

English (Primary Level)

Executive Summary

English plays an important role in the domain of education, administration, business, political relations, judiciary, industry, etc. and is therefore a passport to social mobility, higher education, and better job opportunities.

Language learning is essentially a matter of acquiring the important skills of listening, speaking, reading and writing in an integrated manner. Language is not only a means of communication, it is also a medium through which most of our knowledge is acquired.

According to National Curriculum Framework - 2005, the review of syllabus at primary level in English is made according to the following principles:

1. Connecting knowledge to life outside the school, e.g. by outdoor activities.
2. Ensuring that learning is shifted away from rote method, e.g. by group discussion, role play, learning by doing, indoor & outdoor activities.
3. Overall development of children, e.g. creativity, imagination, comprehension, observation, expression, etc.
4. Appropriateness of topics and themes for the relevant stages of children's development from a psychological point of view, e.g. in class 1st the rhyme on page 32 ("Little Boy") is replaced by a poem based on the theme of manners/ values etc.
5. Values enshrined in the Constitution of India (these exist in the syllabus), e.g. gender equality, freedom of expression, National Symbols, National Days.
6. Continuity from one level to the next, i.e. known to unknown, simple to complex, for example grammar part is shifted from class 2nd to 3rd, sequentially arranged according to N.C.F.

7. Interdisciplinary approach, e.g. National Symbols, Family, National Days, etc in EVS and English.
8. Infusion of environment related knowledge, e.g. through text & outdoor activities.
9. Peace, health and the needs of children with disabilities. e.g. by replacing and introducing a poem based on themes like peace & by a play based on theme like children with disabilities.
10. Creativity – By making Toy clock, National flag etc.
11. Modification keeping in view local needs.

Rationale of Teaching English

English is a global language. Today it is taught as a second language in India. The goals for a second language curriculum are two-fold:-

1. Attainment of a basic proficiency such as is acquired in natural language learning.
2. The development of language into an instrument for abstract thought and knowledge acquisition through literacy.

The aim of English teaching is the creation of multilingual capability which can enrich all our languages. English is also called the library language because most of the good literature is published and preserved in English language. Most countries use English as a connecting language. It is used to communicate with the non-English speaking countries. That is why it is also known as “window on the world.”

At primary level, children are at such a stage that they have great readiness to grasp what(ever) they are taught. That’s why it is necessary to introduce English at primary level for its easy implementation. It will help the students to prepare a solid base for future. Also, the aim of teaching English at the initial level is to build familiarity with language in meaningful situations.

Evaluation

Evaluation should be continuous as well as periodic. Both Oral & Written evaluation should be done. From class 2nd, dictation is introduced. Evaluation by observation, interaction with teacher & among peer group & dialogue delivery, proper recitation of poems, etc. Written evaluation by dictation, Question - Answers, fill ups, matching words, re-arranging jumbled words, sentences, etc.

- Reading ability and describing skill should also be evaluated.
- Evaluation of picture description, oral in class 4th and written in class 5th, Passage for comprehension, Notice/message writing should be assessed.
- Evaluation should be linked to assessment of general proficiency rather than to specific achievements.

Expected Outcome

By the end of primary classes, the learner should be able to acquire the following skills -

1. Ability to listen and understand.
2. Develop the habit of reading writing and drawing inference.
3. To be able to employ observation skill and communicative skills.
4. To be able to identify topics and write with a sense of purpose.
5. To be able to use language creatively and imaginatively.
6. Should be able to recite rhymes and poems properly, understand them and to appreciate the rhythm of rhyme with appropriate stress on intonation.
7. To be able to narrate his/her experiences and incidents.

8. To be able to prepare a notice or write messages

Objectives (Class – I)

To develop four fundamental abilities: listening, speaking, reading and writing in a balanced manner with the following objectives:-

1. To identify the letters of the alphabet both capital and small from A to Z (print script)
2. To write the letters of alphabet both small and capital from A to Z (print script)
3. To build familiarity with language through spoken input in meaningful situations (Teacher talk)
4. To recite and sing rhymes and enjoy them in the surrounding environment.
5. To become visually familiar with text words, with what they mean and to notice their components.

Objectives (Class – II)

1. In Class-II the focus is on introducing words related to different domains of the learner's life and their immediate environment.
2. To provide and monitor exposure to and comprehension of spoken and written input (through mother tongue, signs, visuals, pictures, gestures and question-answers)
3. To help the learner build a working proficiency in the language especially with regard to listening with understanding and basic oral production (words/phrases, fragments of utterances) as communicative devices.
4. To recite & sing rhymes with actions.
5. Writing of words/phrases and small sentences.

Objectives (Class – III)

1. To inculcate in the learners initial ability to read and write on familiar events/situations.
2. To enrich the learners' vocabulary mainly through telling, retelling and reading aloud in English.
3. To enable the students to relate words (mainly in poems) with appropriate actions and thereby provide understanding of the language.
4. Reinforced practice in cursive writing especially in joining letters to form words.
5. To develop a vocabulary of about 450 words related to the immediate environment of the students.

Objectives (Class – IV)

Four skills are to be developed i.e. Listening, Speaking, Reading and Writing. To develop an active vocabulary of at least 600 words.

1. To understand simple conversation.
2. To follow simple oral directions, utterances and descriptions.
3. To promote learners' concept of printed texts in terms of Headings, paragraph, etc.
4. To respond to questions, suggestions, instructions.
5. To describe objects and situations and to narrate incidents in 4-5 short sentences.
6. To recite poems with appropriate pitch, rhythm and intonation.
7. To use appropriate spoken and written language in meaningful contexts/ situations.

8. To acquire reasonable speed in reading.
9. To take dictation of words and small sentences.
10. To write short descriptive & narrative pieces.
11. Logical sequencing of jumbled sentences.
12. To use common punctuation marks reasonably accurately.

Objectives (Class – V)

1. To use appropriate spoken and written language in meaningful contexts/ situations.
2. To appreciate the rhythm and music of rhyme with appropriate stress and intonation.
3. To write short compositions based on pictures.
4. To prepare notice or write a message.
5. To enjoy reading a poem or story, notice/ posters, etc.
6. To carry out conversation involving seeking /giving information.
7. To narrate his/ her experiences and incidents.
8. To develop a vocabulary of at least 800 words.
9. Logical sequencing of jumbled sentences.