

Приложение

Приложение 23 к приказу
Министра просвещения
Республики Казахстан
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The «English language» Subject Programme for Grades 3-4 at the Primary Education Level

Explanatory Note

The subject programme was developed in accordance with the Order No. 348 of the Republic of Kazakhstan Minister of Education, dated August 3, 2022: «On approval of mandatory state standards of pre-school education and training, primary, basic secondary, general secondary, technical and vocational, post-secondary education» and with the «State compulsory standard of primary education» (registered in the state register of normative legal acts under No. 35670.)

The English language subject programme promotes the integration of education and upbringing, the development of a broad worldview, moral values, and personal responsibility based on national and universal values.

In primary school (grades 3–4), the English subject programme focuses on developing students' basic communication skills in everyday contexts and laying a solid foundation for further language learning. The main objectives are to foster students' interest in English, build their self-confidence in using the language, and develop a positive attitude towards learning.

The program is aligned with the Common European Framework of Reference for Languages (CEFR), aiming to help students achieve levels A1.1 by the end of grade 3 and A1.2 by the end of grade 4. These goals are pursued through:

1. Engaging activities that support comprehension, repetition, and meaningful use of basic language patterns;
2. Exposure to a variety of simple oral and written texts appropriate for the age and level;
3. A gradual increase in task complexity to develop confidence and familiarity with common vocabulary and structures.

Chapter 1. Organization of the Educational Process

1. The number of hours in the programme for each grade:
 - 1) in the 3d grade - 2 hours a week, 68 hours a year;
 - 2) in the 4th grade - 2 hours a week, 68 hours a year.
2. The English language subject programme is implemented using value-oriented, personality-oriented, competence-based, constructivist, activity-based,

communicative, inclusive approaches.

3. The content of the subject programme is adapted for learners with Special Educational Needs according to their individual capabilities in accordance with the recommendations of psychological, medical and educational consultations.

Chapter 2. The Content of The English Language Programme

4. Knowledge and skills in the subject are organised into strands of learning. Strands are further broken down into sub-strands, which will be at the level of a skill or topic, knowledge or understanding. Sub-strands, when expressed as grade-related expectations, form the learning objectives for a subject. An important principle underlying the design of the English subject programmes is the concept of the spiral curriculum.

5. The learning objectives demonstrate the progression within each sub-strand allowing teachers to plan and assess, sharing with learners the next steps they should take.

6. The content of the subject programme includes 5 strands:

- 1) Listening;
- 2) Speaking;
- 3) Reading;
- 4) Writing
- 5) Use of English

7. Strand «Listening» includes the following sub-strands:

- 1) Phonological Awareness
- 2) Recognising Vocabulary
- 3) Understanding Instructions
- 4) General Comprehension
- 5) Making Predictions

8. Strand «Speaking» includes the following sub-strands:

- 1) Phonological Awareness
- 2) Vocabulary Usage
- 3) Interaction
- 4) Developing Sustained Monologue
- 5) Developing Retelling Skills

9. Strand «Reading» includes the following sub-strands:

- 1) Phonological Awareness
- 2) Developing Vocabulary
- 3) Reading for General
- 4) Reading Different Texts for Specific Information
- 5) Reading as a Leisure

10. Strand «Writing» includes the following sub-strands:

- 1) Spelling
- 2) Vocabulary and Grammatical Range and Accuracy
- 3) Producing Various Texts

4) Developing Coherence and Cohesion

5) Punctuation

11. Strand «Use of English» includes the following sub-strands:

1) Nouns

2) Pronouns

3) Numbers

4) Adjectives and Adverbs

5) Determiners

6) Prepositions

7) Modal Verbs

8) The Present Tenses

9) The Past Tense

10) Imperative Mood

12. The basic content of the academic subject for the 3rd grade:

1) Strand 1 «Listening»: recognising phonemic sounds and phonemic combinations; recognising the letters of the alphabet; understanding brief, pronounced slowly and clearly, basic instructions for some classroom activities; understanding basic general personal questions pronounced slowly and clearly; understanding the main characteristics of people, actions and things shown through visual means; using contextual prompts for predicting the content of a short supported speech on a limited range of familiar topics.

2) Strand 2 «Speaking»: clearly pronouncing familiar words and phrases; using separate words and key phrases to provide personal information; answering basic questions in one word or short answers; formulating basic requests directly related to personal needs; greeting and asking questions in basic interactions; simple descriptions of people and things.

3) Strand 3 «Reading»: recognising and naming letters of the alphabet; identifying some familiar words and signs in illustrations/pictures in typical everyday situations; displaying the meaning of a word in a picture or icon on a limited number of topics; following short and simple instructions used in familiar everyday situations; finding basic ideas in a concise form; finding simple descriptions in various texts (postcards, posters, flyers, announcements and notices: places, times and prices) of specific information; reading, using a dictionary of short illustrated fiction and non-fiction stories written in an accessible language.

4) Strand 4 «Writing»: correct spelling of frequently used words; observing the word order in short sentences; using words and short simple phrases to complete a written text at the sentence level; writing short texts (postcards, very simple messages, etc.) using words and simple phrases, connecting ideas using conjunctions and, but; using basic punctuation rules.

