ACKNOWLEDGEMENTS

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- Great Zimbabwe University: Department of African Languages and Literature
- Publishers
- United Nations Children’s Emergency Fund (UNICEF)
- United Nations Educational Scientific Cultural Organisation (UNESCO)
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1.0 PREAMBLE

1.1 Introduction
The Grade 3-7 Syllabus for Foreign Languages (Chinese, French, Kiswahili and Portuguese) is designed to introduce a Foreign Language base for Junior level and develop communicative and functional skills for learners. It takes into account the importance of Foreign Languages as a communicative tool for cultural, religious, social and economic development. The syllabus recognises the use of a Foreign Language as a tool for inclusivity that encourages learners to appreciate diversity and differences. This promotes learners to be competent citizens of the global village. The syllabus seeks to promote Unhu/Ubuntu/Vumunhu among learners through the selection of appropriate learning materials and ICTs.

1.2 Rationale
This syllabus encourages the use of learner centred and interactive activities that enable learners to develop and understand linguistic concepts and their usage in everyday life. Being global languages they offer learners an opportunity to communicate in a variety of situations such as: business and entrepreneurship, arts and culture, science and technology. The Foreign Languages are central in the economic development of any given country. These Foreign Languages help learners to develop understanding and communication skills that are necessary for meaningful and active participation in society and the global village. These are:
- Enterprise development
- Empowerment
- Intercultural communication and exchange of ideas
- Creativity and innovation
- Problem solving
- Critical thinking
- Decision making
- ICT
- Conflict management
- Leadership
- Self-management

1.3 Summary of Content
The Foreign Languages syllabus emphasises the learning and teaching of the four macro learning skills namely; listening, speaking, reading and writing as well as numeracy skills. The teaching and learning of visual, manual and tactile skills is emphasised so as to accommodate learners with diverse learning needs.

1.4 Assumptions
The learning and teaching of Foreign Languages at this level assumes that the learners:
- have a functional knowledge of an Indigenous Language and English
- have an interest in learning a Foreign Language
- are capable of learning a Foreign Language
- are capable of using skills acquired in learning English in the learning of a Foreign Language

1.5 Cross-Cutting Themes
In teaching and learning of Foreign Languages, the following cross-cutting themes should be taken into consideration through listening, speaking, reading and writing:
- Gender
- Collaboration
- Disaster Risk Management
- Heritage Studies
- Rights and responsibilities
- Child Protection
- Enterprise
- Health issues such as HIV and AIDS and other chronic diseases
- Environmental Issues
- Digital literacy
- The Constitution of Zimbabwe
2.0 PRESENTATION OF THE SYLLABUS

The Grades 3-7 Foreign Languages syllabus is presented as a single document that emphasises the teaching of the four macro skills as well as numeracy skills.

3.0 AIMS

The syllabus should enable learners to:

3.1 acquire and develop the four macro-skills which are: listening, speaking, reading and writing in Foreign Languages with emphasis on visual and manual skills.

3.2 express themselves freely in a variety of situations.

3.3 develop an awareness of the importance of the target language in the context of Zimbabwe’s economic, scientific and cultural realm with SADC, AU and the international community.

3.4 appreciate other people’s language, culture, religion and socio-economic environment.

3.5 develop transferable skills, (Soft Skills) such as; problem solving and drawing of inferences.

3.6 appreciate the target language as a means of communication in the global village.

3.7 relate Unhu/Ubuntu/Vumunhu to cultural values of other countries.

4.0 SYLLABUS OBJECTIVES

By the end of the junior course learners should be able to:

4.1 listen attentively for communication.

4.2 reproduce sounds in the target language well enough for a native speaker to understand.

4.3 read a variety of Foreign Language texts for comprehension purposes.

4.4 write accurately in a Foreign Language observing use of accents where necessary.

4.5 communicate needs, emotions and feelings in formal and informal situations.

4.6 respond to brief and direct questions as well as instructions.

4.7 utilise ICTs in aspects of learning, speaking, reading and writing.

4.8 demonstrate Unhu/Ubuntu/Vumunhu in both written and spoken discourse in relation to appropriate use of register.

4.9 initiate conversations.

5.0 METHODOLOGY

In this syllabus, the functional communicative approaches in teaching Foreign Languages are used. Through this approach, language forms and structures are to be taught within relevant cultural, social and economic contexts. The participatory approach where learners are involved in problem solving, collaborative and critical thinking activities are encouraged.

The following teaching methods are recommended:

- Communicative language teaching
- Demonstration
- Discussion
- Individual and group presentation
- Videos and films
- Games and quizzes
- Diorama
- Models/resource persons
- Drama
- Song and dance
- Role play
- Poem recitation
- E-Learning
Foreign Languages Junior (Grade 3 - 7) Syllabus

- Animation
- Puppetry
- Cultural immersion

5.1 Time Allocation

For effective teaching of Foreign Languages at this level, a time of 3-4 periods of 30 minutes per week is recommended.

6.0 SKILLS

The learning and teaching of the Foreign Languages will focus on the following macro skills and their sub-skills:

- Listening/Signing
- Speaking/Signing
- Reading/Brailing
- Writing/Brailing
7.0 **SCOPE AND SEQUENCE**

7.1 **SKILL 1: LISTENING/ SIGNING**

<table>
<thead>
<tr>
<th>Sub skill</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
</table>
| Listening comprehension | - Commands or instructions  
- Dictation and spelling  
- Messages                      | - Commands or instructions  
- Dictation and spelling  
- Messages                      | - Commands or instructions  
- Dictation and spelling  
- Messages  
- Directions                | - Short stories  
- True/False responses  
- Syllable stress            | - Short stories  
- True/False responses  
- Syllable stress            |
| Oral instructions    | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             |
| Sounds and sources   | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             | - Sounds  
- Animals  
- Voices of people  
- Musical instruments  
- drums  
- guitar  
- jingles             |
| Giving Yes/ No responses | - Yes, or No responses  
- Tones and intonation  
- Pronunciation             | - Yes, or No responses  
- Tones and intonation  
- Pronunciation             | - Yes, or No responses  
- Tones and intonation  
- Pronunciation             | - Yes, or No responses  
- Tones and intonation  
- Pronunciation             | - Yes, or No responses  
- Tones and intonation  
- Pronunciation             |
# 7.2 SKILL 2: SPEAKING / SIGNING

