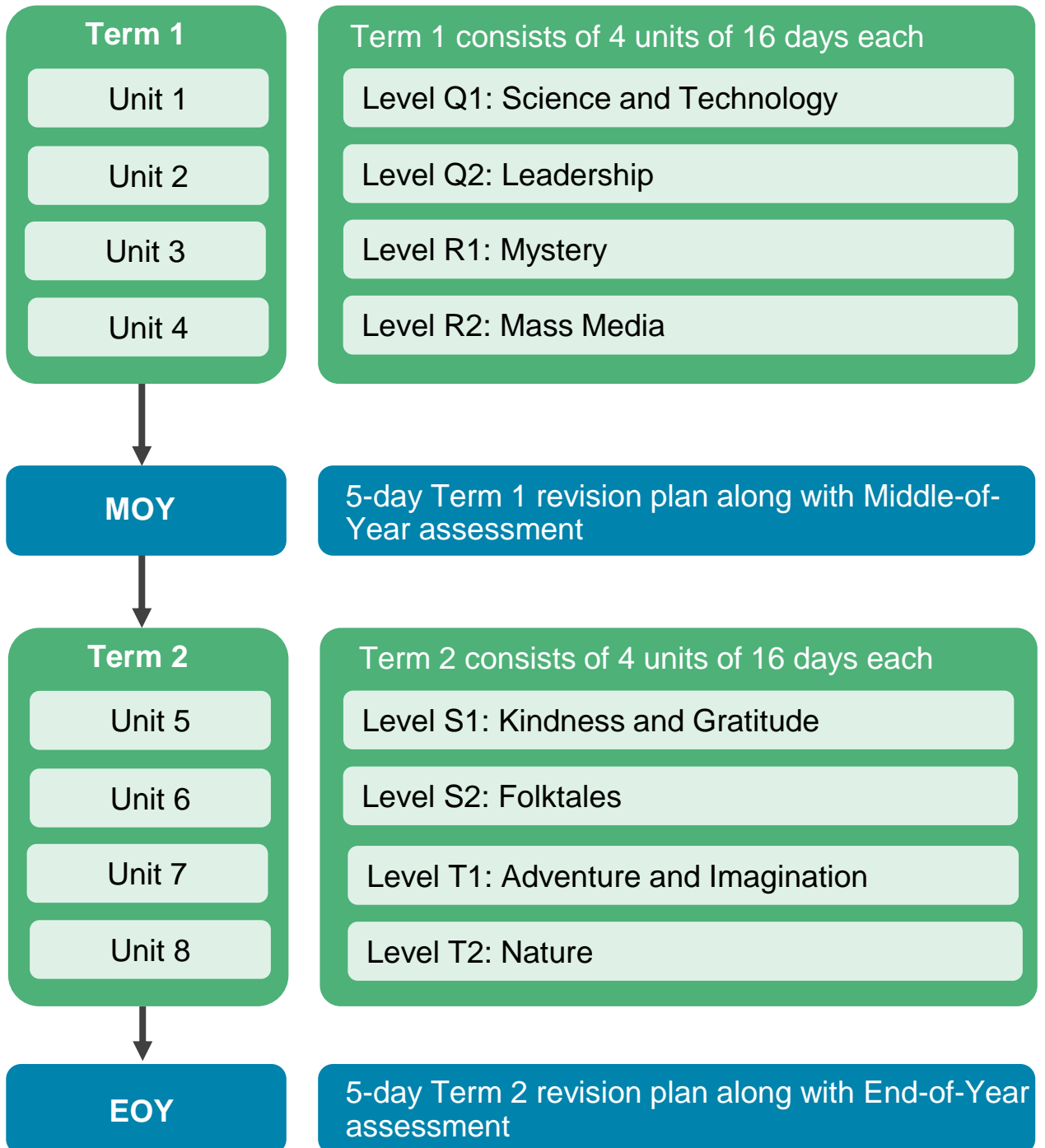


# Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.



# Detailed Syllabus for the Year

The units covered in each term during the academic year is listed below. Term 2 units will be visible on the tab after the completion of MOY.