5) Strand 5 «Use of English»: using singular and plural nouns, including some common irregular plural forms and common uncountable nouns; using the verb “to be” to present personal information and describe people and things on a limited number of familiar topics; using quantitative numbers (1-10, 11-20, 21-100); using common adjectives when describing people and things, as well as simple feelings with support (teachers, visual supports, etc.); using the basic determinants a, an, the

to identify things; using the interrogative pronouns who, what, where, how and when in special questions; using the demonstrative pronouns this, these, that and those to point out subjects in supported closed questions; using personal subject and object pronouns in a limited number of familiar topics; using imperative form to give brief instructions on a limited number of familiar topics; using the phrases has got/ have got, there is/ there are in a limited number of familiar topics; using common forms of the present tense and contractions for a limited number of familiar topics; using the adverbs of place here/there to indicate a location; using modal verbs can/can't to describe an opportunity; using auxiliary words depending on location; using auxiliary words related to time; using verbs let's + verb, go/like + verb + ing.

13. The basic content of the academic subject for the 4th grade:

1) Strand 1 «Listening»: identifying phonemically distinguishable words; recognition of previously studied nouns, adjectives, action words with visual support and words similar to the words of the student's native language; understanding a wide range of instructions and directions; recognising simple questions on familiar topics with support; understanding the main meaning of short conversations on familiar everyday topics; recognising specific information on familiar everyday topics from short audio recordings with visual accompaniment; the use of contextual prompts to predict the content of short, reasoned speeches on a wider range of familiar topics.

2) Strand 2 «Speaking»: pronouncing words, short phrases, and simple sentences with appropriate stress; using short sentence phrases to provide actual personal information; answering questions on familiar topics in simple phrases or sentences; expressing urgent needs using basic phrases/statements; communicating with other people in turn in a limited range of basic topics; providing simple descriptions of people, objects, actions, and feelings; retelling of short stories and events on familiar everyday topics.

3) Strand 3 «Reading»: correct reading and pronunciation of frequently used words; recognising familiar names, words, and basic phrases in ordinary everyday situations; determining the meaning of a word in a picture or icon; following brief written instructions and directions; identifying the main points of short simple texts; searching for specific information in various types of texts (social networks, emails advertisements, special event programs, flyers, and brochures); reading short, simple illustrated fiction and popular science stories using a dictionary;

4) Strand 4 «Writing»: correct spelling of some common words; observing the word order in more complex statements; using words, short phrases, and statements to complete a written text at a sentence level; writing a postcard, letter, or advertisement using simple phrases and sentences; writing a short paragraph on educational topics; linking ideas with and, but, then, or; applying the basic rules of punctuation.

5) Strand 5 «Use of English»: using singular nouns, plural nouns, including some common irregular plural nouns and uncountable nouns, possessive 's/s' for a name, talking about property; using the verb "to be" to represent personal information and describe people and things; using cardinal numerals 1-1000 and ordinal numbers 1-100; using common adjectives, including possessive adjectives to describe things, using simple monosyllabic and some two-syllabic adjectives (comparative and superlative) to make comparisons with significant support; using determinants a, an,

the to indicate subjects on a limited range of common and some educational topics with support; using the interrogative pronouns who, what, where, which, who and how many to form questions on a wide range of familiar topics; using demonstrative pronouns this, these, that, those in short statements, open and closed questions and answers; using personal subject and object pronouns, as well as possessive pronouns mine, yours on a limited number of familiar topics; using imperative forms to convey short instructions on a wide range of familiar topics; using common forms of the simple present tense including contractions of short answers on a wide range of familiar topics; using Present Continuous on a limited range of familiar topics; using has got/have got, there is/ there are in affirmative and interrogative forms, including short answers and contractions; using basic adverbs of the time and frequency of performing an action, and the manner of action; using “can” to request and express ability; using must/must not to express an obligation/ lack of obligation to perform an action; using prepositions of place time and direction; using common forms of the past simple tense (was/were) on a limited number of familiar topics.

Chapter 3. Learning objectives based on expected outcomes in the subject matter

14. In the English language subject program the achievement of expected learning outcomes is provided by a system of learning objectives that serve as the basis for determining the content of the subject.

15. The expected results of mastering the content of the subject programme for primary education are oriented towards the formation of learners' civic-patriotic, ethical, socio-moral, creative key competences and skills of self-organization.

16. The system of learning objectives is outlined in strands for each grade:

1) Strand 1 «Listening»:

Sub-strand	Grade 3 (A1.1)	Grade 4 (A1.2)
1. Phonological Awareness	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words	4.1.1.1 distinguish phonemically distinct words
2. Understanding Vocabulary	3.1.2.1 recognise familiar words with visual support	4.1.2.1 recognise familiar nouns, adjectives, and action words with visual support; 4.1.2.2 recognise words similar to words in a student's native language
3. Understanding Instructions	3.1.3.1 understand a range of short classroom instructions	4.1.3.1 understand an increasing range of instructions and directions
4. General Comprehension	3.1.4.1 understand basic personal questions; 3.1.4.2 understand simple	4.1.4.1 recognise simple questions on familiar topics with support;

	descriptions of people, actions, and objects with visual support.	4.1.4.2 understand the main points of short talks on familiar everyday topics; 4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support.
5. Making Predictions	3.1.5.1 use contextual clues to predict content in short, supported talk on a limited range of familiar topics	4.1.5.1 use contextual clues to predict content in short, supported talk on an increasing range of familiar topics

