ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

INDIGENOUS LANGUAGES

JUNIOR (GRADE 3-7) SYLLABUS

(2015 - 2022)

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ACKNOWLEDGEMENTS

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1.0 PREAMBLE

1.1 Introduction

This Zimbabwe Indigenous Languages Primary School syllabus covers Grade 3 - 7 junior school education. It is a progression from the ECD to Grade 2 syllabus which provides a basic foundation for the development of language skills in everyday life. It is meant to enhance effective communication. The syllabus is progressive in the scope and sequence chart. It intends to develop the four main language skills of listening, speaking, reading and writing as well as other literacy and numeracy skills. The teaching and learning of visual, manual and tactile skills is emphasised in order to accommodate learners with disabilities. This syllabus is intended for use by both formal and non-formal learners in the development of individuals who conform to the norms and values of their culture (Unhu/Ubuntu/Vumunhu).

1.2 Rationale

The learning of Indigenous Languages develops the values of Unhu/Ubuntu/Vumunhu. The understanding of Indigenous Languages and literature and the ability to apply these in life nurtures our cultural values, norms, identity and heritage.

1.3 Summary of Content

The Junior Grade 3 - 7 Indigenous Languages syllabus focuses on concepts such as registers, grammar, events, situations, folklore, poetry and comprehension.

1.4 Assumptions

It is assumed that learners:
- are able to speak an Indigenous Language
- are motivated to learn the Indigenous Languages
- learn better in their Indigenous Language
- have knowledge of ICT

1.5 Cross-Cutting Themes

Through the teaching and learning of Indigenous languages in Grade 3 - 7, the following cross-cutting themes have to be taken into consideration to foster competency development for further studies and life:
- Gender
- Human rights and responsibilities
- Children's rights and responsibilities
- Child protection
- Sexuality, HIV and AIDS
- Heritage studies
- Collaboration
- Disaster risk management
- Environmental issues
- Guidance and counselling
- Enterprise

2.0 PRESENTATION OF THE SYLLABUS

The Junior Indigenous Languages syllabus is in the form of one document, which consists of four main language skill areas: Listening, Speaking, Reading and Writing. This syllabus is further divided into sub topics.

3.0 AIMS

The syllabus aims to enable learners to:

4.1   acquire skills of Listening, Speaking, Reading and Writing as well as visual, tactile and manual skills for different purposes

4.2   communicate effectively in different situations

4.3   develop a life-long reading culture in the Indigenous Languages for personal, cultural and national identity

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4.4 acquire skills of critical thinking on prevailing and emerging cross-cutting issues

4.5 develop creative writing skills

4.6 develop aspects of orature to enhance national heritage and culture

4.7 use ICT in learning Indigenous Languages

4.0 SYLLABUS OBJECTIVES

Learners should be able to:

4.1 demonstrate understanding of instructions

4.2 retell folktales

4.3   identify moral lessons from the folktales

4.4 tell stories on emerging and prevailing cross-cutting themes

4.5 demonstrate understanding of material they read through answering questions

4.6 debate, dramatise, recite poems and rhymes, play games, solve puzzles, riddles and answer quiz questions

4.7 write creative work

4.8 demonstrate effective language usage

4.9 write in an appropriate register to the subject matter

4.10 write with grammatical accuracy, correct spelling and appropriate punctuation

4.11 demonstrate the ability to use ICT tools

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

In the teaching of Indigenous Languages at Junior level the Communicative Approach is

recommended. Participatory, multi-sensory and learner-centred approaches as well as principles of individualisation, concreteness, stimulation, totality and wholeness must be employed to enhance the suggested methods. Learners should be exposed to a variety of methods, among them are the following:

- Story telling
- Imitation or simulation
- Exploration
- Research
- Project
- Games and quizzes
- Problem solving
- Educational tours/use of immediate environment
- Drama, song, poetry
- Demonstration
- Group discussion
- Debate
- Question and answer
- Gallery walk

It is advisable that the learner be exposed to more than one method in a lesson.

5.2 Time allocation

For the successful implementation of this syllabus, the following time allocation is recommended:

Grades 3 - 7 should be allocated at least 9 periods of 30 minutes each per week.

