English standards

Summary of students' performance by the end of Grade 8

Word knowledge

Students recognise, understand and use approximately 2100 active words for listening, speaking, reading and writing. They have secure knowledge of common irregular verbs in past tense and past participle forms. They collect and use phrasal verbs which take the gerund or the infinitive, and verbs and adjectives which take particular prepositions. They use a range of affixes to work out meanings and generate words from root words.

Listening and speaking

Students follow and respond to monologues and dialogues of eight or more exchanges containing 1–2 main ideas, four or more pieces of factual detail. They understand gist, specific information, speakers’ moods or intentions. They follow and comment on persuasive arguments in advertisements and other publicity or promotions. They understand and respond to conversations where two speakers are using indirect questions for information, making and answering telephone calls, leaving messages; giving advice, making assumptions and deductions, giving opinions, agreeing and disagreeing.

Students speak, making up to six points with familiar sequencing words for monologues and dialogues of up to six exchanges. They secure pronunciation skills from Grades 5–7, and use a range of strategies for communication maintenance and repair. They relate and summarise main points in sequence from texts heard, read or seen, using key expressions and simple reported speech. They generate precise recounts and descriptions, and present and argue a point of view or opinion in a series of connected statements, and discuss the merits of persuasive texts. They ask and respond to polite requests for directions and information using indirect questions, and role-play more formal exchanges – introducing, taking leave, requesting and responding to information and directions, inviting, offering, accepting, declining, thanking. They use the second conditional to talk about a hypothetical future. They talk about unfinished actions and finished actions using appropriate verb forms.

Reading and writing

Students read independently and intensively, texts of approximately 1000 words, and extensively from graded readers in the 1500 key word range, from the text range identified for Grade 8. They are active readers and use a variety of reading strategies appropriate to purposes. They read, compare and evaluate texts, and use books and ICT sources, including the Internet, to search for and use information. They respond to more extended narratives, read and follow detailed directions, procedures, instructions, explanatory texts, and texts expressing future outcomes. They identify, understand and can use a range of typical organisational and linguistic features of these text types to analyse and make inferences about the texts.

Students compose short texts of up to 10 connected sentences with at least two paragraphs to delineate and sequence the main ideas. They plan writing in a variety of ways, and while reading or listening make brief written
notes which capture the main ideas in a sufficiently clear form for later use. They summarise the main points of information texts heard or read, drawing on the structure and organisation of the text as a guide. They apply typical features of different text types, learned through reading, in composition to suit differing purposes including: possibilities and consequences in imagined situations, arguments for or against a point of view, instructions, directions and explanations of states or processes, and the use of the passive voice to create impersonal, formal and general styles of writing.

Content and assessment weightings for Grade 8

The emphasis given to each of the main strands of English teaching over the course of the school year should be approximately as follows:

<table>
<thead>
<tr>
<th>Listening and responding</th>
<th>Speaking to communicate and interact</th>
<th>Reading strategies and responding</th>
<th>Writing strategies and composing</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Word knowledge standards are not separately weighted. They should be taught by integrating them into the four main strands.
Word knowledge

By the end of Grade 8, students recognise, understand and use approximately 2100 active words for listening, speaking, reading and writing. They have a secure knowledge of common irregular verbs in past tense and past participle forms. They collect and use phrasal verbs which take the gerund or the infinitive, and verbs and adjectives which take particular prepositions. They use a range of affixes to work out meanings and generate words from root words.

Students should:

1 Use a range of vocabulary

1.1 Use and consolidate the 1600 active vocabulary words from previous grades.

1.2 Recognise, understand and use a range of approximately 500 active words for listening, speaking, reading and writing, using the list of recommended key words for guidance.

Regular recycling of active words should occur throughout the year across the four skills, using topics and lexical sets to group them in meaningful, memorable contexts. Recycling should include words from previous grades. This can be done by expanding earlier topics with new words from Grade 8, and practising language structures and functions with new lexical sets from Grade 8.

Extend previous topics and themes with new words.

- work and industry: export, operate, labour, loss, ...
- science: dissolve, react, acid, fluid, internal, mechanical, ...
- phrasal verbs: rely on, wear out, ...
- money: gain, exchange, regulate, consumer, expense, property, ...
- connectives: as though, as long as, ...
- character: cheerful, dull, ...
- people/jobs: author, judge, ...

Introduce new topics.

- driving: pull over, steer, ...
- exclamations: how awful, incredible, ...
- uncountable nouns: duty, energy, ...
- growing up: childhood, adolescent, graduate, occupation, ...
- critical thinking: analyse, classify, eliminate, convey, specific, substantial, scheme, sequence, ...
- essay writing: focus on, illustrate, compose, research, ...

