

FOUNDATIONAL LEARNING POLICY PUNJAB
2024



SCHOOL EDUCATION DEPARTMENT
GOVERNMENT OF THE PUNJAB

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ABBREVIATIONS AND ACRONYMS

AEO	Assistant Education Officer
CEO	Chief Executive Officer
COT	Classroom Observation Tool
CLC	Children Library Complex
DEA	District Education Authority
CPD	Continuous Professional Development
ECCE	Early Childhood Care and Education
ELO	Expected Learning Outcome
FL	Foundational Learning
FLPP	Foundational Learning Policy Punjab
FLU	Foundational Learning Unit
ITSP	Innovative Teacher Support Package
MEA	Monitoring and Evaluation Assistant
MT	Master Trainer
M&E	Monitoring and Evaluation
PECTAA	Punjab Education Curriculum Training and Assessment Authority
PMIU	Programme Monitoring and Implementation Unit
SED	School Education Department (Government of the Punjab)
SIS	School Information System
SLO	Student Learning Outcome

FOUNDATIONAL LEARNING POLICY PUNJAB 2024

1. Preamble.- Understanding the strong foundational reading and numeracy skills are pivotal for lifelong learning and for this purpose, the School Education Department, Government of the Punjab (SED) is committed to creating an environment that enables every child to develop minimum proficiency in reading and mathematics.

The competent authority is pleased to approve the Foundational Learning Policy Punjab 2024 (FLPP) for public schools across Punjab. It builds on SED's existing programs that inform FL practices in Punjab and identifies interlinkages with other existing policies of SED.

2. Vision.- FLPP aims to strengthen the proficiencies in reading and basic numeracy skills of all children enrolled in primary grades of public schools across the Province.

FLPP outlines the process and earmarks deliverables for SED including its attached departments/authorities to uphold its commitment to ensure every child is proficient in FL skills as per benchmarks outlined in this Policy.

3. Definitions.- In the Policy:

- (i) **"Benchmarks"** means setting of minimum standards of attainment for students in order to measure and track foundational learning skills but not intended to reflect the complete set of grade-appropriate Student Learning Outcomes (SLOs);
- (ii) **"Foundational Learning"** means essential educational skills that provides the basis for further learning and development;
- (iii) **"Numeracy"** means basic mathematical skills limited to number operations strand which forms the basis for other mathematical strands;
- (iv) **"Policy"** means the Foundational Learning Policy Punjab 2024;
- (v) **"Public Schools"** means all types of formal schools and educational institutions of the relevant education department or any other departments which covers classroom-based learning environments, digital-based learning providers and informal learning spaces; and
- (vi) **"reading"** means development of reading skills with comprehensive benchmarked Student Learning Objectives (SLOs) for English and Urdu which also includes reading with comprehension and understanding as the minimum benchmark for reading.

4. Scope.- FLPP is the first policy in the Province, under which public schools henceforth will be administering the below mentioned pillars to enhance FL outcomes among students in primary grades.

Acknowledging the diverse types of learning environments within the state system, FLPP provides multiple approaches to administrative authorities (school and district level) to select and deliver reforms in the best possible manner.

5. Benchmarks.- Following will be the benchmarks/SLOs (derived from National Curriculum of Pakistan English, Urdu and Mathematics 2022-2023) to achieve basic reading with comprehension and numeracy skills.

Mathematics ECCE

Competency	ELOs
Competency 1: Children will develop basic logical, critical, creative and problem-solving skills by demonstrating an understanding of the different attributes of objects (such as colour, size, weight and texture), match, sequence, sort and classify objects based on one/two attributes.	I. Arrange objects and later pictures, according to their
	II. Differentiate between 'more', 'less' and 'equal'.
Competency 2: Children will develop a basic understanding of quantity, counting up to 50 and simple number operations of 0-9.	III. Count up to 50 orally.
	IV. Identify and write correct numerals to represent numbers from 0-50.
	V. Tell number stories to build the concept of "more" and "less" using concrete objects.
	VI. Introduce and apply the addition and subtraction signs to add or subtract from 0 till 9 with a single digit answer. Use concrete objects and other ways to support the process.
Competency 3: Children will recognize basic geometrical shapes and the position of objects in relation to each other and surroundings.	VII. Recognize and name 3-D shapes such as sphere, cube, cuboid cylinder and cone using features such as number of faces, flat or curved faces.
	VIII. Draw object of their own choice using various shapes.
Competency 4: Children will develop an understanding of measurement.	IX. Understand informal time units and know that clocks and calendars mark the passage of time.
	X. Sequence events in time and anticipate events.

Mathematics Grade-1

Strand	Benchmarks	SLOs
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	I. Read numbers up to 99.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	II. Write numbers up to 99.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	III. Identify the number of objects in two groups to show "more than" and "less than".
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	IV. Add two, 2 - digit numbers.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	V. Subtract 2 - digit number from 2 - digit number (Which result in positive).
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VI. Compare the heights/lengths of two or more objects using the following terms: • long, longer, longest; • short, shorter, shortest; • tall, taller, tallest; and • high, higher, highest.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VII. Recognize the hour and minute hands of an analog clock.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VIII. Read and tell time in hours from the digital clock.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	IX. Identify the following basic shapes: • rectangle; • square;

		• circle; and • triangle.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	X. Identify the next shape in the patterns with 2 or 3 elements.

Mathematics Grade-2

Strand	Benchmarks	SLOs
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	I. Read numbers up to 999.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	II. Write numbers up to 999.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	III. Add 3 - digit numbers with 3 - digit numbers without carrying.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	IV. Subtract 3 - digit numbers from 3 - digit numbers without borrowing.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	V. Develop multiplication tables of 2, 3, 4, 5 and 10 till the multiplication of 10 x 10.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	VI. Divide numbers within the multiplication tables with remainder zero.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VII. Recognise the number of hours in a day and numbers of minutes in an hour.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VIII. Recognise a.m. and p.m.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	IX. Identify the figures like square, rectangle, triangle, circle, semi-circle, and quarter-circle.

Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	X. Make/complete geometrical patterns on square grid according to one or two of the following attributes: • shape; • size; and • orientation.
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Mathematics Grade-3

Strand	Benchmarks	SLOs
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	I. Read and write given numbers up to 10,000 (ten thousand) in numerals and words.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	II. Round off a whole number to the nearest 10 and 100.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	III. Add numbers up to 4 - digit with and without carrying.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	IV. Subtract numbers up to 4 - digit with and without borrowing.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	V. Develop multiplication tables for 6, 7, 8, and 9.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	VI. Divide 2 - digit number by a 1 - digit number (with zero remainder).
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VII. Use standard metric units of length (kilometer, meter, and centimeter) including abbreviations.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VIII. Use a.m. and p.m. to record the time from 12-hour clock.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	IX. Describe 3-D objects (cubes, cuboids, and pyramids) with respect to the number of edges and faces.

