

SUPPORTING DOCUMENT

Learning Outcomes Framework

September 2023

ENGLISH
YEAR 6

FOREWORD	2
----------------	---

PREFACE	3
---------------	---

LEARNING OUTCOMES

Listening and Viewing (LV)	4
----------------------------------	---

Speaking and Representing (SR)	8
--------------------------------------	---

Reading and Viewing (RV)	13
--------------------------------	----

Writing and Representing (WR)	17
-------------------------------------	----

Literature (LIT)	22
------------------------	----

Language Awareness and Production (LAP)	25
---	----

APPENDICES

Thematic Areas	31
----------------------	----

Marking Criteria	32
------------------------	----

FOREWORD

In 2012, the National Curriculum Framework made key recommendations for the teaching and learning of English in our schools. It emphasised building a strong foundation in language and enriching language learning for all. A systematic approach to teaching language skills has also been advocated with an emphasis on adopting a more thematic, contextualised and integrated approach to teaching the four main strands of English, namely listening, reading, speaking and writing, whilst integrating critical literacy and literature as key components to enable learners to appreciate the language beyond the classroom. Malta's transformation into a knowledge-based economy, the rapid developments in technology, and an increasingly competitive international environment are some factors that make proficiency in English and the development of 21st century competencies necessary for learners. A proficient command of the language will enable learners to access, process and keep abreast of information, and to engage with the wider and more diverse communities in Malta and beyond. Hence, the main aim of the English curriculum was and remains effective and meaningful communication. In addition, the principles of creativity, critical thinking, collaboration and interaction as well as learner-centredness, authenticity, contextualisation and spiral progression will continue to inform instructional planning for syllabus implementation in the classroom. As with previous syllabi, national initiatives and cross-curricular themes mentioned in the NCF (2012) including the use of digital technology are woven into this syllabus to cater for the changing profile of our learners and the globalisation of language in an increasingly complex world.

Although this syllabus is outcomes-based, our department promotes an eclectic approach to the learning and teaching of English with particular emphasis on Communicative Language Teaching (CLT) and the more recent Task-Based Language teaching approach (TBLT); a functional and interactional perspective on the nature of language seeing language ability as being developed through authentic, meaningful and actively engaging activities which actually simulate target performance. It seeks to teach language in relation to the social contexts in which it is used. Therefore, class time should not be spent on language drills or explicit grammar teaching but on authentic, meaningful and age-appropriate “activities which require learners to do in class what they will have to do outside” (Nunan, 1988, p.26). Every effort should be made to expose learners to the English language whilst at the same time encouraging learners to speak English throughout, by creating an authentic need for communicating in the target language.

Apart from the considerations mentioned above, this syllabus is, indeed, based on the needs of our learners and teachers which were identified in the course of consultations with schools. The review of the English curriculum and pedagogy has involved many educators who have a direct influence on English teaching including Education Officers, Heads of Department, Heads of School, Assistant Heads, Teachers, and Academics. The result is a syllabus which provides the guidance that teachers will need in order to develop a strong foundation for effective language use and communication, in all learners in Malta.

We invite teachers to continue to contribute to the development of the English curriculum in our primary schools. As you use the document, we would appreciate your feedback and suggestions. May we take this opportunity to thank you for all the hard work and effort you put into your teaching.

The English Primary Department

Ministry for Education, Sport, Youth, Research and Innovation (MEYR) July 2022



PREFACE

This supporting document, which builds on the strengths of previous syllabi, is to be implemented in Year 6 in September 2023. The information contained in this document is mainly intended to guide and help teachers implement the Learning Outcomes Approach in Year 6 effectively. This document is meant to support and complement another document which contains all the Learning Outcomes which bind all sectors. This binding document may be accessed through this link: <http://www.schoolslearningoutcomes.emdu.mt/en/subjects/english>. It is to be noted that each attainment level progresses at two yearly intervals. Therefore, it is assumed that Year 5 and Year 6 learners will attain the Learning Outcome statements in attainment level 6. The Learning Outcomes which are to be attained in Year 6 have already been identified and included in this booklet for ease of reference. The Learning Outcomes identified in this document are meant to provide all stakeholders with an understanding of what learners should know and should be able to do **by the end** of Year 6. The knowledge, attitudes and skills-based outcomes in this document are considered national education entitlement of all Year 6 learners in Malta. The Learning Outcomes are not embedded in a particular set of text books and progression from one to another is not linear.

