

Teaching and Learning Syllabus

FPLNS

Basic English Literacy

Introduction

The ability to develop competencies to read, write, and communicate effectively in English is a fundamental skill that empowers learners for their personal and professional growth. Learners on the Foundation Programme require basic English Literacy skills to improve their listening, speaking, reading and writing abilities to be able to function and participate fully in the community and at the workplace. This syllabus will develop growing confidence in learners to communicate well and understand written materials.

Through a learner-centred and differentiated approach, the Basic English Literacy syllabus gives prime consideration to learners by catering to their different learning styles and backgrounds, and individual needs. The syllabus follows a structured progressive approach while developing language skills and providing opportunities for practice and reinforcement in each of the competencies at a reasonable pace. It develops English skills in real-world contexts which learners can apply in their daily lives. It incorporates a range of engaging activities and authentic materials which have been carefully conceptualised to increase learners' motivation to learn English. The syllabus integrates content relevant to students' lives and interests and uses real-life scenarios to make literacy development more meaningful.

Aim

The aim of the Basic English Literacy syllabus is to equip students with knowledge, skills and dispositions to develop the necessary competencies for basic listening, speaking, reading and writing tasks needed in their personal and professional lives.

Description

The syllabus develops listening, speaking, reading and writing skills for learners to understand and engage with day-to-day and workplace

information. They will also use their language skills for self-expression, relationship building and networking essential in today's world. The Unit Standards are described in Table 1 below.

UNIT STANDARDS
COMPETENCIES
C1.1 Listening with understanding
C1.2 Speaking with growing confidence
C1.3 Reading with comprehension
C1.4 Writing with increasing independence
C1.5 Basic Grammar, Vocabulary and Sentence Structure
C1.6 Use of ICT for the learning of English language

Table 1: Unit Standards

Competency 1: Listening with understanding

- Listen to and identify a range of sounds
- Associate sound to letter
- Recognise common words used in personal and professional life
- Engage with and derive meaning from a range of aural texts
- Respond to simple oral instructions and questions

Competency 2: Speaking with growing confidence

- Pronounce sounds and common words clearly
- Use social conventions when speaking
- Engage in simple oral activities including storytelling
- Engage in simple conversations in personal and professional life

Competency 3: Reading with comprehension

- Recognise letters of the alphabet and common words
- Derive meaning from a range of visual cues in texts
- Read with increasing fluency
- Read simple phrases/sentences/short texts with understanding

Competency 4: Writing with increasing independence

- Consolidate fine-motor and pre-writing skills
- Use writing mechanics and conventions correctly
- Copy letters, common words and phrases/simple sentences correctly
- Write sentences/short paragraphs for specific purposes
- Write sentences/short paragraphs on a range of topics

Competency 5: Basic Grammar, Vocabulary and Sentence Structure

- Recognise and use different parts of speech
- Demonstrate understanding of vocabulary
- Use given words to complete sentences
- Rearrange words to form sentences
- Use common words to form sentences

Competency 6: Use of ICT for the learning of English language

- Derive information from a range of available and/or online resources
- Use videos/audios to enhance language skills for different purposes

Elements and Performance Criteria

C1.1 Listening with understanding
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Element 1: Listen to and identify a range of sounds and words

Performance Criteria: Level 1

- 1.1 Differentiate between verbal and non-verbal sounds
- 1.2 Recognise individual phonemes
- 1.3 Practise letter-sound association orally
- 1.4 Segment words into syllables or phonemes (sounds)
- 1.5 Listen to and identify words

Performance Criteria: Level 2

- 1.6 Listen to and repeat words pertaining to the immediate environment
- 1.7 Listen and perform actions
- 1.8 Retain and recall sounds and words
- 1.9 Recognise and repeat sounds in spoken words
- 1.10 Identify rhyming words

Element 2: Associate sound to letter

Performance Criteria: Level 1

- 1.1 Recognise vowel and consonant sounds
- 1.2 Listen to the pronunciation of consonant and vowels and understand how they are produced
- 1.3 Associate vowel and consonant sounds to letters