<table>
<thead>
<tr>
<th>Sub skill</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonic sounds</td>
<td>• Phonic sounds&lt;br&gt;Vowels&lt;br&gt;-Consonants&lt;br&gt;-Tones and Accents&lt;br&gt;-Syllables&lt;br&gt;Phonic alphabet</td>
<td>• Phonic sounds Vowels&lt;br&gt;-Consonants&lt;br&gt;-Tones and Accents&lt;br&gt;-Syllables&lt;br&gt;Phonic alphabet</td>
<td>• Phonic sounds&lt;br&gt;Vowels&lt;br&gt;-Consonants&lt;br&gt;-Tones and Accents&lt;br&gt;-Syllables&lt;br&gt;Phonic alphabet</td>
<td>• Phonic sounds&lt;br&gt;Vowels&lt;br&gt;-Consonants&lt;br&gt;-Tones and Accents&lt;br&gt;-Syllables&lt;br&gt;Phonic alphabet</td>
<td>• Phonic sounds&lt;br&gt;Vowels&lt;br&gt;-Consonants&lt;br&gt;-Tones and Accents&lt;br&gt;-Syllables&lt;br&gt;Phonic alphabet&lt;br&gt;Poems</td>
</tr>
<tr>
<td></td>
<td>• Verbal greetings&lt;br&gt;Likes&lt;br&gt;Words&lt;br&gt;Songs&lt;br&gt;Jingles</td>
<td>• Verbal greetings&lt;br&gt;Likes&lt;br&gt;Words&lt;br&gt;Songs&lt;br&gt;Jingles</td>
<td>• Verbal greetings&lt;br&gt;Likes&lt;br&gt;Words&lt;br&gt;Songs&lt;br&gt;Jingles</td>
<td>• Verbal greetings&lt;br&gt;Likes&lt;br&gt;Words&lt;br&gt;Songs&lt;br&gt;Jingles</td>
<td>• Phonic alphabet&lt;br&gt;Poems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Songs&lt;br&gt;Questions&lt;br&gt;Dialogue</td>
<td>• Songs&lt;br&gt;Questions&lt;br&gt;Dialogue</td>
<td>• Songs&lt;br&gt;Questions&lt;br&gt;Dialogue</td>
<td>• Songs&lt;br&gt;Questions&lt;br&gt;Dialogue&lt;br&gt;Phonic alphabet</td>
<td>• Songs&lt;br&gt;Questions&lt;br&gt;Dialogue&lt;br&gt;Phonic alphabet</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

- **Sub skill** refers to the specific skill level within the speaking/signing category.
- **Grade** refers to the specific grade level within the skill.
- **Phonic sounds** include various linguistic elements such as vowels, consonants, tones, accents, and syllables.
- **Verbal greetings** encompass greetings in different forms such as likes, words, and songs.
- **Oral communication** involves songs, jingles, and questions in dialogue format.
### 7.3 SKILL 3: READING/BRAILLING

<table>
<thead>
<tr>
<th>Sub skill</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
</table>
| **Introduction to reading** | - Phonic alphabet
- Picture reading
- Numeric skills
- Punctuation marks:
  - Capital letters
  - Full stop
  - Comma
  - Questions mark
- Word meaning
- Word translation | - Phonic alphabet
- Word to picture matching
- Numeric skills
- Punctuation marks:
  - Capital letters
  - Full stop
  - Comma
  - Questions mark
| - Phonic words
- Word to picture matching
- Numeric skills
- Punctuation marks:
  - Capital letters
  - Full stop
  - Comma
  - Questions mark | - Phonic words
- Word to picture matching
- Numeric skills
- Punctuation marks:
  - Capital letters
  - Full stop
  - Comma
  - Questions mark | - Reinforcement of phonic words
- Numeric skills
- Punctuation marks:
  - Capital letters
  - Full stop
  - Comma
  - Questions mark |
| **Referencing skills** | - Picture dictionary
- Internet
- Atlas | - Picture dictionary
- Internet
- Atlas | - Picture dictionary
- Internet
- Pictorial encyclopaedia | - Word dictionary
- Internet
- Pictorial encyclopaedia | - Word dictionary
- Internet
- Pictorial encyclopaedia |
# 7.4 SKILL 4: WRITING/BRAILLING

<table>
<thead>
<tr>
<th>Sub skill</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
</table>
| Spellings and word formation | • Phonic sounds  
• Word building  
• ICT writing skills | • Join letters/characters to form words  
• Spellings and word formation  
• ICT writing skills | • Consolidation of writing skills learnt in previous grades  
• Spellings and word formation  
• ICT writing skills | • Grammatical structures such as nouns, pronouns, verbs and prepositions  
• Spellings and word formation  
• ICT writing skills | • Spellings and word formation  
• ICT writing skills |
| Sentence construction | • Sentences  
• Subject + verb  
• Scrambled sentences | • Phonic words  
• Words and phrases | • Phrase construction:  
- Sentences  
- Conjunctions  
- Articles  
- Punctuation  
• Grammatical structures such as nouns, verbs, prepositions and adjectives in sentences  
• Joining letters to form words, phrases and sentences | • Phrase construction:  
- Sentences  
- Conjunctions  
- Articles  
- Punctuation  
• Grammatical structures such as nouns, verbs, prepositions and adjectives in sentences  
• Joining letters to form words, phrases and sentences | • Phrases and sentences  
- Conjunctions  
- Articles  
- Punctuation  
• Grammatical structures such as nouns, pronouns, verbs and prepositions in sentences and paragraphs  
• Joining letters to form words, phrases and sentences |
### SKILL 4: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>Sub skill</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition writing</td>
<td></td>
<td></td>
<td><strong>Descriptive</strong></td>
<td><strong>Paragraph writing</strong></td>
<td><strong>Picture compositions</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Short sentence</td>
<td>- Creative writing</td>
<td>- Personal notes for study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Guided compositions</td>
<td>- Picture writing</td>
<td>- Paragraph writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Letter writing</td>
<td>- Guided compositions</td>
<td>- Punctuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Paragraph writing</td>
<td>- Letter writing</td>
<td>- Creative writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Free writing</td>
<td>- Messages</td>
<td>- Descriptive writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Picture compositions</td>
<td>- e-mails</td>
<td>- Picture writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- messages</td>
<td>- Dialogue</td>
<td>- Guided compositions</td>
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<td>- Letter writing</td>
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<td>- Messages</td>
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<td>- e-mails</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>- Dialogues</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
<td><strong>Comprehension questions and answers</strong></td>
<td><strong>Comprehension questions and answers</strong></td>
<td><strong>Comprehension questions and answers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- True/ False questions</td>
<td>- True/ False questions</td>
<td>- True/ False questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Multiple choice questions</td>
<td>- Multiple choice questions</td>
<td>- Multiple choice questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Fill in questions</td>
<td>- Fill in questions</td>
<td>- Fill in questions</td>
</tr>
<tr>
<td>Numeracy</td>
<td><strong>Numbers</strong></td>
<td><strong>Numbers</strong></td>
<td><strong>Numbers</strong></td>
<td><strong>Numbers</strong></td>
<td><strong>Numbers</strong></td>
</tr>
<tr>
<td></td>
<td>- Days of the week</td>
<td>- Days of the week</td>
<td>- Dates</td>
<td>- Dates</td>
<td>- Dates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Months of the year</td>
<td>- Time</td>
<td>- Age</td>
</tr>
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<td></td>
<td></td>
<td>- Time</td>
</tr>
</tbody>
</table>
### 8.0 COMPETENCY MATRIX

