

EDUCATORS' GUIDE FOR PEDAGOGY AND ASSESSMENT

USING A LEARNING OUTCOMES APPROACH



MALTESE

LEVELS **5** **6** **7** **8** **9** **10**



Learning
Outcomes
Framework



Learning Outcomes Framework

This document is part of the ESF1.228 Project entitled 'Design of Learning Outcomes Framework, associated Learning and Assessment programmes and related Training' implemented under the Operational Programme II – Cohesion Policy 2007-2013 and was part-financed by the European Union European Social Fund co-financing rate: 85% EU Fund; 15% National Funds.

© Directorate for Quality and Standards in Education 2015

Directorate for Quality and Standards in Education,
Ministry for Education and Employment,
Great Siege Road, Floriana VLT 2000
Malta

Publisher: Directorate for Quality and Standards in Education

No part of this publication shall be replicated and represented as an official version, nor as having been produced in affiliation with or with the endorsement of the DQSE.

Graphic design: Outlook Coop

Contents

Introduction	5
1. Subject Learning Outcomes	9
2. Pedagogy	
A. Pedagogy and good practice learning.....	47
B. Embedding the delivery of the Cross Curricular Themes.....	51
C. Reaching different learners within each level.....	56
D. Teaching different levels within one year group.....	60
E. Teaching one level across two year groups.....	61
3. Assessment	
A. Methodologies that will ensure fit for purpose assessment.....	63
B. Inclusive assessment methodologies.....	68
C. Reliable and valid ways of assessment.....	70
D. Assessing Cross Curricular Themes.....	72
E. Reporting Progress.....	73
References	76
Appendix 1: Cross Curricular Themes	79
Appendix 2: Metalanguage Outcomes	92
Appendix 3: Guidelines for Literature Appreciation	121



Introduction

Following the endorsement of the National Curriculum Framework (NCF) in 2012, an ambitious plan was launched the aim of which was to put theory into practice. Built upon the National Minimum Curriculum (2000), it addressed the gaps in Malta's learning processes where emphasis shifted from teaching the subject to teaching the learner.

The National Minimum Curriculum Framework took important policy-related documents issued by the European Commission into consideration. These included the *Key Competences for Lifelong Learning – A European Reference Framework* (included in the annex of the Recommendations; 2006/962/EC); the *Strategic Framework for European Cooperation in Education and Training* (ET 2020; 2009) and *Europe 2020 – A Strategy for Smart Sustainable and Inclusive Growth* (COM (2010) 2020) which is the follow-up to the *Lisbon Strategy for Growth and Jobs* (Memo 06/478/12 Dec 2006).

Against the background of Malta's historical development, and on the basis of the curriculum and EU documentation, the NCF seeks to provide strategic direction by rationalising the necessary changes and their implications for area/subject content, pedagogies and assessment. The NCF was presented within a lifelong learning perspective and celebrates diversity by catering for all learners at each stage of their education. It aims to introduce more equity and decentralisation in the national system. The NCF seeks to present a seamless curriculum that reflects smooth transitions, building and extending on the firm foundations in early childhood education. In essence, the NCF aims to provide quality education for all learners, reducing the percentage of early school leavers and encouraging their enrolment in further and higher education.

The NCF proposed a Learning Outcomes Framework (LOF) as the keystone for learning and assessment throughout the years of compulsory schooling. The aim of the Learning Outcomes Framework is to free schools and learners from centrally-imposed knowledge-centric syllabi, and to give them the freedom to develop programmes that fulfil the framework of knowledge, attitudes and skills-based outcomes that are considered national education entitlement of all learners in Malta. The LOF is thus intended to eventually lead to more curricular autonomy of colleges and schools, so as to better address the learning needs of their learners.

A number of other local policy documents published in recent months have also contributed to the need of a learning outcomes-based approach in today's educational structures. In particular, the *Framework for the Education Strategy for Malta 2014-2024* (2014), *A National Literacy Strategy for All in Malta and Gozo 2014-2019* (2014), *A Strategic Plan for Early School Leaving in Malta 2014* (2014), *Education for All: Special Needs and Inclusive Education in Malta* (2014), *Malta National Lifelong Learning Strategy 2020* (2015) and *Respect for All Framework* (2015) all point towards the need of providing equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key competences in literacy, numeracy, science and technology.

The ESF 1.228 Project – *Design of Learning Outcomes Framework, Associated Learning and Assessment Programmes and Related Training* is intended to deliver this Learning Outcomes Framework approach to the educators and all relevant stakeholders within compulsory schooling. It addresses the holistic development of all learners and advocates quality education for all as part of a coherent strategy for lifelong learning which aims to ensure that all children have the opportunity to obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of their socio-economic, cultural, racial, ethnic, religious, gender and sexual status.

The LOF will allow for flexibility in teaching and learning programmes in order to address specific needs and to build upon strengths within the context of the learning communities in different colleges and schools. This concept of flexibility is promoted throughout the entire framework. While acknowledging that out-of-school factors such as poverty and social exclusion affect learner achievement, the LOF seeks to improve learners' learning experiences by encouraging creativity, critical literacy, entrepreneurship and innovation at all levels. This will allow learners to reach their potential by connecting what they have learnt to their individual contexts. Consequently, this will help learners develop a positive attitude towards learning and a greater appreciation of its usefulness.

The move from a prescriptive content-based curriculum towards a learning outcomes approach will impact all programmes in schools and all external examinations and assessment at the end of compulsory education in Malta.

The LOF was also designed to meet the four broad education goals outlined in the *Education Strategy for Malta 2014-2024* (Ministry for Education and Employment, 2014), namely to:

- reduce the gaps in educational outcomes between boys and girls and between learners attending different schools, decrease the number of low achievers, raise the bar in literacy, numeracy and science and technology competence, and increase learner achievement;
- support educational achievement of children at-risk-of-poverty and from low socio-economic status and reduce the relatively high incidence of early school-leavers;
- increase participation in lifelong learning and adult learning;
- raise levels of learner retention and attainment and achievement in further, vocational and tertiary education and training.

The Learning and Assessment Programmes (LAPs) that were drawn up for each subject will ensure that the focus is on the learner. As such, learning activities will be geared to stimulate creativity and imagination; enable learners to make a correct value judgement when editing/correcting their own work; develop learners' investigative and constructive skills by making use of different media; and promote receptive skills (listening and reading) which lead to productive skills (speaking and writing). LAPs are also intended to create an atmosphere where learners develop their own problem-solving skills and their ability to think and reason logically; reflect on outcomes and consequences and explore possible alterations; and apply interesting and realistic contexts that are personally meaningful to them.

With the use of LAPs, teachers will be encouraged to create situations and resources which are intrinsically interesting, culturally embedded and cognitively engaging, and enable learners to make connections amid the various types of information that they have acquired.

THE LEARNING AND ASSESSMENT PROGRAMME FOR MALTESE

This document, which is aimed at policy makers, educators and teachers in the classroom, presents the Learning and Assessment Programme (LAP) for Maltese.

The LAP comprises:

- The Learning Outcomes Framework (LOF);
- The Metalanguage Learning Programme (MLP);
- The Literature Learning Programme;
- Notes on Pedagogy and Assessment.

This document has been collaboratively developed by the Outlook Coop Learning Outcomes Framework Joint Venture comprising Outlook Coop as the lead partner, East Coast Education Ltd. and the University College London Institute of Education together with the Directorate for Quality and Standards in Education (DQSE). Mr Barry Smith (Joint Venture Technical Director), Mr Godfrey Kenely (Joint Venture Contract Director), Dr Michelle Attard Tonna (Head of Project) and Mr Gaetano Bugeja (Project Leader) directed the project experts.

Contributors

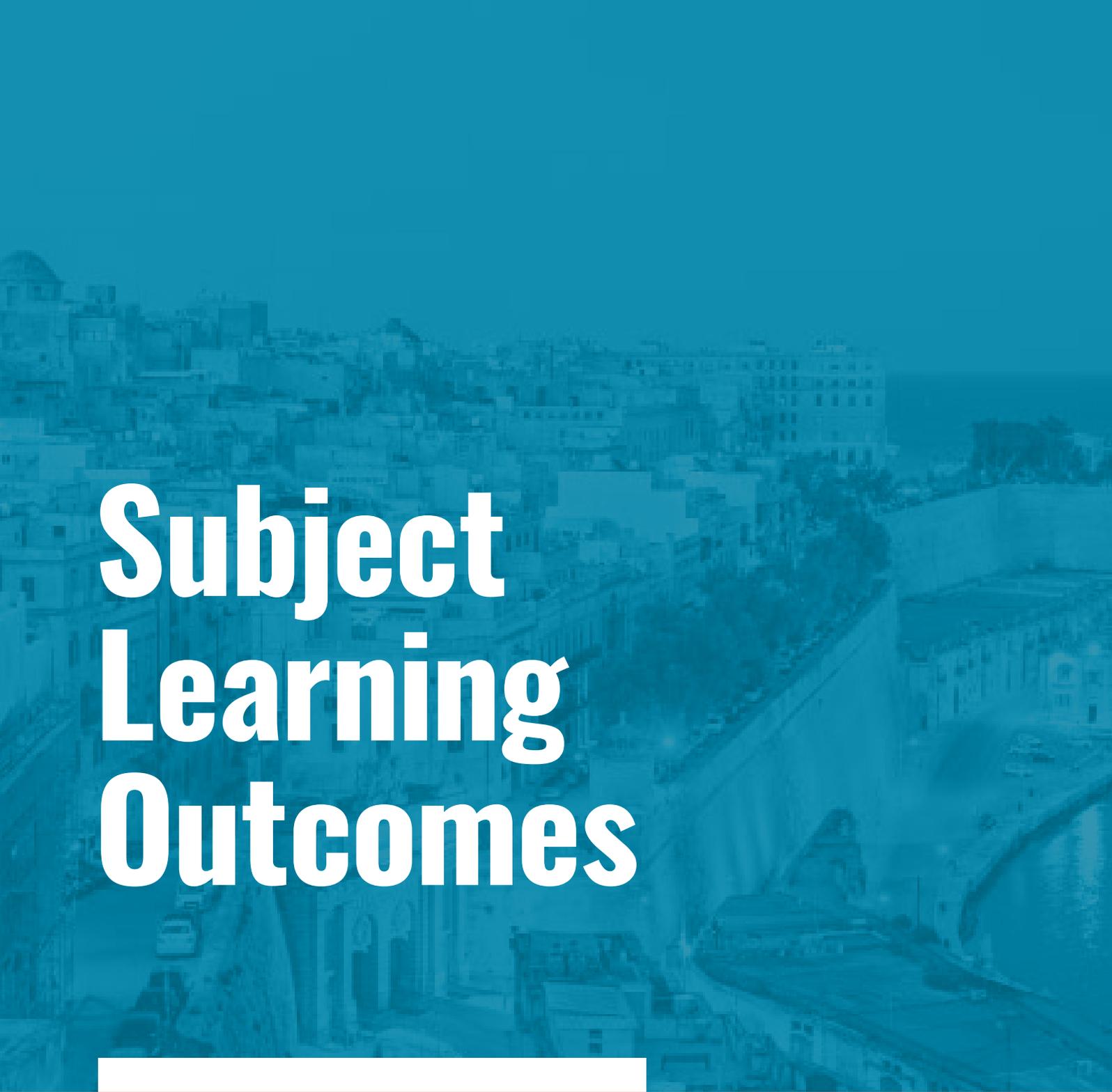
We wish to thank the following experts who contributed to the development of the Maltese Learning Outcomes Framework and Pedagogy and Assessment Document.

Subject experts:

COLEIRO Doreen
MIFSUD George
MUSCAT David

ABBREVIATIONS

DQSE – Directorate for Quality and Standards in Education
NCF – National Curriculum Framework
LOF – Learning Outcomes Framework
LAP – Learning and Assessment Programme
MLG – Metalanguage Learning Programme
SLO – Subject Learning Outcomes
CCT – Cross Curricular Themes



Subject Learning Outcomes

MALTESE

LEVELS 5 6 7 8 9 10

The Subject Learning Outcomes (SLO) for Maltese comprise descriptions of all learning outcomes spanning from year three Primary to year eleven Secondary. These outcomes set out what students are expected to know, understand, or be able to do as a result of the learning process according to their level.

This Framework is based on an integrated approach in which all language areas from levels 5 to 7 are to be learned together. Although we refer to speaking (both interactive and productive), listening, reading and writing skills, these also include students' ability to appreciate and react to different literary texts, the use in a wide sense of the metalanguage in all aspects of life, knowledge and appreciation of the Maltese culture and the history of the development of their native language. The various foci are to be learned together, and the concept that language is one whole, and not divided into different parts that are learned separately without any link among them, needs to be strengthened further. Nevertheless, this does not mean that there will not be specific lessons focused on metalanguage and literature skills. Indeed, it is recommended that teachers strike a balance between the two different approaches when preparing the learning outcomes in their lessons according to the skills of their students in class.

When students start secondary school from level 8 upwards, skills are spread over six foci that are speaking, listening, reading, writing, metalanguage and literature. The other two foci, culture and language development, remain viewed as integrated and included in these skills. The reason is that in these higher levels of compulsory education there should be particular and special focus on these two important foci of Maltese as they require a certain amount of specialization, considering that Maltese is a native language. Furthermore, in the area of metalanguage, there needs to be a greater distinction among the four major sections of the written language, that is, punctuation, orthography, morphology and syntax. These areas are being given equal treatment, and it is emphasised that each of them be given its due importance in class without any overemphasis that could shackle rather than help the student. Therefore, a tiered programme covering all foci of metalanguage has been prepared such that, while serving as a guide for teachers in class, it also avoids going into too much detail in some language sections. The need to give particular and specific importance to orthography and punctuation is evident from what teachers themselves think, as well as from the examiners' reports on examinations and assessment on a national scale, such as the Secondary Education Certificate (SEC) in Maltese and the End of Primary Education Benchmark.¹

The outcomes are detailed and include examples and clarifications. Teachers may link one outcome to another, and are not bound to follow the order in which these are set out. They may also use the thematic approach and group together various outcomes taken from different skills. During the lesson they can make use of more than one outcome, and it is recommended that students are given a number of different activities to help them train in all the foci that one outcome could possibly have. These activities and tasks help teachers as well as the students themselves to judge whether the outcome has been achieved or not.

The learning outcomes may be used in different contexts and by means of different teaching methods. Rather than describing the process or the teaching activities, the outcomes establish the skills, the attitudes and the final competences that students are expected to achieve by the end of their compulsory schooling in their native language, Maltese.

Within the Learning Outcomes Framework (LOF), level 10 is viewed as the 'gifted and talented' level. Outcomes within this level sit at the upper end of the ability spectrum and extend learners further. At this level, students demonstrate a deeper understanding and a wider application of Level 9 content which marks the end of compulsory schooling. Level 10 outcomes may draw on three main areas:

- increased sophistication of understanding of the Level 9 content;
- greater learning autonomy in developing understanding and skills; and
- increased application and problem solving.

1 See the SEC examiners' report dated May 2015, page 33. See also the Benchmark examiners' report in this link: http://curriculum.gov.mt/en/Benchmark/reports-presentations/Documents/benchmark_report_2015.pdf

It should be noted that each Attainment Level can be extended further, and suggestions for this will be included in the Pedagogy and Assessment section of the document.

The subject learning outcomes are also available online at <http://www.schoolslearningoutcomes.edu.mt/en/dashboard>

LEVEL 5

Subject Focus: Speech in everyday life, use of grammar and literature

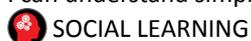
1. I can be heard when I talk and be understood thanks to good pronunciation and intonation, with emphasis where necessary.
 LISTENING AND SPEAKING
2. I can ask for things in the appropriate way to be able to tend to my basic day-to-day needs by using the simple forms of conversation in different familiar and formal situations, such as when I ask for things to my family and other people.
3. I can speak in general using an appropriate range of vocabulary about familiar subjects that are of interest to me by using personal pronouns, attached pronouns (*pronomi mehmuzin*), matching gender and quantity with the nouns and verbs I use in the correct and appropriate way and by using the correct form of the positive adjective.
4. I can communicate a simple message orally without leaving anything essential out.
5. I can pose questions and requests with correct grammatical and syntactic structures by using interrogative pronouns and other words, in an educated and polite manner, to acquire the information I need from someone I know, such as when I ask something to someone during a class activity and beyond.
 LISTENING AND SPEAKING
6. I can answer questions to show that I understood what I have heard, both from factual as well as literary texts, and I can talk about them.
7. I can use mathematical, scientific and technological language in everyday conversations, for example when I say the numbers, speak about simple forms and elementary scientific concepts, weight and measure, and say the time.
8. I can use simple and direct words to give easy and clear instructions and directions related to my life and experiences in the environments I am in, such as at home or in class.
 SOCIAL LEARNING
9. I can use expressions to greet, both orally and through gestures, in my everyday life and in the appropriate instances and contexts depending on my audience.
 SOCIAL LEARNING
10. I can talk about myself, my family and the environment I live in and how time is divided into years, seasons, months, days and time of day.
11. I can use the imperative to give directions and instructions.
12. I can use the perfect and the imperfect tenses when I'm using my own words to tell a short story I would have heard or to describe the main character and setting of a story.
13. After hearing or reading literary and factual texts, I can re-tell them / sing them / play them out to show that I liked them and I understood them.
 COGNITIVE LEARNING
14. I can add and do small changes according to my tastes to literary texts that I have heard like songs, rhymes, stories, poems, tales and the rest.
 PRACTICAL
15. I can predict an ending that I feel is appropriate to stories, poems and rhymes that I have heard starting and developing.
16. I can take part in discussions in small groups, where I express my opinions and feelings in correct grammatical and syntactic, structures, according to the vocabulary range of my age and with a correct intonation, where necessary.
 LEARNING TO DO
17. I can take part in discussions without too many fillers and hesitations and take part not only through speech but also with a number of signs, non-verbal gestures, other paralinguistic characteristics like emphasis on key words and changes in rhythm depending on the subject.

18. I can listen to the opinions of others while waiting and give mine when it's my turn.
 LEARNING TO DO
19. I know there are words that can hurt other people's feelings and I can avoid them during a discussion to keep a positive attitude.
 COMMUNICATING FOR DIVERSITY
20. I can control the volume of my voice according to the context, the place and the situation I am in.
21. In conversations with my friends, I am conscious of linguistic diversity, like for example, of words we use in the main languages we know (among them the languages of foreign students) to mean the same thing.
 COMMUNICATING FOR DIVERSITY

Subject Focus: Listening in everyday life, use of grammar and literature

1. I can understand different statements, both positive and negative, that express reasons or opinions like '*Jien immur l-iskola kuljum biex niltaqa' ma' shabi*' (I go to school everyday to meet my friends), '*Jien ma nhobbx niekol il-helu ghax mhux tajjed ghas-sahha*' (I don't like eating sweets because they're unhealthy).
2. I can quickly understand specific points/details when someone is talking to me or to others in a dialogue or short conversation.
 COGNITIVE LEARNING
3. I can make a distinction between different tones when a story is being told.
4. I can understand a joke, dialogue, story and the rest, and I can react to it verbally, in writing or with gestures.
 LEARNING TO BE
5. I can understand simple instructions in the structure and vocabulary that I am given in my everyday life, including in the positive and negative Imperative, like for example '*Kul ghal qalbek*' (Enjoy your food), or '*Taqsamx it-triq*' (Don't cross the road).
6. I can understand a simple notice/s given verbally and related to my life and my surroundings that include the date, the time and other easy details, like '*Nhar it-Tnejn 10 ta' Novembru se mmorru harġa ma' tal-iskola*' (On Monday the 10th November we are going on a school outing).
7. I can understand simple directions that I hear in my everyday life and around me, including how to get from one place to another in the same building or somewhere close to where you live, like '*Itla' fuq u dur fuq il-lemin*' (Go upstairs and turn on the right), '*Itla' fl-ewwel sular u idhol fil-kamra tax-xellug*' (Go to the first floor and go into the room on your left).
8. I can listen to, follow and understand short excerpts about subjects I am familiar with that contain information that I can learn from, like an informative piece that the teacher or classmates read or that I hear/see on the media and the internet.
 COGNITIVE LEARNING
9. I can listen to and understand a short and simple advert about an object/place related to my everyday life and my surroundings, like an advert for a toy, computer or place of entertainment.
 INFORMATION MANAGEMENT SOCIAL LEARNING
10. I can listen to a short story and show what I have understood from it through verbal means, in writing or through gestures.
 COGNITIVE LEARNING
11. I can listen to and follow songs / poems / rhymes / tongue-twisters and show what I have understood from them through verbal means, in writing or through gestures, and I can mention examples of rhyme.
 COGNITIVE LEARNING
12. I can listen to and follow a short play and show what I have understood from it through verbal means, in writing or through gestures.
 COGNITIVE LEARNING
13. I can listen to and understand mathematical, scientific and technological language that I use in my everyday life like numbers, simple shapes, measurements, weight and the time.
14. I can understand the meaning of simple language that shows feeling and opinion.
 SOCIAL LEARNING

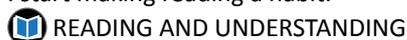
15. I can understand simple questions that I am asked and I can answer them orally, in writing or by gestures.



Subject Focus: Reading in everyday life, use of grammar and literature

1. I can read words that I've never come across before by joining a sound with another, joining and dividing into syllables or comparing their form with that of other similar words.

2. I can read in a way that makes sense and with confidence, to myself, alone, in silence, for my own pleasure and I start making reading a habit.



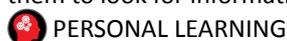
3. I can read a text in front of other people, such as during a group meeting, in class or during a student activity.

4. I can read writings in different genres, registers and about different subjects, and recognise their functions, such as articles, short reports, adverts, newspaper notices, leaflets, magazines, light poems, stories, traditional Maltese tales, rhymes, songs and recipes - whether they're printed or in electronic or digital form.

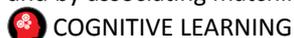
5. I can read and understand the mathematical, scientific and technological language that I use in everyday life, such as numbers, simple shapes, measurements and the time.

6. I can read and understand the most popular words like the days of the week, months, seasons, colours, animals, and the Earth's elements.

7. I can recognise the main components of printed, electronic and digital material such as the title, table of content, chapters, page numbers, sections, images or pictures, captions, the front and back covers, and use them to look for information I need.



8. I can understand the meaning of difficult words and expressions that I don't know from making sense of the whole sentence/paragraph or from the context by relating a word with another and/or words with pictures, and by associating matching quantity and gender with the adjectives that follow them.



9. I can read, understand, and ponder texts, animations and pictures, and form an opinion about them by stating their main points, such as in a chronological or sequential manner, as well as answer questions about them.



10. I can recognise the main subject/s or idea/s of a text by extracting the most important words, sentences or concepts.

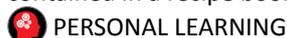


11. I can recognise that there are different forms and styles of writing in which language serves different functions depending on the context in which it is being used and the audience to which it is aimed.

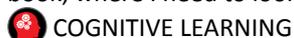
12. I can use a dictionary by following the alphabetical order, and by using the first letter/s I can find the meaning of the words that I'm looking for and therefore learn their meaning, spelling, pronunciation and how they're read.



13. I can extract the information I need from the texts that I read, such as when I read instructions or directions contained in a recipe book or a game manual.

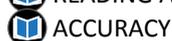
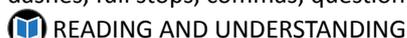


14. I can use the facilities offered by libraries (class, school and public ones), I know what I have to do to borrow a book, where I need to look on the shelves depending on the genre, the code and so on.



15. I consider myself a reader and with the help of the teacher/s I can choose books that match my reading level.

16. I can read and pay attention to intonation by correctly following the punctuation marks such as capital letters, dashes, full stops, commas, question and exclamation marks and the colon.



Subject Focus: Writing in everyday life, use of grammar and literature.

1. I can write and form simple sentences or paragraphs about subjects I'm familiar with.
2. With the help of my teacher, I can join sentences to form paragraphs that follow one another.
3. I can give my personal details in writing.
4. With the help of my teacher, I can find good models of easy writing to improve my writing and reinforce and expand my vocabulary depending on what I want to achieve.
5. I can plan my ideas and organise them, and use this as a base from which to carve out drafts for my writings, depending on what I am aiming for specifically, by asking questions like: who? when? how? where? what happened? why?
 **PLANNING AND REFLECTION**
6. I can write captions underneath photos and pictures about people and things that I see around me.
7. I can write lists of words and sentences about the things that I have to do, for example a shopping list or errands.
8. I can write messages in cards that I'm about to send to people I love.
9. I can write fictional accounts of not less than 70 words featuring characters, places and stories.
10. I can write factual texts of not less than 70 words with snippets of information about my hometown, the persons I love, animals, hobbies, feasts and so on.
11. I can write dialogues from scratch or add to existing ones of not less than 70 words about subjects that concern my everyday life and my surroundings.
 **WRITING**
12. I can keep a diary where I write the most important events of my day.
13. I can write simple rhymes of one or two stanzas about subjects I'm interested in like the environment around me, the creatures that I love and the things I like doing.
 **LEARNING TO DO**
14. I can write clear and neat final texts that contain no mistakes in syntax, morphology, grammar, spelling and punctuation.
 **ACCURACY**
15. I can correctly write words connected to mathematical, scientific and technological language that I use in everyday life, for example numbers, simple shapes, measurements, weight and the time.
16. I can answer direct and inferential questions in writing after I've read and understood a factual or fictional text.
17. I can write easy and simple questions to acquire information that I need, for example for an interview, telephone call and so on.
 **PERSONAL LEARNING**

LEVEL 6

Subject Focus: Speech in everyday life, use of grammar and literature

1. I can speak clearly, be heard and understood well with a good pronunciation, a clear and loud voice and appropriate tone, gestures and expressions that the listener can understand and follow without difficulty.
 EXPRESSIVE LANGUAGE
2. I can take part in conversations where I pretend I'm someone or something else, for example when I take part in stage productions such as plays, mimes and concerts in fictional and non-fictional circumstances, for example when I go to buy tickets for places of entertainment, I imagine I'm a photo-camera and the rest.
3. In my everyday speech, I can correctly use forms of literal conversations, enhanced with a range of adapted vocabulary, as well as easy figurative speech with the use of expressions, rhetoric questions, idioms and proverbs, speech that makes sense and is related to the subject and hence keeps the audience's attention and interest.
4. I can explain what I'm feeling in an orderly manner and in sequence while using correct grammatical structures and simple, composite and sometimes even complex sentences with the help of linking words and conjunctions.
5. I can give directions, that with the help of visuals include the main winds of the rose and instructions related to processes and routines of my life by using the forms of imperative singular and plural, including the negative ones.
6. I can make appropriate requests and questions to acquire the information I need in varied contexts of everyday life by using formal, educated and polite speech registers, for example to acquire historical information about a prominent place in my village/town or biographical information for an interview.
 LEARNING TO LIVE TOGETHER
7. I can state facts, tell stories and descriptions by using grammatically correct structures that reflect a strong grasp of the language and I can show that I can match the verb with the subject and the predicate in terms of gender and quantity, the adjectives in all their grades, and in consideration of the context and the audience I have in front of me.
8. I can explain and support my opinions with evidence about a pre-determined subject and I can address the needs and expectations of the audience in front of me.
9. I can work various strategies, including how to word clear questions that request a certain amount of detail, to clarify or confirm what I have heard, for example when I ask for more directions and instructions about how to do a certain task in class/at home and what I actually need to conduct a short research that I need to do at home.
 PERSONAL LEARNING
10. I can speak and present in front of an audience, alone or with others, with the help of technological, digital, printed and other resources, after the research has been done; interesting information about cultural events and elements that constitute Maltese culture and identity such as food, village feasts, skills and artisanal crafts of yesterday and today, the environment, history and myths.
 USE OF DIGITAL MEDIA
 LEARNING TO LIVE TOGETHER
11. With the help of the teacher, I can compare the main characteristics that distinguish different genres of texts, literary and non-literary, written or orally-transmitted, after I would have pre-identified them.
12. I can say what I feel and think about the themes, the characters, the development, the setting and the time in which the literary (poem, song, story, tale, myth) or factual story that I'm reading/listening to is taking place.
 LEARNING TO BE
13. I can create and tell in an animated way and by using gestures stories, tales, jokes and anecdotes of mischief that are similar to those heard/read and I can make any changes that I like to the development of the story, the setting and the characters.
14. I can recognise alliteration, rhyme and onomatopoeia in literary and non-literary texts, talk about how these affect me and give other examples of them.
15. I can recognise personification and similes in literary and non-literary texts, talk about how they affect me and give other examples of them.

16. I can use mathematical, scientific and technological language in my everyday speech when I refer to numbers, forms, measurements, weight, the elements, the wind rose and time.
17. I can follow the discussion that's taking place, even when it involves technological means, compare and give my opinion about ideas that I hear, understand what resulted from the discussion and, when needed, implement what has been agreed.
 USE OF DIGITAL MEDIA
 PRACTICAL
18. I can evaluate other people's presentations by giving a response through things I say, and while recognising the positive, suggest changes/improvements and give a reason/s for my suggestions.
19. I can recognise different positions that develop in discussions and while I lean towards a preferred position, I can give my reasons for the position I've taken.
 SOCIAL CHANGE
 LEARNING TO DO
20. In my speech, I can use language that shows respect towards everyone and doesn't hurt other people's cultural, religious and racial sentiments.
 SOCIAL CHANGE
21. I can interject with points related to the subject being discussed after I have followed, understood and noted the main points.
 SOCIAL LEARNING
22. I choose appropriate words, expressions and gestures to support my arguments according to the occasion and the context of the discussion; this way I communicate my point more forcefully in order to convince the audience.
 LEARNING TO DO
23. During activities guided by the teacher, I can discuss with my classmates how the Maltese language is tied to the history of our country, and the origin and meaning of words we use in everyday life.
 COGNITIVE LEARNING
24. I can speak to students coming from different cultures with respect and esteem, and with them I can describe and compare the linguistic and cultural diversity of our country.
 SOCIAL CHANGE
 LEARNING TO BE

Subject Focus: Listening in everyday life, use of grammar and literature

1. I can understand and answer different kinds of questions that I am asked about things I know, in different contexts and situations.
 EXPRESSIVE LANGUAGE
2. I can grasp specific points when someone is talking to me or to others in a short dialogue or conversation between two or more people, or a short discussion (formal or informal).
 COGNITIVE LEARNING
3. From the tone used, the voice and the gestures, I can clearly distinguish the message in the telling of stories, reading of poetry, plays, the news, formal and informal speeches, and other contexts.
4. I can show respect to others by listening to them, consider and appreciate what they are saying because I believe that everyone has a right to express themselves.
 LEARNING TO DO
 SELF AWARENESS
 COMMUNICATING FOR DIVERSITY
 SOCIAL LEARNING

5. I can understand and react verbally, in writing or with gestures to literary texts and others that I hear in everyday life, and I can compare them to my own experiences.
 COGNITIVE
6. I can understand instructions that I hear or that someone gives me using the different forms of the imperative in different contexts of everyday life, both in the positive and the negative, like '*Iftaħ il-bieb*' (Open the door), '*Twaħħalx bil-kolla*' (Don't stick anything with glue), '*La tisraqx*' (Thou shalt not steal), '*Qatt ma għandkom tagħmluha ma' min hu aghar minnkom*' (Never mix with people who are worse than you) and the rest.
7. I can listen to and understand a notice or a set of notices given orally and through technological means that are related both to my everyday life and to that of the community I live in, notices that contain dates, times and other main details, like a notice about a school sports day, a computer course organised by the Local Council, a lost object or pet, and so on.
 INFORMATION MANAGEMENT
8. I can understand the weather report and forecast that include vocabulary related to the directions of the compass and geographical positions, like when I hear that Malta is in the South of Europe, Marsaxlokk is in the South East of Malta, and so on.
 INFORMATION MANAGEMENT
9. I can understand simple directions given by other people that I'm not familiar with, for example directions about places that I know of but that I don't frequent everyday, like how to get to St George's Square in Valletta as soon as I get off the bus.
10. I can listen to and follow informative texts and news, including those I'm not familiar with, for example texts about the environment, culture, current affairs, biographies and curious facts.
 LEARNING TO DO
11. I can listen to, follow and understand adverts about objects and places, including those I'm not very familiar with, like adverts of products and services.
 INFORMATION MANAGEMENT
12. I can listen to and understand mathematical, scientific and technological language that I use in my everyday life when I refer to numbers, shapes, measurements, weight, the elements, the compass and time.
13. While listening to a factual or fictional story, I can draw the important details and notice any similarities and adjectives that embellish the story and leave an effect on the audience.
14. I can hear and recognise examples of alliteration, rhyme, onomatopoeia, simple metaphors, personification and similes in texts that I have heard.
15. I can listen to and follow songs and poems, and by myself draw their subject and compare and interpret it according to my experiences.
 COGNITIVE LEARNING
16. I can follow and understand the plot, the characters and the setting of a performance, film, story, play and so on.
17. I can be part of an audience that listens, understands and participates.
 LEARNING TO LIVE TOGETHER
 SOCIAL LEARNING

Subject Focus: Reading in everyday life, use of grammar and literature

1. I can read in a way that makes sense, with a clear voice, fluent rhythm and with confidence, different genres of writing by different authors to myself, alone, in silence, for pleasure, in front of others, and with others, such as poems, short stories, newspaper or magazine articles, horror stories, funny stories, fictitious or real stories, biographies and so on.
 READING AND UNDERSTANDING
2. I recognise that authors use different styles and forms of writing, such as rhyme and rhythm in poems; the introduction, body and conclusion in an essay; the plot in a short story or novel; the narration in the first and/ or third person, different font size, and so on.