2) Strand 2 «Speaking»:

Sub - strand	Grade 3 (A1.1)	Grade 4 (A1.2)
1. Phonological Awareness	3.2.1.1 pronounce various sounds of phonemes and phoneme blends in words using appropriate stress, rhythm, and intonation	4.2.1.1 pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation
2. Using Vocabulary	3.2.2.1 use isolated words and basic expressions to provide personal information	4.2.2.1 use short phrases and statements to provide factual personal information
3. Interaction	3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.2 make basic requests related to immediate personal needs; 3.2.3.3 make introductions and requests in basic interaction with others.	4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.2.3.2 express immediate needs, using basic phrases/statements; 4.2.3.3 take turns when speaking with others in a limited range of basic exchanges.
4. Developing Sustained Monologue	3.2.4.1 provide simple descriptions of people, and objects	4.2.4.1 provide simple descriptions of people, objects, actions, and feelings
5. Developing Retelling Skills	3.2.5.1 recount very short, basic stories and events on familiar everyday topics (with support);	4.2.5.1 recount very short, basic stories and events on familiar everyday topics (with or without support)

3) Strand 3 «Reading»:

Sub- strand	Grade 3 (A1.1)	Grade 4 (A1.2)
1. Phonological Awareness	3.3.1.1 recognise sounds and name the letters of the alphabet; 3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter.	4.3.1.1 read and pronounce frequently used words correctly; 4.3.1.2 recognise, identify and sound with support a growing range of language at a text level.
2. Developing Vocabulary Range	3.3.2.1 identify some familiar words and signs on illustrations/pictures in common everyday situations; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics.	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations; 4.3.2.2 deduce the meaning of a word in a picture or icon on an increasing range of topics.
3. Reading for General Comprehension	3.3.3.1 follow short, simple instructions used in familiar everyday contexts; 3.3.3.2 find out the main points in short simple descriptions with visual support.	4.3.3.1 follow short written instructions and directions; 4.3.3.2 identify the main points of short simple texts with support.
4. Reading Different Types of Texts for Specific Information	3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices, etc.)	4.3.4.1 find specific information in different types of texts (websites, social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.)
5. Reading as a Leisure Activity	3.3.5.1 understand short, illustrated fiction and non-fiction stories written in a very simple language using a dictionary	4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary

4) Strand 4 «Writing»:

Sub- strand	Grade 3 (A1.1)	Grade 4 (A1.2)
1. Spelling	3.4.1.1 spell accurately high-frequency words	4.4.1.1 spell accurately most of high-frequency words

2. Vocabulary and Grammatical Range and Accuracy	3.4.2.1 follow word order rules in short statements; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.	4.4.2.1 follow word order rules in more complex statements; 4.4.2.2 use words, short phrases, and statements to complete a written text at a sentence level.
3. Producing Various Texts	3.4.3.1 create a poster or write a postcard using words and simple phrases	4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences; 4.4.3.2 write a short paragraph on curricular topics with support (using AI when necessary).
4. Developing Coherence and Cohesion	3.4.4.1 link ideas with and, but, etc.	4.4.4.1 link ideas with and, but, then, or, etc.
5. Punctuation	3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)	4.4.5.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks)

5) Strand 5 «Use of English»:

Sub- strand	Grade 3 (A1.1)	Grade 4 (A1.2)
1.Nouns	3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency countable and uncountable nouns, possessive 's/s'	4.5.1.1 use singular nouns, plural nouns, including some common irregular plural, countable and uncountable nouns, possessive 's/s' to talk about possession
2. Pronouns	3.5.2.1 use interrogative pronouns who, what, where, how, and when to ask basic questions 3.5.2.2 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support 3.5.2.3 use personal subject and object pronouns in a limited range of familiar	4.5.2.1 use interrogative pronouns who, what, where, which, whose, and how many to ask questions on a growing range of familiar topics 4.5.2.2 use demonstrative pronouns this, these, that, those in short statements, in open and closed questions and responses 4.5.2.3 use personal subject and object pronouns and use possessive pronouns mine, yours

