



TAMILNADU CURRICULUM FRAMEWORK - 2025

PROPOSED DRAFT SYLLABUS, PEDAGOGICAL APPROACHES AND ASSESSMENT STRATEGIES

CLASSES 1 TO 5 - ENGLISH

The Tamil Nadu State Education Policy 2025 highlights English language teaching as a driving force for expanding students’ academic opportunities and preparing them for a rapidly changing world. The policy envisions English as a functional and skill-based learning area that supports communication, creativity, and real-world use. It emphasises early and sustained exposure through rich oral language experiences, engaging texts, age-appropriate vocabulary, and meaningful classroom interactions. In the early years, the focus is on strong oral skills and foundational literacy that will lead to later skill building in reading and writing. Teaching through stories, digital tools, and projects that integrate arts, values, and life skills makes learning enjoyable, relevant, and culturally responsive. The policy aims to develop confident and competent users of English for learning and future growth.

Skill	Competencies	Learning Outcomes	
		Class 1	Class 2
CG 1 - Develops listening and speaking skills that enable learners to participate effectively in day-to-day conversations, express needs, ideas, and feelings in English.			
LISTENING AND SPEAKING	C1.1 Understands and responds to very familiar classroom language. C1.2 Repeats and recalls simple, familiar rhymes with actions. C1.3 Participates in simple oral exchanges using phrases and sentences.	The children can <ul style="list-style-type: none"> listen and respond to greeting. listen to simple one step instructions (e.g., “Clap your hands”, “Draw a picture”, “Stand up”) and respond through actions or gestures. listen to short rhymes or chants and repeat familiar lines with rhythm. ask and answer simple questions like “What is your name?” 	The children can <ul style="list-style-type: none"> greet others and introduce self, using 2–3 connected sentences listen to two-step instructions and responds appropriately. listen to short rhymes or chants and repeats with confidence. describe a familiar object/picture in chunks / simple phrases (a long pencil, a big book.) ask and answer simple questions (“What is this?”, “Where is your bag?”).

	<p>C1.4 Recognises basic vocabulary supported by pictures and gestures.</p> <p>C1.5 Shows comprehension through actions (TPR: point, pick, colour).</p> <p>C1.6 Understands simple short stories when narrated with the support of pictures.</p>	<ul style="list-style-type: none"> • express simple ideas, likes, and feelings (“I like red”, “I am happy.”) • identify and point to familiar objects (body parts, classroom items, animals etc.) when named. • listen to very short stories and identify main characters and events. • listen and identify letter sounds (A to Z) • use short polite words and phrases (“Please”, “Thank you”). 	<ul style="list-style-type: none"> • respond to simple questions about the characters, storyline, etc., in English or home language. • make short requests and responses (“Can I take this?” “Yes/No”). • make simple requests or give directions politely (“Please come here”, “Please wait”). • talk about daily routine, family, friends, pets etc., (I wake up at 6 o clock ./ I have a pet.)
CG- 2 Begins to develop basic reading and writing skills in English to understand and convey meaning.			
READING	<p>C2.1 Recognises letters, their sounds, and familiar words, and begins to read.</p> <p>C2.2 Reads short and familiar texts with understanding and connects them to personal experiences.</p>	<p>The children can</p> <ul style="list-style-type: none"> • differentiate, recognise and read English letters in uppercase (capital) & lowercase (small) • recognise letters and their sounds A–Z (phonics foundation). • read simple CVC words (cat, sun, dog). • read very short formulaic expressions on familiar themes (“This is a cat. A red pencil”). • use pictures to guess the meaning of a word while reading. 	<p>The children can</p> <ul style="list-style-type: none"> • read words with common blends such as br, fr (e.g., brother, frog). • use phonics, sight words, and context to read unfamiliar words. • read short phrases and simple sentences and make meaning • read and answer wh-questions based on short reading passages. • read simple informational texts and match them with relevant pictures or details. • read a few short sentences based on a story.