TERM 2	Unit 1 Level Q1	Unit 2 Level Q2	Unit 3 Level R1	Unit 4 Level R2
 <b>PHONICS</b>	Phonics ends with Level M2.	Phonics ends with Level M2.	Phonics ends with Level M2.	Phonics ends with Level M2.
 <b>WHOLE WORDS</b>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Create new words and antonyms from root words using prefixes and suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Recognise and use homophones, homonyms, synonyms, and antonyms in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Recognise and use homophones, homonyms, synonyms, and antonyms in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Recognise and use homophones, homonyms, synonyms, and antonyms in sentences.</li> </ul>
 <b>READING AND LISTENING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Compare and contrast ideas in a text. Identify and explain the problem and solution in a text.</li> <li>Make text-to-self and -world connections. Make and check predictions.</li> <li>Form an opinion based on the text.</li> <li>Recognise and identify plot structures.</li> <li>Identify and study characters and their actions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the rhyme scheme of a poem. Distinguish between cause and effect. Identify different points of view.</li> <li>Compare and contrast facts and opinions.</li> <li>Form an opinion based on the text.</li> <li>Identify the character traits of a character by making inferences.</li> <li>Explain the impact of a character's actions on other characters and events.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the rhyme scheme of a poem. Distinguish between cause and effect. Identify different points of view.</li> <li>Compare and contrast facts and opinions.</li> <li>Form an opinion based on the text.</li> <li>Identify the character traits of a character by making inferences.</li> <li>Explain the impact of a character's actions on other characters and events.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the rhyme scheme of a poem. Distinguish between cause and effect. Identify different points of view.</li> <li>Compare and contrast facts and opinions.</li> <li>Form an opinion based on the text.</li> <li>Identify the character traits of a character by making inferences.</li> <li>Explain the impact of a character's actions on other characters and events.</li> </ul>
 <b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Identify and use different types of pronouns.</li> <li>Identify and use gerunds.</li> <li>Form nouns from adjectives and verbs.</li> <li>Correct grammatical errors in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use different parts of speech in a text.</li> <li>Identify and use demonstrative and interrogative pronouns.</li> <li>Identify and use multiple adjectives in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use different parts of speech in a text.</li> <li>Identify and use demonstrative and interrogative pronouns.</li> <li>Identify and use multiple adjectives in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use different parts of speech in a text.</li> <li>Identify and use demonstrative and interrogative pronouns.</li> <li>Identify and use multiple adjectives in the correct order.</li> </ul>
 <b>WRITING AND SPEAKING EXPRESSION</b>	<ul style="list-style-type: none"> <li>Write informational reports and formal letters.</li> <li>Present informational reports and formal letters in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Write an opinion article.</li> <li>Write different writing pieces for a school magazine.</li> <li>Give an extempore presentation for a minute.</li> </ul>	<ul style="list-style-type: none"> <li>Write an opinion article.</li> <li>Write different writing pieces for a school magazine.</li> <li>Give an extempore presentation for a minute.</li> </ul>	<ul style="list-style-type: none"> <li>Write an opinion article.</li> <li>Write different writing pieces for a school magazine.</li> <li>Give an extempore presentation for a minute.</li> </ul>
 <b>GENERAL AWARENESS</b>	<ul style="list-style-type: none"> <li>Learn about science and technology</li> <li>Learn about successful leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Read different stories, poems, and articles having an element of mystery.</li> <li>Learn about the mass media from different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Read different stories, poems, and articles having an element of mystery.</li> <li>Learn about the mass media from different perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Read different stories, poems, and articles having an element of mystery.</li> <li>Learn about the mass media from different perspectives.</li> </ul>
 <b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>Attempt to find multiple ways to solve a problem.</li> <li>Understand and attempt to solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>Come up with new ideas around known and new concepts.</li> <li>Reflect on their learning.</li> <li>Ask questions showing curiosity about new ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Come up with new ideas around known and new concepts.</li> <li>Reflect on their learning.</li> <li>Ask questions showing curiosity about new ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Come up with new ideas around known and new concepts.</li> <li>Reflect on their learning.</li> <li>Ask questions showing curiosity about new ideas and experiences.</li> </ul>
 <b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>
 <b>COLLABORATION SKILLS</b>	<ul style="list-style-type: none"> <li>Explore new ideas, and perspectives, and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Resolve conflicts or disagreements better.</li> </ul>	<ul style="list-style-type: none"> <li>Resolve conflicts or disagreements better.</li> </ul>	<ul style="list-style-type: none"> <li>Resolve conflicts or disagreements better.</li> </ul>