The content of the first part of this document contains a Learning Outcome (LO) code which indicates the strand and the number of the LO in the binding document aforementioned. The Learning Outcome column presents a broad statement which is then unpacked and its information structured so that complex ideas can be taught at a simplified level in Level 1 for weaker learners (Level 1 = Yet To Meet Expectations), and/or at Level 2 (Level 2 = In Line With Expectations for Year 6 learners) and / or Level 3 for strong learners who need to be stretched further (Level 3 = Above Expectations). This would help teachers cater for the differentiated learning contexts they might have and the diversity of learners in the same classroom who might naturally be progressing at different rates through these levels of attainments. Therefore, all LOs are to be taught at levels of gradually increasing difficulty depending on the level of the learner. It is thus assumed that learners at Level 3 would have attained the learning outcomes of the two levels preceding it.

Although the strands are presented separately in this document, the integrated-skills approach is to be adopted when planning, to ensure a motivating and meaningful context. The integrated-skills approach is underpinned by a sound acquisition of the basic language elements — grammar, vocabulary and pronunciation – which are to be taught implicitly and integrated within all the strands. Learners need exposure to grammatical items and vocabulary in different authentic contexts and over an extended period of time to ‘learn’ them. Greater focus should be placed on developing grammatical knowledge and rich vocabulary for the purposeful use of language.

LISTENING AND VIEWING

Learning Outcomes

<p>LV 6.1 I can listen attentively to text read aloud and demonstrate understanding by making inferences as well as justifying and explaining statements.</p>	<p>LV 6.2 I can understand audio/audio-visual text across a range of genres, identifying main ideas, specific information and key words.</p>
<p>LV 6.10 I can listen to others and understand their point of view and ask for clarification when I don't understand.</p>	<p>LV 6.13 I can listen carefully, follow a series of instructions, and participate in discussions.</p>

Learning Outcome		Level Indicators		
LV 6.1	I can listen attentively to text read aloud (audio/audio-visual) and demonstrate understanding by making inferences as well as justifying and explaining statements.	1	With support, I can take down notes and answer a variety of question types, e.g. fill in the blank, multiple choice, oral questions, matching, short answers, etc.	COMPREHENSION
		2	I can use note taking strategies independently, answer a variety of question types and ask key questions to help me monitor my own comprehension.	
		3	I can listen to a variety of audio/audio visual texts for pleasure and information and show understanding by answering a variety of question types, reporting back and summarising what was heard.	
		1	With support, I can make straightforward inferences and anticipate or predict events and/or ideas by relying on explicit clues in the audio/audio-visual.	INFERENCE
		2	I can infer meanings of unfamiliar words, use context clues to answer inferential questions and interpret the intended meaning behind the conversation, speech, etc.	
		3	I can draw conclusions, find evidence and extend my own thinking, based on background knowledge and implicit clues from the text read aloud/spoken/viewed.	
		1	With support, I can justify and explain my written/oral responses by referring to information explicitly provided in the audio/audio-visual text.	JUSTIFICATION / EXPLANATION
		2	I can respond to specific questions with elaboration and detail and support my comments by using information implicitly provided in the audio/audio-visual text.	
		3	I can interpret information presented in the audio/audio-visual and explain how it contributes to a topic or theme under study.	

Learning Outcome		Level Indicators				
LV 6.2	I can understand audio/audio-visual text across a range of genres, identifying main idea , specific information and key words .	1	With support, I can use discourse markers (repetition, phrases, etc.) to identify the main idea and some key words when listening to a spoken/audio/audio-visual text.	MAIN IDEA / KEY WORDS		
		2	I can independently use discourse markers to identify the main idea and key words when listening to a spoken/audio/audio-visual text.			
		3	I can confidently detect the main idea from key words and identify the purpose of the spoken/audio/audio-visual text.			
		LV 6.2	I can understand audio/audio-visual text across a range of genres, identifying main idea , specific information and key words .	1	With support, I can identify factual information, such as, a name, a place, a profession, an object, a number or a quantity, and answer simple questions.	SPECIFIC INFORMATION
				2	I can use specific information from the spoken/audio/audio-visual text to complete a variety of tasks.	
				3	I can anticipate when factual information is about to be given and pay particularly close attention at that point.	
LV 6.10	I can listen to others and understand their point of view and ask for clarification when I don't understand.	1	With support, I can listen to others' ideas, and I can ask questions to clarify the suggestion or idea offered by the speaker.	POINT OF VIEW / CLARIFICATION		
		2	I can listen to different views, compare and contrast them and appropriately ask for clarification.			
		3	I can consider and evaluate different viewpoints, probe when necessary and show that I appreciate the speaker's point of view even though I might not agree.			