Data Handling.	Collect, organize, analyze, display and interpret data/ information.	X.	Representation of data by: • carroll diagram; and • tally chart.
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Mathematics Grade-4

Strand	Benchmarks	SLOs
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	I. Read numbers up to one hundred thousand (100,000).
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	II. Write numbers up to one hundred thousand (100,000).
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	III. Add numbers up to 5 - digit.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	IV. Subtract numbers up to 5 - digit.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	V. Multiply numbers up to 4 - digit by numbers up to 2 - digit.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	VI. Divide numbers up to 4 - digit by numbers up to 2 - digit.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VII. Read and write the time using digital and analog clocks on 12-hour and 24- hour format.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two-dimensional figures.	VIII. Convert larger to smaller metric units (2 - digit numbers with one decimal place) as under: • kilometers into meters; • meters into centimeters; and • centimeters into millimeters.
Geometry and Measurement.	Identify measurable attributes of objects,	IX. Find area of 2-D figures on a square

	construct angles and two- dimensional figures.	grid.
Data Handling.	Collect, organize, analyze, display and interpret data/ information.	X. Read simple bar graphs given in horizontal and vertical form.

Mathematics Grade-5

Strand	Benchmarks	SLOs
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	I. Read numbers up to 1,000,000 (one million) in numerals and words.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	II. Write numbers up to 1,000,000 (one million) in numerals and words.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	III. Add numbers up to 6 - digit numbers.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	IV. Subtract numbers up to 6 - digit numbers.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	V. Multiply numbers, up to 5 - digit, by a number up to 3 - digit numbers.
Numbers and Operations.	Identify numbers, ways of representing numbers, comparing numbers and effects of operations in various situations.	VI. Divide numbers up to 5 - digit numbers by a number up to 2 - digit numbers.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two- dimensional figures.	VII. Convert: • hours to minutes and vice versa; and • minutes to seconds and vice versa.
Geometry and Measurement.	Identify measurable attributes of objects, construct angles and two- dimensional figures.	VIII. Solve real life situations involving perimeter and area of square and rectangular regions.
Data Handling.	Collect, organize, analyze, display and interpret data/information.	IX. Find and describe average of given quantities in the data.

Data Handling.	Collect, organize, analyze, display and interpret data/information.	X. Organise the given data using bar graph.
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English ECCE

1. Personal Social and Emotional Development	
Competency	ELOs
Competency 1: Children will develop an understanding of their likes, dislikes, strengths, emotions and self-grooming, decision making and problem-solving skills. Children will further enhance their positive sense of self-identity and see themselves as capable learners.	I. Take care of his/her and others' belongings.
Competency 2: Children will learn about and appreciate their heritage and culture and develop acceptance, respect and appreciation for the diversity of cultures and languages.	II. Play local games (hide and seek, jumping, gudda-guddi ki shaadi, ghar ghar khail, tug of war, clay modelling, cat's cradle etc.).
2. Language And Literacy	
(a) Listening and Speaking Skills	
Competency 1: Children will engage confidently with others using language in a variety of ways for a variety of purposes and contexts.	III. Listen attentively in small and large groups and share their views about every event and special occasions.
	IV. Understand and follow instructions.
(b) Reading Skills	
Competency 4: Children will enjoy age-appropriate books and handle them carefully.	V. Hold, open and turn pages of a book with care.
(c) Writing Skills	
Competency 7: Children will use pictures, symbols and familiar letters and words to communicate meaning, show awareness of some (symbols, letters and words), for the different purposes of writing.	VI. Colour a simple picture keeping within designated space.
(d) The World Around Us	
Competency 1: Children will develop an understanding of how families are important and talk about their family history.	VII. Talk about their family members and each one's role and importance to the well-being of the family.
(e) Physical Development	
Competency 1: Children will develop a sense of balance, agility and coordination.	VIII. Refine and improve their movements as they repeat actions.
(f) Health, Hygiene and Safety	

Competency 1: Children will develop an understanding of the importance of healthy, safe and hygienic practices.	IX. Take care of their personal hygiene (cutting nails, keeping hair clean and tidy, keeping teeth clean, taking bath, proper use of toilet, wiping runny nose and keeping belongings clean).
(g) Creative Arts	
Competency 1: Children will express themselves through the use of drawings and colours.	X. Recognise colours and use them to express their thoughts and feelings.

English Grade-1

Competency 1: Oral Communication Skills (Listening and Speaking)			
Standard		Benchmark	SLOs
Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.		Recognize and articulate the basic sounds and sound patterns of English language at word and sentence level.	I. Recognize and identify consonants and vowels in the English alphabet.
Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.		Use some formulaic expressions for basic routine greetings and social courtesies for oral interaction in class and school environment.	II. Articulate, recognize and use some formulaic expressions to offer and respond to basic routine greetings.
Competency 2: Reading and Critical Thinking Skills			
Students discover, understand and engage with a variety of text types through tasks that require multiple reading and thinking strategies for comprehension, fluency and enjoyment.		Use reading readiness strategies, identify and articulate digraphs, recognize words and sentences as meaningful units of expression and paragraphs as graphical units of expression	III. Read common naming and action words and match with pictures.
			IV. Read aloud three letter words with reasonable level of accuracy in pronunciation.
Competency 3: Formal and Lexical Aspects of Language			
Vocabulary: Students enhance their vocabulary for meaningful and effective communication		Recognize and use with correct spelling, naming, action and describing words, rhymes, common phrases and formulaic expressions from immediate surroundings.	V. Recognize the different categories of some: naming words e.g. animals, fruits, vegetables.

Grammar and Structure: Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.	Recognize grammatical functions of some parts of speech and use them for spoken and written purposes.	VI. Recall and match common naming words with pictures from immediate environment.
		VII. Recognize and change the number of simple naming words by adding or removing "S" (singular/ plural).
Competency 4: Writing Skills		
Students produce academic, transactional and creative writing that is fluent, accurate, focused, and purposeful; and shows an insight into the writing process.	Write words and sentences using writing techniques.	VIII. Construct simple sentences of three/four words using correct capitalization, punctuation and spelling.
	Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.	IX. Show a series of actions in a picture by writing action verbs.
		X. Identify, recognize and articulate simple rhyming words in the text.

English Grade-2

Competency 1: Oral Communication Skills (Listening and Speaking)		
Standard	Benchmark	SLOs
Students understand and articulated widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.	Recognize and articulate the basic sounds and sound patterns of English language at word and sentence level.	I. Recognize and identify consonants and vowels in the English alphabet.
Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.	Articulate, recognize and use some formulaic expressions.	II. Articulate, recognize and use some formulaic expressions to listen and respond to more commands.
Competency 2: Reading and Critical Thinking Skills		
Students discover, understand and engage with a variety of text types through tasks that require multiple reading and thinking strategies for comprehension, fluency and enjoyment.	Use reading readiness strategies, identify and articulate digraphs, recognize words and sentences as meaningful units of expression and paragraphs as graphical units of expression.	III. Read aloud words and simple sentences with reasonable level of accuracy of pronunciation.
		IV. Spell simple two/three syllable words.
Competency 3: Formal and Lexical Aspects of Language		
Vocabulary: Students enhance their vocabulary for meaningful and effective communication.	Recognize and use with correct spelling, naming, action and describing words, rhymes, common phrases and formulaic expressions from immediate surroundings.	V. Articulate and use simple rhyming words in writing.

Grammar and Structure: Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.	Recognize grammatical functions of some parts of speech and use them for spoken and written purposes.	VI. Spell simple two/three syllable words.
		VII. Identify and classify gender of naming words from immediate environment (masculine and feminine)
Competency 4: Writing Skills		
Students produce academic, transactional and creative writing that is fluent, accurate, focused and purposeful; and shows an insight into the writing process.	Write words and sentences using writing techniques.	VIII. Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.
		IX. Write simple two/three syllable words with correct spelling.
	Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.	X. Comprehend and respond to simple wh-question words.

