

Class I (English)

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

Class II (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</p> <ul style="list-style-type: none">➤ sing/recite collectively songs/poems/ rhymes with action.➤ listen to stories, and humorous incidents and interact in English/ home language.➤ ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)➤ respond orally in home language/ English/sign language/non-verbal expressions.➤ write 2-3 simple sentences about stories/poems.➤ look at scripts in a print rich environment like newspapers, tickets, posters, etc.➤ develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.➤ speak and write English, talk to their peers in English, relating to festivals and events at homes and schools.➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales.➤ use appropriate pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc.➤ read cartoons/ pictures/comic strips with or without words independently.➤ write 2-3 sentences describing common events using adjectives, prepositions and sight words like "This is my dog. It is big dog. It runs behind me."	<p>The learner</p> <ul style="list-style-type: none">● sings songs/ rhymes with action.● responds to comprehension questions related to stories and poems, in-home language/ English/ sign language, orally and in writing (phrases/short sentences)● identifies characters, and sequence of events in a story.● expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/home language.● draws/writes a few words/short sentences in response to poems and stories.● listens to English words, greetings, and polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you.' etc.● uses simple adjectives related to size, shape, color, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft', etc.● uses pronouns related to gender like his/her/, he/she, it and other pronouns like this/that, here/there, these/those, etc.● uses prepositions like before, between, etc.● compose and writes simple, short sentences with space between words.

Class III (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ sing songs/recite poems in English with intonation. ➤ participate in role-play, and enactment of skits. ➤ reads aloud short texts/scripts on the walls, with pronunciation and pause ➤ listen to and communicate oral/telephonic messages ➤ collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, fairy tales, etc.) ➤ read posters, tickets, labels, pamphlets, newspapers, etc. ➤ takes dictation of words/phrases/sentences short ➤ paragraphs from known and unknown texts. ➤ draw and write short sentences related to stories read, and speak about their drawing or writing work. ➤ raise questions on the text read. ➤ convert sentences from one tense to another (past and present) ➤ enrich vocabulary in English through listening to and reading stories/folk tales. use nouns, pronouns, adjectives and prepositions in speech and writing. ➤ use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', and 'build' in EVS. ➤ identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc. 	<p>The learner:</p> <ul style="list-style-type: none"> ● recites poems individually/in groups with correct pronunciation and intonation. performs in events such as role-play/ skit in English with appropriate expressions. ● reads aloud with appropriate pronunciation and pause ● reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English. ● expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language. ● responds appropriately to oral messages/telephonic communication. ● writes/types dictation of words/ phrases/ sentences. ● uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class. ● distinguishes between simple past and simple present tenses ● identifies opposites like 'day/night', 'close open', and such others. ● uses punctuation such as question mark, full stop and capital letters appropriately. ● reads printed scripts on the classroom walls; poems, posters, charts etc. ● writes 5-6 sentences in English on personal experiences/events using verbal or visual clues. ● uses vocabulary related to subjects like Maths, EVS, relevant to class III.