Learning Outcome		Level Indicators		
LV 6.13	I can listen carefully, follow a series of instructions , and participate in discussions .	1	With support, I can show that I am able to follow oral instructions and directions in the correct sequence by completing straightforward tasks.	INSTRUCTIONS/ DIRECTIONS
		2	I can show that I am able to follow oral instructions and directions by completing more complex tasks.	
		3	I can show that I am able to follow oral multistep instructions and directions and confidently explain them to someone else.	
		1	With support, I can listen carefully to a discussion and prepare myself to participate.	DISCUSSIONS
		2	I can listen carefully to a discussion, ask questions for clarification and base my contributions on what I heard and understood.	
		3	I can engage effectively in a range of collaborative discussions (one-on-one/in groups/teacher-led), ask relevant questions and express my own ideas clearly and precisely.	

SPEAKING AND REPRESENTING

Learning Outcomes

<p>SR 6.5</p> <p>I can make use of language to make relatively plausible predictions, give vivid descriptions, and answer a range of questions about an oral text.</p>	<p>SR 6.8</p> <p>I can participate in role-play by articulating clearly and demonstrating fluency.</p>	<p>SR 6.11</p> <p>I can share my opinion with others because I understand that my opinions are important.</p>	<p>SR 6.12</p> <p>I can ask questions and make contributions in a discussion to clearly make my point and respond to the ideas of others.</p>
<p>SR 6.14</p> <p>I can convey a message containing time sequence and instructions accurately.</p>	<p>SR 6.15</p> <p>I can speak fluently and accurately in terms of content and sound patterns, using some complex sentence structures.</p>	<p>SR 6.16</p> <p>In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns.</p>	<p>SR 6.17</p> <p>I can give clear instructions and directions, using a logical sequence to guide an activity.</p>

Learning Outcome		Level Indicators		
SR 6.5	I can make use of language to make relatively plausible predictions , give vivid descriptions , and answer a range of questions about a text (oral/audio/visual).	1	With support, I can make logical predictions, using appropriate language and simple adjectives to describe characters, scenes, events and pictures.	PREDICTION
		2	I can make use of appropriate language to offer predictions and describe characters, scenes, events and pictures in some detail.	
		3	I can make use of appropriate language to make predictions and describe characters, scenes, events and pictures vividly.	
		1	With support, I can describe and add ideas to a visual/aural/written prompt.	DESCRIPTION
		2	I can describe and add ideas to a visual/aural/written prompt and elaborate on it by referring to experiences, feelings and concrete examples.	
		3	I can use specific vocabulary to describe and add ideas to a visual/aural/written prompt and elaborate on it by referring to experiences, feelings and concrete examples, in more detail.	
		1	With support, I can answer lower-order (LO) questions about a text.	LO/HO QUESTIONS
		2	I can answer both lower-order and some higher-order (HO) questions about a text.	
		3	I can answer both lower-order and higher-order questions about a text and justify my answers with evidence from the text.	

Learning Outcome		Level Indicators		
SR 6.8	I can participate in role-play by articulating clearly and demonstrating fluency .	1	With support, I can actively participate in role-play and use appropriate language in different situations.	ROLE-PLAY
		2	I can actively participate in role-play and use appropriate and mostly accurate language in different situations.	
		3	I can actively participate in role-play and use appropriate and accurate language, speak confidently and fluently in different situations and in front of an audience.	
SR 6.11	I can share my opinion with others because I understand that my opinions are important.	1	I can express an opinion in favour or against a statement or idea and give one reason to support this opinion.	SHARING OPINIONS
		2	I can express an opinion in favour or against a statement or idea, by listing a series of reasons.	
		3	I can express and justify my opinion in favour or against a statement or idea and show appreciation of different viewpoints/interpretations or alternative solutions.	
SR 6.12	I can ask questions and make contributions in a discussion to clearly make my point and respond to the ideas of others .	1	I can ask simple questions in response to prompts in the text or classroom discussion and make appropriate judgements about when to intervene in a class discussion.	DISCUSSION
		2	I can ask various questions, stay on topic, sustain and develop discussions, make appropriate contributions and build on others' suggestions and responses constructively.	
		3	I can ask leading questions, make clear and relevant contributions to group discussions, present information/points of view clearly and move the discussion forward by developing and drawing together ideas arising from the group.	

Learning Outcome		Level Indicators		
SR 6.14	I can convey a message containing time sequence and instructions accurately.	1	With support, I can communicate a simple message by using the correct time sequence and instructions.	CONVEYING A MESSAGE
		2	I can use mostly accurate language to communicate a message by using the correct time sequence and instructions.	
		3	I can use language accurately and fluently to communicate a more detailed message by using the correct time sequence and instructions.	
SR 6.15	I can speak fluently and accurately in terms of content and sound patterns, using some complex sentence structures.	1	I can deliver a short speech/talk using notes.	SPEECH
		2	I can deliver a short speech/talk using cue cards.	
		3	I can deliver and sustain speech/talk independently and vary sentence structures and length for effect when speaking.	
		1	I can use subject-related information and vocabulary to deliver a presentation that I have prepared and be aware of my body language.	PRESENTATION
		2	I can organise information and deliver a presentation that I have prepared, using effective verbal and nonverbal communication skills.	
		3	I can present and deliver a planned presentation/a report/ a speech and interact confidently with the audience by answering questions and taking feedback.	