Performance Criteria: Level 2

1.3 Discriminate and categorise vowel and consonant sounds from spoken sounds

1.4 Sort words - identify vowel and consonant sounds and letters in the initial, mid or ending position in spoken words

Element 3: Recognise common words used in personal and professional life

Performance Criteria: Level 1

1.1 Listen to everyday conversations in real-life contexts and recognise common words

1.2 Watch TV shows/movies/programmes and demonstrate understanding of words in everyday situations

1.3 Listen to stories/podcasts on a range of topics

Performance Criteria: Level 2

1.4 Listen to oral texts and understand the meaning of words in the context of the texts

1.5 Demonstrate understanding of specific words and expressions from audio texts and their meanings

1.6 Listen to and sound out words from oral texts

1.7 Blend sounds together, and recognise common letter patterns

Element 4: Engage with and derive meaning from a range of aural texts

Performance Criteria: Level 1

1.1 Listen to and appreciate rap, poem, slams, rhymes and songs

1.2 Understand and recite poems, slams, rhymes and song lyrics

1.3 Recognise and distinguish between rhyming words and syllables

Performance Criteria: Level 2

1.8 Develop the ability to recall sequences of words and sounds

1.9 Recognise and appreciate the rhythm and beat of rap, slams, poems, rhymes and songs

1.10 Understand how intonation and pitch contribute to meaning

Element 5: Respond to simple oral instructions and questions

Performance Criteria: Level 1

- 1.1 Respond to oral instructions pertaining to personal information and classroom commands
- 1.2 Understand the meaning of words and phrases in questions
- 1.3 Decode spoken information

Performance Criteria: Level 2

- 1.4 Grasp the meaning of questions to be able to identify key details
- 1.5 Formulate clear and appropriate responses to spoken instructions or questions with growing confidence
- 1.6 Organise thoughts based on oral instructions/questions and express them verbally

C1.2 Speaking with growing confidence
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Element 1: Pronounce sounds and common words clearly

Performance Criteria: Level 1

- 1.1 Understand how sounds are produced (manner and place of articulation)
- 1.2 Pay attention to distinct sounds of vowels (short and long) and consonants
- 1.3 Practise pronunciation of sounds and words

Performance Criteria: Level 2

- 1.4 Pronounce individual sounds and blend sounds to pronounce common words
- 1.5 Practise pronunciation of common words in everyday conversations

Element 2: Use social conventions when speaking

Performance Criteria: Level 1

- 1.1 Recognise different levels of formality
- 1.2 Use words of politeness and greetings appropriately
- 1.3 Practise seeking permission properly

Performance Criteria: Level 2

- 1.4 Use formal/informal oral language to make requests
- 1.5 Use clear and polite language in different situations
- 1.6 Employ appropriate tone of voice and body language to demonstrate courtesy
- 1.7 Demonstrate consideration for the feelings and needs of others through courteous communication

Element 3: Engage in simple oral activities including story-telling

Performance Criteria: Level 1

- 1.1 Engage in simple oral conversations with growing confidence
- 1.2 Use common nouns, adjectives and prepositions orally in simple sentences
- 1.3 Produce simple sentences orally with a subject, verb and object

Performance Criteria: Level 2

- 1.4 Extend a simple oral conversation by using simple conjunctions
- 1.5 Pay attention to what others are saying and respond appropriately to questions and comments
- 1.6 Express basic needs and wants orally
- 1.7 Provide simple oral narrations and descriptions

Element 4: Engage in simple conversations in personal and professional lives

Performance Criteria: Level 1

- 1.1 Ask and answer simple questions related to personal and professional life
- 1.2 Use appropriate language and grammar to ask and answer Wh- questions

Performance Criteria: Level 2

- 1.3 Seek clarification through further questioning
- 1.4 Practise asking and answering questions in different scenarios

Element 5: Engage in story telling with assistance

Performance Criteria: Level 1

- 1.1 Recall sequences of sounds, words and phrases
- 1.2 Recite poems, rhymes and songs from memory
- 1.3 Articulate and pronounce words properly in poems, rhymes and songs
- 1.4 Develop a sense of rhythm, pitch and tone