#### 8.1 GRADE 3 SKILL 1: LISTENING / SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Animal and object sounds | • identify different sounds in the immediate environment | • People, animals, vehicles and object sounds | • Listening to different sounds  
• Imitating the sounds  
• Distinguishing two to three different sounds produced at the same time  
• Matching the object/animal to the sound | • ICT tools  
• Musical instruments  
• Sounds from the environment  
• Puppetry |
| Sounds and sources   | • match different sounds with their sources | • People, animal, vehicle and object sounds | • Stating the sources of the sounds  
• Producing sounds using different objects  
• Linking different sounds to their sources  
• Identifying sounds from pre recordings | • ICT tools  
• Musical instruments  
• Sounds from the environment  
• Diorama |
| Voices of people     | • listen to voices of different people  
• name the owner of the voice  
• imitate voices of different people | • Learners, teachers and other people’s voices | • Paying attention to different voices  
• Stating the owners of the voices  
• Imitating voices of different people  
• Identifying artists by their voices  
• Recording of classmates and famous artists’ voices | • ICT Tools  
• Resource person |
| Musical instruments  | • name musical instruments  
• play musical instruments  
• identify instruments by their sound | • Instruments and their sounds | • listing different musical instruments  
• Demonstrating how to play musical instruments  
• Linking sound to musical instrument | • Musical instruments  
• ICT tools  
• Print media |
### 8.2 GRADE 3/SKILL 2: SPEAKING/ SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonic sounds</strong></td>
<td>• articulate phonic sounds accurately</td>
<td>• Phonic sounds</td>
<td>• Articulating phonic sounds</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• pronounce and phrases correctly</td>
<td>• Vowel</td>
<td>• Playing games expressing phonic sounds</td>
<td>• Songs</td>
</tr>
<tr>
<td></td>
<td>• match the consonant with letter symbol</td>
<td>• Consonants</td>
<td>• Practising phonic sounds</td>
<td>• Rhymes and jingles</td>
</tr>
<tr>
<td></td>
<td>• match the vowel with the letter symbol</td>
<td>• Tones and accents</td>
<td>• Recognising phonic sounds</td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syllables</td>
<td>• Singing songs with similar consonant sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phonic alphabet</td>
<td>• Repeating words and phrases</td>
<td></td>
</tr>
</tbody>
</table>

| Interpersonal communication | • exchange informal verbal greetings                                                                    | • Greetings | • Exchanging greeting                                                                 | • puppets                                  |
|                             | • say names, contact number and home addresses                                                          | • Likes     | • Presenting self                                                                 | • ICT tools                                |
|                             | • express likes and dislikes                                                                           | • Words     | • Expressing likes                                                                 | • Pictures                                 |
|                             | • develop interpersonal communication in real life situations                                            | • Songs     | • Practicing pronunciation                                                                 | • Flash cards                             |
|                             |                                                                                                        | • Jingles   |                                                                                       | • Games                                   |
|                             |                                                                                                        |             |                                                                                       | • Talking books                           |

| Oral communication         | • name objects in their immediate environment                                                          | • Songs     | • Naming objects                                                                 | • Objects within the environment          |
|                             | • ask Yes/ No questions                                                                                 | • Jingles   | • Asking Yes/ No questions                                                                 | • Flash cards                             |
|                             | • sing jingles and rhymes                                                                               | • Alphabet  | • responding to Yes/ No question                                                                 | • Sentence strips                        |
|                             | • follow classroom instructions                                                                        | • Questions | • Singing jingles and songs                                                                 |                                           |
|                             | • conduct dialogues                                                                                     | • Dialogue  | • Responding to instructions correctly                                                                 |                                           |
|                             |                                                                                                        |             | • Role playing situations                                                                 |                                           |
### 8.3 GRADE 3/SKILL 3: READING/ BRAILLING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to reading</td>
<td>- articulate phonic alphabet&lt;br&gt;- read phonic alphabet&lt;br&gt;- pronounce words correctly&lt;br&gt;- observe punctuation rules&lt;br&gt;- recall word meanings&lt;br&gt;- read pictures&lt;br&gt;- translate phrases and words&lt;br&gt;- count numbers</td>
<td>- Phonic Alphabet&lt;br&gt;- Word meanings&lt;br&gt;  - Words and phrases&lt;br&gt;  - Picture reading&lt;br&gt;  - Punctuation&lt;br&gt;  - capital letters&lt;br&gt;  - comma&lt;br&gt;  - full stop&lt;br&gt;  - question mark&lt;br&gt;  - Numeric skills&lt;br&gt;  - numbers 1-10&lt;br&gt;  - Word translation</td>
<td>- Reading the phonic alphabet&lt;br&gt;- Singing the phonic alphabet&lt;br&gt;- Reading pictures&lt;br&gt;- Identifying phonic sounds&lt;br&gt;- Naming objects&lt;br&gt;- Articulating phonic alphabet&lt;br&gt;- Recognising punctuation marks&lt;br&gt;- Counting numbers&lt;br&gt;- Translation words and phrases</td>
<td>- Word lists&lt;br&gt;- Flash cards&lt;br&gt;- ICT tools&lt;br&gt;- Braille texts&lt;br&gt;- Print media&lt;br&gt;- Talking book&lt;br&gt;- Abacus&lt;br&gt;- Objects</td>
</tr>
<tr>
<td>Referencing</td>
<td>- apply reference skills for various purposes</td>
<td>- Picture dictionary&lt;br&gt;- Internet&lt;br&gt;- Atlas&lt;br&gt;- Maps</td>
<td>- Finding information from a picture dictionary, internet, maps and atlases</td>
<td>- ICT tools&lt;br&gt;- Picture dictionary&lt;br&gt;- Atlas&lt;br&gt;- Maps</td>
</tr>
</tbody>
</table>
## 8.4 GRADE 3 SKILL 4: WRITING / BRAILLING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Spelling and word formation | • write the phonic Alphabet  
• construct words  
• use ICT tools                                                                 | • Phonic sounds  
• Word building | • Transcribing word and phrases  
• Spelling written words correctly  
• Writing using ICT tools  
• Participating in the Spelling Bee | • ICT tools  
• Flash cards  
• Games  
• Charts  
• Puzzles |
| Sentence construction     | • identify the sentence pattern (Subject + Verb)  
• create sentences                                                                 | • Sentences  
• Subject + Verb:  
• *I dance.*  
• *Je danse.*  
• *Eu danço.*  
• *Yo baile.*  
• Scrambled sentences | • Constructing sentences  
• Re-arranging scrambled sentences | • ICT tools  
• Flash cards  
• Games  
• Chats  
• Puzzles |
| Numeracy                  | • write numbers  
• write days of the week                                                                                   | • Numbers  
• Days of the week | • Writing numbers  
• Writing days of the week | • Print media  
• Talking books  
• Tools  
• Slate and stylus  
• Counters  
• Abacus |
## 8.1 GRADE 4/SKILL 1: LISTENING/SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Sounds and sources | • match different sounds with their sources  
• name musical instruments  
• identify voices of people  
• play musical instruments  
• identify instrument by their sounds | • Sounds  
- people,  
- animals  
- objects  
• Musical Instruments  
- drums  
- guitar  
- jingles | • Producing sounds using different objects  
• Linking different sounds with their sources  
• Identifying sounds from pre-recordings  
• Stating different musical instruments  
• Demonstrating how to play musical instruments | • ICT tools  
• Musical instruments  
• Sounds from the environment  
• Pictures |
| Oral Instructions | • listen carefully to instructions  
• follow a series of instructions | • Commands and instructions such as:  
- Do your homework  
- Go to bed,  
- Brush your teeth  
• Dictation and spellings  
• Messages | • Giving instructions  
• Practising routine instructions  
• Following instructions  
• Writing what they have heard  
• Spelling words correctly  
• Playing message games | • Instruction cards  
• Variety of objects  
• Computer games |
| Giving Yes/No Responses | • ask Yes/ No questions  
• answer Yes/ No questions  
• recognise correct tone and intonation | • Yes/ No questions  
• Tones and intonation  
• Pronunciation | • Constructing Yes/ No questions  
• Playing Yes/ No games  
• Responding to Yes/No questions  
• Imitating correct tone and intonation | • Picture cards  
• Computer games |
### 8.2 GRADE 4/SKILL 2: SPEAKING/SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonic sounds</td>
<td>• articulate phonic sounds accurately</td>
<td>• Phonic sounds:</td>
<td>• Articulating phonic sounds</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• pronounce words and phrases correctly</td>
<td>- Vowels</td>
<td>• Playing games expressing phonic sounds</td>
<td>• Songs</td>
</tr>
<tr>
<td></td>
<td>• match the consonant with letter symbol</td>
<td>- Consonants</td>
<td>• Practising phonic sounds</td>
<td>• Rhymes and jingles</td>
</tr>
<tr>
<td></td>
<td>• match the vowel with the letter symbol</td>
<td>- Tones and accents</td>
<td>• Recognising phonic sounds</td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Syllables</td>
<td>• Singing songs with similar consonant sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phonic alphabet</td>
<td>• Repeating words and phrases</td>
<td></td>
</tr>
<tr>
<td>Interpersonal communication</td>
<td>• exchange informal verbal greetings</td>
<td>• Greetings</td>
<td>• Exchanging greetings</td>
<td>• puppets</td>
</tr>
<tr>
<td></td>
<td>• say names, contact number and home addresses</td>
<td>• Likes</td>
<td>• Presenting self</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• express likes</td>
<td>• Words</td>
<td>• Expressing likes</td>
<td>• Pictures</td>
</tr>
<tr>
<td></td>
<td>• develop interpersonal communication in real life situations</td>
<td>• Songs</td>
<td>• Practising pronunciation</td>
<td>• Flash cards</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• name objects in their immediate environment</td>
<td>• Jingles</td>
<td></td>
<td>• Games</td>
</tr>
<tr>
<td></td>
<td>• ask Yes/No questions</td>
<td>• Phonic alphabet</td>
<td></td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td>• sing jingles and rhymes</td>
<td>• Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• follow classroom instructions</td>
<td>• Dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• conduct dialogues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTENT (Knowledge, Skills and Attitudes)</td>
<td>SUGGESTED LEARNING ACTIVITIES</td>
<td>SUGGESTED RESOURCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonic alphabet</strong></td>
<td>Reading the phonic alphabet</td>
<td>Word lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word meanings</strong></td>
<td>Reading the phonic alphabet</td>
<td>ICT tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td>Reading the phonic alphabet</td>
<td>Braille texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Picture reading</strong></td>
<td>Reading pictures</td>
<td>Print media</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Reading pictures</td>
<td>Talking book</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comma</strong></td>
<td>Recognising punctuation marks</td>
<td>Abacus</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full stop</strong></td>
<td>Translating words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Question mark</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Numeric skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Numbers 0-10</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>-Word translation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Internet</strong></td>
<td>Picture dictionary</td>
<td>Digital resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>-Atlas</strong></td>
<td>Picture dictionary</td>
<td>Maps</td>
<td></td>
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</tr>
</tbody>
</table>