3. I can understand the texts I read, ponder them, form an opinion about them and express it, answer direct and inferential questions about them, recognise whether the writing is fictional or realistic, extract the message the author wants to convey, how the message affects the readers, compare what I read with my experiences, reflect about the context in which it was written and so on.
 COGNITIVE
4. I can choose what I read according to my tastes and the information I need by looking at titles, tables of content, chapters, pictures/images/illustrations, indexes and so on, such as when I'm looking for books in a library or when I'm looking for information in an encyclopedia, and so on.
 PERSONAL LEARNING
 COGNITIVE LEARNING
5. I can extract the main points and the secondary points from what I read by following the structure and progression of the thoughts or the story or the thematic development, and by identifying the most important words, phrases and sentences.
 COGNITIVE LEARNING
6. I can look for information from different sources by reading and starting to do research as necessary, such as from books, newspapers, magazines, leaflets, websites, blogs, tables and so on.
 PRACTICAL
7. I recognise that different genres of writing have different functions, such as to tell a story, to describe, inform, teach, give pleasure, make people laugh, explain, advertise, sell, express a feeling, and so on.
8. I recognise that in lists of instructions, directions, prescriptions and so on, writers use the imperative singular and plural, positive and negative, such as in recipes, lists of regulations, guidelines, manuals, informative maps, digital games and so on.
9. I deduce the meaning of difficult words and expressions that I don't know or guess their meaning through the sense of the sentences/paragraph/s, and/or from the context by, among other things, comparing these words to other words, for example 'muftieħ' (key) from 'fetaħ' (to open); 'Milied' (Christmas) from 'twieled' (to be born); 'trejqa' (path) from 'triq' (street); 'qdiġ' (rowing) from 'qadeġ' (to row).
 COGNITIVE LEARNING
10. I recognise whether I have to read every word in the text to extract the information I need or else just a few words, phrases or sentences or inspect pictures/illustrations and so on. For example, if I'm looking for the name of a film in the TV programme schedule, I don't need to read all the information given on each film, but read the names of the programmes only.
 COGNITIVE LEARNING
11. While I'm reading I identify the verbs and recognise if they're in the perfect, imperfect or the future tense and why they're being used in that tense and hence better understand what I'm reading.
12. While I'm reading I identify the nouns and recognise whether they are in the singular (singular farrad waħdieni), collective singular or in the plural, among other things from the verbs or adjectives that match with them, from the context itself and so on.
13. I can read and understand mathematical, scientific and technological texts that I use in my everyday life, such as encyclopedias, leaflets, websites and so on.
14. I know what the meaning of words that tie sentences and phrases together, and also how to use them, for example, prepositions, conjunctions and adverbs.
15. I can use dictionaries and thesauri in Maltese well to look up words that I don't know the meaning of, I don't know how to write, pronounce or read, in other words search in alphabetical order, not only by looking at the first letter, but also at letters that follow and by searching according to the root consonants (*l-għerq*) or the main form of the word.
 PERSONAL LEARNING
16. I can read and pay attention to the intonation by following well the punctuation marks such as capital letters, dashes, graphic accents, full stops, colons, commas, inverted commas, italics, three dots, and question and exclamation marks.
 ACCURACY

Subject Focus: Writing in everyday life, use of grammar and literature.

1. With the help of my teachers, I can find good models of a variety of writings to expand my vocabulary, use idiomatic Maltese and express my thoughts and feelings according to why I want to express myself and the audience I have in mind.
 COGNITIVE LEARNING
2. I can plan ideas and organise them by myself, by, among other things, creating a web of thoughts, conceptual maps, drawings, lists and so on, and from them flesh out drafts for my writings according to specific aims.
 PLANNING AND REFLECTION
3. I can take short notes while I'm conducting research or listening to a discussion to be able to use them later in my own pieces, including with the use of pictures and/or technological means.
 INFORMATION MANAGEMENT
 USE OF DIGITAL MEDIA
4. I can divide my writing into paragraphs of different sizes and tie them together thanks to a line of thought.
 WRITING
 PLANNING AND REFLECTION
5. I can write concise captions for photos, pictures, comics, cartoons and so on, and through them show that I understood the message or the historic or current story they are depicting.
6. I can write and publish notices, including with the help of pictures and/or photos of about 50 words to be read in front of an audience.
 INFORMATION MANAGEMENT
7. I can write a story of between 140 and 200 words about a picture or set of pictures, cartoons, caricatures and so on.
 WRITING
8. I can write messages, invitations and letters in different styles to my friends and relatives.
9. I can write instructions, processes and directions in contexts I am familiar with like simple menus and recipes that include the ingredients that I need to use and the cooking method.
 WRITING
10. I can write from scratch or continue dialogues and conversations that have already been started of between 140 and 200 words.
 WRITING
11. I can correctly write short texts, whether researched or not, in a mathematical, scientific and technological language related to everyday life, for example numbers, shapes, measurements, weight, the elements, the compass and the time.
 INFORMATION MANAGEMENT
12. I can write simple rhymes and poems longer than 2 stanzas about things, people, events, places and so on.
 WRITING
13. I can write or continue writing fictional anecdotes of between 140 and 200 words about characters, places and events.
 WRITING
14. I keep a diary of the most important events of the day and give my opinions about them.
 COGNITIVE LEARNING
15. I can write factual texts, including articles and reports, of between 140 and 200 words, with information about, among other things, the environment, places, events and stories.
 WRITING
 LEARNING TO LIVE TOGETHER
16. In my writings, I can use simple as well as composite sentences with the use of words and expressions that have the function of joining, like for example conjunctions.
 EXPRESSIVE LANGUAGE
17. I can present my final texts in a clear and neat way and without any syntactical, morphological and grammatical, spelling and punctuation mistakes.
 ACCURACY

LEVEL 7

Subject Focus: Speech in everyday life, use of grammar and literature.

1. I can speak fluently and use good idiomatic expressions, with natural ease in every context I am speaking in.
2. I can use a number of registers depending on the formality of the situation and the relationship between the speakers, and I can switch registers according to the context I am in and the audience.
 EXPRESSIVE LANGUAGE
3. I can orally express the necessary level of detail in what I say and can always keep to the subject when I'm describing, explaining and telling a story, after I recognise and consider the context, situation and audience.
 COGNITIVE LEARNING
4. I understand that in conversation, apart from facts I can also include my opinions and feelings that can be part of the descriptions, explanations and stories, but always taking into consideration my context, situation and audience.
 LEARNING TO DO
5. I can do requests and pose my questions to acquire information that I'm not familiar with by using formal, educated and polite language by using the appropriate registers in the different contexts.
 PERSONAL LEARNING
6. In my speech, I work strategies to clarify what I have heard and confirm that I understood well when I speak on media such as the telephone, Skype, television and radio, or when I answer a phone call from a person I don't know, I ask for the film schedule, make an appointment with someone I don't know and the rest.
 USE OF DIGITAL MEDIA
7. I can do oral presentations with the help of technological means, drama, songs and expressive arts, about specific subjects that I didn't choose after I would have looked into them and researched them.
 USE OF DIGITAL MEDIA
8. I can explain and reinforce with examples the way Maltese lexicon has formed and is still forming in a number of specific sectors of our lives because of its contact with foreign languages due to political, religious, economical and technological realities and more.
 SOCIAL CHANGE
9. I can speak in the different registers of the Maltese language, including about subjects such as Mathematics, Science, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Drama and Expressive Arts.
10. I can predict the start and/or the core and/or the end of a text that I have heard, give it a different angle and explain why I gave it that angle.
11. I can explain why figures of speech and figures of sound, like alliteration, rhyme, onomatopoeia, personification, metaphor and similes are used in different texts, including literary ones, and I can create similar examples in my speech.
12. I can talk about the development of the plot, the main and secondary characters and the setting of this same plot by putting myself in the shoes of a character/s and talk about what I would feel/say/do if I were in the same situation.
 COMMUNICATING FOR DIVERSITY
13. I can talk about the structure of a literary text by discussing the tone/s used by the writer, the lexicon and idiom used, and speculate about the reasons why I think these might have been used and give my opinion about whether the desired effects have been achieved or not.
14. I can compare similar or different aspects of the same theme as it emerges in two different texts of the same genre, for example, a romantic poem and a modern one, both about love.
15. I can give a relevant contribution to a discussion by intervening in the right moment and using hand gestures and/or eye contact, with words or phrases that help me tie my contribution to those of others.
 COMMUNICATING FOR DIVERSITY

16. I respect the democratic rules of the productive discussion where I give everyone a chance to speak in equal measure and when it's their turn.
 SELF AWARENESS
17. I can discuss with my friends the cultural diversity that we have in Malta nowadays because of many reasons such as the influx of foreigners as tourists/migrants; the effects of social media and means of communication so that while recognising the effects of these cultures on our country and the Maltese culture, together with my friends I identify what can be done to strengthen that which gives us our identity.
 SELF AWARENESS
 SOCIAL CHANGE
 COMMUNICATING FOR DIVERSITY
18. I can discuss with my friends linguistic/semantic/syntactic/lexical variations of speech in aspects of everyday life that we use ourselves or that we know are used in different areas of the Maltese islands.
 SOCIAL CHANGE

Subject Focus: Listening in everyday life, use of grammar and literature.

1. I can understand and answer different kinds of questions that are addressed to me about a range of subjects, in different contexts and situations.
2. I can draw specific points and details as well as expressions while someone is talking to me or to others, such as in an informal conversation, presentation, explanation, interview, short autobiographical story, discussion, and so on.
 COGNITIVE LEARNING
3. I can recognise different tones, voices and gestures used in everyday life in the telling of stories, reading of poems, plays, news, formal and informal speeches, such as an ironic or sarcastic tone.
4. I can recognise the genre of the text that I hear, even if communicated through technological means, for example a report, article, information piece, and so on; I can draw and recognise their main aim and argument and the principal information.
 COMMUNICATION
 COGNITIVE LEARNING
5. I can listen attentively and understand factual and fictional pieces; I can answer direct, inferential or open questions, both orally and by writing about them, and I can compare them to my own experiences.
6. I can understand and follow the order or sequence of instructions related to contexts of everyday life, such as those I hear on the media that use vocabulary suitable to the situation such as recipe instructions, or instructions on how to work an electronic appliance.
 COMMUNICATION
 COGNITIVE LEARNING
7. I can listen to, follow and understand notices and warnings that I come across in everyday life and in the society around me, including those aimed at the general public on the media, such as notices about closed roads or cuts in electricity supply and so on.
 COMMUNICATION
 LEARNING TO KNOW
8. I can understand directions to places that I may or may not be familiar with, by using my auditory memory to remember important details.
9. I can listen to, follow and understand information pieces, reports and news about subjects that I know or that I have never heard of, while I can draw details to pass them on in a shortened form to other people, such as a report about an accident, a report with some statistics, a weather report, the sports news, interesting news from other countries, and so on.
 COGNITIVE LEARNING

10. I can follow a discussion in concentration so that I can grasp its main points and use them for different purposes, such as sharing my ideas with others, design a task, solve a problem, clarify any points over which there's a lack of agreement or divergent opinions, and so on.
11. I can follow and understand adverts while I draw and memorise important details from them, such as an advert for a concert to be held in Malta, an advert about a new product on the market or an advert for a new car or digital game.
12. I can listen to a literary text and recognise the plot, the setting and the main characteristics of the principal and secondary characters, follow a direct dialogue between two characters or more, and recognise similes, adjectives and other characteristics of the language such as figures of sound and speech, tone and how these affect the story.
13. I can listen to and follow songs while experiencing the thoughts and feelings they evoke.
 LEARNING TO BE
14. While listening to factual texts, I can use strategies to help me understand better what I have listened to and I can talk or write and elaborate on them, such as note-taking, choosing words which are central, short phrases and so on.
15. I can understand what is being said when I'm spoken to in different registers of the Maltese language, such as about sections of Mathematics, Science, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama and Expressive Arts.

Subject Focus: Reading in everyday life, use of grammar and literature.

1. I can read in a way that makes sense, with a clear voice, fluent rhythm and with confidence, and understand writings in different genres by many authors. I can read to myself, alone, in silence, for pleasure, in front of others, with others and so on, for example recipes, poems, short stories, plays, newspapers, magazines, horror stories, funny stories, fictitious or real stories, autobiographies and so on.
 READING AND UNDERSTANDING
2. I recognise that authors use different styles and forms of writing such as the use of rhyme, rhythm, personification, metaphors, hyperbole and other figures of sound and speech in poetry; an introduction, body and conclusion in an essay; a plot and sub-plot, setting and characters in a story; different voices in the stories and so on.
3. I can understand the texts I read, ponder them, form an opinion about them and express it, can answer direct and inferential questions about them, recognise whether the writing is fictional or realistic, extract the messages the author wants to convey, even the implicit ones, and how these affect the readers; compare what I read with my own experiences and those of others, reflect about the context and time in which it was written and so on.
 LEARNING TO DO
4. I can choose what writings to read according to my tastes and the information I need by reading the title, sub-title, table of content, chapters, page numbers, sections, images or pictures, captions, the front and back covers, indexes, preface, the message on the cover and the bibliography; whenever I go to search for books at the library or look for information in an encyclopedia or on websites and so on.
 USE OF DIGITAL MEDIA
 PERSONAL LEARNING
5. From narrative, descriptive, light argumentative and factual I can extract not only the main points but also the secondary ones by following the thought-process or the path of the story/stories or the thematic development and choose between the most important words, phrases and sentences and those that aren't.
 COGNITIVE LEARNING
6. I can look for information about a number of subjects from different sources according to what I need and to my tastes, such as from books, encyclopedias, reference books, newspapers, magazines, leaflets, the internet, biographies and autobiographies, history books and so on.
 PRACTICAL

7. I recognise that different genres of writing have different functions and use different registers, for example adverts want to sell, factual books want to teach, popular novels want to be entertaining, comedic short stories want to make people laugh, newspapers want to inform and so on.
8. I recognise that in instructions, directions, prescriptions and so on, writers make use of the imperative and of words that show direction, like adverbs, for example in texts like recipes, lists of regulations, applications, manuals, digital games, informative maps and so on.
9. I can deduce the meaning of difficult words and expressions that I don't know through the sense of the sentences/paragraph/s, and/or from the context by, among other things, comparing these words to other words, for example words with their matrix verb (*mamma*) and their consonantal root (*għerq*), nouns deriving from other other nouns like the mimated nouns, diminutives/augmentatives, and the rest like '*gnejna*' (small garden) from '*għnien*' (garden); '*trejqa*' (path) from '*triq*' (street); '*banketta*' (stool)'/*bankun*' (large bench) from '*bank*' (bench); '*furkettun*' (fork hoe) from '*furketta*' (fork); '*paletta*' (small shovel) from '*pala*' (shovel).
-  COGNITIVE LEARNING
10. I can read and understand a text by extracting only the information I need by reading some words, phrases and sentences only, or words and pictures only, and so on, for example when I'm looking for a specific time or destination in a schedule, information about a single subject in an encyclopedia, a single piece of news from among many in a website and so on.
-  USE OF DIGITAL MEDIA
-  COGNITIVE LEARNING
11. While I'm reading I can identify the verbs and recognise the tense (the imperative and the indicative) and the aspects that are being used so that I can understand better what I am reading.
-  COGNITIVE LEARNING
12. I can read with a loud voice and in a correct, lively and expressive way, with intonations and voice modulations that match what is dictated by the punctuation of the text I'm reading so that any listener will understand well the thoughts and message the text intends to convey.
-  READING AND UNDERSTANDING
-  ACCURACY
13. I can use dictionaries and thesauri well to look up the words I don't know the meaning of, I don't know how to write, pronounce or read, in other words by using the alphabetical order, the consonantal root (*għerq*) or morphemic stem (*zokk morfemiku*), the matrix verb (*mamma*) or the main form of the word, the etymology and so on.
-  PERSONAL LEARNING
-  COGNITIVE LEARNING
14. I can read in different registers of the Maltese language, including about subjects such as Mathematics, Science, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama and Expressive Arts.
15. From reading, I can differentiate the main ideas from the secondary ones and speak about them or put them in writing in a short form or in points.
-  COGNITIVE LEARNING

Subject Focus: Writing in everyday life, use of grammar and literature.

1. I can find good models of different writings to expand my vocabulary, expression and the idiomatic use of my writings depending on what I'm aiming for and the audiences I have in mind.
2. I think about how to plan and organise my ideas in a logical way and/or in sequence, when, among other things, I craft a web of thoughts, conceptual maps, lists and so on, and from these I draw up a draft for my writings according to the aims and audience of my writings.
-  PLANNING AND REFLECTION
3. I can take notes while I'm researching or listening to a discussion and expand on them to be able to use them later in my work, including through technological and digital means.
-  PRACTICAL

4. I can divide my writings in paragraphs of different sizes depending on the style required by the genre I'm writing in and tie them together for continuity, logic and coherence.
PLANNING AND REFLECTION
5. I can write concise captions for photos and pictures related to stories and events from the world of music, sports, culture, cinema, and so on.
 USE OF DIGITAL MEDIA
6. I can create slogans about factual themes and connect pictures and photos that go well with them.
 CREATIVE LEARNING
 USE OF DIGITAL MEDIA
7. I can keep an inventory of objects located in places like my classroom, my room, a shop and so on.
 INTERPERSONAL
8. I can write fictional stories, for example fictional, science fiction, magic, horror stories and so on of between 200 and 250 words that feature characters, stories, places and settings.
9. I can write factual pieces, including compositions, articles and reports, about a variety of themes with information and news from the worlds of science and technology of between 200 and 250 words after I've looked them up and conducted research about them.
 WRITING
10. I can write argumentative pieces where I explain the pros and cons of a position, opinion and so on of between 200 and 250 words based on researched information.
 WRITING
 LEARNING TO DO
11. I write my day's events in a diary and express personal opinions, judgements and reflections about some of them.
12. I can write poems and rhymes in different genres and forms for pleasure, about themes that strike me and which feature simple figures of speech and sound.
 WRITING
 CREATIVE LEARNING
13. I am careful at writing and typing my pieces in Maltese free of mistakes in syntax, morphology and grammar, spelling and punctuation, and I present them in a clear and neat way.
 ACCURACY
 COMMUNICATION
14. I can use modern technological means to present my writings in Maltese fonts, for example when I write an email, present a project and so on.
 COMMUNICATION
 USE OF DIGITAL MEDIA
15. I can write processes, warnings and directions in different contexts.
 COGNITIVE LEARNING
16. I can draft a number of questions in writing, and if necessary their answers as well, to use them for various purposes during an interview, for example to gather information, biographical data, opinions and so on.
 PRACTICAL
17. I can write texts in different registers of the Maltese language, including about subjects like Mathematics, Science, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education and Technological Design, Personal Development Studies and Expressive Arts.
18. I can compare texts and literary excerpts of the same genre (poetry or prose) and find common elements and/or differences in their characterisation, setting and story.
19. I can write a film/play/book review that I have watched or read and give my views about the artistic production, the story, the characters and so on.
 CREATIVE LEARNING

LEVEL 8

Subject Focus: Speech

1. I can use correctly the rhythms of speech, the volume of my voice and the precision of the articulation of words with the situation I am speaking in by distinguishing how to apply them in different aspects of speech, for example in face-to-face conversations with one person or a group, on the telephone and other social media, both in formal and informal registers.
2. I can do requests and ask questions to acquire information that I need by adapting the level of formality in my speech depending on the situation, the context and the audience, such as when I ask for information about my rights as a consumer, and so on.
3. I can speak clearly about facts, give detailed and precise explanations, instructions, stories and descriptions by being able to match the content and level of detail needed depending on the situation and context, for example when I give instructions for something to be done for the first time or to a new person.
4. I can present information that I have collected and my ideas in a sequence and in connection to each other by including all the details and strengthening with evidence and research, where needed.
5. I can answer questions about a range of subjects that necessitate detail or a lot of information, among other things after conducting the necessary research, so that the interlocutor can recognise how much knowledge I have of the subject.
6. I can speak in a fluent way in different registers of the Maltese language used in Mathematics, Physics, Chemistry, Biology, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama, Expressive Arts and vocational subjects.
7. I can speak about a number of current affairs that I have read or heard in newspapers or in the daily news.
8. I can expose from different angles and positions different themes of general interest such as entertainment, travel, migration, youth, workplace culture, the environment, politics, and explain what impact they leave on me as an individual as well as on the society around me.
9. I can follow and take part in a discussion about a range of direct subjects where the speakers may have different aims from each other, as is the case with meetings of local councils, school meetings, community meetings and others.
 COMMUNICATING FOR DIVERSITY
10. I can answer other people's opinions that do not agree with me in discussions about a sensitive subject/s without making them feel threatened or overwhelmed by me.
 COMMUNICATING FOR DIVERSITY
11. I respect the rules of the discussion where everyone is given the chance to speak and explain their thoughts without any fear or obstructions.
 LEARNING TO LIVE TOGETHER
12. When I'm leading a discussion, I can use expressions and verbal/non-verbal gestures to invite other people to participate in the discussion when it's their turn.
13. I can use the correct phrases to make an intervention in the discussion or argument; give my opinion at the right moment and depending on the context, and tie it in with what is being discussed.
14. I can discuss with my friends and with adults the continuous change that our culture is going through when compared with our culture in the past, so that while appreciating what was good in the past, I understand better that culture is a living thing and changes continuously, and that we need to update ourselves with it.
 SOCIAL CHANGE
 LEARNING TO DO
15. I can discuss and analyse with my friends a number of written texts, literary or non-literary, modern or old, and recognise how a number of elements from foreign languages have infiltrated and become part of different aspects of the Maltese language that we use today.

Subject Focus: Listening in everyday life, use of grammar and literature

1. I can grasp the main points, complex idiomatic expressions and other details when someone is talking to me or to others, such as when I hear a dialogue, conversation, interview, autobiographical story or formal discussion
2. I can distinguish and understand different tones, voices and gestures of a wide variety of speeches, such as ironic, sarcastic and hyperbolic, and I can react to them both verbally and non-verbally, such as with gestures.
3. I can recognise the genre of a text I'm listening to, even if communicated through technological means, such as a report, article, information piece and so on by distinguishing between facts and opinions, and what's being said and in what way.
4. I can follow a set of instructions and explanations in the logic of the order they were given in, while giving special attention to the use of particular registers and I can recognise the difference between similar verbs like baking (aħmi) and cooking (sajjar), mixing (ħawwad) and kneading (agħġen), cooling (berred), making colder (kessaħ) and freezing (iffriża).
5. I can listen to, follow and understand the details of notices and warnings that I may not be familiar with; I can identify who is issuing them as well as who they are intended for, such as notices to sailors and fishermen.
 LEARNING TO LIVE TOGETHER
6. I can understand directions to places I am or I am not familiar with, use my auditory memory and give the directions that I hear in my own words.
7. I can listen to, follow and understand a series of reports, discussions and news that I already know or that I have never heard, while I organise them in my own head, interpret them and evaluate them so that I can give facts and details about them.
 COGNITIVE
8. I can follow, understand, draw and memorise important details from an advert while I interpret and assess what I have heard in my own words.
 PERSONAL
9. I can follow and grasp the main points in a discussion that might have different aims and might not always have a linear sequence but contain deviations and re-assertions that alternate, such as a discussion where I share my ideas with others, design a task, solve a problem, clarify any points over which there's a lack of agreement or divergent opinions, and so on.
 SELF AWARENESS
10. I can listen to and understand texts and speeches in different registers of the Maltese language in sectors like Mathematics, Physics, Chemistry, Biology, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama, Expressive Arts and vocational subjects.
11. I can listen attentively to and understand factual pieces, answer direct, inferential and open questions about them, both orally and in writing on what I have just heard, evaluate them and form my own opinion about them.
 SELF AWARENESS

Subject Focus: Reading

1. While reading, I can keep focussed on the text, tie one part with another to understand the global meaning of the text, and consider not only what is printed or shown on screen, but also what's hidden between the lines.
2. I recognise that writings can have different styles and structures depending on what the author intended to achieve and the audiences that are being targeted, and I can evaluate them and assess whether they've reached the aim they were written for and how they affect the readers.
3. I can read and understand descriptive, light argumentative, factual and academic/study texts and from them I can draw the main information and understand the specific terms, even with the help of teachers or dictionaries.
4. I understand well what I read, ponder it from different perspectives, form an opinion about it, express and discuss it, in other words, recognise whether a piece of writing is objective or subjective, recognise the explicit

- and implicit messages that emerge from the text, put myself in the author's/protagonist/s' shoes and imagine how I would behave or express myself, I recognise and understand different tones, for example the literal, ironic, sarcastic and so on.
5. While reading, I use titles, sub-titles, tables of content, prefaces, chapters, references, quotations, indexes, bibliographies, images/pictures/illustrations and so on, to help me understand what I'm reading and/or get the information that I need to get.
 6. From what I read I can draw the main points, the secondary points, the points that are not that important, the hidden messages and the details that only appear in the images and/or the illustrations, by following the line of thought or the plotline/s or the thematic development of the text that I'm reading.
 7. I read in different ways according to the reasons why I am reading, for example, I skim through a text when I just want to get its gist or a general impression; I can scan to identify specific information; or read in-depth to understand every word and not miss any detail or idea and so on.
 8. I understand that authors use different registers of a language in their writing to express their thoughts and feelings, and therefore from the language that they use, I recognise the aim of the text I am reading, for example, if it's a text written to entertain, to inform, to describe, if it's a narrative, argumentative, didactic, fictional or factual piece of writing, and so on.
 9. I can predict the meaning of difficult words I don't know the meaning of from the sense of the sentences/ paragraph/s and/or from the context, by, among other things comparing one word with another, for example, verbs from derived forms with the main form; dividing composite words into different parts, separating prefixes and/or suffixes from main words and so on.
 10. While reading, I can use my knowledge of grammatical, morphological and syntactic aspects to better understand what I am reading, predict what will happen or how the argument or explanation will develop.
 11. I can read to myself or in front of an audience, and I can use punctuation marks correctly, not only to read well but also to understand and be understood better.
 12. I can properly use dictionaries, thesauri and glossaries to search for words I don't know the meaning of, or how they're spelled, pronounced and read, in other words, by searching in alphabetical order, the consonantal root or morphemic stem, the matrix word or key words, etymology, and so on; and by learning the meaning of main abbreviations and considering other information that's provided in books of this sort.
 13. I can read and understand texts in different registers of the Maltese language used in Mathematics, Physics, Chemistry, Biology, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama, Expressive Arts and vocational subjects.

Subject Focus: Writing

1. I can find good models of writings in different genres to expand my vocabulary, expression, idiomatic use, style and progression of my writings depending on my aims and the audiences I have in mind.
 2. I can read my writings and revise them by editing, deleting repetitions, adding where needed, clarifying some points and refining them.
 3. In my writing I use whole, composite and complex sentences and I tie a paragraph with another in a sequence when I'm writing about complex themes.
 4. I can write captions with essential and concise information for photos of artistic works like sculptures and paintings in classical, modern and abstract art.
 5. I can write adverts of between 50 and 70 words together with slogans related to them.
-  PRACTICAL
6. I can write informal emails of between 50 and 70 words.
-  COMMUNICATION
7. I can write instructions on how to work and use different equipment like tools, computers, televisions, mobile phones and so on.
 8. I can write reports of between 50 and 70 words about stories and events that happened.

9. I can write fictional stories, for example those with a historical setting, thrillers, maritime and so on, of between 200 and 250 words that feature characters, stories, places and settings.
10. I can write stories and poems by using human voices, creatures, objects and so on, that are animated/inanimate depending on the different contexts where I show sympathy, empathy, anger, regret, appreciation and so on.
11. I can write texts and dialogues in different registers of the Maltese language used in Mathematics, Physics, Chemistry, Biology, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama, Expressive Arts and vocational subjects.
12. I can write biographies of between 250 and 300 words about Maltese and foreign authors, artists, singers and actors that include an appreciation of their artistic and cultural contribution.
13. I can write argumentative pieces of between 250 and 300 words based on pre-researched information and give my personal views and positions.
14. I can write a speech about a current theme of between 250 and 300 words.
15. I make sure I write or type my pieces in Maltese that is free of mistakes in syntax, morphology and grammar, spelling and punctuation, and I present them in a clear and neat way.
-  USE OF DIGITAL MEDIA
16. I use modern technological means to present my writings in Maltese fonts, for example when I write an email, present a project and so on.
-  USE OF DIGITAL MEDIA

Subject Focus: Literature

1. I can make a distinction and understand tones, voices, rhythms and gestures (for example happy, sad, nostalgic, mysterious, ironic, sarcastic, hyperbolic and so on) of a range of literary texts and I appreciate the effect they have in the context of the text and on me.
2. I recognise and understand how literary texts use models of sound like alliteration, meter (regular and/or free), onomatopoeia, rhyme (couplets/alternate/internal/free verse) and tone, and I appreciate the effect they have in the context and on me.
3. I recognise and understand how literary texts use figurative language like metaphors, personification and similes, and rhetorical models like repetition, anaphora, apostrophe, hyperbole, irony, rhetoric questions, sarcasm; and I appreciate the effect they have in the context of the text and on me.
4. I recognise and understand how literary texts use structural aspects like asyndeton, polysyndeton, enjambment, stanzas and a specific register, and I appreciate the effect they have in the context of the text and on me.
5. I understand and recognise that poems might have different structures to reach specific purposes like the form of a sonnet, sapphic verse, ballads, elegies, haikus, poetic prose, free verse, traditional poetry, and so on.
6. I understand and recognise that certain works of prose (short stories, novels and plays) might have different structures to reach their specific aims for the progression of the main plot, the secondary storylines, the main characters and other characters and so on.
7. I can speak about Maltese books that I've read, such as novels, short stories, plays and funny anecdotes, and I can share my views about them from the point of view of narrative, characterisation, plot progression, historical and environmental setting, and the values and messages they convey, so that I can entice other people to read them.
8. I can talk about the relationship I perceive in a literary text between the personal life of the author, the setting and the time they lived in.
9. I can compare and analyse, orally or in writing, my own experiences with those mentioned in the literary texts.
-  SELF AWARENESS
10. I can talk and/or write about the differences, similarities and the relevant things that I can see between a literary work and another.