Performance Criteria: Level 2

- 1.5 Convey feelings and emotions through vocal expression
- 1.6 Connect with emotional content of poems and songs
- 1.7 Perform poems, rhymes and songs with growing confidence

C1.3 Reading with comprehension

Element 1: Recognise letters of the alphabet and common words

Performance Criteria: Level 1

- 1.1 Recognise and read letters of the alphabet
- 1.2 Understand letter sound association

- 1.2 Distinguish between small letters and capital letters
- 1.3 Distinguish between consonants and vowels
- 1.4 Blend sounds to read words

Performance Criteria: Level 2

- 1.4 Recognise common letter patterns and sound combinations
- 1.5 Recognise high frequency words
- 1.6 Develop phonics skills: connect a specific letter or letter combination (grapheme) with its corresponding sound (phoneme)

Element 2: Derive meaning from a range of visual cues in texts

Performance Criteria: Level 1

- 1.1 Understand that visual elements contain meaning
- 1.2 Read pictures to understand texts and stories

Performance Criteria: Level 2

- 1.3 Interpret, analyse and evaluate visual cues
- 1.4 Notice details in images to understand texts
- 1.5 Infer meaning from pictures

Element 3: Read with increasing fluency

Performance Criteria: Level 1

- 1.1 Read and pronounce words correctly
- 1.2 Articulate sounds in words accurately
- 1.3 Vary pitch and tone to convey meaning and emotions

Performance Criteria: Level 2

- 1.4 Use rising and falling intonation to signal questions, statements and exclamations
- 1.5 Read short texts with a natural flow and rhythm
- 1.6 Combine accuracy, pace and expression while reading aloud with growing confidence

Element 4: Read simple phrases/sentences/short texts with understanding

Performance Criteria: Level 1

- 1.1 Understand individual words in phrases, sentences and texts
- 1.2 Understand how words are arranged in sentences to convey meaning
- 1.3 Apply a range of decoding skills to read

Performance Criteria: Level 2

- 1.4 Show awareness of message in texts
- 1.5 Answer questions about what is directly stated in texts
- 1.6 Make simple inferences from a given text
- 1.7 Discuss texts based on implied meaning

C1.4 Writing with increasing independence

Element 1: Consolidate fine-motor and pre-writing skills

Performance Criteria: Level 1

- 1.1 Scribble with control while showing appropriate directional movements
- 1.2 Draw simple lines (vertical, horizontal) and circles
- 1.3 Copy or produce simple shapes

Performance Criteria: Level 2

- 1.4 Apply appropriate pressure when drawing, colouring, or writing without excessive force or too light a touch
- 1.5 Draw or trace lines and shapes with increasing accuracy within boundaries

Element 2: Use writing mechanics and conventions correctly

Performance Criteria: Level 1

- 1.1 Recognise punctuation marks and their functions
- 1.2 Spell words correctly by putting letters in the correct order

Performance Criteria: Level 2

- 1.3 Construct clear and grammatically correct sentences
- 1.4 Apply standard English conventions for spelling, punctuation, and capitalisation consistently and accurately

Element 3: Copy letters, common words and phrases/simple sentences correctly

Performance Criteria: Level 1

- 1.1 Copy letters properly while following directionality
- 1.2 Copy common words and phrases

Performance Criteria: Level 2

- 1.3 Copy simple sentences
- 1.4 Copy jumbled words in the correct order to form sentences

Element 4: Write sentences/short paragraphs for specific purposes

Performance Criteria: Level 1

- 1.1 Identify the intended purpose of a writing task

1.2 Demonstrate an understanding of the target audience and their needs/expectations

Performance Criteria: Level 2

1.1 Use precise and appropriate language to convey meaning effectively

1.2 Generate relevant and sufficient content to fulfill the stated purpose

1.3 Develop engaging and relevant details when the purpose is to inform, narrate, describe, argue and persuade

Element 5: Write sentences/short paragraphs on a range of topics

Performance Criteria: Level 1

1.1 Use a variety of sentence structures and vocabulary to enhance clarity and engagement on a range of topics

1.2 Organise ideas logically and cohesively using appropriate transitions

Performance Criteria: Level 2

1.3 Adapt writing style and tone to suit different audiences and purposes

1.4 Develop paragraphing skills with clear topic sentences and sufficient evidence

C1.5 Basic Grammar, Vocabulary and Sentence Structure
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Element 1: Recognise and use different parts of speech