**OBJECTIVES:**
Learners should be able to:
- articulate phonic alphabet
- read phonic alphabet
- pronounce words correctly
- observe punctuation rules
- recall word meanings
- read pictures
- translate words
- count numbers

**SUBSKILL:**
Introduction to reading

**8.3**
GRADE 4/SKILLS 3: READING/ BRAILLING

**Referencing:**
- apply reference skills for various purposes
- use research information
- gather and present information
## 8.4 GRADE 4/ SKILL 4: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Spelling and word formation | • write word using the alphabet  
• build words  
• read pictures  
• write legibly  
• identify parts of speech | • Letters / Characters to form words  
• Spellings and word formation  
• ICT writing skills | • Joining letters / characters to form words  
• Spelling words correctly  
• Forming phrase  
• Typing in target language | • Flash cards  
• ICT tools  
• Games  
• Charts  
• puzzles |
| Sentence construction | • write words using the phonic alphabet  
• construct words  
• create sentences | • Phonic words  
• Words and phrases | • Transcribing words and phrases  
• Writing sentences  
• Playing word games  
• Solving puzzles  
• Rearranging scrambled words | • Flash cards  
• ICT tools  
• Games  
• Charts  
• puzzles |
| Composition writing  | • fill in gaps to complete sentences | • Articles  
• Numbers  
• Words | • Filling in gaps  
• Translating numbers | • Sentence strips  
• ICT tools  
• Scrambled sentences |
| Numeracy            | • count numbers  
• write numbers | • Numbers  
• Month of the year  
• Days of the week | • Writing numbers  
• Filling personal details | • ICT tools  
• Print media  
• Talking books  
• Slate and stylus |
### 8.1 GRADE 5/SKILL 1: LISTENING/SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Oral instructions      | • respond to instructions  
• spell dictated word  
• play spelling games                                                | • Commands or instructions  
• Dictation and spelling  
• Messages  
• Directions                                                       | • Giving instructions for recipes.  
• Following a series of routine instructions  
• Role playing given instructions  
• Listening to dictated words and sentences  
• Spelling word orally  
• Playing spelling games                                              | • ICT tools  
• Flash cards  
• Print media  
• Talking books  
• Games                                                               |
| Sounds and sources     | • match sounds to an object/animal  
• distinguish sounds of various musical instruments                | • Sounds  
- Animals  
- Voices of people  
• Musical instruments  
- Drums  
- Guitar  
- Jingles                                                             | • Naming the various objects and animals  
• Matching the sound to the objects/animals and voices of people  
• Imitating different sounds heard                                | • ICT tools  
• Different objects  
• Print media  
• Resource person                                                    |
| Yes / No responses      | • answer Yes/No questions  
• articulate tone and intonation accurately  
• pronounce words correctly                                        | • Yes/No responses  
• Tone and intonation  
- Exclamation  
- Interrogative  
• Pronunciation                                                       | • Responding to Yes/No questions  
• Simulating tone and intonation  
• Singing rhymes                                                     | • ICT tools  
• Reading cards  
• Question strips  
• Objects                                                             |
# 8.2 GRADE 5/SKILL 2: SPEAKING/ SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonic sounds</td>
<td>• articulate phonic sounds accurately</td>
<td>• Phonic sounds</td>
<td>• Articulating phonic sounds</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• pronounce words and phrases correctly</td>
<td>• Vowels</td>
<td>• Playing games expressing phonic</td>
<td>• Songs</td>
</tr>
<tr>
<td></td>
<td>• match the consonant with letter symbol</td>
<td>• Consonants</td>
<td>• Practising phonic sounds</td>
<td>• Rhymes and jingles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tones and accents</td>
<td>• Recognising phonic sounds</td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syllables</td>
<td>• Singing songs with similar consonant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phonic alphabet</td>
<td>• sounds</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Repeating words and phrases</td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td>• exchange informal verbal greetings</td>
<td>• Greetings</td>
<td>• Exchanging greetings with peers</td>
<td>• puppets</td>
</tr>
<tr>
<td>communication</td>
<td>• say names, contact number and home</td>
<td>• Likes</td>
<td>• Presenting self</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>addresses</td>
<td>• Words</td>
<td>• Expressing likes</td>
<td>• Pictures</td>
</tr>
<tr>
<td></td>
<td>• express likes</td>
<td>• Songs</td>
<td>• Practising pronunciation</td>
<td>• Flash cards</td>
</tr>
<tr>
<td></td>
<td>• develop interpersonal communication</td>
<td>• Jingles</td>
<td>•</td>
<td>• Games</td>
</tr>
<tr>
<td></td>
<td>in real life situations</td>
<td></td>
<td>•</td>
<td>• Talking books</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• name objects in their immediate</td>
<td>• Songs</td>
<td>• Identifying objects to broaden</td>
<td>• Objects</td>
</tr>
<tr>
<td></td>
<td>environment</td>
<td>• Jingles</td>
<td>vocabulary</td>
<td>• Flash cards</td>
</tr>
<tr>
<td></td>
<td>• ask Yes/No questions</td>
<td>• Phonic alphabet</td>
<td>• Responding to Yes/No questions</td>
<td>• Sentence strips</td>
</tr>
<tr>
<td></td>
<td>• sing jingles and rhymes</td>
<td>• Questions</td>
<td>• Singing jingles and songs</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• follow classroom instructions</td>
<td>• Dialogue</td>
<td>• Responding to instructions correctly</td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td>• conduct dialogues</td>
<td></td>
<td>• Dramatising given situations</td>
<td></td>
</tr>
</tbody>
</table>
### 8.3 Grade 5/ Skill 3: Reading/ Brailling