1.3 Secure knowledge of all common irregular verbs, past tense and past participle forms.

Key standards

Key performance standards are shown in shaded rectangles.

Examples

The examples given in italics are intended to clarify the standards.

The recommended key words for this grade are listed at the end of these standards. These lists do not contain all the important grammar words (e.g. verb inflections, conjunctions, pronouns). These are included in the listening and speaking standards to stress the importance of teaching them in context.

A complete list of key words for Grades K–9 is given in section 4 of this document.
1.4 Extend recording and use of split/non-split phrasal verbs. From the Grade 8 recommended word list.

<table>
<thead>
<tr>
<th>Transitive phrasal verb</th>
<th>Can split?</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch up (with)</td>
<td>yes</td>
<td>He won’t be able to catch them up now.</td>
</tr>
<tr>
<td>cut off</td>
<td>yes</td>
<td>There’s no power. They’ve cut it off.</td>
</tr>
<tr>
<td>get rid of</td>
<td>no</td>
<td>It takes a long time to get rid of a cough.</td>
</tr>
</tbody>
</table>

1.5 Extend recording and use of verbs which take:
- the infinitive, aim, demand, volunteer, deserve (to do something);
- the gerund, avoid, care about, celebrate, cope with, deny, enquire about, insist on, justify, keep on, object to, put off (doing something);
- or both, learning rules for special cases
  - attempt, intend (gerunds are possible but infinitives are used more),
  - advise, recommend, allow, permit (if the person is mentioned, then the infinitive is used).

   The agent recommends crossing the border further up.
   He recommends tourists to cross the border further up.
   Smoking is not allowed.
   You’re not allowed to smoke in here

1.6 Collect, record and use adjectives and verbs which take prepositions:
- adjectives; composed of, concerned with, determined to, in charge of, keen on, responsible for
- verbs. concentrate on, invest in, respond to, derive from

1.7 Extend from Grade 7 collocations:
- with make and do;
  make an appointment, make a loss, do the accounts, do a budget
- collecting other verb–noun collocations;
  get dark/cold/late/better/worse/busy
  give information/a hand/regards to
  keep dry/warm/a record/a diary
  break a record/ the law
  catch a bus/a ball/a cold
  fill in an application form
  fix a date
  face the fact that/the situation
- start collecting adverb–adjective collocations.
  terribly sorry, highly unlikely, vitally important

1.8 Understand purpose and organisation of a thesaurus; use it to find synonyms.
1.9 Define new vocabulary in Arabic if there is a direct equivalent, and in simple English if there is no equivalent with alternative English phrases or expressions; use a dictionary as necessary.

1.10 Consolidate use of an elementary learners’ English–English dictionary, and extend to use of an intermediate English–English dictionary.

2 Develop spelling knowledge

2.1 Consolidate and extend understanding and use of common spelling conventions from Grade 7 for:

- pluralisation;
- marking tenses;
- spelling patterns of consonants.

2.2 Read, pronounce and spell hard and soft g:

- soft g usually pronounced /dʒ/ not /ɡ/ in words with spellings ge, dge, gi or gy but there are lots of common exceptions
  - ge, 
    generate, genuine, gentle, geography
    get, finger, together
  - -ge at the end of a word with a long vowel or consonant,
    page, age, cage, stage, package, large, message, encourage, garage, language
  - -dge at the end of a word with a short vowel,
    edge, judge, bridge, knowledge
  - -gi in the middle or at the end of words,
    magic, logic
  - -gy, often at the end of nouns, and nouns with -ology;
    energy, strategy
    apology, technology, biology
- hard g pronounced /ɡ/ when gu comes before i and e.
  - guess, guest, guide, guitar

2.3 Consolidate spelling and pronunciation of silent letters wh-, wr-, sc -, kn-, -gn, -ld, -lk, -mb, -lm, -st-, and extend to gh-, ps-, -bt, -ch.
  - ghost, psychology, doubt, stomach

2.4 Read, pronounce and spell unstressed vowels in:

- common polysyllabic words;
  - sister, under, sector, extra, company, portable, poisonous, fraction, freedom
- silent vowels.
  - vegetable, chocolate, dictionary, interest, marriage

2.5 Consolidate, extend and use rules for adding suffixes to words ending in y preceded by a consonant:

- change y to ie when adding a suffix, except for the suffix -ly where y usually becomes i but not in one-syllable words, and the suffix -ing where the y does not change.
  - flies, tried
    happily, shyly
    flying

Spelling skills should be linked, where applicable, to pronunciation. See standards 4.1–4.5 for this grade.
2.6 Consolidate and extend knowledge of suffixes that can be added to:

- nouns and verbs to make adjectives;
  - wash·able, hope·ful/less, shock·ing, child·like, hero·ic, art·istic, road·worthy, creat·ive, ...