Performance Criteria: Level 1

1.1 Identify different parts of speech

1.2 Understand the function of different parts of speech

1.3 Understand basic grammatical rules

Performance Criteria: Level 2

- 1.4 Apply basic grammar rules
- 1.5 Write grammatically correct sentences/paragraphs

Element 2: Demonstrate understanding of vocabulary

Performance Criteria: Level 1

- 1.1 Identify nouns as persons, places, things, or ideas
- 1.2 Classify nouns as common or proper, collective, concrete or abstract
- 1.3 Identify and use synonyms and opposites

Performance Criteria: Level 2

- 1.4 Understand the meaning of words in different contexts
- 1.5 Use nouns, gender-specific words, synonyms and opposites correctly in sentences
- 1.6 Use appropriate vocabulary words in sentences pertaining to real-life situations

Element 3: Use given words to complete sentences

Performance Criteria: Level 1

- 1.1 Understand the meaning of given words
- 1.2 Relate given words to different contexts
- 1.3 Understand how words fit together to form meaningful sentences

Performance Criteria: Level 2

- 1.4 Use correct grammar, verb tense, subject-verb agreement, and noun-adjective placement in sentences
- 1.5 Use given words to complete sentences so that they make sense

Element 4: Re-arrange words to form simple sentences

Performance Criteria: Level 1

- 1.1 Recognise the basic components of a sentence: subject, verb, object
- 1.2 Understand the typical order of parts of speech in sentences
- 1.3 Understand the meaning of individual words and how they relate to each other in a sentence

Performance Criteria: Level 2

- 1.4 Consider the relationships between words and ideas to re-arrange them in sentences
- 1.5 Understand the intended meaning of the sentence, even when the words are jumbled
- 1.6 Try different arrangements until a correct sentence is formed

Element 5: Use common words to form sentences

Performance Criteria: Level 1

- 1.1 Know the meaning and usage of common, everyday words
- 1.2 Understand how words are arranged to convey meaning

Performance Criteria: Level 2

- 1.3 Select appropriate words to fit the intended meaning and context
- 1.4 Ensure that the chosen words relate to the idea being conveyed in sentences
- 1.5 Construct grammatically correct and meaningful sentences using common words

C1.6 Use of ICT for the learning of English language

Element 1: Derive information from a range of available and/or online resources

Performance Criteria: Level 1

- 1.1 Understand spoken and written language from online audio and video
- 1.2 Identify and distinguish between different sounds from audio materials

Performance Criteria: Level 2

- 1.3 Use online resources to practise pronunciation, vocabulary, and listening comprehension
- 1.4 Respond orally and in writing to different scripts

Element 2: Use videos/audios to enhance language skills for different purposes

Performance Criteria: Level 1

- 1.1 Understand and follow verbal instructions given in videos or audios
- 1.2 Learn new vocabulary through listening to and watching videos and audios
- 1.3 Improve fluency through repeated exposure to videos and audios

Performance Criteria: Level 2

- 1.4 Use videos/audios to improve reading and listening comprehension
- 1.5 Engage actively with video and audio content
- 1.6 Enhance overall language learning through videos and audios

Expected Learning outcomes by grades

At the end of Grade 7, students should be able to:

Recognise individual phonemes

Understand letter-sound association

Recall sounds and words

Segment words into syllables or phonemes

Listen to and identify words

Listen to be able to repeat words pertaining to the immediate environment

Recognise and repeat sounds in spoken words

Identify rhyming words

Listen to everyday conversations in real-life contexts and recognise common words

Watch TV shows/movies/programmes and demonstrate understanding of words in everyday situations

Listen to stories/podcasts on a range of topics

Listen to and appreciate poems, slams, rhymes and songs

Listen to and recite poems, slams, rhymes and song lyrics

Recognise and distinguish between rhyming words and syllables

Attend to oral instructions

Understand the meaning of words and phrases in questions based on audio/oral texts

