



TAMILNADU CURRICULUM FRAMEWORK – 2025
Proposed Draft Syllabus, Pedagogical Approaches and Assessment Strategies
Classes 09 & 10 English

The Tamil Nadu State Education Policy 2025 positions English at the secondary level as a foundation for academic success, critical thinking, and effective participation in society. English is envisaged as a functional and skill-based subject that enables learners to comprehend complex texts, articulate ideas clearly, and communicate confidently in academic and real-world contexts. The English curriculum for Classes 9 and 10 develops listening, speaking, reading, and writing skills through diverse texts, structured interactions, and purposeful language use. It adopts learner-centred, task-based, and technology-supported pedagogies, including discussions, debates, project work, and creative writing, to promote active and independent learning. With a focus on age-appropriate language proficiency, the curriculum integrates ethical awareness, social responsibility, and 21st-century skills, preparing learners for higher education, active citizenship, and lifelong learning.

Skills	Competencies	Learning Outcomes Class 9	Learning Outcomes Class 10
CG 1. Learners understand spoken English on familiar and common topics, and can follow classroom talk, instructions and discussions.			
LISTENING	C1.1 Understands main ideas and details in spoken texts C1.2 Follows classroom instructions and discussions	Students can - understand the main ideas and key details in conversations, short talks, and classroom discussions - follow classroom instructions and explanations on familiar academic topics - identify speaker opinions, attitudes and intentions - extract specific information and make simple inferences	Students can - understand main ideas, supporting points, and viewpoints in discussions and talks - follow classroom instructions, academic speech, podcasts, and short speeches - identify speaker attitudes and intentions - extract specific information and make simple inferences and predictions

CG 2. Learners speak clearly and confidently, express ideas and opinions, and participate effectively in short conversations and group discussions in different situations.

SPEAKING	C2.1 Expresses opinions with reasons C2.2 Participates in discussions and role-plays C2.3 Narrates events in sequence	Students can • participate effectively in pair and group discussions • express opinions and ideas clearly with supporting reasons • narrate events and experiences using connected sentences • give short prepared and unprepared talks using polite and appropriate language	Students can • participate confidently in discussions, debates, and role-plays • express opinions, feelings, and arguments clearly with reasons • narrate events and experiences logically using connected speech • deliver short speeches and presentations with clarity, fluency, and polite persuasive language •
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CG 3. Learners read a variety of simple texts and understand the main ideas, key details, viewpoints, and basic to deeper meanings.

READING	C3.1 Identifies and understands main ideas and details from texts C3.2 Uses context clues to understand meaning C3.3 Summarises information from texts	Students can • read unseen texts and identify main ideas, key details, and viewpoints • recognise cause–effect, sequence, and comparison in texts • understand common idioms and figurative expressions in context • compare information from texts and summarise key points	The students can • read unseen texts and identify themes, viewpoints, and supporting details • analyse cause–effect and compare–contrast relationships • understand idioms, figurative language, and implied meaning • compare information across texts and summarise essential ideas
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CG 4. Learners write clear and well-organised short texts, including paragraphs, stories, dialogues, summaries, and simple opinion pieces.			
WRITING	C4.1 Writes organized and clear paragraphs, stories, dialogues, and essays	Students can • write clear and organised paragraphs, narratives, dialogues, emails, and short essays	The students can • write organised paragraphs, essays, dialogues, reports, and emails using appropriate formats • use transitions to ensure flow and coherence • summarise texts and express opinions or reflections clearly • edit and revise writing for accuracy, clarity, and structure
	C4.2 Uses grammar and punctuation correctly	• use linking words and transitions to improve flow	
	C4.3 Summarises and expresses opinions with key points	• summarise texts and express opinions clearly • edit writing for grammar, punctuation, and clarity	
CG 5. Learners use an increasing range of vocabulary and grammar accurately and appropriately in both speaking and writing.			
FUNCTIONAL GRAMMAR AND VOCABULARY	C5.1 Uses appropriate grammatical structures and vocabulary	Students can • use a range of tenses accurately, including present perfect and past continuous • use modals to express advice, obligation and possibility • use active and passive voice and reported speech in familiar contexts • use conditionals to express real and possible situations • use topic-related academic vocabulary, phrasal verbs, and descriptive language	Students can • use a full range of tenses, including perfect and perfect continuous forms • use modals for deduction, probability, advice, and obligation • use active and passive voice, reported speech, and reported questions accurately • use conditionals to express possibilities, results, and arguments • apply academic vocabulary, idioms, phrasal verbs, and precise descriptive language

