



TAMIL NADU CURRICULUM FRAMEWORK-2025
Proposed Draft Syllabus, Pedagogical Approaches and Assessment Strategies
Classes 6 to 8- ENGLISH

The Tamil Nadu State Education Policy 2025 views English learning in Classes 6 to 8 as essential for helping learners communicate confidently, understand simple and short academic texts, and participate meaningfully in classroom tasks. At this stage, English is treated as a practical and skill-based subject that supports learners in listening to short instructions and explanations, speaking in everyday situations, reading stories and informational texts with understanding, and writing clear and coherent short paragraphs for real purposes.

The middle school curriculum strengthens core skills: listening, speaking, reading and writing through contextual learning, interaction, and purposeful communication tasks. Learners engage with age-appropriate texts and activities, such as pair/group discussions, short presentations, guided writing, and creative responses. Pedagogies emphasise communicative language use, task-based learning, and supported use of technology wherever appropriate.

By integrating language learning with values, life skills, and awareness of social responsibilities, the syllabus aims to develop confident and responsible young learners. Students gradually acquire academic and functional language needed to express ideas, collaborate with peers, demonstrate digital responsibility, and prepare for the increased literacy demands of secondary education.

Skills	Competencies	Learning Outcomes Class 6	Learning Outcomes Class 7	Learning Outcomes Class 8
CG1. Learners develop listening skills to understand meaning in spoken English across familiar contexts and respond appropriately.				
LISTENING	C1.1 Understands social language C1.2 Follows instructions	Students can identify the main idea and simple supporting details in short spoken texts such as stories and dialogues.	Students can identify main ideas and supporting details in short to medium spoken texts such as stories, dialogues, and simple descriptions.	Students can identify main ideas, key details, and sequence in short to medium talks, conversations, announcements, and real-life audio (e.g., interviews,

	C1.3 Comprehends information C1.4 Interprets and responds to speaker's intention C1.5 Follows questions and conversations	▪ follow simple spoken instructions related to classroom tasks, routines, and daily conversations. ▪ understand and answer simple factual questions from short audio clips, announcements, and talks. ▪ recognise and use common expressions related to school and everyday life. ▪ guess basic meanings using tone, stress, and the speaker's intention. ▪ listen and respond to simple inferential questions with teacher support.	▪ follow multi-step spoken instructions for classroom tasks, routines, and daily activities. ▪ understand and answer factual and simple inferential questions from short audio clips, announcements, and talks. ▪ recognise the speaker's feelings, attitude, or purpose using tone, stress, and common expressions related to school and daily life.	descriptions). ▪ respond accurately to direct questions, Wh-questions, and inferential questions based on audio texts. ▪ follow extended explanations, instructions, and discussions on familiar topics in classroom contexts. ▪ understand short narratives, simple news, or descriptions and answer factual, inferential, and cause-effect questions. ▪ infer the speaker's attitude, intention, or purpose using tone, stress, expressions, and contextual clues.
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CG.2: Learners communicate confidently in everyday situations by expressing ideas clearly and interacting effectively in familiar contexts.

SPEAKING	C 2.1 Greets and uses polite words. C 2.2 Asks and answers ‘WH’- questions. C 2.3 Shares simple thoughts and feelings. C 2.4 Describes people, things, and events and participates in simple conversations.	Students can - greet others and respond to greetings politely in everyday situations using simple expressions. - ask and answer simple wh-questions about self, family, school, and daily life. - express likes, dislikes, and simple opinions or preferences, sometimes giving a reason. - describe people, places, and events using short and simple sentences. - speak about daily routines, personal experiences, and familiar topics using connected simple sentences. - respond using short, complete sentences when required.	Students can - greet and respond politely in everyday, social, and simple formal situations, choosing expressions appropriate to time, place, and relationship. - ask and answer extended wh-questions about familiar topics, giving reasons and details. - express likes, dislikes, emotions, opinions, and preferences clearly, with reasons. - describe people, places, pictures, events, and personal experiences using relevant details and connected simple sentences. - narrate daily routines or short past events using the simple past tense in 2–3 connected sentences.	Students can - use context-appropriate greetings, openings, and polite expressions in formal and informal situations such as discussions and presentations. - frame and respond confidently to wh-questions to seek clarification, details, or deeper understanding. - adapt tone, language, and expressions appropriately for peers, elders, and unfamiliar audiences. - describe personal experiences, events, plans, places, and routines using well-connected sentences with relevant details. - express and support opinions on familiar social or academic topics and respond respectfully to others’ views.
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		participate in pair and group interactions using basic conversational phrases	- deliver short prepared talks (2–3 minutes) on familiar topics using prompts, pictures, or personal experiences. - participate in pair and group activities (role play, information exchange) using conversational phrases and follow-up questions.	- narrate real or imaginary past events using longer connected sentences (e.g., simple past and past continuous). - participate actively in pair and group discussions using phrases for agreeing, disagreeing, clarifying, and requesting.
CG.3: Learners read and understand a variety of short texts with purpose, fluency, and independence.				
READING	C 3.1 Identifies the main idea of a text. C 3.2 Locates important facts and details in texts. C 3.3 Uses clues in the text to understand meaning.	Students can - understand short, simple texts such as stories, informative passages, and dialogues. - identify main ideas, key details, sequence, simple cause–effect relationships, and basic character traits in familiar texts. - infer the meaning of unfamiliar words using context clues and familiar word parts.	Students can - understand short narrative and informational texts, identifying main ideas, key details, and sequence. - recognise simple cause–effect relationships and character traits in stories and dialogues. - infer meanings of unfamiliar words using context clues, pictures, and familiar word parts. - describe characters, settings, problems, and solutions in simple	Students can - read short to medium-length texts (stories, informative texts, biographies) and identify main ideas, supporting details, sequence, and comparisons. - recognise cause–effect relationships and infer simple viewpoints or intentions using context clues and reference words. - analyse and deduce meanings of unfamiliar vocabulary by integrating