Practise pronunciation of words

Differentiate between formal and informal situations for communication

Use words of politeness and greetings appropriately

Produce basic sentences orally with a subject, verb and object

Use common nouns, adjectives and prepositions orally in simple sentences

Engage in simple oral conversations

Recognise and read letters of the alphabet

Use letter-sound association while reading

Distinguish between small letters and capital letters

Distinguish between consonants and vowels

Blend sounds to read words
Connect letter combinations (grapheme) with its corresponding sound (phoneme)

Identify objects and actions depicted in pictures

Read pictures to understand texts and stories

Articulate sounds in words accurately

Read and pronounce words correctly

Identifying nouns as persons, places, things, or ideas

Classifying nouns as common or proper, concrete or abstract

Use appropriate pronouns and adjectives based on gender

Identify and use synonyms

Understand the function of action verbs

Recognise the basic components of a sentence: subject, verb, object

Identify and distinguish between different sounds from online audio

At the end of Grade 8, students should be able to:

Listen to and pronounce consonant and vowel sounds

Categorise vowel and consonant sounds from spoken sounds

Sort words- identify vowel and consonant sounds in the initial, mid or ending position in spoken words

Listen to oral texts and understand the meaning of words in the context of the texts

Demonstrate understanding of specific words and expressions from audio texts and discuss their implicit and explicit meaning

Expand vocabulary through exposure to new words in slams, rhymes and songs.

Grasp the meaning of questions to be able to identify key details

Pronounce individual sounds and blend sounds to pronounce common words

Practise pronunciation of common words in everyday conversations

Practise seeking permission properly

Extend a simple oral conversation by using simple conjunctions

Pay attention to what others are saying and respond appropriately to questions and comments

Express basic needs and wants orally

Provide simple oral descriptions

Ask and answer simple questions related to daily life

Use appropriate language and grammar to ask and answer simple Wh- questions

Articulate and pronounce words properly in poems, rhymes and songs

Recite poems, rhymes and songs from memory

Perform rhymes, poems and songs

Develop a sense of rhythm, pitch and tone

Recognise common letter patterns and sound combinations

Memorise and recognise high frequency words

Expand sight word knowledge

Understand that visual elements contain meaning

Vary pitch and tone to convey meaning and emotions

Use synonyms and add variety to language

Understand the meaning of words in different contexts

Use nouns, gender-specific words, and opposites correctly in sentences

Use appropriate vocabulary words in sentences pertaining to real-life situations

Physically demonstrate the action represented in the picture

Match a picture to the correct verb

Understand the meaning of given words

Know the meaning and usage of common, everyday words

Relate given words to different contexts

Read descriptive, informative, factual and short narrative texts of about 50 words

Understand how words fit together to form meaningful sentences

Understand how words are arranged to convey meaning

Apply basic grammar rules in sentences

Use online resources to practise pronunciation, vocabulary, and listening comprehension

Understand and follow verbal instructions given in videos or audios

Learn new vocabulary through listening to and watching videos and audios

Understand the typical order of parts of speech in compound sentences

Understand spoken and written language from online audio and video

At the end of Grade 9, students should be able to:

Listen to and sound out words from oral texts using a range of strategies

Understand how intonation and pitch contribute to meaning

Decode and interpret spoken information

Formulate clear and appropriate responses to spoken instructions or questions

Organise thoughts based on oral instructions/questions and express them verbally

Use clear and polite language in formal and informal situations

Employ appropriate tone of voice and body language to demonstrate courtesy

Demonstrate consideration for the feelings and needs of others through courteous oral language

Use formal oral language to make requests

Adapt questions according to situations or person/s being questioned

Seek clarification through further questioning

Practise asking and answering questions in different scenarios

Convey feelings and emotions through vocal expression

Connect with emotional content of poems and songs

Interpret, analyse and evaluate visual cues

Notice details in images to understand texts

Infer meaning from pictures

Use rising and falling intonation to signal questions, statements and exclamations

Read aloud with a natural flow and rhythm

Combine accuracy, pace and expression while reading aloud

Understand individual words in phrases, sentences and texts

Understand how words are arranged in sentences to convey meaning

Apply a range of decoding skills to read

Focus on surrounding words and sentences to understand unfamiliar words or phrases