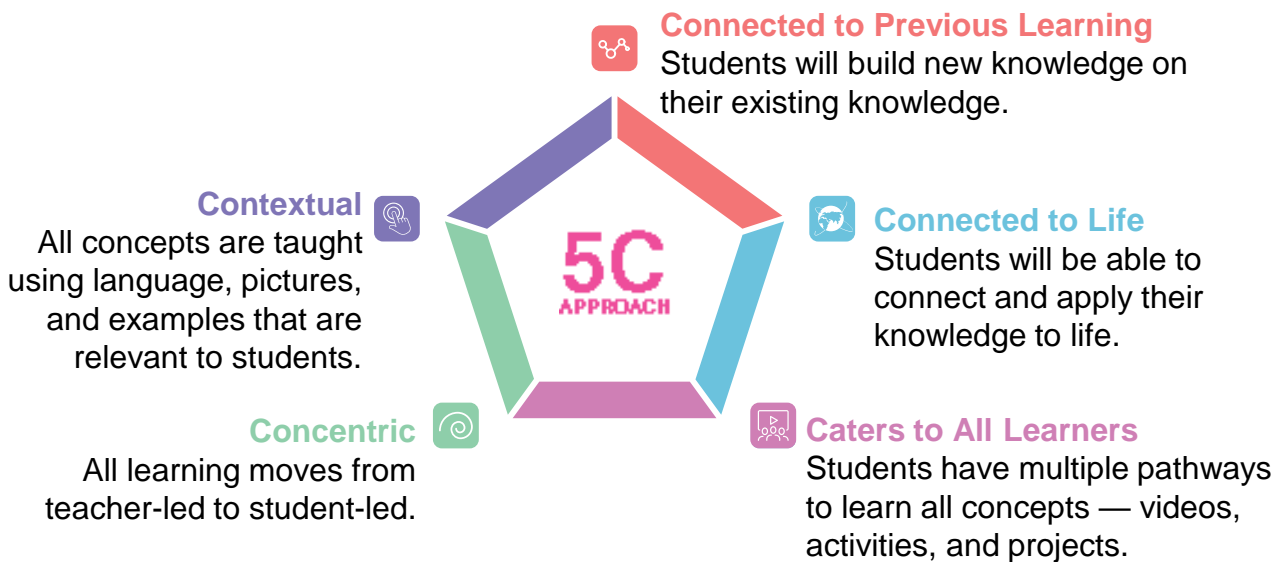
# Detailed Syllabus for the Year

TERM 2	Unit 5 Level S1	Unit 6 Level S2	Unit 7 Level T1	Unit 8 Level T2
 <b>PHONICS</b>	Phonics ends with Level M2.	Phonics ends with Level M2.		
 <b>WHOLE WORDS</b>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Deduce and use the meanings of words based on their relation to each other.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Differentiate between literal and figurative language.</li> <li>Create and use hyperbole and personification in sentences.</li> </ul>		
 <b>READING AND LISTENING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Identify character traits by making inferences.</li> <li>Explain the impact of a character's actions.</li> <li>Identify the purpose and audience of a text.</li> <li>Explain the motivation behind a character's actions.</li> <li>Identify the theme or big ideas from a text.</li> <li>Articulate multiple points of view by drawing conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the rhyme scheme of a poem.</li> <li>Identify the main idea and locate the key details of a text.</li> <li>Interpret similes and metaphors from a poem.</li> <li>Explain hyperbole and its effect on the reader.</li> <li>Explain the personification used in a poem.</li> <li>Identify themes from texts.</li> </ul>		
 <b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Identify and use different types of pronouns.</li> <li>Identify and use different types of adjectives.</li> <li>Use modals that convey different meanings, politeness, prediction, and intention.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use connectors to express relationships between similar group, of words.</li> <li>Constructs a variety of sentences.</li> </ul>		
 <b>WRITING AND SPEAKING EXPRESSION</b>	<ul style="list-style-type: none"> <li>Write a story using all the plot elements with a closed ending.</li> <li>Write different writing pieces for a school magazine.</li> <li>Use interview skills for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Write a personal narrative and narrate it using visuals.</li> <li>Write a narrative poem using personification.</li> <li>Recite a poem in front of an audience.</li> </ul>		
 <b>GENERAL AWARENESS</b>	<ul style="list-style-type: none"> <li>Learn the value of kindness and gratitude by reading different stories and poems.</li> <li>Read folk tales from different parts of the country and develop appreciation for them.</li> </ul>	<ul style="list-style-type: none"> <li>Read different texts having elements of adventure and imagination.</li> <li>Learn to appreciate nature by reading about the wonders of nature.</li> </ul>		
 <b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>Attempt to find multiple ways to solve a problem.</li> <li>Reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their learning.</li> </ul>		
 <b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>		
 <b>COLLABORATION SKILLS</b>	<ul style="list-style-type: none"> <li>Work with others to complete a task.</li> </ul>	<ul style="list-style-type: none"> <li>Explore new ideas, perspectives and accept feedback.</li> </ul>		