	C5.2 Interaction, Analysis & Coherence	● negotiate meaning, agree and disagree politely ● explain ideas using basic complex and compound sentences ● organise spoken and written texts using cohesive devices (<i>however, therefore, meanwhile</i>)	● negotiate, suggest, agree, and disagree appropriately in spoken and written communication ● interpret texts using analytical vocabulary (<i>tone, imagery, symbolism, perspective</i>) ● use complex and compound-complex sentences with logical connectors (<i>however, therefore, meanwhile</i>) ● organise writing into coherent paragraphs using cohesive devices (<i>in addition, nevertheless, furthermore</i>)
CG - 06 Strengthens learners' ethical awareness, social responsibility, and 21st-century life skills through reflective, creative, collaborative, and real-world engagements			
21ST CENTURY SKILLS	C6.1 Ethical Awareness & Values	Students can ● recognise ethical issues in personal, social, and academic contexts. ● distinguish between right and wrong in familiar situations using reasoned judgement. ● demonstrate empathy, fairness, and respect during classroom discussions and group work.	Students can ● analyse ethical dilemmas presented in texts, media, and real-life situations. ● justify ethical choices using logical reasoning and evidence. ● demonstrate integrity, accountability, and social responsibility in collaborative tasks.
	C6.2 Social Responsibility & Citizenship	Students can ● participate responsibly in group and community-oriented classroom activities ● show awareness of social issues such as equality, environment, health, and inclusivity ● communicate opinions respectfully while acknowledging diverse perspectives	Students can ● evaluate social and environmental issues using information from texts, discussions, and projects ● propose solutions or actions for social and environmental challenges ● demonstrate civic responsibility and inclusive attitudes in shared spaces

	C6.3 Collaboration & Leadership	Students can - work effectively in pairs and groups by sharing ideas, negotiating roles, and completing tasks cooperatively. - show emerging leadership by supporting peers and contributing meaningfully.	Students can - demonstrate leadership skills by planning, coordinating, and guiding group tasks. - manage disagreements constructively and support collective decision-making. - balance individual responsibility with group goals
	C6.4 Creativity, Reflection & 21st-Century Skills	Students can - express ideas, values, and viewpoints through creative and reflective formats (posters, role-plays, discussions, short presentations). - reflect on learning experiences and personal growth.	Students can - create well-structured creative and reflective outputs (speeches, scripts, articles, multimedia presentations) - critically reflect on actions, outcomes, and learning processes to improve future performance.

In this syllabus, grammar learning builds on earlier intuitive understanding and supports learners in using English accurately, flexibly, and purposefully across academic and real-life contexts. Grammatical structures are introduced and reinforced through contextualised texts, discussions, and writing tasks, enabling learners to observe how language functions in authentic communication. Learners apply grammar while analysing texts, constructing arguments, explaining ideas, and producing structured written responses. Practice activities focus on meaningful application, precision, and coherence, rather than isolated rule learning. Grammatical terms and explanations are used strategically to refine use, support editing and revision, and enable learners to communicate ideas clearly and effectively.

Note:

Arts & Creative Expression:

Debates, panel discussions, street plays, role-play and simulation activities, poster and campaign design, scriptwriting, monologues, spoken-word poetry, short films, digital storytelling, reflective journals, creative response to literary texts, multimedia presentations, community-based projects.

Life Skills (21st-Century Skills):

Collaboration and teamwork, leadership and shared responsibility, ethical reasoning and decision-making, problem-solving and critical thinking, communication and negotiation skills, adaptability and resilience, time and project management, digital citizenship, self-reflection and goal setting.

Values:

Integrity and honesty, empathy and respect for diversity, gender sensitivity and equity, environmental responsibility, social justice, democratic participation, accountability, inclusion, cooperation, responsible use of technology and 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 9 and 10 marks a transition from foundational literacy to **communicative competence, critical thinking, and academic proficiency**. At this stage, learners use English not only for everyday interaction but also for analysis, interpretation, persuasion, and structured expression in academic and real-life contexts. Teaching approaches emphasise **purposeful language use**, preparing learners for the higher linguistic, cognitive, and social demands of secondary education.

Pedagogical Processes

Across Classes 9 and 10, pedagogical processes focus on **cognitively challenging and meaningful language use** through discussions, debates, presentations, reading of literary and informational texts, and process-oriented writing tasks. Learners analyse texts to identify **themes, viewpoints, and relationships** such as cause-effect and comparison, and express ideas through organised paragraphs, essays, reports, and reflective responses. Teacher guidance supports learners in planning, drafting, revising, and refining their spoken and written work, strengthening coherence, clarity, and accuracy. Grammar and vocabulary are taught through **functional and contextual use**, enabling learners to apply language structures effectively in communication. Creative and collaborative activities further promote ethical awareness, social responsibility, and essential **21st-century life skills**.

Assessment Strategies

Assessment in Classes 9 and 10 follows a **diagnostic, continuous, and performance-based approach** that evaluates the **application of language skills** in varied contexts. Assessment is integrated with classroom processes through participation in discussions, presentations, listening tasks, reading activities, and structured writing assignments. Oral and written tasks, writing **portfolios**, and interpretative responses provide evidence of learners' progress in organisation, accuracy, and expression. Rubrics support clear and consistent evaluation, while **self and peer assessment** encourage reflection, responsibility, and independent learning. **Summative assessments** evaluate learners' ability to comprehend unseen texts, synthesise information, and communicate ideas effectively in both spoken and written forms.

Conclusion

The English syllabus for Classes 9-10 strengthens learners' **communicative competence** by integrating critical reading, coherent writing, effective speaking, and functional grammar use across academic and real-life contexts. Through task-based pedagogy, analytical engagement with texts, and performance-oriented assessment, learners develop the confidence, accuracy, and higher-order language skills required for higher secondary education. The syllabus equips learners to use English thoughtfully and responsibly for academic success, informed decision-making and active participation in society.