

2025-26

English

Class-1

Syllabus

Learning Outcomes

FOUNDATIONAL STAGE	
CG-9 Children develop effective communication skills for day-to-day interactions in two languages	
C-9.1 Listens to and appreciates simple songs, rhymes, and poems	
1.	Enjoys singing short songs/rhymes of 4-5 sentences individually/ in groups with actions, gestures, and intonation.
2.	Responds orally to simple comprehension questions related to songs, rhymes, and poems in home language with a few words/phrases in English.
3.	Expresses likes/dislikes about the songs, rhymes, and poems in home language with a few words/phrases in English.
C-9.2 Creates simple songs and poems on their own	
4.	Extends simple rhymes with teacher's support using substitute words, rhyming words, or nonsense words.
C-9.3 Converses fluently and can hold a meaningful conversation	
5.	Uses short everyday greetings and polite forms of expression e.g., good morning, goodbye, thank you, please, etc.
6.	Talks about self/ situations/ pictures/ needs/ feelings in the home language with a few words/phrases in English.
7.	Responds appropriately to oral messages/ telephonic communication (e.g., in a role play) in the home language with a few words/phrases in English.
8.	Listens attentively and speaks in short conversations in the home language with a few words/phrases in English.
9.	Waits for their turn to speak and allows others to speak.
C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	
10.	Listens to simple, everyday instructions (bilingual/English) and follows them (e.g., shut the door, bring the book, bring the blocks here, wash hands properly, etc.).
C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	
11.	Enjoys listening to short stories narrated with actions, gestures, expressions or using props.
12.	Responds orally to simple comprehension questions related to stories in the home language with a few words/phrases in English.
13.	Retells the story in own words in the home language with a few words/phrases in English.
14.	Predicts the story with teacher's support in the home language with a few words/phrases in English.
15.	Extends the story orally with teacher's support in the home language with a few words/phrases in English.

C-9.6 Narrates short stories with clear plot and character	
16.	Narrates own short stories in the home language with a few words/phrases in English.
C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	
17.	Uses familiar English words in everyday conversations.
18.	Infers the meanings of unfamiliar words with the help of pictures.
CG-11 Children begin to read and write in Language 2 (L2)	
C-11.1 Develops phonological awareness and are able to blend Phonemes /syllables into words and segment words into phonemes/syllables	
19.	Notifies and produces sound words (onomatopoeic words) related to their environment e.g., dripping of water – <i>tap-tap, tip-tip</i> , knocking on the door – <i>tak-tak, dham-dham...</i>
20.	Produces simple rhyming words including nonsense words e.g., hot-pot-lot, sit-bit-kit, hen-men-ben, etc.
21.	Breaks two syllabic words by clapping, tapping, etc.
22.	Identifies words beginning with the same sound and can make word webs/ word chains
23.	Produces words with common blends like bl-, cl-, fl-, gl-, br-, tr-, fr-, gr- and diagraphs like ch, sh, th (one sound only – with, think, thing), ph.
C-11.2 Recognizes most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences	
24.	Participates in shared/collaborative reading of big books, story charts, textbook, etc., with teacher and other children.
25.	Recognizes and reads sight/familiar words through picture-word association.
26.	Demonstrates sound-letter correspondence of all letters (a-z) in reading and writing.
27.	Identifies small and capital letters in reading.
28.	Writes sight words and other familiar words with teacher's support.

Contents

Theme 1	My Family and I	Chapter 1 My Family and I
		Chapter 2 My Home
		Chapter 3 My Body
Theme 2	My Neighbourhood	Chapter 4 Let's Know One Another
		Chapter 5 Let's Play
		Chapter 6 Name of Colours and Objects
Theme 3	Nature	Chapter 7 Animals, Fruits and Vegetables
Theme 4	Festivals	Chapter 8 Festivals We Celebrate
		Chapter 9 Let's Join Sounds and Make Words
		Chapter 10 Let's learn In, On, Under
Theme 5	Things We do	Chapter 11 Good Habits

Book prescribed by Punjab School Education Board

RAINBOW (English Class – I)