<table>
<thead>
<tr>
<th>Subskill</th>
<th>Objectives (Learners should be able to)</th>
<th>Content (Knowledge, Skills and Attitudes)</th>
<th>Suggested Learning Activities and Notes</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- pronounce phonics words&lt;br&gt;- give word meanings&lt;br&gt;- read texts&lt;br&gt;- translate words&lt;br&gt;- read pictures&lt;br&gt;- count numbers&lt;br&gt;- recognise punctuation marks&lt;br&gt;- read for understanding&lt;br&gt;- take part in cultural activities</td>
<td>- Phonic words&lt;br&gt;- Word meaning&lt;br&gt;- Words&lt;br&gt;- Phrases&lt;br&gt;- Word to picture matching&lt;br&gt;- Numeric skills 21-40&lt;br&gt;- Punctuation marks&lt;br&gt;- Capital letter&lt;br&gt;- Full stop&lt;br&gt;- Comma&lt;br&gt;- Question mark&lt;br&gt;- Reading orally for fluency&lt;br&gt;- Reading a wide range of texts with numbers and pictures for understanding&lt;br&gt;- Cultural activities</td>
<td>- Identifying and articulating sounds&lt;br&gt;- Translating words&lt;br&gt;- Matching words and pictures&lt;br&gt;- Reading simple texts&lt;br&gt;- Counting numbers&lt;br&gt;- Observing punctuation marks&lt;br&gt;- Participating in cultural activities</td>
<td>- ICT tools&lt;br&gt;- Braille&lt;br&gt;- Games&lt;br&gt;- Flash cards&lt;br&gt;- Talking books&lt;br&gt;- Resource persons for festivals</td>
</tr>
<tr>
<td>Referencing</td>
<td>- apply reference skills for various purposes&lt;br&gt;- use research information</td>
<td>- Picture dictionary&lt;br&gt;- Internet&lt;br&gt;- Pictorial encyclopaedia</td>
<td>- Finding information from a picture dictionary, internet and pictorial encyclopaedia&lt;br&gt;- Presenting cultural aspects</td>
<td>- ICT tools&lt;br&gt;- Picture dictionary&lt;br&gt;- Atlas&lt;br&gt;- Maps&lt;br&gt;- Pictorial encyclopaedia</td>
</tr>
</tbody>
</table>
### 8.4 GRADE 5/SKILL 4: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Spelling and word formation | • write words using the alphabet  
• build words  
• write legibly                        | • Consolidation of writing skills learnt in previous grades  
• Spellings and word formation  
• ICT writing skills                        | • Joining letters / characters to form words  
• Spelling words correctly  
• participating in the spelling Bee  
• Composing words  
• Forming words and phrases                                  | • Flash cards  
• ICT tools  
• Games  
• Charts  
• puzzles |
| Sentence construction | • write words using the phonic alphabet  
• construct words  
• create sentences  
• identify parts of speech | • Phonic words  
• Phrases construction  
• Sentences  
• Conjunctions  
• Articles  
• Punctuation  
• Grammatical structures -nouns  
• Verbs  
• Prepositions  
• Adjectives  
• Joining letters to form words | • Transcribing words and phrases  
• Writing sentences  
• Playing word games  
• Solving puzzles  
• Rearranging scrambled words | • Flash cards  
• ICT tools  
• Games  
• Charts  
• Puzzles |
| Composition writing    | • fill in gaps to complete sentences  
• respond to questions  
• write informal letter                                      | • Descriptive sentence  
• Guided composition  
• Letter writing (informal)  
• Paragraph writing  
• Free writing                                                      | • Completing sentences  
• Translating numbers  
• Writing informal letters  
• Answering questions  
• Describing pictures  
• Constructing sentences                                      | • Sentence strips  
• ICT tools  
• Scrambled sentences  
• Print media |
| Comprehension          | • respond to questions  
• recall information from a text  
• comprehension questions and answers  
• -True/ False questions  
• -Fill in questions | • Comprehension questions and answers  
• -True/ False questions  
• -Fill in questions | • Answering multiple choice questions  
• Responding to WH questions                                      | • Sentence strips  
• ICT tools  
• Print media |
| Numeracy               | • count numbers  
• write numbers                                                   | • Numbers 21-40  
• Days of the week  
• Months of the year                                           | • Writing numbers  
• Filling personal details                                      | • ICT tools  
• Print media  
• Talking books  
• Slate and stylus |
### 8.1 GRADE 6/SKILL 1: LISTENING/SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral instructions</td>
<td>• follow a series of instructions</td>
<td>• Instructions for games, puzzles and recipes</td>
<td>• Giving instructions</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Following a series of routine instructions</td>
<td>• Instruction cards</td>
</tr>
<tr>
<td>Dictation and spelling</td>
<td>• spell dictated words</td>
<td>• Spelling dictated words and sentences</td>
<td>• Listening to dictated words and sentences</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• play spelling games</td>
<td></td>
<td>• Spelling orally</td>
<td>• Flash cards</td>
</tr>
<tr>
<td></td>
<td>• imitate actions</td>
<td></td>
<td>• Simulating heard material</td>
<td>• Pictures cards</td>
</tr>
<tr>
<td>Listening comprehension</td>
<td>• listen to short stories</td>
<td>• Short stories</td>
<td>• Listening to stories</td>
<td>• Spelling games</td>
</tr>
<tr>
<td></td>
<td>• identify characters in the story</td>
<td>• True/ False questions</td>
<td>• Naming characters in the stories</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• respond to Yes/ No or True/ False questions</td>
<td>• Yes/ No questions</td>