	topics	on a growing range of familiar topics
3. Numbers	3.5.3.1 use cardinal numbers 1-10; 11-20; 21–100	4.5.3.1 use cardinal numbers 1–1000 and ordinal numbers 1–100
4. Adjectives and adverbs	3.5.4.1 use common adjectives in descriptions of people and things and simple feelings with support 3.5.4.2 use basic adverbs of place here/there to say where things are	4.5.4.1 use common adjectives, including possessive adjectives to describe things, use with support simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons with considerable support 4.5.4.2 use basic adverbs of time and frequency, begin to use simple adverbs of manners
5. Determiners	3.5.5.1 use with considerable support basic determiners a, an, the to identify things	4.5.5.1 use determiners a, an, the to refer to things on a limited range of general and some curricular topics with support
6. Prepositions	3.5.6.1 use basic prepositions of place 3.5.6.2 use basic prepositions of time 3.5.6.3 use basic prepositions of direction	4.5.6.1 use prepositions of place and time 4.5.6.2 use prepositions of direction on a growing range of familiar topics
7. Modal verbs	3.5.7.1 use can/can't to describe the ability	4.5.7.1 use can to make requests and ask for permission 4.5.7.2 use must/mustn't to talk about obligation
8. Present Tenses	3.5.8.1 use the verb to be for presenting personal information and describing people and things 3.5.8.2 use common present simple forms and contractions on a limited range of familiar topics 3.5.8.3 use has got/have got; there is/are in a limited range of familiar topics 3.5.8.4 recognise and begin to use present continuous on a limited range of familiar topics	4.5.8.1 use the verb to be for presenting personal information and describing people and things 4.5.8.2 use common simple present forms, including short answer forms contractions on a growing range of familiar topics 4.5.8.3 use has got/have got, there is/are in statements and question forms including short answers and contractions 4.5.8.4 recognise and use present continuous on a limited range of familiar topics

9.Past Tense	???	4.5.9.1 use common past simple forms (was/were) on a limited range of familiar topics
10. Imperative Mood	3.5.10.1 use imperative forms to give short instructions on a limited range of familiar topics 3.5.10.2 use let's + verb, verbs go/like + verb + ing	4.5.10.1 use imperative forms to give short instructions on a growing range of familiar topics 4.5.10.2 use let's + verb, verbs go/ enjoy/ like + verb + ing, infinitive of purpose on a limited range of familiar topics

Learning objectives in the programme are presented by the codes. The first number in the code is a grade, the second one is the number of the strand, the third is the number of a sub-strand and the fourth one is the number of the objective. For example, in the 3.1.2.1 encoding, «3» is a grade, «1» is a strand, «2» is a sub-strand, and «1» is the ordinal number of the learning objective.

17. The distribution of hours in terms, in sections and within sections is varied according to the teacher's consideration.

18. This study program is implemented in accordance with the long-term plan for the implementation of the subject program on «English language» for grades 3-4 at the primary education level.

Chapter 4. The Long-Term Plan of «English Language» Subject Programme for Grades 3-4 of the Primary Education Level

1) grade 3:

Unit	Strands	Learning objectives
Term 1		
1. Hello, English! 1.1 Greetings and Names 1.2 About Me	Listening	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.1.2.1 recognise familiar words with visual support; 3.1.3.1 understand a range of short classroom instructions; 3.1.4.1 understand basic personal questions
	Speaking	3.2.1.1 pronounce various sounds of phonemes and phoneme blends in words using appropriate stress, rhythm, and intonation; 3.2.2.1 use isolated words and basic expressions to provide personal information; 3.2.3.1 respond to basic questions with single words or short responses.

		3.2.5.1 recount very short, basic stories and events on familiar everyday topics (with support)
	Reading	3.3.1.1 recognise sounds and name the letters of the alphabet; 3.3.2.1 identify some familiar words and signs on illustrations/pictures in common everyday situations; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts
	Writing	3.4.1.1 spell accurately high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level
	Use of English	3.5.8.1 use the verb to be for presenting personal information and describing people and things 3.5.3.1 use cardinal numbers 1-10; 11-20; 21-100; 3.5.2.3 use personal subject and object pronouns in a limited range of familiar topics
2. My School 2.1 My Schoolbag (Colours) 2.2 My Classroom 2.3 Classroom activities	Listening	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.1.2.1 recognise familiar words with visual support; 3.1.3.1 understand a range of short classroom instructions; 3.1.4.1 understand basic personal questions
	Speaking	3.2.1.1 pronounce various sounds of phonemes and phoneme blends in words using appropriate stress, rhythm, and intonation; 3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.3 make introductions and requests in basic interaction with others; 3.2.4.1 provide simple descriptions of people, and objects. 3.2.5.1 recount very short, basic stories and events on familiar everyday topics (with support);
	Reading	3.3.1.1 recognise sounds and name the letters of the alphabet; 3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;

		3.3.2.1 identify some familiar words and signs on illustrations/pictures in common everyday situations; 3.3.3.2 find out the main points in short simple descriptions with visual support
	Writing	3.4.1.1 spell accurately high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.3.1 create a poster or write a postcard, using words and simple phrases
	Use of English	3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns; 3.5.8.1 use the verb to be for presenting personal information and describe people and things; 3.5.3.1 use cardinal numbers 1-10; 11-20; 21-100 to count; 3.5.2.2 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support; 3.5.10.1 use imperative forms to give short instructions on a limited range of familiar topics; 3.5.8.3 use has got/have got; there is/are in a limited range of familiar topics; 3.5.6.1 use basic prepositions of place. 3.5.6.3 use basic prepositions of direction
Term 2		
3. People I Love 3.1 My Family 3.2 My Friends 3.3 Describing People	Listening	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.1.2.1 recognise familiar words with visual support; 3.1.3.1 understand a range of short classroom instructions; 3.1.4.1 understand basic personal questions; 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support
	Speaking	3.2.1.1 pronounce various sounds of phonemes and phoneme blends in words using appropriate stress, rhythm, and intonation; 3.2.2.1 use isolated words and basic expressions to provide personal information; 3.2.3.1 respond to basic questions with single words or short responses;