11. When I write or talk about literary texts, I use references and quotations from them to reinforce the reflections, analyses, opinions and/or judgements that I pass on them.
 12. I can talk and/or write about a literary text by using the appropriate terminology related to the form, the structure and the content, and how this tool is used by the poet/author to achieve the desired effects.
 13. I can analyse orally and/or in writing the development of the characters, the story, the audience, the motive, the setting and the theme of the literary texts and give my personal interpretation of them.
 14. I can take notes that are necessary and important on which to build my own analysis of a literary text, both orally and in writing.
 15. I can recognise and appreciate that in literature I will come across different opinions about universal concepts like love, the environment, identity and so on.
-  COMMUNICATING FOR DIVERSITY
16. I can follow and understand Maltese songs in different styles and genres, understand their figurative language and interpret their effect on me while I draw from them quotations that strike me.
-  SELF AWARENESS

Subject Focus: The Language

The consonants:

1. I know how assimilation happens between 2 strong consonants at the end of a word, e.g. *Il-ħobż mixwi. / Radd ħajr. / Sadd il-bir. / Ħadd ma ġie.*
2. I know that there a number of consonants that are pronounced as a specific sound even though they are written in a different way, for example zz pronounced as /zz/ like in 'gazzetta'; ts/ds/dds/ pronounced as /zz/ like in 'għadsa'; tx/ttx/dx/ddx/dtx pronounced as /iç/ like in 'ħattx'; sx/ssx/zx/zzx/ pronounced as /xx/ as in 'ħazzx'.
3. I know when liquid consonants can stand without a vowel, such as when they have 'j/w' directly before or after them, for example in 'bejnna', 'rawlna', 'ittrejnajt'.

The vowels:

4. I know when the vowel belongs to the word (etymological), it's euphonic (*tal-leħen*) or servile (morphological) in words like 'importanti', 'assassin', 'l-iskola', 'nilagħbu', 'pajjiżi', 'ħaddiema', and so on.
5. I know when I have to use the euphonic vowel in front of foreign nouns that start with a sequence of 2 consonants one after the other (double or not), such as 'l-ipparkjar', 'l-ivvjaġġar', 'l-istampar', and so on.

The article:

6. I know that I have to write the article in front of certain names and sometimes this is assimilated to the first consonant, such as in names like *Il-Gudja* and not *Gudja*; *Ħaż-Żebbuġ* and not *Ħaż Żebbuġ*, and so on.
7. I know that since in Maltese there is no indefinite article, we can still create a sense of indefiniteness by using 'wieħed/waħda', for example 'Kien hemm wieħed raġel..'
8. I know that the article in front of words that start with 'għ/h' can also be used with the euphonic vowel 'i', such as in 'l-il-għasfur'; 'il-/l- hena'.

The particles:

9. I can correctly write and use the short version of lil/lill- such as in: 'Tlabt 'l Alla' and 'Tlabt 'il Pawlu'; 'Rajna 'l-għalliema'; 'Kellimt 'il-Papa'.
10. I know when the prepositions 'bi', 'xi', 'fi' cannot be shortened in front of a word that starts with 2 consonants, such as in words like 'bi dwiefer twal'; 'bi mqass jaqta', 'xi rrid', 'sejjer xi mkien', 'fi rziezet' and so on.
11. I know when the preposition cannot be shortened because it means something else, such as in 'f'xi iġmla', 'xi isqra', 'xi ilsna', 'xi isqof' and so on.
12. When writing sentences, I can use well subordinate conjunctions such as 'izda', 'imma', 'lanqas', 'madankollu'; and the conditional conjunctions such as 'kieku', 'jekk', 'li ma'.
13. When writing sentences, I can use well the adverbs that show quantity, negation and questions such as 'bosta', 'qatt', 'kif'.

The verb:

14. I can use foreign verbs (those derived from Romance languages and English and did not integrate into the semitic ones) in the perfect tense and person in speech and in writing of sentences such as in *'Marc ipparkja l-karozza ħażin'*; *'It-tim ittrenja ħafna'*; *'L-għalliem issejvja kollox fuq diska kompatta'*.
15. I can use foreign verbs (those derived from Romance languages and English and did not integrate into the semitic ones) in the imperfect tense and person in speech and in writing of sentences such as in *'Marc jipparkja l-karozza ħażin'*; *'It-tim jittrenja ħafna'*; *'L-għalliem jissejvja kollox fuq diska kompatta'*.
16. I can use foreign verbs (those derived from Romance languages and English and did not integrate into the semitic ones) in the future tense and person in speech and in writing of sentences such as in *'Marc se jipparkja l-karozza ħażin'*; *'It-tim ser jittrenja ħafna'*; *'L-għalliem ser jissejvja kollox fuq diska kompatta'*.

The negative:

17. I can use verbs in the negative by using the particles *'la'*, *'qatt ma'*, *'xejn bħal'*, *'La tisraqx'*, *'Ma kienet tajba xejn'*, *'Qatt mhu se tarani aktar'*.
18. I can shorten the participle of the negative *'ma'* to *'m'* when it features in front of a vowel, an *'għ'* or *'h'* such as in *'ma hemmx/m'hemmx'*; *'m'afdax/ma afdax'*.

The morphemic stem:

19. I know that instead of the consonantal root, some verbs use the morphemic stem together with a number of prefixes and suffixes to create new words and meanings, such as *'nedukaw'*, *'edukajna'*, *'edukat'*, *'edukatur'*, *'edukattiv'*, *'maledukat'* and so on derived from the root *'eduk'*.

The forms of the semitic verb:

20. I know how verbs are created in the 2nd, 5th, 3rd and 6th form, and I appreciate the different meanings that can be derived such as *'kiser idu'*, *'kisser it-tazza'*, *'tkisser bix-xogħol'*, *'il-ħġieġa tkissret'*; *'id-dar tbierket'*, *'il-qassis bierek l-iskola'*.

The composed and auxiliary verbs:

21. I can use the word *'għad'* to mean a far away future such as in *'Għad jasal żmien li...'*
22. I can create and use the auxiliary verbs *'kien'*, *'qiegħed'* and *'kellu'* both by themselves as well as when they are used in front of other verbs such as *'kien jiekol'*, *'qiegħda tisma'*, *'kellu jiltaqa'*.

The nouns:

23. I know how to derive diminutive or augmentative nouns from other nouns, whether the words have semitic or Romance origins such as *'ġnien-ġnejna'*; *'tifel-tfajjel'*; *'bank-banketta'*, *'bankun'*; *'furketta-furkettun'*; *'tromba-trumbetta'* and *'trumbun'*.
24. I know that some verbs are considered singular when they refer to groupings such as *'ġemgħa'*, *'folla nies'*, *'klassi tfal'*, *'mazz karti'*, *'serbut nemel'*, *'armata suldati'*.
25. I know that certain foreign nouns can have different forms of plural (both *'miksuri'* and *'shih'*) such as *'bnadar/bandieri'*; *'toroq/triqat'*, *'bolli/bolol'*.

The possessive in the construct state (*l-istat kostrutt*):

26. I can use the possessive by making use of phrases in the construct state between 2 nouns or more such as in *'bint is-sultan'*; *'f'daħlet Bieb il-Belt'*.

The pronouns:

27. I know how to write correctly the attached pronouns (*pronomi meħmużin*) when they are attached to verbs (both in the affirmative and the negative) and that they have both the direct and the indirect object attached to them, especially when I use pronouns in the third person (u/hu/ha) in the middle of a composite word such as *'għaddih'*, *'m'għaddihiex'*; *'għaddihulna/għaddihielna'*.
28. I know how to write the participle *'kontra'* when used with pronominal suffixes such as *'kontrija'* and *'kontrih'*.

The adjective:

29. I know how to use the adjective in the absolute superlative form, for words with semitic as well as foreign origins such as *'aħmar nar'*; *'interessantissimu'* and *'importantissimu'*.

Affixation:

30. I can recognise that there are quite a number of prefixes that I can use to build new words such as '*maledukat*' and '*maledukazzjoni*' from '*edukat*', '*arċisqof*' from '*isqof*' and '*bużnannu*' from '*nannu*'.
31. I know when I should attach the prefix to the word and when it should remain separate such as in '*antiklerikali*' and '*anti-Taljan*'.
32. I know I can add a foreign consonant in the middle of the consonantal root to create a new form and meaning of the verb such as '*kiser-kisser*' and '*waqa' -waqqa*'.
33. I know that I can add a number of different suffixes to nouns, verbs and adjectives (consonants and/or vowels at the end of the word) to build words with new meanings such as suffixes for the '*plural sħiħ*', the pronominal suffixes and the perfect, among others, for example '*ommijiet*', '*qalbek*' and '*ġabet*'.

Syntax:

34. I can change an active sentence into a passive one by using the forms of the verb as well as the past participle, such as '*Il-qattus qabad il-ġurdien*' - '*Il-ġurdien inqabad/ġie maqbud mill-qattus*'.

LEVEL 9

Subject Focus: Speech

1. I can speak with confidence, adapt and change the course of my speech, increase or decrease the volume of my voice, articulate and pronounce the words well according to the context and the aim of the communication, for example when I give a speech or presentation.
2. I can speak for a duration of time that's appropriate to the context, in different styles and registers, in a confident, clear and appropriate manner in formal/informal and social occasions, such as when I have to present information during a school, work or local council meeting.
3. I can submit requests and pose questions accurately to acquire detailed information such as when I ask for information about new subjects and processes that necessitate a considerable amount of detail, for example when I submit a job application and the documents/forms that I send.
4. I can use a wide range of lexicon and complex syntactic structures to communicate scientific, mathematical and literary concepts while I can adapt the level of formality of the language and the speech style according to the audience and the context.
5. I can build my speech in a structured way by using special markings that help listeners follow my line of thought such as the use of key words, emphasis with tonalities and non-verbal gestures and the rest.
6. I can present my information, research and ideas in an environment where the listeners are invited to and feel comfortable asking me to clarify any points so that they can understand better.



LEARNING TO LIVE TOGETHER

7. I can speak by using texts in different registers of the Maltese language, including about sections of Mathematics, Physics, Chemistry, Biology, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama, Expressive Arts and vocational subjects.
8. I can speak about people or organisations that have helped or contributed in various ways to the fact that today Maltese is a national and official language of our country.
9. After conducting research, I can speak about Maltese culture in the context of Mediterranean and other European cultures.



COMMUNICATING FOR DIVERSITY

10. I can give my contribution so that the discussion can progress as desired, where at the end of it solutions are found, decisions are taken and proposals are agreed and accepted by all, for example in discussions about serious and conflicting subjects that still require action, like agreement on the cleaning of the common areas in your block; proposals about the compulsory age of education; establishment of a policy about inclusion of people with a drug/drink problem in the local sports club.
11. I can make useful and timely interventions and contributions to unblock a discussion that's not going anywhere and is going to fail.
12. In a discussion, I can adapt my contribution according to the needs of the audience, the context, the aim and the situation, depending on the different subjects and environments I am in, for example when I discuss with my family, at school or with my friends.
13. I can make sure my contribution in a discussion is related to the subject being discussed, the nature of the group that's doing the discussion, the level of urgency in what is being talked about and other factors, for example when I take part in a variety of discussions with different subjects and in different environments like in a band club, in a parish centre and in a football club.
14. I can use the correct phrases to enter and intervene in a discussion and change the subject without domineering.
15. I can adapt my contributions in a discussion by considering the content, the time available and the level of detail that are suitable to different circumstances.

16. I can support my opinions and arguments with solid, valid and convincing points, with strong evidence to be able to convince the others and not by forcing them to accept my views.
 INTERPERSONAL
17. I can use various strategies to reinforce my arguments such as suitable language and gestures that inspire trust and cooperation among the speakers so that they can truly express their different views without any fear and in a constructive way.
 COGNITIVE
18. With my speech, I can show respect towards the other speakers when we discuss current themes that provoke strong debates because of the diverse and conflicting opinions there might be, where I remain productive and calm without losing myself in the heat of the argument.
 COMMUNICATING FOR DIVERSITY
19. I can discuss themes of a linguistic nature in the context of the Maltese language, past and present, such as to what extent Maltese words can be kept pure without interference from foreign words, Maltese identity in the European and global reality that's becoming multilingual in a shrinking world that's advancing technologically every day, the future linguistic needs for the world of work and studies.
20. I can discuss, analyse and appreciate the different dialects of Maltese that we use among ourselves in everyday speech. These dialects enrich the Maltese language to make it better able to serve us as a native tongue.

Subject Focus: Listening

1. I can grasp specific points and details as well as more complex idiomatic expressions in a dialogue, conversation, interview, formal discussion, autobiographical story or discussion and so on.
2. I can distinguish between one tone and another, understand sarcasm and irony, and notice their immediate effect on the listeners.
3. I can understand what I'm being told when I'm addressed in figurative language.
4. I can listen attentively to and understand factual and fictional pieces, such as speeches, documentaries, reports with figures, data and statistics; I can answer direct, inferential and open questions about them, both orally and in writing; I can evaluate and form my own judgement about them, by comparing them to my own experiences.
 COGNITIVE LEARNING
5. I can recognise the genre of speech I am hearing, I can draw the facts and opinions and evaluate them according to the time, the place and the social context in which they were said.
 COGNITIVE LEARNING
6. I can listen to and understand texts in different registers of the Maltese language, such as those of Mathematics, Physics, Chemistry, Biology, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama, Expressive Arts and vocational subjects.
7. I can understand the purposely chosen vocabulary in instructions used in situations that I don't come across in everyday life.
8. I can understand directions about places that I'm familiar or not familiar with, use my auditory memory, formulate some questions to ask for more details about what I am hearing and give the directions again in my own words.
9. I can listen to and follow the content and understand what notices and warnings are meant for, whether they're communicated orally or through the media, even those I don't come across in everyday life.
10. I can listen to, follow and understand a series of different reports, discussions and news; I can give facts and details after interpreting and evaluating what I have listened to, including the indirect messages that they're sending out, such as in a television feature or interview.
11. I can follow, understand, draw and memorise important details while I evaluate and interpret in my own words adverts in different genres, that I'm not familiar with their subject.
 COGNITIVE

Subject Focus: Reading

1. While reading fictional, factual, narrative, descriptive, explanatory and argumentative texts I identify and understand the stories and/or the main aspects and can tell them apart from secondary and trivial stories/aspects.
2. While reading a text, I recognise whether I need to read the story, theme or argument in a literal way, or if I need to read between the lines, see implicit messages, and, if necessary, research the subject from other sources.
3. I recognise that a large number of texts serve different functions and are not written for one purpose only, therefore I need to look at the texts that I read from different perspectives; form an opinion about the texts that I read, express it and discuss it; recognise if and whether the writer is being objective or not; recognise the explicit and implicit messages; put myself in the author's place and imagine how I would behave or express myself; choose between different tones, for example literal, ironic, didactic, or sarcastic, and so on.
4. I recognise and decide when I only need to read the main points or when I also need to read the secondary and the not-so-important points, and recognise and decide when I need to know all the details and/or ideas, or if I can cope with just basic or elementary information.
5. When I read argumentative texts or ones that express a view or opinion, for example, social or political texts, I recognise that these texts are presenting a specific point of view that is not necessarily impartial, objective or well-researched; therefore I have to weigh out the arguments, check whether they're backed by evidence or research and form an opinion about the text from research that I conduct and not just from the text itself.
6. I read and understand texts in different registers of the Maltese language, for example those used in Mathematics, Physics, Chemistry, Biology, Geography, Social Studies, History, Religion, Information Technology, Home Economics, Art, Physical Education, Technological Design, Personal Development Studies, Drama, Expressive Arts and vocational subjects.
7. As a reader with a certain amount of experience, I recognise different registers of language and different ways of presenting facts, thoughts and feelings; therefore from the language used in the writing and from its presentation, I recognise what the aim of the writing was, for example, whether it's an entertaining, informative, narrative, argumentative, explanatory, didactic, fictional or factual text and so on; in that way I can apply what I read to my everyday life.
8. While I read I use different ways of reading depending on the reason why I'm reading, the time available, my reading speed and my grasp of the language, for example skimming through a text to get the gist or a general impression; scan it to identify specific information; or read it in-depth to understand every word and not miss any detail or idea and so on.
9. I can do a summary of what I read depending on why I read it, my interests and my needs.
10. I can properly use dictionaries, thesauri, glossaries and encyclopedias, both printed or digital, to search for words I don't know the meaning of, for example technical words in different registers, by searching in alphabetical order, the consonantal root or morphemic stem, form of the verb or noun, etymology, and so on; by recognising the prefixes and suffixes and removing them from the words to be able to look up their meaning; by following the abbreviations and helpful information given in these texts, and by considering all other information that's provided in texts of this sort.



PERSONAL LEARNING

Subject Focus: Writing

1. I can write reports of between 70 and 100 words about true stories and events, as well as other hypothetical ones.
2. I can write notices of between 70 and 100 words that feature slogans that are related to them.



PRACTICAL

3. I can write emails and formal postal letters of between 70 and 100 words.



COMMUNICATION

4. I can write fictional stories, for example ones with a historical or maritime setting, thrillers and so on, of between 300 and 350 words that feature characters, stories, places and settings.
5. I can write texts about current themes of between 300 and 350 words after I've researched them.
 PERSONAL
6. I can write argumentative pieces of between 300 and 350 words based on pre-researched information and give my views and personal position about them.
 SOCIAL LEARNING
7. I can write pieces that expose certain themes of between 300 and 350 words based on pre-researched information and I can give my personal views and position about them.
 SOCIAL LEARNING
8. I make sure I write or type my pieces in Maltese that is free of mistakes in syntax, morphology and grammar, spelling and punctuation, and I present them in a clear and neat way.
 USE OF DIGITAL MEDIA
9. I use modern technological means to present my writings in Maltese fonts, for example when I write an email, present a project and so on.
 COMMUNICATION

Subject Focus: Literature

1. Through speech and/or writing, I can reflect, analyse, judge and pass literary comments about texts which have been studied already and also others that I've never seen before, while supporting my speech and/or writing with quotations and/or references from the same texts.
2. Through speech or writing, I can assess with a critical eye the similarities and/or differences between a number of texts in different genres, whether they've been studied before or not, compare their ideas or arguments, and consider the audience and social and historical context in which they were written.
3. I can follow and understand songs in Maltese in different styles and genres, understand their figurative language, notice the characteristics that constitute this figurative language and interpret its effect on myself and on the environment that surrounds me while I extract quotes that strike me when I hear them.
 SOCIAL CHANGE
4. I can distinguish and understand tones, voices, rhythms and gestures (such as happy, sad, nostalgic, mysterious, ironic, sarcastic, hyperbolic and so on) of a variety of literary texts and I appreciate the effect they have on the context of the text and on myself.
5. I can recognise and understand how literary texts use models of sound like alliteration, meter (regular and/or free verse), onomatopoeia, elision, rhyme (couplet/alternate/internal/free verse) and tone, and I appreciate the effect they have in the context of the text and on myself.
6. I can recognise and understand how literary texts use figurative language such as metaphors (recognition of the central one), personification, synecdoche, similes, and rhetoric models such as repetition, anaphora, apostrophe, hyperbole, irony, rhetorical questions and sarcasm; and I appreciate the effect they have in the context of the text and on myself.
7. I can recognise and understand how literary texts use structural aspects like asyndeton, polysyndeton, caesura, enjambment, indentation, parallelism, stanza, a specific register and I appreciate the effect they have in the context of the text and on myself.
8. When I write or talk about literary texts, I use references and quotations from them to reinforce my reflections, analysis, opinion and/or judgements in relation to them.
 LEARNING TO BE
9. I can talk and/or write about a literary text by using the appropriate terminology related to form, structure and content, and how this tool is used by the poet/author to achieve the desired effects and I can judge whether these have been achieved or not.
10. I can analyse orally and/or in writing the development of the characters, the story, the audience, the motive, the setting, the style and theme of the literary texts and give my personal interpretation of them after I've considered the other interpretations.

11. I can take notes of things that I consider necessary and central to use as a basis on which to build my analysis of the literary text, both orally and in writing.
12. I can classify literary texts according to universal themes like love, the environment, identity and so on.

Subject Focus: The Language

The consonants:

1. I know when liquid consonants m/l can stand without a vowel such as in *'iġmla'*, *'jilmħu'*, *'rahamlha'*, *'tahomlha'*.
2. I know how liquid consonants can stand between 2 consonants if one of them is 'għ' or 'h' such as *'ehmżu'*, *'agħrfu'*, *'negħlbu'*, *'fehmti'*.

The vowels:

3. I know when I have to introduce the consonant j/w when there is the vowel i/u in front of another vowel such as in the word *'duwa'*, *'zija'*.

The article:

4. I know that some proper foreign names that necessitate the euphonic vowel at the front still need to keep the capital letter while the euphonic vowel is written as a small letter. These could be names of products, brands or scientific names such as *'I-iSprite'*, *'I-iStegosaurus'* and so on.
5. I know that the article assimilates and is written according to Maltese phonetics when it happens to be in front of a noun that's spelled in the original foreign language such as *'il-Choir Laudate Dei'*, *'ix-Ship Building'*, *'is-CID'* and so on.

The participles

6. When writing sentences, I can use well the adverbs that show achievement and doubt such as *'tajjeb'*, *'għandu mnejn'* and so on.

The morphemic stem:

7. I know that certain foreign words that had the same morphemic stem in the original language, in Maltese these can have different morphemic stems depending on their phonetic, such as in *'magna/makkinarju'*; *'inkwadra/inkwatra/kwadrat'*; *'prietka/predikatur'* and so on.
8. I know that some verbs that have filtered into the Maltese language, especially those deriving from English, are constructed by doubling the first consonant of the morphemic stem and adding the 'j' in front of the suffix indicating the tense such as *'nipparkjaw'*, *'iffilmjajt'* and *'nipprintjaw'*.

Forms of the semitic verb:

9. I know how verbs are created in the 7/8th, 9th and 10th form, and I appreciate the different semantic meanings that can be derived such as *'il-pulizija qabad lill-ħalliel li nqabad jisraq'*; *'Huma laqgħu lil šabhom l-ajruport u wara ltaqgħu mal-familja kollha d-dar'*; *'Il-kap tal-iskola stieden lill-istudenti biex jipparteċipaw aktar'*.

The participle:

10. Depending on the different functions, I know how to construct and use the past and present participles of semitic and foreign verbs such as *'Ir-rieqed jinsab rieqed fl-għar'*; *'Max ir-rieqed'*; *'Kristu msallab, l-imsallab/il-mislub'*.

The composite tenses:

11. I know how to use the composite tenses in the imperfect with the use of words like *'qiegħed'*, *'kont'*, *'inkun'*, for example *'qiegħed naqra'*, *'kont naqra'*, *'tkun taqra'*.

The nouns:

12. I know how to create nouns indicating place, time, tools and groupings when they derive from semitic verbs with the preformative 'm' (the mimate noun) such as *'mithna'*, *'mqass'*, *'Milied'*, *'mixtla'*, as well as others deriving from foreign words, especially from Romance languages such as *'ġelaterija'*, *'pizzerija'*, *'piraterija'*, *'librerija'*, *'pastizzerija'*, *'stamperija'* and so on.

13. I know how abstract verbs are derived from nouns, verbs or adjectives deriving from semitic as well as foreign languages such as *'abjad-bjudà'*; *'sabiħ-sbuħija'*; *'immaġni-immaġinazzjoni'*; *'jobgħod-mibegħda'*; *'spjega-spjegazzjoni'*; *'ikkonsulta-konsultazzjoni'*; *'iġġudika-aġġudikazzjoni'*; *'perfett-perfezzjoni'* and so on.

Noun quantities:

14. I know there are some nouns that can have the plural of their plural such as *'tarf-truf-trufijiet'*; *'darba-drabi-drabijiet'*; *'elf-eluf-elufijiet'* and so on.

Affixation:

15. I know there are some prefixes that never join the word such as *'Aġent President'* and *'viċi sindku'* and so on, while others are joined because we got used to them, such as *'primadonna'* and so on.



LEARNING TO LIVE TOGETHER

16. I know how to write and join a prefix to another prefix at the beginning of words such as *'bużbużnannu'*, *'pitpitgħada'*, *'postanti-Moderniżmu'* and so on.

LEVEL 10

Subject Focus: Speech

1. I can use a wide range of lexicon and complex syntactic structures to communicate and expose scientific, mathematical, philosophical and existentialist and abstract concepts while I adapt the level of formality of the language and the speech style to the audience and the context.
2. After conducting research, I can speak about how Maltese culture is being kept alive by those who emigrated to faraway lands such as Australia, Canada and other places in Europe.
3. I can lead a discussion by giving everyone a chance to feel comfortable to express themselves, I can control the rhythm and the range of arguments, I can summarise the points that were agreed or disagreed upon and lead the discussion to a suitable conclusion.
 LEARNING TO LIVE TOGETHER
4. I can discuss, support and stick to my position in front of others with good arguments and evidence without disrespecting others.
 LEARNING TO BE
5. I can encourage participants in a discussion to analyse the suggested proposals submitted to the discussion.
 SOCIAL CHANGE
6. I can speak by exploring and expanding on other people's contributions and develop my opinions according to these.

Subject Focus: Listening in everyday life, use of grammar and literature

1. I can grasp specific points, secondary details and points, as well as what's being implied, and assess the idiomatic expressions and the figurative language when someone is speaking to me or to someone else.
2. I can make a distinction between one tone and another, understand sarcasm, sardonicism and irony, the immediate effect that these tones have and the reasons why they're being used.
 EXPRESSIVE LANGUAGE
3. I can recognise the genre of the speech that I hear and evaluate in terms of stylistic, lexical and narrative factors, and according to how much interest it instils in the listeners.
 EXPRESSIVE LANGUAGE
4. I can understand the instructions by following the logical order in which they were given while understanding the purposely-chosen vocabulary and expressions for the instruction.
5. I can listen to, follow and understand the content, aims and consequences of notices and warnings conveyed orally or through other media, even those I don't come across in my everyday life.
 COGNITIVE
6. I can understand different directions and, while using auditory memory, I take note of the details to form a clear mental picture and be able to direct other people.
7. I can listen attentively and understand factual and fictional pieces, including speeches, documentaries, reports with figures, data and statistics; I can answer direct, inferential and open questions about them both orally and in writing; I can evaluate and form my own judgement while I remain impartial.

Subject Focus: Reading

1. While I read fictional or factual texts (narrative, descriptive, explanatory, sentimental, argumentative, comedic, dramatic and so on) I can identify, understand, ponder, analyse and judge the stories and/or main aspects and secondary or trivial ones and tell them apart depending on what I need.
2. When I'm reading a text, both when I take its story, theme or argument literally, as well as when I read between the lines and search for implicit messages, I can distinguish between the aim of the author when writing the text and the text itself, that can be interpreted independently of the author.

3. I can read, understand and reflect on different styles and genres of writing (poems, prose, plays, essays, etc) by, among other things, analysing the form of these texts I'm reading and by studying a range of figures of sound and speech, and metric, for example, rhyme, alliteration, onomatopoeia, rhythm, refrain, repetitions (anaphora, epizeuxis, etc); different metaphors, personifications, similes, hyperboles, rhetoric questions, apostrophes, pathetic fallacy, euphemisms, climaxes; different types of verses and forms of poetry, and so on.
4. While I'm reading I keep in mind the function/s of the text and the purpose/s it was written for by reflecting on it from different perspectives, forming an opinion about it, expressing and discussing it; I recognise whether the author is objective or not and why; I recognise its explicit and implicit messages; I put myself in the authors' shoes and imagine how I'd behave or express myself if I were in their place; I choose between different kinds of speech, for example literal, critical, ironic, allegoric, sarcastic, sardonic, didactic, emphatic and so on.
5. I recognise that a text can have a superficial level, but also a subtle, deeper and hidden level/s, therefore I pay attention to whenever I need to know all the details and/or ideas of a text, or else I can just skim over the basic and elementary information.
6. When I read argumentative texts or ones which express a view or opinion, for example social, political and philosophical texts, I can differentiate between facts and opinions or rumours, thus recognising whether the author is being impartial and/or objective, or else prejudiced and/or subjective.
7. I assess every text I read with a critical eye, which means that I compare it to other texts, even with opposite views; compare its ideas or arguments with other thoughts, even if they're the contrary; consider different views about it; consider the audience it was written for, the social, historical and cultural context; reflect on the content of the text and what has been left out on purpose and so on.
8. As a skilled reader, I recognise and appreciate different registers of a language and the various ways of presenting facts, thoughts and feelings, therefore from the language used in writing and from its presentation, I recognise the aim of the writing, for example whether it's written as an entertaining, informative, descriptive, narrative, argumentative, explanatory, didactic, fictional or factual text and so on; in that way I can apply what I read to my life, for my own benefit and that of others.
9. While reading, I make the best use of the different ways of reading depending on the reason I'm reading, the time I have available, my reading speed and my grasp of the language, for example skimming through a text to get the gist or a general impression; scanning it to identify specific information; or read it in-depth to understand every word and not miss any detail or idea and so on.
10. I can give a summary of what I have read depending on the audience and the aim of the summary, which means mentioning its main points, events or thoughts, paying attention to what to include and what to leave out, consider the best way in which to present the text by being faithful to it without passing any judgement about it.
11. While reading, I use my knowledge of Maltese grammar, morphology, syntax and semantics, for example the forms for verbs and nouns, the passive and active participles, the voices, the different forms of adjectives, pronouns, adverbs, gender and quantity agreements in nouns and adjectives, syntactic agreement between subject and verb, synonyms, antonyms, homonyms and homophones and so on, to understand everything that I'm reading, reflect on it, interpret it and form an opinion about it.
12. While reading I pay attention to and use all punctuation marks, not only to read properly, for example to read out loud, but also to understand what I'm reading, reflect on it and interpret it.
13. As a skilled reader I recognise when I can predict the meaning of a word whose meaning I don't know from my knowledge of the language and the context in which it presents itself, and when necessary, I can look it up in a dictionary, thesaurus, glossary or other reference books; I understand that a word's meaning can change from one place to another, with the passing of time and might have a different meaning to the foreign word it is derived from; and I recognise that words in different contexts like metaphors, proverbs, idioms and other expressions, might have figurative meaning that goes beyond their literal meaning.

Subject Focus: Writing

1. I can write speeches of between 300 and 350 words about current themes.

Subject Focus: Literature

1. I can use carefully chosen terms about meter and prosody to compare, assess and comment about a range of Maltese and international literary texts.
2. I can talk about recurrent archetypal models and figures in main literary texts and how these go through developments depending on the years and the literary movement.
3. I recognise that a text can have different meanings and interpretations and I can support them with researched evidence from the same text and also from different ones.
4. I can identify with certain particular texts which I feel are part of my personal, social, cultural and national identity.

LEARNING TO BE

5. I can appreciate, take part in, assess and comment on plays that are put up in theatres about different subjects such as historical, realistic and contemporary ones.
6. I recognise the stylistic and thematic differences there might be between literary texts from different times such as early times, Romanticism, Modernism, Realism, Postmodernism and so on.
7. I can read and appreciate seminal texts from foreign literature, translated works or works in their original language, and I recognise that Maltese works might have been inspired, influenced, have similarities or differences when compared to these works.
8. I can evaluate with a critical eye orally and/or in writing any similarities and/or differences between a number of texts in different genres, whether they've been studied before or not, compare their ideas or arguments, weigh different views about them, consider the audience and the social, historical and cultural context they were written for.

Subject Focus: The Language

The article:

1. The word '*wieħed/waħda*' can have the euphonic vowel and article when they show a specific amount such as '*għaxar ewro il-wieħed*', '*tliet sigħat il-waħda*'

METALANGUAGE LEARNING PROGRAMME

For the study and the effective use of a language, metalanguage is a key element that every speaker needs to master adequately if he wants to be considered a good and capable speaker. Maltese, that is, the mother language of the majority of the Maltese population, requires the proper use of this aspect especially by the native speakers as regards certain skills such as writing which was always the weak spot of many students at all levels.