English Grade-3

Competency 1: Oral Communication Skills (Listening and Speaking)		
Standard	Benchmark	SLOs
Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.	Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.	I. Recognize and Articulate hard and soft sounds of the letters c and g.
Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings.	Articulate, recognize and use some formulaic expressions to.	II. Pronounce and practice long and short vowels.
Competency 2: Reading and Critical Thinking Skills		
Students discover, understand and engage with a variety of text types through tasks that require multiple reading and thinking strategies for comprehension, fluency and enjoyment.	Identify digraphs, silent letters and inflections in words, comprehend words, sentences and paragraphs as meaningful units of expression.	III. Identify and articulate words containing digraphs and tri- graphs in initial, middle and final position.
		IV. Recognize the functions of the joining words (Conjunctions).
Competency 3: Formal and Lexical Aspects of Language		
Vocabulary: Students enhance their vocabulary for meaningful and effective communication.	Build vocabulary through simple affixes, compound words, converting parts of speech, classify words into	V. Make anagrams from simple one syllable words.

	different categories; and use with correct spelling, vocabulary from the textbooks, extended environment and media.	VI. Recognize and use words similar and opposite in meaning.
Grammar and Structure: Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.	Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and use them for spoken and written purposes.	VII. Locate, identify, differentiate between, and use some simple pairs of words including homophones.
Competency 4: Writing Skills		
Students produce academic, transactional and creative writing that is fluent, accurate, focused, and purposeful and shows an insight into the writing process.	Write and analyze meaningful and effective sentences and paragraphs using different writing techniques.	VIII. Write a guided paragraph using the technique of a mind map.
	Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.	IX. Filling in words to change or complete a given story.
	Write a variety of interpersonal and transactional texts e.g. short notes, informal invitations and letters, and dialogues (speech bubbles, cartoon strips,) using vocabulary, tone, and style of expression appropriate to the communicative purpose and context.	X. Write guided short informal invitations to friends and family members.

English Grade-4

Competency 1: Oral Communication Skills (Listening and Speaking)		
Standard	Benchmark	SLOs
Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.	Recognize and articulate sound patterns and stress in words and basic intonation patterns in statements and questions as they occur in classroom texts.	I. Pronounce and practice simple words with more silent letters such as 'b' in lamb.
		II. Pronounce and practice diphthongs as they occur in practice items and sentences in reading lessons and in speech.
Competency 2: Reading and Critical Thinking Skills		
Students discover, understand and engage with a variety of text types through tasks that require multiple reading and thinking strategies for comprehension, fluency and enjoyment.	Identify digraphs, silent letters and inflections in words, comprehend words, sentences and paragraphs as meaningful units of expression.	III. Identify paragraph as larger meaningful unit of expression representing unity of thought.
		IV. Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
Competency 3: Formal and Lexical Aspects of Language		
Vocabulary: Students enhance their vocabulary for meaningful and effective communication.	Build vocabulary environment and media.	V. Classify into different categories, and use more naming, action and describing words, from pictures, signboards, advertisements, labels etc. in their immediate and extended environment.
Grammar and Structure: Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and	Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect and use them for spoken and written	VI. Identify countable and uncountable nouns. Demonstrate use of some nouns form immediate and extended environment as countable and

written communication.	purposes.		uncountable nouns.
		VII.	Change the number of regular and irregular nouns.
Competency 4: Writing Skills			
Students produce academic, transactional and creative writing that is fluent, accurate, focused, and purposeful and shows an insight into the writing process.	Write and analyze meaningful and effective sentences and paragraphs using different writing techniques.	VIII.	Write multi-syllable words with correct spelling.
		IX.	Use appropriate conjunctions e.g. and, but, or, and because to join sentences within a paragraph.
	Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.	X.	Write simple descriptive and narrative paragraphs.

English Grade-5

Competency 1: Oral Communication Skills (Listening and Speaking)		
Standard	Benchmark	SLOs
Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.	Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.	I. Pronounce and practice more words with silent letters such as 't' in switch, 'g' sound in 'high'.
		II. Pronounce and practice with reasonable accuracy, common three-consonant clusters in initial and final positions.
Competency 2: Reading and Critical Thinking Skills		
Students discover, understand and engage with a variety of text types through tasks that require multiple reading and thinking strategies for comprehension, fluency and enjoyment.	Identify digraphs, silent letters and inflections in words, comprehend words, sentences and paragraphs as meaningful units of expression.	III. Read a paragraph as a larger meaningful unit of expression to recognize that the main idea in a paragraph is carried in a sentence called topic sentence.
	Comprehend information from a visual cue or a graphic organizer to describe positions, directions, events, and to show comparison and contrast.	IV. Describe a series of events or sequence in a picture, an illustration or a diagram.
Competency 3: Formal and Lexical Aspects of Language		
Vocabulary: Students enhance their vocabulary for meaningful and effective communication.	Build vocabulary through simple affixes, compound words, converting parts of speech, classify words into different categories; and use with correct spelling, vocabulary from the textbooks, extended environment and media.	V. Make anagrams from simple two/three syllable words.

Grammar and Structure: Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.	Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and use them for spoken and written purposes.	VI. Change the number of regular and irregular nouns, and recognize nouns with no change in number.
		VII. Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.),
Competency 4: Writing Skills		
Students produce academic, transactional and creative writing that is fluent, accurate, focused, and purposeful and shows an insight into the writing process.	Write and analyze meaningful and effective sentences and paragraphs using different writing techniques.	VIII. Write sentences of their own using correct capitalization, punctuation, and spelling.
		IX. Analyze and use: • conjunctions e.g. and, but, or, because, • Transitional words e.g. for example, for instance, therefore; and • sequence markers, e.g. first(ly), second(ly), then, next, etc.
	Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.	X. Analyze descriptive, narrative and expository paragraphs to note differences.

ECCE

نمبر شمار.	مہارت (Competency)	حاصلاتِ تعلم (ELOs)
1.	سُننا	I. کہانی ، نظم ، پہیلی سُننا.
2.	بولنا	II. کسی چیز ، واقعہ یا منظر کے بارے میں بول سکیں۔
3.	پڑھنا	III. حروف تہجی کی پہچان (مفرد اور مرکب حروف تہجی).
4.	لکھنا	IV. لکھائی شروع کروانے کی بازو، چھوٹے اور بڑے پٹھوں کی مہارتوں کی مشقیں کرنا۔ پنسل کو پکڑنا، فوم سے پانی جذب کرنا اور نچوڑنا، رنگ بھرنا ، چکنی مٹی سے چھوٹی چھوٹی چیزیں بنانا وغیرہ۔
5.	زندگی کی مہارتیں	V. بچوں کو چلنے پھرنے ، اُٹھنے ، بیٹھنے، کھانے پینے اور گفتگو کے آداب سیکھانا. VI. آپس میں مل جل کر رہنا اور گروپ کی شکل میں کام کرنا. VII. برداشت ، ہمدردی ، نرمی سے بات کرنا جیسی اخلاقی خوبیاں پیدا کرنا۔