Learning Outcome		Level Indicators						
SR 6.16	In a conversation with speakers of similar or higher linguistic competence, I can speak relatively fluently and accurately in terms of content and sound patterns .	1	With support I can participate in a conversation about a topic by using appropriate vocabulary.	FLUENCY / ACCURACY				
		2	I can express myself fluently and accurately, showing a good command of vocabulary and a range of basic expressions appropriate to the topic.					
		3	I can use and experiment with language patterns and use a wide range of vocabulary, phrases, idioms and expressions appropriate to the topic, audience and purpose.					
				1	With support, I can speak about familiar topics using correct simple and compound sentences.	SENTENCE STRUCTURES		
				2	I can produce complex and compound sentences on a range of familiar topics.			
				3	I can produce complex and compound sentences and speak with confidence in conversations about a wide range of topics.			
						1	With support, I can speak clearly using mostly correct pronunciation and intonation.	SOUND PATTERNS
						2	I can speak clearly to express the desired meaning using the correct pronunciation, stress and intonation.	
						3	I can speak clearly and confidently to express the desired meaning using the correct pronunciation, stress, intonation and rhythm.	
SR 6.17	I can give clear instructions and directions using a logical sequence to guide an activity.	1	With support, I can give simple instructions/directions clearly and in the correct sequence.	INSTRUCTIONS / DIRECTIONS				
		2	I can give detailed instructions/directions clearly and in the correct sequence.					
		3	I can give complex instructions/directions clearly and in the correct sequence.					

READING AND VIEWING

Learning Outcomes

<p>RV 6.4 I can read and understand as well as know how to search online for age appropriate and relevant texts across genres.</p>	<p>RV 6.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p>	<p>RV 6.7 I can express my opinions about a story at my own reading level, giving clear reasons as to why I have these opinions.</p>
<p>RV 6.8 I can understand the author's point of view and make evaluative comments about it.</p>	<p>RV 6.9 I can read more complex texts across genres for different purposes.</p>	<p>RV 6.10 I can understand text organisation and how a text develops.</p>

Learning Outcome		Level Indicators		
RV 6.4	I can read and understand as well as know how to search online for age appropriate and relevant texts across genres.	1	I can search online and read simple texts across different genres that are age-appropriate and relevant to me.	ENGAGING WITH ONLINE TEXTS
		2	I can search online and read texts of different genres, select and use specific information for a defined purpose and reproduce it in my own words.	
		3	I can search online and assess the reliability of information and the credibility and value of my sources.	
RV 6.5	I can use a range of strategies to aid comprehension and find the required information in the text.	1	With support, I can visualise, make predictions, make connections and make straightforward inferences.	USING STRATEGIES
		2	Independently, I can monitor my own reading process, reread text, self-correct, generate questions and use prior knowledge to make more complex inferences.	
		3	Confidently, I can think critically, summarise, synthesize, evaluate and make appropriate choices about how to deal with challenging material.	
		1	I can look for meaning that is explicitly stated in the text and locate facts and details.	FINDING INFORMATION
		2	I can recognise the implied meaning and read between the lines to understand what is meant but not explicitly stated.	
		3	I can take the literal and interpretative knowledge and read beyond the lines to construct new knowledge.	

Learning Outcome		Level Indicators		
RV 6.7	I can express my opinions about a story at my own reading level, giving clear reasons as to why I have these opinions.	1	I can use modelled language to express my opinion about a text and give a reason to support my point of view.	EXPRESSING OPINION
		2	I can use sentence starters to express my opinion about a text and locate details in the text that support my argument.	
		3	I can confidently express my opinion about a text and elaborate on the subject by going beyond the text and making connections to my own personal experiences and prior knowledge.	
RV 6.8	I can understand the author's point of view and make evaluative comments about it.	1	With support, I can recognise and appreciate the author's viewpoint and make at least one comment to show whether I agree or disagree.	EVALUATING VIEWPOINTS
		2	I can recognise, appreciate and evaluate the author's viewpoint, beliefs and emotions, and give evidence from the text.	
		3	I can recognise, appreciate and evaluate the author's viewpoint including the tone, attitude, bias, persuasion and purpose and support my argument with examples from the content and author's word choice.	
RV 6.9	I can read more complex texts across genres for different purposes .	1	With support I can read informational and literal texts that are level-appropriate, for enjoyment, to find out new information and to learn new things.	READING FOR DIFFERENT PURPOSES
		2	I can read informational and literal texts that are age-appropriate, for enjoyment, to find out new information and to learn new things.	
		3	I can read informational and literal texts that are challenging, for enjoyment, to find out new information and to learn new things.	