- adjectives to make nouns;
  - green·ness, intens·ity, special·ist, ...

- nouns to make related nouns;
  - pian·ist, music·ian, individual·ism, ...

- adjectives and nouns to make verbs;
  - intens·ify, custom·ise, ...

- verbs to make nouns;
  - feel·ing, explain·ation, inva·sion, amuse·ment, teach·er, fold·er, ...

- adjectives to create comparatives and superlatives, -er, -est.

Use them to generate words from root words, investigate their spelling patterns, and recognise how suffixes give clues to the meanings of words.

2.7 Identify, read and spell a range of prefixes for:

- negating;
  - un-, im-, de-, dis-, ir-, il-, non-, anti-
    - unhappy, impossible, deconstruct, disagree, irregular, illegal, nonsense, antisocial

- creating opposites;
  - pre-, post-, pro-, ex-, mis-, re-
    - prehistoric, post-war, proactive, exchange, mis-inform, rewind

- creating other meanings.
  - inter-, sub-, bi-, under-, over-, semi-, auto-
    - interact, subdivide, bicycle, underwater, overpaid, semi-final, autobiography

Use these prefixes to:

- generate words from root words;
  - do/undo/overdo, exact/inexact, compose/decompose, lead/mislead, sense/nonsense

- investigate the spelling patterns for adding these prefixes;
  - prefix ‘i’ generally goes with words beginning with ‘r’ or ‘l’ (irresponsible, illegal)

- recognise how these prefixes give clues to the meanings of words.
  - decompose, irrelevant, misplace, underline, overseas, interact, subdivide, biannual, overcrowd, semicircular, autograph

2.8 Identify vowel phonemes with the same spellings but different pronunciations. Read the words in context and use context as a clue to meaning and pronunciation.

- ough: tough, through, thought, though
- oo: foot, pool, poor
- ow: row/row, bow/bow
- i: wind/wind, live/live
- ea: read/read, lead/lead, tear/tear
- ou: wound/wound
- or: word, sword
Listening and speaking

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Students speak, making up to six points with familiar sequencing words for monologues and dialogues of up to six exchanges. They secure pronunciation skills from Grades 5–7, and use a range of strategies for communication maintenance and repair. They relate and summarise main points in sequence from texts heard, read or seen, using key expressions and simple reported speech. They generate precise recounts and descriptions, and present and argue a point of view or opinion in a series of connected statements, and discuss the merits of persuasive texts. They ask and respond to polite requests for directions and information using indirect questions, and role-play more formal exchanges – introducing, taking leave, requesting and responding to information and directions, inviting, offering, accepting, declining, thanking. They use the second conditional to talk about a hypothetical future. They talk about unfinished actions and finished actions using appropriate verb forms.

Text range:

For listening and responding

- Monologues and dialogues of eight or more exchanges containing 1–2 main ideas, four or more pieces of factual detail, discernible relations between speakers
- Extracts of authentic listening material from broadcasts, TV, short documentaries, short films with strong characterisation and story-lines, internet, telephone, short presentations, talks and demonstrations in unseen but clear contexts and situations that are within students' experience, using
  - familiar and abstract topics and familiar key vocabulary
  - some unknown vocabulary and language structures for students to discount, ignore or negotiate
  - clear cohesion, and connectives where necessary: sequence markers, link words and time phrases
  - in-built repetitions, redundancy, hesitation of natural speech (not dense text intended for reading, read aloud)
  - the 'live' voice of the teacher or clear recordings delivered at natural speed but with pauses, clear stress and intonation

In audio-only recordings, a balance of:

- male and female voices;
- children's and adults' voices;
- clear turn-taking in dialogues;
- a variety of native and non-native English accents – British, American, Australian, Middle Eastern, Asian.
For speaking strategies, communication and social interaction

• Up to six points joined with familiar sequencing words for presentations and one-way communication, single exchanges and questions with long and short answers, and dialogues of up to six exchanges which
  – have a meaningful, communicative purpose
  – have a clearly established context and topic
  – utilise a range of words from all the recommended vocabulary lists up to Grade 8
  – extend from controlled to less controlled to fluency practice

In audio-only recordings, a balance of:

• male and female voices;
• children’s and adults’ voices;
• clear turn-taking in dialogues;
• British American accents.

Students should:

3 Listen and respond

3.1 Understand and respond to a variety of unseen information texts, conversations, narratives, announcements, audio broadcasts, film or other recorded medium, and:

• understand the purpose or gist;
• identify specific information;
• follow dialogue when there are more than two speakers;
• discern speakers’ moods or intentions.

