ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

FOREIGN LANGUAGES

JUNIOR (GRADE 3-7) SYLLABUS

(2015 - 2022)

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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 leaners 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

- 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/Brailling

7.0   SCOPE AND SEQUENCE

7.1   SKILL 1: LISTENING/ SIGNING

Sub skill	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Listening comprehension				• Short stories • True/False responses • Syllable stress	• Short stories • True/False responses • Syllable stress
Oral instructions	• Commands or instructions • Dictation and spelling • Messages	• Commands or instructions • Dictation and spelling • Messages	• Commands or instructions • Dictation and spelling • Messages • Directions	• Commands or instructions • Dictation and spelling • Messages • Directions • Announcements	• Commands or instructions • Dictation and spelling • Messages • Directions • Announcements
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		

7.2   SKILL 2: SPEAKING / SIGNING

Sub skill	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7

Phonic sounds	• Phonic sounds
	  Vowels
	  -Consonants
	  -Tones and
	   Accents
	  -Syllables
	• Phonic alphabet
		• Phonic sounds Vowels
		  -Consonants
		  -Tones and Accents
		  -Syllables
		• Phonic alphabet
			• Phonic sounds
			• Vowels
			  -Consonants
			  -Tones and Accents
			  -Syllables
			• Phonic alphabet
				• Phonic sounds
				  Vowels
				  -Consonants
				  -Tones and
				   Accents
				  -Syllables
				• Phonic alphabet
				• Poems
					• Phonic sounds
					  Vowels
					  -Consonants
					  -tones and
					   Accents
					  -Syllables
					• Phonic alphabet
					• Poems

	• Verbal greetings
	• Likes
	• Words
	• Songs
	• Jingles
		• Verbal
		  greetings
		• Likes
		• Words
		• Songs
		• Jingles
			• Verbal greetings
			• Likes
			• Words
			• Songs
			• Jingles
				• Verbal greetings
				• Likes
				• Words
				• Songs
				• Jingles
					• Phonic alphabet
					• Wishes
					  -Likes
					  -Dislikes
					• Words
					• Songs
					• Jingles
					• Affirmative and
					  negative
					  statements

Oral communication	• Songs • Jingles • Alphabet • Questions • Dialogue	• Songs • Jingles • Alphabet • Questions • Dialogue	• Songs • Jingles • Alphabet • Questions • Dialogue	• Songs • Jingles • Questions • Dialogue • Phonic alphabet	• Songs • Jingles • Alphabet • Questions • Dialogue • Phonic alphabet

7.3   SKILL 3: READING/ BRAILLING

Sub skill	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
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 • Word meaning • Word translation	• Phonic words • Word to picture matching • Numeric skills • Punctuation marks: - Capital letters - Full stop - Comma - Questions mark • Reading orally for fluency • Reading a wide range of texts with numbers and pictures for understanding • Word translation • Cultural activities	• Phonic words • Word to picture matching Numeric skills • Punctuation marks: - Capital letters - Full stop - Comma - Questions mark • Word meaning • Reading orally for fluency and understanding • Reading short texts • Reading and understanding instructions • Sentence Translation • Cultural activities	• Reinforcement of phonic words • Word to picture matching • Numeric skills • Punctuation marks: - Capital letters - Full stop - Comma - Questions mark • Reading for fluency and understanding • Reading short texts • Instructions and directions • Sentence Translation • Cultural activities
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

Sub skill	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
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 • 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

Sub skill	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7

Composition writing			• Descriptive
			  - Short sentence
			• Guided compositions
			  - Letter writing
			  - Paragraph writing
			  - Free writing
			  - Picture compositions
			  - messages
				• Paragraph writing
				• Creative writing
				• Picture writing
				• Guided compositions
				  - Letter writing
				  - Messages
				  - e-mails
				• Dialogue
					• Picture compositions
					• Personal notes for study
					• Paragraph writing
					• Punctuation
					• Creative writing
					• Descriptive writing
					• Picture writing
					• Guided compositions
					  - Letter writing
					  - Messages
					  - e-mails
					  - Dialogues