Learning Outcome		Level Indicators		
RV 6.10	I can understand text organisation and how a text develops.	1	With support I can identify the basic organisational features of a narrative text and understand how the events in the story are connected.	LITERAL TEXTS
		2	I can identify various organisational features of a narrative text and I can understand how structural techniques (exposition, conflict, climax and resolution) are used to guide me as a reader.	
		3	I can identify and understand the mechanics of a narrative text and appreciate how conflict is introduced and amplified, where the climax is placed and how the resolution plays out.	
		1	With support, I can identify the organisational features and structures (headings, labels, illustrations, captions, bullets) in an informational text and use them to help me understand the text better.	INFORMATIONAL TEXTS
		2	I can use other organisational features (subtitles, bold print, italics) in an informational text and use them to locate information more efficiently.	
		3	Confidently, I can use both text (index, glossary, tables, timelines) and graphical features (maps, charts, diagrams, photos) to navigate the text more skilfully.	

WRITING AND REPRESENTING

Learning Outcomes

WR 6.6 I can write increasingly complex sentences in response to a range of texts.	WR 6.10 I can write a text organised in a series of paragraphs.	WR 6.11 I can write appropriately for an audience and with a purpose.
WR 6.12 I can write to convey emotions and thoughts effectively.	WR 6.13 I can add detail and interest to more complex sentence structures in a variety of ways.	WR 6.14 I can make a text more interesting or more relevant to me by changing the vocabulary.
WR 6.15 I can confidently use various strategies to spell a word correctly.		

Learning Outcome		Level Indicators		
WR 6.6	I can write increasingly complex sentences in response to a range of texts.	1	My writing includes a variety of simple sentences and a few compound sentences with two independent clauses . E.g. <i>The toys are old, but they are still good.</i>	COMPLEX SENTENCES
		2	My writing includes a variety of compound sentences with three independent clauses . E.g. <i>John usually plays basketball, but he tried football yesterday, and he liked it very much.</i>	
		3	My writing includes frequent use of complex sentences with at least one independent clause and at least one dependent clause . E.g. <i>Before the bell rang, the children packed up, and the teacher collected their work.</i>	
WR 6.10	I can write a text organised in a series of paragraphs .	1	I can organise my writing into three main parts: an introduction, a body and a conclusion.	ORGANISATION
		2	I can organise my ideas in a logical order, use paragraphs to group similar ideas and connect paragraphs together by using cohesive devices.	
		3	I can break up large blocks of text into paragraphs, to separate different ideas and make the writing more visually appealing and more meaningful to the reader.	

Learning Outcome		Level Indicators		
WR 6.11	I can write appropriately for an audience and with a purpose . (GAP)	1	With support, I can write simple instructions/directions in the correct sequence and format.	INSTRUCTIONS/ DIRECTIONS 6.11 A
		2	I can write detailed instructions/directions in the correct sequence and format.	
		3	I can use precise language and specific vocabulary to write detailed instructions/directions in the correct sequence and format.	
		1	With support, I can write a simple and short message, with a specific purpose in mind.	MESSAGE 6.11 B
		2	I can write a short message that includes all necessary information, with a specific purpose in mind.	
		3	I can write a clear and concise message, using appropriate text features, with a specific purpose in mind.	
		1	With support, I can design a simple poster for a range of purposes.	POSTER 6.11 C
		2	I can design a poster using the correct layout, text features and expressions.	
		3	I can design a poster that is visually attractive using the correct text and graphological features and expressions.	
		1	With support, I can write an informal letter/email for a range of purposes, using the appropriate layout and text features.	INFORMAL LETTER/EMAIL 6.11 D
		2	I can write a meaningful informal letter/email for a range of purposes using the appropriate layout and text features.	
		3	I can write a meaningful and accurate informal letter /email for a range of purposes, using the appropriate layout and text features.	
		1	With support, I can gather information to write a non-chronological report about a topic.	NON- CHRONOLOGICAL REPORT 6.11 E
		2	I can organise the information gathered under different sub-headings and add details and illustrations.	
		3	I can use precise language and specific vocabulary to write about the topic and include features such as diagrams, glossary, images with captions, fact boxes and bullet points.	