2025-26

English

Class-2

Syllabus

Learning Outcomes

FOUNDATIONAL STAGE	
CG-9 Children develop effective communication skills for day-to-day interactions in two languages	
C-9.1 Listens to and appreciates simple songs, rhymes, and poems	
4.	Enjoys singing songs/poems with 2-3 stanzas individually/ in groups with actions, gestures, and intonation.
2.	Responds orally and in writing (one word response) to simple comprehension questions related to songs, rhymes, and poems in home language with a few words in English.
3.	Expresses likes/dislikes about the songs, rhymes, and poems.
4.	Enacts characters/ sequence of events from songs, rhymes, and poems.
C-9.2 Creates simple songs and poems on their own	
5.	Extends simple rhymes with teacher's support using substitute words, rhyming words, or nonsense words.
C-9.3 Converses fluently and can hold a meaningful conversation	
6.	Uses short everyday greetings and polite forms of expression as part of everyday conversation e.g., How are you? What a nice day!
7.	Talks about self/ situations/ pictures/ needs/ feelings/ stories using short phrases/sentences.
8.	Responds appropriately to oral messages/ telephonic communication (e.g., in a role play) using short phrases/sentences.
9.	Initiates conversations in daily life with peers and teachers in different school/classroom contexts using short phrases/sentences.
10.	Waits for their turn to speak and allows others to speak.
C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others	
11.	Follows instructions comprising of multiple steps (2-4) e.g., come here and shut the door, go to the library and bring the Punjabi textbook, go to the tap and wash your hands.
12.	Gives short instructions to other children while completing a task e.g., while playing a game (come and catch me, go four steps ahead, wait here for one minute), while doing an art and craft activity (fold the paper), etc.
C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	
13.	Responds orally and in writing (one word response) to simple comprehension and opinion-based questions about the characters and events using short phrases/sentences.
14.	Retells the story in the correct sequence using vocabulary from the story.
15.	Predicts the story with teacher's support using short phrases/sentences.
16.	Extends the story orally with teacher's support using short phrases/sentences.

C-9.6 Narrates short stories with clear plot and character	
17.	Narrates own short stories with simple plots and characters using short phrases/sentences.
C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	
18.	Uses vocabulary related to specific themes/topics e.g., seasons, days of the week, months of the year, etc., in everyday conversations.
19.	Uses an expanded range of nouns, verbs, adjectives, adverbs, pronouns, and prepositions in everyday conversations.
20.	Infers the meanings of unfamiliar words with the help of pictures.
CG-11 Children begin to read and write in Language 2 (L2)	
C-11.1 Develops phonological awareness and are able to blend Phonemes /syllables into words and segment words into phonemes/syllables	
21.	Notifies and produces sound words (onomatopoeic words) related to their environment e.g., dripping of water – tap-tap, tip-tip; knocking on the door – tak-tak, dham-dham...
22.	Produces two syllabic rhyming words e.g. funny, sunny, bunny, etc.
23.	Produces alliterations e.g., Bebe bought a big book.
24.	Breaks 3-4 syllabic words by clapping, tapping, etc.
25.	Identifies words beginning with the same sound and can make word webs/ word chains
26.	Produces words with common blends like pl-, sl-, cr-, pr-, st-, sp-, sn-, sc-, sk-, sm-, sw-, etc. (and class 1 sounds get revised).
C-11.2 Recognizes most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences	
27.	Participates in shared/collaborative reading of big books, story charts, textbook, etc., with teacher and other children.
28.	Decodes short, unfamiliar words using knowledge of sound-letter correspondence.
29.	Reads short sentences with picture cues.
30.	Uses knowledge of sound-letter correspondence to invent spellings e.g., 'lyk' for 'like' and 'bathrum' for 'bathroom'.
31.	Uses small and capital letters appropriately in writing.
32.	Completes/writes short sentences using familiar words.

Contents

Theme 1	My Family and I	Chapter 1 My Family and I
		Chapter 2 Words using Vowel 'a'
		Chapter 3 Words using Vowel 'e'
Theme 2	My Neighbourhood	Chapter 4 Words using Vowel 'i'
		Chapter 5 Words using Vowel 'o'
		Chapter 6 Words using Vowel 'u'
		Chapter 7 Use of a/an
Theme 3	Things We Do	Chapter 8 Blends
		Chapter 9 This/That/These/Those
		Chapter 10 Let's Read and Understand
		Chapter 11 In/On/Under/Behind/Between
		Chapter 12 Things We Use
Theme 4	Nature	Chapter 13 Going to a Zoo
		Chapter 14 A Pet Hen
Theme 5	Festivals	Chapter 15 Holi

Book prescribed by Punjab School Education Board

RAINBOW (English Class – II)

2025-26 English Class-3 Syllabus

Learning Outcomes

PREPARATORY STAGE	
CG-1 Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas	
C-1.1 Listens to poems, stories, and convrsations and locates important ideas in them	
1.	Enjoys reciting poems with appropriate intonation and pronunciation individually/ in groups.
2.	Enjoys listening to short stories and conversations.
3.	Shares learnings from the story based on personal experiences.
4.	Expresses likes/dislikes about the poems and stories and explains the reason.
C-1.3 Converses meaningfully and coherently	
5.	Uses everyday greetings and polite forms of expression as part of longer conversations e.g., How do you feel today? Can you please give me your eraser?
6.	Narrates daily life experiences using short phrases/sentences and asks why questions.
7.	Responds appropriately to oral messages/ telephonic communication (e.g., in a role play) through elaborate conversations.
8.	Maintains the thread/sequence of a conversation using short phrases/sentences.
9.	Waits for their turn to speak and allows others to speak.