Indigenous Languages Junior (Grade 3 - 7) Syllabus

6.0 TOPICS

GRADE	LISTENING	SPEAKING	READING	WRITING
3	• Recognition of sound • Letter sounds, syllables and words • News, stories and folktales • Sentences, questions and instructions • Dialogue • Rhymes, jingles, songs, poems and riddles	• Likes and dislikes • Roles of self and family members • Processes and events • Counting • News, stories and folktales • Rhymes, jingles, poems, riddles and songs • Questions, sentences and instructions • Modern and ancient ways of communication • Pronunciation • Months and seasons of the year • Heritage	• Syllable sounds • Fluency • Sentences, instructions and questions • Comprehension • News, stories and folktales • Rhymes, jingles, songs, poems and riddles • Extensive reading • Dialogue	• Penmanship (Nelson's script) • Comprehension • Creative writing • Punctuation • Spelling and dictation • Language structures • Language usage • Composition
4	• Distinguish different sounds • News, stories and folk tales • Instructions, sentences and questions • Dialogue • Rhymes, jingles, songs, poems and riddles	• Relationships and roles of family and community members • Community activities and events • Months and seasons of the year • Requests and instructions/commands • Modern and ancient ways of communication • News, stories and folk tales • Rhymes, jingles, riddles and poems • Processes • Counting • Directions and orientation • Debate • Heritage	• Fluency • Comprehension • Skimming and scanning • News, stories and folktales • Rhymes, jingles, songs, poems and riddles • Extensive reading • Dialogue	• Penmanship (Nelson's script) • Language structure • Language usage • Creative writing • Punctuation • Comprehension • Spelling and dictation • Composition
5	• Phonics • News, stories and folktales • Dialogue/discussion • Rhymes, jingles, songs, poems and riddles	• Relationships and roles of family and community members • Personal needs and feelings • Community and national events • Summary	• Fluency • Comprehension • Skimming and scanning • News, stories and folktales • Rhymes, jingles, songs,	• Penmanship (Nelson's script) • Language structure • Language usage • Composition • Comprehension

Indigenous Languages Junior (Grade 3 - 7) Syllabus

GRADE	LISTENING	SPEAKING	READING	WRITING
	• Debate • Instructions, sentences and questions	• Counting • Processes and events • Message and information • Modern and ancient ways of communication • Directions/orientation • Dialogue and speeches • Debate and figurative language • Seasons of the year • Requests and instructions • Heritage • Myths, legends and taboos	• poems and riddles • Extensive reading • Dialogue	• Creative writing • Spelling and dictation • Punctuation
6	• Phonics • News, stories and folktales • Dialogues and discussions • Voices and moods • Instructions and questions • Debate • Rhymes, jingles, songs, riddles and poems	• Relationships and roles of family and community members • Counting • Debate • Dialogues and Speeches • Requests • Instructions and questions • News, stories and folktales • Messages and information • Modern and ancient ways of communication • Personal needs and feelings • Description • Figurative language • Community and national events • Summary • Processes • Myths, legends and taboos • Heritage • Totems • Climate	• Fluency • Comprehension • Skimming and scanning • Extensive reading • Summary • Instructions and notices • News, stories and folktales • Songs, rhymes, jingles, riddles and poems • Dialogue and speeches	• Penmanship (Nelson's script) • Punctuation • Creative writing • Comprehension • Composition • Spelling and dictation • Language structures • Language usage • Summary
7	• Phonics • News, stories and folktales • Dialogue and discussion	• Relationships and roles of family and community members • Personal needs and feelings	• Fluency/proficiency • Comprehension • Skimming and scanning	• Penmanship (Nelson's script) • Punctuation • Composition

GRADE	LISTENING	SPEAKING	READING	WRITING
	• Voices and moods • Rhymes, jingles, songs, poems and riddles • Instructions and questions • Debate • Messages and information	• Community and national events • Heritage • Summary • Counting • Processes • Messages and information • Modern and ancient ways of communication • Debate • Directions and orientation • Speech and dialogue • Figurative language • Myths, legends and taboos • Instructions and questions • Description • Totems • Climate	• Summary • Instructions and notices • News, stories and folktales • Rhymes, jingles, songs, poems and riddles • Extensive reading • Dialogue and speeches	• Creative writing • Comprehension • Spelling and dictation • Language structure • Language usage • Summary