	C 3.4 Interprets short stories, dialogues, and simple texts like charts, posters, and notices.	- understand the purpose and use of simple functional texts (charts, emails, posters, notices) in everyday contexts. - compare ideas or information across two short and related texts. - read aloud with basic fluency, using appropriate pauses and simple intonation.	stories. - interpret functional texts (charts, emails, posters, notices, tables) across different everyday and academic contexts. - compare ideas across two short texts and follow simple arguments by identifying basic reasons. - read aloud with improved fluency, expression, and intonation, adjusting pace and tone to convey meaning.	context clues and visual aids. - understand characters, events, and author's purpose in narratives and summarize key ideas in their own words. - interpret functional texts (emails, notices, advertisements, instructions, charts) for practical, real-life use. - read aloud with nuanced fluency, using varied intonation, pacing, and emphasis to convey ideas, emotions, and meaning effectively.
CG.4: Learners write guided and creative texts with clarity, coherence, correct sequencing, and appropriate language conventions for real purposes.				
WRITING	C 4.1 Writes short descriptions of people, places, things, and events.	Students can write short, simple paragraphs (narrative, descriptive, or informative) on familiar topics such as school, home, hobbies, and events with guidance and scaffolding.	Students can write short paragraphs (80–120 words) (narrative, descriptive, or informative) on familiar topics such as school, home, hobbies, people, places, or events.	Students can - write clear and organized short compositions (100–150 words) (narrative, descriptive, or informative) on familiar or guided topics. - produce varied short texts (dialogues, diary entries, short messages, notices, opinion paragraphs) with

	C 4.2 Narrates events or experiences in a sequence. C 4.3 Writes short informational sentences on familiar topics. C 4.4 Shares simple ideas and completes guided writing tasks.	▪ write simple texts such as dialogues, diary entries, and short messages with teacher support. ▪ join ideas using basic linking words such as <i>and</i>, <i>but</i>, <i>because</i>. ▪ use basic punctuation correctly, including capital letters, full stops, question marks, and commas.	▪ write and adapt simple texts (dialogues, diary entries, short messages) using prompts or frames, showing awareness of audience and purpose. ▪ describe people, places, objects, or events using more adjectives and details, including simple past tense where appropriate. ▪ link ideas using basic connectors such as <i>and</i>, <i>but</i>, <i>because</i>, <i>so</i>, <i>then</i>, <i>after</i>. ▪ use punctuation accurately, including capital letters, full stops, question marks, commas, and exclamation marks.	increasing independence, using appropriate format, tone, and purpose. ▪ narrate events or personal experiences using sequence words (e.g., <i>first</i>, <i>next</i>, <i>finally</i>) and appropriate past tenses. ▪ link ideas using a range of cohesive connectors such as <i>because</i>, <i>however</i>, <i>therefore</i>, <i>meanwhile</i>. ▪ use punctuation correctly, including full stops, commas, question marks, exclamation marks, apostrophes, and quotation marks. ▪ revise and edit simple writing to improve clarity, basic grammar, spelling, and organisation.
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CG 5. Learners use an increasing range of vocabulary and grammar accurately and appropriately in both speaking and writing.