3.2 Follow a straightforward persuasive argument in advertisements and notices to publicise and promote:

• understand its purpose and main message;
• identify key words or expressions;
• notice some lexical and grammatical features.

  use of imperative to gain audience attention
  use of repetition and catch phrases

3.3 Understand and respond to directions and requests for information in audio-only form.

  listening to someone speaking on the phone

3.4 Use context, time phrases, sequence markers and tenses to ascertain when things happened.

• for the future;

  going to, will, may, might, about to, tomorrow evening, ...

• for the present;

  habitual actions: simple present, adverbs of frequency
• for the past;
  
  *simple past, past continuous, past perfect tenses*

  *clauses with when, while, already, by the time*

  *time phrases: yesterday, ten years ago, ...*

• for unspecified time in the past;

  *present perfect with general time phrases before, ever, never, ...*

• for unfinished actions which started in the past but continue now.

  *present perfect, present perfect continuous*

  *for/since*

3.5 Follow and understand utterances in the passive voice in a range of tenses:

• present simple;

  *Gas is exported from Qatar.*

• past simple;

  *They were saved.*

• past simple;

  *The roof has been repaired.*

• past perfect.

  *The treasure had been discovered already.*

3.6 Understand and respond to a range of functions in conversations where two speakers are:

• using indirect questions to ask for information;

  *Do you know what time the match starts?*

  *Can you tell me where I might find a garage at this time of night?*

• making and answering telephone calls, requesting and giving information on the telephone, leaving messages;

• giving advice with *ought to, ‘d better, if I were you, ... needs (do)ing, It’s time to (do) ...*, be supposed to (do) ...;*

• making assumptions and deductions with *must be doing ..., could be doing ..., might (may) be doing ..., can’t be doing ...;*

  *I can see a light on on the fifth floor. That’s Jassim’s office. He must be working late.*

• giving opinions, agreeing and disagreeing.

4 Develop speaking strategies

4.1 Consolidate pronunciation skills from Grades 5–7 to avoid transfer from Arabic:

• phonemes /e/ /æ/ /ʌ/;

  *bet, bat, but*

• /ɔ:/ /əʊ/;

  *caught, taught, bought versus wrote, spoke, broke*

• aspirated /p/ and non-aspirated /b/;

  *Packman likes pets; Batman likes bats.*
• voiced th /θ/ and unvoiced th /ð/;

thick, that

• three-element consonant clusters in initial and final positions.

excuse, asked, street

against

Extend to securing the difference between:

• /dʒ/ and /ʒ/;

jacket, suggest, soldier, fridge
pleasure, treasure, measure, television, precision, usually, occasionally
my usual jacket, precision fridges, ...

• /dʒ/ and /ʃ/.

junk, juice
chunk, choose

I choose juice ...

4.2 Show awareness of other participants through:

• recognising the main points made by other speakers and responding in relevant ways;

• repeating or paraphrasing what was said to check meaning;

• using basic expressions to request or invite views from others and to show interest;

I see ..., Yes, go on ...

• asking follow-up questions;

• using non-verbal means to show agreement.

4.3 Use a range of expressions for:

• turn-taking;

After you ...

• interrupting;

May I come in here please?

• suggesting.

I suggest ..., Maybe ..., Perhaps ...

4.4 Use a range of strategies for communication maintenance and repair:

• rehearse and organise utterances before speaking;

• notice errors and pause to rephrase;

• use intonation and non-verbal means to clarify expression;

• notice and attempt to correct misunderstandings;

• paraphrase or seek alternatives for unknown words or expressions and keep talking;

• exercise independence from prompts or the teacher; take and invite turns in conversations on own initiative; expand the topic of conversation;

• personalise and say something ‘real’: make given contexts more meaningful;

• talk at length; keep talking without too many pauses or hesitations.
4.5 Use meta-language to talk about learning English:

- understand and use key concepts of language (prefix/suffix, link words, gerunds and infinitives, names of tenses: first and second conditional, past perfect, passive);
- ask for help at text level.

What’s a better/shorter way of saying this?
Can you give me an example in a sentence please?
Does this sound/look alright?

5 Speak to communicate and interact

5.1 Relate and summarise main points in sequence from a text heard, read or seen using some key words or expressions from the text and simple reported speech without changing the tenses using It says that …, It gives a lot of examples about …, According to this …, It was a documentary about …

Report back on TV or magazine texts:

- According to this report, all working bees are female.
- It gives a lot of examples of how bees talk to each other by dancing in the air.
- It said that The Blue Mosque was built in …

5.2 Present and argue a point of view or opinion in a series of clear, connected statements.

5.3 Discuss and evaluate the feelings, behaviour and intentions of characters from books or films.

5.4 Generate precise recounts and descriptions with:

- pre- and post-modification of nouns;
  He was a big, fat man with a baseball cap.
- choice from a wider range of verbs;
  [went] walked, hurried, drove, …
- relative clauses for added definition.
  She’s the woman who lives upstairs.