7.0   SCOPE AND SEQUENCE

LISTENING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• Sounds made by objects, animals and materials	• Phonetic sounds	• Phonic and syllabic words	• Phonic and syllabic words	• Phonic sounds
• Word sounds	• News, stories, folk tales	• Phonic sounds	• Phonic sounds	• Stress and tone from minimal pairs such as guru/guru/guru
• Rhymes, jingles, poems and riddles	• Totems	• Minimal pairs	• Excerpt of a story	• News, stories and folktales
• Dialogue	• Questions and sentences	• Stories, folk tales and news and retell the main points	• Sustained dialogue and discussion	• Messages or information
• News, stories and folktales	• Instructions and commands	• Engage in sustained dialogue	• Stress and intonation	• Sustained dialogue
• Instructions, questions and sentences	• Sustained dialogue	• Stress and intonation in	• Story or news and folktales	• Rhymes, poems, songs, jingles and riddles
• Times of the day	• Rhymes, jingles, songs, poems and riddles	• Oral questions	• Oral questions and instructions	• Instructions and questions
		• Rhymes, jingles, riddles and poems	• Debates on cross cutting issues	• Debates
		• Debates in cross cutting themes	• Rhymes, jingles, songs, riddles and poems	• Voice and mood
				• Messages and information

SPEAKING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• Likes and dislikes	• Roles of members of the community	• Relationships and roles of family and community members	• Relationships and roles of family and community members	• Relationships and roles of family and community members
• Roles of self and family members	• Events in the different community	• Important events in the community	• Debate on cross cutting themes	• Needs and feelings
• Processes and events	• Polite requests and instructions	• News, stories and folk tales	• Stories heard or read	• Issues in the community
• Counting games	• Stories and plays	• Appropriate registers	• Summary	• Debate on cross cutting themes and events
• News, stories, folktales	• Oral questions	• Messages and information	• Questions on a variety of issues	• Solutions to common problems in society
• Recite rhymes, jingles, poems, riddles and songs	• Summary of a text	• Needs and feelings	• Messages from different media	• Myths, legends and taboos
• Requests, sentences and instructions	• Processes and events	• Counting	• Emotions, moods and feelings in speech	• Causes of certain natural and unnatural happenings
• Months and seasons of the year	• Counting	• Processes and events	• Counting	• Stories, news, folktales and poems
• Pronunciation	• Rhymes, jingles, poems and riddles	• Appropriate responses to questions	• Objects, people and events	• Processes and events
• Totems	• Requests, sentences and instructions	• Appropriate directions	• Prepared and unprepared speeches	• Counting
• Myths and taboos	• Months and seasons	• Prepared and unprepared speeches	• Riddles	• Celebrities, heroes and heroines
• Artefacts	• Myths and taboos	• Riddles, idioms, proverbs, graphs and charts	• Common myths, legends, taboos, idioms and other figurative expressions	• Messages from different media
	• Heritage sites in the community	• Common myths, legends and taboos	• Wants, dislikes, wishes and desires	• Climate change
	• Natural resources found in their environment	• Heritage sites	• Processes and events	• Significance of community and national heritage sites
	• Debate on cross cutting themes	• Natural resources	• Dialogue	• Totems and poems
		• Times of the day, months and seasons and their significance	• Significance of community and national heritage sites	•
		• Totems	• Totems and poems	
			• Climate change	

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READING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• Syllable sounds	• Fluency	• Intonation and enunciation	• Inferences	• Intonation and enunciation
• Words and sentences	• Comprehension	• Oral and written responses	• Comprehension	• Comprehension
• News, stories and folk tales	• Meanings of words from context	• Inferences	• Instructions	• Skimming and scanning
• Extensive reading	• Referencing skills in a variety of contexts	• Accuracy in reading	• Extensive reading	• Inferences
• Graphs, maps, tables and riddles	• General idea of the text	• Skimming and scanning skills	• Intonation and stress	• Extensive reading
• Idioms, similes, proverbs and idiophones	• Specific information	• Contextual meanings	• Skimming and scanning	• Graphs, maps, cartoons, riddles, puzzles and tables
• Dialogue	• Extensive reading	• Extensive reading	• Summary	• Dialogues and speeches.
	• Graphs, maps, puzzles, quizzes and tables	• Graphs, maps, cartoons, puzzles, tables and quizzes	• Graphs, maps, cartoons, riddles, puzzles and tables	• Rhymes, jingles, songs and poems
	• Similes idioms, proverbs and idiophones	• Idioms, similes, proverbs and idiophones	• Dialogues and speeches	• Description
	• Dialogue	• Summary	• Poems	• Modern and ancient ways of communication
		• Dialogue		

