

GHANA EDUCATION SERVICE

ENGLISH STANDARDS AND MILESTONES

READING COMPONENTS			KG1	KG2	P1	P2	P3
1	Print Concepts: Children should						
	1.1	Know that print and written symbols convey meaning and represent spoken language	G	G	G		
	1.2	Know that print is read from left to right and top to bottom, and recognised familiar print in the environment (e.g. labels traffic, signs, logos such as those for vehicles and TV stations etc.)	G	G	G		
	1.3	Know that books have titles, authors and often illustrators	G	G	G		
	1.4	Know the proper way to handle books (i.e. hold the book upright: turn pages from front to back, one at a time)					
2	Phonological Awareness:						
	2.1	Know about the sound words have, apart from their meaning for example, know about syllables (e.g. "kitchen" has two syllables); know about rhymes (e.g. "bed" and "bread"); recognise similar starting sounds (e.g. "cat" and "king").	GE	GE	GE		
3	Decoding and Word Analysis:						
	3.1	Recognise and produce letters, and differentiate them from numbers and shapes	G	G	G		
	3.2	Know the letters of the alphabets in order	G	G	G	E	E
	3.3	Understand the relationship between spelling of words and sounds of speech				GE	GE
	3.4	Use this understanding to decode unknown word (e.g. use beginning and ending consonants, <i>consonants blends</i> , consonants digraphs, vowel sounds, vowels digraphs, and word patterns)				GE	GE
	3.5	Use basic elements of structural analysis (e.g. syllables, basic prefixes, suffixes, root words, compound words, spelling patterns, contractions) to decode unknown words.				GE	GE
4	Vocabulary:						
	4.1	Know some <i>sight words</i> such as own name	G	G	G		
	4.2	Understand level-appropriate sight words and vocabulary (e.g. words for persons, places, things, actions; high frequency words such as "said" "was", and "where")				GE	GE

	4.3	Use a variety of context clues comprehend unknown words (e.g. draw on earlier reading, read ahead)				GE	GE
	4.4	Use a picture dictionary to determine word meaning				GE	GE
5	Fluency						
	5.1	Start developing fluency in reading. Read aloud familiar stories, poems and passages with fluency and expression (e.g. rhythm, tempo, intonation).				G	G
6	Comprehension:						
	6.1	Use pictures and prior knowledge to aid comprehension and predict story events and outcomes	G	G	G		
	6.2	Know the element of a story (e.g. characters {main and secondary}, plot event, setting)	G	G	G		
	6.3	Know the sequence of events (e.g. beginning, middle, and end) in a story	G	G	G		
	6.4	Respond to stories by relating them to their own experience	G	G	G		
	6.5	Understand the literal meaning of plays, poems and stories	G	G	G		
	6.6	Know the difference between fact and fiction, real and make believe.	G	G	G		
	6.7	Become familiar with characteristics of informational text and distinguish these from narrative texts (e.g. notice headings and subheadings, caption, text matched to illustrations, etc.). Use these features to anticipate text content and meaning.			G		
	6.8	Connect meaning built from text read orally with illustrations or diagrams in text.	G	G	G		
	6.9	Build understanding of text read orally, and ask and answer questions about it	G	G	G		
	6.10	Use background knowledge to understand and build new knowledge from text (e.g. use experience with nature when listening to texts about particular animals or plants)	G	G	G		
	6.11	Use meaning /text clues (e.g. pictures, capture, title, cover heading, story structure, story topic) to aid comprehension by forming mental images and making prediction about content (e.g. action, events characters' behaviour).				GE	GE
	6.12	Use self-correction strategies (e.g. search for cues, identify mistakes, reread, ask for help.				GE	E

	6.13	Read short passages and answer questions				GE	E
	6.14	Understand main characters of stories: basic characteristics, motivations, and problems they run into.				GE	GE
	6.15	Understand the concept of themes (honesty, friendship etc.) and main events in the story.				GE	
	6.16	Respond to stories with opinions, value judgments inferences, and links to his/her own experiences.				GE	E
	6.17	Understand and appreciate a variety of familiar literary forms and genre such as a fairy tales, folktales, fictions and non-fiction legends, fables, myths, poems and so forth.				GE	E
	6.18	Read a variety of informational expository text with different purposes (e.g. read to follow directions): read to be informed (e.g. signs, warning labels): read to expand understanding (e.g. captions): read to gain knowledge from informational books such as science and environmental studies books				GE	E
	6.19	Understand the main ideas and supporting details of simple expository text (e.g. making a kite)					E
	6.20	Use reading strategies such as summarisation, questioning, and graphics organiser before, during and after reading to construct and revise meaning made from text.				GE	E
	6.21	Relate new information to prior knowledge and experience..				GE	E
WRITING COMPONENTS							
7	Writing Concepts						
	7.1	Know that oral stories can be conveyed in written form	G	G	G		
	7.2	know that pictures, symbols, texts and words are used for communication	G	G	G		
	7.3	Use pictures, symbols, letters and words to communicate meaning	G	G	G		
	7.4	Dictate stories, poems, and personal narratives	G	E	GE		
	7.5	Uses knowledge of letters to write or copy familiar words, such as own name		G	G		
	7.6	Use writing tools and materials (e.g. pencils, crayons chalk, markers , rubber, cocoyam, cassava, yam, or potato stamps, computers, paper, cardboard, chalk)	G	G	GE		
	7.7	Space out letters in word and words in sentences			G		
8	Preparing to Write						
	8.1	Discuss ideas with peers and draw pictures to generate ideas				GE	GE