		3.2.3.3 make introductions and requests in basic interaction with others. 3.2.5.1 recount very short, basic stories and events on familiar everyday topics (with support)
	Reading	3.3.1.1 recognise sounds and name the letters of the alphabet; 3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.3.2.1 identify some familiar words and signs on illustrations/pictures in common everyday situations; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.5.1 understand short, illustrated fiction and non-fiction stories written in a very simple language using a dictionary
	Writing	3.4.1.1 spell accurately high-frequency words; 3.4.2.1 follow word order rules in short statements; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level
	Use of English	3.5.8.1 use the verb to be for presenting personal information and describe people and things on a limited range of familiar topics; 3.5.4.1 use common adjectives in descriptions of people and things and simple feelings with support; 3.5.2.3 use personal subject and object pronouns on a limited range of familiar topics; 3.5.8.2 use common present simple forms and contractions on a limited range of familiar topics; 3.5.8.3 use has got/have got; there is/are in a limited range of familiar topics. 3.5.8.4 recognise and begin to use present continuous on a limited range of familiar topics
4. Weather 4.1 Seasons 4.2 Weather 4.3 Clothes I Wear	Listening	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.1.2.1 recognise familiar words with visual support; 3.1.4.1 understand basic personal questions;

		3.1.4.2 understand simple descriptions of people, actions, and objects with visual support
	Speaking	3.2.1.1 pronounce various sounds of phonemes and phoneme blends in words using appropriate stress, rhythm, and intonation; 3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.2 make basic requests related to immediate personal needs; 3.2.3.3 make introductions and requests in basic interaction with others
	Reading	3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.3.2.1 identify some familiar words and signs on illustrations/pictures in common everyday situations; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.3.3.1 follow short, simple instructions used in familiar everyday contexts; 3.3.5.1 understand short, illustrated fiction and non-fiction stories written in very simple language using a dictionary
	Writing	3.4.1.1 spell accurately high-frequency words; 3.4.2.1. follow word order rules in short statements; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.
	Use of English	3.5.4.1 use common adjectives in descriptions of people and things and simple feelings with support; 3.5.5.1 use with considerable support basic determiners a, an, the to identify things; 3.5.2.3 use personal subject and object pronouns in a limited range of familiar topics; 3.5.8.2 use common present simple forms and contractions on a limited range of familiar topics; 3.5.6.2 use basic prepositions of time; 3.5.8.4 recognise and begin to use present continuous on a limited range of familiar topics
Term 3		
5. My Free	Listening	3.1.2.1 recognise familiar words with visual

Time 5.1 I Can Do Sports! 5.2 My Toys 5.3 I Like...		support; 3.1.4.1 understand basic personal questions; 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support
	Speaking	3.2.2.1 use isolated words and basic expressions to provide personal information; 3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.2 make basic requests related to immediate pers 3.2.5.1 recount very short, basic stories and events on familiar everyday topics (with support);onal needs
	Reading	3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices, etc.) 3.3.5.1 understand short, illustrated fiction and non-fiction stories written in a very simple language using a dictionary
	Writing	3.4.1.1 spell accurately high-frequency words; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)
	Use of English	3.5.5.1 use with considerable support basic determiners a, an, the to identify things; 3.5.10.1 use imperative forms to give short instructions on a limited range of familiar topics; 3.5.8.2 use common present simple forms contractions on a limited range of familiar topics; 3.5.7.1 use can/can't to describe ability; 3.5.8.4 recognise and begin to use present continuous on a limited range of familiar topics 3.5.10.2 use let's + verb, verbs go/like + verb + ing

6. Health 6.1 Body Parts 6.2 Healthy Food 6.3 Healthy Habits	Listening (Аудирование)	3.1.2.1 recognise familiar words with visual support; 3.1.4.1 understand basic personal questions; 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.
	Speaking	3.2.3.1 respond to basic questions with single words or short responses; 3.2.4.1 provide simple descriptions of people, and objects
	Reading	3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices, etc.) 3.3.5.1 understand short, illustrated fiction and non-fiction stories written in a very simple language using a dictionary
	Writing	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.3.1 create a poster or a postcard, using words and simple phrases; 3.4.4.1 link ideas with and, but, etc. 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)
	Use of English	3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns; 3.5.2.2 use demonstrative pronouns this, these, that and those to indicate things in closed questions with support; 3.5.2.3 use personal subject and object pronouns in a limited range of familiar topics; 3.5.6.3 use basic prepositions of direction 3.5.8.2 use common present simple forms and contractions on a limited range of familiar topics; 3.5.8.3 use has got/have got; there is/are in a

		limited range of familiar topics
Term 4		
7. Buildings 7.1 My Home and Rooms 7.2 My Room and Objects 7.3 Buildings in Our Town	Listening	3.1.2.1 recognise familiar words with visual support; 3.1.4.1 understand basic personal questions; 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.1.5.1. use contextual clues to predict content in short, supported talk on a limited range of familiar topics
	Speaking	3.2.1.1 pronounce various sounds of phonemes and phoneme blends in words using appropriate stress, rhythm, and intonation; 3.2.2.1 use isolated words and basic expressions to provide personal information; 3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.2 make basic requests related to immediate personal needs. 3.2.5.1 recount very short, basic stories and events on familiar everyday topics (with support)
	Reading	3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices, etc.) 3.3.5.1 understand short, illustrated fiction and non-fiction stories written in a very simple language using a dictionary
	Writing	3.4.1.1 spell accurately high-frequency words; 3.4.2.1. follow word order rules in short statements; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)