Indigenous Languages Junior (Grade 3 - 7) Syllabus

WRITING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• Nelson's script handwriting • Punctuation marks • Comprehension questions • Creative writing • Spelling and dictation • Composition • Language structures • Idioms, riddles, similes, proverbs and ideophones • ICT	• Nelson's script handwriting • Punctuation marks • Spelling and dictation • Compositions • Idioms, riddles, similes, proverbs and ideophones • Poems and prose • Summary • ICT tools in writing • Comprehension questions	• Essays, short stories and folktales • Creative work • Questions to given answers • Dialogue • Punctuation marks • Graphs, pictures, maps, cartoons, puzzles and quizzes • Language structures • Idioms, similes, riddles, proverbs and ideophones • ICT tools in writing	• Business and friendly letter, telegram, e-mail, blogs, cartoons and reports • Essay or story with linking paragraphs • Comprehension • Language structures • Graphs, pictures and tables • Idioms, riddles, proverbs, ideophones and similes • Information using graphs, pictures, tables, puzzles and quizzes • Dialogue • Punctuation • Reports • Summary • Nelson Script handwriting • Spellings • Poems and prose • Dictation • Puzzles • Quizzes • ICT tools in writing	• Nelson's script handwriting • Essays, short stories and folktales • Creative work • Comprehension • Summary • Spelling and dictation • Punctuation • Idioms, similes, riddles, proverbs and ideophones • Language structures • ICT tools in writing

8.0   COMPETENCY MATRIX

GRADE 3: LISTENING/ OBSERVING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
RECOGNITION OF SOUNDS	• Identify sounds and their sources • Identify letter sounds and rhyming words	• Sounds made by animals, objects and materials • A variety of letter sounds	• Imitating sounds made by objects, animals and materials • Differentiating sounds made by objects, animals and materials • Imitating letter sounds and syllables • Reciting rhymes, jingles, poems and interpret riddles • Identifying rhyming words • Undertaking educational tours to see different kinds of animals	• Objects • Animals • Pictures • ICT tools • Word cards • Games • Percussion instruments
PHONIC SOUNDS	• identify letter sounds and syllables • distinguish letter sounds and syllables	• Letter sounds, syllables and words	• Listening to sounds of letters, syllables and words • Repeating letter sounds • Playing phonetic games	• Letters • Syllables • Phonetic games • ICT tools • Word cards
NEWS, STORIES AND FOLKTALES	• listen to news, stories and folktales • retell news, stories and folktales	• News, stories and folktales from different media	• Listening to news, stories and folktales • Dramatizing news, stories and folktales • Role playing stories and folktales	• Newspapers • Story books • Talking books • Magazines • ICT tools
SENTENCES, QUESTIONS AND INSTRUCTIONS	• listen to sentences • respond to instructions and questions	• Sentences, instructions and questions	• Listening to sentences • Responding to instructions • Answering questions	• Sentence strips • Instruction cards • Games • ICT tools

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TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
DIALOGUE	• listen to a dialogue • engage in dialogue	• Dialogue	• Listening to dialogue • Engaging in dialogue	• Puppets • Story books • Pictures • Cartoons • ICT tools
RHYMES, JINGLES, SONGS, POEMS AND RIDDLES	• listen to rhymes, songs, jingles, poems and riddles • recite rhymes, songs, jingles, poems • interpret riddles	• Rhymes, songs, jingles, poems and riddles	• Listening to rhymes, songs, jingles, poems and riddles. • Reciting rhymes, songs, jingles and poems • Playing riddle games	• Song books • Percussion instruments • Poetry books • Musical i nstruments • Talking books • Sing for joy booklets • ICT tools
TIMES OF THE DAY	• say times of the day in sequence • state activities done during different times of the day	• Times of the day	• Reciting times of the day in sequence • Singing songs on activities done during different times of the day	• Work cards • ICT tools • Pictures • Charts

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GRADE 3: SPEAKING / SIGNING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
LIKES AND DISLIKES	• say likes and dislikes • discuss likes and dislikes	• Likes and dislikes	• Miming likes and dislikes • Playing games • Discussing likes and dislikes	• Different types of food • Colour wheel • Toys • ICT tools • Pictures
ROLES OF SELF AND FAMILY MEMBERS	• say roles at home and school • identify family members and their roles • discuss family members' roles	• Roles of self and family members	• Naming their roles at home and school • Discussing family members and their roles • Role playing roles at school and home	• Games • Song books • Percussion instruments • Poetry books • Puppets • ICT tools • Pictures
PROCESSES AND EVENTS	• identify processes • describe events • demonstrate processes	• Processes • Events	• Naming processes and events • Explaining processes and events • Role playing events • Practising processes • Conducting educational tours to take part in community events	• Games • Resource persons • Story books • Pictures of various activities • Song books • ICT tools
COUNTING	• say numbers up to 50 • use numbers in sentences	• Counting up to 50	• Counting • Playing counting games • Reciting rhymes and poems • Ordering numbers • Singing songs	• Song books • Percussions instruments • Poetry books • Rhyme booklets • ICT tools • Puzzles

