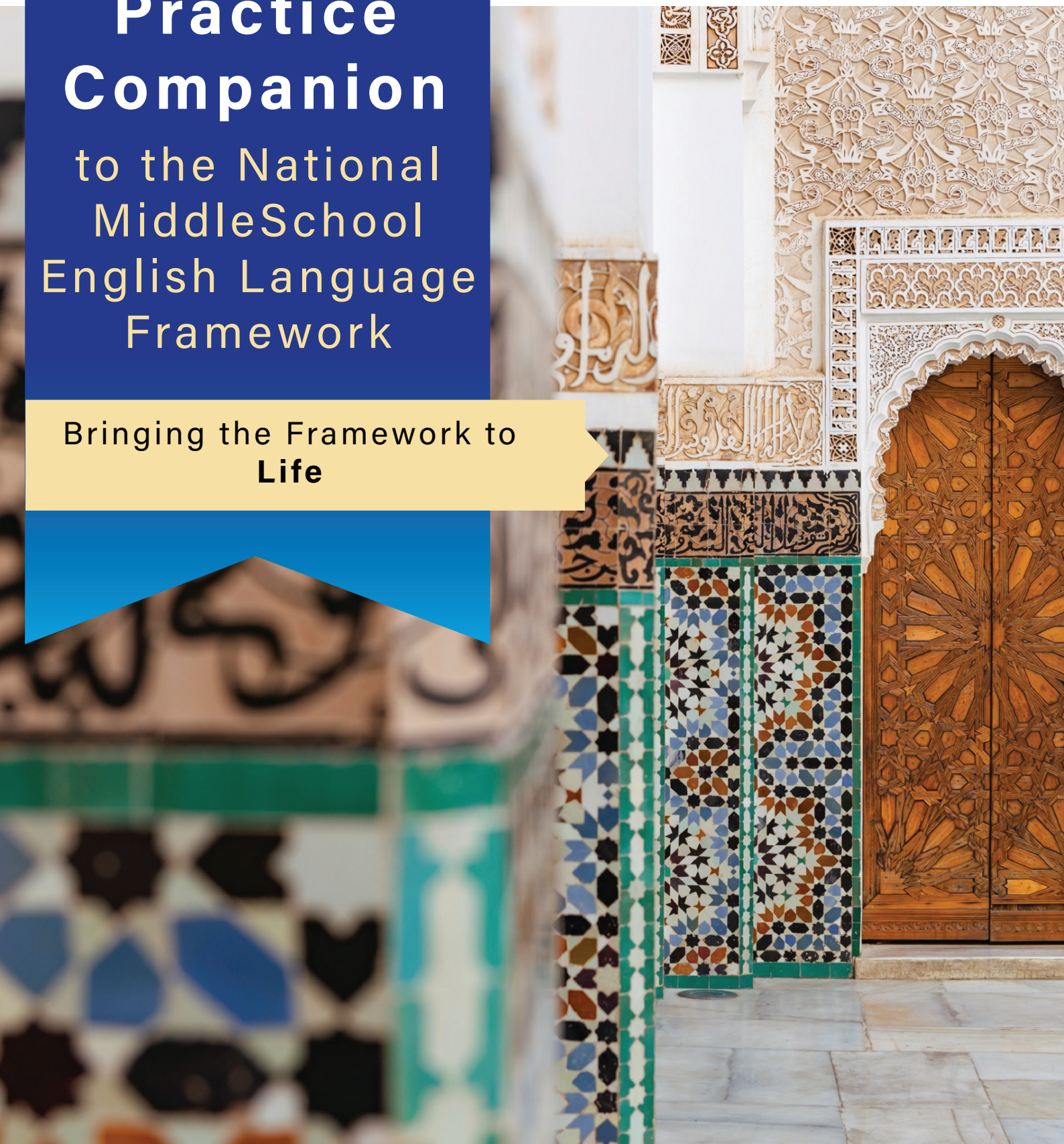
Royaume du Maroc

Ministère de l'Education Nationale,
du Préscolaire et des Sports

Practice Companion

to the National MiddleSchool English Language Framework

Bringing the Framework to **Life**



Aknowlegments

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Through workshops, surveys, classroom snapshots, and shared examples of student work, teachers across Morocco contributed ideas. Their creativity, commitment, and problem-solving in diverse classrooms ensured that the strategies in this Companion are practical, adaptable, and grounded in everyday teaching

> “Teachers are the heartbeat of curriculum reform, turning new ideas into daily practices that make learning real for every student.”

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Acronyms

Acronym	Full Name or Phrase
AfL	Assessment for Learning
AREF	Regional Academies of Education and Training
CEFR	Common European Framework of Reference for Languages
CLIL	Content and Language Integrated Learning
CRMEF	Moroccan Regional Centers for Education and Training Professions
ELT	English language teaching
KLU	Key Language Uses
L2	Additional/ second language
MoE	Moroccan Ministry of National Education, Preschool and Sports (MNEPS; MoE used for brevity)
MoHE	Moroccan Ministry of Higher Education
PD	Professional Development
OECD	Organization for Economic Co-operation and Development
PISA FLA	Program for International Student Assessment Foreign Language Assessment
PLC	Professional Learning Community
R/I/E/A	Retrieve, interpret, evaluate, apply
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language
TLM	Teaching and learning materials
UDL	Universal Design for Learning
WIDA	World-Class Instructional Design and Assessment (now only WIDA)
Y1-3 (G7-9)	Years 1-3, Grades 7-9 (applies to all years/grades)

Glossary

Academic Content Use: Using English to learn and communicate about school subjects (like science, math, social studies, or arts) at an age-appropriate level.

Anchor: An example of student work used to show what a specific performance level looks like on a rubric. Anchors help teachers and inspectors calibrate their judgments and ensure consistent, fair scoring across classes and regions.

Assessment for Learning (AfL): Ongoing checks during lessons that help teachers and students see progress and plan next steps, not just give grades.

Band-majority rule (when using assessment rubrics): When deciding a student's score, look across the rubric criteria. The level (band) that appears most often is the one you give as the overall result.

Can Do Descriptors: Short statements that describe what learners can actually do in English at different stages (e.g., "can write a short paragraph about daily routines").

Communicative Competence: The ability to use English appropriately and effectively to understand, interact, produce, and share meaning in real situations. It combines accuracy (forms) with fluency (use), and appropriacy (what fits the context) and social rules (politeness, tone), etc.

Crosswalk: A table or chart that compares key terms or concepts used in different frameworks or guiding documents. It helps readers see how similar ideas or categories align across sources, even when the wording differs.

Curriculum anchor: A fixed reference point in the curriculum that remains stable across local adaptations. Curriculum anchors define the essential expectations for teaching and learning—such as the purposes of language use and the year-level exit targets—so that all classrooms stay aligned while allowing teachers flexibility in how they design and extend units. Curriculum anchors also allow for changes in student books without veering from program learning objectives.

Equity & Inclusion: Making sure every learner, no matter their background or ability, can access learning, join in class, and be assessed fairly.

Exit Targets: The level of English most students should reach by the end of each school year (Year 1, Year 2, Year 3).

Floor rule (when using assessment rubrics): If a student's work falls below the minimum required level on a critical area (for example, pronunciation in speaking, or mechanics in writing), the overall score cannot go higher than that lower level.

Framework: A structured reference that defines what students are expected to learn and how progress is described across levels. It connects curriculum, teaching, and assessment by setting shared standards, year-level targets, and performance expectations for English learning in Morocco's middle schools.

Future-Ready Transversal Skills: Skills like problem-solving, collaboration, digital literacy, critical and creative thinking, and learning-to-learn that prepare students for study, work, and life, practiced through English tasks.

Global Issues & Citizenship: Using English to explore worldwide topics (like climate change or health), compare viewpoints, and suggest solutions while linking to Moroccan values and identity.

Information gap: A task where each learner has only part of the information, and they must use English to share and complete the whole. Example: Student A has a class schedule; Student B has a different one—they ask and answer questions to fill in the missing details.

Input and Output in ELT: Input is the language learners receive (e.g., words, phrases, texts, audio, visuals, or grammar explanations) and that provides models for understanding and later use. **Output** is learners' spoken or written production of language (e.g., sentences, conversations, short texts). Unlike recognition tasks (ticking, matching), output requires learners to generate and use English to express meaning.

Instructional Participation: Using English to follow classroom routines, ask for clarification, work with peers, and complete learning tasks.

Mechanics (Writing): The basics that make writing clear: handwriting/typing or formatting, spelling, punctuation, and capitalization.

Mediation: Helping others understand and co-construct meaning by explaining, summarizing, rephrasing, and asking/providing clarification. Possible at every level—
only the complexity and support change.

Micro-check (AfL): A very short check during a lesson to see what learners understand or can do, used to guide next steps. Example: asking students to write one sentence on a slip of paper or give a thumbs-up/down before moving on. Can also include a rapid check of ILAB completion (rapid circulate to see students' completed page(s), for
example.

Modes of Communication: Four ways English is used in the Framework, in alignment with the Common European Reference for Languages (CEFR) 2020 Companion:

- Reception (listening/reading)
- Production (prepared speaking/writing)
- Interaction (interactive speaking/writing)
- Mediation (relaying/explaining/co-creating meaning)

Performance Levels: Four levels that show how well learners meet the expected outcomes: Does Not Meet, Partially Meets, Meets, Exceeds.
Plurilingualism: Using knowledge of several languages (Arabic, Amazigh, French, Spanish, etc.) as an advantage when learning English.

Prepared Speaking: Planned, practiced speaking for an audience, like a short talk, poster presentation, or rehearsed performance.

Progression: The step-by-step growth of learners' skills, vocabulary, and grammar across Years 1–3 (Y1–3).

Quick routine: A short, repeated classroom activity (1–5 minutes) that gives students regular practice in a skill or language point. Example: a daily "turn and talk" in pairs to answer a question, or a quick vocabulary review game at the start of class.

Scaffold: A temporary support that helps learners succeed with a task until they can do it on their own. Example: giving a sentence frame like, "I think ____ because ___" to help students share opinions.

Social Communication: Using English in school and community life to greet people, share feelings, build relationships, and show politeness.

Spoken Interaction: Unprepared (with the exception of think time), real-time conversation between students (pairs/groups) to share information, ask and answer questions, and make simple decisions.

Strands: The assessed dimensions of a skill that show what good performance looks like. Strands break down a broad skill (e.g., speaking or writing) into observable parts that can be judged during real tasks. For teachers familiar with "sub-skills," strands correspond to the assessed sub-skills (such as clarity, organization, or interaction strategies). In this Companion, strands are always judged within performance, not as separate scores.

Teacher agency: Teachers' capacity to make informed, professional decisions to plan, adapt, and improve learning for their students while staying aligned with shared standards, goals, and assessment criteria.

Universal Design for Learning (UDL): An approach to teaching that plans from the start for student differences so every learner can take part and succeed. UDL means giving multiple ways to engage students, show information clearly, and let students demonstrate what they know in valid ways. The goals stay the same for all learners, but the supports and pathways can differ.

1

Introduction to the Practice Companion & Overall English Language Goals



Every school, and every group of students, deserves the same chance of success. The Practice Companion to the National Middle School English Language Curriculum Framework exists to help teachers deliver the middle school English curriculum with equity and coherence across the system. It helps educators turn national expectations into practical, classroom-ready moves so that learners in different regions, schools, and classes experience consistent goals, consistent routines, and fair assessment. The Companion provides guidance while also leaving room for teacher judgment and creativity in their varying contexts.

Spotlight on Moroccan Values & Global Horizons

This Companion, like the Framework, is rooted in:

- Moroccan heritage, culture, and religion shaping learners' identities and values.
- Equity, plural identity, and citizenship central to Morocco's education vision.
- Plurilingual repertoires from Arabic, Amazigh, French, and beyond serving as assets.
- Global perspectives increasing intercultural awareness and readiness to connect with wider audiences.
- Together, Moroccan classrooms reflect national values and are open to the world.

1.1 Practical Value for Teachers, Inspectors, and other Educators

Middle school classrooms share national goals yet vary in size, resources, socioeconomic realities, cultural norms, and learner needs. The Practice Companion translates standards into day-to-day teaching across these contexts, supports evidence-informed inspection, and anchors coherent decision-making.

Teacher Support

Teacher Support turns policy into simple, classroom-ready routines and task guidance. It ensures clarity, fairness, and inclusion through shared standards and Universal Design for Learning (UDL).



Less guesswork, more impact.

Clear year-level targets, simple routines, and teaching practices help teachers spend less time interpreting policy and more time teaching to improve student learning.

Better use of tasks.

Guidance shows how to leverage Student Book (SB) and Independent Learning Activity Book (ILAB) tasks. Along with lesson-specific support in the Teacher's Guide (TG), teachers can use ideas to help with planning input-->output cycles, adding light scaffolds, pacing, and integrating brief in-context focus on form so that tasks lead to real, communicative language use.

Fair, transparent assessment.

Shared rubrics and success indicators are aligned to the Framework's listening, speaking, reading, and writing expectations. They support consistent judgments and feedback, plus joint review of student work (moderation) to keep standards aligned across regions.

Inclusion by design.

Guidance on how to use Universal Design for Learning's (UDL's) multiple means of engagement (motivation & choice), representation (clear inputs & supports), and action & expression (varied ways to show learning), alongside differentiation tips and low-tech pathways, help teachers make participation feasible and fair for every learner, including those in large, mixed-level classes.

Support for Inspectors and other Educators

Framework-aligned success indicators and teacher-support ideas equip inspectors to make consistent, evidence-based judgments and to foster productive professional dialogue.

- **Teacher educators and trainers (CRMEF, universities).** Concrete classroom examples show how principles and standards come alive, preparing new teachers to apply them in practice.
- **Assessment developers.** Clear links among standards, Can Do descriptors, and shared rubrics guide the design of tasks that reflect curriculum goals.
- **Other stakeholders (policy makers, curriculum and materials writers, decision makers).** A window into classroom realities keeps policy, materials, and assessments connected to what teachers and students actually do.

1.2 How the Companion Relates to the Framework

The Framework and the Practice Companion work together to support effective curriculum implementation:

- The **Curriculum Framework** sets the national **"what"**: national legal, policy, and global research grounding, year-level targets, standards, assessment blueprint, decision rules, the core principles and concepts (the Big Ideas) and the standards that guide the English curriculum.
- This **Practice Companion** is the **"how"**: concrete tasks, routines, scoring guidance, and classroom success indicators that bring the Framework to life - lesson by lesson, unit by unit - so teaching and assessment are coherent across schools and equitable for students.

1.3 How to Use the Companion

This Companion is a toolkit so users can dip in and out as needed.

- **Teachers** can open to a section, routine, or strategy and use the practical moves right away.
- **Inspectors** can scan the "success indicators" to focus professional development, observations, and mentoring.

At the end of major sections, you'll find links back to the National Middle School English Curriculum Framework. These pointers (**Framework**) take you to deeper explanations, research grounding, and policy guidance, so you can see how classroom practices align with national standards and evidence.

Terminology note. The Companion follows the Framework's terms while acknowledging terms common in the English language teaching (ELT) and in the 2007 Secondary School Guidelines. For clarity, a brief terminology crosswalk is provided in Appendix 1.

Navigating the Companion



Teacher use
Open to a routine or strategy --> apply practical moves right away



Inspector use
Scan success indicators --> guide PD, observations, mentoring



Framework links
Look for --> “Framework” pointers for deeper explanations, research, and policy grounding



Terminology
See Appendix 1 for quick crosswalk (Framework, ELT, 2007 Guidelines)

1.4 Your Teaching --> Learner Outcomes: What Success Looks Like by Year 3

Starting with the middle school end goal in mind can help users focus while dipping in and out of the Companion. This section therefore provides a Year 3 (Y3)-end snapshot. In brief, by the end of Year 3 (Y3), most students are expected to reach an A2 Mid (CEFR) level, while also demonstrating future-ready skills, intercultural awareness, and growing learner autonomy.

They will be able to use English for real purposes on familiar and common school and social topics, and academic topics such as health, environment, and culture. They will be able to:

- Show understanding of short, clear texts (including signs, charts and graphs) by identifying the main ideas and key details, making simple inferences, evaluating ideas, and applying information.
- Sustain short conversations on familiar topics with follow-ups, reasons and some details, simple organization, and communication strategies. This includes mediation (helping others understand and co-constructing meaning).
- Write short, organized paragraphs that fulfill a purpose with control of core grammatical forms and functions, appropriate vocabulary (everyday + familiar academic), and sound mechanics.

Targeted Middle School English Language Outcomes A2 Mid (CEFR aligned)	Demonstrate Understanding of Listening & Reading Texts	Main ideas & details, inferences, evaluate, apply
	Sustain Conversations	Follow-ups, reactions, reasons, organization, strategies
	Write Purposeful Paragraphs	Organized, accurate with everyday + topic vocab
	Apply Future-ready Skills	Communicate, collaborate, think critically & creatively,compare & connect ideas, learn-to-learn, reflect

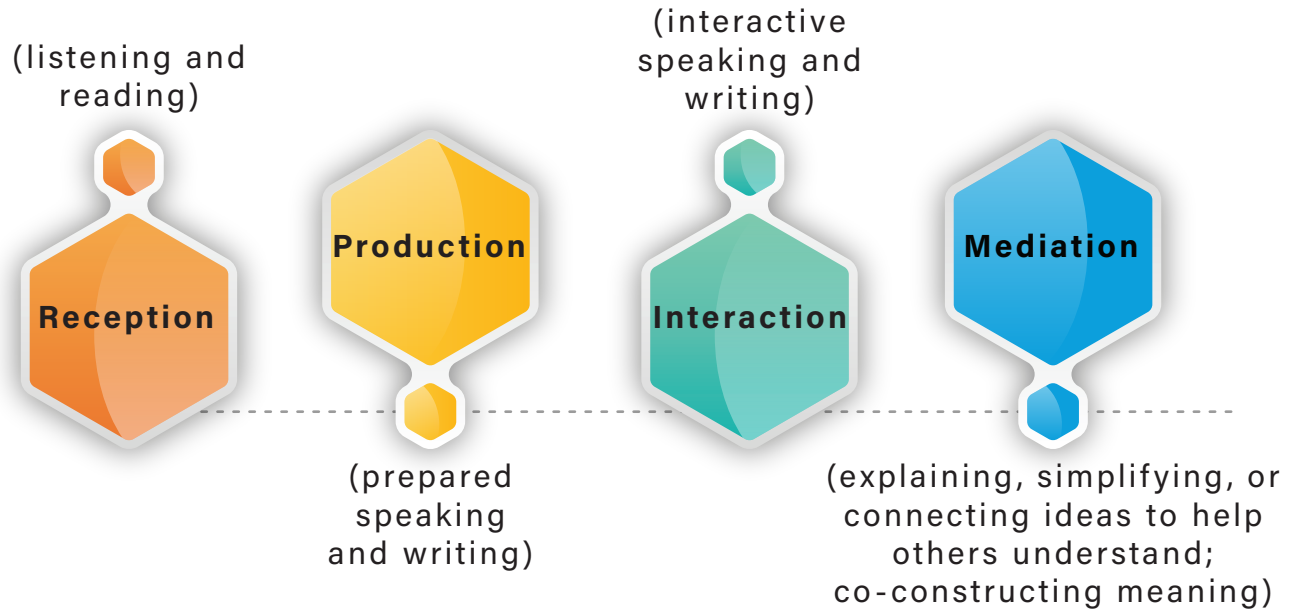
Throughout middle school, the English curriculum develops future-ready skills (life/transversal skills).[1] These are grouped into three complementary areas:

1. The widely recognized "4Cs" (core future-ready skills):[2,3]
   - Communicating with clarity
   - Collaborating and thinking creatively to solve challenges and share ideas
   - Thinking critically to interpret and evaluate information
   - Producing purposeful outputs such as talks, posters, and plans
2. Intercultural and global competence:
   - Connecting new inputs to self, community, and culture
   - Comparing viewpoints with respect
   - Expressing values with openness and empathy
3. Learning-to-learn strategies (making learning strategic and visible):
   - Setting goals and making simple action plans
   - Reflecting on learning experiences
   - Tracking progress over time

Collectively, the middle school English curriculum provides a strong foundation for secondary school, further study, the world of work, and meaningful global engagement.

Alignment with International Frameworks

The curriculum is aligned with the Common European Framework of Reference for Languages (CEFR) to ensure progression across all modes of communication:



In the middle school curriculum, mediation is absolutely suitable at beginner levels. It introduced and assessed mainly through interactive speaking and writing tasks (e.g., comparing answers, co-constructing meaning of a text).[4]

The curriculum is also informed by the WIDA English Language Development Standards (WIDA), which emphasize the systematic use of academic language at age- and level-appropriate levels. [5]

This dual alignment ensures comparability with international standards while keeping the curriculum responsive to Moroccan classroom realities.

Aligned with and Informed by Global Standards

CEFR Aligned: Reception, Production, Interaction & Mediation

WIDA Informed: Academic language across levels, language purposes

Clear pathways for language growth at every stage

Endnotes — Chapter 1

1 OECD. (2019). OECD learning compass 2030: A series of policy and practitioner resources. OECD Publishing.

2 Battelle for Kids. (2019). Framework for 21st century learning definitions. Partnership for 21st Century Learning (P21).

3 UNESCO. (2015). Transversal competencies in education policy and practice (Phase I regional synthesis report). UNESCO Asia and Pacific Regional Bureau for Education.

4 Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Council of Europe Publishing.

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2

Using The National Teaching & Learning Package

This section explores how the Framework translates into teaching and learning materials and day-to-day classroom practice. It outlines core materials, themes and language purposes across Years 1–3 (Y1–3). It then addresses pacing a unit and how to keep integrated skills lessons moving towards achievement of learning outcomes. Next, it explains the unit architecture and provides notes on provisioning to ensure a low-tech-first path that works in all contexts. The final section explores how all the teaching and learning materials work together to support fair, inclusive implementation across classrooms with varied resources.

2.1 Teaching & Learning Materials for Each Year

Every year of middle school English is supported by a coherent package of materials that support teaching and learning. The SB structures each unit; the ILAB extends practice and reading beyond limited class time; and the TG with the Digital Kit provides the planning, audio, and quick-use tools teachers need to implement lessons and support student learning.

TABLE 1. Teaching & Learning Materials for Each Year

Year 1 (Grade 7)	Year 2 (Grade 8)	Year 3 (Grade 9)
Student Book (SB) ▪Welcome! ▪6 units (8 lessons each) ▪Optional phonics lessons in backKey vocabulary & grammar in back	**Student Book (SB)** ▪Welcome back! ▪6 units (8 lessons each) ▪Key vocabulary & grammar in back	**Student Book (SB)** ▪Welcome back! ▪5 units (8 lessons each) ▪Extra DEAR stories (levels vary) in back ▪Key vocabulary & grammar in back
ILAB ▪Welcome + 6 units ▪Answer key in back	**ILAB** ▪Welcome + 6 units ▪Answer key in back	**ILAB** ▪5 units ▪Answer key in back
Teacher's Guide + Digital Kit*: ▪Classroom audio ▪Digital flashcards ▪Curated video links	**Teacher's Guide + Digital Kit*:** ▪Classroom audio ▪Digital flashcards ▪Curated video links	**Teacher's Guide + Digital Kit*:** ▪Classroom audio ▪Digital flashcards ▪Curated video links
*All digital kit resources can be downloaded from the MoE's website.		

As Table 1 shows, Y1 and Y2 SBs each include six units, with optional extra literacy lessons in Y1 to support struggling readers. Y3's SB includes five units with additional DEAR stories to provide options for differentiation and learner choice. Across all years, units include language-development lessons along with shared anchors to help classrooms feel predictable and purposeful: a short Spotlight opener; Lesson 3 Drop Everything and Read (DEAR) to build reading fluency and confidence; Lesson 5 to surface future-ready skills and global/cultural perspectives with fun, productive review; and Lesson 8 to consolidate and demonstrate learning through the Unit Test, Unit Task, and Stop & Check self-assessment.

The unit rhythm:

- Spotlight starts each unit
- DEAR builds reading fluency
- Mid-unit: skills & global perspectives with a fun review
- Ongoing ILAB & DEAR@Home
- End 2-3 lessons: test, unit task (mini-project) and self-assessment

Consistent flow = steady progress.

The ILAB mirrors the unit flow with activities that align with language-development lessons. Students will find:

- short, independent vocabulary, grammar, and writing tasks
- games like word finds and crossword puzzles
- readings and speaking tasks students can try at home

Answer keys support self-correction and family involvement. To ensure students make the most of the content and activities, teachers routinely check students' ILAB use via quick page reviews, simple progress logs, and brief feedback.

The TG is designed to help teachers plan lessons. It provides:

- unit overviews
- step-by-step activity suggestions
- differentiation ideas, pronunciation and classroom-management tips, expansion and extension ideas
- full audio scripts

The Digital Kit contains classroom audio, digital flashcards, and curated video links. These components are designed for low-tech use (print + audio) or digital use where available.

In Y1 Welcome and Y2 Welcome Back, teachers are encouraged to use light, interactive diagnostics—not formal tests—to elicit what learners already know and can do and to launch a focused review of key language. Y3 Welcome Back begins with a short diagnostic test; teachers then use the results to choose targeted review activities from the aligned bank, ensuring a purposeful transition into the final year of middle school and confident engagement with the Year 3 TLM.

Spotlight on ILAB

This visual shows how teachers can help students get the most out of ILAB.

Train students early: Encourage them to try first --> then check with the answer key. Copying only won't help learning.

Assign and review selectively: Sometimes assign specific tasks, then check together in class.

Link to class learning: Reinforce how ILAB practice supports success in SB lessons, unit tasks, and tests.

Use quick-check routines: Have students open ILAB; circulate & check while students complete a writing or pair task. Do this from the year's start to train students.

Balance independence & support: Encourage students to track their own ILAB progress (a simple log/checklist). Teachers can step in with targeted feedback.