Grade-1

نمبر شمار.	مہارت (Competency)	معیار (Standard)	حد تکریج (Benchmark)	حاصلاتِ تعلم (SLOs)
1.	سُننا	1 تا 5 سن کر حروف، الفاظ، جملوں اور	1 تا 3 1. سن کر کم از کم ڈھائی ہزار بنیادی	I. سادہ جملے سن کر ان کا مفہوم سمجھ سکیں۔ II. لطیفہ یا پہیلی سن کر لطف اندوز ہو سکیں۔

III. اردو میں سادہ کہانی سن کر سوالوں کے جواب دے سکیں۔	الفاظ کے معانی کا ادراک کرنا۔ 2. اردو زبان میں سادہ اور مختصر واقعہ، کہانی یا تقریر سن کر اہم نکات سمجھنا۔ 3. روز مرہ بول چال کے جملے سن کر مفہوم سمجھنا۔	گفتگو کا فہم و ادراک۔	
IV. اپنی پسند ، ناپسند کا مناسب الفاظ میں اظہار کر سکیں۔	1. کم از کم ڈھائی ہزار بنیادی الفاظ کو درست ادا کرنا۔ 2. گھر اور سکول میں روز مرہ استعمال ہونے والے الفاظ کو جملوں میں درست ادا کرنا۔ 3. اردو میں سادہ اور مختصر کہانیاں، تقاریر اور خطبات سن کر بیان کریں۔	حروف، الفاظ، جملوں اور گفتگو کی دہرائی اور اپنے موقف، مدعا، رائے (مافی ضمیر) کا مدلل بیان۔	2. بولنا
V. حرکات (زیر، زبر، پیش) کی تبدیلی سے الفاظ کو درست تلفظ سے پڑھ سکیں۔ VI. کم از کم 30 الفاظ پر مشتمل سادہ عبارت روانی سے پڑھ سکیں۔ VII. لکھے ہوئے نشانات اور سائن بورڈ وغیرہ دیکھ کر سمجھ سکیں۔	1. سادہ عبارت درست تلفظ اور ادائی کے ساتھ پڑھنا۔ 2. بلند خوانی اور خاموش مطالعے کی عادت پیدا کرنا۔ 3. جدید ٹیکنالوجی (موبائل فون، ٹیب، کمپیوٹر، لیپ ٹوپ، انٹرنیٹ) کا استعمال کرتے ہوئے اپنا پسندیدہ مواد (نظم یا کہانی وغیرہ) منتخب کر کے پڑھنا۔	پڑھتے ہوئے حروف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک۔	3. پڑھنا
VIII. حروف الفاظ اور سادہ جملے دیکھ کر لکھ سکیں۔ IX. سادہ جملے سن کر ان کی املا لکھ سکیں۔	1. کسی بھی عنوان پر کم از کم دس جملے درست املا کے ساتھ تحریر کرنا۔	حروف، الفاظ اور تحریر کو درست انداز میں لکھنا اور اپنے	4. لکھنا

	مافی و ضمیر کے مربوط اظہار کے لیے مختلف طرز بائے تحریر کا استعمال ۔	2. اُردو بندسوں اور لفظوں میں پچاس تک عددی ترتیب لکھنا۔	
5. قواعد/زبان شناسی		1. سادہ جملے میں قواعد کا درست استعمال کرنا۔ 2. جملے میں رموز اوقاف اور اعراب کا درست استعمال کرنا۔	X. واحد جمع میں فرق کر سکیں۔

Grade-2

نمبر شمار۔	مہارت (Competency)	معیار (Standard)	حد تدریج (Benchmark)	حاصلاتِ تعلم (SLOs)
1.	سننا	1 تا 5 سن کر حروف ، الفاظ، جملوں اور گفتگو کا فہم و ادراک	1 تا 3 1. سن کر کم از کم ڈھائی ہزار بنیادی الفاظ کے معانی کا ادراک کرنا۔ 2. اُردو زبان میں سادہ اور مختصر واقعہ، کہانی یا تقریر سن کر اہم نکات سمجھنا۔ 3. روز مرہ بول چال کے جملے سن کر مفہوم سمجھنا۔	I. سوال سمجھ کر اس کا جواب دے سکیں۔ II. سن کر ہدایات پر عمل کر سکیں۔
2.	بولنا	حروف، الفاظ، جملوں اور گفتگو کی دہرائی اور اپنے موقف، مدعا ، رائے (مافی ضمیر) کا مدلل بیان۔	1. کم از کم ڈھائی ہزار بنیادی الفاظ کو درست ادا کرنا۔ 2. گھر اور سکول میں روز مرہ استعمال ہونے والے الفاظ کو جملوں میں درست ادا کرنا۔ 3. اُردو میں سادہ اور مختصر کہانیاں، تقاریر اور خطبات سن کر بیان کریں۔	III. اپنی ذات، اپنے رشتوں، ماحول ، پسند نا پسند اور دل چسپیوں کے متعلق بات چیت کر سکیں۔ IV. مختصر کہانی سن کر اس کی اہم باتیں زبانی سنا سکیں۔
3.	پڑھنا	پڑھتے ہوئے حروف ، الفاظ ، جملوں اور تحریر کی پہچان اور ادراک۔	1. سادہ عبارت درست تلفظ اور ادائی کے ساتھ پڑھنا۔ 2. بلند خوانی اور خاموش مطالعے کی عادت پیدا کرنا۔ 3. جدید ٹیکنالوجی	V. کم از کم ساٹھ الفاظ پر مشتمل عبارت روانی سے پڑھ سکیں۔

				(موبائل فون ، ٹیب ، کمپیوٹر ، لپ ٹاپ ، انٹرنیٹ) کا استعمال کرتے ہوئے اپنا پسندیدہ مواد (نظم یا کہانی وغیرہ) منتخب کر کے پڑھنا۔
4.	لکھنا	حروف ، الفاظ اور تحریر کو درست انداز میں لکھنا اور اپنے مافی و ضمیر کے مربوط اظہار کے لیے مختلف طرز ہائے تحریر کا استعمال۔	1. کسی بھی عنوان پر کم از کم دس جملے درست املا کے ساتھ تحریر کرنا۔ 2. اردو ہندسوں اور لفظوں میں پچاس تک عددی ترتیب لکھنا۔	VI. بے ترتیب الفاظ کو ترتیب دے کر جملے بنا سکیں۔ VII. مخصوص الفاظ کا زبانی املا لکھ سکیں۔ VIII. اپنے گھر کا پتہ لکھ سکیں۔ IX. ایک سے دس تک گنتی اُردو ہندسوں اور لفظوں میں لکھ سکیں۔
5.	قوائد/زبان شناسی		1. سادہ جملے میں قوائد کا درست استعمال کرنا۔ 2. جملے میں رموز اوقاف اور اعراب کا درست استعمال کرنا۔	X. دو یا دو سے زیادہ ارکان والے الفاظ کو سن کر ارکان توڑ سکیں مثلاً: "باجا" میں "با" اور "جا"۔