Indigenous Languages Junior (Grade 3 - 7) Syllabus

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
NEWS, STORIES AND FOLKTALES	• tell stories • retell stories and folk tales • report on news • interpret idioms, similes, proverbs and ideophones	• news • stories • folk tales	• Telling stories • Retelling stories and folk tales • Role playing stories and folktales • Reporting news • Dramatising stories • Interpreting idioms, similes, proverbs and ideophones	• Newspapers • Pictures • ICT tools • Story books • Resource person • Games • Cartoons • Puppets
RHYMES, JINGLES, POEMS, RIDDLES AND SONGS	• recite rhymes, poems, jingles • interpret riddles • sing songs	• rhymes • jingles • poems • riddles • songs	• Reciting rhymes, jingles, poems • Playing riddle games • Chanting rhymes, jingles and poems • Singing songs for different occasions	• ICT tools • Pictures • Jingles and rhymes books • Poetry books • Song books • Sing for joy booklet
REQUESTS, SENTENCES AND INSTRUCTIONS	• make polite request • construct sentences • give instructions	• Sentences • Requests and instructions	• Constructing sentences • Making polite requests • Responding to instructions	• Pictures • ICT tools • Sentence strips • Instruction strips
PRONUNCIATION	• say words correctly	• Words	• Articulating words	• ICT tools • Word cards • Charts • Pictures

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
MONTHS AND SEASONS OF THE YEAR	• identify months of the year • say months of the year in their correct order • name seasons of the year	• Months of the year • Seasons of the year	• Naming months of the year in their order • Naming seasons of the year • Discussing activities done during each season • Reciting rhymes and poems on months and seasons of the year • Miming activities done during each season	• Calendar • Pictures • ICT tools
HERITAGE	• identify the setup of an ancestral homestead • discuss ancestral homesteads • familiarise with culture centre • name artefacts in the ancestral hut • name functions of the artefacts in the culture centre • identify totems	• Culture centre • Artefacts • Totems	• Naming artefacts found in the ancestral hut • Describing the functions of the artefacts • Visiting a culture centre in their immediate environment • Identifying their totems	• ICT tools • Pictures • Song books • Food • Tools • Resource persons • Sites
MYTHS AND TABOOS	• identify common myths and taboos	• Myths and taboos	• Naming common myths and taboos • Discussing common myths and taboos	• Resource persons • ICT tools • Pictures • Story books

GRADE 3: READING

TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONETIC SOUNDS	• identify phonetic sounds • say phonetic sounds	• Phonetic sounds/alphabet signs	• Identifying phonemes • Saying phonetic sounds • Playing phonetic games	• Phoneme cards/charts • Picture books • ICT tools • Games • Sign language chart
FLUENCY/ PROFICIENCY	• read words, sentences and paragraphs observing punctuation marks	• Fluency/proficiency	• Reading words, sentences and paragraphs • Playing reading games • Reciting poems • Model reading	• Word cards • Sentence strips • Punctuation marks chart • ICT tools • Games
SENTENCES AND INSTRUCTIONS	• read sentences and instructions • give instructions • respond to instructions • make sentences	• Sentences • Instructions	• Reading sentences and instructions • Making instructions • Responding to instructions	• Sentence strips • Instruction cards • Games • ICT tools
COMPREHENSION	• read passages • read questions • answer questions	• Comprehension	• Reading passages, questions and dialogues • Playing reading games • Sequencing pictures • Answering questions • Summarising passages	• ICT tools • Pictures • Games • Song books • Braille books • Talking books • Large print books
NEWS, STORIES AND FOLKTALES	• read news, stories and folktales • retell stories and folktales	• News • Stories • Folktales	• Reading news, stories and folktales • Retelling stories and folktales • Playing reading games • Dramatizing stories and folktales • Role playing news, stories and folktales	• Newspapers • Pictures • Song books • ICT tools • Braille books • Talking books • Large print books • Resource persons
RHYMES, JINGLES, SONGS, POEMS AND RIDDLES	• read rhymes, jingles, songs, poems and riddles • recite rhymes, jingles and poems	• Rhymes • Jingles • Songs • Poems • Riddles	• Reading rhymes, jingles, songs, poems and riddles • Playing games • Reading rhyming words	• Games • ICT tools • Song books • Braille books • Talking books