Reflect: Training students to use ILAB

- How will you introduce the ILAB in the first week so students learn to try first, check later?

- What quick-check routine could you try in a class of 40–50 students to ensure ILAB work is happening (e.g., thumbs up/down, random page flip, or mini log check)?

- What will you say to students to help them try first (not copy the answer key)?

2.2 Core Themes & Language in Student Book Y1–3

Units in the English Spotlight Student Book (SB) are built around a set of broad themes that connect learners' lives to school, community, and the wider world. Themes reflect middle school students' age- and proficiency levels, as well as their interests. At present, the English Spotlight SB series provides a shared sequence of themes so that schools work from a common theme map and language progression. If materials diversify in the future, any approved alternative will still map to the broad themes and year-level language targets to ensure comparability.



Table 2 on the next page shows how theme areas and language purposes develop across the three years middle school, alongside cross-cutting skills.

TABLE 2. Student Book Themes, Language Purposes & Cross-cutting Elements, Y1–3

Year	Broad Theme Areas (illustrative, not exhaustive)	**Typical Language Purposes & Texts** (grow in complexity)
Year 1 Pre A1/early A1 à A1 Mid	- Self & Community (identity, family, friends) - School Life & Routines (classroom, timetables) - Home & Places (rooms, local places) - Nature & Weather (seasons, outdoor life) - Leisure & Interests (hobbies, sports, activities) - World Culture (sports, games, classrooms, lifestyles)	**- Interact & Mediate:** greetings, simple questions/answers, basic descriptions, showing interest, compare ideas. **- Show understanding:** gist and main facts in short, clear texts, simple inferences (happy/-sad), and apply (follow a classroom instruction). **- Write:** linked sentences (notes, messages, short profiles and descriptions). **- Plan/ Organize/ Mini-Present:** simple lists, schedules, forms, posters / rehearsed conversations and parts of DEAR stories
Year 2 A1 Mid à A1 High	- Health & Wellbeing - Food & Everyday Choices - Fashion & Accessories - Media, Technology & Online Life - Places around Town & Road Safety ▪ Learning & Study Habits - Climate Change & the Environment - Geographic Features/Famous Places	**- Interact & Mediate:** short exchanges with reasons/follow-ups, showing interest and empathy, invite/suggest/request, describe, explain ideas/solve problems **- Show understanding:** gist + details (short paragraphs, notices, charts), simple infer, evaluate and apply (self-assess online practices & set a personal goal) **- Write:** short paragraphs; simple descriptions, opinions, advice - **Present:** brief prepared talks with visuals; scenes from DEAR/ stories and rehearsed conversations
Year 3 A1 High à A2 Mid	- School Community (school clubs and activities, fitting in) - Special Occasions & Celebrations (local/global comparisons) - Everyday and Unique Inventions & Innovation - Civic Life & Participation - Goals, Pathways & Futures (dreams, future education and careers) - Values & Perspectives	**- Interact:** sustain conversations with organization and communication strategies, ask/ give opinions and suggestions, invite/accept/decline, warn/advise about future results, express degree of certainty - **Show understanding:** main ideas + key details (texts & simple graphs/charts), infer, evaluate, apply (choose a strategy, apply, reflect) - **Write:** purposeful, organized paragraphs - **Present:** short, audience-aware talks referencing visuals/charts/ graphs; rehearsed podcasts/scenes

Cross-cutting Elements (Every Year)

▪ **Future-ready transversal skills:** communication, collaboration, critical thinking, creativity, problem-solving & decision-making, digital skills such as reading simple visuals (schedules, charts, graphs), using digital tools (when available), finding and using information appropriately.

▪ **Learning to learn:** learning strategies, goal setting, reflection, monitoring progress, feedback.

▪ **Intercultural & global perspectives:** connecting texts to self/community/culture; comparing viewpoints respectfully; engaging with regional and world contexts.

▪ **Inclusion:** working with a variety of students/including others, peer learning, respect for others, noticing and engaging with people with disabilities (representation within texts, including others, etc.).

--> For a detailed scope and sequence, see the SB or TG Content Maps
--> For the Grammatical-Lexical Scope, see Chapter 5.3 in this Companion

Spotlight on Teacher Creativity

Teachers can bring each unit to life—adapting content, adding new ideas, and connecting tasks to students' lives while keeping lessons aligned with key goals. They may localize and extend each unit, introducing examples and materials that reflect their students' context and interests.
Two curriculum anchors remain stable:

- The purposes of language use: students learn to interact, understand, produce, and present in English across increasingly complex texts and tasks.
- The year-level exit targets: what students are expected to be able to do by the end of each year.

Teacher creativity turns a set curriculum into meaningful learning. Knowing their students and context, teachers adapt engagement and support while staying aligned with unit goals and assessment criteria.

Ideas teachers may want to incorporate include:

- **Localize.** Swap in local names, places, images to anchor meaning.
- **Use micro-inputs.** Add short level-matched texts or ≤2-min audio with the same purpose.
- **Practice variety. Use pairwork,** info-gaps, role plays, jigsaws, mini-projects to keep cycles fresh.
- **Explore real-life links.** Tie tasks to students' lives while keeping the same success criteria.
- **Differentiate.** Provide A/B versions with lighter/heavier scaffolds: glosses, visuals, frames.
- **Provide choice.** Offer product options—message / mini-talk / poster—mapped to one rubric.
- **Purposefully teach strategy moves.** Rehearse "clarify, follow up, paraphrase, show interest" as visible routines.
- **Deliberate recycling.** Use short games and activities to prompt quick retrieval of last lesson's language before new input.
- **Maximize AfL micro-checks.** Use exit slips, whole-class thumb meter or quick-write answers, and 15-second talks against one visible criterion: name a strength + a next step.



2.3 Time it Takes to Complete a Unit

Most units take 9–12 hours to complete, including time for the unit test and task. In Y1–2, some lessons may stretch beyond one period when classes need more
supported practice. In Y3, lessons are intentionally tighter based on teacher and inspector feedback, so many will fit in a single period.

Lesson 8 usually takes 2–3 sessions:

- one for the Unit Test
- one or two for the Unit Task - recommended: give one session for in-class project work time plus one class to share projects and complete the Stop & Check (self-assessment)

Sample Unit Schedule with a Mix of Lesson Lengths

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spotlight + Lesson 1	Lesson 2.2	Lesson 4	Lesson 6.1	Lesson 7	Lesson 8 Unit task Classwork
Lesson 2.1	Lesson 3	Lesson 5	Lesson 6.2	Lesson 8 Test	Lesson 8 Unit Task Share & Stop-and-check (Self-assessment)

Pacing Integrated Skills Lessons

Some teachers feel pressure to stay with an activity until every student demonstrates "mastery." This often means "squeezing every drop out of a task" (repeating more than one or two times, checking one-by-one) and extending far beyond what is needed. While well-intentioned, this approach can slow progress and reduce opportunities for students to meet the same outcomes in varied ways.



Key idea.
Students do not need to master everything in one activity. They will cycle back through the same vocabulary, grammar, and skills in lesson tasks to follow and throughout the overall unit. Moving forward gives them more varied practice, not less.

Teach to outcomes, not activities or page counts. If most students show good (not perfect) target performance on a task, move on. If not, recycle language with a short, purposeful practice rather than extending the same activity.

Keep the anchors. Ensure DEAR, Lesson 5's culture/global citizenship focus with quick productive review, and Lesson 8 (test + task + self-check) are always included.

Trim, don't skip, the core. Reduce extensions, shorten game rounds, cap drafting time, and assign some tasks for completion at home. Also assign specific ILAB items for home practice and in-class checks. This preserves the core input --> practice --> use cycles within the lesson and across units.

Balance depth with flow. Allow students to try, make errors, and keep going; later tasks provide fresh chances to consolidate learning.

Use quick checks to guide. Pair summaries, exit slips, or brief performances show if students are ready to move on.

Plan buffers. Build small flex points across the term to absorb slower units without losing coherence.

Teachers will naturally vary in pacing. What matters is not covering every activity, but ensuring that students regularly reach the outcomes, recycle language, and have repeated chances to use English in communicative, meaningful ways.

Teachers should keep momentum by moving on once most students meet the lesson's small success criterion (a short, clear statement of what 'good' looks like today). Avoid holding the whole class until every student shows mastery in the same activity. Over-extending tasks slow progress and crowd out chances to practice the same outcome in different ways.

Look for smart shortcuts that protect learning time — standard pair routines, sentence starters, timed cycles, sampled marking, and quick whole-class checks — without lowering expectations.

2.4 Unit Architecture: Anchors You'll See Every Unit, Every Year

Every unit pairs the regular language-development lessons (1, 2, 4, 6, 7) with recurring anchors that put English to purposeful use. The **anchors** outlined in Table 3 create predictable moments to engage, read, listen, talk, write, reflect, and set learning goals. They help teachers balance input --> practice --> output and quick self-checks. They also make the purposes of language use (Standards 1-5) visible while leaving room to adapt to context.

Sample Unit Schedule with a Mix of Lesson Lengths

Anchor	Where	Purpose	What students do	Teacher notes	Indicators of Success
Spotlight	Unit opener	Activate schema; engage the unit theme	5-8 min quick task (image/ listen or read/quick personalize in pairs)	Keep it short; seed unit vocabulary/ functions	Fast engagement; clear link to theme
DEAR (Extensive Reading)	Lesson 3	Build fluency, vocabulary breadth & overall skills, background knowledge, motivation	Watch/listen --> Silent read (w/ audio support) --> Read aloud in pairs/small groups --> React & discuss	Perform story for students in early stages; No quizzing; Encourage DEAR@Home, Celebrate volume & choice	Quiet sustained reading (with audio support); Pairs/groups dramatize 2–6 lines with voice, gesture, and pacing to convey meaning; light shares; Story collection efforts
Culture / Global Citizenship	Lesson 5 (G7 = Culture; G8–9 = Global Citizenship)	Discuss cultures, climate & future-ready tips; apply a tip	Read/view/ Listen to get input--> discussion --> small action/task	Keep language at unit level; localizable tips	Students discuss/apply; language reuse
Fun Review (productive)	Lesson 5	Retrieval & fluency with unit language	Short game/ productive task	Always output oriented; brisk, fun, use simultaneous pairs/small groups so that all students interact & practice	Everyone produces some language beyond phrase/ sentence level
Unit Test	Lesson 8	Check learning (formative or summative per MoE/AREF)	Short test	Keep feedback actionable	Clear criteria; appropriate use; feedback
Unit Task	Lesson 8	Integrate skills in a mini project (choose 1 of 3)	Individual or team product	Choice by default; assign when justified; use rubrics	Alignment to Standards; fair rubric use
Stop & Check (Self-assessment)	Lesson 8	Metacognition; set next steps	Self-rate; note evidence; set a goal	Keep it quick; reference next unit	Student authored goals visible (class poster, in notebook, etc.)

Provisioning

The curriculum is fully implementable with minimum resources. At its simplest:

Students	Teachers
purchase the Student Book and ILAB from a bookstore.	receive the Teacher's Guide (digital PDF; print preferred when available) from the MoE/AREF, plus offline audio and a way to play it in class (e.g., a shared device and speaker). Where classroom tech is unavailable, audio scripts are provided in the Teacher's Guide to read aloud.

Digital components (flashcards and curated video links) are additive: plan for low-tech first. Scaling up devices and tools can happen over time without changing the core learning outcomes. Hopefully, schools and parents' councils (and community) are urged to fund and procure Extensive Reading (ER) boxes so every student can borrow age-appropriate books for school and home reading.

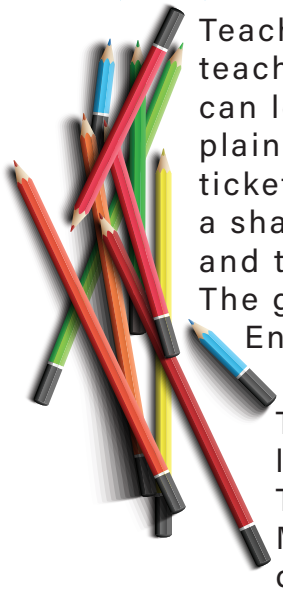
2.5 How the Pieces Work Together Across a Unit

Each unit is designed as a cycle in which different lesson types reinforce one another, guiding students from input, to practice, to independent use, and finally to consolidation. The unit Spotlight and language lessons provide input and practice; DEAR develops reading fluency and a culture of reading; Culture (Year 1) and Global Citizenship (Y2-3) explicitly highlight future-ready skills, culture and global ideas while also giving space for playful review; the ILAB extends practice at home, including an additional DEAR story, and the Unit Test, Unit Task, and Stop & Check (self-assessment) consolidate learning. Future-ready skills are embedded throughout this cycle. Students practice communication, collaboration, critical and creative thinking in everyday language practice and DEAR tasks. They demonstrate them most visibly in Unit Tasks where communicative language and transversal skills come together. Lesson 5 acts as the spotlight for explicit focus, but the strand runs across the entire unit.

Unit spotlight	Lessons 1-2, 4, 6-7	Lesson 3	Lesson 5	Lesson 8
Lead in & Lesson Objectives	**Language input & Practice**	**DEAR**	**Culture/ Global Citizenship & Fun Review**	**Unit Test, Unit Task, Self-Assessment**

This coherence means that no single part of the package stands alone. Each anchor builds on the others, giving students repeated opportunities to encounter language, use it for meaningful purposes, and reflect on their progress. Teachers can adapt the flow to local conditions, but the overall design ensures balance between input, practice, and purposeful output.

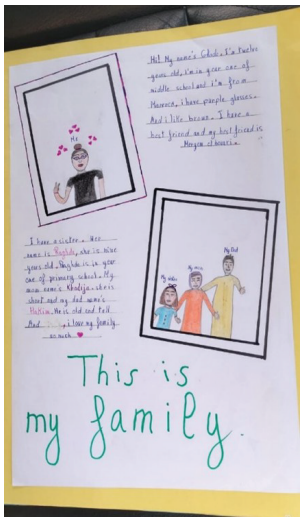
2.6 Resource Realities & Fairness

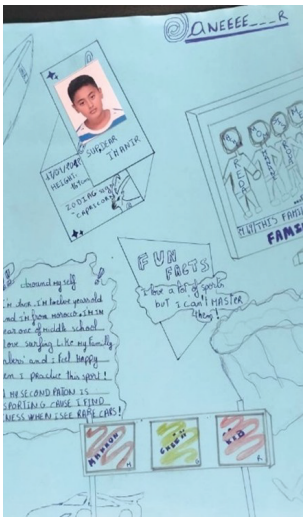


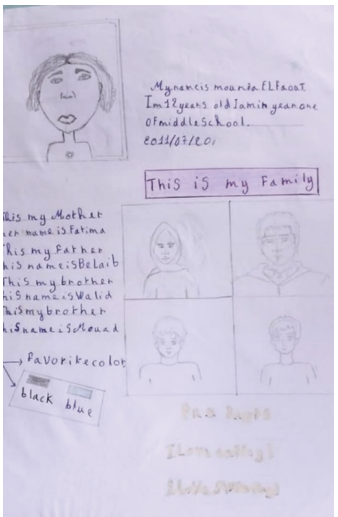
Teachers work with varied classroom conditions. The core design of the teaching and learning material is "low-tech first" to ensure all students can learn. A little creativity goes far: colored chalk and markers and plain paper for quick labels and role cards; folded scrap paper for exit tickets; student-made icons to mark "support" and "challenge" options; a shared phone + small speaker (when available) to play short audio; and teacher or peer read-alouds to mirror audio tasks when tech fails. The goal is not fancy materials; it's frequent opportunities to use English.

Students also have different resources at home and in class. That's expected and acceptable. Performance is judged on language, not decoration. For example, the three authentic Unit 1 Task products created by first year students in Beni Mellal and Marrakech regions below **all** meet the language outcomes despite differences in design, type of paper, and color. They write simple sentences (many linked) using key vocabulary, grammatical structures/ forms with the expected level of accuracy and organize ideas. In assessment, credit the language (task fulfilment, clarity, organization, accuracy) and whether required visuals are included (and, where relevant, referenced during a presentation). Do not assess artistic quality or resources used to create the product.

ENGLISH SPOTLIGHT 1, UNIT 1 TASKS BY YEAR 1 STUDENTS IN BENI MELLAL & MARRAKECH REGIONS







Fairness note. In line with UDL principles, tasks must not depend on students' access to color printers, specialized art supplies, or purchased materials. When visuals are required (e.g., for a prepared talk with a poster, pictures, or a graph), students may use hand-drawn charts, labeled sketches, or neatly organized notes. Simple pencil or pen work on standard notebook paper is also fully acceptable. Visuals are intended to support meaning and communication; their artistic quality or resources used to create them are not assessed as a separate criterion.

3

Core Principles & Concepts (The Six Big Ideas)

Students learn English by using it for real purposes with just-enough scaffolding from teachers and peers.[1] The curriculum emphasizes communicative competence and task-based learning cycles,[2] abundant input paired with purposeful output and feedback, [3] and visible goals with timely, actionable feedback.[4] These Big Ideas translate research into practice in Moroccan classrooms: student-centered learning and equity/UDL reduce barriers to participation; communicative competence aligns with the CEFR modes—reception, production, interaction, mediation [5] —and with WIDA's functional, academic-language focus;[6] Assessment for Learning makes progress visible and guides next steps; future-ready skills integrate the 4Cs, intercultural/global perspectives, and learning-to-learn;[7] and teacher agency connects policy guardrails to day-to-day design, collaboration, and moderation.[8]

How to use this section. Skim the mini overview below, then jump to the big idea you want to focus on in your practice.

The 6 Big Ideas: A Mini Overview

1. Student-centered Learning
Build around adolescents' voices, interests, and needs. Lots of pair/group work, small choices, quick reflection, and clear success criteria.

2. Equity & Inclusion
Everyone participates meaningfully. Use UDL moves (visuals, frames, alternatives) and light plurilingual supports for access without changing the learning goal.

3. Communicative Competence
Teach language in use: tasks with real purposes, brief focus on form inside the task, and recycling across skills (input --> short talk --> read --> write).

4. Assessment for Learning (AfL)
Frequent, low-stakes checks steer teaching and help students. Share success criteria; give one actionable next step; build self/peer AfL routines.

5. Future-Ready Transversal Skills
Collaboration, problem-solving, planning, learn-to-learn strategies, and reflection live inside English tasks, not as extras.

6. Teacher Agency
You adapt. Choose routes, add scaffolds and challenges, and reflect with evidence from student work.

--> See Appendix 2 for Big Ideas in Practice Snapshot.

3.1 Student-centered Learning

Students acquire more English when they have frequent opportunities to use it meaningfully with their peers, especially when lesson topics are engaging and personally relevant. A student-centered approach is one in which learning is organized around students' needs, interests, and active participation rather than extended teacher talk (Weimer, 2013). Lessons are designed to maximize engagement, interaction, and higher-order thinking. In this model, the teacher creates purposeful tasks, provides just-in-time scaffolding, and sets up conditions for extended and interactive student talk (students talking in simultaneous pairs and small groups), while monitoring and intervening with timely prompts or corrective feedback. Over time, this approach not only strengthens proficiency but also builds learner confidence, autonomy, and long-term motivation.[9]

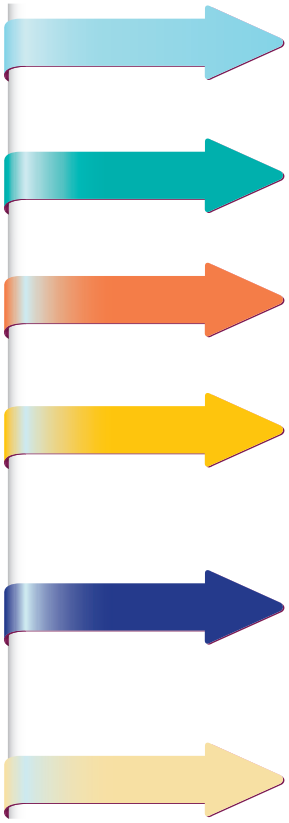
Why it matters:
Students learn more when they spend time actively using English. Time on task drives language development. As learners negotiate meaning and are encouraged to "say a bit more, a bit clearer," fluency, accuracy, and vocabulary grow together. Small choices and personal connections are especially important for early adolescents. They boost motivation, which in turn fuels engagement and sustained practice. These conditions make learning last.

Spotlight on Adolescent Learners

Middle schoolers are in a fast period of change —socially, emotionally, and cognitively. Between Y1 (around age 12/13) and Y3 (around age 14/15), they move from recent primary students to "real teens." This transition shapes how they learn English and how teachers can support them. Rapidly changing 12- to 15-year-olds learn best with:

- clear goals and daily routines
- short purposeful tasks tied to real use
- some choice & collaboration
- frequent feedback in a safe, inclusive classroom

Key characteristics and strategies across Years 1–3 (Grades 7–9):



Rapid growth: Early adolescents may change quickly in confidence, friendships, and identity. Build predictable routines in class to give stability.

Social drive: Students are highly motivated by peer approval. Use pair and group tasks where everyone has a role, so talk is purposeful and inclusive.

Need for relevance: They are more engaged when topics connect to their lives, interests, and values. Allow small choices (topic, role, product) to boost ownership.

Developing cognition: They can handle more abstract ideas, comparison, and reasoning by Grade 9 than in Grade 7. Scaffold tasks in Y1 and gradually stretch them to analyze, justify, and evaluate by Y3.

Identity and voice: Adolescents experiment with expressing opinions and values. Provide safe spaces—short talks, posters, or pair routines—where they can try out ideas without fear of "being wrong."

Varied pace: Not all students mature at the same time. Differentiate with lighter/heavier scaffolds so everyone can succeed at the same goal.

Why it matters: Student-centered learning works best when it recognizes the unique needs of adolescents. When classrooms balance stability with choice, and challenge with support, students stay motivated and develop both their English and their confidence as learners.[10]

TABLE 4. Comparison of Year 1 and Year 3 Adolescent Learners

Focus	Year 1 (Grade 7)	Year 3 (Grade 9)
School context	New to middle school; most new to English as a subject; still adjusting to routines and expectations.	More experienced; more confident in routines and expectations; able to take greater responsibility.
Energy & behavior	High energy, sometimes restless; need structured games, short tasks, and cool-down activities to manage focus.	More self-regulated but still benefit from movement and purposeful variety.
Confidence	Need early wins to build belief ("I can do this"); require visible goals and lots of modeling.	More confident; can work with longer tasks and self-assessment routines.
Cognitive growth	Concrete thinking; benefit from simple sentence frames, guided practice, and visible supports.	Able to handle more abstract ideas, analysis, comparisons, and evaluation tasks.
Social needs	Strong drive for peer approval; inclusion and safe participation are essential.	Can take leadership roles in group work; more open to debating opinions respectfully.

As students mature across middle school, teaching can gradually shift from structured routines and short, supported tasks to greater learner independence. Early predictability helps build confidence and focus, while later on, more choice, collaboration, and open discussion encourage students to take ownership of their learning.

Illustrative examples from the teaching & learning materials:

- English Spotlight 1, Page 138 – Students play an interactive game to find out what their peers can and cannot do, recycling key vocabulary/forms in the unit.
- English Spotlight 2, Page 112 – students describe their positive attributes using words, phrases, and drawings, part of a reading extension activity.
- English Spotlight 3, Page 59 – groups collaborate to create and present their own school club.

What it looks like in class:

- **Obvious purpose.** "By the end, you will choose a club and explain why."
- **A lot of simultaneous pairs/groups.** Plan tasks so most students speak or write at the same time (not one at a time in front of the teacher).
- **A lot of modeling.** Model the task (do it, don't just explain it) so that learners can see what they're supposed to do and how to do it.
- **Varied and fading supports.** Word bank + sentence starters for everyone; extra frames/photos for those who need more; a stretch prompt for fast finishers. Fade supports as students gain confidence with the language. Providing supports is **as equally important as** fading them, so that students gain the ability to use language independently over time.
- **Brief, always in-content focus-on-form.** After pairs practice for 1 minute, pause to model one helpful phrase or connector, then go again.



- **Regular quick checks.** One exit sentence, a 20-second "look up & say," or a thumbs meter.

Simple routines to try:

Simple, repeatable routines reduce uncertainty, save time, and make classroom practice more purposeful. When students know the "shape" of an activity, they can focus less on figuring out what to do and more on using English. Over time, routines build confidence, fluency, and classroom community. They also give teachers a reliable structure to monitor, give feedback, and gradually increase challenge.

- **Think–Pair–Share.** Think alone --> talk in pairs --> a few share. This framework builds wait time, wider participation, and clearer ideas. It is also useful for receptive skills practice. Students listen/read alone while completing a task, check answers in pairs, and then a few share.
- **Compare/Check Answers Together.** Pair-check first to build mediation (help a partner understand/co-construct meaning), lower anxiety, and surface errors early. This approach also contributes to a more inclusive and collaborative learning environment.

Role cards. Give students role cards (from the SB or on the board). A asks / B answers --> swap --> do again with a new partner (this time, with one support removed). Role cards or prompts add structure and repetition so that language flows more fluently.

Little and often spaced retrieval. Short, warm-ups, quick reviews, and cooldowns that ask students to recycle target language. Doing these frequently and with only a little targeted language at a time cements recall and automaticity.



Reflect: Making Student Talk Central

- Which routine (Think–Pair–Share, Role Cards, Compare & Check) would you try in your next lesson? How will you model it clearly so students know what to do?

- What is one small way you could give students more choice (e.g., choice of role, sentence frame, or example) without changing the success criteria?