Class – IV (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in role-play, enactment, dialogue and dramatisation of stories read and heard. listen to simple instructions, and announcements in English made in class/ school and act accordingly. ➤ participate in classroom discussions on questions based on the day-to-day life and texts he/she already read or heard. ➤ learn English through posters, charts, etc., in addition to books and children's literature. ➤ read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. understand different forms of writing (informal letters, lists, stories, diary entry etc.) ➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences. ➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales. ➤ start using a dictionary to find out spelling and meaning. ➤ practice reading aloud with pause and intonations, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. ➤ infer the meaning of unfamiliar words from the context. ➤ takes dictation of words/phrases/ sentences/short paragraphs from known and unknown texts. ➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. ➤ look at cartoons/pictures/comic strips with or without words and interpret them. ➤ enrich vocabulary through crossword puzzles, word chain, etc. ➤ appreciate verbally and in writing the variety in food, dresses and festivals as read/ heard in his/her day to day life and story book, seen in videos, films, etc. 	<p>The learner:</p> <ul style="list-style-type: none"> ● recites poems with appropriate expressions and intonation. ● enacts different roles in short skits. ● responds to simple instructions, announcements in English made in class/ school. ● responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read. ● describes briefly, orally/in writing about events, places and/or personal experiences in English. ● reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements. · share riddles and tongue-twisters in English. · solves simple crossword puzzles, builds word chains, etc. ● infer the meaning of unfamiliar words by reading them in context. ● uses a dictionary to find out spelling and meaning. ● writes/types dictation of short paragraphs (7- 8 sentences). ● uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, commas, and full stop. ● uses punctuation marks appropriately in writing such as questions mark, commas, full stop and capital letters. ● writes informal letters/messages with a sense of audience. ● uses liners to indicate connections between words and sentences such as 'First', 'Next', etc. ● uses nouns, verbs, adjectives, and prepositions in speech and writing. ● reads printed script on the classroom walls, notice board, in posters and in advertisements. ● speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela. ● presents orally and in writing the highlights of a given written text/a short speech/narration/video, film, pictures, photograph, etc.

Class V (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ discuss and present orally, and then write answers to text based questions, short descriptive paragraphs. ➤ participates in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard. ➤ look at print-rich environments such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. ➤ prepare a speech for morning assembly, group discussions, debates on selected topics, etc. ➤ infer the meaning of unfamiliar words from the context while reading a variety of texts. ➤ refer to the dictionary, for spelling, and meaning and to find out synonyms and antonyms. ➤ understand the use of synonyms, such as 'big/large', 'shut/ close', and antonyms like inside / outside, light / dark from clues in context. ➤ relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue / surroundings/ cultural context. ➤ read independently and silently in English / Braille, adventure stories, travelogues, folk / fairy tales etc. ➤ find out different forms of writing (informal letters, lists, stories leave application, notice etc.) ➤ learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) ➤ use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc. ➤ take dictation of sort texts such as lists, paragraph and dialogues. ➤ enrich vocabulary through crossword puzzles, word chains etc. 	<p>The learner:</p> <ul style="list-style-type: none"> ● answers coherently in written or oral to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. ● recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. ● acts according to instructions given in English, in games/ sports, such as 'Hit the ball' 'Throw the ring'. 'Run to the finish line!' etc. ● reads independently in English story books, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs. ● conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. ● uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. ● uses synonyms such as 'big/large', 'shut /close', and antonyms like inside/ outside, light/dark from clues in context ● reads text with comprehension, locates details and sequence of events. ● connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences. ● takes dictation for different purposes, such as lists, paragraphs, dialogues etc. ● uses the dictionary for reference ● identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs. ● writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers. ● writes informal letters, messages and e-mails. ● reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries. ● attempts to write creatively (stories, poems, posters, etc) ● writes and speaks on peace, equality etc suggesting personal views. ● appreciates either verbally/ in writing the variety in food, dress, customs and festivals as read/ heard in his/ her day-to day life, in story

➤ look at cartoons/ pictures/ comic strips with or without words and speak/write a few sentences about them.

books/ heard in narratives/ seen in videos, films etc.