# The LEAD Method

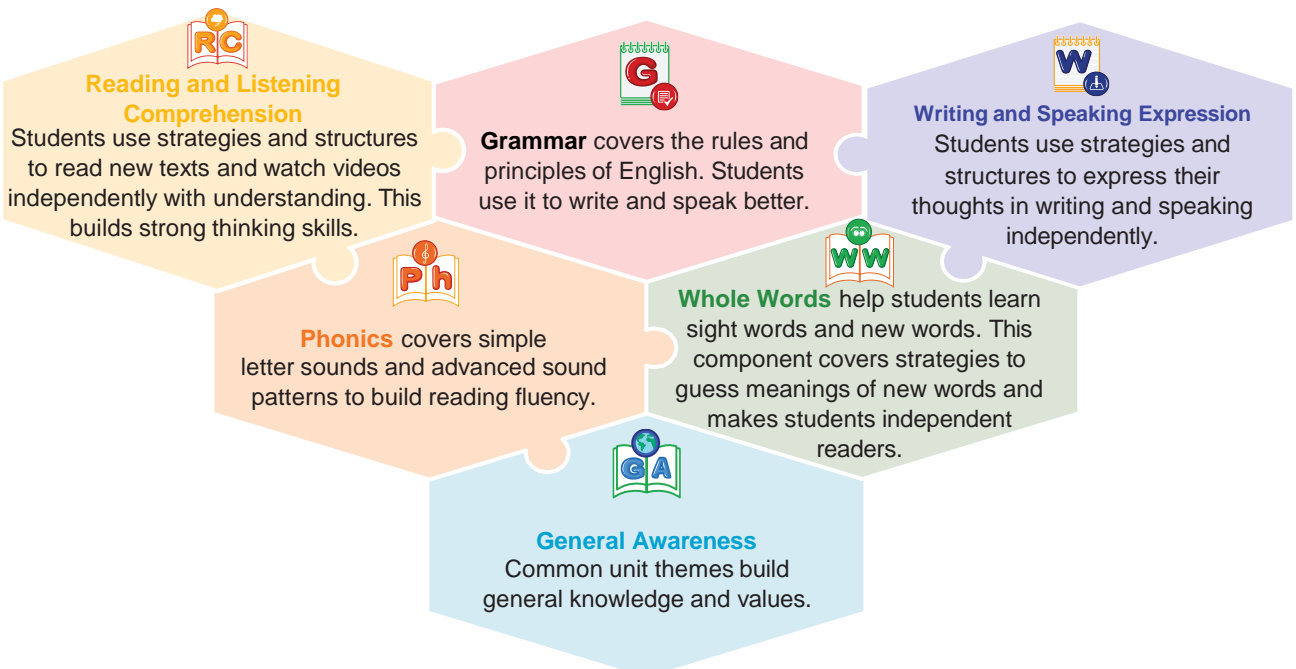
The details below show the LEAD Method that you will be following with your students.

## 1. 5Cs Approach: Every concept is taught through the 5Cs approach.



## 2. Component-Based Approach

The 5 deeply connected components of ELGA® together build strong English language skills.



## 3. Accelerated Learning

Our advanced technology system helps identify students' current skill level and groups them in the ELGA® class best for them. All ELGA® classes provide opportunity for accelerated learning, where students can build skills of more than one year within one school year.

# Important Icons

## Icons and Features of the Books.

### 1. Component Icons

Provides information about the components covered in a unit



Phonics



Whole Words



Reading and  
Listening  
Comprehension



Grammar



Writing and  
Speaking  
Expression



This icon in the WS indicates higher order thinking skill questions.