Common challenges & practical moves:

Challenge: Long whole-class Q&A --> few students talk. **Practical move:** Turn the question(s) into a 2–3-minute pair talk task, then sample two pairs.	**Challenge:** Fear of "losing control" --> teacher stays at the front; pair/group work is cut short or avoided. **Practical move:** Post task outcome, roles, and time limit on the board. Circulate with a clipboard to show presence. Use a clear freeze signal to regroup fast.
Challenge: Classroom too loud; other teachers complain. **Practical move:** Draw a Noise Meter (0 = silent, 1 = whisper, 2 = soft inside voice, 3 = presentation voice). At start of year, model levels 1 & 2 for 10 seconds. Point to target level before each activity.	**Challenge:** Students say "the teacher isn't teaching" (expect front-of-class delivery). **Practical move:** Pre-frame purpose: "You learn English by using it. I'll model briefly, then you'll practice." Do a 60-second model, run the task, end with share-out: fix 1–2 errors, highlight 1–2 "star" uses.

Success indicators:

These success indicators highlight how student-centered learning can be observed directly in the classroom. They confirm that students are active, engaged, and making progress.

- **Clear modelling**
  before pair/group tasks (teacher demonstrates the language or routine first).
- **High student talk time**
  with most learners engaged simultaneously (not one student or pair at a time).
- **Visible purpose and success criteria**
  ("What a good answer looks like" is modeled and/or displayed).
- **Scaffolds provided, then gradually withdrawn**
  (word banks, prompts, sentence frames).
- **Brief, focused language attention** during tasks (no long grammar detours).
- **Constructive treatment of errors**
  (teacher notes them during tasks, corrects briefly afterwards, and highlights "star" examples).
- **Ongoing monitoring and feedback**
  as the teacher circulates visibly.
- **Quick evidence of learning**
  at the end (exit slips, mini-shares, corrected errors, "star" examples).

3.2 Equity & Inclusion

Every learner should be able to get into the lesson, stay in it, and show what they know. Equity means we design for access from the start, value students' full language repertoires, use representative materials, and judge performance with shared criteria and approved accommodations. In this way, we can measure English, not personalities and backgrounds, devices, or design skills. To ensure equity and inclusion, the Framework and teaching and learning materials are underpinned by Universal Design for Learning (UDL) principles.

Why it matters:

Equity is a national mandate and a practical necessity. It widens participation and prevents construct-irrelevant barriers (e.g., penalizing accents, over-valuing slide design or material used, penalizing lack of devices) from distorting results.



Student eager to participate in learning

About Universal Design for Learning (UDL): UDL is a set of principles that promote equity in action. UDL involves designing from the start for learner variability so every student, regardless of strengths, needs, language repertoire, background, or resources, can fully participate and achieve. UDL helps teachers plan multiple ways to (1) get students engaged and ready to learn **(Engagement)**, (2) present information clearly and accessibly, in ways that connect to learners **(Representation)**, and (3) allow students to show what they know in valid ways **(Action & Expression)**. With UDL, the success criteria remain the same for all; the support and pathways to meet them vary.[11]

Illustrative examples from the teaching & learning materials:

- English Spotlight Student Book 1—3, in Lesson 8, students choose one of three activities to demonstrate their language and future-ready skills.
- Teacher's Guide Variation Tips, for example TG 3, Page 35 gives an alternate idea to support class needs.
- Teacher's Guide Differentiation tips, for example, TG 3, Page 179, tips to give students more support or more challenge, as needed.
- ILAB 3, Page 56. Students choose from among a range of inventions to write about.
- English Spotlight 1 Student Book, Page 174 gives students clear criteria for success.

Illustrative examples from the teaching & learning materials:

- **Tiered access, same goal.** Same success criteria; different supports (images, frames, models) that fade over the lesson or across lessons.
- **Clear, visible criteria.** Micro-exemplars and quick checklists ("What a good answer looks like...").
- **Varied processes.** Model --> guided try --> independent use; flexible role groupings.
- **Consistent accommodations.** Use approved accommodations (e.g., listen-while-reading, extra think time) in classwork and assessments.
- **Quick evidence cycles.** Tiny exit checks + spaced retrieval so gains become visible.
- **Representative content.** Images and names reflect Morocco's diversity (Amazigh and Arab heritage; people with disabilities; a mix of Moroccan and international contexts).

Some simple routines to try:

Differentiation (Action & Expression): Offer two frames to meet the same criteria—A (more support) and B (more challenge). Let students choose (many will try both).
E.g., **A**: "I like ___ because ___." (word bank) --> **B**: "I prefer ___ to ___ because ___." (linkers: because/so/but). Lesson-specific tips appear in the TG; teachers can also devise frames as needed mid-lesson. See Appendix 3 for a menu of differentiation strategies using more support/ more challenge frames.

Clear Success Criteria (Action & Expression): Model once, then post a 3-point checklist (*e.g.*, I greeted someone; I asked a follow-up; I said goodbye). Model again, this time with a student, and tick it as you go. When needed, add a micro-example (two lines of a conversation) so students see what "good" looks like.

Do quick accessibility sweeps (Engagement/Representation): "Can everyone see/hear?" (thumbs meter) --> adjust seating, volume, and board contrast (thick letters, avoid red/green; underline key words) --> start. For audio, do a 5-second sound check.

Celebrate individual differences, strengths and culture (Representation): Show images that reflect diverse young people, including those with disabilities; pose simple connect-to-life questions. Use quick productive moves: Identity poster (one drawing + two words), Two facts about me & a strength, or a home-language bridge to quickly elicit meaning (Student: "In Darija/Amazigh it's __; in English __"). These practices keep students
motivated.

Provide choice. Choice builds ownership without changing outcomes. Keep the same criteria but let students choose **what** to say (personalized content), **which frame** (A or B), **which role** (A asks/B answers), **which image** to describe, or **how** to show/reflect on learning (20-second talk or 2-sentence note).

Reflect: Keeping the Bar High

How can you temporarily lower the entry bar (with scaffolds) while still keeping expectations the same for all? Write down one support you'll use and one extra challenge with your learners.



Common challenges & practical moves:

Challenge: Understanding inclusion as "lowering the bar"—reducing the ultimate goals or success criteria.. **Practical moves:** Temporarily lower the entry bar (extra scaffolds, supports, models) so all students can begin. Keep success criteria the same for all, using additional challenges for higher-level learners.	**Challenge:** Supports never fade (they remain in place the whole lesson/unit) --> students become dependent and don't "stretch." **Practical moves:** Gradually remove one scaffold each round of practice (e.g., erase part of a frame or add blanks, erase the word bank) so learners build independence while the bar stays high. Add challenges to support "stretch" (a detail, a phrase).
Challenge: Assuming that silence = lack of understanding **Practical moves:** Use low-stakes, quick checks to surface learning. Try thumbs up/down, sentence starters, or "turn and talk" routines. Give extra think-time and use pair-share before asking for whole-class responses. (See Appendix 4 strategies for positively including different types of adolescent learners.)	**Challenge:** Over-reliance on written tasks to show learning **Practical moves:** Allow students to show what they know in different ways. Mirroring the SB, use oral responses, role plays, visuals, and sentence frames. Try: Say it to a partner, Draw and label, or (if devices are available) Record a short voice note.

Success indicators:

These practical indicators highlight behaviors in inclusive classrooms, where all students work towards achievement of outcomes.

- **Quick access checks** (e.g., thumbs up/down for visibility, sound, pace).
- **Opportunities for choice** (personalization, varied roles, flexible unit tasks).
- **Tiered supports at start, reduced by end** (word banks, prompts, sentence starters).
- **Clear purpose** for activities and **teacher role** communicated in simple, student-friendly language.
- **Success criteria and examples visible** ("what good answers look like")
- **Constructive error treatment** (errors noted during tasks, quick feedback after, alongside "star" examples).
- **Representative names, images, and roles** used in prompts and materials.
- **Same success criteria applied to different outputs** (oral answer, poster, paragraph, digital product).
- **Quick evidence of learning gathered** at the end of the lesson.

3.3 Communicative Competence

Learners use English to understand, interact, produce, and mediate meaning for real purposes and audiences. They draw on linguistic, sociolinguistic, pragmatic, discourse, and strategic competences to communicate.[12] As communicative competence develops, learners can apply their skills in a growing range of contexts around a wider range of topics, moving from [13] immediately personal topics to broader familiar and academic contexts.

Why it matters:
Communicative competence keeps lessons focused on what students can actually do with English. The Can-Do progression (Pre-A1 --> A2 Mid) spells out small, doable outcomes that map directly to the purposes of language use (Standards 1-5). This clarity makes planning simpler, and learning feel more real

COMMUNICATIVE COMPETENCE AT-A-GLANCE

LINGUISTIC COMPETENCE. The building blocks: vocabulary, grammar, pronunciation/spelling used; as range and accuracy/control increase, competence improves. Examples. Present simple vs. past; and/but/because; clear stress on key words.

SOCIOLINGUISTIC COMPETENCE. Using language appropriately to social norms and roles (politeness, register, address forms, conventions). Examples. "Could you...?" to be polite; greeting a principal formally (Good morning) vs a friend informally; culturally respectful expressions ("Thank you, I'll think about it" not "No, I don't want to.").

PRAGMATIC COMPETENCE. Building and interpreting meaning in context to achieve purposes (functions/speech acts, "reading between the lines").
Examples. Making requests/suggestions/agreements; understanding "It's a bit cold in here" as an indirect request to close a window.

DISCOURSE COMPETENCE. The ability to connect ideas and sentences into a coherent, cohesive text. Examples: Using sequence markers: "First... then... finally..." in a story. Referring back: "I saw a dog. It was very friendly." Building logical flow: stating a claim --> giving reasons --> drawing a conclusion.

STRATEGIC COMPETENCE. Smart moves that keep communication going and overcome breakdowns; also metacognitive skills like planning, goal setting, monitoring, evaluating.
Examples: Ask for repetition/clarify ("Pardon?"), rephrase with simpler words, note key phrases, plan–do–review, set a new goal.

GENERAL COMPETENCES. Background world/cultural knowledge, skills and know-how, attitudes and values.
Examples. World/cultural knowledge, practical social skills, handling tasks/problem solving, openness and persistence.

Illustrative examples from the teaching & learning materials:

- English Spotlight 1 Student Book, Unit 6, Lesson 7, Page 174 – Gives students explicit strategies for showing interest.
- English Spotlight 1 Student Book, Page 111 – Students have to communicate (ask questions, speak, listen and write) to find and complete information in a chart.
- English Spotlight 2 Student Book, Pages 52-53 – Students work in pairs to either create a shopping list for a class party they will have OR write a conversation (shopping for food or deciding something to eat together). In all cases, students must communicate for a purpose and listen to one another to complete the task.
- English Spotlight 3 Student Book, Page 100 – after reading about celebrations, pairs discuss which they most like and say why.

Illustrative examples from the teaching & learning materials:

- **Naming a real purpose and audience.** Say who will read or hear this (class/schoolmates, friends on a chat, family members, etc.). Say what decision or product will come out of a communicative task.
- **High-interaction tasks with clear need to communicate.** Use communicative tasks like information gaps, opinion exchanges, and short decide/choose tasks. Post a small "useful language" box to support interaction: I think... How about you?/I wrote (answer). What answer did you get?
- **Simple input but real feeling.** Use short chats, notices, menus, teen posts that are level-appropriate yet authentic in purpose.
- **Recycling functional language** (giving reasons, opinions, suggestions; me too/not me). Keep a visible small bank of common functions students can reuse across units.
- **Explicit "quick teach" of strategies** (clarify, ask a follow-up, rephrase). Model it, label it, remind students, and celebrate its use today and in future lessons.
- **Noticing and nudging techniques.** During pair and small-group work, give one phrase upgrade (great --> that's a good idea). Repeat with new pairings and listen for attempts.
- **Building discourse awareness.** Draw attention to connectors, reference words, and turns that create flow (first / then / finally, it / this / that). Post these on a "Discourse Wall." Highlight when to use them to keep talk or writing coherent.
- **Integrated cycles:** input --> quick use --> practice via a new skill --> short output.

Some simple routines to try:

Role-plays & information gaps (boost meaningful talk). Give partners different info/roles so they need to ask and tell to complete a task. Time-box (2–3 min), A asks/B answers --> swap roles --> change partners for a second round (with one less support/one more challenge). Sample two pairs and share one "star" phrase you heard while monitoring with the class. Examples: Find Someone Who: mingle to find classmates who match prompts; Info Gap: Each student has only part of the information; they must communicate to find information and fill the gaps. Act & Guess: student mimes/acts; partner asks/guesses using target language.
Activities of this nature appear throughout the SB and TG.

Games to practice without feeling "like a drill." Board games and other structured play routines give students a reason to talk, listen, and help each other understand. As they play, students negotiate meaning, recycle target language, and use communication strategies (e.g., asking for clarification, repeating, rephrasing). Games also create space for mediation—students support peers by explaining, prompting, or modeling language. It can help to add roles to game play (e.g., timekeeper, phrase spotter) to keep all students active.

"Real-world English" focus (recycle across tasks). Pre-teach 1-2 short expressions you want to hear in the task, post them, and require each pair to use them at least once. During the task, circulate and tick when you hear them; do a quick shout-out at the end. Examples: Sorry, can you repeat? / That's cool! / Why do you think so? / I see your point, but...

Strategy Wall (make good habits visible). Keep a small, always-on wall/board space with clarify, ask a follow-up, show interest. Each week, spotlight one strategy: model it once, post 2–3 stems (e.g., Can you say that another way?/ / Really? That's interesting.), and tally use during pair work. Carry the stems forward in future lessons so strategies become routine.

Reflect: Real Purposes, Real Audiences

- Think about your next unit: how can you make the audience visible (friends, family, classmates) so the task feels real?

- Which one communication strategy (clarify, follow-up, show interest) will you spotlight and celebrate this week?



Common challenges & practical moves:

Challenge: "Grammar Day" — a lesson focused only on explaining and drilling grammar rules, with no opportunity for students to use the form or to encounter it in listening/reading. **Practical moves:** Present the form briefly, then embed it in a communicative task right away (mini-dialogue, quick survey, short message).	**Challenge:** Authentic language text, but too difficult for students' level. **Practical moves:** Keep ideas rich but language simple; pre-teach key phrases and support with visuals.
Challenge: Pair talk without a way to show communicative understanding. **Practical moves:** Add an output step (summarize similarities/differences, tick pictures/phrases their partner used, etc.) to ensure listening + response.	**Challenge:** Teacher talk dominates; students remain passive, waiting to be called. **Practical moves:** Run 2–3 minute pair cycles so most students speak at once, then sample two pairs before moving on.

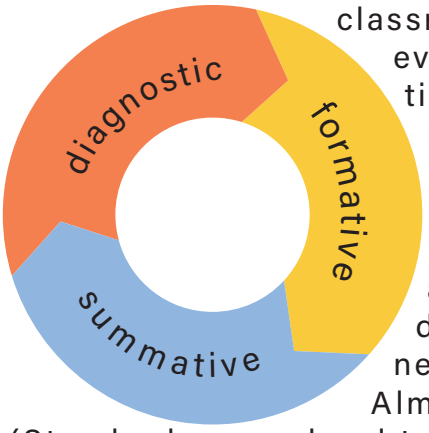
Success indicators:

These observable signs show that students are engaged, supported, and producing language meaningfully.

- **Purposeful tasks with a named audience** (e.g., writing for classmates, presenting to peers).
- **Short learning cycles** that end in communicative output (oral, written, digital).
- **Visible strategy use** during pair/group work (clarify, ask follow-up, rephrase), with supports posted in the room.
- **Academic or meaningful themes** provide context, but language demands are adapted to level.
- **Balanced teacher-student talk time,** with most learners engaged simultaneously.
- **Clear evidence of listening/interaction** (students build on or respond to each other's contributions).
- **Constructive treatment of errors** (noted, briefly addressed, and linked to visible success criteria).
- **Quick checks for learning** (exit slips, mini-grids, one-minute share-outs).

3.4 Assessment for Learning (AfL)

Assessment serves learning first. It is planned and used to move learning forward, then to verify it fairly when needed. Assessment for Learning (AfL) is a formative approach that focuses both teachers and students on day-to-day classroom learning. It involves gathering just-in-time evidence (quick checks, brief tasks, self/peer) an giving timely, actionable feedback so students improve during lessons. Within the balanced cycle (diagnostic --> formative --> summative), teachers also run brief diagnostic checks at the start of the year/ unit/ lesson to identify starting points and needs. Bigger assessments (end-of-unit, progress checks) are declared up front as formative (to guide reteaching/ next steps) or summative (to contribute to grades). Almost all assessments are curriculum-referenced (Standards; year-level targets). Productive skills are judged using shared criteria and common rubrics (Interactive Speaking, Prepared Speaking, Writing). Receptive-skills (listening and reading) evidence is organized using the R/I/E/A (retrieve (identify) / interpret / evaluate / apply) strands.





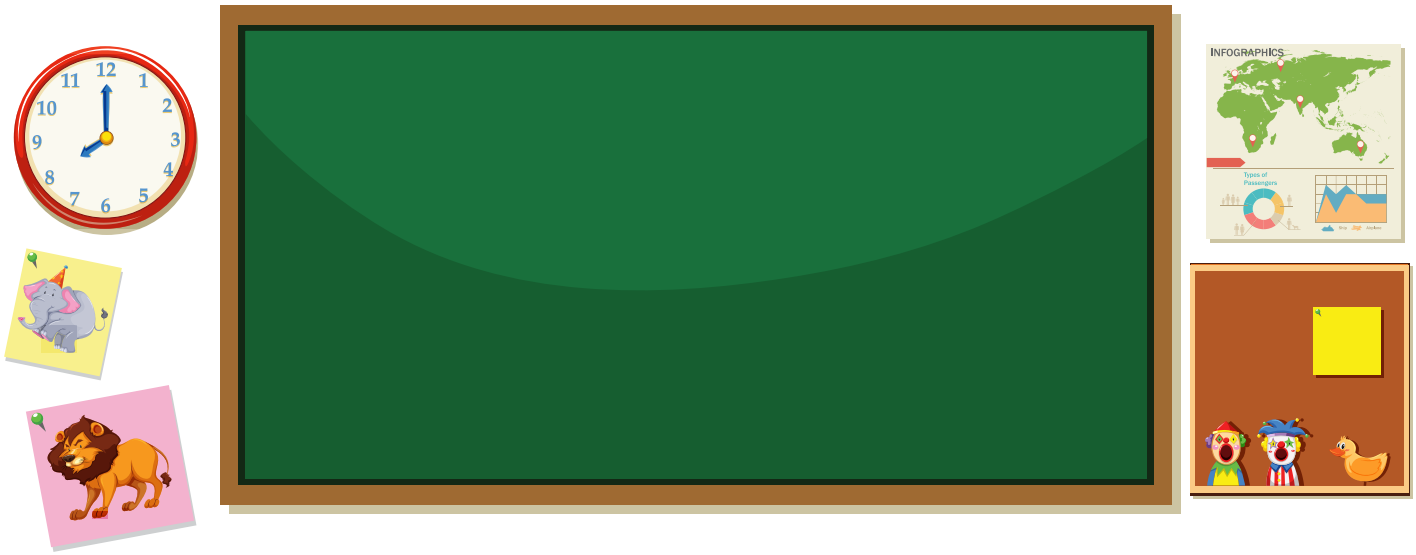
Why it matters:
AfL raises achievement and equity when feedback helps close gaps and when students learn to judge and improve their own work. Coherence, where tasks taught align with tasks assessed, builds positive washback. In this way, all assessments reinforce purposeful teaching and meaningful practice. [14]

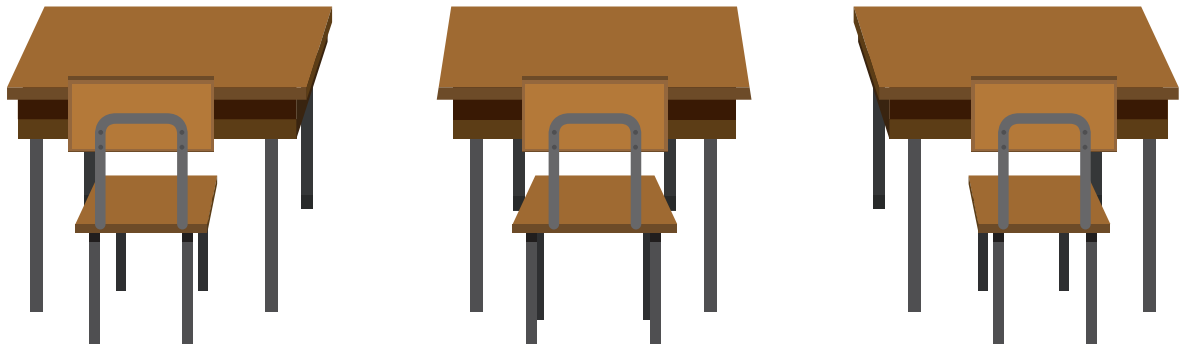
Illustrative examples from the teaching & learning materials:

- English Spotlight 1 Student Book, Page 97 – students give a short talk and assess themselves and their peers using 5 criteria.
- English Spotlight 2 Student Book, Page 137 – students write what they will wear to a party and draw a picture of it (immediately shows the meaning students want to convey).
- All student books, Lesson 8 – students stop to check their English progress (ways they can use English to communicate).

What it looks like in the classroom:

- **Visible goals/criteria.** A short "What a good answer looks like..." (example or short checklist).
- **Tiny evidence, often.** Exit lines, 20-second talks, one-sentence writes, quick match/label, or a tick grid.
- **Feedback that moves learning.** One strength + one next step, tied to the criteria; students act on it immediately.
- **Self/peer routines.** "I can..." checks, partner compare & improve, light peer notes using the same criteria.
- **Alignment and fairness.** Assessed tasks mirror classroom practice. Any supports used during fluent-use activities (e.g., prompt, reminder, checklist) are permitted in assessments. Language demands match the year level.
- **Declared use.** Each progress test is labeled in advance as formative (to reteach/adjust) or summative (counts toward grades).





Some simple routines to try:

Exit slip. At the end of class (≤3 minutes), post one clear criterion (e.g. Write one sentence with a reason using because; Write one activity you did yesterday with a time phrase). Then have students write a single sentence on a slip or sticky note. As they leave, skim and sort quickly into three groups: Meets/ Almost/ Not yet. This sort tells you how to open the next lesson (about 5 minutes): if many are "Almost/Not yet," do a mini-reteach on the target; if most "Meet," give a brief extension. Variations are simple: collect sticky notes at the door, add a quick color-dot (✔= meets, --> = next step) so goals are visible next time, or begin with a pair fix where students upgrade one line against the posted criterion.

Two stars & a step. Partners give two specific strengths + one actionable next step against a mini-checklist (3-4 items is ideal). Require evidence ("You used because here"), then do a same-day upgrade (rewrite one line / re-record one sentence). Starters: "Strong because…", "Also strong…", "Next time, try…". Keep the checklist posted and point to it while circulating.

Look-up-and-say check. Students write --> look up and say one clear sentence to a partner; partner asks one follow-up (Why?/Where?/When?) and both tick a micro-criterion (e.g., used a connector / answered a follow-up). Teacher listens to 2–3 pairs and shares one "star" phrase and one upgrade for everyone. Variations: quick mingle loop (meet 2 new partners); use sentence stems on the board.

Thumb meter (all-at-once check). Teacher gives a quick yes/no statement tied to the task; on a count of three, all students show 👍= yes /👎= no (optional👉= not sure). If mixed, turn-and-fix with a partner for 15-20 seconds, then retry. Vocabulary check example: (pointing to picture) She is a football coach. He is a computer programmer. Receptive check: Does the text say the event is on Friday? Upgrade: ask for evidence (Show the word/ sentence that proves it, or restate with because). Grammar check: (right or wrong) I have eaten tajine last night. I saw a great movie yesterday. Variations: fingers 1–3 for multiple choice; mini white cards (✔ /✘) for visibility; quick tally on the board to track class progress.

Tiny grid for criteria. On a class list, the teacher uses a 3-box grid (Idea clear? Connector used? Target phrase tried?) to sample 6–8 students rapidly during pair work. Give fast codes (✔= meets; --> = next step) and a 30-second restart so students try the upgrade immediately. Variations: students hold mini-whiteboards and flash when they've met all three criteria; swap one box for a pronunciation try, real-world English use, or a communication strategy.

--> See Appendix 5 for AfL strategies in large classes.

Reflect: Small Evidence, Fast Action

- Which AfL routine (exit slip, look-up-and-say, two stars & a step, or your own idea) could you try in your class tomorrow?

- How will you use the results in the first five minutes of your next lesson?



Common challenges & practical moves:

Challenge: Vague praise ("Good job!") or global grades with no direction. **Practical moves:** Give precise feedback: Name **one** success + **one** next step tied to the day's lesson; require an immediate redo/upgrade in class or assign it for homework.	**Challenge:** Collecting lots of evidence, acting on none. **Practical moves:** Plan a "response slot" (first 5 minutes next lesson) to address the most common need from yesterday's exit data.
Challenge: Marking everything; feedback comes too late. **Practical moves:** Collect student work smartly (not everything) and give fast, selective feedback on a key focus of the lesson.	**Challenge:** Tests feel different from classwork; students are surprised **Practical moves:** Mirror class-room task types and language demands; declare intended use (formative/summative) in advance.
Challenge: Self/peer assessment becomes superficial ("It's fine"). **Practical moves:** Use a 3-item checklist and require one example for each tick.	

Success indicators:

These assessments and feedback indicators demonstrate fair practices to move learners towards achievement of targeted year-end levels.

- **Goals and success criteria visible and referenced** in teacher, peer, and self-feedback.
- **Frequent micro-evidence checks** (exit slip, mini-grid, quick share) with immediate follow-up (redo, upgrade, or reteach).
- **Feedback specifies a clear next step,** and students act on it within the same or following lesson.
- **Self/peer routines mirror teacher feedback,** using the same criteria and requiring evidence.
- **Assessment tasks mirror classroom practice** in type and language demand; intended use (formative/summative) is clear.
- **Consistency of supports, accommodations, and fairness** in line with national/AREF policy.
- **Use of common rubrics** (Interactive Speaking, Prepared Speaking, Writing) and receptive checks mapped to R/I/E/A strands.
- **Visible tracking of progress toward exit targets** (grids, checklists, portfolio snippets on display or in use).