CG 3 Begins to develop basic reading and writing skills in English to understand and convey meaning.		
WRITING	<p>C3.1 Uses familiar words, phrases and simple 3-4 word sentences.</p>	<p>The children can</p> <ul style="list-style-type: none"> • trace / draw strokes / curves / simple images • trace, copy and write letters (uppercase & lowercase) with correct formation. • match pictures with their correct written words. • write their own names and names of family members
FUNCTIONAL GRAMMAR AND VOCABULARY	<p>C3.2 Uses simple structures appropriate to context.</p>	<p>The children learn and practise the use of functions like</p> <p>Greetings and leave taking - <i>Hello / Good morning / Bye / See you.</i></p> <p>Introducing self and others - <i>I am ____ / My name is ____ / This is my ____ / He is ____.</i></p> <p>Following instructions - <i>Stand up. Sit down. Open your book.</i></p> <p>Naming and describing - <i>This is a ____ / It is ____ (big, red, small). He/She is ____.</i></p> <p>Asking and answering simple questions - <i>What is this? / Where is your bag?</i></p> <p>Listening and responding to stories - <i>He/She is ____.</i> (identifying characters and actions)</p> <p>Reciting rhymes, chants, and songs - Repetitive pattern sentences – <i>This is the way we.....</i></p> <p>Vocabulary categories: Class-appropriate high-frequency and thematic words drawn from learners’ immediate world such as self, family, classroom, time, garden, animals, food, and everyday experiences, including commonly used classroom and academic language.</p>
		<p>The children can</p> <ul style="list-style-type: none"> • label pictures with short descriptive phrases like a big ball, a red flower... • complete simple sentence frames like. I can _____. / I like _____. / I feel_____. • use basic punctuation (Capitals and full stop) and write short sentences. (eg. The cat is on the mat) • understand and write short answers to questions. • write 1-2 sentences in response to visual stimulus / pictures.
		<p>The children learn and practise the use of functions like</p> <p>Describing people & objects – <i>He / She is ____ / It is ____.</i> (tall, short, big, small, red, new...)</p> <p>Talking about routine, ability and location - <i>I ____ every day. play / read / I can ____.</i> (jump / eat) / <i>It is ____ (in/on/under) the tree .</i></p> <p>Asking & answering Questions - <i>What is this? / Where is my bag? / Who is he?</i></p> <p>Expressing likes / dislikes - <i>I like ____ / I don’t like ____.</i></p> <p>Classroom language: - <i>Please give me ____ / Thank you.</i></p> <p>Asking permission - <i>Can I ____? (Can I go/come...? Can I take this?)</i></p> <p>Narrating past experience - <i>Yesterday, I ____.</i> (went, played, saw, visited...)</p> <p>Vocabulary categories: Class-appropriate high-frequency words and thematic vocabulary related to self, family and friends, home, weather and seasons, birds, shopping lists, and other familiar contexts from the learner’s everyday life. Commonly used action words and classroom language.</p>

CG -4 Nurtures basic human values, emotional well-being, and healthy life skills in young learners through joyful, art-based, movement-based, and play-based experiences.

	<p>C4.1 Develops good habits, positive values, and emotional awareness in everyday situations</p>	<p>The children can</p> <ul style="list-style-type: none"> • participate joyfully in art, music, physical movement, and play activities by following simple rules and cooperating with peers. • show care, sharing and respect for others while expressing basic feelings in everyday situations. 	<p>The children can</p> <ul style="list-style-type: none"> • engage confidently in group activities involving art, games, and role-play by taking turns and working with others. • demonstrate good habits, empathy, and fairness during play and classroom interactions.
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Note :

Arts: Poster making, Comic strips, Story illustration, Collage work (themes and values), Mask making (characters), Skits and short plays, Mime with narration, Role play, Monologue / character talk, Creative writing (stories, letters, diaries)

Life Skills: Collaboration in group activities, Turn-taking, Following simple rules and instructions, Basic emotional expression, Listening and responding appropriately, Self-regulation (waiting, calming, stopping), Gross and fine motor coordination (through play and art), Simple cooperation, Routine building and healthy habits

Values: Sharing, Kindness, Respect for others, Helping each other, Care for self and surroundings, Fairness in play, Inclusion and acceptance of differences, Responsibility for personal belongings, Joy in learning and participation,

The syllabus integrates age-appropriate art activities, life skills and values within the content and across related curricular elements.