5.5 Discuss the merits, intentions, accuracy and effectiveness of advertisements and other persuasive texts seen or heard, giving reasons for views and drawing on evidence from the text.

5.6 Make positive and negative reported commands with say, ask and tell in statements and questions.

They said to take one.
He asked us to leave.
I told you not to come.
What did she tell us to do?

5.7 Ask wh-type questions with verbs and adjectives which take prepositions, putting the preposition at the end.

What are you talking about?
What’s it composed of?
Which companies should they invest in?
5.8 Consolidate the first conditional from Grades 6–7, and extend to conditions with provided that and as long as.

I’ll do it provided that you help me.

You can use my bike as long as you look after it.

5.9 Use the second conditional to talk about a hypothetical or unreal future in positive and negative statements and in yes/no and wh-type questions with long and short answers.

If I saw a ghost, I wouldn’t be afraid.

What would you do if there were an earthquake? I’d get under the table.

If you had the chance, would you do a job like that? Not in a million years!

5.10 Consolidate from Grade 7 making assumptions, deductions and guesses with might be, could be, must be, can’t be and extend to could be doing, might be doing, must be doing, can’t be doing.

Why’s he taking so long? He could be parking the car.

5.11 Consolidate from Grade 7 the use of the present perfect and the present perfect continuous to talk about:

• unfinished actions with for/since which started in the past but continue now;

I’ve been learning English since nineteen ninety-five.

He’s had that car for ages.

• contrasted with simple past for
  – specific past time,
    A: I’ve been living here since nineteen ninety-nine.
    B: Where were you before that?
    A: I was in Jordan.
  – and finished actions in the general or unspecified past with ever/never/before, yet/already, just/recently.

Have you ever seen a wild elephant?

I’ve never been to Japan.

We’ve done this before.

I haven’t finished that book yet.

Wedad’s already left.

They’ve just come back from Chicago.

Prices have recently gone up.

5.12 Use the past perfect with the simple past to describe two actions that happened in sequence in the past, one clearly before the other, and combine with time phrases by the time, as soon as, when/once, already, before, until.

By the time we got home, everything had been taken.

As soon as I had told him, he left.

When all the children had gone, she locked the door.

I already knew it hadn’t been fixed.

All this had happened a long time before we got there.

She had kept the baby bird until it learnt how to fly.
5.13 Make announcements and give instructions and simple explanations in more formal language by using simple present, past and present perfect statements and questions in the passive voice.

Everything has been made ready for the royal visit. The town hall has been painted. The local park has been cleaned up. The traffic lights have been fixed. The police have been given new uniforms ...

5.14 Ask and respond to polite requests for directions and information using indirect questions *Can you tell me ...?* and *Do you know ...?* paying attention to word order.

*Can you please tell me where the bank is?*  Certainly. Go down here and turn right. You’ll see it on the corner.

*Do you know how to get to the motorway from here?*  I’m sorry, I don’t live here.

5.15 Consolidate greetings and practise asking for and leaving information in telephone conversations.

*A: Hello, is Aeem there?*
*B: May I know who’s speaking?*
*A: This is Wafaa.*
*B: Hold on a second ... I’m sorry, she’s on the other line. Can I take a message?*
*A: Um ... yes. Can you please ask her to call me back?*
*B: Of course. Does she have your number, Wafaa?*
*A: Yes she does. Thank you. Goodbye.*

5.16 Consolidate from Grade 7 ways of giving advice using *ought to*, *’d better* and *if + present + should.*

You ought to water those plants.

You’d better slow down – this road is dangerous.

If the powder doesn’t dissolve, you should heat the liquid gently.

Extend to *If I were you, I’d ...* (second conditional), *... needs (do)ing,*

*It’s time to (do) ..., and be supposed to (do) ...*

*If I were you, I’d transfer the balance to another account.*

*The roof needs fixing.*

*It’s time to repaint the house.*

*You’re supposed to go to the dentist once a year.*

5.17 Consolidate giving opinions, and agreeing and disagreeing from Grades 6–7.

*I think ..., If you ask me ..., In my opinion ..., I agree/I disagree*

Extend by adding intensifiers *totally, completely, absolutely, entirely, strongly* and phrases, with attention to collocations.

*You could be right but ..., That’s not what I’ve heard ..., I couldn’t agree more ...*

*You’re absolutely right (not You’re strongly right).*

5.18 Express and respond to feelings, preferences and likes/dislikes using a wide range of intensifying words and phrases to mark degree.