Learning Outcome		Level Indicators		
		1	With support, I can narrate a story in a paragraph.	W 6.11 F STORY
		2	I can narrate a story using transitional words and phrases to manage the sequence of events and use narrative techniques such as dialogue and description.	
		3	I can use a variety of transitional words and phrases to manage the sequence of events and use sensory details to develop experiences and events or show the responses of characters to situations.	
		1	With support, I can write to express and justify my opinion on topics or texts.	W 6.11 G OPINION ARTICLE
		2	I can state my opinion clearly, give reasons, support it with information and include opposing/counter opinions.	
		3	I can state and support my opinion, include opposing/counter opinions and strengthen my argument by using effective words, phrases and clauses.	
W 6.12	I can write to convey emotions and thoughts effectively.	1	With support, I can show, rather than tell the reader how the characters are feeling and thinking.	SENSORY DETAILS
		2	I can use hints and descriptions to trigger the reader's emotions by allowing him/her to feel as though they are experiencing what the character is feeling and thinking.	
		3	I can use a wide range of sensory details to capture the reader's imagination and make him/her feel as though they have been transported to that very setting and to feel the same emotions as the character is feeling and thinking.	
WR 6.13	I can add detail and interest to more complex sentence structures in a variety of ways.	1	With support, I can expand sentences to add more information. E.g. The children found a cat in the park. <u>On Thursday</u> , the children found a cat in the park. On Thursday, the children found <u>an injured</u> cat in the park.	SENTENCE STRUCTURE
		2	I can add details and interest to my sentences by answering the following questions: When? Where? How? Why? E.g. We stood outside for twenty minutes. <u>This morning</u> , we stood outside <u>the library</u> for twenty minutes. (When and where?) This morning, we stood <u>shivering</u> outside the library for twenty minutes, <u>because the librarian overslept</u> . (How and why?)	
		3	I can add more explanatory details to complex sentences, in order to create a clear and memorable picture in the mind of the reader.	

Learning Outcome		Level Indicators		
WR 6.14	I can make a text more interesting or more relevant to me by changing the vocabulary .	1	I can add adjectives and adverbs to simple sentences (subject and verb) to make the text more interesting.	VOCABULARY
		2	I am aware that simply adding more words does not make my writing better and I understand that my choice of words needs to be purposeful and strategic in order to make an impact on the reader.	
		3	I can evaluate my language choices and expand my sentences effectively by experimenting with different sentence combinations.	
WR 6.15	I can confidently use various strategies to spell a word correctly .	1	I can correctly spell words appropriate to my reading level and I can employ spelling strategies appropriate to my learning style.	SPELLING
		2	I am familiar with various spelling strategies and I can use these effectively when I encounter new words.	
		3	I can successfully integrate the four forms of spelling knowledge: phonological, visual, morphemic and etymological.	

LITERATURE

Learning Outcomes

<p>LIT 6.1 I can learn simple poems and recite them in a way that brings out their meaning as well as their rhythm and rhyme.</p>	<p>LIT 6.6 I can show my personal response to the literary text I encounter.</p>
<p>LIT 6.7 I can respond to a play by participating in its performance and understand the meaning and function of dramatic devices.</p>	<p>LIT 6.9 I can add several ideas of my own in the same style as the original story, poem or playscript.</p>
<p>LIT 6.10 I can express my ideas about a story, poem or playscript read aloud, backing up my comments with evidence concerning the characters and events.</p>	

Learning Outcome		Level Indicators		
LIT 6.1	I can learn simple poems and recite them in a way that brings out their meaning as well as their rhythm and rhyme.	1	With support, I can bring a simple poem to life by the tone and volume of my voice, the pauses I make and the speed at which I read.	RECITATION
		2	I can bring a simple poem to life by using tone, volume, pauses and speed, as well as physical gestures and facial expressions to depict meaning, emotion and feeling.	
		3	I can bring a simple poem to life by reciting it confidently, using tone, volume, pauses, speed and body language to make the audience feel connected and help them understand what is coming.	
LIT 6.6	I can show my personal response to the literary text I encounter.	1	With support, I can show my personal response to a literary text by creating a piece of craft inspired by the text, making a story board/map, filling a role on the wall, etc.	WRITTEN RESPONSE
		2	I can show my personal response to a literary text by keeping a reading journal, writing a paragraph, writing in role, etc.	
		3	I can show my personal response to a literary text by reflecting critically, empathising with the characters, inferring feelings and motivations, etc.	
LIT 6.7	I can respond to a play by participating in its performance and understand the meaning and function of dramatic devices .	1	With support, I can understand and appreciate that dramatic devices, such as acts, scenes and stage directions, are used to connect with the audience and give information that goes beyond the words in the playscript.	PERFORMANCE
		2	I can participate in the performance of a short play (or scene), understand the meaning and function of dramatic devices, and use them to engage the audience.	
		3	I can distinguish between my own identity and the character I am playing and through a combination of my voice, mannerisms and movements, I can clearly communicate to the audience, the mood, feelings and background of the character I am playing.	