<td>• Answering questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tone and intonation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Pronunciation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8.2 GRADE 6/SKILL 2: SPEAKING/ SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonic sounds</td>
<td>• articulate phonic sounds accurately&lt;br&gt;• say words and phrases coherently&lt;br&gt;• recite poems</td>
<td>• Phonic sounds&lt;br&gt;  - Vowels&lt;br&gt;  - Consonants&lt;br&gt;  - Tones and accents&lt;br&gt;  - Syllables&lt;br&gt;  - Phonic alphabet&lt;br&gt;  - Poems</td>
<td>• Playing games expressing phonic sounds&lt;br&gt;  • Recognising phonic sounds&lt;br&gt;  • Singing songs on syllables&lt;br&gt;  • Reciting and dramatising poems</td>
<td>• ICT tools&lt;br&gt;  • Songs&lt;br&gt;  • Rhymes and jingles&lt;br&gt;  • Talking books</td>
</tr>
<tr>
<td>Interpersonal communication</td>
<td>• use formal and informal greetings&lt;br&gt;• say names, contact number and home addresses&lt;br&gt;• develop interpersonal communication in real life situations</td>
<td>• Greetings&lt;br&gt;  • Likes and dislikes&lt;br&gt;  • Words&lt;br&gt;  • Songs&lt;br&gt;  • Jingles</td>
<td>• Practising greetings&lt;br&gt;  • Presenting self&lt;br&gt;  • Expressing likes and dislikes&lt;br&gt;  • Practising pronunciation&lt;br&gt;  • Expressing gratitude</td>
<td>• puppets&lt;br&gt;  • ICT tools&lt;br&gt;  • Pictures&lt;br&gt;  • Flash cards&lt;br&gt;  • Games&lt;br&gt;  • Talking books</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• name objects in their immediate environment&lt;br&gt;• ask Yes/No questions&lt;br&gt;• sing jingles and rhymes&lt;br&gt;• follow classroom instructions&lt;br&gt;• conduct dialogues</td>
<td>• Songs&lt;br&gt;  • Jingles&lt;br&gt;  • Phonic alphabet&lt;br&gt;  • Questions&lt;br&gt;  • Dialogue</td>
<td>• Identifying objects to broaden vocabulary&lt;br&gt;  • Responding to Yes/No questions&lt;br&gt;  • Role playing given situations&lt;br&gt;  • Singing jingles and songs&lt;br&gt;  • Responding to instructions correctly&lt;br&gt;  • Dramatising given situations&lt;br&gt;  • Conducting educational tours</td>
<td>• Objects&lt;br&gt;  • Flash cards&lt;br&gt;  • Sentence strips&lt;br&gt;  • ICT tools&lt;br&gt;  • Talking books</td>
</tr>
<tr>
<td>CONTENT (Knowledge, Skills and Attitudes)</td>
<td>SUGGESTED LEARNING ACTIVITIES</td>
<td>SUGGESTED RESOURCES</td>
<td></td>
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<tr>
<td>Pronounce phonemic words to:</td>
<td>● identify and articulate sounds</td>
<td>● ICT tools</td>
<td></td>
<td></td>
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<td></td>
<td>● translate sentences</td>
<td>● Braille</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● count numbers</td>
<td>● Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● recognize punctuation marks</td>
<td>● Flash cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● read text</td>
<td>● Talking books</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● apply reference skills for various purposes</td>
<td>● Resource for festivals</td>
<td></td>
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<tr>
<td></td>
<td>● Cultural festivals</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Subskills</th>
<th>Grade 6/Skill 3: Reading/Braillening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>● Phonic words</td>
</tr>
<tr>
<td></td>
<td>● Word meaning</td>
</tr>
<tr>
<td></td>
<td>● Words to picture matching</td>
</tr>
<tr>
<td></td>
<td>● Punctuation marks</td>
</tr>
<tr>
<td></td>
<td>● Counting numbers</td>
</tr>
<tr>
<td></td>
<td>● Observing punctuation marks</td>
</tr>
<tr>
<td></td>
<td>● Participating in cultural activities</td>
</tr>
<tr>
<td></td>
<td>● Finding information from a word dictionary, internet and pictorial dictionary</td>
</tr>
<tr>
<td></td>
<td>● Presenting cultural aspects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIGURE 8.3</th>
</tr>
</thead>
</table>
### 8.4 GRADE 6/SKILL 4: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Spelling and dictation | • spell dictated words and sentences correctly  
• type using target language | • Words and sentences from different learning areas  
• ICT writing skills | • Dictating words and sentence  
• Writing correct spellings of dictated words and sentences from different learning areas  
• Practising typing in the target language | • ICT tool  
• Flash cards  
• Sentence strips  
• Audio clips |
| Sentence construction | • Join letters to form words, phrases and sentences  
• Use conjunctions to join sentences | • Phrase construction  
- short sentences  
- articles  
- conjunctions  
  • Grammatical structures such as nouns, verbs, prepositions and adjectives  
  • Letters to form words phrases and sentences | • Playing word building games  
• Constructing sentences  
• Using punctuation marks | • Sample letters  
• ICT tools  
• Flash cards  
• Print media |
| Composition writing | • write a paragraph  
• write creatively  
• write controlled/ guided compositions  
• formulate a dialogue from given situations | • Paragraph writing  
• Creative writing  
  - Poem  
  - Jingle  
  - Dialogue  
• Guided composition  
  - Picture writing  
  - Letter writing  
  - Messages  
  - e-mails  
• Dialogue | • Developing a paragraph  
• Identifying features of a formal/informal letter  
• Creating and sending emails  
• Describing a picture  
• Designing anytime cards  
• Using appropriate register *Unhu*/*Ubuntu*/*Vumunhu* in given situations | • ICT tools  
• Flash cards  
• Print media |
# GRADE 6/SKILL 4: WRITING/ BRAILLING