3.5 Future-ready Transversal Skills

Future-ready skills, sometimes referred to as 21st-century skills, key competences, transferable skills, or core life skills, include critical and creative thinking, collaboration, problem-solving and decision-making, communication, intercultural awareness and communication, learning-to-learn, and digital literacy. These skills are embedded in Lesson 5 of every unit (Culture in Year 1; Global Citizenship in Years 2–3) and reinforced through everyday English tasks. In practice, a small skill (e.g., teamwork, brainstorming, comparing) is taught explicitly. Students then apply a tip or link ideas to their lives in a purposeful task. Academic language acts as the enabler: age- and level-appropriate listening and/or reading texts introduce key ideas, while sentence frames and model phrases support learners in talking about processes, evidence, perspectives, and decisions. Digital literacy is integrated at a low-tech baseline (e.g., identifying key information from a website or blog page in the textbook, creating print cards modeled on slide decks, simulating podcasts). Internet-based and more complex digital tasks can expand as access to internet and devices improves.



Why it matters:
Future-ready transversal skills are priorities in Morocco's Strategic Vision 2015–2030 and Road Map 2022–2026 and are echoed by international frameworks. When skills, language and simple metacognitive routines grow together, students participate more, persist longer, and transfer what they learn to new tasks.[15]

Illustrative examples from the teaching & learning materials:

- English Spotlight 1, Page 166 – students compare the way nomads from different part of the world live, using a simple chart.
- English Spotlight 2, Pages 61-62 – students learn about table manners in different countries and then create a table manners guide about Morocco.
- English Spotlight 3, Pages 71-72 – after reading about how to be smart and kind with money, students apply advice to make a budget for their school club.

What it looks like in the classroom:

- **Teach --> apply --> reflect.** A mini-lesson on a key area (how to earn, save, and use money wisely) --> immediate task use --> reflect/set goals.



- **Visible thinking.** Tiny plan–do–review tasks; teamwork/product checklists; short reflections tied to the task.
- **Language as vehicle.** Texts to teach new ideas. Posted frames to support discussion (because..., compared with..., I suggest...) and applied team tasks (Let's try... How about...? I'll draw/write...).
- **Fair, structured teamwork.** Clear roles (timekeeper, checker, speaker) with simple sentence starters for each role (We have ___ minutes left., Did we finish the 1st step/2nd step?).
- **Process + product.** Light artifacts (plan, checklist, peer note) submitted with the final talk/poster/paragraph.
- **Regular progress checks and goal setting.** Use the criteria suggested in the SB and TG to create other mini-criteria to help students track progress. Encourage and follow-up on progress tracking (DEAR@Home, ILAB activity, independent learning strategies, etc.) to support learners.

Some simple routines to try:

- **Plan–Do–Review notes after application tasks.** Students quickly write the goal, one step they/their team took, and one result; end with a 1-sentence reflection ("What helped?" / "Next time we will..."). Keep it A1/A2 level and visual (icons or ticks). Use at the end of lesson tasks and unit tasks to build learning-to-learn habits.
- **Roles with useful phrases.** For collaborative tasks, assign clear roles (Timekeeper, Summarizer, Checker, Speaker) and give each one phrase to say. (Summarizer: We decided to ... because ... Checker: Did we include ...? Speaker: Our reason is...).

Claim-Evidence-Reason (CER) mini-frame. A1/A2 frames: I think... / I read/saw/heard... / So.... (Example: "I think he is hardworking. I read he has two jobs. So he works a lot."). Model one CER aloud, then require one CER in the poster/talk. Reuse CER across units for transfer.

Two Stars & a Next Step (team). Peer feedback on product and process (teamwork), each linked to a checklist item. Require a same-day upgrade (add one reason / one label).

Quick source check (analog or digital). Ask Who wrote it? When? Why? Then paraphrase one fact using A2 frames (According to (the blog, text, writer), .../ It says ... so ...). Low-tech: textbook caption/news clipping. With devices: screenshot and underline/circle the evidence.

--> For more ideas, see Appendix 6, Tips for Integrating Future-ready Skills



Reflect: Growing Future-ready Skills

- Look at your next unit task. Which transversal skill is most visible? How can you make the skill explicit to students before they begin?

- Which simple routine (plan-do-review, roles with stems, claim-evidence-reason) could you add next week to help students practice future-ready skills along with their English?

Common challenges & practical moves:

Challenge: "Skill theatre"—nice listenings and readings about skills, but no practice. **Practical moves:** Always pair new input (the mini-lesson) with an apply task.	**Challenge:** Group work free-loading. **Practical moves:** Assign roles + a tiny accountability artifact (each role signs one checklist line).
Challenge: Creative = flashy posters or slides with weak ideas or presen-ted with little language use. **Practical moves:** Score ideas + reasons with communicative criteria; require a short talk or written justification. Have class votes on most creative/fun/futuristic ideas using shared criteria.	**Challenge:** Reflection from students is vague ("It was good"). **Practical moves:** Use two micro-prompts: "What went well?" + "What will we try next?" (one sentence each).
Challenge: Intercultural tasks slide into stereotypes. **Practical moves:** Require two specific similarities + one difference with evidence and a reason using frames.	

Success indicators:

These indicators highlight whether future-ready and transversal skills are being taught meaningfully, not merely referenced. They signal observable evidence of explicit modeling, practice, and assessment across lessons.

- **Teach–then–apply cycle visible:** a mini-lesson on a targeted skill followed by immediate practice.
- **Collaborative structures in place:** clear roles, norms, and wide participation (teacher rotation/tick-lists evident).
- **Thinking artifacts accompany products:** checklists, short reflections, or planning notes are attached or displayed.
- **Academic language frames posted and used** during tasks (e.g., giving reasons, comparing, suggesting).
- **Error treatment supports skill use:** students upgrade one phrase/idea rather than only fixing form.
- **Low-tech access plus scalable digital routines** (safe, ethical use highlighted when digital tasks appear).
- **Alignment of process and product:** both judged with the same communicative criteria and linked to unit purposes.
- **Reflection routines produce evidence,** not vague comments (students cite at least one success + one next step).
- **Intercultural tasks handled critically,** with similarities/differences supported by examples and reasons.

3.6 Teacher Agency

Teacher agency means that teachers actively exercise informed professional judgment to design and adapt learning for their students and context, while remaining aligned to shared outcomes. They are not only curriculum users but curriculum makers, committed to fairness and student success. Teachers plan purposeful tasks, embed AfL routines, and apply common rubrics and models so expectations stay transparent.

System-created conditions	Teacher-enacted choices
include inspector coaching, moderation routines, protected time for collaboration, and policy frameworks that encourage purposeful adaptations.	include working with colleagues, seeking further professional development, experimenting with new routines, and reflecting on their own practice.

Ultimately, teacher agency is best understood as a redistribution of responsibility: national standards provide coherence, while the design and day-to-day pedagogy are shaped closest to schools, classrooms, and learners.

Why it matters:
Education reforms take root when teachers can shape instruction through context-sensitive decisions and collaborate around real evidence of learning. Agency grows through strong professional knowledge, assessment literacy, supportive conditions, and collegial routines. In turn, teacher agency drives curriculum uptake, quality of instruction, and the long-term sustainability of change.[16]

What it looks like in the teacher's guide:

Teaching tips, variations, differentiation tips, and expansion and extension tips give teachers ideas throughout all the TG. Teachers use their agency to adopt and adapt the ideas to best meet their students' needs.



What it looks like in the classroom (and staffroom):

- **Plan from anchors.** Start with Standards (S1–S5) and year-level targets. Be familiar with and plan to communicate success criteria with students.
- **Adapt without drift.** Tailor student book activities, differentiate, and expand and extend practice during lessons. Always keep the communicative aim and criteria constant.
- **AfL built in.** Internalize AfL and use consistently in every lesson. Gather tiny evidence --> give quick feedback + a next step (regroup and reteach/extend).
- **Fast moderation.** Now and then, swap 4–6 student samples with a colleague, compare to anchors, and align judgments using the rubrics.
- **Peer learning community (PLC) co-plan and reflect.** Plan together --> try in lessons--> review student work together --> discuss and make adjustments. Expand your learning!
- **Share Artifacts.** Keep simple checklists, anchors, and scored samples in a shared folder or repository that all teachers can use.

Some simple routines to try:

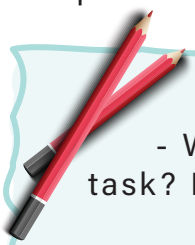
- **Plan-on-a-page.** Start backward: write the communicative objective students will meet by lesson end (include the final activity in the objective to show how they'll do it) --> select and sequence SB activities --> note adaptations --> list the AfL checks you'll use.
- **Exit-data** --> **5-minute start.** Skim the last lesson's exit tickets; open today's lesson with one micro-reteach or extension.
- **One-criterion stamp.** Give feedback on only one posted criterion (e.g., "add one reason" in your paragraph) and require a same-day upgrade.

Calibration quick-sort (10–12 min). With a colleague, sort 6 student samples into meets / almost / not yet --> check against the rubric --> note one point you'll both watch next time.

Walk and talk. When around the school, share ideas and challenges with your colleagues. Try to share one idea and get one idea each month. Let colleagues know when you use an idea!

20-minute PLC. Bring one task + 3 student samples --> discuss what worked/ what to adjust --> take a photo of the agreed tweak --> try it next lesson.

Repository drop. After a unit, share one "meets" sample for a unit task plus the criteria you used.



Reflect: Agency in Action

- What is one adaptation you have already made to a student book task? How did it help your students?

- What new idea from a colleague would you like to try in your classroom this term? How will you share back what worked?

- Find the next MATE event & what it is about! How might it help your development?

Common challenges & practical moves:

Challenge: Teachers follow the plan word for word, leaving no space to respond to student needs or unexpected moments.

Practical moves: Lock the aim and success criteria, not every step of the lesson. Build in at least one decision point ("If students do X, then I will do Y") based on quick evidence during the lesson.

Challenge: "Moderation = grading meeting."

Practical moves: Keep it light: 10–12 minutes, few samples, one alignment note, and one takeaway to try tomorrow.

Challenge: Initiative overload (too many new ideas!).

Practical moves: Choose only two ideas (an AfL routine, a new game, a new way to celebrate student achievement) each unit; repeat until fluent.

Challenge: PLC repository stays empty.

Practical moves: Set a one-item rule per unit (a writing/recorded speaking/ unit task + one student sample); inspectors recognize contributions in group meetings.

Challenge: Too busy teaching but feel alone.

Practical moves: Join an online group or take part in online or in-person professional development events in your area. Aim to engage at least one time every six to eight weeks to feel connected with other teachers.

Success indicators:

This list of look-fors captures visible evidence of responsive teaching, professional collaboration, and learner engagement. They guide inspectors toward what should be seen in classrooms and team meetings.

- **Aim & success criteria visible:** communicative objective written on the board; 2–3 frames posted and used. Optional: standard code (e.g., S1 – Talk to friends) is also shown.
- **AfL cycle in action:** tiny evidence --> quick feedback --> clear next step; yesterday's exit data addressed in a 5-minute starter.
- **Adaptation without drift:** textbook tasks adapted/differentiated while aim and criteria remain constant; supports fade across cycles.
- **Moderation artifacts present:** quick-sort sheets (meets/almost/not yet), brief alignment notes, anchor samples; judgments linked to rubrics.
- **PLC rhythm documented:** 20-minute co-plan/reflect notes, photos of agreed tweaks; evidence of "try --> adjust" in subsequent lessons.
- **Repository in active use:** per-unit upload (task + "meets" sample + criteria) and evidence of reuse by colleagues.
- **Peer learning visible:** "walk & talk" ideas credited and implemented; at least one idea shared/used each month.
- **Plan-on-a-page in planning folders:** clear mapping from standards/ targets --> tasks --> AfL checks.
- **Student voice evident:** learners can state the lesson aim in simple words and identify one next step.
- **PD engagement traceable:** each teacher shows participation in an online or in-person PD touchpoint approximately every 6–8 weeks.

Inspector support moves (things to do!):

Inspectors play a crucial role in creating the conditions for teacher growth. This list outlines actions that support collaboration, fairness, and continuous improvement. They are short, doable routines that help teachers focus on evidence of learning while keeping professional development light, consistent, and sustainable.

- Protect PLC time: schedule 20-minute Professional Learning Community (PLC) meetings with a simple protocol (each teacher brings 1 task + 3 student samples --> the group agrees on 1 tweak to try).
- Run micro-moderation: host quick 10–12 min huddles; provide an anchor pack (3–4 anonymized student samples marked against a rubric strip) and capture one alignment note (a shared reference point on what "meets" looks like).
- Coach in three steps: co-plan a plan-on-a-page (a one-page lesson outline linking aim, tasks, and AfL checks), co-observe one criterion in a live lesson, and co-debrief with one agreed next step for tomorrow.

- Model an AfL routine: demonstrate a short AfL cycle: exit line --> 5-minute start (Last lesson's exit slip feeds today's opener), one-criterion stamp + same-day upgrade (feedback on one criterion, then students improve the same day).
- Keep the repository alive: curate uploads (each teacher contributes 1 task + a "meets" student sample + the criteria used); recognize contributors in meetings.
- Offer micro-PD menus: share a "two ideas per unit" menu (e.g., one AfL routine + one game/celebration) to give choice without overwhelming teachers.
- Enable peer exchange: launch a lightweight space (WhatsApp, TEAMS, etc.) for sharing "walk-and-talk" ideas and "bright spots" (small successful practices worth reusing).
- Ensure core TLM access: check that the SB, TG, Companion, rubrics, and basic audio equipment are available for teachers; note gaps and work with schools to resolve them.
- Use non-evaluative look-fors: observe with shared tools; give feedback based on student responses and learning evidence, not teacher performance alone. Frame all feedback as formative support, not tied to promotion or evaluation.
- HIghlight PD pathways: circulate a term calendar of local/online PD opportunities and encourage each teacher to engage in at least one touchpoint every 6–8 weeks.

See the Framework, Chapter 3, for Big Ideas policy signals and further research grounding



Endnotes — Chapter 3

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[8] Walqui, A., & Bunch, G. (2020). Amplifying the curriculum: Designing quality learning opportunities for English learners. Teachers College Press.
Graves, K. (2008). The language curriculum: A social contextual perspective. Language Teaching, 41(2), 147–181.

[9] **Student-centered ELT foundations.** Research shows learners acquire more when they actively use the language with peers, supported by scaffolds and feedback. Task-based learning emphasizes purposeful communication with brief, in-context attention to form. Autonomy frameworks highlight learners as active agents, while scaffolding strategies (visuals, sentence frames, prompts) ensure all students can access tasks. Motivation and strategy use are reinforced through feedback, retrieval practice, and small but meaningful choices. **References:**

- Benson, P. (2011). Teaching and researching autonomy (2nd ed.). Routledge.
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[10] **Adolescent learner foundations.** Research on adolescent development shows that early teens learn best when classrooms balance **structure, relevance, and opportunities for active** participation. In the transition to middle school (around age 12), routines, scaffolds, and visible goals build confidence. As learners grow (ages 13–15), they can take on more complex reasoning, reflection, and collaboration. Student-centered practices—such as structured games, peer interaction, and choice—support both language growth and adolescent identity development. **References:**

Eccles, J. S., & Midgley, C. (1989). Stage–environment fit: Developmentally appropriate classrooms for young adolescents. Research on Motivation in Education, 3, 139–186.

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UNESCO. (2017). Early adolescence: A time of transition. UNESCO Education Sector.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

[11] **Equity & Inclusion foundations.** Equity in language learning is grounded in the principle that all learners must be able to access, participate, and succeed regardless of background or resources. Universal Design for Learning (UDL) emphasizes planning from the start for variability so students can engage, stay engaged, understand, and show their learning in valid ways. WIDA (2020) frames equity as giving multilingual learners both high expectations and high support, with scaffolds that build autonomy. Research on academic language shows how shared criteria and explicit language supports reduce construct-irrelevant barriers. **References:**

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Schleppegrell, M. J. (2004). The language of schooling: A functional linguistics perspective. Erlbaum.

Uccelli, P., Barr, C. D., Dobbs, C. L., Phillips Galloway, E., Meneses, A., & Sánchez, E. (2015). Core academic language skills (CALS): An expanded operational construct and a novel instrument to chart school-relevant language proficiency in preadolescent and adolescent learners. Applied Psycholinguistics, 36(5), 1077–1109.

WIDA. (2020). WIDA English language development standards framework, 2020 edition: Kindergarten–grade 12. Board of Regents of the University of Wisconsin System.

[12] **Communicative Competence at a Glance.** The snapshot here blends three widely cited models. The CEFR Companion Volume (Council of Europe, 2020) frames communicative language competences as linguistic, sociolinguistic, and pragmatic, alongside general competences, and emphasizes communication across the four modes (reception, production, interaction, mediation). Canale & Swain (1980) introduced a foundational four-part model—grammatical/linguistic, sociolinguistic, discourse, and strategic competence—which remains central to communicative approaches. Bachman (1990) reorganized these ideas, highlighting pragmatic competence and defining strategic competence as metacognitive: planning, monitoring, and evaluating language use. This Companion combines these perspectives into an "at-a-glance" tool so teachers and inspectors can see the major dimensions clearly and apply them in classroom practice. **References:**

- Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1–47.
- Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Council of Europe Publishing.

[13] See Endnote 12.

[14] **Assessment for Learning foundations.** Research confirms that when assessment is used formatively—with clear goals, timely feedback, and visible next steps—it raises achievement and equity. Black & Wiliam (1998) showed how AfL can close learning gaps, especially when feedback is actionable. Hattie & Timperley (2007) found that feedback has one of the highest impacts on student learning when it is specific ("Where am I going? How am I doing? What next?"). Sadler (1989) highlighted the importance of students understanding success criteria in order to self-assess and improve. Wiliam (2011) emphasized practical classroom routines (quick checks, peer/self-assessment, small evidence cycles) that help teachers adjust teaching in real time. Together, these works underline that AfL is not about grading but about supporting students to improve while learning is still happening. **References:**

- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139–148.
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- Sadler, D. R. (1989). Formative assessment and the design of instructional systems. Instructional Science, 18(2), 119–144.
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Future-ready foundations. Global and national frameworks highlight that learners need more than language knowledge—they also need transferable skills such as collaboration, creativity, problem-solving, intercultural awareness, and digital literacy. The OECD Learning Compass 2030 (2019) frames these as "transformative competencies" that prepare students for meaningful futures. UNESCO's work on transversal competencies (2015) emphasizes communication, critical and creative thinking, civic values, and learning-to-learn across contexts. Morocco's Strategic Vision 2015–2030 and Road Map 2022–2026 place the same emphasis on future-ready skills as part of equity and opportunity. In language classrooms, these frameworks converge: students acquire English more deeply when they also practice collaboration, reflection, and strategy use in authentic tasks. **References:**

- OECD. (2019). OECD learning compass 2030: A series of concept notes. OECD Publishing.
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- Ministry of National Education, Preschool and Sports. (2022). Feuille de route 2022–2026: Pour une école publique de qualité pour tous. MoE Morocco.

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Teacher agency foundations. Research shows that teachers are not passive curriculum implementers but active designers whose decisions shape learning. Graves (2008) frames teachers as "curriculum makers" who adapt design to context, balancing coherence with responsiveness. Priestley, Biesta, & Robinson (2015) highlight that agency is not a fixed trait but emerges when professional knowledge, supportive conditions, and collegial trust align. Within language education, Little (1991/2007) connects teacher agency to learner autonomy: when teachers model reflective practice and professional judgment, they create conditions for students to do the same. Together, these perspectives confirm that teacher agency grows both from system-created conditions (time, moderation, coaching) and teacher-enacted choices (collaboration, experimentation, reflection). **References:**

- Graves, K. (2008). The language curriculum: A social contextual perspective. Language Teaching, 41(2), 147–181. https://doi.org/10.1017/S0261444807004867
- Little, D. (1991). Learner autonomy 1: Definitions, issues, problems. Authentik.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. Innovation in Language Learning and Teaching, 1(1), 14–29.
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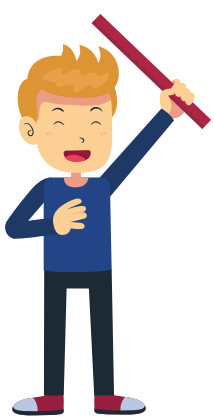
National Standards (S1-5)

The national standards describe five purposes for using English in middle school. They anchor planning, teaching, and assessment and show up through integrated-skills tasks and clear exit targets. Though they include use of academic English (topics and skills), they do not turn English into the medium of instruction (EMI) for other subjects in middle school. English remains a subject; cross-curricular themes are contexts for communication, adapted to age and language level.

The 5 National Standards = Purposes of Language Use

4.1 How to Use the Standards (S1-5)

Making the standards explicit to yourself and students can help focus learning and motivation. Try these three simple steps:



1 ----○ Spot the purpose in tasks students will do (in the SB or new tasks you create).

2 ----○ Name it for students in one simple line (e.g., "S1 - Talking with people: greeting + follow-up question" or "We will focus on S2 - English to work in class. Listen + follow the instructions.").

3 ----○ Model, monitor, and praise English use for different purposes throughout the year. Celebrate students' success (clap, cheer) to help them notice how they are growing as English language users.

4.2 The Standards at a Glance

Each of the standards emphasizes the purpose of English language use. Find small examples of how standards can be met every day, along with sentence frames to help students produce language for different purposes.

S1 Social Communication

Standard 1: Learners use English for social communication in school and community contexts.

They communicate with peers to join in and connect (greet, show interest/empathy, invite/decline politely, repair small breakdowns).

Tiny examples: greetings using each other's names at lesson start; "invite a friend" role-plays; quick thank-you/announcement notes. See Spotlight 1, page 19; Spotlight 2, page 11; Spotlight 3 page 102.

Frames: "Hi, (name)." / "Really? That's interesting." / "Do you want to...?" / "Pardon? Could you say that another way?"

S2 Instructional Participation

Standard 2: Learners use English for classroom and online instructional purposes within school.

Students use English to work in class (follow instructions, ask for help, take roles, collaborate, reflect). In cases where internet and devices are available, they communicate online to complete learning tasks.

Tiny examples: set-up/clarifying questions; group roles; end-of-task reflection. See Spotlight 1, page 42; Spotlight 2, page 123; Spotlight 3, page 159.

Frames: What page are we on? / Can you repeat that? / We have to... First we'll...



S3 Academic Content Use

Standard 3: Learners use English to access and communicate academic content (e.g., science, mathematics, social studies, the arts) to advance learning.

Students use simple academic skills to get meaning from short, clear texts (listen/read) and use it: retrieve (identify) --> interpret --> evaluate --> apply (R/I/E/A).



Tiny examples: tick main idea; find a key detail; explain a reason; choose an option; apply advice based on information from a text; use a graphic organizer to take notes. See Spotlight 1, pages 14 and 166; Spotlight 3 ILAB, Lesson 5.

Frames: It's mostly about.../ I found that... / I think it's a good idea because... / This is the best choice because..../ This graph shows that... / I want to try ... idea.

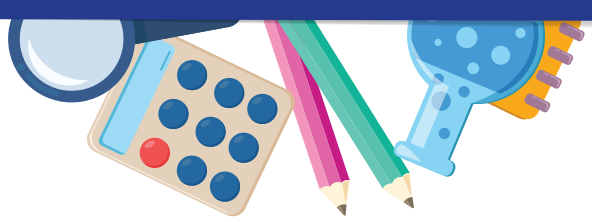
S4 Apply Future-ready Transversal Skills

Standard 4: Learners develop and apply future-ready transversal skills through English.

Students collaborate, communicate, think creatively and critically, solve problems and produce short, organized talk or writing for a real audience with simple linkers and reasons.

Tiny examples: collaborate to solve a problem; 30-second talk; mini-poster with a reason; short message/email. See Spotlight 2, pages 117 and 149.

Frames: We should... / Let's try... / My reason is... / We created ... because ... / In conclusion...



S5 Explore Global Issues & Citizenship

Standard 5: Learners use English to explore global issues and perspectives, reflect on values, and propose informed solutions to real-world challenges.

Students explore contemporary topics, help others understand, connect ideas to their lives, and move ideas between people (paraphrase, summarize, compare, plan, decide).

Tiny examples: explain a chart to a partner; summarize a peer's idea; compare between cultures; agree a plan. See English Spotlight 1, page 53; Spotlight 2, page 61.

Frames: Let's compare... and ... / This is the same as... / This is different because... / This idea can help us to ... / In the future, we can ...

4.3 Standards-in-Use Checklist

Use this one checklist for any standard. Teachers may find it helpful to keep at hand when planning lessons.



Purpose named: Write "S# + aim" visibly (e.g., S3: identify one detail and explain one reason).



Frames posted (2–3): Short, sayable phrases students can use now, while completing a task (teacher models them first).



Need to communicate: Task design requires demonstration of understanding, information exchange, a choice/decision, or an audience.



Student micro-output: End with students giving a 15- to 20-second talk or 1–2 sentences that use today's frames.



Quick AfL check: Thumbs / exit line / look-up-and-say; one strength + one next step.



Recycle: Re-post one frame in a later lesson and praise re-use (builds automaticity).

Tip: Post the standards using A1-level student-friendly words with simple sentence frames in your classroom so that students see them. Post and regularly refer to the standards while teaching.

--> See Appendix 7 for a student-friendly chart of national standards with sentence frames.



See the Framework, Chapter 4, for policy signals

5

What Students Learn, Can Do Targets & Assessment

Chapter 5 brings together the **what** and the **how**: what students learn and should be able to do each year (clear Can Do goals) and how we gather and use evidence to help them get there. Use it as a practical map for planning, feedback, and fair reporting across classes and regions.