For this reason, the decision was taken to make a clear distinction among the various aspects of what used to be taught under the umbrella term of grammar. Hence it will be more clearly specified and delineated so that every focus of the metalanguage is given its due and proper attention. One must keep in mind that the various foci of the metalanguage build on each other and work in unison and therefore we should not train students in some foci only and ignore the others.

The four metalanguage foci that have been identified for Maltese are orthography, punctuation, morphology and syntax. In the Metalanguage Learning Programme, teachers and students need to find themes that are connected with these four foci and that have to be developed in class at all levels. The themes are graded from one level to another, consolidating what has already been achieved before further building thereon. On the other hand, this programme assists teachers to avoid any unnecessary repetition of themes that in their opinion are problematic, and without a framework that covers the whole area of the metalanguage in an organized manner. This does not mean that teachers, if they feel the need, should hold back from reviewing what has been covered before or from encouraging talented students towards foci that are intended for higher levels. However, this is left in the hands of teachers who need to plan their work according to the skills of the students entrusted to them.

The fact that metalanguage is split into four foci does not mean that teachers should dedicate whole sessions to just one focus. This could alienate students rather than help them write Maltese better. It is therefore recommended that teachers adopt an integrated approach whereby these foci can be dealt with regularly at the beginning, during or at the end of a lesson that has other foci integrated with reading, listening, writing or speaking skills.

It is also advisable that teachers make greater use of visual skills. They are urged to consider whether their class environment is adequately assisting students, in various ways, in their learning journey. Therefore, they are urged to make the best use of the space available, including class walls and notice boards, by fixing certain orthographic foci, say, to the classroom walls, making these serve as reference points for students, especially during writing lessons. Apart from this, it will also be really useful if students' work, carefully corrected, were to be publicized in a section that is dedicated to celebrating their outcomes.

Teachers should also be encouraged to use more digital resources that can be accessed from the virtual platform Fronter and the website malti.skola.edu.mt

LITERATURE LEARNING PROGRAMME

The joy and appreciation of literature should begin at an early age. Literature should be presented to children in the form of songs, rhymes and folk songs that are linked to their possessions, their own person and their own experiences. This is the reason why in this Learning Outcomes Framework literature is merged with different outcomes of the four language skills, exactly because literature needs to be presented as a tool that assists students to attain and enhance their language skills and increase their vocabulary. Thus, for example, a student in level 5 will have the opportunity to attain some of the four language outcomes while he or she focuses on the literature focus. Together, these outcomes foster the joy and an appreciation of literature in the student from an early age.

Examples taken from Level 5

Listening – Outcome no 13:

I listen to and understand songs/ poems/ rhymes/ tongue twisters and show my understanding through speech, writing or gestures and by giving examples of rhyming words.

Speaking – Outcome no 15:

I can foretell a fitting ending to stories/ poems/ rhymes after listening to their beginning and development.

Reading – Outcome no 4:

I can read different literary genres and identify their functions, including easy poems, stories, and Maltese traditional tales, folk songs and songs.

Writing – Outcome no 13:

I can write simple rhymes made up of one or two strophes on topics that interest me like the environment, a creature that I love, and things I like doing.

Although the learning outcomes give a fair indication of the themes that are of greater interest to students at this level, the choice of the literary texts that will help the attainment of these outcomes is left in the teachers' hands. Therefore, these outcomes can be attained either individually/separately or through a thematic approach that comprises various outcomes under one theme. As professionals, teachers should be able to recognize and identify their students' preferences. They will be assisted in the choice of the literary material through official lists of approved literary texts that will be updated regularly with works that are published from time to time. These lists may include printed as well as digital, electronic or online material.

The outcomes cannot be attained in just one or two lessons. Nor can they be attained by all students at the same time. Therefore, teachers need to ensure that a number of different activities are offered as well as texts from different literary genres are used in the programme that they plan for their students in their journey towards the attainment of these outcomes.

The same concept can be applied to level 6. However, as some outcomes at this level will indicate, teachers will need to choose literary texts that will help students attain outcomes that require a long time and various lessons. Thus, for example, **outcome no 3 of the reading skill** will require that the teachers choose different short stories for the students so that the outcome is attained as desired, thus leading to a literary appreciation of the text/s.

Examples taken from Level 6

Listening – Outcome no 13:

I listen to and can identify examples of alliteration, rhyme, onomatopoeia, simple metaphors, personifications and similes in audio texts.

Speaking – Outcome no 14:

I can identify alliteration, rhyme and onomatopoeia in texts, whether literary or not; I can state how these strike me, and can give similar examples.

Reading – Outcome no 3:

I can understand, examine carefully, form and express an opinion on what I read, reply to direct and inferential questions thereon, recognize whether the writing is fictional or realistic, identify the message that the writer wants to convey and how the message will strike the readers, compare what I read with my own experiences, reflect on the context within which the text was written, and so on.

Writing – Outcome no 13:

I can write or continue fictional accounts of 140-200 words about characters, places and events.

When studied at middle and secondary school level, literature assumes a wider dimension. In level 7, although literature is still integrated with the four language skills together with the other cross-cutting themes, teachers should ensure that by means of the literary texts they choose, their students will encounter a wide number of literary genres and texts, both poetry and prose. This exercise should help students encounter and appreciate the different modes of expression that literature can offer, rather than put the main emphasis on the themes or on a detailed analysis of prosody. Students will also start to appreciate the potential link between the form and the content of a literary text, the effect these could have on the audience/readers, and how they relate and react to it. This level should start laying the foundations and prepare the way to the students' analysis and critical response to literature that needs to be developed in levels 8 and 9 (and 10, where necessary).

The decision to give level 7 students a list of historical-type novels was based on the fact that such novels appeal to students, apart from the fact that one cannot easily separate history from Maltese literature. Besides, such novels are numerous, and new titles are still being published today. It is a genre that builds on Maltese history that is rich in historical events that provide paths towards creative and imaginative developments. These events are also fertile ground for Maltese narrative that exposes students to flowing, descriptive and expressive Maltese. In level 7, the students also need to encounter different short story writers. The short story themes must be suitable to the class students' skills. Teachers need to use short stories to help students attain the learning outcomes that have been established for this level.

At secondary school level, literature changes its features, so much so that it is considered as a separate skill. This is because in the final three secondary years the students have to learn to analyze and give feedback by means of literary criticism. At this level they will need in-depth training in literary stylistics and prosody to be able to better understand the tools used by the poet/writer; understand the objectives; and to judge whether these objectives have been achieved. They will also be in a position to give their reasons, based on sound judgements and backed by examples, where they feel that the literary text has failed to reach the audience or, where they feel that the poet/writer has achieved his objectives, to be able to distinguish and describe how the objectives were achieved. Students need to be trained by their teachers in literary analysis and principles such that they are able to master the outcomes and the skills as described in the Learning Outcomes and apply them to all literary texts, even those seen for the first time in an exam paper. For this to be achieved, teachers must ensure that they give their students training in literary analytical and critical skills rather than give them their own analysis and criticism.

Teachers need to master the literary tools and train their students well in the use of such tools such that students will attain the art of critical analysis, to the extent that they become capable of applying it independently and smoothly to every literary text and not only to prescribed texts or those covered in class.

Regarding the choice of themes for poetry in levels 8 and 9 (10, where necessary), the subjects chosen are comprehensive enough and, while they touch upon a wide range of topical issues that have already been or are still being treated in literature, still appeal to students. By 'appeal' we mean that the topics are not only attractive and entertaining to students but are also relevant to them as Maltese and European/world citizens, as people with a strong national identity within the wide framework of a globalized world. Therefore, the need was felt for the selected themes to be open enough to incorporate all the different foci that can fall under the main theme. The aim is to not allow students to remain closed within their own analytical and critical perspective of the themes but to have, as much as possible, a holistic view of the subject matter exposed. This means that students should not be limited to and directed towards just one road or passage but are encouraged to be creative and analytical enough to explore and look at the theme in all its aspects.

The novels chosen for study need to be of a social nature. Teachers must ensure that they do not choose only those novels that treat the social realities of the past but also those that challenge and provoke the reader to examine carefully and analyze the situation of present day society. This does not mean that teachers are to avoid social novels that deal with the evolution of the Maltese people in their journey from the past to present time. But such choice of novels presupposes mature students who are able to go beyond the story itself, understand the implications, the changes and the consequences that develop during the whole course of the novel and not restrict themselves only to the narrative. Students need to be trained in the analysis of the different aspects that make up the novel, like the style and the narrative genre, characterization, the setting and the development of the plot, and so on.

Plays are being considered as a literary branch that students at secondary school levels should be able to appreciate and analyze. Since it may be difficult for teachers to find plays that are relevant to their students, they will be provided with a list of books from which students can make their pick. Plays should provide an opportunity for analysis and discussion on topical issues, through which students can appreciate, discuss and state their own views, backed by the material they have read.



Pedagogy

A. PEDAGOGY AND GOOD PRACTICE LEARNING

Educators need to keep up-to-date with the latest pedagogical strategies and concepts in order to be able to better understand and respond to learners' needs. Europe's *Education and Training 2020* strategy puts special emphasis on the teachers' role in the lives of their learners. Teachers play a crucial role in guiding their learners towards their goals and shaping their perceptions (European Commission, 2015a).

In Malta, Maltese is the national language (Constitution, Cap. 1, art. 5 (1), (2)). Maltese is also one of Malta's two official languages and a European Union official language. Maltese is also one of the elements that give us identity and by means of which the majority of Maltese people express themselves within various everyday contexts, in all broadcasting media, as well as in public and religious institutions.

For many years Maltese has been the language used by the Maltese people to communicate on these islands. Throughout its history, the Maltese people recognized the need to know other languages besides the native language to communicate with foreigners. Today, the Maltese language is used by 97% of the Maltese population (Eurobarometer, 2006, 7).

The National Curriculum Framework for All (2012, 60) insists that first and foremost students need to have a sound grasp and make good use of the Maltese language. This is because the Maltese language is the main means of communication used in Malta not only for our everyday life requirements but also for learning and expressing ourselves in other areas, such as in science, art and business. As requested by the National Curriculum Framework for All, language competence in various aspects of the language, including the native language, helps students not only to develop their knowledge about the nature of the language but also extend their personal, social and cultural understanding (2012, 34). Maltese is not just a subject but what combines the understanding and the teaching of many other subjects that are taught and explained in Maltese. It is a known fact that in Maltese schools (and correctly so) the Maltese language is used for the whole learning experience of many subjects, except Maltese.

The Maltese language is essential for children and young people to communicate at school and among the Maltese community. The development of the language skills – speaking, listening, reading and writing – enables children and young people to participate actively within Maltese society. In the light of all this, the four language skills should be given equal importance. By learning Maltese, students should be able to express themselves clearly and effectively, at times in a creative and imaginative way and, where necessary, in a critical way.

The attainment of the four language skills should make students competent in Maltese and, consequently, in other subjects as well. Success in learning Maltese is essential to the whole learning process and to the knowledge of all the other curricular subjects. All subjects (except foreign languages) need a sound grasp of the Maltese language because Maltese students understand, process, and provide information through the use of Maltese.

One of the objectives of learning Maltese is to foster Maltese and Gozitan children and young people into responsible citizens, committed to social justice within ever-changing local, regional and global realities. This can be brought about first of all by learning how to respect and promote Maltese culture and heritage.

Maltese should not be considered and learned with the same methodologies and pedagogy as foreign languages, as if it were a foreign language to Maltese people. Children and young people should become more aware of the language they were taught at home and which they have learned to use ever since they were born to communicate with other members of their family, with their friends and with the Maltese community at large.

Today, children and young people need a very wide range of communication skills if they want to cope with the various challenges that they will have to face when they leave school and beyond. For this reason, they need to develop into good speakers and good listeners who can express themselves and dialogue with others, such that knowledge is enhanced and respect towards others is increased. Similarly, they should develop into competent readers of diverse texts, literary or not, on paper, in books or on screen. They need to master writing skills in such a way that they are able to express themselves and convey their message using different genres, in formats that are traditional, like writing, or new, which are offered by technology.

Apart from the four language skills, one cannot ignore the long tradition of the learning of grammar. This document is proposing a new concept regarding the part played by and the importance and the pedagogy of grammar. Briefly, this involves a tiered knowledge and learning that will help students become aware of the grammatical aspects within contexts that are more akin to everyday life situations and at the same time also equip those students who wish to specialize in Maltese at postsecondary and tertiary education level.

In recent years significant emphasis has been made on the Maltese folkloristic and cultural aspects of the Maltese language. This aspect is valuable but it should be viewed as a pedagogical tool within the context of thematic learning rather than as a subject to be learned separately. Maltese culture and folklore should be considered as a vital but distinct part of the Maltese language, a language that needs to be given the attention that is due to native languages.

If Maltese children and young people want to learn the Maltese language in a comprehensive way, they need to know its origins, the stage it has reached today, and where it is heading. There should be a number of Maltese language exploratory experiences that would help children and young people, even from an early age, to appreciate their native language, learn it with greater pleasure and interest, and feel more confident using it.

During the early and primary years, the learning of Maltese literature should also serve as a useful tool to enhance the attainment of linguistic competences in the native language. Children and young people need to be exposed to literary texts so that they are instilled with an aesthetic sense, pleasure and enjoyment that will help them develop analytical and critical skills according to their age group. Therefore, the teaching of literary texts should not be reduced to mere training in understanding the text that is read. On the contrary, the lesson should be a real literary experience for the students.

The teaching and learning methodologies used must cater, first and foremost, for the learning diversity, interests, strengths and limitations of the learner. One of the main key factors is to create a learning environment which is conducive to all learners by primarily identifying the learners' interests and learning styles and providing support when and where needed.

According to Hattie (2008) learning is more effective if the teacher uses a learner-centred pedagogy where the teacher helps the student become his own teacher. This is why in the learning of Maltese the pedagogy used should go beyond the lists of proverbs and expressions and learning by heart. Everything needs to be taught in a way that allows the student understand better and at the same time able to transfer what he has learned from one context to another.

The thematic approach is recommended as, while it accords the same importance to the four language skills, it allows for a holistic rather than a fragmented learning of the language.

Learning to Learn Strategies

The following are examples of the strategies which form part of the 'learning to learn process', one of the eight competences featured in the document *European Reference Framework Key Competences for Lifelong Learning* (European Union, 2007):

- pedagogical discussions between learners (where on a voluntary basis learners explain how they carried out a specific task and how they managed to overcome the difficulties encountered resulting in an exchange of strategies and techniques in a cooperative environment);
- teaching learners to make use of punctuation marks, pictures, additional information outside the text (such as accompanying explanation of difficult keywords) and to identify keywords during reading / comprehension tasks);
- teaching and guiding on the different stages of essay writing and the different tools and methods which could be adopted during each stage.

Educators should guide their students to participate in the language learning process. For this reason, the pedagogy should be open to forms of learning in which students collaborate and learn together and from each other interactively. Learning should include activities that are enjoyable and interesting to students to help them learn the language through their preferred learning style while at the same time be exposed to other learning methods. It is strongly recommended that use is made of IT and the project, and that these are embedded within the learning approach. Individual, paired or group activities help the students learn the language through individual and interactive activities. This type of learning uses different forms of work exercises that help the students explore various aspects of the language by means of different resources and materials. Exposure to authentic language by means of videos and information technology in the classroom helps the learning experience considerably.

Formal and informal learning experiences contribute towards a learning scenario as well as promote learning both inside and outside the classroom. This can be achieved, for example, through the use of texts (listening and reading), encounters with speakers of the language that is being learned, and the use of real life material. Learning is not just the result of classroom activities. Students need to be encouraged often to contribute through informal learning activities in the classroom as well as during work exercises outside school hours.

The Subject Learning Outcomes (SLOs) have been written in a way that will help educators to adopt engaging, enterprising and active learning approaches in a variety of contexts to promote and enable learner-centric teaching and learning strategies. Curriculum planners at all stages should regularly consider the opportunities presented by the SLOs to develop active learning throughout the levels in the Learning Outcomes Framework. Planning should be responsive to, as well as encourage participation by, the learner who can and should influence and contribute to the process.

To support curriculum planning and to ensure that all learners have access to an active and enterprising learning environment, a coherent approach to planning learning, teaching and assessment and to sharing information about progress and achievements is needed. In undertaking this type of curriculum planning, it is important not to see the SLOs as limiting factors containing the learning potential of learners and preventing any deviation of learning beyond that contained within the SLOs. Such view fails to take into account the scope and flexibility provided by the learning outcomes approach. How, where and when the outcomes are taught and learned is at the discretion of the educator. The SLOs are there to demystify the assessment process by setting out straightforward learning expectations. In doing so, assessment is bound to evidencing the meeting of these same expectations.

Once the learning expectations are set, educators can begin to introduce the flexibility in curriculum design and delivery that has been difficult to do up to this point. The learning outcomes approach allows educators to lean more towards learner-centric teaching and learning strategies. This will mean knowing, among other things, the many ways learners are different from one another, which of the many ways of learning are significant to the learning at hand, and how to deal with this variance in ways that are supportive of the individual learners and that will allow them to progress.

The Subject Learning Outcomes (SLOs) have been written in a way which helps educators to adopt engaging, enterprising and active learning approaches in a variety of contexts to promote and enable learner-centric teaching and learning strategies. Curriculum planners at all stages should regularly consider the opportunities presented by the SLOs to develop active learning throughout the levels in the Learning Outcomes Framework. Planning should be responsive to, as well as encourage participation by, the learner who can and should influence and contribute to the process.

To support curriculum planning and to ensure that all learners have access to an active, enterprising learning environment, a coherent approach to planning learning, teaching and assessment and to sharing information about progress and achievements is needed. In undertaking this type of curriculum planning, it is important not to see the SLOs as limiting factors containing the learning potential of learners and preventing any deviation of learning beyond that contained within the SLOs. This view fails to take into account the scope and flexibility provided by the learning outcomes approach. How, where and when the outcomes are taught and learned is at the discretion of the educator. The SLOs are there to demystify the assessment process by setting out straightforward learning expectations. In doing so, assessment is bound to evidencing the meeting of these same expectations.

Once the learning expectations are set educators can begin to introduce the flexibility in curriculum design and delivery that has been difficult to do up to this point. The learning outcomes approach allows educators to lean towards learner-centric teaching and learning strategies. This will mean knowing the many ways in which learners are different from one another, which of the many ways of learning are significant to the learning at hand and how to deal with this variance in ways that are supportive of the individual learners and allow them to progress. Section C: Reaching different learners within each level offers guidance on how this can be done.

B. EMBEDDING THE DELIVERY OF THE CROSS CURRICULAR THEMES

Across Europe there has been a shift from an exclusively subject-based approach to a more cross curricular, thematic, inter-disciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another. Through a cross-curricular approach, many curricular areas have been given a higher profile and a number of transversal competences have enhanced their status (European Commission, 2012). The CCTs connect the subjects by highlighting common learning objectives that are also reflected in the school ethos (Ministry of Education and Employment, 2012: 31, 39).

The Cross Curricular Themes (CCT) have been introduced in the LOF to ensure that all learners, as they progress through the levels, come into continual contact with the types of knowledge, skills and understanding needed to participate actively, prosper and contribute to Maltese society.

The embedding of the CCTs in the Subject Learning Outcomes offers access to a new learning identity that goes beyond the subject; learners will value the CCT learning when they see that it is an integral part of the Learning Outcomes Framework and that it is vital in helping them become holistic learners.

Each Cross Curricular Theme is presented as a set of additional learning outcomes that young people need to encounter and develop a knowledge and understanding of as they progress through the Learning Outcomes Framework.

The Cross Curricular Themes are:

Digital Literacy



Education for Diversity



Education for Entrepreneurship, Creativity and Innovation



Education for Sustainable Development



Learning to Learn and Cooperative Learning



Literacy



The Cross Curricular Themes can be found in Appendix 2 and online at:
<http://www.schoolslearningoutcomes.edu.mt/en/category/cross-curricular-themes>

The CCTs need to be embedded within the learner's learning journey and experiences, the main point being that the CCT knowledge and understanding needs to be learned, consolidated and secured within a context. The context is important in order to add meaning and purpose, and to reinforce the usefulness of the CCT. There is no one effective way of organising the embedded learning of the CCTs. However, directly linking a CCT outcome to an appropriate practical task within an SLO, and then ensuring that there is an opportunity for CCT support at the time the practical task is undertaken, is a particularly effective way of embedding a CCT.

Embedding is not just about interlinking different curricula. Mapping where the CCT content might fit in with SLOs or subject foci is only a starting point. The educator needs to establish how the CCT content adds value to the SLOs being learned and how something greater than just the sum of the different parts can be achieved. In essence, the CCT learning adds value in the establishment of key transferable knowledge, skills and understanding by starting with meaningful 'situated' engagements with the learning.

Embedding as a process

There are three main ways to approach the delivery of the knowledge, skills and understanding addressed in the Cross Curricular Themes (CCTs) in the learning process. These are:

- through delivery of and the learning associated with the SLOs;
- by choosing particular teaching methods and strategies over others to deliver the SLOs;
- undertaking specifically constructed cross curricular or whole school activities.

This process implies an important shift in the way teachers approach the teaching of the subject content in the classroom. Integrating the cross curricular learning outcomes in the teaching of separate subjects requires teachers to step outside their traditional boundaries and work in close collaboration with one another to develop their approach to the CCTs and to exchange information about the learning development of specific learners in relation to the CCTs (European Commission, 2012:25).

Delivering CCTs through the SLOs

The first approach to the delivery of CCT content is by integrating the CCT learning with that of particular SLOs. The framework provides guidance on the best opportunities to do this. Where a particular SLO presents a good opportunity to address learning related to a Cross Curricular Theme a CCT icon appears after the SLO. This indicates that the SLO:

- creates a naturally occurring opportunity to begin to look at learning and skills development associated with a particular aspect of a CCT;
- can be enhanced or enriched by introducing a particular aspect of one of the CCTs.

To guide the educator to the specific learning outcomes of the CCT that are most relevant, the Cross Curricular Theme icon which is attached to the SLO in question also includes a heading to identify which particular aspect of the Cross Curricular Theme is the 'best fit', i.e. the part of the Cross Curricular Theme content that is most closely linked to the knowledge, understanding and/or skills addressed within the SLO.

Although only one CCT has been identified this does not necessarily mean that other CCTs are not relevant. The identification of a particular theme merely suggests that the educator may find the one identified to be the most relevant, most appropriate or easiest to embed at that particular point, allowing the educator to teach the subject and the CCT in an integrated way.

Examples of this type of embedding in Maltese include:

- In my speech I can use language that is respectful towards others and does not hurt other people's cultural, religious and racial sentiments.

 SOCIAL CHANGE

Taken from Level 6, Subject Focus: Speaking

- I can write and type my writing in Maltese free from syntactical, morphological, grammatical, orthographic and punctuation errors and present it in a clear and neat way.

 COMMUNICATION

Taken from Level 8, Subject Focus: Writing

- I can make correct use of thesauruses, glossaries and encyclopedias, both in printed and digital formats, to search words that I do not know the meaning of, among others, of technical words of different registries, by searching, by alphabetical order, the morphemic radicals, the verb or noun forms, the etymology, and so on; by identifying the prefixes and the suffixes and removing them from the words to search their meaning; by following the abbreviations and the aids given in the texts; and by considering all other information given by such texts.

 PERSONAL LEARNING

Taken from Level 9, Subject Focus: Reading

Example: Finding opportunities to address CCT learning in Maltese

- I can discuss with my colleagues and with adults the continuous change through which our culture is passing when compared to the previous one; I can appreciate the good that was in past cultures; I can understand that culture is alive and in continuous change, and that therefore we need to update ourselves to it.

 Learning to Live with Others and Learning How

Taken from Level 8, Subject Focus: Speaking

Lessons that focus on speaking skills offer various opportunities for the integration of cross curricular themes. Therefore, cross curricular themes outcomes can be attained directly through the specific outcome of learning Maltese as shown above as well as from the themes and subjects chosen to attain the other Maltese learning outcomes, like, for example, argumentative writing. Listening and reading texts chosen for learning outcomes in these skills would also offer the necessary linguistic tools to help the student attain the cross curricular themes outcomes.

The CCT outcomes in this case are:

I can communicate my ideas and present my opinions during well thought out and informed discussions within a decision-taking context.

I can critically assess change processes in society and foresee a world that is more equitable and more sustainable.

I can collaborate with persons with different perspectives on dilemmas, issues, tensions, and conflicts coming from different disciplines / countries / cultures / generations.

I can use the natural, social and built-up environment around me as a learning context and source.

I can live in harmony with myself, with others, and with the natural world on various levels, ranging from local to global.

My outlook on life in the future is such that I can envisage myself living as a citizen of the world.

Addressing CCTs through use of particular teaching methods and strategies

CCTs can be used to inform the creation of Language Department policies and strategies, for example, by deliberately structuring learning to maximise the use of digital technologies. At the Language Departmental level, the following CCTs may be particularly suitable to help inform the pedagogy choices and delivery styles selected to maximise the flexibility introduced by the LOF:

 Learning to Learn and Cooperative Learning

 Digital Literacy

 Education for Diversity

Educators may find that the following CCTs have a role to play in the choice of topics to stimulate interest and debate:

 Education for Sustainable Development

 Education for Entrepreneurship, Creativity and Innovation.

It will become evident that some of the CCTs are naturally suited to particular learning and teaching styles. For example, Section C *Reaching different learners within each level* provides guidance on how particular CCTs can equip learners to thrive in particular learning environments. Deliberately choosing particular teaching strategies involving active and/or experiential learning and problem solving approaches, where a certain degree of learner autonomy as well as team working is required, will help frame learning in ways conducive to the introduction of the Digital Literacy and Learning to Learn and Cooperative Learning CCTs.

For example, the Learning to Learn and Cooperative Learning CCT comprises a category of learning outcomes on Personal Learning and, by addressing the learning related to this category of the CCT, learners will be developing the learning skills to bring to any task where a degree of autonomy and self-management is required. Similarly, the Social Learning category within the same CCT can help learners develop a framework of skills, attitudes and behaviours that will help them make the most out of group or team working and other social learning strategies.

The Digital Learning CCT will help learners develop the competences related to managing learning, sourcing, manipulating, communicating and presenting information. Having these types of learning skills embedded in the learning before they are most heavily used or required will help the learner approach the tasks with greater confidence in both the process of learning about SLOs and in demonstrating achievement of the outcomes themselves.

Addressing CCTs through cross curricular or whole school activities

All the CCTs can be used as whole school strategies for creating a high quality learning environment that values all learners and sets high expectations for all. Schools may see the benefit in having whole school policies on the advancement of:

-  Literacy
-  Digital Literacy
-  Education for Diversity
-  Education for Sustainable Development

These types of CCTs can be used to help inform whole school policies as well as add real value to the learning within the classroom. However, other CCTs may be used to form the basis of whole Year Group activities, or wider all-learner school initiatives around environmental issues. For example:

- The Education for Sustainable Development CCT could be used to form the basis of whole school extra-curricular activities related to the Eko-Skola type of initiatives or low energy use initiatives. Fundraising activities to help with a school pursuit of renewable energy sources might bring together learning from this CCT with that of the Education for Entrepreneurship, Creativity and Innovation CCT.
- The Education for Entrepreneurship, Creativity and Innovation CCT could be used to underpin the learning and experiences associated with activities ranging from a 'learner-owned' tuck shop to a school event or whole school initiatives about the world of work.

C. REACHING DIFFERENT LEARNERS WITHIN EACH LEVEL

One of the benefits of working within a Learning Outcomes Framework (and at the same time one of the challenges) is the ability to allow learners to progress at their own speed and to be able to adapt the teaching methodology and curriculum to meet their learning needs. The SLOs clearly show where the learning ‘finish line’ is at each level for each learner, but educators need to acknowledge and plan for those learners who will reach this point quicker than some and also for those who may need more time and more scaffolding to be able to get to the standard required.

The subject foci are not rigid or restrictive and do not have to be delivered in a particular sequence or as discrete content areas taken in isolation. Subject foci can be overlapped and blended into larger (or smaller) learning programmes. Educators may prefer to approach the learning contexts in a different order, depending on the situation, or to deliver aspects of the learning through preferred topics.

Diversity of learners

The NCF embraces diversity and requires that this is promoted through an inclusive environment.

The NCF addresses the needs of:

- gifted and talented learners for whom the process of learning needs to be sufficiently challenging to engage and motivate them to develop their talents;
- learners with special educational needs for whom the curriculum should be written in a way that allows the teachers to appreciate how every learner can access the same curriculum in every learning area and allows for the assessment of a continuum of ability;
- learners with severe disabilities for whom the curriculum should offer an education based on a continuum of abilities expressed in terms of developmental phases;
- learners from disadvantaged social backgrounds for whom the school, in collaboration with key local and institutional stakeholders in the community, needs to up-skill and support families and the local community to provide an environment that is educationally rich and stable;
- learners from diverse social, cultural and linguistic backgrounds, including children of refugees and asylum seekers for whom the curriculum should include access to an educational programme which is embedded within an emotionally and psychologically supportive environment that respects their individual circumstances.

A National Curriculum Framework for All, Ministry for Education and Employment (2012:41)

All classrooms, even where setting is used, will comprise a range of abilities. This is because learners will have different strengths and limitations and will develop at different rates. To define a 'mixed ability' class simply as a group of learners with a range of abilities is overly simplistic. What about the range of learning styles and preferences, interest levels and home backgrounds which all impact on the learning experience? Each learner will show strengths at different times depending on the topic being studied and the learning style being used, and when outside their learning comfort zone they will perform less well. It is unrealistic to expect any group of learners, whatever their ability, to progress through a body of work at exactly the same pace. Two thirds of learners in a classroom will be working outside their learning style unless the task is varied.

One of the most effective ways to ensure that different learners are reached within each level and throughout the LOF is to teach learners to think for themselves. Some of the CCTs provide the toolkit of knowledge and skills for learners to be able to become more effective, resilient, resourceful and autonomous learners.

Progression and differentiation in learning

The principles of diversity and inclusion which underpin the NCF imply that at all stages learners of all aptitudes and competences should experience success, challenge, and the necessary support to sustain their effort. They need flexible learning programmes providing diverse learning experiences that cater for a wide spectrum of learners and allow for different rates of progression as children and young people work through their school years. Different approaches are needed to address different learning needs. With the focus increasingly on the learner, and with more mixed-ability classes in schools, differentiated approaches are becoming more important, and teachers need to adopt strategies that build on children's and young people's previous learning and help them progress.

A National Curriculum Framework for All, Ministry of Education and Employment (2012:40)

Strategies for teaching a mixed ability class

The teacher in the classroom must start by making a connection with each learner in his/her classes on a personal level by knowing and using their names and getting to know what interests them. Incorporating areas of interest into the learning can be a good way of engaging learners. Similarly, using this type of knowledge when setting homework or individual class work can be a useful motivator and may help keep learners engaged.

Personal Learning:

- I can identify the support and resources I need to learn.
- I am aware of my preferred way to learn and can use this to plan my own learning.
- I manage goals and time efficiently in learning.
- I feel competent in managing my own learning.
- I am open to feedback from others and am able to consider it.
- I reorganise myself by explicitly changing my assumptions over time.
- I am able to follow my own interests as this helps me to reflect on 'who I am'.
- I am pleased when I succeed at difficult tasks.

Taken from the Learning to Learn and Cooperative Learning CCT

Ways to empower learners and make them more able to thrive within the LOF

Create a dynamic learning environment by:

- managing the classroom and creating opportunities for learners to work individually, in pairs and in groups (ref. example for paired work exercises);
- changing the layout of the classroom to match the learning taking place;
- providing a choice of differentiated activities, allowing learners to select their level of engagement and challenge. This will help with the 'ownership' suggestion listed further down;
- using carefully selected and differentiated resource banks;
- presenting different ways to learn the same thing.