Grade-3

نمبر شمار	مہارت (Competency)	معیار (Standard)	حد تدریج (Benchmark)	حاصلاتِ تعلیم (SLOs)
1.	سننا	1 تا 5 سن کر حروف ، الفاظ، جملوں اور گفتگو کا فہم و ادراک۔	1 تا 3 1. سن کر کم از کم ڈھائی ہزار بنیادی الفاظ کے معانی کا ادراک کرنا۔ 2. اردو زبان میں سادہ اور مختصر واقعہ، کہانی یا تقریر سن کر اہم نکات سمجھنا۔ 3. روز مرہ بول چال کے جملے سن کر مفہوم سمجھنا۔	
2.	بولنا	حروف ، الفاظ، جملوں اور گفتگو کی دہرائی اور اپنے موقف، مدعا، رائے	1. کم از کم ڈھائی ہزار بنیادی الفاظ کو درست ادا کرنا۔ 2. گھر اور سکول میں روز مرہ	I. روزمرہ اردو بول چال میں حصہ لے سکیں۔ II. مکالماتی گفتگو میں حصہ لے سکیں۔

		(مافی ضمیر) کا مدلل بیان۔	استعمال ہونے والے الفاظ کو جملوں میں دُرست ادا کرنا۔ 3. اُردو میں سادہ اور مختصر کہانیاں، تقاریر اور خطبات سن کر بیان کریں۔	
3.	پڑھنا	پڑھتے ہوئے حروف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک۔	1. سادہ عبارت دُرست تلفظ اور ادائی کے ساتھ پڑھنا۔ 2. بلند خوانی اور خاموش مطالعے کی عادت پیدا کرنا۔ 3. جدید ٹیکنالوجی (موبائل فون، ٹیب، کمپیوٹر، لیپ ٹاپ، انٹرنیٹ) کا استعمال کرتے ہوئے اپنا پسندیدہ مواد (نظم یا کہانی وغیرہ) منتخب کر کے پڑھنا۔	III. کہانیاں پڑھ کر یا سن کر اپنے ساتھیوں کو بھی سنا سکیں۔ IV. نثری عبارت کو پڑھ کر سوالات کے جوابات دے سکیں۔ V. کم از کم ساٹھ عام استعمال ہونے والے الفاظ دُرست الفاظ میں پڑھ سکیں۔
4.	لکھنا	حروف، الفاظ اور تحریر کو دُرست انداز میں لکھنا اور اپنے مافی و ضمیر کے مربوط اظہار کے لیے مختلف طرز ہائے تحریر کا استعمال۔	1. کسی بھی عنوان پر کم از کم دس جملے دُرست املا کے ساتھ تحریر کرنا۔ 2. اُردو بندسوں اور لفظوں میں پچاس تک عددی ترتیب لکھنا۔	VI. اپنی جماعت کے مطابق املا لکھ سکیں۔
5.	قوائد/زبان شناسی		1. سادہ جملے میں قوائد کا دُرست استعمال کرنا۔ 2. جملے میں رموز اوقاف اور اعراب کا دُرست استعمال کرنا۔	VII. م الفاظ بنا سکیں۔ VIII. ذکر تانیث کا فرق کر سکیں۔ IX. اسم معرف اور اسم نکرہ کی پہچان کر سکیں۔

Grade-4

نمبر شمار۔	مہارت (Competency)	معیار (Standard)	حد تدریج (Benchmark)	حاصلاتِ تعلم (SLOs)
1.	سُنا	1 تا 5	4 تا 5	I. ہدایات سن کر ان پر عمل کر سکیں۔ II. سن کر صحت اور غلط تلفظ میں فرق کر سکیں۔

		گفتگو کا فہم و ادراک۔	کو سمجھنا۔ 2. مرکب جملوں پر مشتمل گفتگو کی تفہیم کرنا۔ 3. کہانیاں، دلچسپ، واقعات، خطبات، اعلانات، ہدایات اور تقاریر سن اہم نکات کی نشاندہی کرنا۔	
2.	بولنا	حروف، الفاظ، جملوں اور گفتگو کی دہرائی اور اپنے موقف، مدعا، اور رائے (مافی ضمیر) کا مدلل بیان۔	1. کم از کم پانچ ہزار بنیادی الفاظ کو درست ادا کرنا۔ 2. اردو زبان میں اپنے خیالات، احساسات اور معلومات کا منطقی انداز میں درست لب و لہجے اور ربط و تسلسل کے ساتھ اظہار کرنا۔ 3. دئیے گئے موضوع پر اپنا نقطہ نظر بیان کرنا۔	III. کسی مقام یا سفر وغیرہ کی اہم جزئیات بیان کر سکیں۔ IV. کہانیوں اور نظموں میں دئیے گئے فطری مناظر، کیفیات اور حالات پر اپنے جذبات کا اظہار کر سکیں۔
3.	پڑھنا	پڑھتے ہوئے حروف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک۔	1. عبارت کو مناسب رفتار کے ساتھ درست پڑھنا۔ 2. خاموش مطالعے کی عادت اپنانا۔ 3. جدید ٹیکنالوجی (موبائل فون، ٹیب، کمپیوٹر، لیب ٹوپ اور انٹر نیٹ وغیرہ) کی مدد سے متن (نظم و نثر) فہم کے ساتھ پڑھنا۔	V. عبارت پڑھ کر سوالات کے جوابات دے سکیں۔ VI. خرید و فروخت کے حوالے سے اویزں فہرستیں پڑھ سکیں۔
4.	لکھنا	حروف، الفاظ اور تحریر کو درست انداز میں لکھنا اور اپنے مافی و ضمیر کے مربوط اظہار کے لیے مختلف طرز ہائے تحریر کا استعمال۔	1. ربط و تسلسل کے ساتھ مضمون، درخواست، خط، روزنامہ، کہانی اور مکالمہ خوش خط لکھنا۔ 2. رسمی اور غیر رسمی انداز تحریر کے فرق کو مدنظر رکھتے ہوئے قواعد اور ذخیرہ الفاظ کا استعمال کرنا۔ 3. سو تک گنتی اردو ہندسوں اور لفظوں	VII. اشعار کو نثر میں تبدیل کر سکیں۔ دُرست املا لکھ سکیں۔ VIII. سکول سے متعلق امور کے بارے میں درخواست لکھ سکیں۔ IX. ڈائری لکھ سکیں۔ X.

			میں لکھنا اور عددی ترتیب کے ساتھ استعمال کرنا۔	
5۔	قوائد/زبان شناسی		1. تحریر میں زمانہ تلاش کرنا اور اسے دوسرے زمانوں میں تبدیل کرنا۔ 2. واحد جمع، متضاد/مترادف الفاظ ، تذکیر و تانیث، سابقے لاحقے اور محاورات کا استعمال۔ 3. جملوں کی اقسام میں فرق کرنا۔ 4. حروف کا استعمال کرنا۔ 5. فعل کو فاعل اور مفعول کی مطابقت سے استعمال کرنا۔ 6. رموز اوقاف کو پہچان کر درست استعمال کرنا۔	XI. حروف جار (میں، سے، پر، تک وغیرہ) کا استعمال کر سکیں۔