How this Chapter Works (Two Connected Parts)

Part A sets out the shared goals for each year of middle school. It also provides the overall grammatical-lexical scope for Y1-3. Part B presents the shared ways of judging progress. Together, the shared goals and ways of assessment make teaching simpler and fairer. Teachers keep agency to adapt tasks to context, while evidence stays comparable through common strands, rubrics, and light moderation. Assessment is a tool for learning: it helps diagnose needs, guide feedback, track progress, and report results clearly and consistently.

Part A: Shared Goals (What Students Can Do)

Clear, national Can Do expectations tell everyone **what "good" looks like** by year on age- and level-appropriate tasks. They anchor planning, teaching, and feedback while allowing teacher agency to adapt methods and materials. Because the goals and year-level exit targets are shared, progress is comparable across classes and regions. This transparency ensures coherence, fairness, and equity. Students also see where they are going and can track their own growth.

Part B: Evidence & Assessment (How We Check and Use It)

Assessment in ELT should be **evidence-based**, not impressionistic, **grounded in learners' performance on meaningful tasks**. It serves multiple purposes: diagnosing needs, guiding scaffolding and feedback, and monitoring progress over time. Assessment also has important social and administrative functions (clear reporting, records, and certification). While systems sometimes reduce results to pass/fail, this Companion emphasizes assessment as a tool for learning and growth. Outcomes should be communicated clearly, fairly, and consistently so assessment both supports ongoing learning and validates attainment.

5.1 Skills & Strands: How Performance is Organized

Student progress is judged from performance on tasks, not isolated drills. Tasks are age-appropriate and calibrated to the year-level exit targets and the lexical–grammatical scope set out in this Companion. In line with CEFR, evidence is organized by communicative modes (listening, reading, interactive speaking, prepared speaking, writing) and by strands. Strands are the assessed dimensions that show what good performance looks like. For teachers familiar with sub-skills, strands correspond to the assessed sub-skills within each skill. Vocabulary and grammar are judged inside performance, not as separate scores. Table 5 shows how each skill is assessed through its strands that work together in real tasks. Note: mediation (helping others understand and co-constructing meaning) is captured within interactive speaking and short written tasks and judged using the same strands.

TABLE 5. Skills and Strands

Skill	Strands (what to look for)
Reading / Listening	R/I/E/A = Retrieve (identify gist and stated details/main ideas) ▪ Interpret (follow sequence, make links [references/comparisons/cause–effect], and simple inferences) ▪ Evaluate (judge relevance/ viewpoint/purpose at accessible levels) ▪ Apply (use input to decide/do a task).
Interactive Speaking	Fluency & Coherence (connected speech, simple linkers) ▪ Interaction Strategies (turns, follow-ups, clarify/repair, show interest) ▪ Lexical Range (everyday/topic words; simple rephrasing) ▪ Grammatical Accuracy & Functions (forms used to achieve purposes) ▪ Pronunciation (intelligibility).
Prepared Speaking	Organization & Audience Awareness (clear structure, simple organization and/or signposting, audience-friendly delivery/visuals) ▪ Fluency & Coherence ▪ Pronunciation (including audibility) ▪ Grammatical Accuracy & Functions (forms used to achieve purposes) ▪ Lexical Range (everyday/topic words; simple rephrasing).
Writing	Task Fulfilment (does what the prompt asks) ▪ Coherence & Cohesion (order/linking) ▪ Grammatical Accuracy & Functions (forms used to achieve purposes) ▪ Lexical Range (everyday/topic words; simple rephrasing) ▪ Mechanics (legibility of handwriting and/or formatting, spelling, capitals, punctuation).

Quick note on discrete items (A1/A2).

Short checks of vocabulary, grammar, or mechanics are useful at this level to build accuracy and automaticity. However, they are **not** evidence of proficiency in a major skill. In any test (in particular, summative tests), keep discrete items to ~15–20% max; the rest should be skill-based tasks judged with the strands/rubrics. Use discrete items for feedback and reteaching, or embed them inside meaningful tasks (e.g., an organizing phrase or connector required in a short talk/text, a cloze reading in which students insert the correct vocabulary).

5.2 Year-level "Can Do" (Global Progression at a Glance)

Progression is expressed through Can Do statements. These are clear descriptions of what students are expected to do by the end of each year. This Can Do Progression chart supports lesson planning and reflection. It can be shared with students to set goals and track progress.

TABLE 6. Year-level Can Do Descriptors

Area	Y1— A1 Mid	Y2— A1 High	Y3 — A2 Mid (School Exit)
Receptive: Reading & Listening (Retrieve, Interpret, Evaluate, Apply – R/I/E/A)	Identify gist and stated details in short, clear texts; Interpret simple sequence; Evaluate in simple ways (choose the right/wrong picture); Apply 1–2-step tasks with support (e.g., follow classroom instructions).	Identify main idea(s) and several details when there is some competing information; Interpret sequence/links and make simple inferences; Apply information from one or more (up to four) simple texts to choose (e.g., the best after-school activity for someone; a strategy to use) or solve a problem with a brief reason.	Identify main idea(s) and most details (even when phrased indirectly); Interpret sequence, links, simple cause/effect, attitude; Evaluate relevance/ purpose; Apply information to make decisions (can be using information across texts) or to complete multi-step class tasks.
Interactive (Spontaneous) Speaking	Take part in very short exchanges on familiar topics; ask/answer simple questions; 1-2 follow-ups or reaction; basic repair (Pardon? / Can you repeat?).	Maintain short exchanges with follow-ups and expressions of interest; give short reasons; manage simple turn-taking in pairs; clarify/ repair when needed.	Sustain conversations with some detail; use interaction strategies consistently (follow-ups, clarify/repair, turn-taking); co-construct simple plans/decisions with a partner.
Productive: Prepared Speaking & Writing	**Prepared speaking:** A short, planned talk (20–30s) on a familiar topic with a simple beginning --> one idea --> close; basic linkers (and, then); may reference a picture/prop. **Writing:** Linked sentences (a mini paragraph) with simple sequencing; basic mechanics mostly correct.	**Prepared speaking:** A planned talk (30–45s) with signposting (first, next) and one reason; refers to a simple visual when provided; audience-friendly pace/ volume. **Writing:** One short paragraph with clearer order; consistent and/ but/ because/when; present tense mostly controlled, some emerging past tense; common functions used with limited accuracy; mostly accurate basics.	**Prepared speaking:** A short organized talk (45–60s) with clear opening/body/close; reasons + a simple example; references a visual/chart when required or given; consistent audience awareness. **Writing:** An organized paragraph with a topic and concluding sentence, and several detail sentences; uses cohesive devices; present/past/ future and functions mostly controlled; attempts at basic complex forms; mechanics largely accurate.

Stretch (A2+ / incipient B1): More flexible, precise language; infer implied meaning more consistently and/or when text is less direct; sustain longer exchanges with natural turn-taking; emerging signposting in prepared talks (I talked about ... Now I will talk about...); write cohesive paragraphs with wider lexis and higher accuracy.

Clarifying note: Interactive (spontaneous) speaking is unprepared, real-time talk. Though students may have 1-2 minutes to think or make notes, there are no scripts or memorized/rehearsed dialogues. Memorized or rehearsed conversations and other two+-person performances count as prepared speaking, not interactive speaking.

Why Can Do descriptors?

Can Do statements turn the standards into observable outcomes on level-appropriate tasks. Judgments are therefore not impressionistic, about remembering rules, or based on discrete items. They:

- Give clear targets for teachers and students.
- Make planning and feedback easier (small, checkable steps).
- Support equity and consistency (shared language for moderation with common rubrics).
- Help students see progress and set next steps.
- Align with CEFR-style reporting, so results are meaningful beyond a single test or class.



Can Do Takeaways

Can Do descriptors make standards visible and actionable. Highlight a few for your class, track progress, and celebrate small wins. Students see where they are and what's next.

See also:
--> For skill/strand snapshots, see
Appendix 8A
--> For student-friendly goals, see
Appendix 8B
--> For full Can Do tables, Exit and
performance levels, see
Framework Appendix 4

Teachers can take simple steps to use them with students:

- Post the class's year target; highlight 1–2 Can Do descriptions to "teach toward."
- Refer to the table at unit starts and ends (link Unit Tasks / Unit Tests to a specific Can Do). See Appendix 8B for an example of a student-friendly version.
- Celebrate visible progress: Congratulations! Today we moved from 'identify details' to 'apply information from a text to make a choice'.

5.3 Lexical–Grammatical Scope

The lexical-grammatical scope illustrates how vocabulary range and grammatical control develop across Y1–3. It serves as a guide for text selection, task design, and assessment. The scope is indicative rather than exhaustive: examples highlight what learners can produce independently, what they can produce with support (e.g., reminders, prompts), and what they primarily understand receptively. Themes in the Student Book (SB) align with this progression. The purposes of language use remain constant but increase in complexity over time. For an overview of the SB, see Chapter 2; for a detailed contents map of each year, consult the SB or Teacher's Guide (TG).

Lexical-Grammatical Scope

The Lexical–Grammatical Scope shows how functions, forms, and vocabulary develop across years. The legend explains the icons and symbols for levels of learner use.



Legend

Icons:

Functions –what learners do with language (e.g., describe, compare, request).

Key Forms–the structures and grammar patterns that support these functions.

Lexis– the vocabulary learners encounter and use.

Symbols

● Productive independent use – learners can use the item on their own, with reasonable accuracy (some slips expected).

○ Supported use – learners can use the item if given prompts, reminders, or models; use is not yet consistent in accuracy.

◑ Mainly receptive – learners are expected to understand the item when reading or listening; production is emerging but not reliable.

Year 1 (End Y1 ≈ A1 Mid)

Core functions (examples to post & recycle)	**Key forms** (focus inside tasks)	**Lexis** (illustrative)
●Greet/introduce; ask for personal details; show interest (small reactions/follow-ups) ●Ask for help and follow classroom instructions; talk about routines/timetables ●Invite/accept; talk about daily/after school activities and times (use time phrases) ●Express likes/dislikes; ability; similarities and differences (me too/not me) ●Keep a conversation going (reactions/Yes-No and simple Wh- questions) ◑ Invite friends to do things (after-school/weekend activities) ◑ Talk about past weekend activities ◑ Describe movies (and books) ◑ Describe places/rooms at home and school ◑ Say what people are doing now ○ Compare schools/ classrooms/timetables	● Wh- questions for personal details, routines/activities ● be (present); Yes/No with be/do/have ● This/That; These/Those; There is/are; Is/Are there...? ● Present simple for routines (+ time expressions) + basic adverbs of frequency (always, usually, sometimes, never) ● can/can't (ability) + Can you...? ● Preference patterns: like/don't like + ing/noun ● Questions with like; rejoinders (Me too/Not me) ◑ Singular and plural forms (countable) ◑ Possessive adjectives (basic – my, your, his, her) ◑ Present continuous for "now" actions ◑ Prepositions of place (on, under, above, next to, between, in, in front of, behind) ◑ Simple past (regular + very high-frequency irregular): statements/Yes–No/ Wh (emerging)	● Family/ school; rooms & furniture in school/home; chores; sports/ free time; countries & nationalities; basic places around town; common geographic features (beach, mountains, desert) — taught through tasks & visuals

Year 2 (End Y2 ≈ A1 High)

Core functions (examples to post & recycle)	**Key forms** (focus inside tasks)	**Lexis** (illustrative)
● Ask/answer about jobs, skills, and preferences; give simple reasons/ recommendations ● Express likes/dislikes with ing; say what you're good at; interview/role play ● Show sympathy and offer suggestions ● Describe what people are wearing and their nationalities/ countries ● Make requests and offers (ordering in a restaurant, in a market, shopping for clothes) ◑ Recount recent experiences/holidays (past); ask/answer Wh questions about the past ◑ Explain simple processes (a familiar recipe, how to use an app) ◑ Ask for and give directions (prepositions of location) ◑ Compare two or three places or things (when shopping, when describing a place)	● All year 1 forms further developing in consistency and accuracy; wider range of adverbs of frequency ● be good at/not good at + ing ● Forms for making and responding to requests/offers (Can I helpyou/ Would you like/Can I have...please, Could I have... please? / Yes, please./No, thank you.) ● Preference patterns: like/love/ enjoy + ing; be good at + ing; skill Qs (Can you...?) ● Possessive adjectives (expanded) ● Cohesion: and/but/ because/when --> spoken turns + short paragraph organization ● Future with will / be going to ◑ Comparatives/superlatives ◑ Noun/adjective forms (nationalities) ◑ Singular and plural forms / count and non-count / some / any ◑ Simple past (regular/irregular) for short personal narratives; correct Wh/Yes–No order	● Jobs & workplaces; countries and nationalities (expanded); personality/ values; food & daily choices; online devices & activities; types of entertainment and types of movies/ books; body parts, minor health problems & healthy habits; feelings; clothing & accessories; places around town

Year 2 (End Y2 ≈ A1 High)

Core functions (examples to post & recycle)	**Key forms** (focus inside tasks)	**Lexis** (illustrative)
● Show interest using exclamations ● Tell past stories with sequencing ● Ask and answer questions about life experience & when it happened ● Describe and ask about habits in the past and present ● Ask for, give, and respond to opinions/suggestions/ recommendations ● Invite someone and respond to invitations ● Plan and make arrangements ● Express levels of certainty/possibility ● Use simple discourse moves: organizing/signposting; exclamations for engagement; summarizing ◑ Give warnings and advice	● All Y1-2 forms with increased consistency/accuracy ● Past simple (consolidated and extended to include wide range of irregular past verbs) +◑ present perfect (have/has + past participle): choose PP for experience (whole life), PS for when ● used to ask/talk about past habits ● Present continuous for future arrangements ● Modals of certainty (will/may/ might/ won't) ● Functions with would (opinions); It seems/looks... ● Prepositions of time (on/in/at) ◑ First conditional (If..., will...) to talk about future results	● Past memories and experiences (summer, memorable holidays); clubs/activities & personal goals; civic/community topics; money/ budgeting; teamwork and learning strategies; personal and cultural values; celebrations & festivals; everyday and unique inventions, inventors, and their impact; future dreams, goals and careers

Using the grammatical-lexical scope

Teachers should focus on developing the target forms within tasks, rather than in isolation (Ellis, 2006). When judging performance, use the year-level scope as the reference point: do not penalize students for attempting language beyond their level if the message remains clear (Council of Europe, 2020). Recycle vocabulary and structures regularly through DEAR reading, Lesson 5 activities on Future Readiness, the Unit Task (mini-project), and the Self-Check and Goal-Setting routines (Nation, 2001).

Classroom routines:

- Choose level-appropriate texts and tasks. If a text sits above the productive scope, add support (glossed words, visuals, listen-while-reading) and keep the task at the year level.
- Plan simple frames for production. Post small, sayable frames that match the scope. Examples: Y1: I like __ and ___. How about you? ▪ Y2: I went __ because __. ▪ Y3: I prefer __ to __ because __; When __, we __.
- Focus briefly on form, in context. Upgrade one connector previously learned tense, or a function inside the task (not a long detour).
- Judge performance fairly. Vocabulary and grammar should be evaluated as part of overall performance (via strands or rubrics), not as separate scores. Do not over-penalize attempts that go beyond scope if the message is clear.
- Spiral and recycle language. Return to key language across themes. Use spaced retrieval plus communicative practice to build automaticity.
- Keep access consistent. Use the same light scaffolds in class and in checks (e.g., frames A/B, visuals), fading them gradually as students gain control.

Part B. Evidence & Assessment (How We Check and Use It)

5.4 Diagnostic Checks (Start of Year & As Needed)

Diagnostic assessment is a short, low-stakes check of what learners already know and can do before new teaching begins. Its purpose is to identify starting points, strengths, and gaps so that teaching can respond to learners' needs. In this curriculum, it forms part of a three-stage assessment cycle—diagnostic --> formative --> summative—designed to advance learning rather than simply measure it. Within the first 2–3 weeks of school, each class carries out a brief, non-graded diagnostic aligned with the Framework's skills, strands, and common criteria. The results guide planning and support; they are never used for grading or ranking. In addition, teachers administer non-graded, mini-diagnostics throughout the year (e.g., before starting a new unit) to ensure instruction always begins from an informed baseline.

What to Sample

- Gather a balanced snapshot across reception and production:
- Receptive evidence (R/I/E/A): short listening/reading with items for retrieve (identify), interpret, evaluate, and apply.
- Short productive samples: a brief writing scored with the writing criteria; a short interactive or prepared speaking scored with the speaking criteria.
- Targeted discrete checks (brief grammar-/vocabulary-in-context, mechanics) to locate specific gaps. Though useful for teaching, they are not a substitute for skill evidence (e.g., a mechanics quiz alone is not a writing proficiency diagnostic).

Note: The SB includes start-of-year review tasks (Y1-2) or a diagnostic test (Y3). Use the common rubrics and decision rules for any scored samples.

TABLE 5. 45- to 70-minute "Start of Year" Diagnostic Pack

Component	Minutes	Evidence & Scoring
Listening (short audio(s))	5-10	6–8 R/I/E items at A1–A2 range; note any Apply item performance.
Reading (short text(s))	10-15	6–8 R/I/E items; 1 Apply item (choose/decide using text info).
Writing (mini-paragraph)	10-15	5–8 sentences on a familiar topic; score with Writing rubric (Task Fulfilment, Coherence & Cohesion, Accuracy, Lexis, Mechanics). Use year-appropriate "Meets" bands.
Speaking (interactive or prepared)	10-15	30–60s sample: pair chat (interactive) or short talk (prepared). Use the corresponding rubric and year-level thresholds. This can be done in simultaneous pairs/trios while teacher monitors and samples.
Targeted discrete probes	10-15	Quick grammar-in-context / vocab set / mechanics to flag reteach needs.

Note: If time is tight, split across two days. **To diagnose speaking needs in large classes, the teacher can set a task that students complete in pairs/trios simultaneously.** The teacher circulates to monitor, and samples a few pairs to identify overall areas of need.

Design & Administration Principles

- Align to strands and common rubrics. Judge production and spoken interaction with the five-criteria rubrics used across Y1–Y3; apply year-level "Meets" bands and the band-majority + floor rule for decisions.
- Keep tasks accessible and efficient. Plain prompts, visuals where appropriate, clear time signals, and modality-fair scoring (no penalty for lack of slides, etc.).
- Balance modes. Include both brief receptive items and short productive samples; diagnostics may use short tests and/or diagnostic learning tasks.
- During-the-year mini-diagnostics. Before a new unit, run a 5–10 minute check (e.g., 1 short listening, 1 short reading, or a 3–4 sentence write / 30–45s speak) and adjust plans accordingly.
- Purpose is formative. Communicate that these checks support learning and will steer grouping, pacing, and scaffolding—not grading.

Scoring Tools (Consistency & Fairness)

Use the Interactive Speaking rubric for spontaneous talk and the Prepared Speaking rubric for short talks; both specify Y1–Y3 "Meets" thresholds and guidance for borderline cases. Apply the point-range guide and band-majority + floor rule for consistent year-level judgments. Use the Writing rubric similarly for paragraphs and mini-paragraphs (Task Fulfilment, Coherence & Cohesion, Grammatical Accuracy, Lexical Range, Mechanics) with the same year-level thre sholds (Y1=A1 Mid; Y2=A1 High; Y3=A2 Mid).

Results & Planning Workflow

Once you complete a diagnostic, follow the steps to understand results and plan next steps.

1. Tally: Convert each student's items/samples into a quick profile (e.g., R/I/E/A strengths; writing 5-criteria bands; speaking band).
2. Group: Create 2–3 flexible groups (e.g., "secure," "nearly there," "needs support") by strand/skill.
3. Review tasks: Select first-unit tasks/inputs that fit the center of your class's profile; plan targeted scaffolds/extensions.
4. Re-check: After 1–2 weeks, run a 5–7 minute re-check on the main gaps to see if supports are working.
5. Student next steps: Share one clear "Can Do" target per skill and a simple strategy; invite self-/peer-checks (Stop & Check) to build ownership.

During-the-Year Diagnostics (Before Units & As Needed)

Short, purposeful checks keep teaching aligned to learners' evolving profiles. Use quick starts at unit/lesson beginnings (questions, word recall, short tasks). Then adjust planning based on evidence—grouping, pacing, and scaffolding—so the next lessons meet learners where they are. The Y3 Welcome Back models this routine with a "What do I remember?" check to start. It is followed by targeted review and reflection. Teachers can emulate this rhythm at the start of new units too, particularly when in-content-grammar and vocabulary from previous years/units is being built upon (for example, students encounter and practice present simple for routines in Y1, and use it to describe personalities in Y2).

Tips for Teachers:

- Keep checks brief and focused on essentials; small checks often do more than one big test.
- Sample both receptive and productive skills without overloading students.
- Act immediately on results—Use results the same week to adjust grouping, pacing, and scaffolds.
- Be transparent: Tell learners these checks are for learning, not grades—this lowers anxiety and boosts effort.
- Use consistent rubrics. Apply the same rubrics you'll use later in the cycle; this keeps evidence comparable and supports moderation across classes and regions.

5.5 Formative Assessment for Learning (AfL)

Assessment for Learning (AfL) is the driving engine between checkpoints. It works by gathering tiny pieces of evidence during lessons, giving quick feedback that names one next step, and making either a fast-teaching adjustment or a same-day student "upgrade." In this chapter (focused on goals and evidence), AfL keeps the Can Do targets alive: each lesson posts a small success criterion drawn from the year target, samples micro-output to see who's there, and moves learning now (not later). To keep AfL effective, make it light, visible, and fair by using the same mini-criteria across teacher, self, and peer checks, so evidence is comparable and students take ownership of their progress.

Quick AfL checklist:

- ✔ Visible criteria (≤3 items). Post today's success (e.g., "use one reason with because").
- ✔ Micro-output. 30-second talk or 1–2 sentence write tied to the criterion.
- ✔ One strength + one act-now step. Name both and act immediately (rewrite one line / re-do one simple exchange immediately).
- ✔ Self/peer with the same criteria. Require one piece of evidence for each tick (a quote/line from a conversation/writing, an example of an inference).
- ✔ Light record. Jot a quick tally/snapshot to carry forward to planning.
- ✔ Last lesson --> today. Use last lesson's exit data to open with a 5-minute reteach or extend.

Plus (unit checks): When you declare a unit test/task as formative, pull one reteach + one extension from results and schedule them in the next lesson.
--> See Chapter 3.4 in this Companion for more detail.

5.6 Summative, Rubrics, Moderation & Assessment Writers' Guide

Summative assessment is the formal confirmation of what students can do against shared standards. Its strength comes from common tools and safeguards: what is assessed is tightly aligned to the curriculum; how it is judged is anchored in common rubrics and clear decision rules; and fairness is maintained through explicit modality guidance and moderation.

What is Assessed At-a-Glance

- Reception (Reading/Listening) via R/I/E/A strands: Retrieve, Interpret, Evaluate, Apply (age- and level-appropriate texts/tasks).
- Production (Prepared Speaking, Writing): short, purposeful outputs that match the year's scope.
- Interaction (Interactive Speaking): spontaneous talk in pairs or trios with strategies (turns, follow-ups, repair). Prompts align with the year's scope.
- Discrete points (vocabulary/grammar/mechanics): limited (≈15–20% max of an overall test score) and preferably embedded in tasks; never a substitute for skill evidence.

Common Rubrics & Decision Rules

- Use the shared rubrics (Interactive Speaking, Prepared Speaking, Writing) and receptive R/I/E/A criteria (see Appendix 9A-C: Rubrics).
- Apply year-level thresholds and the band-majority + floor rule to keep judgments consistent and fair.
- Use student-facing quick rubrics to brief expectations before tasks and to help students interpret results (see Appendix 10A-C: Student-Facing Rubrics).

Reflect: Try Out the Writing Rubric

Look at this sample of student writing, on a Global Friends board asking teens about their favorite activities:

Hello freinds in the world! I like play football in weekend with my freinds. Also I watch movie and listen musics rap my favorit. I not good in cooking but I like eat pizza with family.

Consider:
- What does the student do well?
- What is this student's "next step"?

Try the writing rubric (Appendix 9):
- Score the same writing using the rubric.
- Compare your scores to the scores on the next page (don't look first!) & answer the reflection questions.

Sample Scoring with the Writing Rubric (Appendix 9)

1. Organization & audience awareness --> 2 points (A1 High)

    - Why: Has a greeting (beginning), list of activities (middle), small contrast (I not good in cooking but I enjoy...), ending idea. Uses basic connectors (also, but). Some jumps (listen musics rap my favorit). Recognizable but not smooth.

2. Fluency (flow of writing) --> 2 points (A1 High)

    - Why: Student produces short connected sentences. Errors sometimes interrupt flow but meaning is recoverable. Not list-only, but also not extended or smooth.

3. Pronunciation / Mechanics --> 1 point (A1 Mid)

    - Why: Frequent spelling slips (freinds, musics, favorit). Sentences are readable but require teacher effort. Punctuation mostly present. Overall intelligible but weak control.

4. Grammatical Accuracy --> 1 point (A1 Mid)

    - Why: Frequent verb form and article errors (like play, in weekend, I not good). Controls only very common patterns (I watch movie, I enjoy eat pizza). Errors do not block meaning, but clarity often reduced.

5. Lexical Range & Appropriacy --> 2 points (A1 High)

    - Why: Uses a handful of everyday words (football, movie, music, cooking, pizza). Adds some topic detail (rap music, family). Variety limited, with repetition (friends/friends, like/like (could use enjoy, love...). Adequate for purpose.

Reflect:

- **When you compared your scores with the sample scoring, where were you higher or lower?**
- **What evidence did you use for your score?**
- **How can aligning scores with colleagues (or inspectors) help make student feedback fairer and more consistent?**



Fairness & Modality Call-outs

- Task ≈ classwork: Summative tasks mirror practiced classroom task types and language demand for the year.
- Supports parity: If a support is standard in fluent-use activities (e.g., a simple frame or visual), it may be provided in parallel ways in summative tasks.
- Visuals: may be used to access/organize ideas; they are not scored as products. In Prepared Speaking, visuals/graphs (when specified) must be shown and explicitly used; they aid communication but carry no separate score. Most unit tasks require assessment of both prepared speaking and writing. In some cases, the visual prepared may be assessed (for example, whether or not a graph communicates the meaning the student(s) want to convey.
- Modality & cultural fairness: pronunciation judged on intelligibility (not accent); non-verbal behaviors help but are not required for assessment (for example, if through an audio recording or if a student has a disability that limits non-verbal behaviors; tasks avoid cultural bias and undue cognitive load unrelated to the language target.