Engage learners by:

- creating a sense of learner ownership of the learning process by, for example, allowing learners to choose their own project;
- allowing learners to demonstrate their understanding in different ways, for example, through self-selected means, be it a visual representation, an oral presentation or physical demonstration;
- building in the higher order thinking skills using Blooms taxonomy (at all levels) and working with the SLOs to keep learning tasks interesting, providing useful stretch and challenges as SLOs are given added dimensions or are approached from different directions. This can be done by giving learners problem-solving tasks with the opportunity to transfer and apply their knowledge to a new context.

Turning learners into resilient learners by:

- at an early stage introducing the learners to the key learning strategies encompassed by the Learning to Learn and Cooperative Learning CCT;
- discussing the learning objective in each lesson with learners, making them aware of what they are expected to achieve by the end of the lesson. The SLOs (written in the first person) are directed at the learner;
- making learners aware of different learning styles; teaching learners techniques for learning new content using visual, auditory and kinaesthetic modes of learning, and varying teaching strategies to cater for visual, auditory and kinaesthetic learners;
- teaching learners how to be less dependent on the teacher. For example, how do they get themselves 'unstuck', if they are stuck?

Use group work to:

- allow for reinforcement and extension (by using flexible groups);
- encourage learners to engage in Social Learning and to appreciate diverse viewpoints and personalities; build confidence in discussing their views with others; collaborate with other learners as part of their learning; seek out guidance and support from other learners; talk with others about learning; listen to others talk about learning and discuss various subjects and learning strategies with peers (by using mixed ability groups).

An inclusive approach to teaching and curriculum planning needs to be ensured. While the school will want to create an ethos of achievement for all learners, valuing a broad range of talents, abilities and achievements, the teacher will need to work out what that means in his/her classroom. At a basic level this starts with promoting success and self-esteem by taking action to remove barriers to learning, thus making sure that all learners in all groups thrive in the classroom. Teachers can overtly promote understanding and a positive appreciation of the diversity of individuals in their class and use the Diversity CCT as a catalyst for this approach extending it to include the learner directly.

Values- based education

Education is as much about building character as it is about equipping learners with specific skills. The way forward for the implementation of the framework is through values-based education. Values-based education refers to any explicit and/or implicit school-based activity which promotes learner understanding and knowledge of values and which develops the skills and dispositions of learners so they can enact particular values as individuals and as members of the wider community. It ensures that those leaving school should have qualities of self-confidence, high self-esteem, optimism and commitment to personal fulfilment as a foundation for their potential life roles as family, community and employees. Furthermore, they should have the capacity to exercise judgement and responsibility in matters of ethical and social judgements.

Adapted from *Respect for All Framework*, Ministry for Education and Employment (2014a:10)

Schools should have a vibrant and progressive culture, promoting well-being and respect, with ambition and achievement for all learners as its focus. This type of approach needs to be taken in each classroom. A great school is a caring school that supports every single person, irrespective of background or learning need. Such schools work in an atmosphere of unconditional positive regard. They work tirelessly to promote healthy and productive attitudes to learning, to life and to work. Developing an ethos of achievement and ambition defines the aspirational nature of successful schools, making the connection between expectation and success - success which covers all aspects of developing skills for life, for work and for learning - a hallmark of excellence.

From the perspective of the classroom, an inclusive approach addresses learners' needs through a variety of approaches including: early intervention strategies and a curriculum and approaches to learning and teaching which are designed to match the needs of all learners. Educators should have high expectations of their learners because the latter need to be encouraged to have high aspirations and goals for themselves. It is imperative that educators ensure that their learners know where they are in relation to their learning and how they can improve. Learners should be praised regularly, selectively and effectively to keep motivated.

Learners will need to have knowledge of what it takes to be an effective learner of the Maltese language. Learners will also need to develop an awareness of the social, cultural and geographical aspects of Malta. They will also require knowledge about language structures that allows them to check the accuracy of their language use, create new language, and communicate in relevant and realistic contexts.

As learners progress within the levels and between levels they should be encouraged to reflect on, take increasing ownership of, and assume more responsibility for their own learning. Educators should start to introduce techniques to allow learners to make increasingly greater use of self-assessment to identify their strengths and development needs from the evidence of their efforts and act on feedback given from peers as well as teachers in order to plan their next steps.

Gifted and talented learners should be given opportunities where they can show that they have achieved the desired learning outcomes in a profounder, more intensive, and in their own original and creative way. For example, as regards writing, these learners should be encouraged to explore and write at greater length than that required by the outcomes, to create their own creative and original works. They should be given additional material and different genres to read once they have progressed more than others as regards the texts chosen for the class, and should be encouraged to create their own projects on these texts. The talents of these learners should be appreciated through the school's online and other publications.

D. TEACHING DIFFERENT LEVELS WITHIN ONE YEAR GROUP

There will be learners within each class that need more time to be able to achieve the learning needed to demonstrate achievement of the SLOs. As learners progress through their learning journey they may move to a new Year and start a new level but still have areas of unsecured learning from the previous level. The first important factor here is clarity of information on progress following this learner that makes it clear to their new teacher what support or additional work may need to be done to ensure that they can progress onto and achieve at the new level.

Section C *Reaching different learners within each level referred to the use of a range of strategies designed to respond to the different learning preferences of each learner. Where learners are entering the class in need of support to secure some aspects of the previous level it is important that:*

- there is clear information about where the areas in need of support are;
- it is clear how these areas relate to progression and achievement in the new level;
- there are a range of strategies and learning devices available to match the learning style to the learner preference to assist with early progression;
- conversation with the learner about areas in need of support or reinforcement remains positive, learner-affirming and constructive.

One of the benefits of the LOF structure is that Levels 7 and 8 are delivered across two-year curriculum windows allowing time to develop learning programmes and deploy a range of learning methods to help learners progress and achieve.

There are a few models to consider when looking at introducing a measure of stretch for learners able to achieve SLOs well within the delivery time associated with the level. Educators may want to consider:

- exploring the SLOs in a broader and/or deeper way, perhaps looking to transfer or apply learning associated with the SLOs in new contexts;
- using more exacting or challenging texts;
- adding stretch by setting more challenging or complex tasks which expose the learner to more challenging texts and vocabulary or introduce new Subject Foci or new areas of existing Subject Foci, remembering that the SLOs do not set a ceiling on the learning;
- looking at opportunities offered by the CCTs as sources of inspiration for introducing new areas of content to provide additional curriculum content that both enhances the subject learning experience and looks at CCT content in perhaps different or more challenging ways.

One other key source of material related to provision of additional challenge or stretch is the Subject Foci and SLOs from the level above. While it may not always be appropriate to begin to address these directly, educators may want to look at the contextual learning or preparation work that serves as a good introduction to learning at the next level. The focus here is on looking at the bridges between the learning in each level and how the learner can begin to access this learning. In this type of approach, as with the other areas of extension work, it will be important to keep a proper record of achievement to be able to inform teaching staff working with the learners when they move formally to the next level.

E. TEACHING ONE LEVEL ACROSS TWO YEAR GROUPS

Within these LOFs, there is an additional layer of challenge in curriculum planning and design in that both levels run across two different Years. For example, Level 8 SLOs sit across Years 9 and 10. This means that educators need to consider how they might want to structure the delivery programmes needed to achieve the SLOs that will allow learning to take place in a meaningful and coherent way across two years that capitalises on any progression opportunities within the level. However, this wider window to reach the standard of a level also helps deal with some of the challenges discussed in the previous chapter.

When looking at the content shaped by the SLOs within a level, educators may be able to identify SLOs that are considered to be prerequisites for others in the same level and structure the curriculum accordingly. Some Subject Foci may naturally be delivered before others or educators may look to design and implement a curriculum that has more of a spiral curriculum progression feel to it. Educators may even feel that there are different ways to work with the Subject Foci, wrapping them up and addressing the SLOs by creating new subject areas incorporating the Subject Foci.

The decision regarding which is the best approach for the Subject Loci and the SLOs within the Subject Loci is a local one. Educators should use their professional judgement regarding how to go about doing this, taking into account their students' needs, the method they prefer to make the best use of the curriculum, and the type of resources to use.

There are at least three obvious potential approaches that educators may wish to consider:

- Developing a period of ground work or preparation style learning before proceeding on to the curriculum directly associated with the SLOs.
- Developing a developmental approach across the existing SLOs where some suitable Subject Foci and corresponding SLOs are addressed before others with these supporting the learning of the SLOs to be covered in the second year.
- Developing a curriculum and learning programme approach that exhibits a mixture of the above two approaches.

There are also the more ambitious approaches where the Subject Foci and SLOs are absorbed into a more locally designed approach that perhaps meets the strengths and interests of the staff and learners in a better way. Educators have the freedom to decide if there is a more integrated way to deliver and learn the subject. The LOF allows educators this measure of control and innovation to the benefit of their learners. Whichever the method selected, curriculum planning, resource selection and the selection of teaching strategies will all be important.



Assessment

A. METHODOLOGIES THAT WILL ENSURE FIT-FOR-PURPOSE ASSESSMENT

Assessment is an integral part of the learning and teaching process, providing learners and their parents with continuous, timely and qualitative feedback about their children's progress, giving teachers information about their practice, and providing schools and colleges with information about their curriculum planning, learning and teaching.

Assessment *for* learning (assessment for formative purposes) is a process carried out as learning is taking place. Learners and their teachers use the outcomes to find what learners know and are able to do in relation to learning.

Assessment *of* learning (assessment for summative purposes) is carried out at the end of a unit, mid-year or at the end of the year.

Assessment *as* learning (ongoing assessment) is the use of ongoing self-assessment by learners in order to monitor their own learning.

In subjects that are taught as modules, assessment of learning will take place at the end of a module. Information and judgments about learning are pulled together in a summary form for purposes of reporting to parents and sharing information with other teachers in the next class or school. If learners are fully aware of what is expected of them (the learning intentions) and the success criteria against which their learning will be evaluated, they will then develop the self-evaluation skills which will help them become self-directed learners.

Well-designed and appropriately implemented, classroom assessment processes can:

- support learners to use self-assessment to gauge their learning, and identify their strengths, their learning needs and their next steps;
- encourage learners to support one another's learning through peer assessment;
- help teachers to understand children's learning better, use evidence to monitor learners' progress, reflect on their practice, and adapt or match their teaching to their learners' needs;
- help teachers plan for the learning of individuals and groups, and ensure that all children receive appropriate attention;
- support parents to share their children's learning experiences, interpret assessment information and follow their children's educational development;
- promote the reporting on individual progress and achievement in an incremental manner.

Colleges and schools are required to develop an assessment policy. The policy should seek to address the quantity and quality of assessment practices as well as reporting to parents and other stakeholders.

Adapted from *A National Curriculum Framework for All*, Ministry of Education and Employment (2012:41-42) and Lam (2015:1)

In the simplest of ways, assessment provides information on whether the learning that has taken place has achieved its aim. However, the same information could have different users and, consequently, may have different effects.

For teachers, assessment means something very specific, different to what it means to their students, the parents, heads of schools and the administration on a national level. All these, however, have one common factor: the objective of the assessment is to enhance learning standards that would enhance learning itself. The biggest challenge is to develop an assessment system that acknowledges the various functions of assessment itself and helps these same functions to work together rather than in conflict with each other.

The following should be considered:

1. The key question to be answered when making an assessment is: *Why should we have an assessment scheme?* Very often the most problematic factor is not the assessment itself but the results themselves of the assessment and their impact.
2. Proper assessment can be made only once the objectives/competences have been clearly identified.
3. Assessment standards and schemes should take the form of a bottom-up approach and therefore reflect students' and teachers' needs, and not the other way round, that is a top-down approach that reflects the needs of the decision-makers.
4. This document should serve to create awareness and/or knowledge of the subject as well as a tool for reflection, by widening the concept of assessment that goes beyond tests and examinations.

Therefore, the aim of assessment of Maltese should be to enhance the learning process of Maltese as a native language and to measure the students' skills in using it in real life situations. Assessment is also necessary to know the difficulties faced by students to achieve the language skills and to help teachers collect and analyse the data over a specific period of time. Thus, teachers will be able to plan their learning programme according to the progress made and the skills of their students.

Another possible objective of assessment is to offer guidance for the enhancement of students' capabilities. This will occur when teachers provide timely and qualitative feedback, giving a full picture about their students' progress in their proficiency and achievement of the national standards.

For assessment to be fruitful, students need to know beforehand the objectives of the assessment, even before they take part in learning experiences. This also requires that teachers be provided with the targeted goals and skills guidelines for classroom learning.

Assessment of Maltese needs to be built on a balance between different forms of continuous and formative assessments in all aspects of the language, both those concerning communication as well as those concerning appreciation (cultural, historical, literary, social, etc.). Thus we can say that periodic oral presentations by students in the classroom can be considered as a form of summative assessment, while participation in a discussion regarding literary texts or topical themes can be considered to be part of an assessment scheme linked to specific outcomes in that specific skill.

These could also include formative assessment, which helps students learn from what they do. This could take different forms, from self-assessment to peer assessment.

Owing to the fact that the introduction of the concept of continuous assessment is rather new to our schools, where up to now everything was based on summative assessments, school teachers, with the assistance of officials responsible for the teaching of Maltese in schools, need to draw up guidelines and clear and detailed criteria that are useful and helpful in the implementation of the continuous assessment of their students. This needs to be done so that schools will ensure that the expected and desired national objectives are being achieved, and examiners will ensure that the national examinations attest to an acceptable standard of skills and competences that satisfy the NCF.

These guidelines need to include clear and detailed parameters that will guide teachers to draw up different assessment methods that will be utilized during the year with their students. Although every college can enjoy the desired flexibility to help its students progress in the learning of the Maltese language according to their own pace, on the other hand there is also need for the setting up and the functioning of a structure with a clear policy to help all schools and colleges come as close as possible to what is considered to be the national standard, as regards knowledge, use and appreciation of our country's native language in all areas.

Therefore, it is recommended that a regulatory structure be set up by the DQSE to guarantee quality and regulate the standards and the quality of the learning of Maltese. It is also recommended that internal and external forms of moderation for all assessment methods for Maltese be explored and developed by language and learning experts. This will give the assurance that the expected and the desired standards of education in the native language (considered to be the first employability tool for the vast majority of Maltese students) are truly high and make it possible for students to progress not only in their educational journey after completing compulsory education in academic, technical subjects but also in employment.

Such a structure will give the necessary assurance to those still sceptical about the objectivity and the reliability of continuous assessment and its role in the official certification that the students obtain throughout the course of their compulsory education.

The assessment of Maltese should be holistic, that is, incorporates all the foci, the skills and the competences linked to the mother language. Therefore, it is being recommended that assessment, whether continuous or summative, should include both learning outcomes relating to language as well as those relating to literature. Maltese literature constitutes an integral and important part of the identity and soul of the Maltese people and therefore should not be cut off from the other skills during the compulsory education stage. Literature needs to assist towards the holistic development of the student as a native speaker. The study of Maltese as a native language up to the end of compulsory education should include also the study of Maltese literature. It is also being suggested that other assessment methods are explored and introduced whereby, among other methods, literature outcomes are assessed through oral instead of written examinations.

One key concept in the new assessment paradigm presented by the LOF is the use of multiple measures in assessing learners' progress in order to provide ongoing opportunities for learners to show abilities in Maltese. Therefore, the nature of assessment when assessing SLOs is crucial.

It is not recommended to hold out-of-context examinations of linguistic and literary foci like drilling style grammar exercises, learning by heart of parts of literary texts or definitions of literary or morphological terms, lists of proverbs and uncontextualized idioms, etc.

Teachers should utilize a wide range of systems and approaches to assess in a formative way, including where students are asked to make presentations, research, expositions, exhibitions, role play, dramatization of literary texts or real life situations, interviews, etc.

Importance is to be given to students' class work or homework, such as individual research projects or in groups/pairs. These need proper planning and the students need to know beforehand the established criteria on which they will be assessed. This system can serve as a model both for continuous or formative as well as summative assessment, depending on the decision taken before in the assessment plan as drawn up by the school/college.

Learners and others involved in their learning need timely, accurate feedback about what they have learned and how much and how well they have learned it. This helps to identify what they need to do next and who can help them build up their knowledge, understanding and skills. A learner's progress should be assessed in ways and at times appropriate to their learning needs. Judgements made about this learning should be based on evidence from a broad range of sources, both in and out of school, and by reference to a learner's progress over time and across a range of activities.

By planning for ongoing assessment opportunities and periodic testing, particularly where learners use their skills in an integrated way, educators will allow learners to demonstrate, over time, how much and how well they have learned.

A balance of ongoing and periodic assessment opportunities will require learners to demonstrate a body of learning built up over time and to apply their knowledge and skills in different contexts. Mixing a range of learner-controlled formative assessment opportunities will allow the learners themselves to gauge how they are progressing against individual or grouped SLOs.

Educators should look to gather a range of quality pieces of evidence to show progression in learning both from ongoing formative assessment opportunities as well as periodic, summative assessments. Learners should be

involved in the selection of evidence. The evidence should show that the learner has understood a significant body of knowledge, has responded consistently well to challenging learning experiences, and has been able to apply what he/she has learned in new and unfamiliar contexts.

Learning, teaching and assessment should be designed in ways that reflect how different learners progress in order to motivate and encourage them in their learning. To support this, all learners should be involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning. Once learners are given the chance to interact with their peers and receive constant feedback from their teacher, they are ultimately guided to make decisions on how to improve their acquisition of the subject content. The learners are thus given the chance to play an active role in self-assessment that encourages them to seek out personal goals for learning. These types of assessments can be planned at particular points, such as the end of a thematic unit, whereby the learners can judge and review their own performance.

Teachers must ensure that their view of what a learner has achieved is supported by sound evidence. Their evaluation of this evidence must be consistent with the evaluations of colleagues in their own, or another, department or centre. Centres should plan together and use their professional judgement in coming to a shared understanding of what it means to achieve a Level. Emerging national guidance will support this process. Moderation is particularly important at times of transition from one level to the next and in transitions between Middle and Secondary Years.

The delivery of the learning associated with the CCTs and the associated assessment is the responsibility of all teachers.

Improving the quality of teaching and learning also implies fostering a culture which ensures the transparency of quality assessment outcomes and having in place approaches, structures and roles played by internal and external school evaluation systems.

Quality assurance in education can be understood as policies, procedures, and practices that are designed to achieve, maintain or enhance quality in specific areas, and that rely on an evaluation process ... [that is] a general process of systematic and critical analysis of a defined subject that includes the collection of relevant data and leads to judgements and/or recommendations for improvement. The evaluation can focus on various subjects: schools, school heads, teachers and other educational staff, programmes, local authorities, or the performance of the whole education system.

Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe, European Commission (2015b:13)

Schools will need to start developing new quality assurance procedures, while enhancing existing ones, to support the introduction of the LOF and to secure its successful implementation in classrooms. This will need to be part of a whole school implementation and quality strategy that could include opportunities for:

- Senior Management Teams taking an active interest in teacher CPD, monitoring teacher confidence levels and learner progress, e.g. sampling learners' work and leading whole school self-evaluations;
- Heads of Schools creating shared preparation and planning time to help facilitate collaborative working;
- standards and expectations sharing through displaying learners' work aligned to levels to show progression, for example, in work displayed on a 'learning wall';
- creation and use of benchmark metrics to share and compare learner achievement within and across schools;
- staff engaging children and young people in discussions about progress and target-setting as part of planning to meet their learning needs;
- development of whole school approaches to learning and assessment of CCTs;
- clear reporting strategies for feedback on progress within the school and outside the school, e.g. parents and guardians.

In the Maltese Language Department (in addition to the activities listed above), educators will need to be engaged in:

- regular departmental meetings to plan learning, teaching and assessment in a coherent way, with colleagues sharing effective strategies which they see as improving learning and achievement of learners;
- collaborative planning with other teachers, peer review and discussion of standards and expectations when teaching learners at the same level;
- cross-marking end of topic tests, periodic assessments and other internal assessments (by marking learner work from other classes or groups, educators can engage in professional dialogue about the nature of the assessment, its fitness for purpose and the learner results);
- design of assessment materials, marking schemes and reporting strategies in collaboration with other teachers within the department or with appropriate staff in neighbouring schools;
- adopting strategies to avoid pre-judging outcomes, for example marking learners' work without knowing who the learner is;
- professional dialogue around learners' work that has been pre-marked to help reach an agreed view on quality and standards;
- Communities of Practice to share and/or strengthen their professional practice, focusing on sufficiency in assessment, consistency in interpreting SLOs, reporting progress to learners, parents and guardians and other teachers.

The Directorate for Quality and Standards in Education (DQSE) will ensure that:

- Education Officers carry out quality assurance visits to validate accuracy of each school's self-evaluation evidence and sample quality and consistency of the learning, teaching and assessment;
- staff members collate and analyse a range of local and national data to be used as the basis of discussion with Heads of Schools, Deputies and Faculty Heads/Principals to inform planning for improvement of learners' achievements;
- where good practice is identified, Education Officers, School Management Teams and other key personnel organise good practice events for staff across schools within the authority to disseminate good practice.

B. INCLUSIVE ASSESSMENT METHODOLOGIES

To help allow vibrant and diverse classrooms to thrive and demonstrate their learning potential, educators need to ensure that assessment in the classroom is fair and inclusive, allowing every learner to show what they have achieved and how well they are progressing. Educators can ensure that assessment meets all learners' needs by providing each learner with appropriate support, employing a range of assessment methods and options and, in doing so, affording all learners the best chance of success. This will mean using performance and assessment information from a variety of sources to monitor progress and to inform what needs to happen next in the learning journey.

Educators need to be aware of, and work to, the relevant legislative frameworks that support learners experiencing barriers to learning. Barriers may exist as a result of family circumstances, disability or health needs and social or emotional factors. Where these circumstances occur, learners are entitled to have their additional support needs recognised and supported at the earliest possible stage – by the school, educational authorities and/or the state. Assessment strategies will be effective when educators use a range of assessment approaches flexibly to identify strengths, learning and support needs for vulnerable, disengaged and hard-to-reach learners in their classrooms.

Supporting vulnerable learners

Supporting vulnerable learners may mean using planning tools such as personal learning plans or multi-agency co-ordinated support plans. Educators need to place the learner at the centre to ensure each learner with additional or diverse learning needs can achieve positive and sustained educational outcomes.

Teachers in the classroom create and are responsible for the learning environment where learners will learn their subject. This means actively considering the diverse set of learning needs that will confront their students. Classrooms should be equipped with posters, pictures and flashcards linked to the foci that have been learned, serving as reference to and enhancement of what has been learned. There should be a prominent place in the classroom for celebrating children's work, which can be put on show after being carefully edited. These and other examples of good practice enforce the idea that children learn a lot in an environment that stimulates them and leads them to learn even from what they see around them everyday in the classroom. Therefore, educators should consider the range of learning approaches to be used to provide as many good opportunities as possible by which the LOF objectives and outcomes are achieved by all the students.

While schools need to consider which approaches will be most effective in helping to remove barriers to learning resulting from social and emotional circumstances including, for example, challenging behaviour, educators need to consider how these whole school policies translate into action in the classroom.

Assessment planning and the resulting approaches taken (and the instruments and the methods used) need to ensure that all learners have an equal opportunity to demonstrate what they have learned and what they can do. Educators also need to consider what 'reasonable adjustments' to assessment approaches for disabled learners may look like in assessing ability. This may involve using appropriate assistive technologies. Given that good assessment practice is a key feature of teaching and learning, approaches used to help in assessing an individual learner's progress need to be consistent, as much as possible, with those used in the learning itself.

The principle of the continuum of achievement should be such that it allows a learner to follow, from amongst different education pathways, the best pathway that will allow him or her to reach the maximum of his or her potential – irrespective of whether the learner is a high flyer, has average abilities, basic abilities and/or has a disability. In this regard the NCF sought to establish a framework that would assume, to the extent possible, that no learner becomes a casualty of an education system that is unable to identify those learners who require encouragement and guidance. Equally importantly, the NCF allows for the introduction of different pathways that will truly allow a learner to develop his or her abilities in the manner best suited for him or her.

Adapted from *A National Curriculum Framework for All*, Ministry of Education and Employment (2012:5)

C. RELIABLE AND VALID WAYS OF ASSESSMENT

Assessment will involve planning high quality interactions with learners and will be based on thoughtful and probing questions drawn from the SLOs and designed to ascertain the extent to which the outcomes have been achieved. Learners will be clear about the kind and quality of work required to achieve success in the SLOs. The method of assessment adopted needs to reflect the nature of what is being assessed.

In the periods between formal assessment interventions individual learners should be encouraged to ask for and be given timely feedback about the quality of their work that they can understand, reflect on and ask questions about. Educators should strive to encourage the learner's active engagement in discussion about their work and progress, and suggest the steps they can take to improve their performance.

Educators should seek to empower learners to develop the skills to evaluate their own and each other's work against the SLOs, encouraging them to develop an appreciation of their own learning needs, how well they are progressing towards achieving the standard exemplified by the SLOs and any types of action they need to take to improve their progress.

The SLOs have been written in a way that is designed to ensure that the learning expectation is clear. They also act like an anchor for any or all related assessment activity by defining the learning that is in scope for assessment activity and, by omission, being clear about what is not in scope. This makes the assessment process and assessment expectations more transparent for the learner. At times SLOs involve an additional layer of detail delivered through the use of exemplification to illustrate the nature of the challenge within the SLO or through a clear statement of what must be included as a minimum in addressing the learning associated with the SLO.

Where there is exemplification, the example given is designed to be indicative of the degree of difficulty or challenge expected to be reached in the SLO. The example adds a further layer of detail and clarity so that the educator knows the standard the learner should be looking to achieve.

What the assessment should really be trying to establish is whether the learners have reached the standard of the SLO. Can they do what the SLO says they can do? Can they demonstrate the ability to do what the SLO claims for them and can they do it routinely, confidently and comfortably? Here the educator's professional judgement and the professional agreement on what constitutes achievement is important.

The assessment standard is not necessarily what is stated in the SLO. The standard is the shared and consistently applied interpretation of what acceptable learner performance in response to the SLO looks like. In order to reach this judgement, educators will need to work within the subject teaching community to agree what achievement looks like at each of the levels (e.g., Level 8), at the level of the Subject Foci within a level and at the level of an SLO where this is not immediately apparent and there is scope for ambiguity or interpretation.

Assessment within the LOFs will need to be subject to robust quality assurance procedures that are designed to instil confidence in teachers' assessment judgements and assure parents, guardians and other stakeholders that all learners will receive appropriate recognition for their achievements in line with the agreed national standards and that learners are making the appropriate progress in line with expectations.

Where assessment is for high stakes qualifications and external certification, particular safeguards are required to guarantee fairness to all young people and to provide assurance to parents and guardians, MCAST, the University of Malta and employers that the system is robust. To that end MATSEC will produce clear assessment plans for Level 9 and 10 assessment, detailing the balance between high-stakes external assessment and internal assessment procedures, and quality assurance.

As learners approach points of transition (for example, across Levels) it is important to have rigorous and robust assessment and related quality assurance procedures in place in order to ensure that there is a reliable system for sharing information about progress and achievements. Again, MATSEC and/or DQSE will be responsible for producing the guidance documentation detailing the policy and procedures for any transition assessment arrangements involving high-stakes or external assessment.

Working the room: Measuring the impact of the teaching

This whole class assessment technique can be used with Level 8 and 9 learners. Challenge stations are set up around the room, a sufficient number to split the class into groups of 3-5 with a different challenge presented to each group. The challenges should be related to what has recently been taught in class and should be based on two or three distinct learning outcomes. The groups should be balanced out evenly in terms of ability, with the addition of the elements of time and reward to keep up motivation and maintain the competitive spirit. The assessment of the activity will provide a good idea of how the whole class understands what has been taught.

For example, some challenges could be focused on grammar. Other challenges could be more vocabulary-based (e.g., challenges involving filling in diagrams to test knowledge of recent topics or matching an image to a passage of writing). The results will give a good indication of areas where learners are less confident, allowing the educator to reflect on how these areas were taught and how they could be revisited.

Adapted from *Designing Effective Activity Centers for Diverse Learners: A Guide for Teachers At All Grade Levels and for all Subject Areas*, Hilberg, Chang and Epaloose (2003)

D. ASSESSING CROSS CURRICULAR THEMES

The embedded CCTs within the SLOs are for guidance purposes only. As already indicated, the teacher may have better ideas of where, when and how to embed particular aspects of the CCTs.

The CCT icon in embedded SLOs is followed by a sub-heading from the CCT. This indicates the particular area of content that seems most appropriate for embedding within the delivery of the SLO.

The guidance about CCTs also describes how CCTs can be addressed through the choice of pedagogy or delivery style, classroom activity or approach to learning. Some may also be addressed through the introduction of whole school or year group, curriculum enrichment activities or the adoption of particular sets of behaviours within the school community. The flexibility and freedom to decide upon and select which methods, opportunities and aspects of the CCTs are addressed, as well as when, where and how are entirely a personal one. The aim is to ensure that the learners, through the course of their learning journey through the LOF, come into contact with the key learning associated with all the CCTs in significant and meaningful ways. The role of the CCTs is to yield resilient, adaptable, empowered young people with the robust, transferable skills the country needs to remain caring, inclusive, competitive and productive. This needs to be kept in mind when looking at the overall implementation and embedding of CCTs in the curricula.

This open and flexible approach to where, when and how CCTs are addressed is a challenge when it comes to trying to prescribe any assessment approaches. While the lack of uniformity and consistency of when, where and how to embed CCTs in the LOF and in each subject area is attractive from a flexible delivery viewpoint, it represents a challenge in assessment from a standardisation standpoint.

The guidance around assessment of CCTs is simply to ensure that:

- the impact of the embedding strategy adopted at the classroom, departmental and school level is known and understood in terms of what has been learned;
- there is communication between schools, tutors and class teachers about the progress learners have made in coverage and acquisition of the CCT content;
- learners engage with each of the six CCTs with sufficient frequency, meaning and depth to allow them to achieve the key competences they cover and to benefit from the new learning and skills each CCT introduces.

In each subject, educators may find it most beneficial to work with peers to determine the best-fit CCT opportunities, creating a support community to share development of resources and to help agree a consistent approach to teaching and assessment expectations when it comes to embedding the CCTs. Within this support community one can attempt to:

- agree which teaching approaches lend themselves to particular CCTs;
- share ideas and resource development;
- develop project-based approaches to SLO delivery that are enhanced by CCT inclusion;
- standardise assessment expectations around CCTs.

E. REPORTING PROGRESS

Learner and Parent/Guardian Reporting

Reporting on learning and progress should offer learners, parents, guardians and teachers insight into what learning expectations have been set, how the learner is progressing in relation to these learning expectations, and how the learner can do what needs to be done to ensure continued progress and improvement as they go forward with their learning. Reporting should always be constructive, insightful and able to be used to stimulate meaningful discussion between the teacher, the learners and their parent or guardian. It should, at the same time, be reflective, looking at achievement and forward-looking, focusing on improvement.

The LOF offers local flexibility for schools to decide how best to report information on learner progress, achievements and next steps within a clear set of national expectations. How frequent and what form such reporting takes are also decisions to be taken at the school and college level.

National expectations for reporting

Reporting will provide the learners, their parents or guardians with information on progress and achievement in each subject that includes:

- constructive, insightful and clear feedback throughout the learning experience;
- feedback on the learners' particular strengths, areas for development and achievements completed;
- feedback on the different curriculum areas;
- the particular support the learners are receiving to help them progress;
- attitude of the learners to learning;
- how home can play an active part in supporting the learning process;
- an opportunity to capture the learners' voice;
- an opportunity for parents/guardians to respond directly to the reporting feedback.

It is important that the reporting structure used is manageable for teachers.