Comprehension			• Comprehension questions and answers
			  - True/ False questions
			  - Multiple choice questions
			  - Fill in questions
				• Comprehension questions and answers
				  - True/ False questions
				  - Multiple choice questions
				  - Fill in questions
					• Comprehension questions and answers
					  - True/ False questions
					  - Multiple choice questions
					  - Fill in questions

Numeracy	• Numbers • Days of the week	• Numbers • Days of the week • Months of the year	• Numbers • Dates	• Numbers • Dates • Time • Age	• Numbers • Dates • Age • Time

8.0   COMPETENCY MATRIX

8.1   GRADE 3 SKILL 1: LISTENING / SIGNING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Phonic sounds	• articulate phonic sounds accurately • pronounce and phrases correctly • match the consonant with letter symbol • match the vowel with the letter symbol	• Phonic sounds • Vowel • Consonants • Tones and accents • Syllables • Phonic alphabet	• Articulating phonic sounds • Playing games expressing phonic sounds • Practising phonic sounds • Recognising phonic sounds • Singing songs with similar consonant sounds • Repeating words and phrases	• ICT tools • Songs • Rhymes and jingles • Talking books
Interpersonal communication	• exchange informal verbal greetings • say names, contact number and home addresses • express likes and dislikes • develop interpersonal communication in real life situations	• Greetings • Likes • Words • Songs • Jingles	• Exchanging greeting • Presenting self • Expressing likes • Practicing pronunciation	• puppets • ICT tools • Pictures • Flash cards • Games • Talking books
Oral communication	• name objects in their immediate environment • ask Yes/ No questions • sing jingles and rhymes • follow classroom instructions • conduct dialogues	• Songs • Jingles • Alphabet • Questions • Dialogue	• Naming objects • Asking Yes/ No questions • responding to Yes/ No question • Singing jingles and songs • Responding to instructions correctly • Role playing situations	• Objects within the environment • Flash cards • Sentence strips

8.3   GRADE 3/SKILL 3: READING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Introduction to reading	• articulate phonic alphabet
	• read phonic alphabet
	• pronounce words correctly
	• observe punctuation rules
	• recall word meanings
	• read pictures
	• translate phrases and words
	• count numbers
		• Phonic Alphabet
		• Word meanings
		  -Words and phrases
		• Picture reading
		• Punctuation
		  -capital letters
		  -comma
		  -full stop
		  -question mark
		• Numeric skills
		  -numbers 1-10
		• Word translation
			• Reading the phonic alphabet
			• Singing the phonic alphabet
			• Reading pictures
			• Identifying phonic sounds
			• Naming objects
			• Articulating phonic alphabet
			• Recognising punctuation marks
			• Counting numbers
			• Translation words and phrases
				• Word lists
				• Flash cards
				• ICT tools
				• Braille texts
				• Print media
				• Talking book
				• Abacus
				• Objects

Referencing	• apply reference skills for various purposes	• Picture dictionary • Internet • Atlas • Maps	• Finding information from a picture dictionary, internet, maps and atlases	• ICT tools • Picture dictionary • Atlas • Maps

8.4   GRADE 3 SKILL 4: WRITING / BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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

Foreign Languages Junior (Grade 3 - 7) Syllabus

8.1   GRADE 4/SKILL 1: LISTENING/ SIGNING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Phonic sounds	• articulate phonic sounds accurately
	• pronounce words and phrases correctly
	• match the consonant with letter symbol
	• match the vowel with the letter symbol
		• Phonic sounds:
		  - Vowels
		  - Consonants
		  - Tones and accents
		  - Syllables
		• Phonic alphabet
			• Articulating phonic sounds
			• Playing games expressing phonic sounds
			• Practising phonic sounds
			• Recognising phonic sounds
			• Singing songs with similar consonant sounds
			• Repeating words and phrases
				• ICT tools
				• Songs
				• Rhymes and jingles
				• Talking books