*How awful!*

*What a miserable thing to happen.*

*It sounds incredibly sad.*

*I really don’t want to go there.*

*I completely disagree.*
Role-play more formal exchanges:

- introducing self and others, and taking leave;
- requesting and responding to information;
- seeking and following directions;
- inviting, offering, accepting, declining;
- thanking.

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**Reading and writing**

By the end of Grade 8, students read independently and intensively, texts of approximately 1000 words, and extensively from graded readers in the 1500 key word range, from the text range identified for Grade 8. They are active readers and use a variety of reading strategies appropriate to purposes. They read, compare and evaluate texts, and use books and ICT sources, including the Internet, to search for and use information. They respond to more extended narratives, read and follow detailed directions, procedures, instructions, explanatory texts, and texts expressing future outcomes. They identify, understand and can use a range of typical organisational and linguistic features of these text types to analyse and make inferences about the texts.

Students compose short texts of up to 10 connected sentences with at least two paragraphs to delineate and sequence the main ideas. They plan writing in a variety of ways, and while reading or listening make brief written notes which capture the main ideas in a sufficiently clear form for later use. They summarise the main points of information texts heard or read, drawing on the structure and organisation of the text as a guide. They apply typical features of different text types, learned through reading, in composition to suit differing purposes including: possibilities and consequences in imagined situations, arguments for or against a point of view, instructions, directions and explanations of states or processes, and the use of the passive voice to create impersonal, formal and general styles of writing.

**Text range:**

- Narratives: stories, diaries, reports of events
- A variety of multi-step directions and instructions: rules for games, directions to get somewhere, etc.
- Explanations, of problems and processes drawn from topics in other subjects of the curriculum or other authentic sources
- Brochures, advertisements and other publicity information with persuasive content
- Plans, options and possibilities
- Notes and summaries
- Dictionaries and a basic English thesaurus for synonyms
- ICT-based texts: Internet, CD-ROMs
- Graded readers in the 1500 key word range
Students should:

6 Develop reading strategies

6.1 Independently and intensively, read texts of approximately 1000 words.

6.2 Continue to read extensively from read graded readers and other appropriately levelled texts drawing on the 1500 key word range; read and return it within a given time period.

6.3 Use a variety of reading strategies – predicting, skimming, scanning and close reading and understand the purposes of each, and use them appropriately.

6.4 Extend ability to work out the meanings of words from context through:
   - focusing on main clauses by identifying topic sentences for each paragraph and subject and main verb in complex sentences;
   - using repetitions of key unknown words in the text to refine hypotheses;
   - reading on and back for self-defining phrases and clauses;
   - recognising parts of speech to identify unknown words and check hypotheses;
   - using increasing knowledge of affixes and root words to decipher meanings.

6.5 Take an active approach towards reading through:
   - relating texts to own experience;
   - posing questions and seeking answers;
   - anticipating and imagining events;
   - questioning and commenting on ideas;
   - empathising with characters;
   - generalising from examples.

6.6 Prepare questions prior to reading and use search strategies to locate information.

6.7 Compare and evaluate different texts giving similar information - newspaper reports, brochures, information texts.

6.8 Use the Internet to search for information and interact with text – following directions, finding specific information, completing activities, forms, etc.

7 Read and respond

7.1 Understand and respond to more extended narratives:
   - read a variety of stories and factual accounts and
     - understand the main idea and details,
     - make inferences to judge moods, intentions of, relationships between characters, predict events and outcomes, draw conclusions referring to the text for evidence;
   - extend work on dialogue from Grade 6, identifying statements, questions, exclamations and a wide range of dialogue verbs.

asked, cried, shouted, exclaimed, reported, claimed, replied, ...

The level of reading facility for graded reading should be about 90–95% (i.e. in a 1500-word text, 75–150 words may need to be worked out form context).

Students should develop and apply their knowledge of spelling conventions in independent reading. See word knowledge standards for this grade.

Link this work to activities in the speaking standards for this grade. Use written texts as a framework for recounting, summarising, discussing, hypothesising and evaluating.

Connect these reading responses to activities related to speaking standards 5.1–5.19 for this grade.
7.2 Read and follow detailed directions, procedures, instructions for getting things done – directions for getting somewhere, recipes, assembly or installation instructions, rules for games. Revise typical features of instructional texts:

• a clear title or opening statement setting out the aims of the instruction;
• a list of any materials or equipment needed;
• clear, ordered steps using a wide range of connectives to signal time and sequence;
• use of imperative language which addresses the audience directly;
• impersonal language focused on a generalised agent rather than a particular individual;
• text organisation short, often with numbered or bulleted points and diagrams or illustrations;
• use of animation, buttons, links, drop-down menus, etc. on screen-based texts.