FUNCTIONAL GRAMMAR AND VOCABULARY	1. Social Interaction & Functional Communication	Students can ▪ use modals (<i>can, could, may</i>) for polite requests and suggestions ▪ use greetings and polite expressions ▪ give/follow instructions using imperatives ▪ ask for clarification politely ▪ explain simple cause–effect using <i>if</i> ▪ take part in short polite conversations	Students can ▪ use polite expressions with modals for requests and suggestions ▪ use simple tag questions to confirm information ▪ ask for clarification using functional phrases ▪ describe general truths using simple conditionals	Students can ▪ use modals (<i>should, must, need to, might</i>) to give advice and express obligation ▪ use formal polite expressions to make requests ▪ participate in short conversations explaining ideas politely ▪ predict outcomes using appropriate conditional sentences
	2. Asking, Giving & Explaining Information	Students can ▪ ask and answer Wh-questions (<i>what, who, where, when, why, how</i>) ▪ respond to yes/no questions and use simple tag questions ▪ give personal and factual information	Students can ▪ ask and answer extended Wh-questions (<i>why, how, which, whose</i>) ▪ use appropriate tense forms (<i>present, past, future, continuous</i>) ▪ use prepositions and determiners to clarify information	Students can ▪ ask purposeful questions and explain ideas and processes clearly ▪ use adverbial clauses (<i>when, while, because, if</i>) ▪ use a wide range of tenses, including present perfect

	▪ use basic prepositions and determiners ▪ use simple tense forms for routines, past, and plans		▪ use common phrasal verbs in everyday and academic contexts
3. Describing, Comparing & Narrating Events	Students can ▪ describe people, places, and objects using adjectives and <i>there is / there are</i> ▪ compare using comparatives and superlatives narrate using simple past and past continuous ▪ use sequence words and basic discourse markers	Students can ▪ use adjectives, comparatives, and superlatives for detail ▪ use degree words for emphasis ▪ use sequence words to describe processes and events	Students can ▪ narrate events using past continuous and simple past together ▪ compare people, places, and situations effectively ▪ organise ideas using discourse markers for addition and result.
4. Expressing Feelings, Opinions & Intentions	Students can ▪ express likes, dislikes, and opinions politely ▪ give simple reasons using connectors (<i>and, but, because, so</i>) ▪ talk about plans using (<i>going to, will</i>) ▪ use modals (<i>might, could, should, must</i>) for	Students can ▪ express intentions using future forms ▪ give reasons and contrasts using connectors ▪ express polite opinions using modals (<i>might, could</i>)	Students can ▪ express opinions, preferences, and hopes using opinion markers ▪ give reasons and results using conditional sentences ▪ use modals to express possibility, advice, and reflection

	advice and obligation.		
5. Comprehending, Interpreting & Responding to Texts	Students can ▪ understand key ideas in short texts ▪ identify relationships using connectors ▪ infer word meaning from context ▪ answer comprehension questions in complete sentences	Students can ▪ interpret relationships using connectors, relative clauses, and past tense forms ▪ infer meaning using context clues and word parts ▪ explain key ideas clearly	Students can ▪ interpret meaning using complex sentences, including adverbial and relative clauses ▪ understand subject-specific and abstract vocabulary ▪ justify understanding with reasons or examples
6. Writing Short Connected Texts	Students can ▪ write clear simple and compound sentences ▪ organise ideas into short paragraphs ▪ use basic punctuation correctly	Students can ▪ use correct subject–verb agreement ▪ connect ideas using conjunctions (<i>although, while, so, because</i>) ▪ write short connected paragraphs using suitable tense forms	Students can ▪ use passive voice and reported speech in simple contexts ▪ link ideas using cohesive devices ▪ organise writing into clear, coherent paragraphs

CG - 06 Strengthens learners' ethical awareness, social responsibility, and 21st-century life skills through reflective, creative, collaborative, and real-world engagements

C6.1 ETHICAL AWARENESS & VALUES	Develops understanding of ethical behaviour, fairness, and integrity	Students can ▪ identify simple ethical issues in familiar contexts (school/home). ▪ distinguish right from wrong with basic reasoning. ▪ show empathy, fairness, and respect in group work.	Students can ▪ identify ethical concerns in personal and social contexts. ▪ justify decisions using simple reasons. ▪ show empathy and fairness during discussions and shared tasks.	Students can ▪ examine ethical dilemmas in texts/media/real-life contexts. ▪ justify ethical actions using logical reasons or evidence. ▪ demonstrate integrity, responsibility, and accountability in group activities.
C6.2 SOCIAL RESPONSIBILI TY & CITIZENSHIP	Understands social issues and responsible participation in shared spaces	Students can ▪ participate responsibly in group/classroom tasks. ▪ show awareness of social concerns (equality, environment, health). ▪ listen respectfully to diverse views.	Students can ▪ take part responsibly in community-linked activities/projects. ▪ express concern for social and environmental issues. ▪ express agreement/disagreement respectfully.	Students can ▪ analyse social/environmental issues using information from texts/discussions/projects. ▪ propose actions/solutions to address real-world challenges. ▪ demonstrate inclusive, civic-minded behaviour.