	Use of English	3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns; 3.5.3.1 use cardinal numbers 1-10; 11–20; 21–100; 3.5.5.1 use with considerable support basic determiners a, an, the to identify things; 3.5.2.2 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support; 3.5.8.3 use has got/have got; there is/are in a limited range of familiar topics; 3.5.4.2 use basic adverbs of place here/there to say where things are; 3.5.6.1 use basic prepositions of place. 3.5.6.3 use basic prepositions of direction
8. My Holidays 8.1 Family Holidays 8.2 Transport 8.3 My Journey to...	Listening	3.1.2.1 recognise familiar words with visual support; 3.1.4.1 understand basic personal questions; 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.1.5.1 use contextual clues to predict content in short, supported talk on a limited range of familiar topics
	Speaking	3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.2 make basic requests related to immediate personal needs. 3.2.5.1 recount very short, basic stories and events on familiar everyday topics (with support)
	Reading	3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices, etc.) 3.3.5.1 understand short, illustrated fiction and non-fiction stories written in a very simple language using a dictionary

	Writing	3.4.1.1 spell accurately high-frequency words; 3.4.2.1. follow word order rules in short statements; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.4.4.1 link ideas with and, but, etc. 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)
	Use of English	3.5.4.1 use common adjectives in descriptions of people and things and simple feelings with support; 3.5.2.1 use interrogative pronouns who, what, where, how, and when to ask basic questions; 3.5.4.2 use basic adverbs of place here/there to say where things are; 3.5.7.1 use can/can't to describe the ability; 3.5.6.2 use basic prepositions of time. 3.5.6.3 use basic prepositions of direction

2) grade 4:

Unit	Strands	Learning objectives
Term 1		
1. All About Me 1.1 Back to School 1.2 My Daily Routine 1.3 My Week Timetable	Listening	4.1.1.1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends; 4.1.2.2 recognise words similar to words in a student's native language; 4.1.4.1 recognise simple questions on familiar topics with support; 4.1.5.1. use contextual clues to predict content in short, supported talk on an increasing range of familiar topics
	Speaking	4.2.1.1 pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation; 4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.2.3.2 express immediate needs, using basic phrases/statements
	Reading	4.3.1.1 read and pronounce frequently used words correctly; 4.3.1.2 recognise, identify, and sound with support a growing range of language at a text

		level; 4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations.
	Writing	4.4.1.1 spell accurately some high-frequency words; 4.4.2.2 use words, short phrases, and statements to complete a written text at a sentence level; 4.4.3.1 create a poster, a postcard, a letter, or an advertisement, using simple phrases and sentences; 4.4.5.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks)
	Use of English	4.5.3.1 use cardinal numbers 1–1000 and ordinal numbers 1–100; 4.5.8.2 use common simple present forms, including short answer forms contractions on a growing range of familiar topics; 4.5.4.2 use basic adverbs of time and frequency; begin to use simple adverbs of manners; 4.5.7.1 use can to make requests and ask permission; 4.5.6.1 use prepositions of place and time; 4.5.8.4 recognise and use present continuous on a limited range of familiar topics 4.5.10.2 use let's + verb, verbs go/enjoy/like + verb + ing, infinitive of purpose on a limited range of familiar topics
2. My World 2.1 My Family 2.2 My Friends 2.3 Learn from the Good, Hate the Bad	Listening	4.1.1.1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends; 4.1.2.1 recognise familiar nouns, adjectives, and action words with visual support; 4.1.4.1 recognise simple questions on familiar topics with support; 4.1.4.2 understand the main points of short talks on familiar everyday topics; 4.1.5.1. use contextual clues to predict content in short, supported talk on an increasing range of familiar topics
	Speaking	4.2.1.1 pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation; 4.2.3.1 respond to questions on familiar topics

		with simple phrases or sentences; 4.2.3.2 express immediate needs, using basic phrases/statements; 4.2.3.3 take turns when speaking with others in a limited range of basic exchanges
	Reading	4.3.1.1 read and pronounce frequently used words correctly; 4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level; 4.3.3.1 follow short written instructions and directions
	Writing	4.4.1.1 spell accurately some high-frequency words; 4.4.2.2 use words, short phrases, and statements to complete a written text at a sentence level; 4.4.2.1 follow word order rules in more complex statements; 4.4.3.1 create a poster, a postcard, a letter, or an advertisement, using simple phrases and sentences; 4.4.5.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks)
	Use of English	4.5.1.1 use singular nouns, plural nouns, including some common irregular plural and uncountable nouns, possessive 's/s' to talk about possession 4.5.8.1 use the verb to be for presenting personal information and description people and things; 4.5.5.1 use determiners a, an, the to refer to things on a limited range of general and some curricular topics with support; 4.5.8.2 use common simple present forms, including short answer forms contractions a growing range of familiar topics; 4.5.7.1 use can to make requests and ask permission; 4.5.7.2 use must/mustn't to talk about obligation
Term 2		
3. My Hobby 3.1 Sports and Exercises	Listening	4.1.4.2 understand the main points of short talks on familiar everyday topics; 4.1.4.3 recognise specific information on

