

SKIS Middle School English: Scope & Sequene and Expected End Products

Strand	G7 – Guided learning	G8 – Developing independence	G9 – Independent application
Overall Competency	BUILD & EXPRESS —Develop foundational English comprehension and communication skills to understand key information and express ideas clearly by applying Context Clue Strategies, Vocabulary Learning Strategies, and Guided Sentence Construction.	DEVELOP & EXPLAIN — Interpret increasingly complex literary and informational texts and communicate organised, supported ideas in writing and speaking by applying Inference–Making Strategies, Text Annotation, and Structured Response Frameworks.	ANALYSE & COMMUNICATE — Analyse literary and informational texts, develop evidence–based interpretations, and communicate reasoned ideas with increasing independence by applying Critical Reading Strategies, Evidence–Based Reasoning, and Metacognitive Self–Monitoring.
Academic Reading	Grade–level literary and nonfiction texts: main idea, key details, sequence, vocabulary in context, character, setting, theme and basic inference.	Literary and fiction texts: inference, purpose, theme, text structure, claims, evidence and comparison.	Increasingly complex literary and nonfiction texts: argument, purpose, tone, claims, evidence, authorial choices and comparison of perspectives.
READING – Output 1	Literary Reading Response: Read a grade–level novel/short story and produce evidence–based responses explaining character, conflict and theme.	Literary Analysis Response: Analyse how character, conflict, setting or authorial choices contribute to theme/message.	Literary Analysis: Analyse how an author develops character, theme or ideas using specific textual evidence and authorial choices.

READING – Output 2	Nonfiction Reading: Independently comprehend an unfamiliar 300–450–word text and identify main idea, details, purpose and basic inference.	Academic/Nonfiction Reading: Independently comprehend an unfamiliar 400–600–word text, identifying main ideas, inference, purpose, claims and evidence.	Comparative Reading: Read 2 texts on a related topic and compare ideas, evidence, purpose or perspectives.
Academic Writing	Well–developed paragraphs; topic sentences; supporting details; basic PEEL; summaries; personal and descriptive writing.	Multi–paragraph writing; PEEL; summaries; responses to literature; opinion/argument writing with evidence.	Structured academic essays; thesis/central idea; PEEL; textual evidence; explanation; introductory argument and counterargument.
WRITING – Output 1	Personal/Reflective Writing: Complete 1 × 250–350–word piece connecting a text/topic with personal experience, ideas or reflection.	Reflective/Explanatory Essay: Complete 1 × 350–450–word essay with a clear central idea, organized paragraphs and supporting evidence/examples.	Argumentative Essay: Complete 1 × 450–600–word essay containing a clear position/thesis, developed reasons, evidence and conclusion.
WRITING – Output 2	Evidence–Based Paragraph/Short Essay: Complete 1 × 250–350–word response using a central idea, textual evidence and explanation.	Evidence–Based Literary Essay: Complete 1 × 350–500–word structured essay using PEEL and relevant textual evidence.	Literary/Academic Essay: Complete 1 × 450–600–word essay analysing character, theme, ideas or authorial choices using evidence.

Grammar & Language	Sentence structure; parts of speech; subject-verb agreement; basic verb tenses; pronouns; articles; conjunctions; punctuation and sentence combining.	Tense control; modals; passive voice; relative clauses; conditionals; complex sentences; transitions and paragraph cohesion.	Academic grammar in context; tense consistency; passive voice; conditionals; clauses; sentence variety; cohesion; concision and introductory editing skills.
Listening	Classroom conversations, short talks and videos; identify main ideas, key details and basic speaker purpose; introductory note-taking.	Talks, interviews and short lectures; identify main ideas, details, examples, purpose and speaker perspective; structured note-taking.	Academic talks, lectures, podcasts and interviews; identify main ideas, supporting details, argument, evidence and perspective; structured note-taking.
LISTENING – Output 1	Listening & Note-Taking: Listen to a 2-4-minute talk/conversation and produce simple organized notes showing main ideas and details.	Listening & Note-Taking: Listen to a 3-5-minute talk/interview and produce structured notes showing main ideas, key points and examples.	Academic Listening & Note-Taking: Listen to a 4-6-minute lecture/interview and produce structured notes showing main ideas, supporting points and examples.
LISTENING – Output 2	Listening Response: Give a short written/oral response demonstrating comprehension of a spoken text.	Listening Summary: Produce a 100-150-word summary or oral response demonstrating comprehension and organization.	Listening Response: Produce a 150-200-word summary/response explaining the speaker's main ideas, evidence or perspective.