Read short descriptive, informative, factual and narrative texts of about 60 – 80 words

Show awareness of message in texts

Answer questions about what is directly stated in texts
Discuss texts based on implied meaning
Use correct grammar, verb tense, subject-verb agreement, and noun-adjective placement in sentences
Determine the appropriate word to use based on the context of the sentence
Use the given words to complete the sentences so that they make sense
Consider the relationships between words and ideas to re-arrange them in sentences
Understand the intended meaning of the sentence, even when the words are scrambled
Construct grammatically correct and meaningful sentences using common words
Use videos/audios to improve reading and listening comprehension
Engage actively with video and audio content

Assessment

Assessment for Basic English Literacy requires evaluating the language skills from basic phonics to reading comprehension and writing as follows:

- Phonological awareness
- Phonics- Letter-sound association
- Vocabulary
- Listening
- Speaking
- Reading fluency and reading comprehension

- Writing
- Grammar

A range of assessment methods will be employed as follows:

- Diagnostic assessment
- Progress monitoring
- Formal and informal assessments

Activities that will be used to assess basic literacy skills will be age and level appropriate. Assessments will hence be adapted. Instructions provided will be clear and concise and will be conducted in a conducive atmosphere. A variety of activities will be used to assess the different skills as follows:

1. Listening- Different aspects of listening skills will be assessed through varied activities.

- (i) Learners will listen to stories, slams, audio clips, news reports, and informational clips to answer follow-up questions orally or in writing.
 - They will be assessed on comprehension of key ideas; main gist and they will be required to make inferences.
 - They will be asked to summarise the content, recite a poem/slam or retell the story using their own words
- (ii) Learners will be given some instructions orally and they will be observed on how well they follow instructions.
 - They will be assessed on their ability to process and retain auditory information.
 - They will listen and draw a scene or an object which is being described to them orally.
- (iii) Learners will be assessed on sound recognition and discrimination.
 - They will listen to a variety of sounds, and they will be asked to identify and guess the sounds.
- (iv) Learners will be assessed on their ability to listen and respond.

- They will engage in a conversation/interview or discussion.
- They will be assessed on their ability to respond appropriately while using greetings and words of politeness and formality. They will ask relevant questions and contribute to the conversation or real-life scenario.

2. Speaking- Learners' ability to communicate effectively orally will be assessed.

Learners will be assessed on their pronunciation, fluency, vocabulary, grammar, comprehension, communication strategies.

- They will be assessed while being involved in activities like role-play, interviews, reading aloud, presentations, discussions, question and answer sessions.

3. Reading- Reading aloud, reading for specific information and reading comprehension skills will be assessed.

Learners will be assessed on their knowledge of words and understanding of the meaning of the text.

- Define words, phrases and expressions
- Respond to questions about the main idea/ideas and other details
- Summarise what they have read
- Make connections between the text and their own lives

4. Writing- The ability to write letters, words, phrases, sentences and texts will be assessed.

Learners will be assessed on their language use.

- Use of accurate simple vocabulary
- Sentence structure- Subject- verb-object
- Word choice- Synonyms and antonyms
- Use of accurate Grammar: sentence structure, verb tense, and subject-verb agreement

- Spelling
- Use of punctuation marks
- Use of proper conventions of writing
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(A) Learning Activity (To discuss)

Learning activities will be hands-on and will be based on communication for day-to-day life and the workplace.

Texts and oral activities will be based on real life scenarios. Game-based activities will also be used.

Activities need to be implemented a number of times until the learner has acquired the skill/s being targeted.

Types of activities:

- **Sound Matching:**
- **Letter-Sound Recognition**
- **Blending and Segmenting**
- **Vocabulary Building Activities**
- **Picture Dictionaries**
- **Real Objects and Actions**
- **Word Games**
- **Songs, slams, poems, stories, conversations**
- **Role play/ Interviews**
- **Shared Reading**
- **Picture Sequencing**
- **Simple Questioning**
- **Writing Activities**
- **Tracing and Copying**
- **Sentence Building**
- **Picture Prompts**