C6.3 COLLABORATION & LEADERSHIP	Works cooperatively and develops leadership qualities	Students can ▪ share ideas/materials during pair/group work. ▪ take simple roles and support peers.	Students can ▪ negotiate roles/responsibilities in group work. ▪ contribute ideas to achieve shared goals. ▪ encourage peers and lead small task segments.	Students can ▪ plan, coordinate, and guide group tasks. ▪ resolve disagreements constructively. ▪ balance personal responsibility with group expectations.
C6.4 CREATIVITY, REFLECTION & 21ST- CENTURY SKILLS	Expresses ideas creatively and reflects on personal growth	Students can ▪ express ideas/values creatively (posters, role-plays, short presentations). ▪ reflect briefly on learning experiences.	Students can ▪ use creative formats (campaign messages, skits, short speeches) to express ideas. ▪ reflect on strengths and improvement areas.	Students can ▪ create structured creative outputs (scripts, speeches, multimedia work). ▪ reflect critically on actions and outcomes to improve future performance.

In this syllabus, learners continue to acquire grammar naturally and meaningfully through exposure to varied spoken and written language. As language skills develop, formal grammar is introduced gradually through listening, speaking, reading, and writing tasks. Learners first encounter grammar while using English for real purposes such as narrating experiences, describing situations, asking questions, and expressing opinions. Classroom activities emphasise meaning, choice, and appropriate use rather than mechanical practice. Simple explanations or labels are introduced when required to support understanding. As learners gain confidence with basic language patterns, grammatical terminology is used selectively to clarify usage and strengthen accuracy.

Note:**Arts & Creative Expression:**

Role-play, descriptions, short skits, dialogues, poster-making, slogan writing, simple campaign messages, storyboard, puppet shows and audio/visual storytelling, recitation, monologues, journal entries and reflective responses, pair/group projects and short multimedia presentations, creative responses to stories, poems, and classroom themes.

Life Skills (21st-Century Skills):

Teamwork and sharing roles in group work, leadership through small responsibilities, respectful communication and negotiation, problem-solving and critical thinking in tasks, digital safety and responsible device use, planning and time management for projects reflection, self-assessment, and goal-setting.

Values:

Honesty, integrity and fairness, empathy, cooperation, and respect for differences, gender equality and inclusive attitudes, environmental care and social responsibility, democratic participation and collective decision-making, confident expression with humility, responsible behaviour in digital spaces.

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 6 to 8 represents a crucial transition from foundational language use to structured communication and emerging academic literacy. At this stage, learners consolidate basic language skills and gradually move towards using English with greater confidence, accuracy, and purpose across academic and social contexts.

The focus is on strengthening listening, speaking, reading, and writing as integrated skills, enabling learners to express ideas clearly, comprehend a variety of texts, and participate meaningfully in classroom interactions. English learning at this stage is functional, contextual, and learner-centred, preparing students for the higher cognitive and linguistic demands of secondary education.

Pedagogy emphasises Communicative Language Teaching (CLT) with increasing exposure to task-based activities, collaborative learning, and real-life language use. Grammar and vocabulary are taught functionally and inductively, embedded within listening, speaking, reading, and writing tasks rather than as isolated rules.

Pedagogical Approaches

Across Classes 6 to 8, pedagogical processes focus on strengthening **integrated language skills** through structured yet **interactive classroom practices**. Activities such as discussions, role play, guided reading, pair and group work, and supported writing tasks enable learners to use English meaningfully in academic and everyday contexts. Learners engage with age-appropriate literary, informational, and functional texts to identify main ideas, details, sequence, and simple relationships. Teacher modelling and scaffolded practices gradually guide learners from supported responses to independent speaking and writing. Grammar and vocabulary are taught through functional and contextual use, allowing learners to internalise language structures through purposeful communication. Arts-integrated and collaborative tasks support creativity, values, cooperation, and the development of essential life skills.

Assessment Strategies

Assessment in Classes 6 to 8 follows a continuous and competency-based approach that supports learners' language development progressively. Assessment is integrated with classroom processes through observation, questioning, discussions, listening tasks, and written work. Oral assessments include participation in discussions, role plays, short talks, and reading aloud, while written assessments include comprehension activities, guided and independent writing, sequencing tasks, and short summaries. Rubrics are used to assess listening, speaking, reading, and writing in a clear and consistent manner. Self and peer assessment are gradually introduced to develop reflection and learner responsibility. Assessment is primarily used to guide teaching, identify learning needs, and support improvement.

Conclusion

The English syllabus for Classes 6–8 creates a **strong middle-stage foundation** by integrating communicative competence, reading comprehension, and structured writing with functional grammar use. Through interactive pedagogy, contextualised language learning, and continuous assessment, learners are prepared for the analytical, academic, and discourse-oriented demands of Classes 9 and 10, while retaining confidence and enjoyment in language use.