Reporting is based upon the assessment of progress, and there is a balance to be struck between how often assessment of progress is made and how often this progress is recorded and communicated to the learner and the parent/guardian. The reporting needs of the two groups are different:

- Learners should be receiving feedback on progress on an ongoing basis as a routine part of the learning and assessment process. The use of formative assessment (often called Assessment for Learning) should be a routine part of any assessment strategy. This makes this type of reporting frequent and continual.
- Parents and guardians need to be kept informed of their child's progress at key points in the learning journey where there needs to be feedback given around achievement and a discussion instigated between home and school about how further progress and improvement can be made. This makes this reporting much less frequent but recurring. At the very least, achievement of a level should be reported every time a level is achieved.

Reporting process

It is important to set up a process by which learners can take some ownership of what is reported. Educators should consider working with learners to determine which evidence should be drawn upon to summarise learning and progress for the purposes of reporting. This will invite reflection and dialogue about their learning and will be a useful opportunity to help the learners engage more deeply and meaningfully in discussion about their own learning. This type of dialogue will not restrict or impinge upon educators' professional judgements but will offer them some insight into the learner point of view and may help deepen their understanding of the impact of their own learning strategies.

The LOF offers the ability to report progress within the subject at different levels of detail. Each subject is broken down into levels, containing Subject Foci, and each Subject Focus is further broken down into SLOs. With the SLOs making the outcomes of learning explicit, it will be important to establish what the learner and the parent/guardian needs to know about progress against the SLOs and what can feasibly be shared, how often and when. To this extent, educators will need to first separate out internal reporting needs to chart a learner's progress, so that this can be shared with other teachers as they progress in other subjects to benchmark progress more widely. Different audiences will need different details about learner progress.

The school and the relevant Department need to set the policy on how they intend to report.

Internal reporting

In order to maximise the opportunities that the LOF brings in terms of flexibility and freedom to help learners progress towards the learning expectations, the teacher will need to have a detailed appreciation of what the learner has already achieved and just how they relate to the learning expectations that the teacher is responsible for teaching. The teacher who comes next will also expect an appraisal of learner performance. It will be important to establish, through discussion with colleagues, how best to manage this internal communication and reporting in order to ensure there is a balance between what is helpful and insightful in assisting with the transition process and what is unwieldy, onerous and unmanageable.

It is important to remember that the detail that can be created around individual performance does not necessitate or promote an individualised teaching programme for each learner. Instead it is there to be used to facilitate a more responsive approach to curriculum design and more appropriate selection of teaching strategies and resource selection within the class.

As learners progress through the LOF, moving from level to level, year to year, and class to class, they will progress at different rates. This represents a challenge if learning is to remain fluid and continuous and progression is to be uninterrupted. That said, the Subject Foci and SLOs allow teachers to profile progress and achievement and to communicate that progress in a regular manner, indicating where the learner sits in relation to the overall expectations of a level, even indicating where there is some achievement beyond the level. The school is given the flexibility to decide how best it wants to communicate learner progress within the school and between those responsible for their learning and progression. Within the subject teaching team it will be important to identify an approach that is functional and clear within the subject and will ultimately maximise the Learning Outcome Framework's ability to chart progress in detail and in a personalised, learner-centric way.

A simple Achieved/Not Yet Achieved is clear feedback, yet it does not convey how close or how far from being able to demonstrate achievement of the SLO the learner is. Educators may find it useful to come up with a convention that does more than just use a binary method of reporting achievement. Communicating more information about how a learner is relating to a particular level helps instigate discussion of where there may be particular learning challenges or where a learner has only started the learning associated with particular Learning Outcomes.

Evidence informing reporting should be drawn from a range of sources, including formal and informal assessment interventions, and educators should apply their professional judgement to a sufficient and robust body of evidence that allows them to report with confidence about progress made against a significant body of learning. Formal summative assessment interventions need to be subject to collaborative design and development, and feature a measure of quality assurance and moderation to ensure that what is reported is benchmarked against a wider understanding of the national standard.

How it is done elsewhere

The Scottish *Curriculum for Excellence* frames progression in relation to the learning expectations as developing, consolidating or having secured the learning objectives. These are not rigid categories but signposts indicating where the learner sits in relation to the expectations.

Typically, a learner who has started to engage in the work of a new level or area and starting to make progress in an increasing number of outcomes is at the Developing stage.

Once the learner has achieved a measure of breadth across the Subject Foci, can apply the learning in familiar situations, is beginning to show increased confidence by engaging in more challenging learning, and is starting to transfer their learning to less familiar contexts, he is engaged in a process of Consolidation.

Once significant achievement across the Subject Foci and outcomes has been recorded, and there has been consistent success in meeting the level of challenge within the outcomes, and once learners are engaged in more challenging work and are confidently transferring their learning and applying it in new and unfamiliar situations, their position in relation to expectations is viewed as Secure.

Adapted from *Building the Curriculum 5, A Framework for Assessment: Reporting*,
The Scottish Government (2010)

References

- Benítez Velásquez, T., 2012. 'Hybrid Method', An Integrated Pedagogical Method for EFL Teaching and Learning. *Zona Próxima*, 17 (Julio-Diciembre). pp. 194-211. Available at: < <http://www.redalyc.org/pdf/853/85324721013.pdf>> [Accessed 23 August, 2015].
- Black, P. and William, D., 2001. *Inside the black box: Raising standards through classroom assessment* [pdf] Available at: < <http://weaeducation.typepad.co.uk/files/blackbox-1.pdf>> [Accessed 3 October, 2015]
- Council of Europe, 2001. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
- Dooly, M. and Masats, D., 2010. Closing the loop between theory and praxis: new models in EFL teaching. *ELT Journal*, 65 (1). pp. 42-51. [online] Available at: <http://www.researchgate.net/publication/232242166_Closing_the_loop_between_theory_and_praxis_New_models_in_EFL_teaching> [Accessed 3 October, 2015]
- Council of Europe, 2014. *Evaluation and Assessment within the Domain of Languages of Education*. [website] Available at: < www.coe.int/lang> [Accessed 3 October, 2015].
- European Commission, 2006. *Key Competences for Lifelong Learning - European Reference Framework*. Luxembourg: Publications Office of the European Union.
- European Commission/EACEA/Eurydice, 2012. *Developing Key Competences at School in Europe: Challenges and Opportunities for Policy*. Eurydice Report. Luxembourg: Publications Office of the European Union.
- European Commission/EACEA/Eurydice, 2015. *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union.
- European Commission/EACEA/Eurydice, 2015a. *Assuring Quality in Education: Policies and Approach to School Evaluation in Europe*. Eurydice Report. Luxembourg: Publications Office of the European Union.
- Ginnis, P., 2008. *The Teacher's Toolkit: Raising Classroom Achievement with Strategies for Every Learner*. Cambridge: Cambridge University Press.
- Hilberg, R.S., Chang, J.M. and Epaloose, G., 2003. *Designing Effective Activity Centers for Diverse Learners: A Guide for Educators At All Grade Levels and for all Subject Areas*. [pdf] Available at: http://manoa.hawaii.edu/coe/crede/wp-content/uploads/Hilberg_et_al_20031.pdf [Accessed 12 August, 2015].

Hornig-Y, L., 2014. Inquiry-based Teaching in Second and Foreign Language Pedagogy. *Journal of Language Teaching and Research*, 5 (6). pp. 1236-1244. [pdf] Available at: <<http://www.academypublication.com/issues/past/jltr/vol05/06/03.pdf>> [Accessed 3 October, 2015]

Ibrahim Holi, H. and Saleh Al Ajmi, A., 2013. Towards Quality Assessment in an EFL Programme. *English Language Teaching*, 6 (10). pp. 132-148. [online] Available at: <<http://www.ccsenet.org/journal/index.php/elt/article/viewFile/30172/17875>> [Accessed 3 October, 2015]

Lam, R., 2015. Assessment as learning: examining a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom. *Studies in Higher Education*. [e-journal] 01 (2015) Available at: <http://dx.doi.org/10.1080/03075079.2014.999317> [Accessed 12 August, 2015].

Little, D., 2009. *The European Language Portfolio: where pedagogy and assessment meet*. 8th International Seminar on the European Language Portfolio, Graz, 29 September – 1 October, 2009. [pdf] Available at: <http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Publications/ELP_pedagogy_assessment_Little_EN.pdf> [Accessed 3 October, 2015]
Ministeru għall-Edukazzjoni u x-Xogħol, 2012. *Il-Qafas tal-Kurrikulu Nazzjonali għal Kulħadd*. [pdf] Available at: <<http://sacredheartmalta.org/wordpress/wp-content/uploads/2013/05/Il-Qafas-tal-Kurrikulu-Nazzjonali-g%C4%A7al-Kul%C4%A7add-2012.pdf>> [Accessed 30 June, 2015].

Ministeru għall-Edukazzjoni u x-Xogħol, 2014. *L-Istrateġija Nazzjonali tal-Litteriżmu għal Kulħadd f'Malta u Għawdex 2014-2019*. [pdf] Available at: <<http://education.gov.mt/en/Documents/Literacy/MALTI.pdf>> [Accessed 23 August, 2015].

Ministry for Education and Employment, 2014. *Framework for the Education Strategy for Malta 2014-2024*. [Ktejjeb] Available at: <<http://education.gov.mt/strategy/Documents/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf>> [Accessed 23 August, 2015].

Ministry for Education and Employment, 2014a. *Respect for All Framework* [pdf] Available at: <<http://education.gov.mt/en/resources/News/Documents/Respect%20For%20All%20Document.pdf>> [Accessed 23 August, 2015].

Ministry for Education and Employment, 2014c. *A Strategic Plan for Early School Leaving in Malta 2014*. [pdf] Available at: <<http://education.gov.mt/ESL/Documents/School%20Leaving%20in%20Malta.pdf>> [Accessed 23 August, 2015].

Ministry for Education and Employment, 2014d. *Education for All: Special Needs and Inclusive Education in Malta*. [pdf] Available at: <<https://education.gov.mt/en/Documents/Special%20Needs%20and%20Inclusive%20Education%20in%20Malta%20C2%AD-%20External%20Audit%20Report.pdf>> [Accessed 23 August, 2015].

Ministry for Education and Employment, 2015. *Malta National Lifelong Learning Strategy 2020* [pdf] Available at: <<https://education.gov.mt/en/Documents/Malta%20National%20Lifelong%20Learning%20Strategy%202020-%20Draft%20for%20Public%20Consultation.pdf>> [Accessed 23 August, 2015].

Phakiti, A., 2006. *Theoretical and Pedagogical Issues in ESL/EFL Teaching of Strategic Reading*, University of Sydney Papers in TESOL (1). pp. 19-50.

Scottish Government, 2010. *Building the Curriculum 5, A Framework for Assessment: Reporting*. [pdf] Edinburgh: Scottish Government. Available at: <https://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf> [Accessed 30 July, 2015].

Smith, M.K., 2012. 'What is pedagogy?' *The encyclopaedia of informal education*. [online] Available at: <<http://infed.org/mobi/what-is-pedagogy/>> [Accessed 3 October, 2015]

Tütüniş, B., 2012. Grammar in EFL Pedagogy: To be or not to be: Explicit or implicit grammar instruction in EFL. *International Journal of Humanities and Social Science*, 2 5. pp. 120-122. [pdf] Available at: <http://www.ijhssnet.com/journals/Vol_2_No_5_March_2012/12.pdf> [Accessed 3 October, 2015]

Nicol, D.J. and Macfarlane-Dick, D., 2006. Formative Assessment and Self-Regulated Learning: A model and seven principles of good response practice. *Studies in Higher Education*, 31(2). pp.199-218 [pdf] Available at: <http://www.mmiweb.org.uk/hul/site/pt/downloads/nicol_formass.pdf> [Accessed 3 October, 2015]

Appendix 1



Digital Literacy

Digital literacy has become essential for learning and life. Besides cutting across various disciplines it must now be considered as being a discipline of its own such as music, art, science and literature. Digital literacy education seeks to equip learners with the competencies (knowledge, skills and attitudes) in the use of digital technology needed to access learning opportunities, to pursue their chosen careers and leisure interests and to contribute to society as active citizens. It also aims to provide them with knowledge of the principles underpinning these technologies and a critical understanding of the implications of digital technology for individuals and societies.

Digitally literate learners learn to become independent, confident and discerning users of technology. Subsequently they acquire and develop critical and analytical attitudes to appropriately choose the right digital tools according to specific needs.

Digital literacy includes five categories of digital competencies, namely: Information Management, Communication and Collaboration, Digital Media, Using Digital Tools for Learning, Management of the Internet.

The competence in information management enables learners with the means to access, evaluate and analyse and hence make an informed choice from a range of available data and information sources. Competencies relating to Communication and Collaboration empower learners to learn to communicate, collaborate and network with others. Competencies in Digital Media enable learners to analyse messages mediated by digital media and to express themselves creatively across a range of digital media.

Digital literacy also involves competence in using digital tools in various media and in different modes of learning (autonomous, collaborative, exploratory, designing). Digitally literate learners will learn to be responsible and competent in managing the internet, keeping themselves safe and secure online, making informed choices over privacy, taking responsibility for their actions, respecting intellectual property, abiding by the terms and conditions of systems they use and respecting the rights and feelings of others. In teaching digital literacy, teachers should look for authentic, meaningful and socially inclusive learning opportunities which allow learners to apply and develop their skills, knowledge and understanding across the curriculum. Digitally literate learners should be able to undertake challenging creative projects, both individually and collaboratively comprising aspects from different competence categories.

Theme Learning Outcomes:

Information Management

- I am able to identify and articulate my information needs.
- I can find, select, use and combine information from a range of sources.
- I can safely and critically navigate between online sources and select information effectively
- I can navigate between online sources and select information effectively.
- I can create personal information strategies.

Communication

- I can communicate through a variety of digital devices and applications.
- I can adapt my communication modes and strategies according to the people I am communicating with.
- I can use different digital tools to share knowledge, content and resources.
- I can help others to share knowledge, content and resources.
- I know how to quote other people's work and to integrate new information into an existing body of knowledge.
- I can engage with on-line learning communities effectively.
- I can use digital technologies to participate in online citizenship.

Collaboration

- I can use technologies and media to work in teams and collaborate in learning.
- I can collaborate with others and co-construct and co-create resources, knowledge and learning.
- I can function well in digitally mediated Communities of Practice

Use of Digital Media

- I can review, revise and evaluate information presented in a range of digital media.
- I understand both how and why messages in digital media are constructed and for what purposes.
- I can examine how individuals interpret messages in digital media differently.
- I understand how values and points of view are included or excluded and how digital media can influence beliefs and behaviours.
- I understand the ethical / legal issues surrounding the access and use of digital media, including copyright, ownership, licensing and use of proprietary content or software.
- I can work creatively across a range of digital media and multiple systems to present information effectively to a given audience.
- I can edit and improve content that I had already created or that others have created, respecting and acknowledging the rights of the original author.
- I can express myself through digital media and technologies.

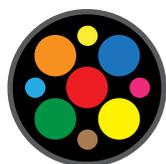
Managing Learning

- I can use various tools to manage my own learning.
- I can use various tools and approaches to collaborate with others in learning.
- I can use various tools to explore ideas, theories, relationships and procedures.
- I can use various tools to learn by designing digital objects.
- I can use various tools and approaches to reflect on learning.
- I can use various tools and approaches to evaluate what I have learnt.
- I can build and assess e-portfolios.
- I can work on multiple eLearning management systems and platforms.

Managing Internet Use

- I understand how the internet and the world wide web work and can use them for communication and collaboration.
- I am aware of and abide by the principles of netiquette.

-
- I know what constitutes plagiarism.
 - I can protect my devices from online risks and threats.
 - I can protect myself and others from possible online dangers (e.g. cyber bullying) by following appropriate privacy and confidentiality procedures.
 - I am able to consider the social, cultural, religious and ethical implications of digital technology and can confidently communicate, share information, access and distribute content without infringing upon other peoples' intellectual property.
 - I am aware of cultural diversity online.
 - I can develop active strategies to discover inappropriate behaviour.
 - I can create, adapt and manage one or multiple digital identities.
 - I can protect my e-reputation.
 - I can manage the data that I produce through several online accounts and applications to avoid health risks related with the use of technology in terms of threats to physical and psychological well-being.
 - I recognise Cloud Computing as a converging technology on which I can work and save my material.



Education for Diversity

The National Curriculum Framework (NCF) acknowledges Malta's cultural diversity and values the history and traditions of its people. It acknowledges and respects individual differences of gender, colour, ethnic and social origin, language, religion or belief, political or any other opinion, membership of a national minority, birth, ableism, age or sexual orientation and geographical location. A curriculum that acknowledges the fact that diversity is a feature of Maltese society, as it is of nations across Europe and the world, that can contribute to national prosperity and social cohesion.

As a member state within the United Nations, Malta is a signatory to international human rights instruments including the Universal Declaration of Human Rights (1948), the European Convention for the Protection of Human Rights and Fundamental Freedoms (1950), the International Covenant on Civil and Political Rights (1966), the International Covenant on Economic, Social and Cultural Rights (1966) and the UN Convention on the Rights of the Child (1989). As a member of the European Union, Malta is legally bound by the EU Charter of Fundamental Rights.

These instruments set out international standards and commit Malta's government and people to democracy and to acknowledging that citizens and other residents have, and should enjoy, human rights without discrimination.

Consequently the NCF aims to help children acknowledge social justice and solidarity as key values in the development of the Maltese society and encourage young people to uphold fundamental democratic values and promote social justice.

Education for Diversity promotes an inclusive educational culture and challenges various educational processes such as decision making within schools, languages of instruction, methodologies used, learner interaction and learning resources. Education for Diversity ensures the inclusion of multiple perspectives and voices within the learning environment, provides spaces for learning about the languages, histories, traditions and cultures of non-dominant groups in a society, encourages team work and cooperative learning in multicultural, multi-ethnic and other diverse contexts, combines traditional and local knowledge and know-how with advanced science and technology and values the practice of multilingualism. In doing so, it encourages an understanding of global issues and the need for living together with different cultures and values.

Theme Learning Outcomes:

Self Awareness

- I am a person committed to democracy and understand that this means ensuring people of different views and cultures have their say and work together for a better society.
- I have a principled and ethical approach to life.
- I am committed to social justice and a democratic and inclusive society.
- I reserve judgement so that it may be made on a fair and rational basis.
- I strive to strike a balance between my rights and duties and those of others.

Social Change

- I uphold fundamental democratic values and work to promote social justice.
- I respect the different religious and humanist convictions, morals and beliefs that inform people's conceptions of right and wrong.
- I recognise unfairness, injustice and preferential treatment in daily life situations including racist, sexist and homophobic language and behaviour.
- I challenge expressions of prejudice and intolerance towards minorities such as racist, sexist and homophobic names, anecdotes and comments.
- I claim my rights and act on my duties knowing that my fellow learners and teachers have equal entitlement to their rights.
- I appreciate that the notion of 'identity' is complex and changing and limited as a concept in capturing who I am and that the idea of 'identities' is a more powerful way of understanding who I am and who others are.
- I attend and respond to my teachers and fellow learners and accept that they may have different points of view.

Communicating for Diversity

- I communicate with, work with and respect all of my fellow learners, teachers and adult helpers.
- I communicate with people who are different to understand how we are the same and to understand myself better.
- I strive to communicate effectively with others in a constructive, supportive and self-determined way.
- I can use effective language to challenge injustices and inequalities.
- I approach differences of opinion and conflicts of interest through dialogue, non-violent communication and consensus; where this fails, I am willing and able to use mediation.



Education for Entrepreneurship, Creativity and Innovation

While entrepreneurship, creativity and innovation can potentially be seen as being discrete attributes, it is perhaps more strategic to consider them as mutually reinforcing features of a more cohesive and singular aim: to ensure that the future citizens of Malta have the wherewithal to contribute to the sustainable prosperity of the nation in an increasingly competitive global economic and social contexts. The goals include the four main competence areas of personal and interpersonal skills, practical and cognitive skills. This more strategic vision reinforces the need for an approach to Entrepreneurship, Innovation and Creativity that permeates all aspects of the curriculum, while being clearly signposted to ensure that learners' entitlements are being met and that learning and teaching in relation to these themes can be quality assured.

The overall goals of entrepreneurship education are to give learners the attitudes, knowledge and capacity to act in an entrepreneurial way and to acquire the skills that will promote their lifelong employability in a rapidly changing commercial, economic and social environment. This includes becoming entrepreneurial citizens in other spheres beyond industry or employability. These goals require the development of the 'soft' generic personal and interpersonal skills fundamental to becoming entrepreneurial, as well as the fostering of the more discrete entrepreneurial knowledge and understanding required to pursue entrepreneurial endeavours and to possess an entrepreneurial mindset which is both creative and innovative.

Creativity is generally recognised as both an innate yet often under-developed quality in young people, as well as a practical skill that helps to unlock an entrepreneurial disposition. It is a skill that can be taught and that everyone can aspire to. It involves opening up young peoples' thinking processes in ways that help them to look at familiar things with a fresh eye, to identify and frame a problem and to generate solutions whilst using their imagination, knowledge and skills to explore new possibilities rather than established approaches.

The ability to be innovative and the confidence to look for innovative responses to opportunities or problems encountered is best nurtured in a safe, supportive environment where this type of approach is encouraged, recognised and rewarded. Such a pedagogy requires allowing learners time to reflect on a situation and tap their resources and imagination to develop plans and solutions. It also requires time for implementation of new processes and the application of new ideas. Teaching and learning for innovation might even include space to 'learn from failure'.

Theme Learning Outcomes:

Personal

- I can work effectively on my own.
- I am resilient and can persevere.
- I understand the importance of nurturing a positive self-image, self-esteem and self confidence.
- I recognise the importance of integrity and ethical values.

Interpersonal

- I know how to communicate my proposed strategies to others effectively.
- I am able to contribute to a team.
- I am able to take the lead.

Cognitive

- I am able to solve problems imaginatively and laterally.
- I am able to think critically.
- I am able to consider different perspectives.
- I can recognise that entrepreneurship and innovation should be underpinned by ethics and values relating to social justice and sustainability.

Practical

- I can turn creative ideas into action.
- I have a basic set of research skills.
- I am able to audit my own skills and interests in order to consider future academic and vocational career choices.
- I appreciate the importance that creativity and entrepreneurship have played in the development and progress of human society.



Education for Sustainable Development

Education for Sustainable Development (ESD) helps learners to develop the necessary competences (knowledge, skills, values, attitudes and behaviour) that enable them to become sustainable citizens. ESD empowers individuals to actively participate in decision making processes which are compatible with living within the environmental limits of our planet in a just, diverse, equitable and peaceful society.

ESD seeks to ensure that learners:

- Develop a sense of identity and belonging to their local, national, regional and global community.
- Are empowered to adopt their roles and responsibilities within a globally interdependent world.
- Understand and are empowered to address the real causes and consequences of unsustainable behaviour within the context of an interdependent and globalised world.
- Develop a future-oriented perspective that highlights the significance of their decisions, choices and actions on the quality of life of present and future generations.
- Are exposed to diverse learning environments using a broad array of educational experiences.
- Develop a holistic concept of the environment involving natural, social, economic, physical and cultural perspectives.
- Value and respect social, cultural and ecological diversity.
- Are committed to action to bring about change.

ESD should be achieved through a whole-school approach that involves the reorientation not only of the curriculum, but also of the school culture, the school campus management, the school community and the wider local community in line with sustainable development.

Learners should experience ESD through transformative pedagogies that facilitate ESD teaching and learning experiences that promote the acquisition of the knowledge, skills, values, attitudes and behaviours necessary to become active global citizens.

ESD should be a lifelong learning process involving a blend of learner-centred processes, such as participatory/ collaborative learning; problem-based learning; inter-disciplinary learning; multi-stakeholder social learning; critical and systemic thinking-based learning; action learning; learning outside the classroom; experiential learning; reflective evaluation and using relevant real-world contexts.

Theme Learning Outcomes:

Learning to Know

- I can explain how the natural, social, cultural and economic systems work and are interrelated.
- I can describe my role as a citizen within the local, national, regional and global context.
- I can recognise the relationship between understanding others and the wellbeing of all in the present and the future.
- I can identify the root causes of inequality and injustice and actions that lead to a better quality of life, equity, solidarity and environmental sustainability.
- I can justify the importance of identifying problems, reflecting critically, thinking creatively and having a wider vision in order to plan for the future and become an effective agent of change.
- I can recognise the importance of lifelong learning and use such learning experiences to approach new challenges and be in a better position to take informed decisions and evaluate their consequences.

Learning to Do

- I can communicate my ideas and present my opinions in thoughtful and informed discussions and decision making processes.
- I can critically assess processes of change in society and envision a more equitable and sustainable world.
- I can identify priorities and evaluate potential consequences of different decisions and actions.
- I am able to collaborate with people having different perspectives on dilemmas, issues, tensions and conflicts from different disciplines/places/cultures/generations.
- I can use the natural, social and built environment that surrounds me, as a context and source of learning.
- I can involve myself and others in real-world issues to bring about a positive difference.

Learning to Be

- I am a critically reflective person and am able to evaluate decisions, choices and actions.
- I am responsible for my actions and capable of anticipating, adapting to and facing change.
- I can reflect upon the consequences of my actions on present and future generations.
- I am sensitive to divergent disciplines and perspectives, cultures and minority groups, including indigenous knowledge and worldviews without prejudices and preconceptions.
- I am motivated to make a positive contribution to other people and their social and natural environment, locally and globally.
- I am able to creatively and innovatively take considered action and challenge assumptions underlying unsustainable practice.

Learning to Live Together

- I can live in harmony with myself, others and the natural world at a range of levels from the local to the global.
- I respect and value diversity and challenge social injustice.
- I have a future-oriented perspective for how I live my life as a citizen of the world.
- I actively engage myself with different groups across generations, cultures, places and disciplines.
- I can actively participate in processes and encourage negotiations for alternative sustainable futures.
- I will help others clarify diverse worldviews through dialogue and recognize that alternative frameworks exist.
- I will challenge unsustainable practices across educational systems, including at the institutional level.



Learning to Learn & Cooperative Learning

The aims of Learning to Learn are for learners to:

- Focus on learning processes as well as final performances.
- Hold a rich conception of learning and based on a personal conviction to manage own learning.
- Acquire a wide range of strategies for learning.
- Develop strategies to plan, monitor and review their own learning.
- Become competent in self-assessment.

Theme Learning Outcomes:

Social Learning

- I can appreciate diverse viewpoints and personalities.
- I am confident in discussing my views with others.
- I can follow the ideas of others and comment on their views.
- I can follow group discussions and collaboration and summarise what is being said or done.
- I collaborate with other learners as part of my learning.
- I learn by designing products with others.
- I seek out and am open for guidance and support from peers and adults.
- I am able to talk with others about learning.
- I listen to others talk about learning.
- I can discuss various subjects and learning strategies with peers.
- I can debate and support my argument without being judgemental while still empathising with others.
- I can learn about my needs to make the right choices.

Personal Learning

- I can identify the support and resources I need to learn.
- I am aware of my preferred way to learn and can use this to plan my own learning.
- I manage goals and time efficiently in learning.
- I feel competent in managing my own learning.
- I am open to feedback from others and am able to consider it for my personal improvement.
- I reorganise myself by explicitly changing my assumptions over time.
- I am able to follow my own interests as this helps me to reflect on 'who I am'.
- I am pleased when I succeed at difficult tasks.
- I believe that effort can lead to success.
- I reflect on my mistakes and learn from them.

Cognitive Learning

- I am able to remember by recalling, recognising and locating information.
- I am able to link new information to my existing knowledge.
- I am able to analyse information that I come across.
- I evaluate knowledge in terms of my learning objectives and my preferred way of learning.
- I am able to solve problems on my own and in collaboration with others.
- I am able to assess myself as this helps me to understand what I know and who I am.
- I assess myself to analyse and further develop my ideas.

- I assess my peers to compare what I know to what others know, gaining knowledge of what mental models others hold of a particular concept and how these mental models can evolve for understanding to happen.
- I am able to focus on the main subject and summarise important points.
- I am able to apply my knowledge and understanding in differing contexts.
- I can manage my own learning to improve important skills including literacy and numeracy skills.
- I understand that learning involves different processes.

Creative Learning

- I take initiative in designing new products.
- I am able to think about new ways of making good use of objects.
- I am able to use my imagination and creativity.
- I prefer to move on to challenging tasks rather than stay on easy ones.
- I am able to face new, challenging experiences and learn from them.
- I learn by exploring events, life experiences and the physical environment.
- I am able to engage in unplanned spontaneous play.
- I am able to engage in planned, purposeful play.
- I understand that I can improve and learn and that if I am stuck I can think upon my difficulties, solve my problems and move forward.



Literacy

One of the most important aspects of literacy in Malta is the implication that a literate person is fluent in both Maltese and English. An essential factor to ensure that Malta remains a bilingual country is making sure that its learners develop equal competences in reading, writing, speaking, listening and comprehending in both official languages from the early years, preferably from kindergarten. Another is ensuring that learners develop the skill to switch easily from Maltese to English (or vice versa) depending on the situational need. Achieving bilingual literacy in our education means that all our young people feel comfortable and confident using both languages.

Literacy development will require a whole-school approach that is clearly reflected in school policies where there is a conscious effort in which a community for literacy is promoted throughout the curriculum. Literacy for learning is an intrinsic part of school life and every subject domain can serve as a context whereby literacy skills development could be enhanced. Furthermore, schools should strive for a literacy rich environment using technology as a platform.

The relevance of reading aloud and presenting ideas to an audience and the opportunities for contextualised language and play acting (drama) should be clearly identified as components of spoken literacy across the curriculum. Stressing the importance of oracy is key to encouraging active learning cultures and communities.

With regard to reading, the fun and interactive aspect of reading is very important; the purpose of reading should initially be for fun/interest and communication. The value of entertainment in reading, which is closely linked to attitude and disposition to language, is crucial especially in the Early and Junior Years. Critical and creative thinking, where the learner increasingly takes control of texts in different domains and gains awareness, will follow.

Theme Learning Outcomes:

Listening and speaking

- I can converse in a range of situations, both formal and informal, matching register and language to the situation and audience.
- I can listen to and understand spoken text well and respond or apply the information appropriately with comments and/or questions.
- I can use language to present my thinking logically and clearly and can talk to engage an audience while analysing and evaluation through an open-ended approach.
- I can use spoken language to share my ideas in a collaborative way, appreciating the social elements of conversation such as waiting for my turn and listening to what others have to say.

Expressive language

- I can use expressive language to develop my own thinking, using words to explore, clarify and confirm ideas.
- I can use expressive language to develop my thinking and the thinking of others by contributing to the explorative talk of my peers and the dialogic talk of my teachers.
- I can use expressive language to organise and rehearse ideas, arguments and language structures in order to synthesise and evaluate before writing and while editing.

Reading and understanding

- I can decode print effectively and successfully establish multisensory linking and phonemic awareness between grapheme and phoneme.
- I can read text in a fluent manner and understand what is written, gain knowledge and enjoy the process.
- I can select real, virtual and multimedia texts to entertain and inform me, constructing meaning from text, using words and visual or audio information to confirm, complement or change what I already know while discarding the superfluous.
- I can approach texts purposefully: I am aware of what I hope to gain from them and am able to use retrieval devices, cross references and links to follow themes or ideas through various means including texts accessed via technology.
- I can select appropriate texts for my purposes, taking account of implied readership and provenance as well as subject matter and format.
- I can identify and follow the different reading conventions of my academic subjects, regarding the place and purpose of reading texts in learning and in questioning or accepting the authority of these texts.

Writing

- I can draw on what I have read, what I have done and what I have felt at home, at school and at play to inform my writing.
- I can convey my thoughts powerfully and eloquently through speech and text.
- I can select the appropriate language, register, genre and medium for the texts I write.
- I can use writing in both manuscript (handwritten form) as well as digital form in order to inform, to persuade and to entertain other people.
- I can use writing to consider ideas and to reflect on and consolidate my own thinking and learning. I can follow the writing conventions of the genres and subjects I am studying.