Skill	Competencies	Learning Outcomes		
		Class 3	Class 4	Class 5
CG - 1- Strengthens listening and speaking skills to help learners understand texts, participate in conversations, describe events, and use polite language confidently in everyday situations.				
LISTENING AND SPEAKING	C1.1 Understands stories, conversations, short texts, and identifies key ideas, details, characters and events.	<p>The children can</p> <ul style="list-style-type: none"> listen to simple stories and retell events in sequence, identify and name main characters 	<p>The children can</p> <ul style="list-style-type: none"> listen to simple stories and retell events in sequence, identify the characters, key details and main idea describe people, places and events using connected sentences. 	<p>The children can</p> <ul style="list-style-type: none"> listen to short stories, poems, conversations and answer simple questions about main ideas and supporting details.
	C1.2 Engages in conversations on familiar topics.	<ul style="list-style-type: none"> describe people, objects and places in 1-2 sentences 	<ul style="list-style-type: none"> ask and answer both direct and inferential questions 	<ul style="list-style-type: none"> narrate stories, experiences, or short incidents in correct sequence. answer inferential questions, share reasons and connect ideas smoothly
	C1.3 Describes people, places, events and processes with details.	<ul style="list-style-type: none"> ask and answer questions with clarity and appropriate vocabulary. present short, oral descriptions or show-and-tell independently and confidently. 	<ul style="list-style-type: none"> make polite requests, give opinions, and respond to classmates' ideas with simple agreement/disagreement 	<ul style="list-style-type: none"> use appropriate supporting details when describing people, places, events and experiences
	C 1.4 Uses polite expressions, requests, suggestions, accurately in familiar context or group activities.	<ul style="list-style-type: none"> use polite expressions in conversation. participate in guided role-plays in familiar context. 	<ul style="list-style-type: none"> participate in simple, semi-guided role-plays (school office, library, doctor's visit, etc.). 	<ul style="list-style-type: none"> ask and answer a range of direct, and opinion-based questions with confidence make polite requests and give suggestions during collaborative tasks. take part in simple realistic role-plays (shopping, planning an activity).

CG-2 Develops fluency and comprehension in reading English, enabling learners to read with accuracy, understanding, and purpose across different types of texts.

<p>READING</p>	<p>C 2.1 Builds on phonological awareness by combining and separating sounds or syllables to read unfamiliar words.</p> <p>C 2.2 Understands and interprets the meaning, themes, and key ideas in stories, poems, and visual texts</p> <p>C 2.3 Shows curiosity and enjoyment in exploring and reading a wide range of children’s books independently.</p>	<p>The children can</p> <ul style="list-style-type: none"> • use phonics knowledge (long vowels, blends, digraphs) and picture clues to read unfamiliar words. • read short passages of 2-4 sentences, dialogues, poems, and informational texts and understand main ideas • identify characters and sequence of events in simple narrative texts. • infer meaning from pictures, titles, and text features (headings, labels, captions). • draw simple pictures to illustrate text • read and answer questions, based on a text. 	<p>The children can</p> <ul style="list-style-type: none"> • read texts of 4-6 sentences, stories, and informational texts with understanding. • identify characters, events, main idea, and key details in texts. • read and answer direct comprehension questions(who/what/where/when). • locate information in short texts, charts, or simple tables. • retell and illustrate a short text. 	<p>The children can</p> <ul style="list-style-type: none"> • read longer passages, stories, and informational texts independently. • identify main idea, supporting details, and sequence of events. • read and answer comprehension questions that require literal and simple inferential thinking . • interpret simple charts, posters, labels, and messages. • retell and illustrate short stories.
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CG-3 Develops the ability to express understanding, experiences, feelings, and ideas effectively in writing, using appropriate vocabulary, structure, and conventions of English.

WRITING	<p>3.1 Writes meaningful paragraphs using familiar vocabulary and accurate grammar.</p>	<p>The children can</p> <ul style="list-style-type: none"> • write simple sentences using pictures, prompts, or mind maps. • write 2-3 connected sentences on a familiar topic 	<p>The children can</p> <ul style="list-style-type: none"> • write a short paragraph (3-4 sentences) on a simple, familiar topic. • write answers to comprehension questions in connected sentences. 	<p>The children can</p> <ul style="list-style-type: none"> • write short, coherent paragraphs with a clear beginning, middle, and end. • complete guided writing tasks (dialogues, sentence completion, simple story frames).
	<p>3.2 Begins to revise writing for simple punctuation marks and spelling</p>	<ul style="list-style-type: none"> • write answers to comprehension questions in 2-3 simple sentences. 	<ul style="list-style-type: none"> • write simple narratives or descriptions with picture support. 	<ul style="list-style-type: none"> • write simple functional texts such as messages, notes, diary entries, or descriptions.
	<p>3.3 Writes small creative texts like short stories, diary entries, or poems with appropriate support.</p>	<ul style="list-style-type: none"> • attempt to write 2-3 sentences independently. • work in pairs / groups to revise writing for capital letters, punctuation and spelling of familiar words. 	<ul style="list-style-type: none"> • begin to revise own writing for capital letters, punctuation (capital letters, full stop and question mark) and spelling of familiar words. 	<ul style="list-style-type: none"> • begin to revise own writing for correct punctuation (capital letters, full stop, comma, apostrophe, question mark).