Moderation Routines (Comparability across Classes/ Regions)

- Before scoring: standard-setting with anchors (exemplars at key bands) and a briefers' meeting to align interpretations of criteria.
- During scoring: double-marking or sampling; automatic discrepancy resolution (third read or consensus); use a simple moderation log.
- After scoring: retain scored samples and brief notes as anchors for the next cycle; run term/annual cluster moderation to keep drift in check.

Assessment Writers' Guide for Test/Task Developers

A compact guide in the Appendix supports anyone designing summative checks:

- Blueprinting (coverage across R/I/E/A and skills), task specs, item-writing checklists.
- Difficulty control and alignment to year-level scope (functions/forms/lexis).
- Accessibility & fairness checks (UDL options, clear prompts, visuals where helpful).
- Anchor responses with annotated scores and scoring notes (including receptive strand rationales).

--> See Appendix 9A-C: Rubrics (teacher versions)
--> See Appendix 10A-C: Rubrics (simple checklists for students).
--> See Appendix 11: Assessment Writers' Guide



See the Framework, Chapter 5 & Appendices for detailed exit level descriptors by year, skill, and strand

6

Teaching Integrated Skills

Integrated skills teaching means that listening, reading, speaking, and writing are not taught in isolation but in short, purposeful learning cycles, where students encounter vocabulary and grammar in context, practice through meaningful tasks across different skills, and extend their use in speaking or writing. This approach is supported by communicative and task-based research[1], which shows that learners acquire language more effectively when skills are combined. Instead of a "one skill per lesson" approach, the English Spotlight series shows how skills reinforce each other: a text read for comprehension is also a source for vocabulary, a model for writing, and a springboard for interaction. Crucially, this integration mirrors real-life communication. When we listen to a lecture, we also take notes; when we read a recipe, we follow instructions and talk about them; when we watch a movie, we retell the story and write our opinions about it.[2,3]

Key point. Real-life use comes first. In English Spotlight series, students meet vocabulary in meaningful, picture-supported sets. They meet grammar and functions inside a short text or dialogue. They practice through games, information gaps, brief personalized exchanges and simple writing tasks. They revisit the same language through input—recorded audio, teacher read-alouds, and short readings in the SB and ILAB. Finally, they extend it into fluent use in longer speaking and writing tasks. Tools include short SB/ILAB texts, audio, and classroom interaction.

Spotlight on Integrated Skills

Although the skills are presented one by one in this document for clarity, in classroom practice they are meant to be **fully integrated via mini cycles** in every lesson. Teachers should view them as **interdependent modes that work together**, not separate boxes to be ticked.



6.1 Listening

Listening is considered a frontal skill in English Spotlight because it often initiates the learning cycle: students hear language before they read, speak, or write. It is the ability to understand spoken English in authentic or semi-authentic contexts—both for gist and detail—and to use that understanding to act (follow instructions, make choices, solve problems, or respond in interaction). Listening provides essential input for acquisition (Field, 2008) and builds sensitivity to rhythm, intonation, and phrasing, which supports clearer speaking and more fluent writing. In pair and group work, it also includes interactive moves such as clarifying, confirming, and following up to co-construct meaning. **Listening is not passive or automatic: it is an active skill that requires purposeful teaching, scaffolding, and practice like any other.**

Can-do examples:

- can understand and follow simple instructions in class.
- can identify the main idea of a short story or conversation.
- can use information from a short talk to make a decision.

Routines. Many listening routines in the SB last under one minute. Teachers can also create their own:

- Listen to identify three activities (e.g., "play football," "watch TV," "go shopping").
- Listen to put a sequence of actions in order.
- Listen to decide which speaker said what.

Student-generated texts or conversations are also highly effective. When students' own productions are recorded and replayed, their language is valued and other learners engage more attentively. Nunan (1991) highlights the value of learner-centered materials, including student-produced texts, for motivation and authenticity.[4]

Listening during speaking tasks.
Speaking tasks also rely on listening. In ELT's widely used Find Someone Who (English Spotlight 2, Unit 3), students listen as they ask and answer questions. The game creates natural speaking–listening repetition for a communicative purpose. Participation is lively, learners model for each other, and the target language is recycled. Teachers scaffold success by modeling the first exchanges and setting clear expectations. As Harmer (2015) notes, modeling supports comprehension of both language and procedure, lowering anxiety and ensuring learners know what to do. Prepared speaking tasks also require listening. In English Spotlight 3, Unit 2, students listen to teams present club budgets, then vote on the best.

6.2 Reading

Reading is a cornerstone of language learning, knowledge, culture, and savoir-faire. It builds vocabulary, grammar, and discourse while fostering comprehension, imagination, and lifelong habits. Through intensive reading (close study of short texts) and extensive reading (longer, easier texts for pleasure and fluency), learners become confident readers who link language with cultural understanding and practical skills for life

Intensive Reading	Extensive Reading
Short texts (30-150 words)	Longer texts (stories, graded readers)
Read slowly and carefully	Read quickly and fluently (silent and/or aloud in small groups)
Focus on details, vocabulary, grammar	Focus on meaning, enjoyment, habit, choice (when possible)
Teacher guides with questions, tasks focus on gist and detail/forms	Light focus on overall ideas
Builds accuracy and noticing	Builds fluency, confidence, and motivation

Intensive Reading

Intensive reading is close, detailed engagement with a short text to learn both language (vocabulary, grammar, discourse) and meaning (details, inferences). Intensive reading involves **"shorter texts, used to extract detailed information, practice reading skills, and build language knowledge"** (Grabe & Stoller, 2011, p. 14).[5] Teachers may "squeeze the text dry," asking literal questions ("Who? What? When?"), inference questions ("Why did he...?"), and vocabulary/grammar noticing. These close reading practices build awareness of form, accuracy, and comprehension strategies.[6]

Merits. Intensive reading develops accuracy, supports vocabulary growth, and trains learners to notice grammatical patterns. It also prepares students for exams and controlled tasks where detail matters. Nation (2001) stresses that repeated encounters with vocabulary in intensive reading promote retention and growth.[7]

Can-do examples:

- I can identify who, what, when in a short article.
- I can find words in a text that describe a person or place.

Examples from English Spotlight.

In English Spotlight 1, Unit 2, students read about daily routines, then match times and activities—connecting vocabulary and comprehension. English Spotlight 2, Unit 6, students read about Malika's weekends and complete a grammar-in-context noticing task to identify her general habits, what she is doing right now, and future plans. In all years, reading comprehension passages support detailed reading and follow-up practice. The Independent Learning Activity Book (ILAB) complements these lessons by providing self-study activities, which allow students to revisit texts, practice vocabulary and grammar in context, and consolidate detailed reading strategies outside class time.

Extensive Reading and Drop Everything and Read (DEAR)

In contrast to intensive reading, which is slow and aims at details and form, extensive reading is reading for pleasure and fluency. Students engage with longer texts without focusing on every detail. One well-known classroom routine for promoting this is **DEAR (Drop Everything and Read)**, in which everyone in class (students and teacher alike) stops other activities to read silently for a set period of time (Trelease, 2013). This practice builds motivation, fluency, and vocabulary through regular sustained silent reading (pp. 186-190).[8] In Morocco, DEAR has become a cherished routine that nurtures lifelong habits of reading. It marries the benefits of silent reading, while also integrating strategies such as ample visuals to communicate meaning, the dramatic read-aloud, audio-supported silent reading, and peer read-togethers, to build students towards independent reading at home (DEAR@Home).

Merits. Extensive reading's power is great. It cultivates positive reading habits and a love of reading. It also results in overall English language improvement. Studies consistently show that students who read 10- to 15-minutes a day, several days per week, show significantly increased performance in listening, speaking, grammatical accuracy, writing (including mechanics such as punctuation and spelling), a wider range of vocabulary use, and improved pronunciation (when paired with audio support).

Can-do examples:

- I choose things I like to read at home.
- I can enjoy a short story silently for 10 minutes.
- I can retell the main idea of a story I read.
- When a text is challenging, I keep reading to get ideas from pictures and words I know.

Examples from English Spotlight.

The third lesson of every unit includes a DEAR story. Students read a narrative, then rate it, share feelings, identify the message or moral, and link the ideas to their own lives. Some teachers also take this further by encouraging learners to **act out key chunks from the stories they read**, which makes the experience more memorable and exciting. This mirrors real life: just as adults discuss films or novels they enjoy, students talk about and perform their stories



--> See Appendix 12 for Tips to Bring DEAR Stories to Life

6.3 Interactive Speaking

Interactive speaking is a spontaneous, two- to three-way talk in real time, where listening and speaking are combined. Through interaction, learners co-construct meaning: They ask and answer, follow up, clarify/repair, agree/disagree, and make simple decisions together. In line with CEFR and WIDA standards, progress shows in the ability to sustain exchanges, use interaction strategies naturally, and achieve a purpose. [9,10] When helping students before the start of interactive speaking tasks, brief Socratic questioning is a valuable approach because it guides students to think more deeply instead of giving quick, one-word answers. It also models good conversation strategies. During simultaneous interactive tasks, prompts and question banks can support interaction and longer or more detailed responses.

Merits. Regular pair and small-group tasks (e.g., information gaps, role-plays, surveys) massively increase speaking turns and immediate feedback, which is the strongest driver of fluency growth. Students practice listening-responding cycles, repair breakdowns, and extend ideas, habits that build automaticity, accuracy, and range over time. Interactive speaking tasks also strengthen vocabulary uptake and functional language (asking, clarifying, agreeing/disagreeing), while boosting confidence and willingness to communicate. In large, mixed-ability classes, it's the most efficient way to give every learner meaningful talk time and to move performance along the A1-->A2 continuum.

Spontaneous speaking in the classroom.

Spontaneous speaking does not mean "zero think time. Brief, quiet individual time to prepare (the "think" in Think-pair-share) not only enhances accuracy but also lowers anxiety and increases participation.[11]

Can-do examples:

- I can ask and answer questions about favorite after-school activities.
- I can ask for and give advice about health.
- When I don't understand something, I can ask my partner to slow down or repeat.

Examples from English Spotlight.

English Spotlight 1, Unit 4 uses Act & Guess, where students mime activities and partners guess—integrating vocabulary and interaction strategies. In Spotlight 2, Unit 2, students identify from a vocabulary-picture set food items they will eat today ("think"). They then ask and answer each other about it in pairs and note similarities (interactive "pair"). Other examples include role-plays in English Spotlight 2, Unit 2 (shopping), group surveys in English Spotlight 3, Unit 1, and pair interviews in various years/units.



Spotlight on Assessing Interactive Speaking Progress in Large Classes

In classrooms of 40–50 students, it is not possible to listen to everyone at length during each lesson. Teachers can still gather fair, useful evidence of student progress by using quick sampling techniques, peer/self-checks, and short visible signals during pair and group speaking tasks. Below are ways teachers can assess student performance during interactive speaking tasks such as information gaps, pair shares, find someone who activities, and games:



Rapid Sampling with a Grid
While pairs are working, the teacher uses a simple 3-box grid on the class list (e.g., "clear idea / used connector / tried target phrase") to quickly code a few students' performance, then gives them a 30-second restart to try the upgrade.



Peer or Self-Checklists
Students use a short "I can..." list after a pair activity (e.g., "I can ask a question / answer a question / use an exclamation"). This makes feedback fast and spreads responsibility. See Appendix 10A for ideas/to select 1-2 Can Do to focus on each lesson.



Short Spot-Checks x 3-4 pairs a day
Following an interactive task, ask for a 30-second talk from a pair or trio. The rest of the class listens for key words/ phrases, while the teacher notes fluency, connectors, or interaction strategies. Ensure all students get a chance by keeping list with your notes. When all have had a chance, start the cycle again.



Visible Micro-Checks
Use quick all-class signals (thumbs up/sideways/down; traffic light colors) to scan confidence and readiness. These do not give detail on accuracy but show who to listen to more closely.

6.4 Prepared Speaking

Prepared speaking is a planned one-way oral production such as a short talk, presentation, or performance of a student-created or scripted scene. It involves time to plan what to say (writing/discussing) and time to rehearse. Prepared Speaking also involves an audience and builds audience-awareness skills such as greeting and making eye contact, speaking loudly enough for all to hear, and referring to notes or a script, but not looking down and reading word-for-word.

Merits. Bailey (2003) highlights the value of prepared speaking tasks in increasing learners' performance and confidence.[12] Nation and Newton (2009) note that rehearsal helps students organize ideas and language, which in turn build accuracy and fluency.[13]

Can-do examples:

- I can prepare and share three sentences to describe my family.
- I can present reasons for choosing a club.
- Using a poster, I can give a one-minute talk about a celebration in another country.

Examples from English Spotlight.
English Spotlight 1 students follow a prompt to prepare a short talk about their house (about five sentences) during Unit 4, Lesson 2. They have time to write notes and practice before giving the talk. English Spotlight 2, Unit 5, students plan how to up-cycle an item and share the idea with the class. Other lessons include writing, rehearsing and performing dialogs; practicing and acting out scenes from a story; and writing down and sharing plans and solutions with their classmates.

6.5 Writing

Writing is the skill of communicating meaning in written form for clear purposes and audiences (e.g., text messages, notes, descriptions, short narratives). In the middle school curriculum, students both learn to write and write to learn. Writing to learn involves producing brief, purposeful outputs such as labels, lists, short notes, and 2-5 linked sentences. It is particularly important at the Pre-A1 to A2 stage because it helps learners consolidate vocabulary, grammar, and ideas without premature emphasis on full paragraph organization.

Spotlight on Writing to Learn at Beginning Levels

At Pre-A1 to A2 levels, writing is a great tool for learning language!

- ✓ Keep outputs short and purposeful
- ✓ Ask students to write labels, lists & short text messages
- ✓ Use sentence frames/stems + models of what "good" looks like
- ✓ Plan quick writes with short, connected

Learning to write.

Hyland (2003) argues that writing is a cognitively demanding process that requires explicit teaching of both language forms and rhetorical structures.[14] In line with this idea, instruction at these levels makes the process visible through modeling, scaffolding and feedback so learners can produce short, connected texts with a clear purpose. Harmer (2015) similarly describes writing as one of the most difficult skills for learners because it is slower, more permanent, and requires careful organization. He recommends breaking tasks into stages, providing models, and using prompts to reduce anxiety and support gradual progression.[15] Accordingly, the middle school curriculum supports the use of writing frames, word banks, sentence starters, and guided joint construction before independent attempts. Organization is introduced gradually (e.g., basic connectors like and, but, because; simple time phrases) to support success at A1–A2. By the end of Y3, students are expected to write a simply organized paragraph with a topic sentence, detail sentences, and a concluding sentence about a familiar topic (a summer holiday, a special occasion, favorite English learning strategies).

The writing process.

The middle school curriculum gradually introduces the writing process, planning, drafting, checking and editing, and publishing. Students are supported with explicit steps, prompts and graphic organizers, and simple check lists for checking and editing. Students publish their writing by sharing it with peer, posting it on the walls and, in some unit tasks, sharing with a wider audience (e.g., creating a recipe book and sharing it with teachers, other students, and families).

Can-do examples:

- I can write a simple reply to a text message about what I'm doing.
- I can write 4–5 sentences about what I wear to a party.
- I can brainstorm ideas before I write.
- I can write a paragraph about my favorite special occasion using a topic sentence, two or three detail sentences, and a concluding sentence.

English Spotlight Examples.

In English Spotlight 1, Unit 3, students write descriptions of clothing after modeling and pairwork. In English Spotlight 2, Unit 3, following reading and discussing simple movie reviews, students write a short movie review supported by a graphic organizer. In English Spotlight 3, Unit 2, they read a school magazine in which a teen talks about big moments in her life. Students then produce a similar paragraph about their own lives, using writing reminders for support.

6.6 Vocabulary and Grammar in Context

In English Spotlight, vocabulary and grammar are never taught in isolation. They appear in context, are practised through interaction, and applied in extended tasks. An example from English Spotlight 2, Unit 3 follows:

Following meaningful vocabulary input related to social media, students practice orally by asking and Yes/No questions (Do you chat online with friends?) and responding with the support of an adverbs of frequency language box (Yes, sometimes. How about you?).

Students then listen for details in brief conversations using the same vocabulary, forms, and adverbs of frequency.

Students read a grammar-in-context box and identify examples of frequency adverbs/phrases in the listening script.

To further extend, students interview a partner and write 3-5 linked sentences about their partner's online habits, using the correct grammatical form in context.

Why is grammar- and vocabulary-in-context important?
Research shows that contextualized vocabulary and grammar are more memorable and transferable (Nation, 2001; Ellis, 2008). Learners further internalize vocabulary/forms when they are recycled across skills and tasks. Recycling means that learners repeatedly encounter and use the same words or structures in different contexts—first when they notice them in a text, then when they practice them in short tasks, and later when they produce them in extended speaking or writing. This repeated, meaningful exposure strengthens both accuracy and fluency.

Strategies. There are many strategies related to teaching, learning, comprehending in context, and using vocabulary and grammatical forms:

- Highlight prefixes/suffixes (happy --> unhappy, helpful --> unhelpful).
- Teach noticing (underline words before/after: look at the tall tree --> "tall" is an adjective).
- Identify word type (play [verb] vs. a play [noun]).
- Encourage word families (decide, decision, decisive).
- Noticing grammar in context. After reading or listening, students highlight examples of the target form and discuss how it changes meaning.
- Using grammar for a purpose. Create short tasks that require the form to communicate (e.g., giving advice with should, making requests with can).

Learner training.
Vocabulary strategies such as guessing from context, keeping notebooks, and using flashcards complement classroom instruction and build autonomy. While English Spotlight embeds words in context across tasks, teachers can make strategies explicit and routine: use context clues (signal words, examples), track words in personal notebooks (form, meaning, collocations/chunks, example sentence), and practice with spaced retrieval (quick, repeated checks). Add word-parts work (prefixes/ suffixes/ roots), pronunciation (syllables, stress), and word families to boost transfer; encourage peer teaching and brief low-stakes quizzes to harness the testing effect. Where helpful, allow judicious L1 glosses and show smart use of learner dictionaries (including the use of students' simple drawings to convey meaning), or simple digital flashcards. Close the loop with mini-goals + reflection ("two new phrases used today") so learners become increasingly independent and strategic (Nation, 2001; Schmitt, 1997).[16]

6.7 Inclusion & Differentiation in Large Classes

Large, mixed-ability classes are a worldwide reality, from urban schools in Europe to rural schools in Africa and Asia, and they are widely recognized as a key challenge in language education.[17] Many efforts and models have been advanced to address this issue, but no single solution fits all contexts because each classroom has its own distinctive characteristics. In Morocco, for example, English teachers often work with **40–50 students per class** encompassing a wide range of ability levels and facing limited resources. This creates a dual challenge: weaker students risk being left behind without sufficient support, while stronger students may disengage if not adequately challenged. Against this back-drop, UDL provides teachers with a flexible framework for addressing learner diversity in large, mixed-ability classes. Rather than expecting all students to learn in the same way, UDL encourages the use of varied approaches that give every learner fair access to content, motivation, and opportunities to show what they know. Its three core principles (see Chapter 3) can be applied across lessons in simple, practical ways:

More Support / More Challenge menus. Tasks can be designed with built-in choice and levels of difficulty. For example, weaker students may use word banks, sentence starters, or substitution tables to complete a dialogue, while stronger students are invited to extend the task by adding follow-up questions, giving reasons, or summarizing. This ensures that all students work with the same core content but at a level suited to their readiness.

Fair management of talk/movement. Large classes can become noisy or dominated by a few voices unless participation is carefully structured. Teachers can use number systems to call on students at random, pair swaps to maximize interaction, and silent signals (such as raising a hand or using flashcards) to refocus attention quickly. These routines promote fairness and keep the energy of the class productive rather than chaotic.

Plurilingual access. Strategic use of students' first language (L1) can support comprehension and reduce frustration. Teachers may allow brief L1 clarification when introducing new vocabulary or checking instructions, but keep it minimal so that the main task remains in English. This respects learners' linguistic resources while maintaining English as the classroom medium.

Examples from English Spotlight.
The routine Find Someone Who shows how differentiation works in a natural way: beginners succeed with simple yes/no questions, while advanced learners expand the interaction with follow-up questions or added details. Other tasks in the series reflect the same principle, such as role plays where some learners follow sentence frames while others improvise, guided starters for those who need structure, and open-ended discussions that push stronger students to justify opinions. In each case, teachers' preparation is key: anticipating needed supports (e.g., word banks, prompts, sentence starters) and appropriate challenges (e.g., add an extra detail, use a "value' vocabulary word) ensures that all students remain engaged and successful.

Bringing It Together – The Mini Cycle.
These small routines prepare the ground for bigger outcomes. When combined and extended, they lead naturally into Unit Tasks and project based learning (PBL), where the same principles of choice, scaffolding, and differentiation play out on a larger scale.

6.8 Project Based Learning: Unit Tasks

Unit tasks in English Spotlight are mini-projects where students apply language and future-ready skills in real tasks. Building on UDL principles, each unit offers three options (e.g., an interview, a role play, a poster). Learners engage in ways that match their strengths while all work toward the same goals. Rubrics keep grading clear and fair. The unit task is also the moment where everything comes together—students bring vocabulary, grammar, and communication skills together with their ideas, creativity, and teamwork in a truly integrated way

Top Reasons to ALWAYS Require the Unit Task

- Shows learning from past and current units: integrated language + skills

- Makes progress visible for both teacher and students

- Builds confidence through choice and creativity

- Gives a real purpose and audience to language use

- Provides fair evidence with clear rubrics

- Strengthens teamwork and self-management skills

Examples of Unit Task Choices:

Year 1:
Houses and Apartments –
1) Redesign your bedroom, draw a picture and describe it. Share your picture and read your description to your classmates.
2) Create a schedule of weekly chores to do at home. Check the chores you do. Share with your class.
3) Research and give a short presentation on a house from a different culture.

Year 2:

Online Devices & Activities –

1) Short presentation on favorite app/game/social media site

2) Post a review (written or video) of a device/app for a social media website. Share with classmates.

3) Design a tech device, app, or robot for the future, create a poster and present it to the class





Year 3:

Future Dreams & Plans –

1) Make and present a card set (or slides) about your future plans.

2) Create a survey about your friends, make a graph to show results and share with classmates (poster/talk).

3) Identify a real-world problem, come up with a solution, and give a short talk (with a poster) to tell the class.

Managing Projects in Large Classes:

- **Choice vs. Assign:** Offer 2–3 options; assign if needed to balance groups.
- **Scaffold:** Give models, word banks, and simple organizers.
- **Formative checks:** Quick walk-around; to close ask groups to share one idea.
- **Share work:** Gallery walk, 30-second shares, small-group shares (simultaneous). Students use shared criteria to peer and self assess.
- **Grade:** Use a short rubric (ideas, language, organisation, presentation).

6.9 Planning an Integrated Skills Lessons with Purpose

Good lessons start with the end in mind. Using backward design, first decide what students will be able to do by the end of the lesson (the communicative outcome and audience), through what activity (speaking/writing task or interaction), and using what language (key vocabulary, frames, and grammar in context). Once the goal is clear, choose and sequence activities that move learners toward it in short, integrated mini-cycles: brief input --> clear model --> paired practice --> quick AfL check --> tiny upgrade.

As you plan, keep the goal constant and adjust **how** students get there:

- **AfL built in:** name the success criteria up front ("What a good answer looks like"), collect tiny evidence during the lesson (exit line, quick pair sample), and act on it immediately (redo/upgrade or mini-reteach).
- **Differentiation, not different outcomes:** offer **more support/more challenge** options (frames or visuals vs. stretch prompts/connectors) while keeping the same success criteria for everyone.
- **Extension & adaptation:** if a class is ready, extend with a short "apply" task (e.g., one more reason, a follow-up question, a comparison). If they need more time, repeat the cycle with one scaffold removed.
- **Language purposes made visible:** label the purpose of each step (e.g., social communication for pair talk; academic language for reporting or explaining) so students know why they are using English.

This approach keeps lessons focused, inclusive, and doable in large classes: clear end --> tight cycles --> evidence-based adjustments

English Spotlight Lesson Plan

The following lesson plan is provided as a sample from English Spotlight 3. It can be adopted if it fits your learners or adapted based on the context in which you, as a teacher, operate. Whether adopting or adapting, **the key is to work towards the same objective.** The lesson plan structure models how objectives, multi-skill mini-cycles, differentiation and AfL strategies (and "fix-now" steps) can be sequenced within one lesson. For clarity, it also includes the dynamics and materials used in the lesson.

Unit 3, Lesson 1: How do you celebrate?

Objective (backwards design):
By the end of the lesson, students will be able to **talk about what they do on special occasions, listen to and identify details about special occasions** (social/academic communication) and **write short sentences about an occasion** (academic writing output) using new vocabulary and sentence frames.