| Comprehension | • read given texts  
| • answer a variety of comprehension questions  |
| • Comprehension questions and answers  
| - True/ False questions  
| - Multiple choice questions  
| - WH questions  
| - Fill in questions  |
| • Reading passage  
| • Identifying unfamiliar words  
| • Give meanings of unfamiliar words  
| • Answering multiple choice questions  
| • Answering comprehension questions in one word or phrases  |
| • Story books  
| • Comprehension passages  
| • Dictionaries  
| • ICT gadgets  |

| Numeracy | • write numbers  
| • use numbers in various situations  
| • construct sentences using numbers and dates  |
| • Numbers 41-70  
| • Time  
| • Dates  
| • Days of the week  
| • Months of the year  
| • Age  |
| • Filling in personal details  
| • Writing dates  
| • Formulating dialogues  |
| • Talking books  
| • Models  
| • ICT tools  
| • Clocks  
| • Calendar  |
### 8.1 GRADE 7/SKILL 1: LISTENING/ SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
</table>
| Oral instructions| • follow a series of instructions  
• follow directions  
• convey heard messages  
• comprehend announcements | • Commands or instructions  
• Directions  
• Messages  
• Announcements | • Giving instructions  
• Following a series of routine instructions  
• Role playing directions  
• Passing on messages  
• Listening to announcements | • Instruction cards  
• Talking books  
• Models  
• ICT tools  
• Clocks  
• Calendar |
| Dictation and spelling | • spell dictated words  
• play spelling games  
• imitate actions | • Dictation and spelling words and sentences | • Listening to dictated words and sentences  
• Spelling orally  
• Simulating heard material | • ICT tools  
• Flash cards  
• Pictures cards  
• Spelling games |
| Listening comprehension | • listen to short stories  
• identify characters in the story  
• respond to multiple choice questions  
• identify final syllabic stress | • Short stories  
• Multiple choice questions  
• Syllable stress | • Listening to stories  
• Naming characters in the stories  
• Answering multiple choice questions  
• Paying attention to syllable stress | • ICT tools  
• Flash cards  
• Pictures cards  
• Spelling games |
## 8.2 GRADE 7/SKILL 2: SPEAKING/ SIGNING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, skills and attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonic sounds</td>
<td>• articulate phonic sounds accurately</td>
<td>• Phonic sounds</td>
<td>• Playing games expressing phonic sounds</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• say words and phrases coherently</td>
<td>• Vowels</td>
<td>• Recognising phonic sounds</td>
<td>• Songs</td>
</tr>
<tr>
<td></td>
<td>• recite poems</td>
<td>• Consonants</td>
<td>• Singing songs on syllables</td>
<td>• Rhymes and jingles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tones and accents</td>
<td>• Reciting and dramatising poems</td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syllables</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Phonic alphabet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Poems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td>• use formal and informal greetings</td>
<td>• Greetings</td>
<td>• Practising greetings</td>
<td>• puppets</td>
</tr>
<tr>
<td>communication</td>
<td>• develop interpersonal communication in real life situations</td>
<td>• Introductions</td>
<td>• Introducing oneself and other people</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• say names, contact number and home addresses</td>
<td>• Wishes:</td>
<td>• Expressing wishes</td>
<td>• Pictures</td>
</tr>
<tr>
<td></td>
<td>• express ability</td>
<td>• Likes:</td>
<td>• Practising pronunciation</td>
<td>• Flash cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dislikes</td>
<td>• Demonstrating ability</td>
<td>• Games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Words</td>
<td>• Using affirmative and negative</td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Songs</td>
<td>statements</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Jingles</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Affirmative and negative statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication</td>
<td>• name objects in their immediate environment</td>
<td>• Songs</td>
<td>• Building objects to broaden</td>
<td>• Objects</td>
</tr>
<tr>
<td></td>
<td>• ask Yes/No questions</td>
<td>• Jingles</td>
<td>vocabulary</td>
<td>• Flash cards</td>
</tr>
<tr>
<td></td>
<td>• sing jingles and rhymes</td>
<td>• Phonic alphabet</td>
<td>• Responding to Yes/No questions</td>
<td>• Sentence strips</td>
</tr>
<tr>
<td></td>
<td>• follow classroom instructions</td>
<td>• Questions</td>
<td>• Dramatising given situations</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• conduct dialogues</td>
<td>• Dialogue</td>
<td>• Conducting educational tours</td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Conducting a project on different</td>
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<td>school aspects and presenting at a</td>
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<td></td>
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<td>gathering</td>
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</table>
### 8.3 GRADE 7/SKILL 3: READING/ BRAILLING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• pronounce phonetic words</td>
<td>• Reinforcement of phonetic words</td>
<td>• Identifying and articulating sounds</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• give word meanings</td>
<td>• Numeric skills 71-100</td>
<td>• Translating sentences</td>
<td>• Braille</td>
</tr>
<tr>
<td></td>
<td>• read texts</td>
<td>• Punctuation marks</td>
<td>• Matching words and pictures</td>
<td>• Games</td>
</tr>
<tr>
<td></td>
<td>• translate sentences</td>
<td>• Capital letters</td>
<td>• Reading simple texts</td>
<td>• Flash cards</td>
</tr>
<tr>
<td></td>
<td>• read pictures</td>
<td>• Full stop</td>
<td></td>
<td>• Talking books</td>
</tr>
<tr>
<td></td>
<td>• count numbers</td>
<td>• Comma</td>
<td></td>
<td>• Resource persons</td>
</tr>
<tr>
<td></td>
<td>• recognise punctuation marks</td>
<td>• Question mark</td>
<td></td>
<td>for festivals</td>
</tr>
<tr>
<td></td>
<td>• read for understanding</td>
<td>• Inverted commas</td>
<td></td>
<td>• Cultural festivals</td>
</tr>
<tr>
<td></td>
<td>• take part in cultural activities</td>
<td>• Exclamation mark</td>
<td></td>
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<td></td>
<td></td>
<td>• Fluency and understanding</td>
<td></td>
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<td></td>
<td></td>
<td>• Instructions and directions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Short texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referencing</td>
<td>• apply reference skills for various purposes</td>
<td>• Word dictionary</td>
<td>• Finding information from a word dictionary, internet and pictorial encyclopaedia</td>
<td>• ICT tools</td>
</tr>
<tr>
<td></td>
<td>• use research information</td>
<td>• Internet</td>
<td>• Participating in cultural activities</td>
<td>• Word dictionary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pictorial encyclopaedia</td>
<td></td>
<td>• Atlas</td>
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<td>• Maps</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Pictorial</td>
</tr>
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<td></td>
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<td>encyclopaedia</td>
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### 8.4 GRADE 7/SKILL 4: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>SUBSKILL</th>
<th>OBJECTIVES Learners should be able to:</th>
<th>CONTENT (Knowledge, Skills and Attitudes)</th>
<th>SUGGESTED LEARNING ACTIVITIES AND NOTES</th>
<th>SUGGESTED RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling and dictation</td>
<td>• spell dictated words and sentences correctly&lt;br&gt;• type using target language</td>
<td>• Spellings and word formation&lt;br&gt;• ICT writing skills</td>
<td>• Dictating words and sentences&lt;br&gt;• Writing correct spellings of dictated words and sentences from different learning areas&lt;br&gt;• Practising typing in the target language</td>
<td>• ICT tool&lt;br&gt;• Flash cards&lt;br&gt;• Sentence strips&lt;br&gt;• Audio clips</td>
</tr>
<tr>
<td>Sentence construction</td>
<td>• join letters to form words, phrases and sentences&lt;br&gt;• use conjunctions to join sentences&lt;br&gt;• apply new grammatical concepts in sentences</td>
<td>• Reinforcement of phrases and short sentences&lt;br&gt;• Articles&lt;br&gt;• Conjunctions&lt;br&gt;• Punctuation&lt;br&gt;• Consolidation of grammatical structures - nouns, - Verbs, - Prepositions - Adjectives - Relative pronouns&lt;br&gt;• Joining letters to form words, phrases and sentences</td>
<td>• Playing word building games&lt;br&gt;• Constructing sentences&lt;br&gt;• Using punctuation marks</td>
<td>• Sample letters&lt;br&gt;• ICT tools&lt;br&gt;• Flash cards&lt;br&gt;• Print media</td>
</tr>
<tr>
<td>Composition writing</td>
<td>• compose a paragraph&lt;br&gt;• write creatively&lt;br&gt;• write controlled/ guided compositions&lt;br&gt;• formulate a dialogue from given situations</td>
<td>• Paragraph writing&lt;br&gt;• Creative writing: - poems - jingles - dialogues&lt;br&gt;• Guided composition - Picture writing - Letter writing - Messages - e-mails - Dialogue</td>
<td>• Developing a paragraph&lt;br&gt;• Identifying features of a formal/informal letter&lt;br&gt;• Composing and sending emails&lt;br&gt;• Describing a picture&lt;br&gt;• Conducting a project on a picture story book&lt;br&gt;• Using appropriate register <em>Unhu/Ubuntu/Vumunhu</em> in given situations&lt;br&gt;• Taking part in writing competitions</td>
<td>• ICT tools&lt;br&gt;• Flash cards&lt;br&gt;• Print media</td>
</tr>
</tbody>
</table>
### GRADE 7/SKILL 4: WRITING/ BRAILLING