3.2 Arts and Music 3.3 My Free Time		familiar everyday topics from short recordings with visual support; 4.1.5.1 use contextual clues to predict content in short, supported talk on an increasing range of familiar topics
	Speaking	4.2.1.1 pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation; 4.2.2.1 use short phrases and statements to provide factual personal information; 4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.2.5.1 recount very short, basic stories and events on familiar everyday topics (with or without support); 4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary
	Reading	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations; 4.3.3.1 follow short written instructions and directions; 4.3.3.2 identify the main points of short simple texts with support; 4.3.4.1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.)
	Writing	4.4.2.1 follow word order rules in more complex statements; 4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences; 4.4.3.2 write a short paragraph on curricular topics with support (using AI when necessary); 4.4.4.1 link ideas with and, but, then, or, etc. 4.4.5.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks)
	Use of English	4.5.2.3 use personal subject and object pronouns and use possessive pronouns mine, yours on a growing range of familiar topics 4.5.10.1 use imperative forms to give short instructions on a growing range of familiar topics; 4.5.8.2 use common simple present forms,

		including short answer forms contractions on a growing range of familiar topics; 4.5.8.4 recognise and use present continuous on a limited range of familiar topics 4.5.10.2 use let's + verb, verbs go/enjoy/like + verb + ing, infinitive of purpose on a limited range of familiar topics; 4.5.8.4 recognise and use present continuous on a limited range of familiar topics
4. People and Jobs 4.1 Professions 4.2 What Do You Do? 4.3 Describing Jobs	Listening	4.1.1.1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends; 4.1.4.1 recognise simple questions on familiar topics with support; 4.1.4.2 understand the main points of short talks on familiar everyday topics; 4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support
	Speaking	4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.2.3.3 take turns when speaking with others in a limited range of basic exchanges; 4.2.4.1 provide simple descriptions of people, objects, actions, and feelings; 4.2.5.1 recount very short, basic stories and events on familiar everyday topics (with or without support)
	Reading	4.3.1.1 read and pronounce frequently used words correctly; 4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level; 4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations; 4.3.2.2 deduce the meaning of a word in a picture or icon on an increasing range of topics
	Writing	4.4.1.1 spell accurately some high-frequency words; 4.4.2.1 follow word order rules in more complex statements; 4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences; 4.4.3.2 write a short paragraph on curricular

		topics with support (using AI when necessary); 4.4.5.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks)
	Use of English	4.5.1.1 use singular nouns, plural nouns, including some common irregular plural and uncountable nouns, possessive 's/s' to talk about possession 4.5.8.1 use the verb to be for presenting personal information and describing people and things 4.5.5.1 use determiners a, an, the to refer to things on a limited range of general and some curricular topics with support; 4.5.2.1 use interrogative pronouns who, what, where, which, whose, and how many to ask questions on a growing range of familiar topics; 4.5.2.3 use personal subject and object pronouns and use possessive pronouns mine, yours on a growing range of familiar topics 4.5.8.2 use common simple present forms, including short answer forms contractions on a growing range of familiar topics. 4.5.8.4 recognise and use present continuous on a limited range of familiar topics
Term 3		
5. Food and Drinks 5.1 Traditional Cuisine 5.2 Daily Meals 5.3 Eating Out	Listening	4.1.2.2 recognise words similar to words in a student's native language; 4.1.3.1 understand an increasing range of instructions and directions; 4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support; 4.1.5.1 use contextual clues to predict content in short, supported talk on an increasing range of familiar topics
	Speaking	4.2.1.1 pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation; 4.2.2.1 use short phrases and statements to provide factual personal information; 4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.2.3.2 express immediate needs, using basic phrases/statements;

		4.2.4.1 provide simple descriptions of people, objects, actions, and feelings
	Reading	4.3.1.2 recognise, identify, and sound with support a growing range of language at a text level; 4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations; 4.3.3.2 identify the main points of short simple texts with support; 4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary
	Writing	4.4.1.1 spell accurately some high-frequency words; 4.4.2.1 follow word order rules in more complex statements; 4.4.2.2 use words, short phrases, and statements to complete a written text at a sentence level; 4.4.4.1 link ideas with and, but, then, or, etc
	Use of English	4.5.1.1 use singular nouns, plural nouns, including some common irregular plural, countable and uncountable nouns, possessive 's/s' to talk about possession 4.5.2.2 use demonstrative pronouns this, these, that, those in short statements, in open and closed questions and responses; 4.5.4.1 use common adjectives, including possessive adjectives to describe things, use with considerable support simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons with considerable support; 4.5.10.1 use imperative forms to give short instructions on a growing range of familiar topics; 4.5.8.2 use common simple present forms, including short answer forms contractions on a growing range of familiar topics; 4.5.8.3 use has got/have got, there is/are in statements and question forms including short answers and contractions; 4.5.4.2 use basic adverbs of time and frequency; begin to use simple adverbs of manners. 4.5.6.2 use prepositions of direction on a growing range of familiar topics 4.5.8.4 recognise and use present continuous on