	8.2	Write key ideas and questions and revise				GE	GE
	8.3	Identify the purpose for writing (e.g. writing a card) and the intended audience (e.g. grandmother)				GE	GE
9	Drafting and Revising						
	9.1	Write, reread. Rearrange words, sentences and paragraphs to improve and clarify meaning.				GE	GE
	9.2	Vary sentence types, add descriptive words and details, and delete extraneous information.				GE	GE
	9.3	Incorporate suggestions from peers, teachers, sharpen the focus of sentences				GE	GE
	9.4	Use strategies to organise written work (e.g. include a beginning, middle, and ending)				GE	GE
10	Editing						
	10	Edit for grammar, punctuation, capitalisation, and spelling at a developmentally appropriate level.				GE	GE
	10.2	Incorporate drawing that enhances the meaning of written pieces, if relevant				GE	GE
	10.3	Evaluate own and others writing (e.g. ask questions and make comments about writing. Help classmates apply grammatical and mechanical conventions)				GE	GE
	10.4	Proofread using a dictionary and other resources.				GE	GE
11	Publishing						
	11.1	Finish writing products and share them with an audience (e.g. read written piece to teacher, parents, classmates etc.)				GE	GE
12	Using Descriptive Language						
	12.1	Use descriptive words to convey basic ideas (e.g. I have a blue ball)	G	G	G		
	12.2	Write short descriptive of people objects, place, and animal.				GE	GE
13	Writing Various Forms						
	13.1	Use declarative and interrogative forms to make meaningful sentences				GE	GE
	13.2	Use a variety of sentences structures in writing			G		
	13.3	Write simple rhymes, poems and stories			G		
14	Kinds of Informational Writing						
	14.1	Create simple lists and charts (e.g. fruits, vegetables)				G	GE
	14.2	Write names (labels) of familiar objects, people, and activities				G	GE
	14.3	Write simple directions (e.g. how to make and fly a kite, prepare certain foods, direct another person to place outside the classroom)				G	GE

	14.4	Records events (e.g. keep diary)				G	GE
	14.5	Write simple autobiographies and biographies				G	GE
	14.6	Write descriptions for familiar topics (e.g. animals, trees, food, community etc.)				G	GE
	14.7	Create tables				G	E
	14.8	Write friendly/informal letters (e.g. include the date, address greetings, body, closing, and first name); address envelopes				G	GE
15	Grammar						
	15.1	Apply basic rules of grammar (e.g. subject-verb agreement)	G	G	G		
	15.2	Write complete sentences				GE	GE
	15.3	Correctly use various parts of speech Nouns (e.g. names for familiar words). Verbs (e.g. verbs for variety of situation, actions words Adjectives: (i.e. description words) Adverbs: (i.e. words that answers how, when, where and why questions)				GE	GE
	15.4	Pay attention to subject-verb agreement				GE	GE
16	Spelling						
	16.1	Use phonic knowledge to spell simple words		G	G		
	16.2	Use conventions of spelling in written compositions, including correct spelling of high frequency words, commonly misspelt words and other words appropriate for the grade level.				GE	GE
	16.3	Use letter/sound relationships in spelling				GE	GE
	16.4	Spell consonants blend patterns correctly				GE	GE
	16.5	Use a dictionary				GE	GE
17	Capitalisation						
	17.1	Follow appropriate mechanical conventions (e.g. use of lower and upper case letters)		G	G		
	17.2	Use the conventions of capitalisation (e.g. first and last names, first word in sentences)				GE	GE
18	Punctuation						
	18.1	Use appropriate punctuations (e.g. period at the end of the sentence)			G		
	18.2	Use appropriate, punctuations including, Full stops after declaration sentence, Question marks after interrogative sentences, Commas in a series of words				GE	GE
19	Conventions of Print						
	19.1	Write from left to right, top to bottom.	G	G	G		
	19.2	Write clearly and legibly.				GE	GE

20	Uses of Research Materials					
	20.1	Explore and investigate the environment and make a list or labelled objects in that environment.			G	
	20.2	Use a variety of sources to gather information (e.g. books, television programs , pictures charts, observation, interviews, and resource people)				GE GE
21	Planning for Research					
	21.1	Write questions about topics of personal interest (e.g. health, parts of the body, food animals)				GE GE
22	Presenting Research					
	22.1	Draw objects, observed and label the drawing	G	G	G	
		Record information from sources and write a short description of it.	GE	GE	GE	
LISTENING AND SPEAKING COMPONENTS						
23	Sound Production and Discrimination: Children should					
	23.1	Begin to produce and discriminate distinctive sounds	GE	GE	GE	
	23.2	Begin to understand speech containing pauses, errors, and speakers' self-correcting	GE	GE	GE	
	23.3	Produce and discriminate a wider range of distinctive sounds of languages				GE GE
	23.4	Understand a wider range of speech containing pauses, errors, and speakers' self-correcting				GE GE
24	Vocabulary:					
	24.1	Recognise and use meaningful chunks of language of different lengths (e.g. "May I have _____", "I want _____")	G	GE	GE	
	24.2	Recognise and use frequently occurring content words (e.g. "father," "eat", "food")	G	GE	GE	
	24.3	Recognise and use simple instructional language (e.g. "match", "copy", "slowly")	G	GE	GE	
	24.4	Recognise and use words related to cope topics and activities from the curriculum (e.g. weather - "clouds", "wet", "rains")	G	GE	GE	
	24.5	Understand and use many of the most frequently occurring words and chunks in the language(s) (including both content words {nouns, verbs, adjectives, and adverbs} and function words {propositions, articles})	G	GE	GE	
	24.6	Recognised and use an increased number of range of meaningful chunks of language of different lengths (e.g. "I don't know if _____", "I think that _____", "I've go to _____")				GE GE