Accuracy

- I can write accurately using language conventions and rules such as those established by Standard English / Kunsill Nazzjonali tal-Ilsien Malti / I-Akkademja tal-Malti.
- I can use my knowledge of morphology as well as my phonological awareness and visual memory to attempt to spell unfamiliar words and recognise correct spelling.
- I can use a range of punctuation marks to make my meaning clear to a reader.

Planning and reflection

- I can plan my written work and think what I want to communicate before I start to write.
- I can understand the need for drafting; I can edit and proofread my work and allow sufficient time in which to complete a piece of work.
- I can reflect about my writing and think about how I learn best.

Appendix 2

Morphology and Syntax (Metalanguage)

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Morphology							
Consonants							
Xemxin and Qamrin consonants	I know that consonants are divided into xemxin (ċ, d, n, r, s, t, x, ż, z) and qamrin (b, f, ġ, g, ħ, h, ħ, j, k, l, m, p, q, v, w).	I know which of them take the article l- and which of them assimilate it, e.g., l-arloġġ, id-dar.					
Strong and soft consonants (assimilation)	I know that there are consonants (like b, d, v, ż, g, etc.) that, when pronounced or read at the end of a word, take on a different sound, like kelb that sounds like /kelp/; lewż; ċerv.	I know which similar sounding consonant I should write at the end of the word by adding the vowel a, e.g., ħabib/a; ċerv/a; spag/a; lewż/a.	I can identify which consonant I should write when assimilation occurs at the beginning or in the middle of a word (nouns and verbs) e.g., żfin not /sfin/ because żifna; libsa not /lipsa/ because ilbiesi.	I know that when ġħ/h are found at the end of a word or next to each other they are pronounced “ħ” but written ġħ/h, e.g., lż-żagħżuġħ kien fih tifel; il-libsa taġħħa kienet tixbah lil t’oħtha.	I know how assimilation is made when two strong consonants occur at the end, e.g., il-ħobż mixwi; Radd ħajr; Sadd il-bir; Ħadd ma ġie.		
	I know that when ġħ/h are read or stand next to each other, they are pronounced with the sound of ħ, e.g., taġħħom, maġħħa, qluġħ, fih.			I know that some consonants, including n before other liquid consonants and the preformative t when it occurs before xemxin consonants in verbs in the imperfect tense, are assimilated, e.g., jien irrid instead of jien inrid; aħna mmorru instead of aħna mmorru; inti ssellef lil xi ħadd instead of inti tsellef lil xi ħadd.	I know that a number of consonants sound like one consonant but are written in full, e.g., zz sound like /żż/ as in gazzetta; ts/ds/dds/ sound like /zz/ as in ġħadsa; tx/ttx/dx/ddx/dtx sound like /ċċ/ as in ħattx; sx/ssx/żx/żżx/ sound like /xx/ as in ħażżx.		

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Whole and weak consonants			I know which consonants are whole, and that they are so called because of their characteristics, e.g., they cannot be omitted, they cannot change or change places, and so on.	I know of cases and exceptions where weak consonants are not changed even when preceded by a vowel, such as when they occur after a punctuation mark, or when followed by an h or gh, e.g., Mark jghid; John jhewden, not Mark ighid; John ihewden.			
			I know that the consonants j/w are weak and require the help of a vowel when they occur as a double letter in a word, such as ħajja, ħajti; ħawdet, ħawwad.				
			I know when to change the weak consonants j/w into the vowels i/u, such as when they are imperfect tense preformatives or when they are the first consonants of a word, e.g., Hu ħareġ idur not jdur; Għandu ħames ulied not ħames wlied.				
Servile consonants			I know that some consonants can help me form new words, such as the prefixes and suffixes in conjugations in the imperfect and the perfect tenses, e.g., nimxi, mxejna.				
Liquid consonants				I know which are the liquid consonants and how to write them in words where they occur in between other consonants, e.g., nilaghbu, ġimagħtejn, nisirqu, naqilbu, tixorbu.	I know where a liquid consonant does not need a vocalic vowel, such as when it is found next to, immediately after or before j/w, e.g., bejnna, rawlna, ittrejnajt.	I know when the liquid consonants m/l do not need a vocalic vowel such as in iġmla, jilmħu, rahomlħa, tahomlħa.	

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
						I know that liquid consonants can occur between two consonants when one of these is gh or h, as in: ehmzu, aghrfu, negħlbu, fehmti.	
The vowels	I know the vowels in Maltese and I can write them.	I know that I should not, and I am careful not to, write the vocalic vowel with the article except where necessary, e.g., Xtrajna l-ktieb not Xtrajna il-ktieb.	I know that the vowel “ie” is considered as one letter; that it cannot occur twice in a word; and therefore only the second “ie” is retained, e.g., missirijiet not / missierijiet.	I can identify and write correctly the vowel “i” when it is etymological or vocalic within a word, e.g., Suġġetti importanti, interessanti.	I can identify whether a vowel is a word’s vowel (etymological), euphonic (vocalic), or servile (morphological) e.g., importanti, assassin, l-iskola, nilagħbu; pajjiżi, ħaddiema.		
	I know that the vowel “ie” is considered as one letter although it is written as two letters.		I know that certain foreign words may have two vowels adjacent to each other, e.g., poeta, idea, realtà.	I know that after a punctuation mark I can use a word that begins with a vowel even though the word that precedes the punctuation mark ends with a vowel, e.g., Aħna konna lhaqna kilna, irqadna u wasalna biex inqumu xhin ħija dahal id-dar.	I know when to make use of the vocalic vowel before foreign nouns that begin with a sequence comprised of two consecutive consonants (whether double or not), e.g., l-ipparkjar, l-ivvjagġar, l-istampar.	I know when to introduce the consonant j/w where the vowel i/u occurs before another vowel in the same word, e.g., duwa, zija.	
The article	I can write the article before everyday words, e.g., Il-bieb aħdar; Id-dar il-kbira.	I know that the article is “l-” and that it precedes words beginning with a vowel, gh and h, e.g., l-arblu, l-ghasfur, l-hena.	I know that in certain instances I should use the vocalic vowel with words that take the article, e.g., l-isptar, l-imsiemer, l-injama, l-istandard, l-ipparkjar, l-ixkaffa, l-iżball.	I know that in certain instances I have to add the article to the adjective of a noun to qualify the word better, e.g., il-ġdid li xtrajt.	I know that before certain names I should write the article, and that sometimes this causes assimilation with the first consonant, e.g., Il-Gudja not Gudja; Ħaż-Żebbuġ not Ħaż Żebbuġ.	I know that certain foreign proper nouns that require a vocalic vowel at the beginning retain the upper case, but the vocalic vowel is written in lower case. These could include product or scientific names, like: l-iSprite, l-iStegosaurus.	The words wiehed and waħda can be prefixed by the vocalic vowel and the article where they indicate a specific amount: għaxar ewro il-wiehed, tliet sigħat il-waħda.
		I know that in certain instances the article l- requires the vocalic vowel “i”, as in words that start with qamrin consonants, e.g., Xtrajt il-ħobż. / Anna marret il-Belt. / Tliff iċ-ċavetta tad-dar.	I know that certain proper names, like those of some Maltese and Gozitan towns and villages and some countries, require the article, e.g., l-Rabat, l-Italja.	I know that the article is always joined to the prepositions that precede the noun, e.g., tal-art, mal-ħbieb.	I know that since in Maltese there is no indefinite article, I can still create a sense of indefiniteness by using wiehed or waħda, e.g., Kien hemm wiehed raġel...	I know that the article lends itself to assimilation and can be written according to Maltese phonetics when it precedes a noun that is written in the original foreign language, e.g., il-Kor Laudate Dej, ix-Ship Building, is-CID.	

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
		I know that the article l- can be assimilated when it occurs before words that start with xemxin consonants, i.e., iċ-ċirasa, id-dar.	I know that the article is not used with nouns whose definiteness is indicated by pronominal suffixes, e.g., ommi, huti, pajjiżi.	I know the first noun in a construct case does not take the article, e.g., sqaq l-infern.	I know that before words that start with gh/h the article can also take the vocalic vowel "i", e.g., l-/il-ghasfur; l-/il-hena.		
		I know when the article is to be used by itself, without the vocalic vowel, e.g., Xtrajna l-hobż. / It-tfal marru l-Belt. / Tlifna ċ-ċavetta tad-dar.	I know that the article can be joined to the demonstrative pronoun (when close to it), depending on the subsequent word, e.g., dan il-bieb/dal-bieb; dil-biċċa/din il-biċċa; dawn il-kotba/dal-kotba.				
Particles							
Prepositions		I can use short words (prepositions joined to the article) such as bi/bil-, fi/fil-, sa/sal-, ġo/gol-, ma'/mal-, ta'/tal- in simple sentences, such as: Mark mar sal-baħar; Jien norqod fis-sodda; Rajt funtana sabiħa ġo ġnien; Wassalni sad-dar.	I can write għall-/bħall-/lill- correctly when these precede words beginning with xemxin consonants, such as: Ommi tmur għax-xogħol kuljum; La nikber irrid insir bħaz-ziju; L-ghasfura temgħet liż-żgħar tagħha.	I know when to write mill-/mal- e.g., Hriġt mgħaġġel mill-bieb tal-klassi u hbatt mal-ghalliema tiegħi.	I can write and make correct use of abbreviations of lil/lill, e.g., Tlabt 'l Alla; Tlabt 'il Pawlu; Rajna 'l-ghalliema; Kellimt 'il-Papa.		
			I can write correctly: għal/għall-; bħal/bħall; lil/lill- e.g., Mort għal Jane; Mort għall-ħabiba.	I know when and which prepositions may or may not be abbreviated as in the case of the prepositions ma', ta', sa that can be abbreviated or remain whole before a word beginning with a vowel, gh or h, such as: m'/ma' ommi; sa/s'hemm, ta'/t'Alla.	I know when the prepositions bi, xi, fi are not abbreviated when preceding a word that begins with two consonants, e.g., bi dwiefer twal; bi mqass jaqta', xi rrid, sejjer xi mkien, fi rziezet.		
				I know that the particle ma' is abbreviated to m' before some comparative adjectives, e.g., m'ehxen, m'oghla, etc.			

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
				I know that prepositions like bi, fi, xi are abbreviated before words that start with a vowel, għ, h or with one consonant, e.g., b'idi, f'rokna, x'hemm.	I know when the preposition xi is not abbreviated when it has a different meaning, e.g., xi iġmla; xi isqra, xi ilsna, xi isqof.		
Conjunctions	I can join words together by using the conjunction "u", e.g., Jiena u Mark.	I can join two simple sentences having the same theme by using the conjunctions: u, għax, imma, meta, e.g., Jessica sabet kelb mitluq u ħaditu d-dar tagħha; It-tifel ma marx l-iskola għax kien ma jiflahx.	In sentence writing I can make correct use of conjunctions that denote choice, such as inkella/jew; and those that denote cause/reason, e.g., għax, sabiex, mela, billi, għalhekk.	In sentence writing I can make correct use of conjunctions that denote coordination, e.g., u, illi, ukoll, kif; and those that denote time, e.g., hawn, issa, wara, imbagħad, li.	In sentence writing I can make correct use of conjunctions that express subordination, e.g., iżda, imma, lanqas, madankollu; and those that denote condition, e.g., kieku, jekk, li ma.		
The adverb				I know what is the adverb and what is its function in a sentence.	In sentence writing I can make correct use of adverbs that denote quality, negation and interrogation, e.g., bosta, qatt, kif.	In sentence writing I can make correct use of adverbs that denote confirmation and doubt, e.g., tajjeb, għandu mnejn.	
				In sentence writing I can make correct use of adverbs that denote time, place and manner, such as għada, gēwwa u bil-mod.			
Interjections		I can use words that express wonder, joy, fear or other feelings in my own sentences, e.g., aħħ, ajma, jaqq, uff, prosit.					
The Verb							
Identifying the verb in a sentence	I can identify which word in a simple sentence indicates action, such as in: John jaqra l-ktieb.	I can identify and write verbs in a number of sentences, such as: John jaqra l-ktieb and Mandy tisma' r-radju.	I can identify the main verbs in combined and complex sentences that contain multiple predicates, e.g., Minkejja li għamlet ix-xita, it-tfal xorta ħarġu jilagħbu u ħadu gost.				

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)	
The Imperative	I can understand the imperative during an interactive conversation in class.	I can identify the form of a simple imperative during a conversation, e.g., Gib il-pitazz mieghek għada.	The imperative of all verbs, including weak verbs, in all the possible forms, e.g., from telaq we derive itlaq/itilqu; from għamel we derive aghmel/agħmlu; from mexxa we derive mexxi/mexxu; from tela' we derive itla'/itilghu; from ċapċap we derive ċapċap/ċapċpu.	I can form the imperative over 2 or more verbs, including foreign verbs, e.g., erġa' pprova, oħroġ ilgħab, aqbad u itlaq iġri issa.				
		I can form the imperative of simple trilateral verbs, such as: itlaq, mur, oħroġ, dur.						
The Perfect Tense		I can use simple verbs (excluding those containing gh and h) in the correct tense and person when speaking and writing simple sentences, e.g., John hareġ; Il-kelb harab.	I can use verbs containing whole and weak consonants (including those that begin with gh and h) in the correct tense and person when speaking and writing sentences.	I can use verbs containing whole and weak consonants (including those with gh/h/iegh/ieh in the middle) in the correct tense and person when speaking and writing sentences, e.g., Jien xgħelt it-televixin meta ġew šhabi u qgħadna narawh flimkien; Huma fehmu u wara fiehmu lil ħaddiehor; Robert wiegħed lil ommu li jobdiha.	I can use foreign verbs (those from Romance and English and not integrated with Semitic) in the correct tense and person when speaking and writing sentences, e.g., Marc ipparkja l-karozza ħazin; It-tim ittrenja ħafna; L-ghalliem issejvja kollox fuq diska kompatta.			
The Imperfect Tense		I can use simple verbs (excluding those containing gh and h) in the correct tense and person when speaking and writing simple sentences, e.g., John jorqod; il-qattus jiekol.	I can use verbs containing whole and weak consonants (including those beginning with gh and h) in the correct tense and person when speaking and writing sentences.	I can use verbs containing whole and weak consonants (including those with gh/h/iegh/ieh in the middle) in the correct tense and person when speaking and writing sentences, e.g., Jien nixgħel it-televixin meta jigu šhabi u noqogħdu narawh flimkien; Huma jfiehmu u wara jfiehmu lil ħaddiehor; Robert dejjem jwiegħed lil ommu li jobdiha.	I can use foreign verbs (those from Romance and English and not integrated with Semitic) in the correct tense and person when speaking and writing sentences, e.g., Marc jipparkja l-karozza ħazin; It-tim jittrenja ħafna; L-ghalliem jissejvja kollox fuq diska kompatta.			

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
The Future Tense			I can use verbs containing whole and weak consonants (including those that begin with gh and h) in the correct tense and person when speaking and writing sentences.	I can use verbs containing whole and weak consonants (including those with gh/h/iegh/ieh in the middle) in the correct tense and person when speaking and writing sentences, such as: Jien se nixghel it-televisin meta jġu shabi u se noqogħdu narawh flimkien; Huma se jifhemu u wara se jfiehmu lil ħaddiehor; Robert ser iwiegħed lil ommu li jobdiha.	I can use foreign verbs (those from Romance and English and not integrated with Semitic) in the correct tense and person when speaking and writing sentences, such as: Marc se jipparkja l-karozza ħażin; It-tim ser jittrejnja ħafna; L-ġhalliem ser jissejvja kollox fuq diska kompatta.		
				I can derive different forms of the future by using the verb in the imperfect tense preceded by ser/se/sejjer/ħa/ħalli and so on, e.g., se mmur; sejjer norqod, ħalli naraw.			
Negative Verbs		I can write the negative of simple verbs in the imperative tense, e.g., tiġrix, timxix, tiffraħx.	I can formulate the negative of whole and weak verbs, including those with gh and h, in the imperfect and perfect tenses by using ma + x, such as in: ma jisbaħx, ma waqax, ma jiffhimx.	I know that in the case of negative verbs “ie” changes into “i” because of a change in the accent, e.g., ma kinux; ma kinitx.	I can formulate the negative of verbs by using the particles la, qatt ma, xejn, e.g., La tisraqx, Ma kienet tajba xejn, Qatt mhux se tarani aktar.		
			I can formulate the negative of whole and weak verbs in the future using mhux/mhix or personal pronouns in the negative before verbs in the future e.g., mhux se mmur, m’ahniex se niġu, mhumiex se jsieferu.	I know that when in the negative, verbs ending in an apostrophe have the apostrophe dropped, e.g., ma qatax, ma belax, ma qalax.	I know that I can abbreviate the particle ma (indicating negative) to m’ when it precedes a vowel, gh or h, e.g., ma hemmx/ m’hemmx; ma afdax/ m’afdax.		

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Root and Stem		I know that words are made of consonants and vowels, and that various words can contain the same consonants, e.g., ktieb, kitba, kotba; telaq, telqa, tluq, tellieqa, tlielaq; nilghab, loghob, loghba.	I can formulate various words from a key word (verb/ noun/ adjective), and I am aware that certain consonants are common to all of them, and that these are called root of the word, e.g., from libes - libbes, tlibbes, ntlibes, libsa, lbiesi (root: l-b-s); from baħar - baħri, baħħar, ibħra, tbaħħir (root: b-ħ-r); from sabih - sbuhija, sebbah, sbieħ, sbejħa (root: s-b-ħ).	I know that there are various rules that the Semitic root system has to follow to facilitate the acceptance of affixes, that consonants do not change, etc.			
				I know that when I move the position of a radical consonant I can create new words, such as: r-s-q=resaq; s-r-q=seraq; q-r-s=qaras.			
Morphemic Stem		I know that certain words, derived from Italian or English, have their main part (morphemic stem) made up of a number of consonants and vowels that cannot be changed, e.g., film, jiffilmja, iffilmjat.	I know that certain words, derived from Italian or English, have their main part (morphemic stem) made up of a number of consonants and vowels that cannot be changed and that are always found in other derived words, such as: eduka, jeduka, edukazzjoni, maledukat, edukatur, etc.	I know that certain words, derived from Italian or English, have their main part (morphemic stem) made up of a number of consonants and vowels that cannot be changed and that are always found in other derived words, such as: eduka, jeduka, edukazzjoni, maledukat, edukatur, etc.	I know that, instead of the root system, verbs use the morphemic stem together with various prefixes and suffixes to derive new words and meanings, e.g., from the stem eduk we derive nedukaw, edukajna, edukat, edukatur, edukattiv, maledukat, etc.	I know that certain foreign words, that in the original language had the same morphemic root, can have different stems in Maltese, depending on their phonetics, e.g., magna/makkinarju; inkwadra/inkwadrat.	

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Verbal Forms				I know that many verbs in Maltese can be root verbs or derivative verbs, and I can identify which are strong form root verbs and which are weak-rooted verbs, according to their root, e.g., kiser, kisser; dar, dawwar; xamm, inxtamm; twaqqaf, tajjar, mexa, tmexxa. (First form)	I know how verbs are derived in the second, third, fifth and sixth forms, and can appreciate the different semantic differences they can convey (e.g., causative, reflexive, transitive, passive meaning, etc.) e.g., kiser idu, kisser it-tazza, tkisser bix-xogħol, il-ħġieġa tkissret; id-dar tbierket, il-qassis bierek l-iskola.	I know how verbs are derived in the seventh, eighth, ninth and tenth forms, and can appreciate the different semantic differences they can convey (e.g., causative, reflexive, transitive, passive meaning, etc.), e.g., il-pulizija qabad lill-ħalliel li nqabad jisraq; huma laqghu lil shabhom l-ajruport u wara ltaqghu mal-familja kollha d-dar; twieled sabiħ u maż-żmien kompli jisbieħ; il-kap tal-iskola stieden lill-istudenti biex jipparteċipaw.	
						I know that certain verbs that were introduced into Maltese, especially those from the English language, are formed by doubling the first morphemic stem consonant and add 'j' before the tense suffix, e.g., nipparkjaw, iffilmjajt, nipprintjaw.	
The Participle						I can form and utilize, according to different functions, the active/present and the active/past participle of semitic and foreign verbs, e.g., Ir-rieqed jinsab rieqed fl-ghar; Max ir-rieqed; Il-karozza pparkjata fil-ġenb.	
Composite tenses					I can use the word ghad to express the long term future, e.g., Ghad jasal żmien li...	I can use composite tenses in the imperfect tense with the use of words such as: qieghed, kont, inkun, e.g., qieghed naqra, kont naqra, tkun taqra.	

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Auxiliary Verbs					I can form and use the auxiliary verbs kien, qieghed, kellu, on their own as well as before other verbs, e.g., kien jiekol, qieghda tisma', kellu jiltaqa'.		
The Noun							
Types of nouns	I can identify nouns i.e. names of objects in the classroom, e.g., bieb, tieqa, pitazzi, kotba.	I can identify and choose common and proper nouns, e.g., tifel, Paul, Julienne, tfajja.	I can derive the verbal noun with its two meanings from semitic verbs, such as: from hareg - ħarġa, ħruġ; from xorob - xarba, xorb; from daħal - daħla, dħul.	I can derive nouns that indicate trade, work or profession from semitic common verbs such as: from bena I form bennej; ħadem - ħaddiema; għallem - għalliema; stad - sajjied; kiteb - kittieb; tkellem - kelliem.	I can derive diminutive and augmentative nouns from other nouns of a Semitic or Romance origin, e.g., ġnien-ġnejna; tifel-tfajjel; bank-banketta, bankun; furketta-furkettun; karretta-karrettun; trumbetta u trumbun.	I know the derivation of nouns that indicate place, time, instrument and collectivity when these are formed from Semitic verbs with the preformative 'm' (mimated noun), such as: mithna, mqass, Milied, mixtla, as well as other nouns from foreign words, especially from Romance, such as: ġelaterija, pizzerija, piraterija, librerija, pastizzerija, stamperija.	
						I know how abstract nouns are formed from nouns, verbs or adjectives which are derived from Semitic or foreign verbs, e.g., abjad-bjuda; sabiħ-sbuħija; immaġni-immaginazzjoni; jobghod-mibegħda; spjega-spjegazzjoni; ikkonsulta-konsultazzjoni, iġġudika-aġġudikazzjoni; perfett-perfezzjoni.	

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Number		I can use common nouns in the singular and plural, e.g., tifel-tfal; dar-djar; kelb-klieb; bir-bjar.	I can form the plural of nouns, both in the suffix plural form as well as in the infix plural form, e.g., sigġu-siġġijiet; dar-djar; wejter-wejters; flett-flettijiet; karta-karti.	I know when and how to use nouns in the collective and the collective's singular, e.g., It-tuffieħ kien kollu fil-qoffa (tuffieħ is a collective singular noun) u minnu t-tifel ha tuffieħa sabiħa. (tuffieħa is a noun in the collective's singular).	I know that certain nouns are considered to be singular when they indicate collectivity, e.g., folla nies, klasi tfal, mazz karti, serbut nemel, armata suldati.	I know that certain nouns form the plural of the plural, e.g., tarf-truf-trufijiet; darba-drabi-drabijiet; elf-eluf-elufijiet.	
			I know that there can be nouns that, when used with numbers 2 to 10, take the definite plural that is formed by adding the suffix iet/at, e.g., żewġ ħawħiet, ħames tuffiħat, tmien sigriet.	I know that there are nouns that to indicate two or pair they form the dual plural using the suffixes: ejn/ajn, e.g., għajnejn, widnejn, qasbtejn.	I know that certain foreign nouns may have different plural forms (both suffix and infix plural), e.g., bnadar/bandieri; toroq/triqat; bolli/bolol.		
Gender		I can change masculine nouns to female nouns by adding, or changing the last vowel into, an "a" at the end, e.g., kelb-kelba, qattus-qattusa, tabib-tabiba, xih-xiħa, nannu-nanna, ziju-zija.	I can give the masculine and the feminine of a number of nouns that are indicated by different words, e.g., raġel-mara; serduq-tiġieġa.		I know that there are nouns that have been, or are being, introduced into Maltese from foreign languages, including from English, that do not have an established gender yet and, therefore, may be considered as either masculine or feminine, e.g., vann, friġġ, friżer, etc.		
The Possessive		I can show the possessive by utilizing the preposition ta' on its own or with the article, e.g., Dan il-ktieb ta' John; Il-kelb tal-mara ħarab.	I can show the possessive by using the preposition ta' joined to the pronominal suffix, e.g., Dan il-ktieb tiegħi; Il-kelb tagħna jismu Fido.		I can show the possessive by utilizing phrases in the construct case between two or more nouns, e.g., f'dahlet Bieb il-Belt.		
			I can show the possessive by using pronominal suffixes joined to nouns, e.g., flusi, ommi, ħutna.				

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Pronouns	I can use and understand pronouns within speaking and listening contexts.	I can use and understand pronouns within speaking, reading and listening contexts.	I can join affixed pronouns to simple nouns, verbs, and particles, e.g., qalbi, sabna, lilek.	I can join affixed pronouns to nouns ending in “a” by inserting the affixed possessive, e.g., kelmti, saħħti, ħabibtu.	I can write the affixed pronouns correctly when they are joined to verbs (both affirmative and negative) and when joined to the direct and the indirect object, especially when I use third person pronouns (u/hu/ha) in the middle of composite words, e.g., għaddih, m’għaddihiex; għaddihulna/ għaddihelna.		
		I can utilize demonstrative pronouns, e.g., dan, din, dawn, dak, dik, dawk.	I can use in writing the chosen pronouns and their negative, e.g., huwa/ mhuwiex; aħna/ m’ahniex.	I can make use of the interrogative pronouns min, xi, liema to formulate my questions, e.g., Min ġej? Xi trid? Liema wahda toghġbok?	I can write the particle kontra with pronominal suffixes, e.g., kontrija, kontrih.		
The Adjective	I can use the adjective, including colours and qualities, in my everyday speaking, reading and listening.	I can write the masculine, feminine and plural of (simple) positive adjectives, e.g., dar kbira, bieb kbir, twieqi kbar.	I know that the positive adjective can also be formed by a number of nouns with the help of suffixes, e.g., għaqli, għaqlija, għaqlin; Mosti, Mostija, Mostin; raħli, raħlija, raħlin.	I can use the comparative and the relative superlative of adjectives (of Semitic or foreign-derived words), e.g., isbaħ/l-isbaħ; aktar importanti/l-aktar importanti.	I can use the absolute superlative form, for Semitic as well as foreign-derived words, e.g., aħmar nar; interessantissimu, importantissimu.		
Affixes							
Prefixes			I know there are prefixes (consonants and vowels) that I can use in verb conjugations in the imperfect tense, e.g., from imxi I can form: nimxi, timxi, jimxi; from imxu I can form: timxu, jimxu, nimxu.		I am aware of a number of prefixes that I can use in the formation of new words, such as: from edukat I can form maledukat, maledukazzjoni; from isqof I can form arċisqof; from nannu I can form bużnannu.		
					I know when to join prefixes to words and when they should be kept separate, e.g., antiklerikali, anti-Taljan.	I know that some prefixes are not joined to words, e.g., Aġent President, viċi sindku, but there are other prefixes that, by custom, are not separated, e.g., primadonna.	

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
						I can join and write a prefix next to another prefix before certain words, e.g., bużbużnannu, pitpitghada, postanti-Moderniżmu,	
Infixes					I know that in the middle of the root I can add an extra consonant to give a new form and meaning to the verb, e.g., kiser-kisser, waqqa'-waqqa'.		
Suffixes			I know that I can add suffixes (consonants and/or vowels at the end of words) to verbs to conjugate the verbs in the perfect tense, e.g., imxejt, imxejna, imxew.		I know that I can add a number of suffixes (consonants and/or vowels at the end of words) to nouns, verbs and adjectives to form words with new meanings, like the suffix plural, the pronominal and the perfect tense suffixes, among others, e.g., ommijiet, qalbek, ġabet.		
Syntax							
Sentence structure		I can write a simple sentence that includes subject and verb.	I can write sentences that include subject, verb and object (direct and indirect).	I can write sentences that besides the subject, verb and object include also a number of nominal and verbal predicates.	I can change an active sentence into a passive sentence by using both the verbal forms as well as the passive participle, e.g., Il-qattus qabad il-ġurdien - Il-ġurdien inqabad/ ġie maqbud mill-qattus.		
					I can change direct speech into indirect speech.		
Agreement among the main elements of the sentence		I know that when writing a sentence the verb should agree with the subject as regards gender and number.					

Orthography and Punctuation (Metalanguage)

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Punctuation							
Capital letters	I know that I should start each sentence with a capital letter, e.g., Dan tifel bravu.	I know that sentences in direct speech should start with a capital letter, e.g., Arnold qal: "Ghada se nsieferu."	I know that acronyms should be written in capital letters, e.g., Q.K. (qabel Kristu), W.K. (wara Kristu), K.N.K (il-Kunsill Nazzjonali tal-Ktieb).	When quoting a publication, the first letter of the title should be capital (even where it is the article), e.g., Din il-poeżija kienet dehret f'Id-Denfil; Il-ktieb li se nipprezentaw illejlja jismu Rakkonti u Inkontri.	I know that the first letter of a proper name and the first letter of all the words that form part of the same name, except the article and the preposition, should be a capital letter. If the preposition occurs at the beginning of the name, it should be a capital letter too, e.g., Marija Borg, Bieb il-Belt, Dar il-Mediterran, il-Wied tal-Isperanza, mort Ta' Pinu u tlabt lill-Madonna ta' Pinu, ix-xatt ta' Ta' Xbiex, l-Ordni ta' San Ġwann, il-Kunsill Nazzjonali tal-Ktieb, l-Università ta' Malta.		
	I know that the names of my friends and of those who take care of me, those of my pets and my toys, of my country and the village where I live start with a capital letter, e.g., Kylie, Fifi, Miċu, Malta, il-Mellieha, Rokkur-Robot.	I know that the names of people, animals, places and objects start with a capital letter, e.g., Mandy, Kiko, l-Imdina, Thermos.	I know that names of centuries start with a small letter, e.g., is-seklu dsatax, is-seklu wiehed u ghoxrin.	I know that the title or the name of an office that immediately precedes a person's name starts with a capital letter, e.g., l-Avukat Pawlu Hili, it-Teżoriera Michelle Borg; il-Papa Frangisku, il-Prim Ministru Matteo Renzi.	I know that the opening article of the proper name of a place or country starts with a capital letter when used on its own, such as when used on an address, street sign or map, e.g., L-indirizz ta' Stefan huwa: 17, Triq il-Qronfol, Is-Swieqi, SWQ456, l-Żejtun.		

Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
	I can write the letters ie, ħ, h, ġħ (when these are capital letters) as: le, Ħ, H, Ġħ, e.g., leqaf hemm. Ħareġ jiġri. Hemm fuq. Ġħalqa sabiħa.	I know that the names of currencies are written in small letters, e.g., mija u ġħaxar ewro, ħamsin dollaru, tletin lira sterlina.	I know that when the name of an office is used by itself and refers to a specific person, the first letter should be capital, e.g., Dalġħodu ċempilli l-Isqof.	I know that when adding the vocalic vowel “i” between the proper name that should be written in the same manner as the original (or an advert) and the article, the addition of the “i” is to follow the Maltese language rules but should also retain the capital letter of the original word, e.g., l-iSprite, l-iStergene.		
	I know that the first letter of the directions and the points of the compass are capital, e.g., it-Tramuntana, il-Lvant, in-Nofsinhar.	I know that the first letter of names of movements, organizations and religions and their members are written in capital letters, e.g., il-Buddiżmu, il-Buddisti, il-Kattoliċiżmu, il-Kattoliċi, il-Frangiskani Kapuċċini, l-Iżlam, il-Misilmin.	I know that the first letter of an abbreviated title is always capital, e.g., is-Sur Grech, is-Sa Borg, l-Ing. Cauchi, il-Prof. Charles Vella, Dott. Mario Gauci.	I know that when the name of an office is used as a common noun, the title or name of the office is still written as a small letter, e.g., Min jaf min se jilħaq papa wara l-Papa li ġħandna? Il-Knisja Maltija ġħandha ħafna nies li ġħadhom imorru l-knisja nhar ta’ Ħadd.	I know that scientific names of species are normally written in italics (or underlined), the first letter (the genus) is written as a capital, while the second word (the species) starts with a small letter, e.g., il-Pistacia lentiscus; it-Tyrannosaurus rex; Homo sapiens.	
	I know that seasons start with a small letter, e.g., il-ħarifa, ix-xitwa, ir-rebbiegħa, is-sajf.	I know that adjectives derived from movements, organizations and religions start with a capital letter, e.g., pajjiż Nisrani, ir-religjon Kattolika, persuni Musulmani.				

Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
	I know that the months of the year and the days of the week start with a capital letter, e.g., Ottubru, Novembru, it-Tnejn, il-Ħadd.	I know that the names of places together with their topographic elements start with a capital letter, e.g., il-Baħar Mediterran, il-Vulkan Etna, il-Baħar l-Aħmar, ix-Xmara Nil, il-Gżejjer ta' San Pawl .				
		I know that adjectives derived from place names start with a capital letter, e.g., iċ-Centru Mosti, ir-regjun Taljan.				
		I know that the name of residents of a place start with a capital letter, e.g., Mosti, Ghawdxì, Inglìza, Ġermanìzi, Taljan, Ewropea, Amerikani.				
		I know that the popular names of flora, fauna, and the chemical elements, etc., start with a small letter like other common nouns, e.g., il-pitirross, l-awrat, is-sardinell, il-ward, l-ajkla, l-aluminju, iċ-ċomb, il-ħadid.				

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Apostrophe		I can write graphically the apostrophe on Maltese words, e.g., ta', ma', sema', laqa'.	I know that the apostrophe is used at the end of certain verbs instead of gh when this is omitted at the end, e.g., sema', laqa', faqa', tela'.	I know that the apostrophe can be used to indicate a missing vowel, such as when abbreviating certain prepositions before certain words, including words that start with a vowel or gh or h, e.g., ta' ommi/t'ommi; f'ghalqa; x'karozza dik.	I know that the apostrophe can be used at the beginning, in the middle and at the end of a word to indicate that some letter/s have been left out to shorten words, for literary elisions, or in dialectical speech, e.g., 'mma instead of imma; xogh'l instead of xogh'ol; 'k Alla jrid instead of jekk Alla jrid.		
Graphic accent			I know which foreign words are accented on the last letter and I know how the accent is written differently from the apostrophe, e.g., Ġesù, kafè, papà.	I can show the graphic difference, both in writing and printing, between the apostrophe sign and the accent sign, such that when I write or type I can use these signs correctly.	I can write the graphic accent on words that are not monosyllabic, are derived from foreign words, and have an accented vowel at the end, e.g., kafè, soċjetà, kwantità.		
I know when to use the hyphen (-)	I know that the hyphen is part of the article and that I should use it whenever I write a word that takes the article, e.g., il-bieb, id-dar.	I know I should use the hyphen before the particle il when I say and write the numbers in Maltese from ħdax to dsatax and are followed by a noun such as: ħdax-il ktieb, tmintax-il klassi.	I know that I should use the hyphen and the particle il (-il) whenever I utilize the word kemm when this indicates a question, e.g., kemm-il darba, kemm-il ktieb, kemm-il haġa.	I can use the hyphen with names of Maltese towns and villages that assimilate the consonant "l" in the word Ħal, e.g., Ħaż-Żebbuġ, Ħaż-Żabbar, Ħas-Saptan, etc., and that I know I should not write it with other names, e.g., Ħal Qormi, Ħal Far, etc.	I know that the hyphen may be used to give a new meaning to, and sometimes create, composite words, such as: student-ħaddiem, student-ġhalliem, etc.		
I know when to use the slash (/ or \)				I know I can use the slash between two expressions to indicate choice, such as when I write Għażiz/a, Sinjur/a; Jiena u/jew xi ħadd minnkom.	I know I should use the slash in quotations to separate verses that in poetry are shown one above the other, e.g., Kull flġħaxija xħin id-dalma / tifrex tulha u l-ħajja tħin /...	I know that the slash is used to insert a specific online address and helps to search information on the internet, such as: malti.skola.edu/it-tieni sena/sillabi.	

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
I know when to use the fullstop.	I know I should end the sentence with a fullstop, e.g., Din warda ħamra.			I know that after abbreviations that show only the first part of a whole word, I should use the fullstop, e.g., I-Ing. Roberta Grech; I-Av. James Hili; il-Prof. Mizzi; ir-Rev. Magro.	I know where to insert the fullstop when I use brackets, that is whether outside or inside, e.g., Hija libset il-libsa l-ħamra dik il-lejla. (Oħtha libset il-bajda.)/ Hija libset il-libsa l-ħamra dik il-lejla (u oħtha l-bajda).		
I know wehn to use the comma.		I know that I should use the comma to separate items on a list, e.g., Mariella xtrat żewġ lapsijiet, gomma, pitazz u fajl tal-plastik.	I know that I should use the comma to indicate a pause between parts of a sentence, e.g., Meta kont sejjer l-iskola, ix-xita bdiet tfaqqa' bil-kbir.	I know how to use the comma to give extra details on the preceding subject, e.g., Mariella, it-tifla ta' maġenbna, xtrat żewġ lapsijiet, gomma, pitazz u fajl tal-plastik.	I know that a comma should be inserted immediately after an adverb or an adverbial phrase where these occur at the beginning of a sentence, e.g., Iva, naħseb li sejjer tajjeb ħafna. / Għaldaqstant, il-ħanut tiegħi se jkun qed jagħti pizza b'xejn ma' kull tnejn li tixtru.	I know that I should use the comma to clarify the sentence, e.g., Mariella, it-tifla ta' maġenbna, li tmur l-iskola primarja, marret tajjeb fl-eżamijiet.	
			I use the comma when writing the address in a letter or on an envelope, e.g., 23, Triq il-Kbira, ir-Rabat, Għawdex, VCT 3300; or 23, Triq il-Kbira Ir-Rabat, Għawdex, VCT 3300.	I use the comma to separate the names of different localities, e.g., Tal-Qroqq, I-Imsida; ir-Rabat, Għawdex.	I know that I should insert a comma after an abbreviation that ends with a fullstop even where it is at the beginning or in the middle of the sentence, such as: eċċ., eż.		
			I use the comma when I write a date that includes the day, the month and the year, e.g., Is-Sibt, 25 ta' Marzu, 2015.				

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
I know when to use the question mark.		I know that I should end a sentence that expresses, or has the tone of, a question with a question mark, e.g., X'se nieklu lllum?	I know that I should end a sentence that expresses, and has the tone of, a question and exclamation with a question mark and an exclamation mark, e.g., Int ġej?!	I know that I can end a sentence with more than one question mark only in informal writings, e.g., Dak x'jahseb li hu??			
I know when to use the exclamation mark.		I know that I should end a sentence that expresses, and has the tone of exclamation, with an exclamation mark, e.g., Xi ġmiel ta' ġurnata!	I know that I should end a sentence that expresses, and has the tone of, approval, disapproval, command, rebuke, threat, absurdity, etc., with an exclamation mark, e.g., Attent! / Brava! / Mark! Fejn mort? / Ejjja issa!	I know that I can end a sentence with more than one exclamation mark only in informal writings, e.g., Proset!!!			
I know how to use the colon.			I know how to use the colon when I introduce the speaker in a dialogue, e.g., Is-sultan: Fejn sejjer? Is-suldat: Sejjer għassa mal-bieb tal-palazz.	I know how to use the colon when I draw up a list, e.g., Il-kok ideali għandu jkun: attent, metikoluż, dixxiplinat, u lest biex jitgħallem minn kokijiet oħrajn.		I know how to use the colon when giving direct quotations, e.g., Dun Karm ifahħar il-qlubija tal-Maltin fl-Assejju: "Qatt rajt iljuni ehrex mill-Maltin"; Għax kif jgħid il-Malti: "Kull mibdi mitmum".	
I know when to use the semicolon.					I know I can use the semicolon to join two sentences that are related to each other e.g., Il-battalja damet sejra ħafna ħin; l-aktar li batew kienu s-suldati ta' quddiem.	I know how to use the semicolon to divide a long sentence that already contains commas, thereby obtaining balance, e.g., Fil-menù kien hemm għażla bejn għagin, brodu jew aljotta; laħam, ħut jew frott tal-baħar; kejk taċ-ċikkulata, ġelat jew insalata tal-frott fl-aħħar.	

Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
I know when to use single and double quotation marks.		I know I should use double quotation marks when I introduce direct speech, e.g., <i>Imbagħad, Marta qaltli, "Il-ktieb tal-Matematika ġibthulek."</i>	I know I should use single quotation marks when I introduce direct speech within another direct speech, e.g., <i>L-ġhalliem qalli, "Se ntik marka tajba. Niftakar lil missierek ġhadu tifel. Darba qalli, 'Jien nixtieq insir ġhalliem bħalek.' U hekk sar!"</i>	I know I should use quotation marks when in my writing I introduce word-for-word quotations or mention the name of a poem, play, novel, e.g., <i>Fil-poeżija "Malta Ġawhra tal-Mediterran", Dun Karm kiteb: "Malta ħelwa, dil-ġawhra mhi mkien."</i>		
		I know that when typing I can use double or single quotation marks or italics if I choose to write a foreign word to which there is no Maltese word that is equivalent or similar in meaning, e.g., 'space shuttle'/'space station'/power station.				
I know when to use ellipses.		I know that I may end a sentence with ellipses (three dots only) to leave the conclusion up to the reader, e.g., <i>John ħares lura ġhall-aħħar darba, u kompli triqtu lejn...</i>		I know that when I extract part of a quotation I should indicate the omitted part within the quotation with ellipsis points, e.g., <i>Ġorġ Borg, fil-poeżija "Il-Bejjieġħ tal-Gazzetti", kiteb li ommu "... ġħalkemm gazzetti ma tixtrix... ġħalih hi kollox..."</i>		

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
I know when to use brackets.			I know I should use brackets when I need to add explanation or information to the sentence, e.g., <i>Id-dinosawri (qishom gremxul kbar ħafna) kienu jgħixu miljuni ta' snin ilu; Lil Mikiel Anton Vassalli (1764-1829) inqisuh Missier l-Ilsien Malti.</i>	I know I should use brackets when I want to add my comment to the sentence, e.g., <i>Il-bużnanniet tagħna kienu jqisu lil Tas-Sliema belt storbuġa (mur ġibhom illum!).</i>	I know I should use brackets to introduce explanation or clarification to a quotation from another text, e.g., <i>Fil-poeżija tagħha Mary Meilak tiddekrivi xi ħlejjaq hi u ġejja x-xita: "Il-ħuttaf (għasafar) ħafif daqs vleggħa ...".</i>		
Orthography							
I can write the numbers	I can write: <i>żero, wieħed/waħda, tnejn, tlieta, erbgħa, ħamsa, sitta, sebgħa, tmienja, disgħa, għaxra.</i>	I can write the ordinal numbers (alone and with simple words) from <i>wieħed</i> to <i>mija</i> e.g., <i>L-ewwel; It-tifel ġie t-tieni; Il-ħames bank.</i>	I can write the cardinal numbers from <i>mija</i> to <i>miljun</i> , e.g., <i>Fil-librerija tal-klassi għandna mija u żewġ kotba u fil-librerija tal-iskola għandna seba' mija u ħamsa u għoxrin ktieb. / F'Malta hawn madwar ħames mitt elf/nofs miljun ruħ.</i>	I can write the numbers up to a billion, e.g., <i>Saret serqa ta' mija u ħamsin miljun ewro mill-Bank Ċentrali.</i>	I can write all the numbers, e.g., <i>Il-kumpanija għamlet tliet miljun ewro qligh. / Il-baġit allloka tnax-il miljun u tmien mitt elf ewro għall-indafa. / Il-popolazzjoni tad-dinja hija ta' seba' biljun ruħ. / Fl-univers hemm triljuni ta' kwiekeb.</i>	I know when to use <i>kemm-il</i> and <i>'l-'il-</i> <i>wieħed, waħda</i> , e.g., <i>Kemm-il wieħed ġie; ħdimt siegħa l-waħda fuqhom.</i>	
		I can write the ordinal numbers from 11 to 19 (on their own or in simple sentences) e.g., <i>ħdax-il, tnax-il, tlettax-il, erbatax-il, ħmistax-il, sittax-il, sbatax-il, tmintax-il, dsatax-il; Fis-sala hemm erbatax-il sigġu aħdar.</i>	I can write numbers in the plural up to <i>miljun</i> , e.g., <i>waħdiet, uħud, għaxriet, għexieren, għoxrinijiet, ħamsinijiet, disgħinijiet, mijiet, eluf and miljuni.</i>	I can read decimal numbers as in percentage, weight, measurement, temperature, e.g., <i>It-temperatura llum laħqet 12.2°C. (tnax punt tnejn gradi Celsius) / Il-baġit ivvota 9.9% aktar. (disgħa punt disgħa fil-mija).</i>	I know I can use the article <i>l-/il-</i> with <i>wieħed/waħda</i> to indicate 'kull <i>waħda</i> ' e.g., <i>Tiswa ħames ewro l-waħda; Ħaduli siegħa xogħol il-waħda biex għamilthom.</i>		
		I can write: <i>għoxrin, tletin, erbgħin, ħamsin, sittin, sebgħin, tmienin, disgħin, mija</i> , e.g., <i>Fil-klassi hemm għoxrin tifel u tifla.</i>	I can write the ordinal numbers up to <i>miljun</i> , e.g., <i>Ġejt il-ħdax-il wieħed. / It-tifel ġie t-tlieta u ħamsin post. / Fit-tellieqa John ġie t-tmien wieħed, filwaqt li Marika ġiet it-tlettax-il waħda. / Minn fost l-atleti kollha, il-gvern daħħal mitejn elf ewro mil-liċenzji.</i>	I know how to write and say the number <i>wieħed / waħda</i> when the number exceeds <i>il-mijiet/l-eluf/il-miljun</i> and accompanies a noun in the singular, e.g., <i>mitt kelb u wieħed, miljun mara u waħda.</i>			

Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
	I can write from zero to mija, e.g., Il-pitazz ta' Karl għandu ħamsa u sittin paġna u l-pitazz ta' Alice għandu sebgħa u tmenin.	I can write the numbers in monetary and meteorological contexts, e.g., It-temperatura llum laħqet 12°C. (tnax-il grad Celsius) / Il-ktieb jiswa €10.90ċ. (għaxar ewro u disgħin ċenteżmu)	I know when to use tlett/tlitt or tliet; tmint/tmien, e.g., fi tliet xhur; tmint ijiem.			
	I can read the whole numbers on the clock and write the time, e.g., Saru l-ħamsa. / Bħalissa d-disgħa ta' filgħaxija.	I know how to use the model to write the numbers 4, 7 and 9 in words correctly, e.g., erba' kotba; saru l-erbgha.				
		I can read the numbers on the clock and write the time in full (including the portion of the current hour's passing), e.g., Saru l-erbgha u kwart. / Bħalissa s-sebgħa neqsin għoxrin. / Narak għada fit-tlieta u nofs ta' wara nofsinhar. / Il-quddiesa se tibda f'nofsillejl.				
		I can write fractions next to whole numbers, e.g., 1/2 = nofs; 3/4 = tliet kwarti; 1/3 = terz; 2 1/4 = tnejn u kwart; 5 2/7 = ħamsa u tnejn minn sebgħa.				

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
			I can read decimal numbers such as in weight and measurement, e.g., It-tellieqa hija twila 2.4 km. (tnejn punt erba' kilometri / żewġ kilometri u erba' mitt metru) / Il-karozza tizen 1.4 tunnellati. (tunnellata punt erbgħa / tunnellata u erba' mitt kilo).				
The alphabet (word writing)	I can write all the letters (small and capital) of the alphabet and can distinguish the consonants (b, ċ, d, f, ġ, g, għ, h, ħ, j, k, l, m, n, p, q, r, s, t, v, w, x, ż, z) from the vowels (a, e, i, o, u, ie).	I can write words in different forms.			I know how to write foreign words containing the consonant 's' followed by another consonant by using the phonetic principle, that is, where it sounds 's' I write 's' as in sport, stadju, sfortuna, stampa; but write 'ż' instead, in words such as żball, żvantaġġ, l-żvizzera, l-żlanda.		
	I can write words in different forms, such as: /vk/ vkv/ vkkv/ kv/kvkv/kvk/ kvkkv/kvkvk/ kvkkvk/ e.g., id/ ara/Alla/ra/pupa/ ħut/kaxxa/daħal/ kisser/						
	I can write words with consonantal knots such as: kvkk/kkvk/kkvkv/ kvkkv etc., e.g., ħabb/trab/bravu/ trakk/						

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
	I can write words in the singular that contain gh / h / ie, e.g., għasfur, għalqa, hemm, hija, huwa, huma, hawn, ried, wied, missier, ħalliel, tuffieħa.						
Consonants (double consonants, in the middle, at the end, weak)	I can write common words that include double consonants in the middle, such as: ballun, sellum, marru, ċatta.		I know when to write double or single consonant j/w in the middle of verbs, such as: sajjar/sajru; ħawwad/hawdu.	I know how to write foreign verbs that double the opening consonant when conjugated in some forms of the participle, e.g., nipparkja, pparkjati; ipprotestaw/ protestaw; ittrattati/trattati.	I know that some Romance words ending in -gno/glio, finish with a double consonant l/n in Maltese, e.g., bisogno - bżonn; dettaglio - dettall; sbaglio - żball.	I know when instead of j/w I should write i/u, such as when I follow the pronunciation, i.e. the final sound of the preceding word, e.g., għaxar ulied; fl-2010 jkunu saru.	I know that the consonants j/w may be written i/u after abbreviations or after foreign words that end in a vowel, but retain their orthographic form, although pronounced according to Maltese phonetics, e.g., Melbourne ukoll/wkoll; is-CEO ikun/jkun imħabbat ħafna.
	I can write common words that include two consonants in the middle, such as: borma, kamra, tarġa.		I know how to write double consonants (similar or different) in the middle of verbs and nouns, e.g., gwerra/gwerer, karkur/krakar, sodda/sodod, qassru, sallbu.	I know I should write uffiċċju/i, benefiċċju/i, saġriċċju/i but when I add a suffix the accent shifts and therefore I write: uffiċjali, uffiċjal, benefiċjarji.	I know that in the case of some Romance words ending in -gno/glio, and ending in Maltese in a double l/n, when these are derived from adjectival or participial forms, one of the double consonants l/n is dropped, e.g., bżonjuż, ddettaljat, impenjat, żbaljat.	I know when to replace j/w by i/u, such as when I follow previous punctuation, e.g., wara x-xita, ikun hemm il-bnazzi; wara l-konferenza, uħud mid-delegati telqu.	I know that weak consonants, especially “w”, may be written without the accompanying vowel when they occur in between other consonants in some derived forms of the quadriliteral verb, e.g., inħaxxu, gedwdet, qarwżet, inwaħwħu, imwerwrin.

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
				I know that where, in the case of certain words that end in a double consonant, a suffix that begins with the same consonant is added, then the three consonants are reduced to two, e.g., minn+na = minna; ma bexx il-ħaxix; ma raxx l-ilma mbierək; ħakkom; min-nies; min-naħa.	I know when to use the suffix -bbli in foreign words derived from Italian, e.g., nobbli; probabbli, possibbli; immaginabbli.	I know that when an adjective derived from a foreign word ends in the suffix -bbli, the noun derived therefrom has to end with the suffix -biltà or -bilità, e.g., responsabbli - responsabbiltà/ responsabbiltà; legibiltà; vulnerabbiltà.	
gh/h models	I can recognize common nouns that have gh at the beginning, e.g., għasfur, għalqa, għax, għanqud.		I can write nouns having gh or h in the middle by comparing them to other nouns that serve as models, e.g., baqar, and I can write correctly words like mogħoż, kagħak, nagħal, nagħaġ. Note: xoghli and dahri are modelled on laħmi.	I can write correctly, by using the model “bierək”, the conjugated verbs in the third form having gh/h in the middle, e.g., wiegħed and fiehem, weghidtna, fehimthom.	By using the model “bierək”, I can write correctly conjugated verbs in the third and sixth forms that have gh/h in the middle, e.g., wiegħed and fiehem, even when they include pronominal suffixes such as weghid, tfehimt.		
	I can write words that have gh in the beginning or at the end, e.g., għax, għandi, logħba, xoghħol, ragħad.			I can write nouns that have gh at the end by following the model “ftajjar”, e.g., snajja’, qtajja’, tbajja’.			
	I can write words that include h in the middle, e.g., deher, feheme, deheb, xaxar.		I know there are some model verbs that can help me write the gh, such as rebah, seraq, kiser, ħiet, e.g., nirbah - nagħmel; nisirqu - nilagħbu; kisru - semghu; jinħiet - jinbiegh.	I can identify whether a verb is a weak-rooted verb, or a third weak root verb, or a strong form root verb that finishes with an a, e.g., tefa/tefa’; sema’/rema; mexa/qata’.	I can find models to help me write the participle (passive and active) in the masculine and feminine/plural when they sound the same, such as: pjazza wiesgha, but ċinturin wiesia’/ It-tifel imbezza’, but t-tifla mbezzgha u t-tfal imbezzgha.		

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
The vowel ie	I can write common words with one syllable that contain "ie", e.g., bieb, sieq, ħbieb, wied, ried, when I see them written and visually displayed and supported by pictures around me in class and at school.	I can write common words with two syllables containing "ie" (nouns and verbs) on their own as well as in simple sentences, e.g., missier, ġrien, widien.	I know that "ie" is changed to "i" when a suffix plural is added, e.g., missier+ijiet; wied+ien; qieġħ+an; sieġħa+t.	I know when to change "ie" into "i" when there is shift in the accent following the addition of a negative suffix, e.g., ma kinux, ma fiqux, ma ridux, ma fiqetx, ma kilitx.			
			I know that the long vowel "i" is sometimes pronounced like "ie" in words where "i" is followed by ġħ, ħ, h, q, e.g., fiħ, triq, xiħ, sabiħ.	I know when to change the vowel "ie" into "a" at the end of the verbs to which pronominal suffixes are added, e.g., ġħollieli, tintfielna, nħbielna, ġħaddieni, staqsiekom.	I know when to use "i" or "ie" in foreign words to which suffixes are added, e.g., ġirnexxilu u rnexxielu; ġiddispjaċiħ/iddispjaċieħ.		
			I can change the vowel a into ie when the negative suffix is added to a third weak root verb, e.g., ma mexiex; ma ġeriex, ma ħebiex.	I know when to use the sequence: IHA/IHOM and IEHA/IEHOM when I write the verb in the perfect or the imperfect tens, e.g., ħalli+ha = ħalliha/ħalla+ha = ħallieha; ħalli+hom = ħallihom/ħalla+hom = ħalliehom.			
The conjunction "u"		I know I can write and join words / phrases / sentences together by using the conjunction "u", e.g., John u Julian; Jien mort id-dar u kilt l-ikel.	I know that "u" never changes to "w", e.g., jiena u ommi; Jien immur l-iskola u inti tiġi mieġħi.				

Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
		I know it is not a mistake to use the conjunction “u” with the shortened personal pronoun “hu” when the two have the same sound, as in: Jiena u hu; Hu mar u hi giet.				
Writing min/ minn		I know when and how to write minn and min, e.g., Min giet? Minn Malta.	I know how to write the preposition minn when it is joined to the article and is assimilated, e.g., mill-art sas-sema; mil-Libja; min-nies; min-naha tiegħi.			
Shortened particle		I can write correctly the shortened particle “lil” as “l” before the words hemm and hawn, e.g., ejja ‘l hawn; mur ‘l hemm.		I know that some adverbs of place or time take the ‘l or ‘il, e.g., mur ‘l hemm; ‘il bogħod, ‘il fuq.		
				I know how to shorten lil/ lill- depending on the first letter of the following word and what precedes it, e.g., ‘il/‘l Alla or ‘il-/‘l-ktieb.		
The particles bi, fi and xi (shortened or not)		I know that the particles bi/fi/ xi are shortened into b’/f’/x’/ before a word that starts with a vowel or with one consonant that precedes a vowel, e.g., b’arma, f’kamra, x’ghandna, x’hemm.	I know that the particle xi, when used to indicate an indefinite number or used as an adjective signifying “ċertu”, is not shortened, e.g., xi plejers, xi whud, xi mkien, xi isqfijiet.	I know that if the particles bi/fi/ xi occur before a word that starts with a double consonant or where there are two consonants at the beginning one of which is liquid, then they are not shortened, e.g., bi lwien, fi rkejjien, bi lsienna, xi whud.		

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
gh and h that have the sound of h			I know when I should write gh/h or ħ in words that end with the sound of ħ by adding the vowel “a” at the end, e.g., fih/a, žagħżugh/a, xiħ/a, riħ/a.	I know that in words that contain gh/h, where these letters stand next to each other, although sounding like an ħ, they should always be written as gh/h, e.g., semaghħa not /semaħħa/; magħħa; tagħħa; refagħħom.	I know that certain words, including foreign words, that include gh/h and to which suffixes are added, can be pronounced like an ħ but should always be written gh/h, e.g., naqraħa not /naqraħħa/, nistampahom not /nistampaħħom/; nipprintjahielek not /nipprintjaħħielek; raħa not /raħħa/.		
Writing phrases			I can write phrases made up of the same repeated word, such as: baxx baxx, fuq fuq, qajl qajl, inkiss inkiss.	I know that words in phrases that end with the word nett should be written separately, e.g., fuq nett, l-ewwel nett, fil-qiegh nett.	I can write phrases that include la/a la, għala, e.g., la selvaġġa, a la Mostija, għala biebu.		
				I know how to write phrases with the particle imb, e.g., wiċċ imb wiċċ; ras imb ras.			
Writing composite words			I know there are words made up of two different words, in which the first word loses one of the double consonants at the end when it is joined to the other word to form one composite word, e.g., kull+jum = kuljum; kulħadd, kultant, minn+ghand = mingħand, etc.		I can see the semantic difference between words that are written together or separately, depending on the need, e.g., biż-zejjed and biżzejjed; bilħaq and bil-ħaq; illejla and l-lejla; nofs siegħa and n-nofsiegħa; minn fuq and minfuq.		

	Level 4 (1-2)	Level 5 (3-4)	Level 6 (5-6)	Level 7 (1-2)	Level 8 (3-4)	Level 9 (5)	Level 10 (+)
Homophones (words that sound the same but are written differently and have different meanings)			I can link the writing to the meaning of some nouns and verbs that are conjugated in the perfect tense, including those containing gh and h, and having the same sound, e.g., xahar/xaghar; dar/dahar; ħadd/ħadt/ħatt; qadd/qġhadt/qatt; kera/kerha; għanna/għandna.	I can identify the different ways to write words that sound the same but are sometimes used as verbs and other times as verbal nouns, e.g., tefa'/tefgħa; tela'/telgħa; qata'/qatgħa; waqa'/waqgħa; xemgħa/xema'.	I can write verbs having pronominal suffixes in different tenses, such as the Perfect Indicative and the Imperative, e.g., semmih/semmieh/semmiegħ; mexxih/mexxieh; keċċiha/keċċieha; rabbihom/rabbiehom.	I can write verbs having pronominal suffixes of the direct/indirect object that are in the plural or singular in the Imperative, e.g., intom zommuli/int zommhuli; intom sibuli/int sibhuli; intom duquli/int duqhuli.	I can write verbs having pronominal suffixes of the direct/indirect object, that are in the Perfect tense (third person singular, masculine), e.g., huma zammuli / huma zammhuli; huma sabulu/ huwa sabhulu; huma daqulna/ huwa daqhulna.

Appendix 3

LITERATURE SUBDIVISIONS

LEVEL 5 and 6 (from the 3rd to the 6th year, Primary)

Literature for children:

Choice from:

- rhymes, easy and popular songs from writings by Anastasju Cuschieri, Mary Meilaq, Mary Puli, etc.;
- easy, humorous and funny poems from writings by Mary Puli, Mary Meilaq, Anton Buttigieg, etc.;
- fables and popular Maltese and foreign legends, such as those by Bro Henry, Ġan Anton Vassallo, Guido Lanfranco, etc.;
- choice of books in Maltese, from approved lists, that include mystery books, adventures for children, fictional stories, etc., to help students enjoy reading and at the same time continue to develop and extend their knowledge of the Maltese language and start to train in literary appreciation as established in the learning outcomes for these levels.

LITERATURE SUBDIVISIONS

LEVEL 7 (7th and 8th year, Middle)

POETRY

Choice of different poems with an emphasis on the introduction to and the appreciation of the genres rather than the themes which should be wide and suitable for students of this age group.

The choice should include samples of:

- free verse/traditional poetry (romantic and modern poets)
- poems on legends and Maltese and foreign fables
- limericks
- epigrams
- haiku
- sonnets
- sapphic verse

NOVELS

Choice of reading books that include Maltese historical-type novels similar to those on the approved lists. These are to be chosen by the teachers, taking into consideration the students' reading skills, to achieve the established objectives for literature in the learning outcomes for this level.

SHORT STORIES

Choice of short stories from different anthologies, such as those in *Arja Friska 1* and *2* where students are introduced to authors with different writing skills. The short story themes should be suitable to the class students' skills. Teachers should use the short stories to help students achieve the learning outcomes established for this level.

LITERATURE SUBDIVISIONS

LEVELS 8, 9 and 10

(9th, 10th and 11th year, Secondary)

POETRY

Teachers' choice of poems of all genres and forms, related to:

Love:

- in interpersonal relationships (family, couple, society in general);
- for one's country (religion, history, culture, historical heritage).

The Environment:

- creatures and the countryside;
- protection/destruction of the environment.

Life:

- existential problems (death, pain, war, quest for knowledge, etc.)
- nostalgia (childhood, times past, etc.)

Identity:

- identity on an individual, national, European, world level, etc.

THE NOVEL

Choice of reading books including Maltese novels with a social theme from among those on the approved lists. These are to be chosen by the teachers, taking into consideration the students' reading skills, to achieve the established objectives for literature in the learning outcomes for this level.

PLAYS

Choice from a list of plays of different genres from among those on the approved lists. These are to be chosen by the teachers, taking into consideration the students' reading skills, to achieve the established objectives for literature in the learning outcomes for this level.



Learning Outcomes Framework

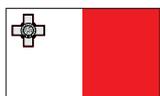
Dan id-dokument jagħmel parti mill-Proġett ESF1.228 bl-isem 'id-Disinn tal-Qafas tal-Kisbiet mit-Tagħlim, marbut mal-programmi ta' Tagħlim u Assessjar b'rabta mat-Taħriġ' implimentat fil-Programm Operattiv II – Politika ta' Koeżjoni 2007-2013, parzjalment iffinanzjat mill-Fond Soċjali Ewropew tal-Unjoni Ewropea bir-rata ta' ko-finanzjament: 85% Fondi tal-UE; 15% Fondi Nazzjonali.

© Direttorat għall-Kwalità u l-Istandardizzazzjoni fl-Edukazzjoni 2015

Direttorat għall-Kwalità u l-Istandardizzazzjoni fl-Edukazzjoni,
Ministeru għall-Edukazzjoni u x-Xogħol,
Triq l-Assedju l-Kbir, il-Furjana VLT 2000
Malta

Pubblikatur: Direttorat għall-Kwalità u l-Istandardizzazzjoni fl-Edukazzjoni

www.schoolslearningoutcomes.edu.mt



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
Co-financing rate: 85% EU Funds; 15% National Funds



Investing in Your Future