TOPIC	OBJECTIVES	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				• Large print books • Percussion instruments • Resource persons
EXTENSIVE READING	• read a variety of texts	• Extensive reading	• Reading a variety of texts • Playing reading games • Referencing	• Library books • Magazines • ICT tools • Newspapers • Braille books • Talking books • Large print books • Resource persons
DIALOGUE	• read a dialogue	• Dialogue	• Reading dialogue • Exchanging views • Dramatising • Role playing • Debating	• Cartoons • ICT tools • Braille books • Talking books • Large print books
GRAPHS, MAPS, TABLES AND CARTOONS	• interpret graphs, maps, tables and cartoons	• Graphs • Maps • Tables • Cartoons	• Interpreting graphs, maps, tables and cartoons • Drawing cartoons, graphs, tables and maps	• Cartoons • Maps • Tables • ICT tools • Graphs
LANGUAGE USAGE	• Identify idioms, proverbs, similes and ideophones in read text	• Idioms, proverbs, similes and ideophones	• Listing proverbs, idioms, similes and ideophones in the text • Filling in incomplete proverbs and similes	• ICT tools • Library books • Resource persons • Sentence strips **N.B. Language usage to be taught in context**

GRADE3: WRITING/BRAILLE WRITING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP	• write using Nelson's Script/Braille	• Handwriting /Braille contractions	• Writing using Nelson's Script/writing in Braille	• Nelson's Script chart • Braille alphabet • Slate and stylus
COMPREHENSION	• answer questions • summarise texts	• Comprehension	• Reading and answering questions • Summarising texts • Role playing	• Story books • ICT tools • Word cards • Pictures • Braille books • Talking books • Large print books
CREATIVE WRITING	• create stories from pictures • create own stories • write poems	• Creative writing	• Creating stories • Describing pictures • Discussing stories • Writing creative work	• Pictures • Poetry books • Story books • Cartoons • ICT tools • Talking books • Large print books • Slate and stylus
PUNCTUATION	• use punctuation marks	• Punctuation	• Discussing uses of punctuation marks • Punctuating sentences and paragraphs	• Work cards • ICT tools • Punctuation chart • Sentence strips • Talking books • Large print books • Slate and stylus
SPELLINGS AND DICTATION	• spell words • write a dictation text	• Spellings • Dictation	• Spelling words • Playing word games	• Work cards • Pictures

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
				• Sentence strips • ICT tools • Talking books • Large print books • Slate and stylus
LANGUAGE USAGE	• use idioms, ideophones, proverbs and similes/non manual features	• Idioms • Ideophones • Proverbs • Similes	• Identifying idioms, Ideophones, similes and proverbs • Using idioms, ideophones, proverbs and similes in writing	• ICT tools • Work cards • Story books • Games • Talking books • Large print books • Slate and stylus
COMPOSITION	• write stories from pictures • create own stories • write letters	• Composition	• Creating picture stories • Discussing stories • Writing stories • Describing pictures • Writing letters	• Pictures • Story books • Cartoons • ICT tools • Braille books • Talking books • Large print books • Slate and stylus

GRADE 4: LISTENING / OBSERVING

TOPIC	LEARNING OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONETIC SOUNDS	• identify a variety of phonetic sounds • distinguish a variety of phonetic sounds	• Phonetic sounds • Rhyming words	• Differentiating phonetic sounds • Repeating phonetic sounds	• Chart • Cards • Pictures • ICT tools • Phonetic games
STORIES, FOLKTALES AND NEWS	• follow the plot of a story • debate on cross cutting themes • summarising stories • retell stories, news and folktales • listen to stories, news and folktales	• News, stories and folk tales • Cross cutting themes	• Listening to a variety of news, stories and folktales • Retelling news, stories and folktales • Summarising news, stories and folktales • Dramatising stories and folktales • Role playing stories and folktales • Debating on cross cutting themes	• Story books • Cards • Resource persons • ICT tools • Newspapers • Magazines
SENTENCES, INSTRUCTIONS, AND QUESTIONS	• construct sentences • listen to instruction • respond to instructions • ask questions	• Sentences, instructions and questions	• Listening to instructions • Responding to instructions • Constructing sentences • Asking and answering questions	• Cards • Sentence strips • Pictures • Instruction strips • ICT tools
DIALOGUE	• listen to a dialogue • engage in a dialogue	• Dialogue on cross cutting themes	• Conducting dialogue • Discussing on cross cutting themes	• ICT tools • Story books • Newspapers
RHYMES, JINGLES, SONGS, POEMS AND RIDDLES	• recite poems and rhymes • interpret riddles • sing songs	• Rhymes, jingles, songs and riddles	• Reciting poems and rhymes • Singing songs • Playing riddle games • Playing instruments	• Percussion instruments • Charts • Musical instruments • Songs books • Games