7.3 Read and discuss a range of publicity texts – brochures, leaflets, flyers, posters, advertisements – with persuasive content:

• locate and record specific information;
• begin to distinguish
  – fact from opinion,
  – headlines, captions, catch-phrases,
    
    Give life everything you’ve got.
    Let your fingers do the walking.
    We’re just a phone call away.
  – verb forms that address the audience directly,
    
    You will never regret …
    Buy one today …
  – some uses of figurative language in rhymes, jingles, alliteration.
    
    Go wild, it’s mild!

7.4 Extend the reading of explanatory texts from Grade 6, linking these to work in other subjects in the curriculum. Understand the purposes and main organisational features of explanations:

• general statement to introduce the topic;
  
  Rainfall is essential to sustain life.
• logically ordered steps to explain what happens and why;
  
  When the air temperature warms up, the water on the ground … This makes the vapour … which causes the …
• general statements and frequent use of the passive voice;
  
  The water is absorbed by …
• usually written in the present tense;
  
  The blood is pumped by …
• use of connectives signalling time, and logical or causal relations;
  
  first, next, finally
  because, so, thus, as a result …
• enhanced precision through using a wide range of quantifying words and expressions;

• use of subordinating conjunctions for addition, contrast, reason, purpose, result, condition, concession.

  *in addition, moreover, although, even though, in spite of/ despite the fact that, whereas, however, on the other hand, because, since, as, due to, caused by, as a result of, led to, brought about by, consequently, nevertheless, nonetheless, …*

7.5 Read and respond to straightforward texts expressing:

• future intended outcomes;

  a plan for how to spend a day, accomplish a task, make a journey

• possible situations.

  a wish or aspiration, hypothesis or supposition, a choice between options, a problem or dilemma to be resolved.

Recognise:

• use of verbs and verb forms for future time;

• second conditionals with if, only if, unless, provided that;

• going to, will, about to to express plans, intentions, promises, imminent events and may, might, could, would to express possibility;

• comparative expressions.

  *X would be better than Y.*

  *I would rather X than Y.*

8 Develop writing strategies

8.1 Extend independent writing skills from Grade 7 to compose short texts consisting of 10 or more connected sentences, in at least two paragraphs to delineate and sequence the main ideas, with attention to cohesion within and between sentences and paragraphs through:

• use of a variety of coordinating and subordinating conjunctions in complex sentences;

  *although, even though, in spite of/ despite the fact that, whereas, because, since, as, due to, caused by, as a result of, led to, brought about by, nevertheless, nonetheless, etc.*

• use of connectives to link sentences and paragraphs;

  *However, In addition, On the other hand, Moreover, As a result, Consequently, Firstly, Secondly, Thirdly, Finally, To begin with, In conclusion*

• choice and consistency of pronouns, person, tenses and agreement;

• editing own writing for accuracy and sense and amending to clarify or improve;

• producing first and final drafts as a matter of course.

8.2 Independently apply a range of spelling strategies:

• phonic segmentation of multi-syllabic words;

• applying known spelling patterns and conventions;

• breaking words into segments of meaning – suffixes and prefixes, words within words;

  *inconsiderate, consequently, overcrowded*
• by analogy with other known words;
  *rough, tough*

• using visual skills – recognising common letter strings and checking critical features (Does it look the right shape, length, etc.?)

• using dictionaries to check spellings and word meanings;

• using the spell-checker on a computer;

• identifying mis-spelt words and mistakes in grammar accuracy in own writing (keep personal correction logs, learn how to spell recurring problem words, set goals for correcting recurring grammatical errors).

8.3 Use passive forms to create impersonal, formal and general styles of writing.

8.4 Experiment with composing and re-ordering clauses in sentences using a wide range of conjunctions for coordination and subordination; note differences in meaning and emphasis.

8.5 Use different ways to capture ideas and plan for writing (timelines, concept maps, notes, flow charts, sketches with captions).

8.6 While reading or listening, make brief written notes in telegraphic language which capture the main ideas (as plans for writing, brief records of texts read or heard, prompts for oral performances or presentations) in a sufficiently clear form for later use.

8.7 Use a computer to structure and present short texts for different purposes:
  • using the spell-checker and applying independent spelling knowledge when selecting from alternatives presented;
  • accessing the thesaurus to seek and use alternative words and expressions;
  • cutting and pasting to organise and re-shape texts;
  • using layout features – paragraphs, bullets, lists, headings and fonts.

9 Compose written texts

9.1 Independently compose texts of up to 10 sentences in two or more connected paragraphs, as appropriate to the purpose.

