

Syllabus

English Group Classes

“Buds” (6-9 yrs.)

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Snapshot

- **Primary focus:** Developing confident English communication skills through listening, speaking, reading, and writing. Lessons aim to strengthen foundational skills while introducing more structured learning activities to challenge and engage students.
- **Target learners:** Children aged 6–9 years old who have completed the “Sprouts” program or have a similar level of proficiency in English.
- **Schedule:** 1 weekly 60-minute session.
- **Duration:** “Buds” 1: 38 weeks; “Buds” 2: 38 weeks; “Buds” 3: 38 weeks.
- **Exam prep focus:** No.
- **Approximate CEFR Level:** Pre-A1 to A1+.

Summary

The “Buds” program builds on the foundational skills developed in the “Sprouts” program. At this stage, children will continue to expand their vocabulary and work on more complex sentence structures. They will strengthen their reading and writing skills while developing fluency and comprehension through engaging and interactive lessons. The program encourages confidence in communication, teamwork, and independent learning, all while maintaining a fun and motivating environment.

Pre-Requisites

To enroll in the “Buds” program, children should:

- Have completed the “Sprouts” program or demonstrate an equivalent level of English proficiency.
- Be able to:
 - Recognize and produce at least 50–70 basic English words or phrases (e.g., animals, colors, greetings, simple actions).
 - Follow simple instructions and questions in English (e.g., “Stand up,” “What is this?”).
 - Participate actively in group activities and role-play scenarios.

Goals

The “Buds” English Program is designed to:

- Expand children’s vocabulary and introduce more complex sentence structures.
- Strengthen reading and writing skills, including decoding, spelling, and early sentence composition.

- Develop listening and speaking fluency through interactive activities, storytelling, and role-playing.
- Foster confidence in using English to communicate about a wider range of topics, such as hobbies, routines, and experiences.
- Encourage teamwork, classroom participation, and independent learning skills.

Program Levels

The “Buds” program is divided into three sub-levels to accommodate the developmental and linguistic needs of children aged 6–9 years old:

“Buds” 1 (Ages 6–7)

- Focus: “Buds” 1 provides a bridge between “Sprouts” and more advanced language skills. Lessons focus on reinforcing foundational skills while introducing early reading and writing tasks.
- Content: Vocabulary is centered on everyday topics such as family, classroom objects, and animals. Activities involve basic phonics, blending sounds, and forming simple sentences.
- Social skills: “Buds” 1 encourages confidence in group settings, turn-taking, and classroom routines.

“Buds” 2 (Ages 7–8)

- Focus: “Buds” 2 builds upon the skills acquired in “Buds” 1 by introducing longer sentences, early story reading, and independent writing of simple sentences.
- Content: Vocabulary grows to include topics like hobbies, daily routines, and weather. Writing tasks focus on spelling practice and forming short paragraphs.
- Social skills: “Buds” 2 fosters collaboration in group activities and introduces more structured classroom discussions.

“Buds” 3 (Ages 8–9)

- Focus: “Buds” 3 prepares children for the transition to the “Blooms” program. Lessons focus on fluency in speaking, comprehension of short stories, and independent writing of short compositions.
- Content: Vocabulary expands to include descriptions, emotions, and storytelling. Writing tasks involve sentence expansion and short creative writing activities.
- Social skills: “Buds” 3 encourages leadership in group work and confidence in expressing ideas.

Content

The “Buds” program focuses on developing children’s listening, speaking, reading, and pre-writing skills with an approximate focus on each skill as follows:

Skill	% Focus
Speaking	30%: Practicing conversations, answering questions, and role-playing real-life scenarios.
Listening	30%: Understanding songs, instructions, and short passages or dialogues.
Reading	20%: Developing phonics, decoding skills, and reading comprehension of simple sentences and stories.
Writing	20%: Spelling practice, sentence writing, and early paragraph composition.

Vocabulary and Themes:

The program introduces vocabulary in structured and engaging ways while exploring broader themes to provide meaningful context for language learning.