Time period	Stage & Activity	Dynamic	Materials
5 min	**Warm-up/Engage hook (social purpose)**. Play/sing "Celebrate" chorus. Teacher models gestures + key words. Class sings as a group.	T–S SSS	Audio/video LINK (backup: lyrics on boardif no video/audio
10 min	**Input Vocabulary: Celebrations.** Pairs match occasions to pictures (SB). Teacher models one example ("This is a birthday --> write E"). Students complete in pairs (classroom instruction participation. Give share language: I think Eid al Adha is the picture (with the sheep). I gree/Hmmm...I think it's ___ because...). Play the audio so that students check their answers. End with AfL quick check: thumbs up/down on 2–3 examples (Point to a picture and say, "this is a ___." Students (all at same time) give thumbs up or thumbs down.	T–S S–S S (to listen)	SB images

10 min	**Vocabulary input & Speaking: Activities.** Teacher models example for "Graduation" with sentence frame on the board. "On graduation, we usually... we sometimes...My family also ..." (Write letters on board next to graduation to show example). Think (individual): Students add activities for each occasion. Pair talk: What do you do on... We..... (More support: Remind students to use frames on board. More challenge: Students use rejoinders (Me too/Not me) in task. AfL move: walk around and sample 3 pairs; highlight 1–2 "star" examples + one quick common error students can fix now (If needed, I will ask pairs to do one quick exchange with the "quick fix;" those who already got it can add rejoinders.	T–S S S–S	SB
8-10 min	**Listening & speaking-Conversations.** Pre-task prediction: look at pictures. Ask students: What do you see in the pictures? Pairs ask/answer: What are they talking about? Listen + tick answers. Pair check. Teacher projects 1 frame ("Which occasion sounds most interesting? I think... because..."). Students ask/answer in pairs.	T–S S–S S (Listen) S–S	SB audio
10 min	**Writing.** Teacher models 3 sentences on board ("I like celebrating Earth Day..."). Students write 3 sentences about their own special occasion (academic writing) and draw a quick picture about it. Share in groups --> read aloud. AfL quick check: teacher skims 3–4 sentences, notes 1 strength + 1 next step. Remind students they used academic writing skills today!	T–S S (Write) S–S	SB
8 min	**Speaking game.** Model: describe "wedding" --> Ss guess. Pairs or trios describe/guess special occasions (first with what they wrote in the previous activity and then with new ideas). Teacher monitors for language purposes (clarify/follow-up). Close with 2–3 volunteers sharing for class and the class guesses.	T–S S–S	SB
2 min	**AfL whole-class check:** Teacher writes two special occasion names on the board and says what we often/usually do for the occasion. Students (all at the same time) hold up 1 or 2 fingers (picture 1 or picture 2) to demonstrate they understand the occasion described.	T–S	Board (words or quick-draw pictures)

AfL Strategies Embedded

- **Thumbs up/down during vocab match.**
- **Star & upgrade sampling in pair work.**
- **One strength + one next step on student writing.**
- **Quick evidence at end: 2–3 students describe --> peers guess.**

Notes for Teachers (Backwards Design Reminder)

Start with the end: The goal is students can talk/write about what they do on special occasions, and listen to and demonstrate understanding of an occasion described.

Mini-cycles: Each SB stage = Input (vocab/listen check) --> Model --> Pair practice --> Quick AfL check --> write/share --> Quick AfL check -->describe (speak)/select (listen) -->Quick AfL check.

Purposes:

- Social communication = greetings, describing occasions, asking/ answering in pairs.

- Classroom instruction participation = match vocabulary together (mediation)

- Academic = structured sentences in writing task.

Scaffolding: Word banks, sentence frames, and teacher models ensure all students can access. Fade supports as confidence grows.

Reflect: Backward Design

- Pick one upcoming lesson. Write the end goal in one sentence. Include what they will do, with what language (including supports if relevant), and in what type of task.

- Now list the activities that will help students get there. Do they form clear mini-cycle(s) where students use/encounter the language with different skills?

- Consider your students. What challenges do you anticipate and how will you address them?

- **Challenge:** Pick a unit you will teach soon. Look at the goals & unit task/test/self-assessment. **How can backwards planning a unit help you and your students?**

Endnotes — Chapter 6

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Appendices

- 1. Terminology Crosswalk
- 2. The Big Ideas in Practice Snapshot
- 3. Differentiation Strategies Menu (More Support/More Challenge)
- 4. Tips for Including Early Teens in English Class
- 5. AfL Strategies for Large Classes
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- 8A. Can Do Progression Snapshots – Skills & Strands (Teachers)
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- 10A-C. Rubrics (Student version, checklists)
- 11A-B. Assessment Writer's Guide and Text Complexity Quick Check
- 12. Tips to Bring DEAR Stories to Life

Appendix 1

Teacher- and Student-friendly Purposes & Tasks, WIDA, and Secondary Guidelines Framework Cross-walk

Why this chart is here. In the middle school English language Framework and in TLM, plain language common in ELT (e.g., tell/retell, describe, explain, give your opinion) is used. The chart below shows how these purposes align with the WIDA Key Language Uses (KLUs) for academic language development, and the Secondary English Guidelines (2007) modes, without changing the terminology used throughout the Framework. This CEFR-aligned Framework sets the reference for assessment.

Teacher-friendly purpose	Typical task verbs teachers and students see	WIDA (Academic) Key Language Uses	Secondary Guidelines (2007) mode alignment	The Framework & This Companion (CEFR communication mode aligned)
Tell / Retell a story or event	tell, retell, recount, sequence	Narrate	Presentational (for the retell) / Interpersonal (if in dialogue)	Production (spoken/written); Interaction (spoken) when real-time conversational (can be preceded by brief think time); Coherence & cohesion, Spoken fluency / Phonological control, Grammatical accuracy, Lexical range; Reception: Reading/ Listening for gist.
Describe / Report facts	describe, report, list, give information	Inform	Presentational; Interpretive (when extracting key facts from a text)	Reception: Reading for information & argument, Listening (overall); Production: short descriptions/reports; Grammatical accuracy, Lexical range, Overall written/spoken production
Explain how/why; explain pictures and data	explain, show steps, cause–effect, interpret a chart	Explain	Presentational; Interpretive (reading figures)	Mediation (texts/data): Processing text, Explaining data, Comparing answers; Production: short explanations; Spoken interaction (in real-time class/group discussion). Coherence & cohesion, Lexical range, Overall spoken/written production
Give your opinion with reasons / Persuade	give your opinion, justify, recommend, persuade	Argue	Presentational (short talk/no-te); Interperso-nal (discussion)	Production: Presenting a viewpoint; Interaction: Informal discussion (A2: opinions with simple reasons); Coherence & cohesion, Grammatical accuracy, Spoken fluency
Compare/ Contrast & conclude	compare, contrast, similarities/ differences, decide	Argue (often) / Explain (when reasoning)	Presentational; Interpersonal (pair decision)	Reception (if comparing from texts); Mediation (texts/data); Production/Interaction for the conclusion; Coherence & cohe-sion, Overall production

Discuss / Ask & answer to do a task	discuss, ask/answer, plan, clarify, give feed-back	(Supports all KLUs; interactional glue)	Interpersonal	Interaction: Goal-oriented co-operation, Asking for clarification, Turn taking; Communication strategies; Sociolinguistic appropriateness

Appendix 2

The Six Big Ideas in Practice

Students at the Center

Plan frequent pair/group tasks so everyone uses English; give low-stakes practice; build in small choices and personalization.

Equity and Inclusion

Use visuals, gestures, and frames to support access; highlight diverse identities and balanced gender roles; use L1 "bits" as a bridge; apply More Support / More Challenge options for learners.

Communicative Competence

Use pair/group work to negotiate meaning; encourage strategies (gestures, clarification, fillers); include academic English.

Integrated Skills – Link skills naturally; introduce grammar/vocabulary in context; balance fluency and accuracy.

Extensive Reading (DEAR) – Perform stories with expression; choose texts at or just below level with supports; guide short personal responses; encourage home reading.

Assessment for Learning

Use quick diagnostic checks; make "mini-criteria" clear; embed simple formative checks; encourage self/peer assessment; design summative tasks for real use.

Future-Ready Skills

Explicitly teach skills (how to manage time, how to collaborate). Design tasks that require reasoning and creativity; connect learning to students' lives; build in chances to apply skills, reflect and self-assess, and set new goals.

Teacher Agency

Reduce whole-class Q&A; adapt tasks with scaffolds or extensions; reflect and share what works with colleagues; join professional learning associations/ events.



Appendix 3

Differentiation Strategies Menu

More Support	More Challenge
Sentence frames & substitution tables (e.g., This is my ___).	Ask follow-up questions: Why? How? to push deeper thinking.
Pre-teach only key vocabulary needed for a task.	Student as teacher: have learners model or explain words to peers ('student teacher').
Chunk larger tasks into smaller steps with feedback at each stage.	Combine steps or require independent completion before feedback.
Match word/phrase cards to pictures, then use them in short conversations.	Use the same cards to compare or contrast items (e.g., Which sport is faster?).
Use guiding questions for listening/reading (Who? What happened?).	Add higher-order prompts for the same listening/reading (Why? How did it change?)
Allow brief L1 comparison/checks, then return to English use.	Paraphrase or translate key ideas fully back into English for clarity.
"Whisper buddy" rehearsal before speaking aloud.	Speak without rehearsal or lead the same speaking task for a small group.
Fill in graphic organizers (mind maps, Venn diagrams, timelines).	Complete or expand the same organizer from memory or add new categories.
Listen while reading or follow whisper-reading for support.	Read independently; record or summarize key ideas aloud.
Extra time to finish the same task; teacher circulates for support.	Early finishers extend the same task (add a reason, example, or peer feedback).

Appendix 4

Tips for Including Early Teens in English Class

Student Profile	Try to...
 **Boisterous / Very Active**	Give positive roles (timekeeper, group leader, helper, checker) with helpful sentence frames; use movement activities (listen-do [TPR], role-play, gallery walk, Q&A ball toss) and calming activities (write 3 sentences about a picture/others guess which, read and circle/correct mistakes); acknowledge energy and redirect it into tasks.
 **Quiet / Shy**	Pair with supportive peers; allow whisper rehearsal before speaking in pairs/whole group; accept alternative outputs (drawing, writing) until confidence builds.
 **Struggle with Reading**	Pre-teach key words with visuals; use paired/ choral reading and audio support; give short, focused tasks before full-text activities.
Struggle with Speaking	Provide sentence frames/word banks; allow rehearsal with a partner; accept short answers first, then build longer turns.
 **Advanced / "Checked Out"**	Offer challenge prompts (Why? How? Add detail); assign leadership roles (mentor, reporter); give open-ended add-ons (extra dialogue, new ending).
Tired / Low-Energy	Start with energizers (stretch, chant, clap); use short pair talks to activate; vary tasks to re-engage attention.
Stressed / Anxious	Normalize mistakes (model and laugh it off); use routines for predictability and safety; allow quiet time for individual work (create flash cards, draw pictures to show meanings of words, write a few linked sentences).
 **Sometimes Unkind**	Set clear class rules together; redirect unkindness positively; foster group goals/rewards for cooperation; praise kindness publicly.
 **Talkative, but not in English**	Stand nearby and point to sentence frames/ vocabulary words; give role of "stay in English checker," praise those use mostly English; engage and lightly redirect to English after trying non-intrusive methods.
 **Students don't feel safe and/or confident**	Use English for routines and praise; mix groups/pairs often; end lessons highlighting a team effort, kind act, or small success.

Strategy	How It Works (Large Class, Early Teens)
 Thumbs Up / Down / Sideways 	Quick class check: thumbs up = I understand, sideways = not sure, down = I need help. Easy to scan in seconds.
 Exit Slips	At the end of class, students write one new phrase they used/learned or one question they still have on scrap paper. Collect as they leave.
 Mini-Whiteboards / Paper Boards	Students write short answers on small boards or paper, then hold them up all at the same time. Gives instant whole-class feedback & you can ask for an immediate fix or extend.
 Pair Summaries	After a reading/listening, pairs whisper one-sentence summaries to each other. Teacher circulates and listens for understanding.
 Show of Hands	Ask: Who can...? (e.g., "Who can say one food word in English?"). Count hands to gauge recall and confidence.
 30-second Talk	A volunteer or pair speaks for 30–60 seconds on today's (or last lesson's) topic. Class listens for key words/phrases. Builds fluency + quick check for teacher.
 Traffic Lights	Students show red = don't understand, yellow = partly, green = ready to move on (can use colored paper or simple hand signals).
 Peer Checklists	Students use a simple "I can..." checklist after a pair task (e.g., I can ask a question / answer a question / use an exclamation). Quick, peer-supported feedback.
 Vote with Your Feet	Corners of the room = different answers/opinions (about an activity, story, opinion, feeling). Students move to show their choice. Teacher scans distribution, asks reasons.
 Think -Pair -Share	Students think silently, share with a partner, then a few share to the class. Encourages all to process before one speaks publicly.
 Quick Draw	Students sketch a word, phrase, or idea they learned today in 30 seconds. Pairs compare drawings and explain in English.
 1-2-3 Fingers	Show three pictures, describe one, students (at same time) identify by holding up fingers. Ask a question and give three choices, students answer by holding up fingers. Show three feeling words or emojis. Students hold up the one that matches their state now.

Integrating Future-ready Skills Everyday!

Skill	Integrating Future-ready Skills Everyday!
 Critical Thinking	Ask Why? How do you know? or What if...? after a simple answer; encourage comparing two options or ideas.
 Creativity	Invite students to add one new idea (e.g., new ending, extra detail); allow space for drawing, role-play, or inventing.
 Collaboration	Assign simple roles in group work (speaker, writer, timekeeper, task completion checker); prompt teams to check everyone contributed.
 Communication	Remind students to use eye contact, gestures, and clear voice; encourage follow-up questions, not just short answers.
 Reflection	End tasks with What did our team do well? or What was hard, and how did we solve it?; use short exit slips.
 Learning Strategies, Self-Assessment & Goal Setting	Explicitly teach learning strategies (making flash cards and picture dictionaries, shadowing conversations in movies/ shows); Use “I can...” checklists; ask students to choose one small goal (e.g., I will give longer answers. I will practice with flashcards when on the bus).
 Integration into Activities	Reading: connect text to life (Does this happen in Morocco?). Writing: add one reason or example. Projects: include mini-checkpoints (plan --> create --> share --> reflect).
 Making Skills Visible	Put icons/keywords on the board (Creativity, Collaboration); give feedback naming the skill; celebrate small wins (clap, sticker, or board note).

Appendix 7

National Standards with Sentence Frames (Student-facing)

Why we use English...
1. Talk with people (Social Communication) - Hi, [name]. Nice to see you. - Do you want to...? / Let's ... - Really? That's cool. / I'm sorry to hear that. - Pardon? Can you say that again, please?
2. Work in class (Instructional Participation) - What page are we on? - Can you repeat, please? - First we ..., then we ... - My role is ___. Are you ready? - I wrote ___ for question 1. How about you?
3. Learn from texts (Academic Content Use) - This text is about ___. - I found __ (one fact). - The answer is __ because __. - It's similar / different because __.
4. Plan & solve problems (Future-Ready Skills) - Our plan: first ..., then ... - My idea is __. What do you think? - Let's choose __ because __. - Today I learned __. Next time I will __.
5. Think & talk about the world (Global Issues & Citizenship) - The problem is __. - People in ___ do __. - I agree / I don't agree because __. - We can help by __ (one small action).

Appendix 8A

Tips for Including Early Teens in English Class

Listening (R/I/E/A)

Strand	End Y1 – Mid A1 Target	End Y2 – High A1 Target	End Y3 – Mid A2 Target (Middle School Exit)
Retrieve	Gist + stated details in short, clear speech	Main idea(s) + several details, even with some extra info	Main idea(s) + most details, even when phrased indirectly
Interpret	Simple sequence (first/-then)	Sequence/links; simple inferences	Links, simple cause/effect, attitude/purpose
Evaluate	True/false with a short reason	Judge appropriateness with a brief reason	Say if an idea/action makes sense, with a reason
Apply	Follow 2–3–step instructions	Use info from short talks to com-plete a simple task	Use info to fill a chart or follow steps to solve a classroom task

Reading (R/I/E/A)

Strand	End Y1 – Mid A1 Target	End Y2 – High A1 Target	End Y3 – Mid A2 Target (Middle School Exit)
Retrieve	Find main facts (who/ what/when) in short texts	Find main points + some details in short paragraphs	Find most details in short connected texts (letters/posts/articles)
Interpret	Gist + simple sequence (first/then)	Gist + key details; simple cause/effect or comparisons	Gist + details + organization; simple explanations/reasons (incl. simple charts/graphs)
Evaluate	T/F with a short reason	Decide if a choice/action is appropriate (brief reason)	Give a simple opinion on an idea/ action with a short reason
Apply	Use info from a very short text for a simple task	Use info from short texts (ads/ notices/profiles) to choose/solve	Use info from connected texts to complete a chart/plan; sometimes combine sources

Speaking — Interactive (Spontaneous)

Strand	End Y1 – Mid A1 Target	End Y2 – High A1 Target	End Y3 – Mid A2 Target (Middle School Exit)
Fluency & Coherence	Gist + stated details in short, clear speech	Connected speech with some detail; and/but/because more consistent	Connected sentences with detail; because/when/after that; pauses rarely disrupt
Interaction Strategies	Simple sequence (first/then)	Maintain exchanges; ask some follow-ups; show interest	Sustain exchanges with detail; consistent follow-ups; manage turns
Lexical Range	True/false with a short reason	Wider everyday + some familiar academic/topic words; can rephrase with support	Everyday/topic + some academic words; can rephrase/use simple synonyms
Grammar & Functions	Follow 2–3–step instructions	Present/past + emerging future (going to); opinions/reasons	Mostly consistent present/past/future; basic complex (because/when); opinions/advice/suggestions
Pronunciation	Most familiar words understandable; flat intonation	Most familiar words clear; some stress/intonation	Familiar words clear; stress/intonation support meaning; slips don't block understanding

Note: "Interactive = spontaneous, two- or three-way talk" (no scripts; a short think-time is fine).

Speaking — Prepared (Planned Talk)

Strand	End Y1 – Mid A1 Target	End Y2 – High A1 Target	End Y3 – Mid A2 Target (Middle School Exit)
Organization & Audience	Very short, simple structure; relies on visuals	Clearer structure with basic signposting; references visuals	Clear structure; audience-friendly delivery; visuals referenced
Fluency & Coherence	Short linked sentences; frequent pauses	Short stretches; flow mostly maintained	Short stretches with few pauses; flow generally smooth
Pronunciation	Mostly intelligible on familiar words	Mostly intelligible; volume adequate	Clear and easy to follow; volume/stress support meaning
Grammar & Functions	Simple present + some past; frequent slips	Mostly correct simple sentences; emerging linked clauses	Mostly correct simple + some basic complex (because/when)
Lexical Range	Mostly familiar words; limited variety	Everyday + some topic words; adequate for purpose	Everyday + topic words fit purpose; some rephrasing for precision

Reminder: Prepared ≠ Interactive. Prepared talks are planned one-way performances (e.g., short presentations) or rehearsed dialogs/scenes with Organization & Audience instead of Interaction Strategies; do not use a memorized dialogue to claim interactive speaking progress.

Writing

Strand	End Y1 – Mid A1 Target	End Y2 – High A1 Target	End Y3 – Mid A2 Target (Middle School Exit)
Task Fulfilment	Several short sentences; most parts covered	Capitals + end punctuation usually; HF spelling mostly correct	Connected paragraph; fully addresses prompt with relevant detail
Coherence & Cohesion	Link some sentences (and/then)	Logical order; and/but/because; first/then	Clear organization; because/when/after that/in the morning/finally
Grammar & Functions	Simple present + some past; frequent slips	Mostly correct simple; present/past + emerging future; basic functions	Mostly correct simple + basic complex (because/when); consistent present/past/future; opinions/advice/suggestions
Lexical Range	Everyday + some topic words; repetition	Wider everyday + familiar academic/topic words; some rephrasing	Everyday/topic + familiar academic/global words with growing variety; rephrase to avoid repetition
Mechanics	Capitals + end punctuation usually; HF spelling mostly correct	Consistent sentence punctuation; HF spelling mostly correct	Consistent sentence punctuation; familiar-topic spelling mostly correct; begins to use commas

Appendix 8B Student Goals - What I Can Do by the End of Each Year (Student)

Skill	Year 1 — A1 Mid	Year 2 — A1 High	Year 3 — A2 Mid (Exit)
Listening	☐ I can get the big idea. ☐ I can get who/what/when. ☐ I can get if they are happy/- ☐ sad or same/different. ☐ I can follow "first... then...".	☐ I can get the big idea and some details (even with extra info). ☐ I can follow the order (1st, 2nd, 3rd). ☐ I can use what I hear to decide something.	☐ I can get the big idea and most details. ☐ I can understand reasons. ☐ I can guess what will happen next. ☐ I can use what I hear to make a plan or choice.
Reading	☐ I can get the big idea in short texts. ☐ I can find key details. ☐ I can use a text to do a small task.	☐ I can find main points + several details. ☐ I can follow comparisons (same/different). ☐ I can choose or solve with a short reason.	☐ I can understand main ideas + most details. ☐ I can follow cause/effect. ☐ I can use information from one or more texts to finish a task.
Interactive Speaking (spontaneous)	☐ I can ask and answer simple questions. ☐ I can ask one follow-up. ☐ I can repair: "Pardon? Can you repeat?" ☐ I can show interest: Oh! Great!	☐ I can keep a short talk going with follow-ups. ☐ I can give a short reason (because...). ☐ I can take turns.	☐ I can have a longer talk with details. ☐ I can use follow-ups and fix problems. ☐ I can use exclamations. ☐ I can plan/decide with a partner.
Prepared Speaking (planned talk)	☐ I can give a 20–30s talk with a beginning --> 1-2 ideas --> end. ☐ I can use and/then. ☐ I can point to a picture and say what it is about. ☐ I can use eye contact.	☐ I can give a 30–45s talk with "first/next" and one reason. ☐ I speak so the class can hear. ☐ I can use a simple chart. ☐ I can look up and say (not look down and read).	☐ I can give a 45–60s talk with opening/body/end. ☐ I can give a reason + one example. ☐ I can show/use a graph to explain. ☐ I can relax, stand up straight, look up, and speak confidently.
Writing	☐ I can write 3–5 sentences on a familiar topic. ☐ I can use and/then. ☐ I use capitals and a full stop.	☐ I can write a short paragraph with and/but/because/when. ☐ My ideas are in order. ☐ My punctuation is mostly correct. ☐ I spell most common words correctly.	☐ I can write a clear paragraph with because/when and one example. ☐ I can write a topic sentence and a concluding sentence. ☐ I can use past/ present/ future. ☐ My spelling is mostly correct.

Try these steps with your students:

1. Review the check box meanings for the year you are teaching with your students. Use real examples to help them get the meaning.
2. Tell students to Pick 1–2 boxes as goals for a unit.
3. Say, Tick the box when you can show evidence (a sentence, a talk, a task). Then set one next step: "Next time I will ___."

Appendix 9A Interactive Speaking Assessment Rubric

Interactive Speaking Assessment Rubric (20 points): Use across Years 1–3. The "Meets" threshold is set by year in line with year-level exit targets.

Criteria	4 points (A2+/incipient B1)	3 points (A2 mid - meets Y3 exit target)	2 points (A1 high)	1 point (A1 mid)	0 pt.
Spoken Fluency & Coherence	Speaks on familiar topics with only occasional pauses to plan; connects ideas with some consistency using a range of simple linking words; adds extra detail spontaneously. Hesitation is present but does not disrupt communication.	Sustains short stretches with some pauses (when searching for words or ideas); links ideas with basic connecting words (and, but, because); adds occasional detail.	Frequent hesitation and pauses; communication is often fragmented; struggles to connect ideas beyond short responses.	Produces short phrases/ sentences with frequent pauses; can continue after occasional prompting/ repetition; some break-downs; uses one or two basic connectors (and/then).	no attempt/isolated words, off-task, another language, or unintelligible
Interaction & Communication Strategies	All of the features of 3 points, plus extends topics with relevant detail without prompting. Consistently uses a variety of follow-up questions, functional expressions, and body language (e.g., eye contact, nodding, smiling) to maintain partner engagement.	Actively participates in exchanges on familiar topics; asks/naturally responds to follow-up questions; may need prompting to extend the topic; uses basic repair (Sorry? Can you repeat?); shows interest (short expressions and/or non-verbal).	Sometimes engages partner(s) on familiar topics but may forget to ask questions or show interest consistently; often responds briefly without extending the conversation.	Responds briefly and relevantly on very familiar, personal topics; asks 1–2 very simple questions with support/prompting; shows minimal but clear engagement (e.g., yes/ no/okay); uses basic repair (Repeat?).	
Lexical Range & Appropriacy	Uses a good range of everyday vocabulary and some topic-specific words from familiar academic or school subjects encountered in class; can rephrase and use simple synonyms to avoid repetition. Vocabulary choice supports clear communication within familiar contexts but is not extensive for less familiar or abstract topics.	Uses a range of everyday vocabulary and some familiar academic/topic-specific words; can rephrase if needed.	Uses mostly familiar words; limited variety; sometimes repeats.	Enough everyday words for very familiar topics (self, family, school); relies on memorized phrases; repeats when needed; occasional word-search hesitations.	
Grammatical Accuracy (includes functions)	Mostly correct simple and some basic complex sentences; good control of basic tenses (present, past, future) and functional expressions (opinions, advice, suggestions) used in familiar contexts.	Mostly correct simple sentences; some control of basic tenses and functional expressions in familiar contexts.	Some correct simple sentences but errors are frequent; limited control of tenses and functional expressions.	Very simple clauses/patterns (be/have, simple present; there is/are); frequent errors but message is usually understandable.	

Interactive Speaking Rubric — Notes

Use. Use for spontaneous, real-time conversations, discussions, and role-plays. Light planning (≤1–2 minutes) is acceptable; scripts/ memorized lines are not. Do not use for prepared monologues, talks, or rehearsed dialogues; use the **Prepared Speaking** rubric instead.

Scope & curriculum focus: Descriptors apply to speaking on familiar, everyday, and personally relevant topics, including familiar academic/school subjects in Years 1–3. Prompts should not require students to address unfamiliar or abstract topics without support. Fluency expectations are relative to level—even at A2+ (incipient B1), pauses and self-correction are normal in familiar-topic conversation. Judge accuracy and vocabulary relative to features and topic language taught to date. Do not penalize attempts beyond scope if the message remains clear; credit such attempts under Task Fulfilment or Coherence & Cohesion where appropriate.