Interpersonal communication	• exchange informal verbal greetings • say names, contact number and home addresses • express likes • develop interpersonal communication in real life situations	• Greetings • Likes • Words • Songs • Jingles	• Exchanging greetings • Presenting self • Expressing likes • Practising pronunciation	• puppets • ICT tools • Pictures • Flash cards • Games • Talking books
Oral communication	• name objects in their immediate environment • ask Yes/No questions • sing jingles and rhymes • follow classroom instructions • conduct dialogues	• Songs • Jingles • Phonic alphabet • Questions • Dialogue	• Naming objects • Asking Yes/No questions • Responding to Yes/No questions • Singing jingles and songs • Responding to instructions correctly • Role playing situations	• Objects • Flash cards • Sentence strips • ICT tools • Talking books

8.3   GRADE 4/SKILLS 3: READING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Introduction to reading	• articulate phonic alphabet
	• read phonic alphabet
	• pronounce words correctly
	• observe punctuation rules
	• recall word meanings
	• read pictures
	• translate words
	• count numbers
		• Phonic alphabet
		• Word meanings
		  - Words
		  - Phrases
		• Picture reading
		• Punctuation
		  - Capital letters
		  - Comma
		  - Full stop
		  - Question mark
		• Numeric skills
		  - Numbers 0-10
		• Word translation
			• Reading the phonic alphabet
			• Articulating phonic alphabet
			• Singing the phonic alphabet
			• Identifying phonic sounds
			• Reading pictures
			• Naming objects
			• Recognising punctuation marks
			• Counting numbers
			• Translating words
				• Word lists
				• Flash cards
				• ICT tools
				• Braille texts
				• Print media
				• Talking book
				• Abacus

Referencing	• apply reference skills for various purposes • use research information	• Picture dictionary • Internet • Atlas • Maps	• Finding information from a picture dictionary, internet, maps and atlases • Drawing a bar graph displaying Foreign Languages spoken in Zimbabwe	• ICT tools • Picture dictionary • Atlas • Maps

8.4   GRADE 4/ SKILL 4: WRITING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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 animals/objects 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

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8.3   GRADE 5/ SKILL 3: READING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Reading	• pronounce phonic words • give word meanings • read texts • translate words • read pictures • count numbers • recognise punctuation marks • read for understanding • take part in cultural activities	• Phonic words • Word meaning - Words - Phrases • Word to picture matching • Numeric skills 21-40 • Punctuation marks - Capital letter - Full stop - Comma - Question mark • Reading orally for fluency • Reading a wide range of texts with numbers and pictures for understanding • Cultural activities	• Identifying and articulating sounds • Translating words • Matching words and pictures • Reading simple texts • Counting numbers • Observing punctuation marks • Participating in cultural activities	• ICT tools • Braille • Games • Flash cards • Talking books • Resource persons for festivals • Cultural festivals
Referencing	• apply reference skills for various purposes • use research information	• Picture dictionary • Internet • Pictorial encyclopaedia	• Finding information from a picture dictionary, internet and pictorial encyclopaedia • Presenting cultural aspects	• ICT tools • Picture dictionary • Atlas • Maps • Pictorial encyclopaedia

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8.4   GRADE 5/SKILL 4: WRITING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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	• 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

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Oral instructions	• follow a series of instructions	• Instructions for games, puzzles and recipes	• Giving instructions • Following a series of routine instructions	• ICT tools • Instruction cards
Dictation and spelling	• spell dictated words • play spelling games • imitate actions	• Spelling dictated 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 Yes/ No or True/ False questions	• Short stories • True/ False questions • Yes/ No questions • Tone and intonation • Pronunciation	• Listening to stories • Naming characters in the stories • Answering questions	• ICT tools • Flash cards • Pictures cards • Spelling games

8.2   GRADE 6/SKILL 2: SPEAKING/ SIGNING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Phonic sounds	• articulate phonic sounds accurately
	• say words and phrases coherently
	