Grade-5				
نمبر شمار	مہارت (Competency)	معیار (Standard)	حد تدریج (Benchmark)	حاصلاتِ تعلم (SLOs)
1.	سُننا	1 تا 5 سن کر حروف، الفاظ، جملوں اور گفتگو کا فہم و ادراک۔	4 تا 5 1. سن کر کم از کم پانچ ہزار بنیادی الفاظ کو سمجھنا۔ 2. مرکب جملوں پر مشتمل گفتگو کی تہفیم کرنا۔ 3. کہانیاں، دلچسپ، واقعات، خطبات، اعلانات، ہدایات اور تقریر سن اہم نکات کی نشاندہی کرنا۔	I. سُنی ہوئی چیزوں کی تہفیم کر سکیں۔ II. اُردو زبان کے حوالے سے برقی میڈیا سے اپنی پسند کا مواد سُن کر سمجھ سکیں۔
2.	بولنا	حروف، الفاظ، جملوں اور گفتگو کی دہرائی اور اپنے موقف، مدعا اور خیالات، احساسات رائے (مافی) اور معلومات کا ضمیر) کا مدلل بیان۔	1. کم از کم پانچ ہزار بنیادی الفاظ کو دُرست ادا کرنا۔ 2. اُردو زبان میں اپنے موقف، مدعا اور خیالات، احساسات اور معلومات کا منتطقی انداز میں دُرست لب و لہجے اور ربط و تسلسل کے ساتھ اظہار کرنا۔ 3. دئیے گئے موضوع پر اپنا نقطہ نظر بیان کرنا۔	III. کسی بھی واقعے یا کہانی کو اپنے لفظوں میں دُرست لب و لہجے کے ساتھ بیان کر سکیں۔ IV. کسی نظم، کہانی، واقعے اور ہدایات سُن کر خاص خاص نکات بیان کر سکیں۔
3.	پڑھنا	پڑھتے ہوئے حروف، الفاظ، جملوں اور تحریر کی پہچان اور ادراک۔	1. عبارت کو مناسب رفتار کے ساتھ دُرست پڑھنا۔ 2. خاموش مطالعے کی عادت اپنانا۔ 3. جدید ٹیکنالوجی (موبائل فون، ٹیب، کمپیوٹر، لیب ٹوپ اور انٹر نیٹ وغیرہ) کی مدد سے متن (نظم و نثر) فہم کے ساتھ پڑھنا۔	V. عبارت کو سمجھ کر اور دُرست تلفظ کے ساتھ متن (Text) پڑھ سکیں۔ VI. کم از کم سو الفاظ دُرست پڑھ سکیں۔
4.	لکھنا	حروف، الفاظ اور تحریر کو دُرست انداز میں لکھنا اور اپنے مافی و ضمیر کے	1. ربط و تسلسل کے ساتھ مضمون (موبائل فون، ٹیب، کمپیوٹر، لیب ٹوپ اور انٹر نیٹ وغیرہ) کی مدد سے متن (نظم و نثر) فہم کے ساتھ پڑھنا۔	VII. شعر پڑھ کر اس کا مفہوم لکھ سکیں۔ VIII. کسی سفر کا مختصر احوال لکھ سکیں۔ IX. نظم کو نثر میں تبدیل کر سکیں۔ X. اشارات یا تصاویر کی مدد سے کہانی لکھ سکیں۔

XI. دوستوں کو دعوت نامہ تحریر کر سکیں۔ XII. دُرست املا لکھ سکیں۔	خوش خط لکھنا۔ 2. رسمی اور غیر رسمی انداز تحریر کے فرق کو مدنظر رکھتے ہوئے قواعد اور ذخیرہ الفاظ کا استعمال کرنا۔ 3. سو تک گنتی اُردو ہندسوں اور لفظوں میں لکھنا اور عددی ترتیب کے ساتھ استعمال کرنا۔	مربوط اظہار کے لیے مختلف طرز ہائے تحریر کا استعمال ۔	
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5.	قواعد/زبان شناسی	قواعد (جملوں کی ساخت/بناوٹ، رموز و اوقاف اور اعراب) کا اپنی تحریر و تقریر میں درست استعمال.	1. تحریر میں زمانہ تلاش کرنا اور اسے دوسرے زمانوں میں تبدیل کرنا. ² 2. واحد جمع، متضاد/مترادف الفاظ، تذکیر و تانیث، سابقے لاحقے اور محاورات کا استعمال. 3. جملوں کی اقسام میں فرق کرنا. 4. حروف کا استعمال کرنا. 5. فعل کو فاعل اور مفعول کی مطابقت سے استعمال کرنا. 6. رموز اوقاف کو پہچان کر درست استعمال کرنا.	XIII. نے اور کو کا صحیح استعمال کر سکیں. ¹
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1. Accessible: https://ncc.gov.pk//SiteImage/Misc/files/2_%20NCP%20English%20PG%201-12.pdf.
 2. Punjab Curriculum and Textbook Board (PCTB) approved textbooks for each primary grades are available at: <https://pctb.punjab.gov.pk/E-Books>.

6. Policy milestones and targets.-

1. By the end of the 2029-30 academic year, all children enrolled in public schools across Punjab will acquire FL skills as specified in this Policy.

Interim milestone: By the end of the 2025-26 academic year, each student enrolled in an educational institute will have undertaken the FL assessment as identified in this Policy.

2. By the end of the 2029-30 academic year, all teachers in primary schools and/or primary portion of a middle, high or higher secondary school will be trained on the delivery of FL skills.

Interim milestone:

- 2.1. By the end of the 2025-26 academic year, at least one teacher from each primary school and/or primary portion of a middle, high or higher secondary school will be trained on the delivery of FL skills.

- 2.2. By the end of the 2027-28 academic year, at least 60% of all primary school teachers will be trained on the delivery of FL skills, including reading and numeracy benchmarks as set by this Policy.

7. Pillars of the Policy.- There are following eight core pillars of FLPP. Each pillar is supported with a list of policy actions.

7.1 Policy Actions: Happy Learning Hour

- 7.1.1 Designating a Happy Learning Hour of FLPP period that may be flexible in its timing, *i.e.* during any time slot as per the choice of teacher and to ensure that it is integrated naturally into the days flow without becoming a burden across all primary schools and/or primary portions of middle, high or higher secondary schools, effective from the academic year 2025-26.
- 7.1.2 The Head Teacher of each primary school and/or primary portion of a middle, high or higher secondary school will be responsible for reflecting one (1) hour of Happy Learning in the timetable covering languages (Urdu and English) and mathematics based on a school specific delivery model.
- 7.1.3 Virtual program-orientation will be given to all head teachers of primary schools and/or primary portion of a middle, high or higher secondary school. The orientation may be scheduled and facilitated by the respective DEA.
- 7.1.4 Targeted learning/reading strategy to be adopted in the Happy Learning Hour *i.e.* students will be sitting in reading groups (based on their current reading level) instead of their grade/class level.

- 7.1.5 Mathematics/basic numeracy skills coverage will take place as collective learning session for all students in each grade.
- 7.1.6 Each school's Head Teacher will be responsible for conducting a rapid diagnostic, and setting schools-specific goals for reading and numeracy improvements on quarterly basis, in consultation with the respective DEA.
- 7.1.7 Efforts will be made by Head teacher with the help of DEAs and community to establish reading corners / in-class libraries in all primary schools.
- 7.1.8 Multigrade teaching for FL: For schools with multigrade teaching and Happy Learning practices, each Head of school will have the flexibility of scheduling the learning hour (including reading and mathematics remediation) in alignment with the existing competency-based groups and/or available time and resources. Respective attached department(s) will be responsible for developing a recommended timetable integrating the one-hour of learning for ease of delivery for the teachers, as well as focused interventions to target skills of all students against the attainment benchmarks for mathematics within the existing daily and weekly academic plan.
- 7.1.9 SED, along with the FL Unit to be notified as part of the Policy (refers to Para 7.6.4), will be responsible for developing a school and district level FL journey engaging all attached departments, to be shared with the DEA for effective roll out.
- 7.1.10 Head Teachers of primary schools will ensure that diagnostic reading and numeracy periodic profile assessments are conducted in all grades up till grade 5. In case, students of grade 4 and/or 5 have more than 40% students not fulfilling the requirements of the benchmarked SLOs as part of this Policy, the Head Teachers will content a reading and numeracy remedial camp in their school, allocating the one hour to FL remediation. In an instance with less than 40% students with basic FL skills as described in the Policy, the delivery plan of remediation of those students will be at the discretion of the Head Teacher.