Showing interest. Non-verbal signals (e.g., eye contact, facial expression, nodding) align with the curriculum and may support interaction when observable; **they are not required for scoring** and must not be penalized when modality limits visibility (e.g., online/audio-only) or when cultural/accessibility considerations reduce their use.

Year-level thresholds. This rubric is used across Years 1–3 to measure student performance.

- **Year 1 Meets:** A1 (Mid) --> overall performance at 1-point band (with occasional 2-point evidence).
- **Year 2 Meets:** A1 (High) --> overall performance at 2-point band (with occasional 3-point evidence).
- **Year 3 Meets:** A2 (Mid) --> overall performance at 3-point band (with occasional 4-point evidence).

About A2+ (incipient B1). The Framework uses A2+ to indicate performance at the upper end of A2 with occasional B1 features. It does not mean sustained B1 performance. For global comparisons, A2+ is aggregated under A2.

Point-range guide (advisory; 5 criteria × 0–4 = 20).

- 0–4 --> Pre-A1 (Level 0)
- 5–8 --> A1 (Mid)
- 9–12 --> A1 (High)
- 13–16 --> A2 (Mid)
- 17–20 --> A2+ (incipient B1)

Decision rules (use with the ranges above).

1. **Band majority.** A performance meets a year target when most criteria sit at the target band (e.g., for Year 3, most rows at A2 (Mid)).
2. **Floor rule.** Regardless of total, Pronunciation (phonological control) must not sit below A1 (Mid) for a "Meets" decision in any year. (For writing, the analogous floor is Orthographic control.)

Borderline guidance. If the total is within ±1 point of a cut, use professional judgement with the band majority + floor rule (and, if available, a second sample).

Reporting & moderation.

- For national/external reporting, classify A2+ within A2.
- Treat **A2+** as **exceeding** the target, not as a new target; "Meets" for Year 3 remains **A2 (Mid).**

Appendix 9 B

Prepared Speaking Assessment Rubric

Prepared Speaking Assessment Rubric (20 points)
Use across Years 1–3.
The "Meets" threshold is set by year in line with year-level exit targets.

- Assess Task Achievement
- Assess Language (see following page)

Task Achievement — Checklist (complete before scoring language)

Tick all that apply (Yes/No):

- ☐ Required elements (3–5) are present.
- ☐ Time limit respected.
- ☐ Targeted features (2–3) attempted (e.g., sequence markers; use of time expressions; basic explanation of a data point).
- ☐ Required supports shown and used (e.g., the poster/visual referenced; for a graph, states one clear finding or comparison).
- ☐ Modality fairness: If video/audio-only, requirements were adapted appropriately.
- ☐ Academic honesty: No reading of a full script; notes/visuals are used with attempts to "look up and say."
- ☐ Future ready skills (scored in unit tasks/not in tests): Evidence of applying future-ready skills (e.g., critical thinking, creative thinking, teamwork).

Decision (select one):
Task Achievement = **Met / Not Met**

(If "Not Met," provide feedback on missed boxes; still score language.)

--> See Prepared Speaking Language Scoring Rubric on the followin page.

9-B. Prepared Speaking Language Scoring Rubric (use after assessing Task Achievement)

Criteria	4 points (A2+/incipient B1)	3 points (A2 mid - meets Y3 exit target)	2 points (A1 high)	1 point (A1 mid)	0 pt.
Organization & audience awareness	Clear opening–body–closing; ideas grouped logically; uses a range of linkers appropriately (and, also, because; first/next/finally); audience signposts (Now I'll talk about…/In conclusion…) attempts (optional); smooth progression overall.	Recognizable beginning–middle–end; logical grouping of points; uses basic linkers to sequence/connect (first/then/finally; and/also; but; because); occasional small jumps.	Basic beginning and ending present; order mostly follows task steps; uses formulaic sequencers (first/then) and time/place phrases (in the morning, at home) to arrange ideas; noticeable jumps at times.	List-like sequence; mostly and/then; little or no grouping; frequent jumps/restarts.	no attempt/isolated words/ chunks only, off-task, inaudible or unintelligible
Spoken Fluency	Short stretches with natural pausing; self-correction without losing flow; minimal reliance on reading.	Short stretches with some pausing/self-correction; flow generally maintained; some reliance on reading at specific moments (does not mark the whole).	Frequent pauses/restarts; can continue with effort/prompt; noticeable reading at times.	Very frequent pauses; heavy reliance on reading; flow often breaks down.	
Pronunciation (Phonological Control)	Clear and easy to follow; slips do not impede understanding; volume/stress generally support meaning.	Mostly intelligible; some sound/stress issues but meaning clear; volume adequate with attempts to support meaning.	Intelligible on high-frequency words; listener sometimes needs repetition; volume adequate.	Often hard to understand; inaudible at times but not so as to disrupt overall message; listener often needs repetition.	
Grammatical Accuracy	Mostly correct simple sentences with some linked clauses (becaue/when/if); errors minor.	Mostly correct simple sentences; emerging linked clauses; occasional errors do not block meaning.	Simple sentences with frequent errors; controls a few very common patterns (those taught and recycled); meaning usually clear.	Very limited patterns; many errors make parts unclear; relies on and uses fixed phrases with accuracy.	
Lexical Range & Appropriacy	Everyday + topic words fit the purpose; can rephrase to avoid repetition; word choice generally precise in familiar scopes.	Everyday + some topic words; occasional repetition; adequate for purpose.	Mostly familiar words; limited variety; frequent repetition.	Very limited vocabulary; heavy repetition; frequent word-search.	

Interactive Speaking Rubric — Notes

Use. Use for prepared short talks/presentations (live, video, or audio) aligned to unit content. Notes/visuals are fine; reading a full script reduces fluency/coherence. Do not use for spontaneous exchanges (use the Interactive Speaking rubric).

Scope & curriculum focus: Descriptors apply to familiar, everyday, and personally relevant topics, including familiar academic/school subjects in Years 1–3. Curriculum-aligned prompts/tasks do not require students to address unfamiliar or abstract topics without support. Fluency expectations are relative to level—even at A2+ (incipient B1), pauses and self-correction are normal in familiar-topic presentations. Assess primarily grammatical features and vocabulary/phrases taught to date; risk-taking/attempts beyond scope should not lower the score if meaning stays mostly clear.

Supports & modality. Task-required supports (poster/visual, student-made graph, slides/cards) should be shown and explicitly used (e.g., indicating a picture; stating one finding from a graph). Visuals support the message but are not scored separately; score the spoken language. Do not penalize when modality limits visibility (e.g., audio-only) or when cultural/accessibility factors reduce non-verbal signals.

Showing interest/audience signals. Eye contact, facial expression, posture may support communication when observable; they are not required for scoring when using different modalities (e.g., audio only).

Year-level thresholds. This rubric is used across Years 1–3 to measure student performance.

Year 1 Meets: A1 (Mid) --> overall performance at 1-point band (with occasional 2-point evidence).

Year 2 Meets: A1 (High) --> overall performance at 2-point band (with occasional 3-point evidence).

Year 3 Meets: A2 (Mid) --> overall performance at 3-point band (with occasional 4-point evidence).

About A2+ (incipient B1). The Framework uses A2+ to indicate performance at the upper end of A2 with occasional B1 features. It does not mean sustained B1 performance. For global comparisons, A2+ is aggregated under A2.

Point-range guide (advisory; 5 criteria × 0–4 = 20).

- 0–4 --> Pre-A1 (Level 0)
- 5–8 --> A1 (Mid)
- 9–12 --> A1 (High)
- 13–16 --> A2 (Mid)
- 17–20 --> A2+ (incipient B1)

Decision rules (use with the ranges above).

1. **Band majority.** A performance meets a year target when most criteria sit at the target band (e.g., for Year 3, most rows at A2 (Mid)).
2. **Floor rule.** Regardless of total, pronunciation (phonological control) must not sit below A1 (Mid) for a "Meets" decision in any year.
3. **Borderline guidance.** If the total is within ±1 point of a cut, use professional judgement with the band majority + floor rule (and, if available, a second sample)

Reporting & moderation.
Report Task Achievement (Met/Not Met) and Language Band Profile (e.g., "Overall A1 High; A2 Mid in organization"). Treat A2+ as exceeding the target, not as a new target; "Meets" for Year 3 remains A2 (Mid).

Appendix 9C Writing Assessment Rubric

Writing Assessment Rubric (20 points): Use across Years 1–3. The "Meets" threshold is set by year in line with year-level exit targets.

Criteria	4 points (A2+/incipient B1)	3 points (A2 mid - meets Y3 exit target)	2 points (A1 high)	1 point (A1 mid)	0 pt.
Task Fulfillment (overall written production)	Fully addresses all parts of the task; adds extra detail; ideas are clear, relevant, and connected.	Addresses all main parts of the task with some detail; ideas mostly clear and on-topic.	Responds to task but may omit one part or give minimal detail; ideas sometimes unclear.	Responds only partially; very short, fragmented, or off-topic.	No attempt, wholly off-task, in another language, or so fragmentary/illegible that it cannot be scored.
Coherence & Cohesion	Clear logical order; uses basic linkers (and, but, because, when; first, then, finally) and organizing phrases (in the morning, in the evening, later) appropriately; smooth progression. May include brief reader signposting; not required at this level.	Generally logical order; some use of connectors (and, then, because) and a few sequencing words (first, then, after); some attempt at elaboration.	Uses formulaic sequencers (first/then) and time/place phrases (in the morning, at home); limited connectors (and/then); ideas mostly listed.	No clear order; ideas isolated or copied; lacks connectors and sequencing.	
Grammatical Accuracy (includes functions)	Mostly correct simple sentences; some linked clauses (e.g., because/when). Consistent control of core time reference in familiar contexts; modals/functions used flexibly (reasons, preferences, suggestions, simple Q&A). Question forms broadly reliable beyond yes/no. Minor slips only.	Mostly correct simple sentences; linked clauses begin to appear. Secure present forms and generally accurate past; some modals/functions used appropriately (reasons, suggestions, opinions). Goes beyond yes/no question forms with occasional slips.	Simple sentences often correct; present forms mostly controlled with time reference emerging (past/future attempts). Functions extend beyond formulae (likes/dislikes, agree/disagree); question forms expand beyond yes/no with support. Frequent errors but meaning usually clear; basic linking (and/then/because) appears.	Short simple sentences with some basic linking (and/then/ because). Basic patterns (be/have; there is/are) partly controlled; time reference attempts evident but unstable; functional basics conveyed (likes/dislikes, simple reasons), often via memorized chunks. Meaning generally recoverable with support.	
Lexical Range & Appropriacy	Mostly correct simple and some basic complex sentences; good control of basic tenses (present, past, future) and functional expressions (opinions, advice, suggestions) used in familiar contexts.	Mostly correct simple sentences; some control of basic tenses and functional expressions in familiar contexts.	Some correct simple sentences but errors are frequent; limited control of tenses and functional expressions.	Very simple clauses/patterns (be/have, simple present; there is/are); frequent errors but message is usually understandable.	
Mechanics (Handwriting/ legibility, Spelling, Capitalization, Punctuation)	All sentences begin with a capital and end with correct punctuation. Spelling of high-frequency and familiar-topic words is almost always accurate; occasional slips do not affect readability. Accurate commas in simple lists are evident. Handwriting/ formatting consistently legible.	All sentences begin with a capital and end with correct punctuation. Spelling of high-frequency and familiar-topic words is mostly accurate; occasional slips do not block meaning. Handwriting/ formatting mostly legible.	Does not meet the capitalization/punctuation threshold for 3–4 points. End punctuation may be missing or inconsistent. Frequent spelling errors with less-familiar words, but meaning is usually clear. Handwriting/formatting is legible; the reader rarely pauses to decipher.	Limited control of capitals or end punctuation; many spelling errors even in high-frequency words; errors often make writing hard to read. The reader frequently pauses to decipher handwriting/ formatting.	

Writing Rubric — Notes



Use. Use for written tasks such as linked sentences/paragraphs, emails, and text messages.

Scope & curriculum focus: Descriptors apply to writing on familiar, everyday, and personally relevant topics, including familiar academic/school subjects in Years 1–3. Prompts should not require students to address unfamiliar or abstract topics without support. Judge accuracy and vocabulary relative to features and topic language taught to date. Do not penalize attempts beyond scope if the message remains clear; credit such attempts under Task fulfilment or Coherence & Cohesion where appropriate.

Fairness & modality: Do not penalize writer for modality constraints (typed vs. hand-written) or resource limitations; judge legibility/formatting under Mechanics only.

Year-level thresholds. This rubric is used across Years 1–3 to measure student performance.

- **Year 1 Meets:** A1 (Mid) --> overall performance at 1-point band (with occasional 2-point evidence).
- **Year 2 Meets:** A1 (High) --> overall performance at 2-point band (with occasional 3-point evidence).
- **Year 3 Meets:** A2 (Mid) --> overall performance at 3-point band (with occasional 4-point evidence).

About A2+ (incipient B1). The Framework uses A2+ to indicate performance at the upper end of A2 with occasional B1 features. It does not mean sustained B1 performance. For global comparisons, A2+ is aggregated under A2.

Point-range guide (advisory; 5 criteria × 0–4 = 20).

- 0–4 --> Pre-A1 (Level 0)
- 5–8 --> A1 (Mid)
- 9–12 --> A1 (High)
- 13–16 --> A2 (Mid)
- 17–20 --> A2+ (incipient B1)

Decision rules (use with the ranges above).

1. **Band majority.** A performance meets a year target when most criteria sit at the target band (e.g., for Year 3, most rows at A2 (Mid)).
2. **Floor rule.** Regardless of total, Task fulfilment and Mechanics (handwriting/legibility, spelling, capitalization, punctuation) must not sit below A1 (Mid) for a "Meets" decision in any year.

Borderline guidance. If the total is within ±1 point of a cut, use professional judgement with the band majority + floor rule (and, if available, a second sample).

Reporting & moderation.
For national/external reporting, classify A2+ within A2. Treat A2+ as exceeding the target, not as a new target; "Meets" for Year 3 remains A2 (Mid).

Appendix 10A

Interactive Speaking Rubric (Student-facing)

Year 1 (A1 Mid – just starting interactive talk)

- ☐ I can answer with short, simple sentences.
- ☐ I can ask 1–2 simple questions.
- ☐ I can use words like yes / no / okay to keep the talk going.
- ☐ I can show interest with words like Oh! and Great!
- ☐ I can sometimes use Repeat? or Again? when I don't understand.
- ☐ My pronunciation is clear enough for familiar words.
- ☐ Grammar: I can use simple patterns (I am... / I have... / I like.../ Do you... / There is/are...).
- ☐ Vocabulary: I can use everyday words about me, my family, school, and things I know.

Year 2 (A1 High – growing conversations)

- ☐ I can answer and ask questions on familiar topics.
- ☐ I can sometimes add a little more information.
- ☐ I can use words like and / then / because to connect ideas.
- ☐ I can show interest with short words or expressions (Oh, no! That's terrible!).
- ☐ I can ask my partner questions without the teacher reminding me.
- ☐ My pronunciation is usually clear, and my partner can understand me.
  Grammar: I can use simple sentences with present tense, past, and future.
- ☐ Vocabulary: I can use a mix of everyday words and some topic words we study in class.

Year 2 (A1 High – growing conversations)

- ☐ I can keep a short conversation going without stopping too much.
- ☐ I can ask follow-up questions naturally (Why? / What about you?).
- ☐ I can add extra details about my ideas.
- ☐ I can use linking words (and, but, because) to connect my ideas clearly.
- ☐ I can use simple repair (Sorry? Can you repeat?) when needed.
- ☐ I can show interest with words and expressions, and sometimes body language (eye contact, nodding, smiling).
- ☐ My pronunciation is clear, and I use stress/intonation to help meaning.
- ☐ Grammar: I can use mostly correct simple sentences and some connected sentences (because, when).
- ☐ Vocabulary: I can use everyday words and familiar academic and a variety of topic words we study in class.

Appendix 10B

Prepared Speaking Rubric (Student-facing)

Year 1 (A1 Mid – short prepared talk)

- ☐ I can say a few connected sentences about a familiar topic (with notes or pictures to help).
- ☐ I can start and end my talk in a simple way (Hello, this is my... / That's all).
- ☐ I can use my poster or visual (pointing to pictures, saying what they show).
- ☐ I sometimes look up from my notes when I speak.
- ☐ My pronunciation of familiar words is clear enough for my classmates.
- ☐ Grammar: I can use very simple patterns (I am... / I have... / There is...).
- ☐ Vocabulary: I can use everyday words about me, my family, school, and things I know.

Year 2 (A1 High – growing prepared talk)

- ☐ I can give a short talk with a clear beginning and end.
- ☐ I can use simple linkers (first / then / finally) to show order.
- ☐ I can use a poster or chart, pointing to details and explaining them.
- ☐ I sometimes look at the audience and not just at my paper.
- ☐ I can show interest and connect with listeners with short phrases (This is my favorite...).
- ☐ Grammar: I can use simple sentences with present tense, and sometimes past/future.
- ☐ Vocabulary: I can use a mix of everyday words and some topic words we study in class.

Year 3 (A2 Mid – confident prepared talk)

- ☐ I can give a talk with a clear opening, body, and ending.
- ☐ I can connect ideas with linking words (and, but, because, when).
- ☐ I can use my visual (poster, graph, or chart) to explain or compare information.
- ☐ I look up regularly and speak to the audience, not only my notes.
- ☐ I sometimes use expressions to guide the audience (Now I'll talk about... / In conclusion...).
- ☐ My pronunciation is clear, and I use stress/intonation to help meaning.
- ☐ Grammar: I can use mostly correct simple sentences and some connected sentences (because, when).
- ☐ Vocabulary: I can use everyday words and familiar academic and a variety of topic words we study in class.



Appendix 10C

Writing Rubric (Student-facing)

Year 1 (A1 Mid – starting writing)

- ☐ I can write short, simple sentences about me and my life.
- ☐ I can link ideas with and / then.
- ☐ My writing is usually understandable, even with mistakes.
- ☐ Grammar & Functions: I can use very simple patterns (I am / I have / There is...). I can say likes/dislikes and give simple reasons.
- ☐ Vocabulary: I can use everyday words about family, school, daily life.
- ☐ Mechanics: I start sentences with a capital letter and end with a period or question mark (sometimes I forget). My handwriting/spelling lets others read my work.

Year 2 (A1 High – growing writing)

- ☐ I can write several connected sentences on a familiar topic.
- ☐ I can use simple connectors (and, then, because) to link ideas.
- ☐ I can give a little more detail or opinion.
- ☐ Grammar & Functions: I can use simple present correctly and sometimes past/future. I can ask/answer questions in writing, give opinions (I think...), make suggestions (Let's...), and give advice (You should...).
- ☐ Vocabulary: I can use everyday words and some topic/subject words from class.
- ☐ Mechanics: I usually use capitals and punctuation correctly. Most common words are spelled correctly. My writing is neat enough to read easily.

Year 3 (A2 Mid – confident short writing)

- ☐ I can write a short paragraph with a beginning, middle, and end.
- ☐ I can use organizing words like first, next, then / this morning, this afternoon, later.
- ☐ I can connect ideas with words like and, but, because, when. I can add details and examples.
- ☐ Grammar & Functions: I can use simple sentences correctly and sometimes combine them (because, when). I can use different tenses (present, past, future) correctly, and sometimes present perfect. I can use functions such as giving advice, agreeing/disagreeing, or explaining reasons.
- ☐ Vocabulary: I can use everyday words and familiar academic/topic words (school subjects, simple civic or cultural topics).
- ☐ Mechanics: I use capitals and punctuation correctly. I spell most words correctly, even less familiar ones. My handwriting or formatting is clear and easy to read.



Appendix 11

Assessment Writers' Guide for Test/Task Developers

This compact guide supports teachers, inspectors, and curriculum teams who design summative checks. It ensures alignment with the Framework and year-level expectations.

1. Blueprinting

- Cover all **skills and modes**: Reception (listening, reading), Interaction (pair/group speaking), Production (prepared speaking, writing), Mediation (within interactive speaking tasks).
- Each termly check should sample across **skills and standards S1–S5.**
- Tasks should draw on **familiar themes and language scope** (functions, grammar, vocabulary) taught in the Student Book and ILAB.

2. Task Specifications

- **Reading:** short texts within word-count bands (Y1: 25–100; Y2: 80–150; Y3: 120–200). Mix linear (narratives, descriptions) and non-linear (signs, timetables, graphs).
- **Listening:** clear, slow audio within word-count/time bands (Y1: up to 70 words; Y2: 80–120; Y3: 120–160). Use familiar voices. Short monologues and 2-speaker exchanges (3 speakers in Y3).

  --> See Appendix 11-B for a quick teacher-friendly checklist on text complexity.

- **Speaking:**
  - Interactive: brief info-gaps, role-plays, surveys; ≤1–2 min prep; no memorized scripts.
  - Prepared: short talk with a required visual/graphic; time limits (Y1: ~1 min, Y2: ~2 min, Y3: ~3 min).
- **Writing:** tasks produce linked sentences short paragraph (Y1: 3–5 sentences; Y2: 5–8; Y3: 7–10).

3. Difficulty Control & Alignment

- Anchor tasks to year-level scope (see grammatical-lexical scope and SB references at back).
- Core functions: greetings, descriptions, likes/dislikes, recounting past events, giving advice.
- Do not require unfamiliar forms/lexis; attempts beyond scope should not be penalized if meaning is clear.
- Reading/listening text complexity = CEFR-level readability.

4. Accessibility & Fairness

- Apply UDL principles:
  - Clear prompts with visuals or layout cues.
  - Audio of adequate clarity and volume.
  - Multiple modes where possible (oral + written instructions).
- Avoid bias: tasks should use culturally familiar and inclusive contexts (family, school, community, everyday life).
- Respect modality: no penalty if students cannot show non-verbal signals (online, audio-only, disability).

5. Anchor Responses & Scoring

- Each task type should include sample student responses at target and below/above target, with annotated notes linked to rubrics:
  - Why a performance meets Year 1 (A1 Mid) vs. Year 2 (A1 High) vs. Year 3 (A2 Mid).
  - For receptive tasks, include item rationales (why the correct answer is correct; why distractors are plausible).
- Use the rubrics in Appendices 9A-C. Apply decision rules (band majority, floor rule, borderline guidance).

Begin to collect samples of student tasks. Double-score using rubrics and use as anchors. Build sample collection over time.

Appendix 11B

Text Complexity Quick Check (for Reading & Listening Texts)

Use this checklist when selecting or writing texts. A text is likely level-appropriate if most boxes are ticked.

Sentence Control

- ☐ Sentences are short and direct (one clause; SVO order).
- ☐ Only a few compound/complex sentences appear (Year 1: 0–1 per text; Year 2: 1–2; Year 3: 2–3).

Vocabulary Load

- ☐ At least 90% of words come from the year's (and previous years') taught scope (see grammatical-lexical scope; see also SB vocabulary list).
- ☐ Only three to five new or less familiar words are introduced, each with support (picture, gloss, context).

Conceptual and Task Demand

- ☐ Topic is familiar and concrete (self, family, school, daily life, civic/community themes).
- ☐ Functions and grammar required are in scope for the year/previous years (see grammatical-lexical scope; see also SB grammar references at back).
- ☐ Task demands are simple: gist, two to four details and/or one clear inference or evaluation.

Word Count and Timing Bands

- ☐ Year 1: Reading 25–100 words; Listening ≤70 words (about 30–45 seconds).
- ☐ Year 2: Reading 80–160 words; Listening 60–150 words (about 40–90 seconds).
- ☐ Year 3: Reading 120–220 words; Listening 90–200 words (about 1-2 minutes).

Support and Accessibility

- ☐ Clear formatting: headings, bold keywords, numbers/dates easy to see.
- ☐ Visuals or layout cues provided where helpful.
- ☐ Audio: slow–moderate pace, clear voice, no background noise or overlap.

Rule of Thumb:

If at least two out of three big checks (Sentence + Vocabulary + Task demand) are controlled, the text is level-appropriate.

Appendix 12

Tips for Bringing DEAR Stories to Life

Bringing DEAR Stories to Life!	
Focus	**Teacher Tips**
 **Voice**	Vary pace (slow for suspense, fast for excitement); play with pitch (high/low for characters); change volume (whisper/secrets, loud/drama); use pauses to build anticipation.
 **Facial Expressions**	Show emotions clearly (smile, frown, widen eyes); exaggerate slightly at A1/A2; react as if you are a character to model engagement.
 **Body & Gesture**	Use movements to act out actions (knocking, running, hiding); point to visuals or text; shift posture for different characters.
Interaction	Ask quick predictions throughout the story (What happens next?); comprehension checks (How does he feel? Why is she worried? What's happening in this picture?); invite sound effects (knock, gasp, cheer); let students join by saying a line. After silent read, let students read aloud together in small groups.
 **Silent read with audio**	After the read-aloud, let students read silently with the audio. Before playing the audio, make sure everyone has their finger on the beginning of the text. Show how to point/ follow while reading and listening.
 **Atmosphere**	Create a routine (e.g., "When I say DEAR, you say READ!"); adjust setting (lights, seating, quiet/whisper); end with personal connection prompts (Which part did you like? Does it connect to your life?).

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Mechanics (Handwriting/ legibility, Spelling, Capitalization, Punctuation)	Clear pronunciation of almost all familiar words; rhythm and intonation are sometimes natural and help convey meaning, though not consistent; occasional minor slips never affect understanding.	Pronounces most familiar words and sounds clearly; meaning is always clear without repetition; some use of stress and intonation to help express meaning.	Generally understandable, though some words/sounds are unclear; stress and intonation are mostly flat or inconsistent; listener can still follow without much difficulty.	Generally intelligible on high-frequency words; frequent sound-level slips; listener sometimes needs repetition.