Class VI (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion etc. ➤ listen to English news (TV, Radio) as a resource to develop listening comprehension. ➤ watch/listen to English movies, serials, educational channels with subtitles, audio-video materials, talking books, teachers reading out from materials and to understand and respond. ➤ participate in individual talk viz. introducing oneself and other persons; participate in role-play / make a speech, reproduce speeches of great speakers. ➤ summarise orally the stories, poems and events that he/she has read or heard. ➤ locate a sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions. ➤ read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions. ➤ raise questions based on their reading. ➤ interpret tables, charts, diagrams and maps and write a short paragraph. ➤ think critically and try to provide suggestions/solutions to the problems raised. ➤ read/ discuss the ideas of the text for critical thinking. ➤ use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. ➤ take dictation of words, phrases, simple sentences and short paragraphs. ➤ understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale) ➤ understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc. ➤ understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc. ➤ draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end. ➤ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc. ➤ look at cartoons/ pictures/comic strips with or without words, and talk/write about them. 	<p>The learner:</p> <ul style="list-style-type: none"> ● participates in activities in English like role play, group discussion, debate, etc. ● recites and shares poems, songs, jokes, riddles, tongue twisters, etc. ● responds to oral messages, telephonic communication in English and communicates them in English or home language. ● responds to announcements and instructions made in class, school assembly, railway station and in other public places. ● reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. ● reads to seek information from the notice board, newspaper, Internet, tables, charts, diagrams and maps etc. ● responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. ● uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. ● writes words/phrases / simple sentences and short paragraphs as dictated by the teacher. ● uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing. ● refer to a dictionary to check meaning and spelling, and to suggested websites for information. ● writes grammatically correct sentences for a variety of situations, using noun, pronouns, verb, adverb, determiners, etc. ● drafts, revises and writes short paragraphs based on verbal, print and visual clues. ● writes coherently with focus on appropriate beginning, middle and end in English / Braille. ● writes messages, invitations, short paragraphs and letters (formal and informal) with a sense of audience.

Class VII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ consciously listen to songs/poems/stories/prose texts in English through interaction and being exposed to print-rich environment. ➤ participate in different events/activities in English in the classroom, and school assembly; and organised by different institutions. ➤ listen to English News/debates (TV, Radio) as input for discussion and debating skills. ➤ watch/listen to English movies, serials, educational channels with subtitles, audio-video materials, teachers reading out from material and eminent speakers. ➤ Share their experiences such as journeys, visits, etc. in pairs /groups. ➤ introduce self, converse with other persons, participate in roleplay/ make speeches, reproduce speeches of great speakers; ➤ summarise orally/ in writing, a given text/stories,/an event; ➤ learn vocabulary associated with various professions (e.g.cook, cobbler, farmer, blacksmith, doctor etc) ➤ read stories/plays (from books/other sources in English/Braille) and locate details, sequence of ideas and events and identify main idea. ➤ use material from various sources in English and other languages to facilitate comprehension and relation. ➤ understand the rules of grammar through a variety of situations and contexts focussing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, adverb, etc. ➤ interpret tables, charts, diagrams and maps, and incorporate the information in writing. ➤ think critically on inputs based on reading and interaction and try to ➤ provide suggestion/solutions to the problems raised. (They themselves could be social issues, environmental problems, appreciation of culture and crafts.) ➤ refer sources such as dictionary, thesaurus and encyclopaedia to facilitate reading. 	<p>The learner:</p> <ul style="list-style-type: none"> ● answers questions orally and in writing on a variety of texts. ● reads aloud stories/recites poems with appropriate pause, intonation and pronunciation. Participates indifferent activities in English such as role-play, poetry recitation, skit, engages in ● conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary. ● responds to different kinds of instructions, requests, and directions in varied contexts viz. school, bank, railway station. ● speaks about excerpts, dialogues, skits, short films, news/debate on T.V. and ● radio, and audio-video programmes on suggested websites. ● asks and responds to questions based on texts (from books or other resources) and out of curiosity. ● reads textual/non-textual materials in identifies details, characters, main idea and sequence of ideas and events in textual/non-textual material ● thinks critically, compares and ● reads to seek information in print/online, noticeboards, signboards in public places, ● newspaper, hoardings etc. ● takes notes while the teacher teaches/from books/from online materials. ● infers the meaning of unfamiliar words by reading them in context. ● refers to a dictionary, thesaurus and encyclopaedia to find meanings/ spelling of words while reading and writing. ● reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. ● uses appropriate grammatical forms in communication(e.g.noun, pronoun, verb, determiners, time and tense,

Class VII (English)