- 7.1.11 SED, along with the FLU, will be responsible for organizing and conducting a province-wide storytelling festival and a spelling bee competition as part of department's annual activity.
- 7.1.12 A rewards' scheme will be announced by SED for teachers in each district who achieve the set reading and numeracy targets within the specific time frame, based on the province's FL roadmap.

7.2 Policy Actions: Training of Primary School Teachers

- 7.2.1 One teacher from each primary school and/or primary portion of a middle, high or higher secondary school, to be trained on content and pedagogical skills in the first phase of policy roll out.
- 7.2.2 Every primary school teacher will be trained on phonics, basic numeracy and pedagogy (in a phased manner).
- 7.2.3 CPD support for teachers will be delivered by the PECTAA through existing systems and structures established for Primary School Teacher's CPD. PECTAA will be responsible for embedding FL CPD regime (proposed below) in its regular annual calendar.
- 7.2.4 A pool of MTs from the public sector may be set up at the district level to deliver the trainings.
- 7.2.5 PECTAA through District (where applicable) will be responsible for delivering (virtual) refreshers to the primary school teachers covering language and numeracy centric foundational SLOs (identified in Para 5 of FLPP).
- 7.2.6 PECTAA Head Quarter will be responsible for development of the training/refresher content, and District PECTAA will be responsible for delivery and/or enabling guide teachers with the delivery of the refresher sessions.
- 7.2.7 PECTAA will devise and submit a detailed plan of delivery including various modes (virtual, hybrid, recorded content, guides, worksheets) for the effective implementation of this Policy.
- 7.2.8 PECTAA and PMIU E-Training Platform (App and Web Portal) will be upgraded to include indicators and training courses on FL.
- 7.2.9 Head Teachers will be orientated and will be responsible for undertaking teacher evaluation (specific to the delivery of happy learning hour including reading and mathematics) in each school, including filling out the COT and submitting it to the DEA.
- 7.2.10 Language/Reading specific modules (English phonics, Urdu phonics, reading pedagogy, science of reading) to be embedded within existing CPD.

- 7.2.11 Inculcate training delivery and classroom implementation of the training in the existing monitoring regime(s) to review effectiveness consistently, and also use as inputs for teacher trainings' need identification. This requires a review and upgradation of the E-Training Platform to include basic reading and numeracy indicators in the COT, teachers' need identification, and access to real-time data at the tehsil/markaz/AEO level.

7.3 Policy Actions: Foundational Learning Content and Teaching Learning Material

- 7.3.1 PECTAA, under the supervision of SED, will notify three committees, one each comprising language experts (English and Urdu), and the third of Mathematics' experts to review and analyze existing content and the teaching and learning material from various programs/initiatives to put together a quarterly coverage plan for the one hour of learning, including reading-related milestones for English and Urdu, and basic numeracy coverage for Mathematics.
- 7.3.2 Content gaps identified by the three committees will be addressed by the PECTAA being responsible for identifying gaps in training content.
- 7.3.3 The committees will be responsible for the following (up till Grade 3 level competencies):
- Dedicated lesson plans (for an happy learning hour including reading, per reading group, and basic numeracy skills)
 - Reading centric hands-on activities for students and teachers
 - English and Urdu phonics video and audio content (for students and teachers)
 - Storybooks (for teachers and students)
 - Worksheets and workbooks.

7.4 **Policy Actions: Periodic Profile Assessment**

- 7.4.1 Teachers are required to assess the performance of students through “**Periodic Profile Assessment Form**” which needs to be filled monthly or bi-weekly and serve as an alternative to standardized assessment.
- 7.4.2 Adopt, adapt or develop Periodic Profile Assessment Form for holistic assessment of student learning including descriptive feedback and numerical indicators of progress without imposing the pressure of formal examinations, for students enrolled in schools from ECCE till Grade 5.
- 7.4.3 PECTAA will be responsible for developing Periodic Profile Assessment Form including descriptive feedback and numerical indicators of progress, to embed administration of regular data collection on FL indicators in the existing M&E protocols.

7.5 **Policy Actions: Community Engagement and Public-Private Partnership**

For FLPP to be effective at scale, extended support from outside the school can also be leveraged. This includes fostering partnerships with local libraries, public parks, non- governmental organizations, and/or prominent government offices to set up and support storytelling festival(s) at least once in each academic year.

- 7.5.1 Each DEA will be responsible for the delivery of the district-level storytelling festival and a district level inter-school spelling bee each year. DEA will also take the lead in collaboration with local libraries, public parks, non-governmental organizations, and/or prominent government offices.
- 7.5.2 Head Teachers, with guidance and support from the DEA, will form local school level partnerships for executing competitions, setting up of in-school libraries and/or book clubs.
- 7.5.3 Head Teachers will engage parents and community members in conducting regular storytelling sessions as part of regular school activity calendar.
- 7.5.4 Actively form local public-private partnership(s) to inculcate the love and joy of reading in the community (for example engaging local industry, artisans, craftsmen, stores and prominent shops).
- 7.5.5 CLC will be responsible for developing a low-cost in-class libraries’ program for government primary schools, alongside developing an annual calendar of library activities for students and teachers.
- 7.5.6 CLC will organize festivals regularly focusing on hands-on

activities and sessions to enhance FL skills at the CLC venue in Lahore.

7.6 Policy Actions: Implementation Structure and Monitoring Requirements

This Policy is devised based on input from head teachers, teachers, and district education managers to inform the implementation and delivery structures at the school level, including district wise monitoring and evaluation milestones.

- 7.6.1 An authority 'Punjab Education Curriculum Training and Assessment Authority' (PECTAA) under SED will be established.
- 7.6.2 Each school will be administering the diagnostic/baseline assessment within the first month of each academic year, through the Periodic Profile Assessment Form information and sharing the data with the concerned DEA.
- 7.6.3 Each school will be setting up reading and numeracy improvement targets based on the delivery strategy selected and share with their AEO. AEOs, under the supervision of the respective DEAs, will devise plan for in-person visits to schools, effective from August 2024.
- 7.6.4 PMIU & PECTAA will be responsible for devising a detailed plan to integrate the detailed data on school assessment on Punjab's existing SIS. PMIU, along with PEC, will be responsible for conducting regular data analysis and provide evidence for decision making to SED including DEAs.
- 7.6.5 District-level journey milestones will be set by the FLU in collaboration with the SED.
- 7.6.6 A FLU will be set in PMIU with the Programme Director PMIU as the convener.
- 7.6.7 A FLU Steering Committee will be established in SED, with the Special Secretary as the chairperson. The Committee will be responsible for reviewing progress on FL.
- 7.6.8 The FLU will be responsible for embedding FL (reading and numeracy) indicators in the monthly reporting regime. The development of the testing items will be the responsibility of PEC.
- 7.6.9 The FLU will be responsible for regular review, analysis and reporting of data related to FL including reading specific student performance indicators, teacher support needs' and/or school specific performance based on School Journey to the SED's Steering Committee.

