○ citizenship and society • education <ul style="list-style-type: none"> ○ school subjects ○ after school activities ○ learning languages • entertainment <ul style="list-style-type: none"> ○ film ○ at the theatre ○ media • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition ○ food groups ○ eating customs • free time <ul style="list-style-type: none"> ○ hobbies • health and fitness <ul style="list-style-type: none"> ○ exercise ○ types of sport ○ sporting equipment • jobs <ul style="list-style-type: none"> ○ careers ○ vocations • looking back <ul style="list-style-type: none"> ○ inventions ○ dinosaurs ○ explorers ○ ancient civilisations ○ expeditions • numbers <ul style="list-style-type: none"> ○ 1-100 ○ ordinal numbers ○ hundreds ○ thousands ○ millions ○ percentages • people 	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ habitats ○ food chain ○ survival ○ wildlife • art • business <ul style="list-style-type: none"> ○ international trade ○ entrepreneurship and innovation ○ the travel industry • community <ul style="list-style-type: none"> ○ culture ○ traditions ○ festivals ○ population ○ citizenship and society • education <ul style="list-style-type: none"> ○ classroom objects ○ classroom activities ○ rules ○ school subjects ○ after school activities ○ learning languages • entertainment <ul style="list-style-type: none"> ○ film ○ at the theatre ○ media ○ literature ○ Arabic literature ○ film genres ○ film production ○ celebrity • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition ○ food groups ○ eating customs • free time <ul style="list-style-type: none"> ○ hobbies • health and fitness <ul style="list-style-type: none"> ○ sport (verbs) ○ exercise ○ types of sport ○ sporting equipment • jobs <ul style="list-style-type: none"> ○ careers ○ vocations • looking back <ul style="list-style-type: none"> ○ inventions ○ dinosaurs ○ explorers ○ ancient civilisations ○ expeditions • numbers <ul style="list-style-type: none"> ○ 1-100 ○ ordinal numbers ○ hundreds ○ thousands

- personal qualities
- personality
- behaviour
- places
 - town and city (library, school, shop)
 - village
 - the neighbourhood
 - countryside
 - desert
 - landscape
 - geographical features
 - rivers and coast
 - structures
 - extreme environments
 - museums
- science
 - space
 - ecology
 - space exploration
 - plants
- technology
 - robots
 - gadgets
 - equipment
 - communication
 - social media
 - internet
- transport
 - road safety
 - travel
 - services
- weather
 - desert weather
 - extreme weather
 - climate
 - natural disasters
- the environment
 - global warming
 - eco living
 - desalination process
- idioms
- collocations

- millions
- percentages
- people
 - personal qualities
 - personality
 - behaviour
 - teenage life
- places
 - village
 - the neighbourhood
 - countryside
 - desert
 - landscape
 - geographical features
 - rivers and coast
 - structures
 - extreme environments
 - museums
- science
 - space
 - ecology
 - space exploration
 - plants
- technology
 - gadgets
 - equipment
 - communication
 - social media
 - internet
 - cyber bullying
 - digital technology
- transport
 - road safety
 - travel
 - services
- weather
 - desert weather
 - extreme weather
 - climate
 - natural disasters
- the environment
 - global warming
 - eco living
 - desalination process
- medicine
- idioms
- collocations

	LEVEL 9	LEVEL 10
Lexis	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ habitats ○ food chain ○ survival ○ wildlife • art • business <ul style="list-style-type: none"> ○ international trade ○ entrepreneurship and innovation ○ the travel industry • community <ul style="list-style-type: none"> ○ culture ○ traditions ○ festivals ○ population ○ citizenship and society • education <ul style="list-style-type: none"> ○ after school activities ○ learning languages • entertainment <ul style="list-style-type: none"> ○ film ○ at the theatre ○ media ○ Arabic literature ○ film genres ○ film production ○ celebrity ○ literature • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition ○ food groups ○ eating customs • health and fitness <ul style="list-style-type: none"> ○ exercise ○ types of sport ○ sporting equipment • jobs <ul style="list-style-type: none"> ○ careers ○ vocations • looking back <ul style="list-style-type: none"> ○ ancient civilisations ○ expeditions • numbers <ul style="list-style-type: none"> ○ 1-100 ○ ordinal numbers ○ hundreds ○ thousands ○ millions ○ percentages • news <ul style="list-style-type: none"> ○ current affairs • people <ul style="list-style-type: none"> ○ personal qualities ○ personality types ○ behaviour • places <ul style="list-style-type: none"> ○ countryside 	<ul style="list-style-type: none"> • animals <ul style="list-style-type: none"> ○ habitats ○ food chain ○ survival ○ wildlife • art • business <ul style="list-style-type: none"> ○ international trade ○ entrepreneurship and innovation ○ the travel industry • community <ul style="list-style-type: none"> ○ culture ○ traditions ○ festivals ○ population ○ citizenship and society • education <ul style="list-style-type: none"> ○ after school activities ○ learning languages • entertainment <ul style="list-style-type: none"> ○ film ○ at the theatre ○ media ○ Arabic literature ○ film genres ○ film production ○ celebrity ○ literature • food and drink <ul style="list-style-type: none"> ○ fruit and vegetables ○ nutrition ○ food groups ○ eating customs • health and fitness <ul style="list-style-type: none"> ○ exercise ○ types of sport ○ sporting equipment • jobs <ul style="list-style-type: none"> ○ careers ○ vocations • looking back <ul style="list-style-type: none"> ○ ancient civilisations ○ expeditions • numbers <ul style="list-style-type: none"> ○ 1-100 ○ ordinal numbers ○ hundreds ○ thousands ○ millions ○ percentages • news <ul style="list-style-type: none"> ○ current affairs • people <ul style="list-style-type: none"> ○ personal qualities ○ personality types ○ behaviour • places <ul style="list-style-type: none"> ○ countryside

	<ul style="list-style-type: none"> ○ desert ○ landscape ○ geographical features ○ rivers and coast ○ structures ○ extreme environments ○ museums ● science <ul style="list-style-type: none"> ○ space ○ ecology ○ space exploration ○ plants ● technology <ul style="list-style-type: none"> ○ gadgets ○ equipment ○ communication ○ social media ○ internet ○ cyber bullying ○ digital technology ● transport <ul style="list-style-type: none"> ○ travel ○ services ● weather <ul style="list-style-type: none"> ○ desert weather ○ extreme weather ○ climate ○ natural disasters ● the environment <ul style="list-style-type: none"> ○ global warming ○ eco living ○ desalination process ● medicine ● idioms ● collocations 	<ul style="list-style-type: none"> ○ desert ○ landscape ○ geographical features ○ rivers and coast ○ structures ○ extreme environments ○ museums ● science <ul style="list-style-type: none"> ○ space ○ ecology ○ space exploration ○ plants ● technology <ul style="list-style-type: none"> ○ gadgets ○ equipment ○ communication ○ social media ○ internet ○ cyber bullying ○ digital technology ● transport <ul style="list-style-type: none"> ○ travel ○ services ● weather <ul style="list-style-type: none"> ○ desert weather ○ extreme weather ○ climate ○ natural disasters ● the environment <ul style="list-style-type: none"> ○ global warming ○ eco living ○ desalination process ● medicine ● idioms ● collocations
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