	• recite poems
		• Phonic sounds
		  - Vowels
		  - Consonants
		  - Tones and accents
		  - Syllables
		• Phonic alphabet
		• Poems
			• Playing games expressing phonic sounds
			• Recognising phonic sounds
			• Singing songs on syllables
			• Reciting and dramatising poems
				• ICT tools
				• Songs
				• Rhymes and jingles
				• Talking books

Interpersonal communication	• use formal and informal greetings • say names, contact number and home addresses • develop interpersonal communication in real life situations	• Greetings • Likes and dislikes • Words • Songs • Jingles	• Practising greetings • Presenting self • Expressing likes and dislikes • Practising pronunciation • Expressing gratitude	• puppets • ICT tools • Pictures • Flash cards • Games • Talking books
Oral communication	• name objects in their immediate environment • ask Yes/No questions • sing jingles and rhymes • follow classroom instructions • conduct dialogues	• Songs • Jingles • Phonic alphabet • Questions • Dialogue	• Identifying objects to broaden vocabulary • Responding to Yes/No questions • Role playing given situations • Singing jingles and songs • Responding to instructions correctly • Dramatising given situations • Conducting educational tours	• Objects • Flash cards • Sentence strips • ICT tools • Talking books

8.3   GRADE 6/SKILL 3: READING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Reading	• pronounce phonic words • give word meanings • read texts • translate sentences • read pictures • count numbers • recognise punctuation marks • read for understanding • take part in cultural activities	• Phonic words • Word meaning - Words - Phrases • Word to picture matching • Numeric skills 41-70 • Punctuation marks - capital letters - Full stop - Comma - Question mark - Inverted commas - Exclamation mark • Reading orally for fluency and understanding • Reading a wide range of texts with numbers and pictures for understanding • Cultural activities • Sentence translation	• Identifying and articulating sounds • Translating sentences • Matching words and pictures • Reading simple texts • Counting numbers • Observing punctuation marks • Participating in cultural activities	• ICT tools • Braille • Games • Flash cards • Talking books • Resource persons for festivals • Cultural festivals
Referencing	• apply reference skills for various purposes • use research information	• Word dictionary • Internet • Pictorial encyclopaedia	• Finding information from a word dictionary, internet and pictorial encyclopaedia • Presenting cultural aspects	• ICT tools • Word dictionary • Atlas • Maps • Pictorial encyclopaedia

8.4   GRADE 6/SKILL 4: WRITING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
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

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Phonic sounds	• articulate phonic sounds accurately
	• say words and phrases coherently
	
	• recite poems
		• Phonic sounds
		  - Vowels
		  - Consonants
		  - Tones and accents
		  - Syllables
		• Phonic alphabet
		• Poems
			• Playing games expressing phonic sounds
			• Recognising phonic sounds
			• Singing songs on syllables
			• Reciting and dramatising poems
				• ICT tools
				• Songs
				• Rhymes and jingles
				• Talking books

Interpersonal communication	• use formal and informal greetings • develop interpersonal communication in real life situations • say names, contact number and home addresses • express ability	• Greetings • Introductions • Wishes: • Likes • Dislikes • Words • Songs • Jingles • Affirmative and negative statements	• Practising greetings • Introducing oneself and other people • Expressing wishes • Practising pronunciation • Demonstrating ability • Using affirmative and negative statements	• puppets • ICT tools • Pictures • Flash cards • Games • Talking books
Oral communication	• name objects in their immediate environment • ask Yes/No questions • sing jingles and rhymes • follow classroom instructions • conduct dialogues	• Songs • Jingles • Phonic alphabet • Questions • Dialogue	• Building objects to broaden vocabulary • Responding to Yes/No questions • Dramatising given situations • Conducting educational tours • Conducting a project on different school aspects and presenting at a gathering	• Objects • Flash cards • Sentence strips • ICT tools • Talking books

8.3   GRADE 7/SKILL 3: READING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES

Reading	• pronounce phonic words
	• give word meanings
	• read texts
	• translate sentences
	• read pictures
	