Vocabulary	Themes
Animals: wild animals (lion, elephant), farm animals (cow, chicken), pets (dog, cat).	Nature and Environment: Plants, animals, weather, and seasonal changes.
Numbers: ordinal numbers (first, second), counting numbers (1–50).	Daily Life and Routines: Morning routines, school activities, and bedtime.
Colors and Shapes: primary and secondary colors, basic shapes (circle, square, triangle).	Community and Jobs: Occupations (doctor, teacher, firefighter) and places in the community (hospital, school, park).
Food: fruits (apple, orange, banana), vegetables (carrot, broccoli), snacks (bread, milk, cheese).	Celebrations and Culture: Festivals, holidays, birthdays, and traditions.
Clothing: shirt, pants, jacket, shoes, hat.	Travel and Transportation: Modes of transport (bus, car, train, airplane).

Actions: verbs (run, jump, dance, read, write, draw).

Body Parts: head, arms, legs, feet, fingers.

Time: days of the week, months of the year, telling time (morning, afternoon, evening).

Classroom Objects: desk, chair, pencil, eraser, book.

Prepositions: in, on, under, over.

Feelings and Emotions: Happy, sad, excited, scared, tired.

Friendship and Family: Relationships, teamwork, and sharing.

Exploration and Adventure: Traveling, discovering new places, and imaginative play.

Weather and Seasons: Sunny, rainy, windy; spring, summer, autumn, winter.

Storytelling and Creativity: Narratives, characters, and imaginative scenarios.

Methodology and Activities

The “Buds” program uses an interactive approach, combining structured activities with play-based learning:

- Songs and Chants: Reinforce vocabulary and sentence structures with repetition and rhythm.
- Storytelling and Reading: Age-appropriate stories to develop listening and reading comprehension.
- Games: Interactive language games such as word bingo, letter hunts, and board games.
- Role-Play: Real-life scenarios like shopping, visiting a park, or introducing friends.
- Writing Tasks: Spelling practice, sentence writing, and short creative writing tasks.

Learning Outcomes

By the end of the program, children will have:

1. Listening: Understood and followed multi-step instructions, short stories, and dialogues.
2. Speaking: Used expanded vocabulary and sentence structures to talk about familiar topics and experiences.
3. Reading: Decoded and read short sentences and stories with comprehension.
4. Writing: Written simple sentences, short paragraphs, and creative tasks with guidance.

Assessment Criteria

Teachers will evaluate:

- Listening and Speaking: Participation and fluency in interactive activities.
- Reading: Progress in decoding, phonics, and comprehension tasks.

- Writing: Accuracy in spelling, sentence formation, and early paragraph writing.
- Engagement: Confidence, enthusiasm, and teamwork during lessons.

Progression Criteria

To progress from the “Buds” program to the next level (“Blooms”), children should:

- Use complete sentences (e.g., “I went to the park,” “My favorite color is blue”) and demonstrate a vocabulary of at least 100–150 words.
- Read and comprehend short stories or passages.
- Write simple sentences and short paragraphs independently.
- Actively participate in group discussions and collaborative activities.

Materials

The program uses a variety of materials to create an interactive and engaging learning environment, including:

- Flashcards and word cards.
- Age-appropriate storybooks and readers.
- Audio resources and songs.
- Writing practice and vocabulary sheets
- An appropriate coursebook (to be determined)
- Props and toys for role-playing.

About the Instructors

Our “Buds” program is taught by experienced instructors who specialize in teaching children aged 6–9. They create a fun, supportive environment that encourages curiosity and confidence, ensuring students achieve their fullest potential.

IH CLIENT PROMISE

Realise your aspirations and open new horizons by learning with International House in a positive and enjoyable environment.

- ✦ We will help you learn and progress by designing well-structured courses and educational support services.
- ✦ Before enrolling we will listen to your needs and give you guidance on choosing the right course. This may involve a language level test and an interview.
- ✦ You will be given clear and accurate information about all aspects of your course, examination or other service.
- ✦ You will be taught by qualified teachers or trainers, who regularly receive up to date professional development. Younger learners will be taught by teachers trained to meet their specific needs.
- ✦ Your course will be supervised by skilled educational managers who will make sure the content is up to date, the school has the right resources, and whose goal is to help you have a positive experience.
- ✦ Your learning will be regularly assessed during your course to help you progress. You will have opportunities to discuss how to improve.
- ✦ You will be encouraged to give us feedback so we can continue to improve while you are still studying with us.
- ✦ Diversity is celebrated at International House and we are committed to treating everybody fairly and equally.



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