Learning Outcome		Level Indicators		
LIT 6.9	I can add several ideas of my own in the same style as the original story, poem or playscript.	1	With support, I can make simple changes or additions to the literary text in the style as the original text.	WRITER'S CRAFT
		2	I can reflect upon the author/writer's use of language within different literary texts and use this knowledge to add ideas of my own to the text.	
		3	I can step into the shoes of the writer and orally or in writing, modify and extend the original text. For example, add another stanza in a poem, paragraph in a story or new scene in a play, write a prequel, sequel, or a different ending, etc.	
LIT 6.10	I can express my ideas about a story, poem or playscript read aloud, backing up my comments with evidence concerning the characters and events.	1	With support, I can verbally respond to literary texts, and support my response by referring to the way characters in the story, poem or playscript behave.	VERBAL RESPONSE
		2	I can verbally respond to literary texts by describing the characters, setting or events and citing textual evidence that most strongly supports my argument, as well as make inferences from the text.	
		3	I can verbally respond to literary texts by discussing the way characters reflect upon a topic and react to challenges and also the way their actions contribute to the sequence of events.	

LANGUAGE AWARENESS AND PRODUCTION

Learning Outcomes

The Language Awareness and Production Learning Outcomes are designed to be cumulative, with learners retaining skills acquired during the previous years and acquiring new skills each year. The grammar structures and skills presented here reflect the continuous spiralling that should occur during the primary years. They require continued attention through Year 6 as they are applied to increasingly more complex writing and speaking. The LAP learning outcomes should be integrated with the four language skills and embedded in the daily lessons.

Examples may be found in the Glossary.

LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.	LAP 6.2 I can use the correct word order when writing and speaking.	LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.	LAP 6.4 I can communicate effectively, altering my language choices according to purpose.
LAP 6.5 I can use basic punctuation appropriately. I can show this understanding when writing or reading.	LAP 6.6 I can narrate events using simple linguistic forms.	LAP 6.7 I can use the resources available to expand my production of words.	LAP 6.8 I can use the language necessary to show time, place and movement in a sentence.

LAP 6.1 I can continue and generate my own simple, compound and complex sentence patterns showing an awareness of language structure.	
Produce simple, compound, and complex sentences.	Construct different sentence types (Declarative; Interrogative; Imperative; Negative; Exclamatory, Subjunctive, Existential, Conditionals)
Ensure subject-verb and pronoun agreement.	Use direct and reported speech
Verb tense consistency	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
Change the voice from active to passive and passive to active.	Form and use regular and irregular plural nouns.
<p>Explain the function and make use of</p> <ul style="list-style-type: none"> - nouns (including abstract nouns) - pronouns - verbs - adjectives - adverbs - phrasal verbs - prepositions - conjunctions - determiners - time markers - sentence openers - connectives 	Form and use regular and irregular verbs.

LAP 6.2 I can use the correct word order when writing and speaking.

Use the correct word order to form simple, complex or compound sentences, including the breaking up of phrasal verbs:
Ex: put into - I *put* a lot of work *into* the project.

Order adjectives within sentences. (pattern)
- a small red bag rather than a red small bag

Use the correct word order to form questions.
Question pattern (verb)
Where did he go?

Understand and use question words and interrogatives
WH- questions and questions requiring a Yes/No answer.

Use question tags.
It's rather good, isn't it?
It's not good, is it?

LAP 6.3 I can consistently use the correct form of the past and present tenses as well as to refer to the future most of the time.

- Use verbs with different time/tense/aspect in speaking and writing
- Simple Present Tense
 - Simple Past Tense
 - Continuous Tense– Present/Past/Future
 - Perfect Tense
 - Present/Past Perfect Continuous Tenses
 - Expressing Future using modals, present simple, present continuous and going to
 - Use modal auxiliaries to convey various conditions

LAP 6.4 I can communicate effectively, altering my language choices according to purpose.

Use simple, compound and complex sentences to

- describe
- narrate
- inform
- explain
- persuade
- order
- ask
- socialise
- argue
- complain
- instruct
- entertain
- persuade

LAP 6.5 I can use basic punctuation appropriately. I can show this understanding when writing or reading.