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Understanding questions and answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>read given texts</td>
<td>- True/False questions</td>
</tr>
<tr>
<td>answer a variety of</td>
<td>- Multiple choice questions</td>
</tr>
<tr>
<td>comprehension questions</td>
<td>- WH questions</td>
</tr>
<tr>
<td></td>
<td>- Fill in questions</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Identifying unfamiliar words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Deducing meanings of new words</td>
</tr>
<tr>
<td></td>
<td>- Answering multiple choice questions</td>
</tr>
<tr>
<td></td>
<td>- Answering comprehension questions</td>
</tr>
<tr>
<td></td>
<td>- Playing guessing games</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Filling in personal details</th>
</tr>
</thead>
<tbody>
<tr>
<td>write numbers</td>
<td>- Writing dates</td>
</tr>
<tr>
<td>use numbers in various</td>
<td>- Formulating dialogues</td>
</tr>
<tr>
<td>situations</td>
<td>- Role playing given situations</td>
</tr>
<tr>
<td>construct sentences</td>
<td>- Using numbers</td>
</tr>
<tr>
<td>using numbers and dates</td>
<td></td>
</tr>
<tr>
<td>use expressions of quantity</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Talking books</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Models</td>
</tr>
<tr>
<td></td>
<td>- ICT tools</td>
</tr>
<tr>
<td></td>
<td>- Clocks</td>
</tr>
<tr>
<td></td>
<td>- Calendar</td>
</tr>
</tbody>
</table>
9.0 Supporting language structures

The following supporting language structures should be taught from grades 3-7. Teachers are to select what is appropriate to the level of their learners and bear in mind that the structure should be taught in context and spread across all the language skills.

- Gender and types of nouns with emphasis on articles, partitives definite and indefinite,
- Pronouns: personal and impersonal, demonstrative and reflexive
- Verb tenses: present, immediate future and recent past tenses
- Adverbs
- Adjectives: possessives, demonstratives, descriptive
- Prepositions
- Punctuation marks
- Conjunctions; and, so, but and “because”
- Expressions of quantity
- Intensifiers: very, so, that, too
- Question types: Is it that? What is? Who? Where? When?
- Use of register
- Negation: not/never/nothing

NB: This list of supporting language structures is not exhaustive

10.0 LEARNER PROFILE

The learner profile will comprise those aspects that cannot be assessed through continuous and summative modes. The profiling will include soft skills and other aspects. The profile of the learner will be compiled by the teacher and passed on to the next teacher throughout the Junior Course. The profile will not contribute to the final mark at the end of Grade 7 as shown on the assessment model but will assist to give a full picture of the learner’s competence.

11.0 ASSESSMENT

The scheme of assessment for the grades 3 to 7 Foreign Languages syllabus covers continuous and summative assessments. The four macro language skills as well as numeracy skills will be tested. The syllabus scheme of assessment is grounded on the principle of inclusivity. Arrangements, modifications and accommodations must be visible in both continuous and summative assessments to enable learners with diverse needs to access assessments.

11.1 ASSESSMENT OBJECTIVES

By the end of the 5-year Junior course learners should be able to:
Foreign Languages Junior (Grade 3 - 7) Syllabus

Listening
- Respond to brief and direct questions and instructions
- Identify specific details in formal and informal dialogues, announcements and requests

Speaking
- Construct and deliver grammatically correct sentences
- Give a simple account of common activities in personal or everyday life
- Communicate needs, emotions and feelings in formal and informal conversations
- Speak fluently/sign proficiently for effective communication on cultural issues

Reading
- Read dialogues, narratives, descriptions and letters
- Respond to written questions showing ability to recall, comprehend, apply, synthesize and evaluate.

Writing
- Write formal and informal letters, e-mails, messages, narratives and descriptions
- Write guided compositions: letters, speeches, dialogues, poems and pictures in a style and register appropriate to the subject matter.

CONTINUOUS ASSESSMENT (30%)
Specific tasks and assignments will be administered from term one Grade 6 to term two Grade 7. Marks shall be collated. The marks will contribute (30%) to the final mark at the end of Grade 7.

SUMMATIVE ASSESSMENT (70%)
At the end of Grade 7 learners will sit for the National Examination. The setting and designing of test items in Foreign Languages is guided and informed by the skills weighting chart and the specification grid.

SCHEME OF ASSESSMENT
The Primary School Foreign Languages syllabus will be assessed as follows:

<table>
<thead>
<tr>
<th>Paper</th>
<th>Sections and Descriptions</th>
<th>Marks</th>
<th>Duration</th>
<th>Paper Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40 Multiple Choice questions</td>
<td>40</td>
<td>1hr 30 minutes</td>
<td>50%</td>
</tr>
<tr>
<td>2</td>
<td>Section A: Guided Composition</td>
<td>20</td>
<td>1hr 45 minutes</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Section B: Comprehension</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>80</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
DESCRIPTION OF THE SUMMATIVE ASSESSMENT STRUCTURE

The summative assessment comprises of two components as follows:

Paper 1:
1 hour 30 minutes 40 marks weighed to 50%
There are 40 multiple choice questions based on registers, comprehension and language usage and structure. Candidates are required to answer all questions.

Paper 2:
1 hour 45 minutes comprises Section A and B
Section A: Comprises of two Guided compositions. Candidates are required to choose one. This section carries 20 marks.
Section B: Comprises of comprehension questions carrying 20 marks.

SKILLS WEIGHTING GRID

Paper skills

<table>
<thead>
<tr>
<th>Paper</th>
<th>Simple recall</th>
<th>Comprehension</th>
<th>Appreciation</th>
<th>Synthesis</th>
<th>Evaluation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>60%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>100%</td>
</tr>
</tbody>
</table>
ASSESSMENT MODEL

Assessment of learner performance in Foreign Language

100%

Continuous Assessment

Profiling

Projects

Tests & Assignment

Oral / Aural

Profile

Continuous Assessment Mark = 30%

EXIT PROFILE

Summative Assessment

Multiple Choice Questions - Language Structures, Usage & Comprehension

30%

Essays & Comprehension

40%

Examination Mark = 70%

FINAL MARK FOREIGN LANGUAGE

100%