Language Functions and the structures to be used

The children learn and practise the use of functions like

Narrating /retell a story –
Simple past:He played.., She ran...
Sequence markers: first, next, then, finally

Asking and answering factual questions : Who is...? What did...? Where is...?

Describing people, places, events : Adjectives

Exchanging personal information: Simple present: I like___/ I go___/

Question forms: Do you___?/ What do you like?

Talking about habits, current actions, past events: I play___/ I am playing ___/ I played___.

Social interaction: I want ___./ How much is ___?

Vocabulary categories: Class-appropriate high-frequency words and thematic vocabulary related to feelings, professions and occupations, plants and animals, festivals and celebrations, transport, and other contexts familiar to learners. Commonly used classroom and academic language.

The children learn and practise the use of functions like

Narrating stories/experiences -
Simple past tense, Sequence markers - *first, next, then, finally*, descriptive adjectives

Asking and answering questions-
WH-questions: *who, what, when, where, why, how*, Yes/No questions

Describing people / places / events / processes - Simple present tense, *There is / There are*, Adjectives + nouns, Connected sentences with *and, but, because*

Talking about habits, current actions, past events and future plans

I play___/ I am playing___/ I played___./ I will play___.

Participating in role-plays and real-life interactions

Social interaction: I want___/ I like___./ I can___. What do you like?

Vocabulary categories: Class-appropriate high-frequency words and thematic vocabulary related to self, hobbies, travel, environment, sports, the plant kingdom, and other real-world contexts relevant to learners, along with commonly used classroom and academic language.

The children learn and practise the use of functions like

Narrating Stories / events / future events - simple past tense, sequencing words (*first, next, then, finally*), time expressions (*yesterday, one day, next year, tomorrow*)

Social Communication - *Can I___? Could you ___?*

Detailed Descriptions - simple present tense, adjectives, *there is/there are, has/have*, connectors (*and, but, because, so*).

Explaining Rules - (*Do/Don't*), *must/must not, should/should not, have to*.

Comparing People/Things -comparative adjectives (*bigger, smaller*), superlatives (*the biggest*), *more / most*.

Interpreting Information - simple present tense, *there is/there are*, WH-question forms, phrases like *shows/lists*.

Vocabulary Categories: Class-appropriate high-frequency words and thematic vocabulary related to self and identity, hobbies and interests, travel and tourism, environment and conservation, sports and games, the plant and animal kingdoms, health and well-being, media and technology, community and civic life, and other real-world contexts relevant to learners, along with commonly used classroom and academic language.

CG – 4 Strengthens learners’ ethical awareness, social responsibility, and 21st-century life skills by engaging them in joyful, art based, creative, collaborative, and reflective experiences in diverse social contexts.

	<p>4.1 Develops values, life skills, and teamwork by engaging in creative and group activities in different situations.</p>	<p>The children can</p> <ul style="list-style-type: none"> • express feelings, ideas and opinions through art • work collaboratively in creative and physical activities by listening to others, sharing ideas, and completing tasks together. • identify and respond appropriately to emotions, showing empathy and respect in familiar situations. 	<p>The children can</p> <ul style="list-style-type: none"> • use creative forms such as art drama etc., to communicate values and messages. • apply values such as cooperation, responsibility, and fairness while participating in team-based creative and sports activities. • reflect on actions and choices during activities, showing growing awareness of right behaviour and mutual respect. 	<p>The children can</p> <ul style="list-style-type: none"> • create art based outputs in different context. • demonstrate leadership, teamwork, and problem-solving skills in collaborative creative and physical activities. • show ethical awareness, empathy, and responsible decision-making in group situations and shared spaces.
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In this syllabus, learners acquire grammar naturally and implicitly through exposure to rich oral language. As they develop language skills, grammar is introduced gradually and functionally. Learners first encounter grammatical forms while using language for real purposes, such as describing experiences, asking questions, or narrating events. Plenty of practice activities emphasise meaning, choice, and accuracy rather than mechanical drills. Simple explanations or labels to clarify usage are provided later. When basic language patterns are established, learners are introduced to grammatical terms to clarify usage to the extent needed.

Note:

Arts : Drawing and colouring, Finger painting / thumb printing, Vegetable printing, Clay modelling (letters, objects, characters), Paper folding (simple shapes), Picture sequencing with drawings, Puppet play (sock, paper puppets) etc.,

Life Skills: Collaboration and teamwork, Empathy and perspective-taking, Problem-solving in group situations, Decision-making, Conflict resolution, Creative thinking, Critical reflection on actions, Leadership and shared responsibility, Time management in tasks and activities, Adaptability and resilience, Ethical reasoning

Values : Respect for diversity, Responsibility and accountability, Honesty and integrity, Cooperation and mutual support, Fair play and justice, Gender sensitivity and equity, Care for the environment, Social responsibility, Self-discipline, Confidence with humility

The syllabus embeds age-appropriate art activities, values and life skills within the content and across curricular components, fostering ethical behaviour, collaboration, creativity, and reflective thinking among learners.