GRADE 4: SPEAKING / SIGNING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNNG ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ROLES OF COMMUNITY LEADERS	• name different community leaders • explain roles of different community leaders	• Titles of community leaders • Different roles of community leaders • Role of community leaders in peace and conflict management issues	• Naming different leaders of their community • Discussing roles of community leaders • Role playing duties and responsibilities of community leaders	• Resource persons • Pictures • Cards • ICT tools • Games
COMMUNITY ACTIVITIES AND EVENTS	• state activities and events carried out in their community • describe the community activities and events • discuss community activities and events	• Community activities and events • Peace and conflict management issues (village courts)	• Stating community activities and events • Explaining community activities and events • Dramatising or role-playing community activities and events	• ICT tools • Cards • Calendars • Pictures • Games • Song books • Story books
MONTHS AND SEASONS OF THE YEAR	• identify months in each season • identify activities in each season • describe weather conditions	• Months of the year • Seasons of the year	• Discussing weather conditions • Role playing seasonal activities	• Calendar • Pictures • ICT tools
REQUESTS AND INSTRUCTIONS/COMMANDS	• make requests related to situations • respond to requests and instructions • give specific instructions/commands	• Requests and responses according to situation • Specific instructions/ commands • Appropriate registers • Cultural awareness and intercultural understanding	• Making requests related to different situations • Responding to requests and instructions • Using appropriate registers related to cultural and intercultural understanding • Role playing on making requests • Demonstrating cultural practices	• ICT tools • Objects • Cards • Puppets • Story books

Indigenous Languages Junior (Grade 3 - 7) Syllabus

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNNG ACTIVITIES AND NOTES	SUGGESTED RESOURCES
NEWS, STORIES AND FOLKTALES	• tell stories and news • retell folktales and stories • dramatise stories and folktales • identify key points in a text • interpret idioms, similes, proverbs and ideophones	• Stories, folktales and news	• Telling stories and news • Retelling news, stories and folktales • Dramatising stories and folktales • Asking and responding to questions • Giving meanings of words • Summarising texts • Interpreting idioms, similes, proverbs and ideophones	• Newspapers • Story books • ICT tools • Pictures • TV model
PROCESSES	• explain a simple process • demonstrate a process	• Processes	• Describing details and steps of simple processes • Demonstrating a simple process • Using the correct verb tenses and constructing simple sentences • Role playing	• Ingredients, tools and materials • Cards • Pictures • Objects • Chart • Sentence strips • ICT tools
COUNTING	• say numbers up to 60 • use numbers in sentences	• Counting	• Counting numbers up to 60 • Playing counting games • Reciting rhymes and poems • Ordering numbers • Singing songs	• Cards • Songs • Rhymes, Jingles • Charts • ICT tools
DIRECTION AND ORIENTATION	• give correct directions • describe the cardinal points • indicate position of a place using cardinal points	• Cardinal points • Position including left and right and landmarks	• Saying the cardinal points • Indicating the cardinal points on a diagram or by pointing • Responding to instructions about directions and orientation including left and right and landmarks • Visiting their immediate environments	• Compass • Maps • Cards • Pictures • Features • ICT tools • Models
DEBATE	• discuss cross cutting themes • follow an argument analytically	• Cross cutting themes	• Discussing cross cutting themes • Expressing their views logically	• Story books • Newspapers • Magazines • ICT tools

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNNG ACTIVITIES AND NOTES	SUGGESTED RESOURCES
HERITAGE	• Name totems • Name animals associated with totems • State customs to do with totems • Discuss the importance of the national anthem, the national pledge and the national flag	• Totems • National flag • National pledge	• Naming totems • Reciting totems • Explaining consequences of breaking totem taboos • Discussing colours of the national flag • Discussing the importance of the national anthem and the national pledge • Singing the national anthem • Reciting the national pledge • Educational tours to heritage sites	• ICT tools • Pictures • Cards • Newspapers • Resource persons • National flag • Charts • Poetry books