### 2. Life Skills Icons

Provides information about focused activities and tasks meant to develop important 21st Century Life Skills.



#### Think

Indicates questions that make students think in different ways



#### Communicate

Indicates activities and opportunities to build communication skills to help students express themselves well

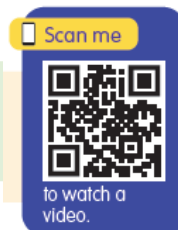


#### Collaborate

Indicates activities that strengthen students' collaboration skills to work well with others

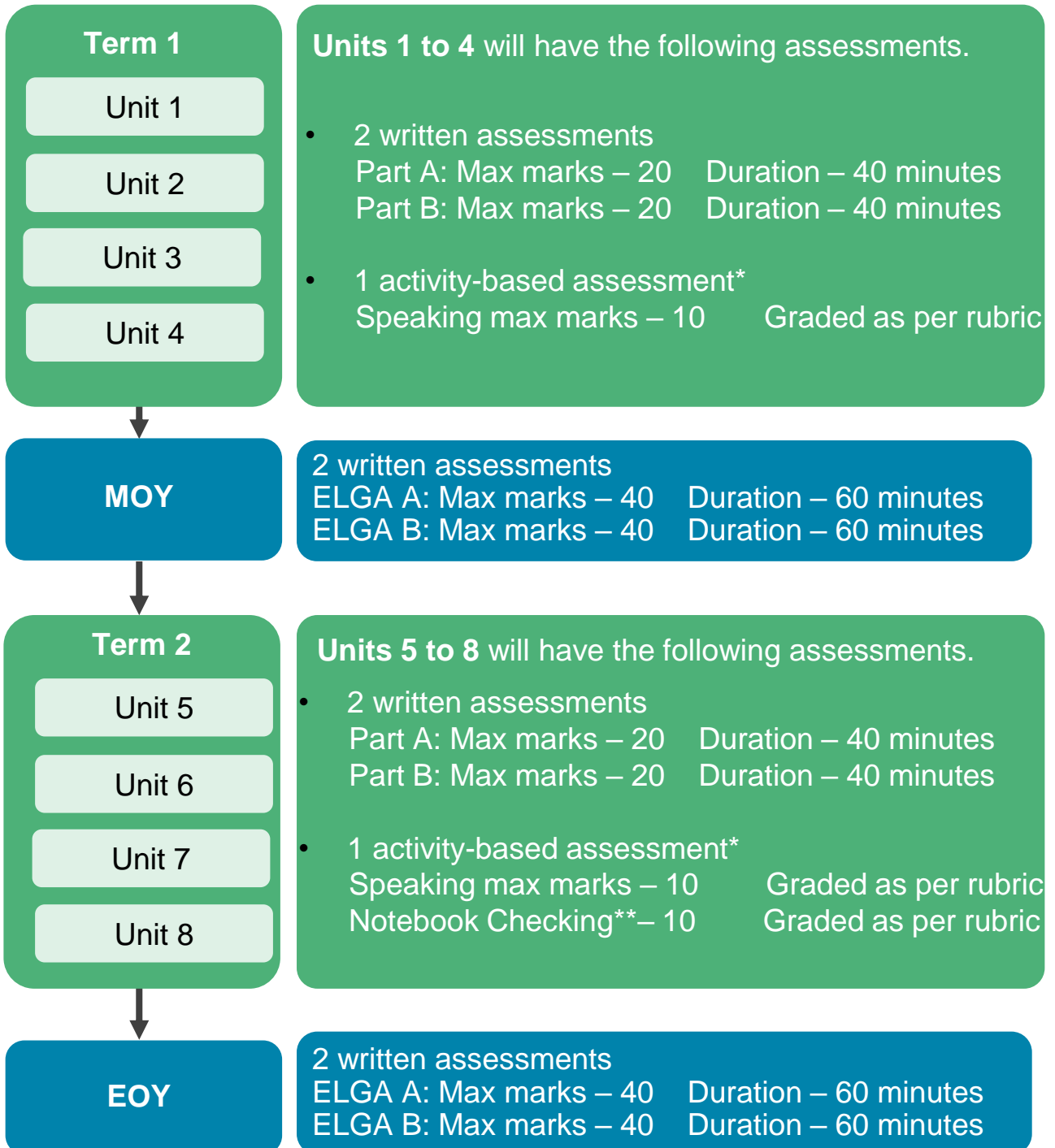
### 3. QR Codes

Students can access important videos at home by scanning these codes using the LEAD Student App



# Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



\*This is aligned with NEP 2020's recommendations to include activity-based assessments.