PEDAGOGICAL APPROACHES AND ASSESSMENT STRATEGIES

The teaching of English in Classes 1 to 5 is grounded in **activity-based, child-centred, and experience-oriented approaches** that ensure meaningful language development. At this stage, learners acquire English through exposure, interaction, and purposeful use rather than through memorisation. Teaching approaches focus on **creating real and engaging opportunities** for listening, speaking, reading and writing, while strengthening vocabulary and comprehension in age-appropriate ways. Learning experiences are designed to be **enjoyable, concrete, and relatable to the child’s surroundings**, with a strong emphasis on multisensory learning, contextualised examples, and continuous language use as guided in Teacher Handbooks.

Pedagogical approaches:

Teaching through stories across the primary grades focusses on creating **rich, engaging and holistic** language-learning experiences that nurture not only **communication skills but also creativity, motor development, values and life skills**.

Songs, rhymes, storytelling, picture-based discussions, role play, dialogues and guided reading are used extensively to help children construct meaning from both text and speech. These activities expose learners to the rhythm, sound patterns and **functions of the English language** in ways that feel natural and enjoyable. **Classroom English routines**—such as greetings, simple instructions and repeated exposure to functional phrases—establish familiarity with everyday English while building confidence, independence and social courtesies.

Across Classes 1 to 3, learning is grounded in multisensory and movement-based practices. Strategies such as Total Physical Response, show-and-tell sessions, pair and group activities, word wall building, picture composition and reading aloud activities strengthen vocabulary, comprehension and oral expression. These tasks also support **motor-skill development** through actions, gestures, drawing, tracing, cutting, arranging pictures and handling simple learning materials. Storytelling and classroom interactions introduce **basic values like sharing, cooperation and empathy**; while group tasks foster **life skills** like turn-taking, listening, respect for others’ ideas and early problem-solving. Art-integrated tasks—such as drawing characters, illustrating scenes, creating puppets or enacting story episodes—enable children to express understanding creatively and connect language learning to familiar, meaningful contexts.

As children progress to Classes 4 and 5, pedagogical processes are broadened and deepened to match their growing cognitive and language abilities. **Teacher modelling, scaffolded practice and the gradual release of responsibility** guide learners from supported attempts to independent performance. Learners move from picture-assisted oral responses and simple sentence formation towards **producing structured paragraphs, descriptive writing, story writing with picture cues and teacher support, and extended conversations based on real-life situations**. Group discussions, project-based tasks, poster-making and collaborative activities help children integrate language skills with creativity, critical thinking and social skills. These experiences **nurture life skills** such as cooperation, responsibility, respectful communication and confidence in expressing viewpoints. **Art continues to play a prominent role** in Classes 4 and 5 as children engage in creating mind maps, simple flowcharts, designing simple presentations and illustrating written work, enabling them to link imagination with language.

Grammar is taught through a **functional, meaning-focused approach** where learners encounter structures naturally within stories, conversations and real-life language use. Children internalise grammatical forms through purposeful communication tasks, noticing patterns and applying them in context rather than learning isolated rules.

Assessment Strategies:

The assessment strategies used across Classes 1 to 5 **reflect a holistic approach that values the child's growth gradually**. Assessment is integrated with daily classroom processes through observation, questioning, and performance-based tasks. Tracking students' progress in listening, speaking, reading fluency, vocabulary use, and writing development will help in designing further teaching tasks. **Oral assessments**—such as retelling stories, describing pictures, reading aloud simple words / phrases/ sentences / passage, responding to questions, and participating in role plays—form a major component, especially in Classes 1 to 3. **Written assessments** include matching activities, cloze tasks, sequencing events, short paragraphs and simple summaries that evaluate comprehension and writing skills in context. Rubrics are used to provide clear criteria for speaking, reading and writing, enabling teachers to understand learners' progress. **Self and peer assessments** are gradually introduced from Class 4 onwards to develop reflective learning habits. Across all classes, assessment is **child-friendly, diagnostic**, and used primarily to guide instruction, identify support needs, and celebrate learning milestones.

Together, these teaching approaches, pedagogical processes, and assessment strategies create a rich English learning environment that strengthens communication skills, builds confidence, and lays a strong foundation in language proficiency among children for later years.