- | | |
|-------------------|---------------------|
| - Full stop | - Exclamation marks |
| - Speech marks | - Colon |
| - Commas | - Indentation |
| - Capital letters | - Question marks |
| - Apostrophes | - Brackets |
| - Hyphen | |

LAP 6.6 I can narrate events using simple linguistic forms.

- Using the simple present and past tenses
- Using simple, compound and complex sentences

LAP 6.7 I can use the resources available to expand my production of words.

Use dictionary and thesaurus (including online versions) to:

- Spell words correctly, consulting references as needed
- Find the meaning
- Pronunciation
- Usage
- Find synonyms, antonyms and homophones
- Correctly use frequently confused words (e.g., to, too, two; there, their)
- Add prefixes and suffixes to change the meaning of words

LAP 6.8 I can use the language necessary to show time, place and movement in a sentence.

- Prepositions to show direction, position, time, purpose, possession, concession and comparison
- Adverbs of time, place, frequency, manner, duration, degree and reason
- Connectors
- Form and use prepositional phrases

APPENDICES

THEMATIC AREAS

It is highly recommended that a thematic approach to planning is adopted both for integrating the curriculum and for teaching skills in context.

YEAR 6 LEARNERS WILL BE EXPECTED TO UNDERSTAND AND USE A RANGE OF VOCABULARY RELATED TO THE FOLLOWING THEMATIC AREAS:	
1. All about Water	8. Homes Around the World
2. Adventure Sports	9. Life in the Future
3. Ancient Civilizations	10. Myths and Legends
4. Cities and Landmarks	11. Our Endangered Planet
5. Emergencies and Rescues	12. People who Inspire Us
6. Going Green	13. Traditions and Customs
7. Great Inventions	

MARKING CRITERIA FOR SPEAKING
20 marks

	4-3	2-1	0
Fluency and Interaction	Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension. Can respect the rules of turn taking.	Can speak slowly, using hesitation to rephrase and search for vocabulary. Can generally respect rules of turn taking.	Communication is inadequate and speech is very often affected by repetitions, pauses and self-correction. Rules of turn taking are ignored.
	4-3	2-1	0
Vocabulary	Can use a wide range of vocabulary and phrases appropriate to the context.	Can use basic vocabulary and phrases related to everyday objects, activities, and people.	Uses a very limited range or inappropriate vocabulary to talk about the topic.
	4-3	2-1	0
Spoken grammar	Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.	Can use basic grammatical structures and construct simple sentence structures.	Shows insufficient control of simple grammatical forms and structures are all inaccurate.
	4-3	2-1	0
Content and Relevance	Task is achieved in full. Reply is relevant to the topic.	Task is partially achieved. Reply is mostly relevant to the topic.	Task is not achieved. Reply is irrelevant to the topic.
	4-3	2-1	0
Pronunciation, Intonation and Stress	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.

MARKING CRITERIA FOR WRITING
20 marks

	4	3	2	1	0
Content and Relevance	Content is completely relevant. Task is achieved in full.	Content is mostly relevant. Task is mostly achieved.	Content is not always relevant. Task is achieved in part.	Content is under- developed. Task is hardly achieved.	Content is irrelevant. Task is not achieved.
Organisation and Structure	Writing is structured and organised in a logical manner. Cohesive devices are varied and link together well.	Writing is structured and organised into coherent prose. Cohesive devices are quite varied and generally correct.	Sentence structure and paragraphs are fairly correct though unambitious. Cohesive devices are rather limited.	Sentence structure and paragraphs show lack of control.	No attempt to structure and organise their writing.
Vocabulary	Wide-ranging and appropriate vocabulary	Very good range and appropriate vocabulary	Good range and appropriate vocabulary	Limited vocabulary, possibly seen in the repetition of words	Very limited and inappropriate choice of vocabulary
Language use	Varied and accurate grammatical structures and syntax Excellent choice of expression	Quite varied and mostly accurate grammatical structures and syntax Good choice of expression	Basic and sometimes inaccurate grammatical structures and syntax Adequate choice of expression but with some inaccuracies	Limited and mostly inaccurate grammatical structures and syntax Limited choice of expression with inaccuracies	Inaccurate grammatical structures and syntax Very poor choice of expression and inaccurate
Spelling & Punctuation	Accurate spelling and use of punctuation (no mistakes)	Good spelling and use of punctuation (1 to 3 different mistakes)	Adequate spelling and use of punctuation (4 to 6 different mistakes)	Poor spelling and use of punctuation (7 to 9 different mistakes)	Very poor spelling and hardly any use of punctuation (10 or more different mistakes)

For further resources, visit our website via this link: englishprimarymalta.com

You may also refer to the official Curriculum website
<https://curriculum.gov.mt/en/Pages/Home.aspx>



END OF DOCUMENT