	• count numbers
	• recognise punctuation marks
	
	• read for understanding
	
	• take part in cultural activities
		• Reinforcement of phonic words
		• Numeric skills 71-100
		• Punctuation marks
		  - Capital letters
		  - Full stop
		  - Comma
		  - Question mark
		  - Inverted commas
		  - Exclamation mark
		• Fluency and understanding
		
		• Instructions and directions
		• Short texts
			• Identifying and articulating sounds
			• Translating sentences
			• Matching words and pictures
			• Reading simple texts
			
			• Counting numbers
			• Observing punctuation marks
			• Reading for fluency and understanding
			
			• Reading for instructions and directions
			• Reading various short texts
				• ICT tools
				• Braille
				• Games
				• Flash cards
				• Talking books
				• Resource persons for festivals
				• Cultural festivals

Referencing	• apply reference skills for various purposes • use research information	• Word dictionary • Internet • Pictorial encyclopaedia	• Finding information from a word dictionary, internet and pictorial encyclopaedia • Participating in cultural activities	• ICT tools • Word dictionary • Atlas • Maps • Pictorial encyclopaedia

Foreign Languages Junior (Grade 3 - 7) Syllabus

8.4   GRADE 7/SKILL 4: WRITING/ BRAILLING

SUBSKILL	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Spelling and dictation	• spell dictated words and sentences correctly • type using target language	• Spellings and word formation • ICT writing skills	• Dictating words and sentences • 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 • apply new grammatical concepts in sentences	• Reinforcement of phrases and short sentences - Articles - Conjunctions - Punctuation • Consolidation of grammatical structures - nouns, - Verbs, - Prepositions - Adjectives - Relative pronouns • Joining 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	• compose a paragraph • write creatively • write controlled/ guided compositions • formulate a dialogue from given situations	• Paragraph writing • Creative writing: - poems - jingles - dialogues • Guided composition - Picture writing - Letter writing - Messages - e-mails • Dialogue	• Developing a paragraph • Identifying features of a formal/informal letter • Composing and sending emails • Describing a picture • Conducting a project on a picture story book • Using appropriate register *Unhu/Ubuntu/Vumunhu* in given situations • Taking part in writing competitions	• ICT tools • Flash cards • Print media

GRADE 7/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
			• Identifying unfamiliar words
			• Deducing meanings of new words
			• Answering multiple choice questions
			• Answering comprehension questions
			• Playing guessing games
				• Story books
				• Comprehension passages
				• Dictionaries
				• ICT gadgets

Numeracy	• write numbers
	• use numbers in various situations
	• construct sentences using numbers and dates
	• use expressions of quantity
		• Numbers
		• Solidification of:
		  - Time
		  - Dates
		  - Age
		• Expression of quantity
			• Filling in personal details
			• Writing dates
			• Formulating dialogues
			• Role playing given situations using numbers
				• Talking books
				• Models
				• ICT tools
				• Clocks
				• Calendar

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 leaner'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:

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:

Paper	Sections and Descriptions	Marks	Duration	Paper Weighting
1	40 Multiple Choice questions	40	1hr 30 minutes	50%
2	Section A:Guided Composition	20	1hr 45 minutes	50%
	Section B: Comprehension	20		
Total		80		100%

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

Paper	Simple recall	Comprehension	Appreciation	Synthesis	Evaluation	Total
1	60%	10%	10%	10%	10%	100%
2	60%	10%	10%	10%	10%	100%

ASSESSMENT MODEL

```
                    ┌─────────────────────────────┐
                    │ Assessment of learner        │
                    │ performace in Foreign        │
                    │ Language                     │
                    │          100%                │
                    └─────────────────────────────┘
```

Assessment of learner performace in Foreign Language **100%**

Continuous Assessment	Summative Assessment

Profiling	Projects	Tests & Assignment	Oral / Aural

Multiple Choice Questions- Language Structures, Usage & Comprehension **30%**	Essays & Comprehension **40%**

Profile	Continuous Assessment Mark = **30%**	Examination Mark = **70%**

EXIT PROFILE

FINAL MARK FOREIGN LANGUAGE **100%**