- | | |
|---|--|
| <ul style="list-style-type: none">➤ read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions.➤ take dictation of a paragraph with a variety of sentence structures.➤ Draft, revise and write with appropriate beginning, middle and end, along with punctuation marks.➤ Now the features of various types writing: messages, emails, notice, letter, report, short personal/biographical experiences etc.➤ use ICT (Net, mobile, website, Youtube, TEDtalk, etc) to browse for information, for projects/PPT discussion, debate etc.➤ attempt creative writing, like stories, poems, dialogues, skits etc. | <p>passivation, adjective, adverb, etc).</p> <ul style="list-style-type: none">● organise sentences coherently in English/in Braille with the help of verbal and visual clues and with a sense of audience● writes formal letters, personal diary, list, email, SMS, etc.● writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity.● writes dialogues from a story and a story from dialogues. |
|---|--|

Class VIII (English)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/individually and encouraged to:</p> <ul style="list-style-type: none"> ➤ participate in classroom activities/school programmes such as Morning Assembly/extempore/debate etc. by being exposed to input-rich environment. ➤ use English News (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. ➤ watch/listen to English movies, serials, educational channels with subtitles, audio-video/multimedia materials, for understanding and comprehension. ➤ interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. ➤ use formulaic expressions/instructions such as, „ Could I give you... “ or, „ Shall we have a cup of tea?“ to develop communication skills ➤ participate in individual activities such as introducing personalities/guests during school programmes. ➤ learn vocabulary associated with various professions and use them in different situations. ➤ read stories/plays (from different books/magazines in English/ Braille) and narrate them. ➤ locate the main idea, sequence of events and co-relate ideas, them and issues in a variety of texts in English and other languages. ➤ use various sources from English and other languages to facilitate comprehension, correlation and critical understanding of issues. ➤ interpret photographs/sketches, tables, charts, diagrams and maps and incorporate them in writing. ➤ think critically, compare and contrast characters/events/ideas/ themes and relate them to life and try to give opinions about issues. ➤ refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts. ➤ use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc. ➤ notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing. ➤ Understand the context for various types of writing: messages, notice, letters, reports, biography, travelogue, diary entry etc. ➤ take dictation of a passage with specific attention to words pronounced, punctuation and spelling. ➤ attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings. ➤ use ICT (Net, mobile, website, Youtube, TEDtalksetc) to browse for information, for projects/PPT discussion, debate, class, seminar etc. 	<p>The learner:</p> <ul style="list-style-type: none"> ● responds to instructions/announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. ● introduces guests English, and interviews people by asking questions based on the work they do. ● engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. ● uses formulaic/polite expressions to communicate such as, „ May I borrow your book?“, I would like to differ“etc. ● excerpts, dialogues, poems, commentaries on sports and games, speeches, news, debates on TV, radio and express opinions about them. ● asks questions in different contexts and situations (e.g.basedonthe text /beyond the text/out of curiosity/while engaging in conversation using appropriate vocabulary and accurate sentences) ● participates indifferent events such as role-play, poetry recitation, skit, drama, debate, speech, elocution, exclamation, quiz, etc., organized by school and other such organizations; ● Narrates stories(real or imaginary)and real-life experiences in English. ● read textual/non-textual materials ● identified details, characters, main idea and sequence ideas and events while reading. ● reads, compares, contrasts,thinks critically and related ideas to life. ● infer the meaning of unfamiliar words by reading them in context. ● reads a variety of texts for pleasure e.g.adventure stories and science ● fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. ● refers dictionary, thesaurus and encyclopedia as reference book for meaning and spelling while reading and writing.

➤ attempt creative writing, life stories, poems, dialogues, skits, dialogues from a story and storyfrom dialogues.

- prepares a writeup after seeking information in print/online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms(e.g., clauses, comparison of adjectives, time and tense, active & passive voice, reported speech etc.)
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.
- writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.
- writes answers to textual/non-textual questions after comprehension/inference; draws character sketch, attempts extrapolative writing.
- writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/biographical experiences etc.
- develops a skit (dialogues from a story) and storyform dialogues.