7.7 Policy Actions: Oversight and Governance

- 7.7.1 A three-tier governance and oversight mechanism will be put in place effective from the notification of this Policy.

- 7.7.1.1 The Steering Committee will conduct a monthly 'Foundational Learning Stock take' with the FLU and other stakeholders to review the progress on milestones and targets set for the implementation of the FLP.
- 7.7.1.2 The FLU will be providing secretarial and coordination support prior to, during, and post-meetings.
- 7.7.1.3 Each CEO of the DEA, will be responsible to conduct a monthly district-specific stock take where each CEO will be required to share progress against FL targets and school-level journey in the assigned schools with the FLU.
- 7.7.2 FLU, in collaboration with attached departments, will be responsible for devising a detailed implementation and delivery plan pertaining to the overarching guidelines highlighted in Para 8. A template of the implementation plan has been included is Annexed to the Policy.
- 7.7.3 Each AEO/MEA will be responsible for conducting student periodic profile assessments. Protocols and sample size shall be determined by the FLU.
- 7.7.4 PMIU will work with PECTAA to develop assessment on numerical indicators for basic reading and numeracy to be included in the monthly indicators list of the existing real-time monitoring regime. The indicators should be shortlisted and mechanism for data collection to be devised.

7.8 Policy Actions: School Specific Financing

- 7.8.1 School specific budget may be utilized for the purposes, including but not limited to:
 - procurement of teaching and learning material as per school needs identified by the Head Teacher;
 - contribution to school level festival;
 - setting up of a library or book club; and
 - any other school specific need that arises to ensure a conducive learning environment.

8. Policy Review Process and Timeline.-

The FLP will be reviewed as per policy review process (mentioned in the Foundational Learning Policy Framework 2024), every two years from the date of the notification of the Policy. SED will be responsible for facilitating the FLP review ensuring consultation from attached departments, school heads, primary school teachers, and external stakeholders.

9. Responsibility Matrix.-

Following are the major responsibilities of the authorities under SED:

Sr. No.	Authority	Responsibilities
1.	Steering Committee (SED)	Conduct a monthly 'Foundational Learning Stock take' with the FLU and other stakeholders to review the progress on milestones and targets.
2.	Programme Monitoring and Implementation Unit (PMIU)	- Embedding the administration of FL indicators in the monthly inputs from school level data. - Collate and monitor FL data (school-based and external assessment). - Extend the support of ITSP including app to embed FL related indicators and training. - Establish the FLU. - Any other task mentioned in the Policy.
3.	Foundational Learning Unit (FLU)	- Facilitate the scheduling of the monthly Stock take by the Steering Committee. - Develop school level FL journey (including step-wise milestones). - Develop district and departmental level FL journey/milestones. - Facilitate the development of FLPP implementation plan along with attached departments. - Regularly coordinate with civil society organizations to seek updates on FL programs being implemented across Punjab. - Any other task mentioned in the Policy.
4.	Deputy Director Monitoring (SED) and Deputy Director M&E (PMIU)	- Develop district level monitoring plan for the roll out of the FLP. - Provide monthly insights to the SED, including FLU, to improve the systemic roll out and implementation of the FLP. - Any other task mentioned in the Policy.

5.	Punjab Education Curriculum Training and Assessment Authority (PECTAA)	▪ Development of training material based on content knowledge and pedagogical skills related to basic literacy and numeracy skills. ▪ Development of student and teacher support material <i>i.e.</i> lesson plans and worksheets for effective teaching in the classroom. ▪ Training of Primary School Teachers on above mentioned developed content. ▪ Embedding FL pedagogical skills (literacy and numeracy skills) as part of induction training programs. ▪ Embed FL content and pedagogical skills in the existing CPD delivery model. ▪ Delivery of the following through districts: ○ Head teacher, AEOs and focal person orientation (Virtually). ○ Teacher training (virtual/blended/in-person). ○ CPD support (virtual refresher). ▪ Development of FL school-based Periodic Profile Assessment Form for diagnostic of students. ▪ Adopt, adapt or develop FL-specific diagnostic assessment. ▪ Share assessment plan and item bank for assessment by MEAs. ▪ Support PMIU in embedding FL related indicators in existing monitoring and school level data collection exercises. ▪ Conduct a review of existing content (specific to the SLOs notified as part of this Policy) and identify content and curriculum gaps. ▪ Formulate three committees to prescribe additional content/material required to cover the gap in content identified. ▪ Any other tasks mentioned in the Policy.
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6.	Punjab Education Foundation (PEF)	▪ Ensuring the roll out of FL components as laid out in the Policy in each primary school and/or primary portion of a middle, high or higher secondary school of the PEF partner schools. ▪ Training of teachers on the content/packages developed by PECTAA. ▪ Develop an M&E protocol for in-person monitoring and external assessment (sample based) on FL indicators. ▪ Any other tasks mentioned in the Policy.
7.	Children Library Complex (CLC)	▪ Extend technical support (in the form of guidelines for intellectual and instructional support) to developing an in-class libraries' program for primary schools. ▪ Conduct regular storytelling sessions at CLC Complex for government school students and teachers. ▪ Train teachers on storytelling skills (in-person at CLC Complex and virtual training for other districts via Zoom). ▪ Organize FL festivals and/or hands-on activities for primary schools/sections at CLC complex. ▪ Develop protocols and guidelines for primary school teachers to establish book clubs for primary grades. ▪ Any other tasks mentioned in the Policy.
8.	District Education Authorities (DEA)	▪ Conduct district level monthly stock take (with AEOs and school heads) and provide updated data to the FLU for presentation and discussion at the bi-monthly Stock take by the Steering Committee. ▪ Foster local partnerships to deliver annual Reading Competition and Spelling Bees at the district level. ▪ Enhanced coordination with schools to extend support for smooth delivery of reading/learning targets. ▪ Ensure close coordination with Head Teachers to help them execute school level festivals and competition.

		▪ Liaison with district level state functionaries to create opportunities for schools and community to help promote reading culture via public private partnerships. ▪ Any other tasks mentioned in the Policy.
9.	Government Primary School or Primary portion of Elementary, High and Higher Secondary School	▪ Reflect happy learning hour in the timetable, at the convenient time covering languages and mathematics based on a school specific delivery model. ▪ Conduct a rapid diagnostic assessment through periodic profile assessment form methodology. ▪ Setting up school specific learning-targets in collaboration with the CEO. ▪ If required, configure a reading and numeracy remedial camp in their school. ▪ Ensure delivery of all components of the FL School Journey throughout the academic year. ▪ Head Teachers will be responsible for undertaking teacher evaluation. ▪ Identify and create opportunities for teachers' capacity building. ▪ Form partnerships in collaboration with the DEA. ▪ Engage parents and community members. ▪ Any other tasks mentioned in the Policy.

Annex: Sample implementation plan matrix

Detailed implementation plan and strategies will be prepared by the Foundational Learning Unit, in consultation with the attached departments.

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