Speaking	Prepared individual speaking; pair/group discussion; clear pronunciation; asking and answering questions.	Individual presentation; collaborative discussion; explanation and use of supporting examples/evidence.	Evidence-based presentation; discussion; introductory debate; responding to questions and supporting ideas with evidence.
SPEAKING – Output 1	Individual Presentation: Deliver 1 × 2–3-minute presentation on a literary, personal or real-world topic.	Individual Presentation: Deliver 1 × 3–4-minute presentation followed by brief questions.	Evidence-Based Presentation: Deliver 1 × 4–5-minute presentation using relevant evidence, followed by brief Q&A.
SPEAKING – Output 2	Collaborative Speaking: Participate in a 4–6-minute pair/group discussion, sharing ideas and responding appropriately.	Collaborative Discussion: Participate in a 6–8-minute discussion, contributing ideas, responding to others and working toward a conclusion.	Collaborative Speaking / Introductory Debate: Participate in an 8–10-minute discussion/debate, supporting ideas with evidence and responding to others.
Major End Products	Writing (Novel, Textbook), Presentation (Novel, Textbook), Grammar, Vocabulary, Individual/Group Presentation, Collaborative Speaking, ITP Listening, TOEFL Speaking		

Progression at a glance

	G7	G8	G9
Reading	Understand & identify	Interpret & explain	Analyse & evaluate
Writing	Organise & describe	Explain & support	Analyse & argue
Speaking	Express & participate	Explain & interact	Justify & discuss
Listening	Identify & understand	Infer & organise	Interpret & analyse
Grammar	Sentence accuracy	Structural variety	Complex accuracy
Vocabulary	Recognise & apply	Expand & infer	Use precisely
Independence	Teacher-guided	Increasing independence	Mostly independence

Curriculum Objectives

The Middle School English Language Programme aims to develop students' proficiency through a differentiated, CEFR-aligned curriculum that progressively strengthens reading, writing, listening and speaking skills.

The English Conversation Programme complements the language curriculum by developing students' confidence, fluency, critical thinking and ability to communicate effectively in academic and real-world contexts.

Curriculum Structure Summary

Component	Core English	English Conversation
Class Streaming	A, B, C	A, B
Grades	7-9	7-9
Primary Focus	Integrated language proficiency (Reading, Writing, Speaking, Listening)	Speaking and listening proficiency
Curriculum Resources	Life Vision / TOEFL iBT	Pathways / Century Communication
Assessments	12 per class	6 per class (Grades 7-8)
Main Outcomes	Reading, writing, grammar, vocabulary and oral presentation	Fluency, interaction, presentation and academic listening/speaking

Curriculum Scope and Sequence – Grades 7–9

Core English Language Curriculum and Assessment Framework

Class	Curriculum / Textbook	CEFR Level	Key Learning Focus	Assessment Outputs
7A	Life Vision	B2	Upper-intermediate English proficiency	2 Individual Presentations, 2 Writing Assessments, 4 Grammar Quizzes, 4 Vocabulary Quizzes
7B	Life Vision	B1	Intermediate English proficiency	
7C	Life Vision	A2	Elementary English proficiency	
8A	Life Vision	C1	Advanced English proficiency	
8B	Life Vision	B2	Upper-intermediate English proficiency	
8C	Life Vision	B1	Intermediate English proficiency	
9A	TOEFL iBT Preparation	Exam Preparation	Reading, Writing, Listening and Speaking	
9B	TOEFL iBT Preparation	Exam Preparation	Reading, Writing, Listening and Speaking	
9C	Life Vision	B2	Upper-intermediate English proficiency	

Common Assessment Outputs and Learning Outcomes

Assessment Component	Quantity	Learning Outcomes
Individual Presentations	2	Oral communication, fluency, organisation and confidence
Writing Assessments	2	Written expression, coherence, grammar and vocabulary
Grammar Quizzes	4	Grammatical accuracy and application
Vocabulary Quizzes	4	Vocabulary acquisition and contextual usage
Total per Class	12	Integrated English language proficiency (Reading, Writing, Speaking, Listening)

Curriculum Structure: Students are grouped into three proficiency-based classes (A, B and C) for Core English in Grades 7-9. All classes follow the same assessment framework, with content and difficulty differentiated according to their respective proficiency levels.

English Conversation Curriculum – Grades 7–9

Combined Curriculum Scope, Sequence and Assessment Framework

Class	Curriculum / Textbook	Key Learning Focus	Assessment Outputs
7A	Pathways 2	Listening, speaking, discussion and presentation skills	1 Collaborative Speaking Assessment, 1 Group Presentation, 1 Individual Presentation, 2 TOEFL iBT Speaking Tests, 1 TOEFL ITP Listening Test
7B	Pathways 1	Listening comprehension, conversational fluency and communication	
8A	Century Communication 2	Critical thinking, discussion and advanced oral communication	
8B	Pathways 2	Academic speaking, listening and presentation skills	
9A	Century Communication 3	Advanced discussion, argumentation and presentation	
9B	Century Communication 1	Conversational competence, discussion and oral fluency	

Common Assessment Framework (Grades 7–8)

Assessment Component	Quantity	Skills Assessed
Collaborative Speaking Assessment	1	Interaction, fluency and teamwork
Group Presentation	1	Collaboration, organisation and oral communication
Individual Presentation	1	Independent speaking, confidence and delivery
TOEFL iBT Speaking Tests	2	Academic speaking proficiency
TOEFL ITP Listening Test	1	Listening comprehension
Total per Class	6	Integrated listening and speaking proficiency

Curriculum Structure: Students are grouped into two proficiency-based classes (A and B) for English Conversation in Grades 7–9. The programme develops oral communication, listening comprehension, collaborative interaction and academic speaking skills through differentiated instruction.