9.2 Write about imagined situations to state plans or intentions, review options, express possibilities and consequences (wishes, aspirations, suppositions, hypothetical situations or problems to be solved, dilemmas and conflicts). Experiment with future time and:
  • first conditionals with *when, if, unless, provided that* and *will, may, could, might*; second conditionals with *if and would, might*;
  • changing the order of the clauses to emphasise either the condition or the result and the use of negatives with *unless* and positives with *if*;

*They won’t do it unless you pay them.*

*If you pay them, they’ll do it.*

*affirmative and negative forms;*

*first person speculations;*  

*If I had/could ...*  

*If I were ...*
• rhetorical questions;
  *What would happen if everyone ...?*

• general statements using indefinite pronouns and questions.
  *If ..., there would be no-one left to ...*

9.3 Set out clear instructions, directions or procedures, appropriately organised, based on:
• personal knowledge or experience (recipes, games, directions to places);
• other curricular subjects (how to construct a cube, build a circuit);
• other texts (brochures, maps, timetables).
Write them up as a sequenced text.

9.4 Write a short explanation in own words, based on personal knowledge or reading, using the relevant language and style and including:
• an introduction;
• logically ordered steps;
• a range of connectives for sequence, reason, consequence and cause;
• precise and impersonal language;
• a conclusion.

9.5 Summarise the main points of information texts heard or read in brief note form drawing on the structure and organisation of the text as a guide (paragraphs, headings, key words and phrases) to structure the notes.

9.6 Map out, in written or diagrammatic form, the development and structure of a narrative:
• its high and low points;
• the entry and exit of characters;
• the changing settings;
• the sequence and extent of time covered;
• the links between sections, paragraphs, chapters.

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**Key words for Grade 8**

The parts of speech given for each word are the typical or most common word classes for the use of the words, relevant to this grade.

<table>
<thead>
<tr>
<th>able adj</th>
<th>adjust v</th>
<th>analyse v</th>
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<tbody>
<tr>
<td>absolutely adv</td>
<td>admire v</td>
<td>angle n</td>
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<tr>
<td>absorb v</td>
<td>admission n (enter)</td>
<td>apparatus n</td>
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<td>abstract adj</td>
<td>adolescent n</td>
<td>application n</td>
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<tr>
<td>account (for) v</td>
<td>advance v, n</td>
<td>apply (for, to) v (request)</td>
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<td>accumulate v</td>
<td>affair n</td>
<td>appointment n (meeting)</td>
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<td>accurate adj</td>
<td>aggressive adj</td>
<td>approach v, n</td>
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<td>achieve v</td>
<td>aim n, v (objective)</td>
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<td>alcohol n</td>
<td>approve/dis v</td>
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</tbody>
</table>
peculiar adj
perfect adj, v
perform v (do, activity)
permanent adj
permit v
personal adj
persuade v
phase n
pipe n (tube)
pleasure n
policy n
popular adj
positive adj
possess v
postpone v
powder n
precede v
predict v
preliminary adj
pressure n
previous adj
primary adj
principal adj
principle n
procedure n (method)
progress n, v
promote v
proof n
proper adj
property n
proportion n
provide v
pull over v
pump n, v
push on v
put off v
put up with v
raise v, n
range n (variety)
rank n (level)
rapid adj
rate n
ratio n
rational adj
react v
receipt n
reckon v
recommend v
record n (information)
record v (note down)
recover v (improve)
reference n (information)
refund n, v
regard (as) v (consider)
regulate v
regulation n (rule)
relate (to) v (connect)
relative n (family)
release v, n
rely on v
remarkable adj
reproduce v
research n, v
respect v, n
respond to v
response n
respectful (for) adj (duties)
retire v
reveal v
reverse v
review v, n
revise v
ridiculous adj
right n (a claim)
rod n
role n
rotate v
rough adj (approximate)
route n
royal adj
rub v
ruin v
run out of v (finish)
rust n
sample n, v
savings n
scale n (range, size)
schedule n
scheme n
secondary adj
section n
secure adj
sensational adj
sense n (five senses)
sequence n
series n
serve v (attend to)
set n (collection)
set up v (organise)
settle v (agree)
shelter n, v (from)
shrink v
sight n
significant adj
silence n
similar adj
simply adv
sincere adj
genuine adj
site n
slight adj
slip v, n
source n
spare adj
specific adj
speculate v (think)
spontaneous adj
spread v, n
staff n (workers)
stage n (period)
state n (condition)
statement n
statistic(s) n
status n
steady adj
steep adj
steer v
stiff adj
stimulus n
stir v
strain n, v
strategy n
strength n
stretch v
strict adj
structure n
stuff n
substance n
substantial adj
substitute n, v
These words are mainly ‘content’ words. They do not include all the verb inflections, pronouns, conjunctions and common word groupings that are appropriate for this grade. These are exemplified in the speaking standards, to emphasise the importance of teaching them in context.