\*\* This is optional.

# Assessment Framework

## Unit Assessments

Units 1 to 4 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Whole words	10 marks	Reading Comprehension*	10 marks
Writing	10 marks	Grammar	10 marks
<b>Total</b>	<b>20 marks</b>	<b>Total</b>	<b>20 marks</b>

Units 5 to 8 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Whole words	10 marks	Reading Comprehension*	12 marks
Writing	10 marks	Grammar	8 marks
<b>Total</b>	<b>20 marks</b>	<b>Total</b>	<b>20 marks</b>

\*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

# Assessment Framework

## MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

ELGA A		ELGA B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	20 marks	Reading Comprehension*	24 marks
Writing	20 marks	Grammar	16 marks
<b>Total</b>	<b>40 marks</b>	<b>Total</b>	<b>40 marks</b>

\*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

## Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Units.
- In EOY – 75% questions will be from Term 2 Units, and 25% will be from Term 1 Units.
- In Unit Assessments – In units 2, 4, 6 and 8, 90% of the questions will be from the unit and 10% questions will be from the previous unit, that is, unit 1, 3, 5 and 7. This is to help students practise concepts and be better prepared for MOY and EOY.
- Difficulty level of questions in the assessments are based on Board guidelines.



# Materials Required

You will need the following materials for the various activities that will be conducted over the two terms of the academic year.

To be taken from the school kit	To be bought locally
<b>Unit 1: Level Q1 – Science and Technology</b>	<b>Unit 1: Q1 – Science and Technology</b> <ul style="list-style-type: none"> <li>• A bag to keep student items</li> <li>• Two one fourth chart paper per group</li> <li>• Seven A4 sized papers</li> </ul>
<b>Unit 2: Level Q2 – Leadership</b>	<b>Unit 2: Q2 – Leadership</b> <ul style="list-style-type: none"> <li>• Coloured sheets</li> <li>• One chart paper</li> <li>• Paper clips</li> <li>• Markers/Sketch pens</li> <li>• Scissors</li> <li>• One bowl</li> </ul>
<b>Unit 3: Level R1 – Mystery</b>	<b>Unit 3: R1 – Mystery</b> <ul style="list-style-type: none"> <li>• Dice for each group from the Math Kit</li> <li>• Chart paper</li> </ul>
<b>Unit 4: Level R2 – Mass Media</b>	<b>Unit 4: R2 – Mass Media</b> <ul style="list-style-type: none"> <li>• Latest newspaper</li> <li>• A comic book</li> <li>• A bag or box to keep paper chits in</li> </ul>
<b>Unit 5: Level S1 – Kindness and Gratitude</b>	<b>Unit 5: S1 – Kindness and Gratitude</b> <ul style="list-style-type: none"> <li>• Plain white charts</li> <li>• Glue</li> <li>• Scissors</li> <li>• Black Markers</li> <li>• Sketch pens</li> <li>• A bundle of A4-sized plain sheets</li> <li>• A bundle of A4-sized coloured sheets</li> <li>• A magazine</li> </ul>
<b>Unit 6: Level S2 – Folktales</b>	<b>Unit 6: S2 – Folktales</b> <ul style="list-style-type: none"> <li>• Half chart paper for each group</li> </ul>
<b>Unit 7: Level T1 – Adventure and Imagination</b>	<b>Unit 7: Level T1 – Adventure and Imagination</b> <ul style="list-style-type: none"> <li>• Half of a plain white chart each group</li> <li>• 1 set of Sketch Pens to make the Anchor Chart</li> <li>• 3 lemons</li> <li>• 1 pack of Blue Tack</li> <li>• Sellotape</li> </ul>
<b>Unit 8: Level T2 – Nature</b>	<b>Unit 8: T2 – Nature</b> <ul style="list-style-type: none"> <li>• A bowl for chits</li> <li>• Newspapers</li> <li>• Sellotape</li> </ul>