C-1.2 Comprehends narrated/read out stories and identifies characters, storyline, and key aspects
10. Listens to and responds to comprehension and opinion-based questions about the characters, events, and setting – orally/ in writing.
11. Listens to and retells the story in own words and extends it – orally/ by drawing/ in writing.
12. Listens to and retells from the point of view of different characters or the speaker/author.
13. Listens to and makes predictions about the events or characters in the story.
C-1.4 Makes oral presentations and participates in group discussions
14. Narrates stories with complex plots and multiple characters with peer support.
15. Plays characters in role plays/skits using English/bilingual dialogues with appropriate action, expression, and intonation.
16. Talks about short texts, posters, advertisements, etc. from the children’s section of newspapers/magazines.
17. Shares ideas and opinions in group discussions on topics related to daily life e.g., bullying, planting trees, school routine, games, cleanliness and hygiene, etc.
CG-4 Develops a wide range of vocabulary in various contexts and through different sources
C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas
18. Uses vocabulary acquired from listening to conversations, stories, rhymes/poems, etc., orally/ in writing.
19. Uses vocabulary acquired from reading a variety of print material e.g., textbooks of other subjects, story books, word walls, etc., orally/ in writing.
20. Uses a wide range of nouns, verbs, adjectives, adverbs, pronouns, and prepositions for oral and written expression.
21. Infers the meanings of unfamiliar words using contextual cues.
22. Solves word games, puzzles, riddles etc.
CG-2 Develops fluency in reading and the ability to read with comprehension
C-2.1 Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables
23. Produces two syllabic rhyming words e.g. funny, sunny, bunny, etc.
24. Creates simple alliterations in English.
25. Blends and segments 3-4 syllables to form words.
26. Identifies and produces words with the same beginning/middle/ending sounds.
27. Produces words with double consonant sounds (tt, dd, bb), silent letters (h, r, and l), and th-, wh-, ch-, sh-, -tch, -ful, -ear, -ain, -ick, -ack
C-2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks
28. Identifies the different components of text e.g., title, name of the author, page number, paragraph and line number, table of contents, etc.
29. Explains the use/purpose of basic punctuation marks like full stop, question mark, comma, and capital letters in a text.
C-2.3 Reads stories and passages fluently and accurately with appropriate pauses
30. Participates in guided reading of more complex texts with teacher’s support with reasonable fluency.
31. Reads short texts supported by pictures independently e.g., stories, poems, passages, comic strips, instructions, picture descriptions, etc. with reasonable fluency.

32. Decodes and pronounces unfamiliar words encountered while reading grade-appropriate texts with reasonable accuracy.
33. Reads with appropriate pauses using punctuation cues e.g., spaces between words, comma, full stop.
C-2.4 Comprehends the meaning of stories, poems, and story posters
34. Reads and responds to comprehension questions related to stories, poems, and other grade-appropriate texts – orally/ in writing.
35. Reads and expresses feelings/opinions about stories, poems, and other grade-appropriate texts – orally/ in writing.
36. Reads and retells a story in own words – orally/ in writing.
C-2.5 Demonstrates interest in picking up and reading a variety of children’s books
37. Shows eagerness in picking up books of different genres (stories, poems, plays, essays, diaries, comics, cartoons, letters, and travelogues) from reading corner/ library.
38. Spends time reading chosen books to self/ peers/ teacher from reading corner/ library.
CG-3 Develops the ability to express understanding, experiences, feelings, and ideas in writing
C-3.1 Writes a paragraph to express understanding and experiences
39. Rearranges a set of given sentences to form a coherent short paragraph.
40. Completes/extends an incomplete paragraph using words/phrases/sentences.
41. Writes a short paragraph (5-6 short sentences) on topics related to daily life using verbal/visual cues.
42. Uses basic punctuation marks in writing e.g., full stop, comma, question mark, and capital letters.
C-3.2 Creates simple posters, invites, and instructions with appropriate information and purpose
43. Locates specific information in authentic material e.g., greeting cards, invitations, posters, etc.
44. Designs simple greeting cards, invitations, posters, etc., for a specific event/person by writing and drawing.
45. Writes short instructions for various purposes/situations e.g., art & craft activities, designing a recipe book, playing a game, dos & don’ts, directions to a place, treasure hunt activity, etc.
C-3.3 Writes stories, poems, and conversations based on imagination and experiences
46. Reads/ listens to short stories/ poems/ conversations and extends them in writing.
47. Composes short, rhyming poems using verbal/visual cues.
48. Writes short dialogues between characters in a story, comic strip, etc.
49. Writes short stories in the form of comic strips or narratives with pictures using verbal/visual cues.

Contents

Theme 1	My Family and I	Chapter 1 My Family and I
Theme 2	My Neighbourhood	Chapter 2 A Visit to the Park
		Chapter 3 Going to the Market
Theme 3	Nature	Chapter 4 Trees
		Chapter 5 A Bear and a Rabbit
Theme 4	Festivals	Chapter 6 The Swing
Theme 5	Things We do	Chapter 7 Lazy Param
		Chapter 8 The Clock – My Friend