		a limited range of familiar topics
6. Animals 6.1 My Pet 6.2 On the Farm 6.3 Wild Animals and the Places They Live In	Listening	4.1.2.1 recognise familiar nouns, adjectives, and action words with visual support; 4.1.4.1 recognise simple questions on familiar topics with support; 4.1.4.2 understand the main points of short talks on familiar everyday topics; 4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support
	Speaking	4.2.2.1 use short phrases and statements to provide factual personal information; 4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.2.3.2 express immediate needs, using basic phrases/statements; 4.2.3.3. take turns when speaking with others in a limited range of basic exchanges
	Reading	4.3.3.2 identify the main points of short simple texts with support; 4.3.4.1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.); 4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary
	Writing	4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences. 4.4.3.2 write a short paragraph on curricular topics with support (using AI when necessary); 4.4.4.1 link ideas with and, but, then, or, etc. 4.4.5.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks)
	Use of English	4.5.1.1 use singular nouns, plural nouns, including some common irregular plural and uncountable nouns, possessive 's/s' to talk about possession 4.5.5.1 use determiners a, an, the to refer to things on a limited range of general and some curricular topics with support; 4.5.2.2 use demonstrative pronouns this, these, that, those in short statements, in open and closed questions and responses;

		4.5.10.1 use imperative forms to give short instructions on a growing range of familiar topics; 4.5.6.1 use prepositions of place and time; 4.5.9.1 use common past simple forms (was/were) on a limited range of familiar topics
Term 4		
7. Traveling 7.1. Places Around Us 7.2. Cities and Countries 7.3. Kazakhstan and Great Britain	Listening	4.1.2.1 recognise familiar nouns, adjectives, and action words with visual support; 4.1.4.1 recognise simple questions on familiar topics with support; 4.1.4.2 understand the main points of short talks on familiar everyday topics; 4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support
	Speaking	4.2.2.1 use short phrases and statements to provide factual personal information; 4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.2.3.2 express immediate needs, using basic phrases/statements; 4.2.3.3 take turns when speaking with others in a limited range of basic exchanges
	Reading	4.3.3.2 identify the main points of short simple texts with support; 4.3.4.1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.); 4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary
	Writing	4.4.3.1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences; 4.4.3.2 write a short paragraph on curricular topics with support (using AI when necessary); 4.4.4.1 link ideas with and, but, then, or, etc. 4.4.5.1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks)
	Use of English	4.5.1.1 use singular nouns, plural nouns, including some common irregular plural and uncountable nouns, possessive 's/s' to talk about possession

		4.5.5.1 use determiners a, an, the to refer to things on a limited range of general and some curricular topics with support; 4.5.2.2 use demonstrative pronouns this, these, that, those in short statements, in open and closed questions and responses; 4.5.6.1 use prepositions of place and time; 4.5.9.1 use common past simple forms (was/were) on a limited range of familiar topics
8. Wonderful World! 8.1 Inventions and Bright Ideas 8.2 Famous People	Listening	4.1.2.2 recognise words similar to words in a student's native language; 4.1.3.1 understand an increasing range of instructions and directions; 4.1.4.1 recognise simple questions on familiar topics with support; 4.1.4.2 understand the main points of short talks on familiar everyday topics; 4.1.4.3 recognise specific information on familiar everyday topics from short recordings with visual support
	Speaking	4.2.3.1 respond to questions on familiar topics with simple phrases or sentences; 4.2.4.1 provide simple descriptions of people, objects, actions, and feelings; 4.2.5.1 recount very short, basic stories and events on familiar everyday topics (with or without support).
	Reading	4.3.2.1 recognise familiar names, words, and basic phrases in common everyday situations; 4.3.2.2 deduce the meaning of a word in a picture or icon on an increasing range of topics; 4.3.4.1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.); 4.3.5.1 read short, simple illustrated fiction and non-fiction stories using a dictionary
	Writing	4.4.1.1 spell accurately of high-frequency words 4.4.2.1 follow word order rules in more complex statements\$ 4.4.3.2 write a short paragraph on curricular topics with support (using AI when necessary)
	Use of English	4.5.4.1 use common adjectives, including possessive adjectives to describe things, use with considerable support simple one-syllable

		and some two-syllable adjectives [comparative and superlative] to make comparisons with considerable support; 4.5.2.1 use interrogative pronouns who, what, where, which, whose, and how many to ask questions on a growing range of familiar topics; 4.5.2.2 use demonstrative pronouns this, these, that, those in short statements, in open and closed questions and responses; 4.5.2.3 use personal subject and object pronouns and use possessive pronouns mine, yours on a growing range of familiar topics 4.5.7.2 use must/mustn't to talk about obligation; 4.5.6.2 use prepositions of direction
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