GRADE 4: READING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
FLUENCY	• read fluently • read with recognition to various punctuation marks	• Words and sentences • Stories • Punctuation marks	• Reading fluently • Observing punctuation marks • Model reading	• Cards, Sentence strips • Pictures, Story books • Games, ICT tools • Newspapers
COMPREHENSION	• read for comprehension • deduce meanings of words from context • answer comprehension questions • summarise the passage read	• Texts, news and stories • Folktales • Pictures • Poems	• Reading silently • Explaining words in context • Using the key words in sentences • Summarising passage read • Answering various comprehension questions • Reading pictures and poems	• Story books • Resource persons • ICT tools • Newspapers • Sentence strips • Cards, Pictures • Graphs, Poetry books
SKIMMING AND SCANNING	• skim to get the gist of the text • scan for specific information in the text • answer questions • summarise read texts	• Skimming • Scanning	• Finding the gist of the text • Identifying particular information from the context • Discussing the thrust of the text • Giving main ideas in each paragraph • Summarising specific information from the text • Answering questions	• Cards • ICT tools • Newspapers • Games • Story books
EXTENSIVE READING	• read for various purposes • interpret graphs, maps, puzzles, riddles and tables • use referencing skills • retell the stories read	• Extensive reading • Electronic media	• Reading a variety of texts • Finding words and meanings from a dictionary • Using new words to construct sentences • Interpreting graphs, maps, puzzles, riddles and tables • Narrating stories read	• Story books • Newspapers • Maps, Graphs • ICT tools • Puzzles, Braille books • Large print books • Talking books • Dictionary

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
NEWS, STORIES AND FOLKTALES	• read news, stories and folktales • retell news, stories and folktales • summarise texts • give meanings of words	• News, stories and folktales • Electronic media	• Reading a variety of texts • Finding meanings of words • Retelling folktales, stories and news • Summarising texts • Answering questions	• Story books • Newspapers • Resource persons • ICT tools • Braille books • Talking books • Large print books • Pictures
RHYMES, JINGLES, SONGS AND POEMS	• read rhymes, jingles and poems • recite rhymes and poems • sing songs	• Rhymes • Jingles • Songs • Poems	• Reading rhymes, poems and jingles • Answering questions • Reciting poems, rhymes and jingles • Singing songs • Competing in reciting and singing	• Charts • Percussion instruments • Poetry books • ICT tools • Song books • Braille books • Large print books
DIALOGUE	• read a dialogue • engage in dialogue	• Dialogue on cross cutting issues	• Reading dialogue • Engaging in dialogue • Discussing dialogue • Answering question • Dramatising	• ICT tools • Textbooks • Teacher's resource file • Braille books • Large print book
LANGUAGE USAGE	• Identify idioms, proverbs, similes and ideophones in read text • Use ideophones and similes in sentences	• Idioms, proverbs, similes and ideophones	• Listing proverbs, idioms, similes and ideophones in the text • Filling in incomplete proverbs and similes • Using ideophones and similes in sentences	• ICT tools • Library books • Resource persons • Sentence strips

GRADE 4 WRITING/BRAILLE WRITING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (Nelson's script)	• use the Nelson's script/braille alphabet and contractions	• Nelson's script/braille alphabet and contractions	• Demonstrating letter and loop formation • Practising writing letters with loops	• Nelson's script chart • ICT tools • Braille alphabet chart • Slate and stylus
PUNCTUATION	• use punctuation marks	• Punctuation: full stop, capital letters, exclamation marks, comma, question marks, opening and closing inverted commas	• Writing sentences and punctuating them	• Word cards • Charts • Sentence strips • Punctuation sheet • Slate and stylus
SPELLING AND DICTATION	• read words, sentences and phrases • spell words	• Words and sentences	• Reading words, phrases and sentences • Using words in sentences • Spelling words	• Word cards • Sentence strips • Pictures • Chart • ICT tools • Embossed pictures • Braille sentence strips/word Cards • Braille textbooks • Story books
CREATIVE WRITING	• write essays • write poems and songs	• Cross cutting issues • Unhu/Ubuntu/ Vumunhu	• Ordering ideas and words • Writing stories, poems, songs and letters • Observing punctuation	• ICT tools • Newspapers • Story books • Poetry books • Song books • Magazines • Pictures, Objects • Samples • Talking books

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TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
COMPOSITION	• state different types of compositions • write essays on given topics • write letters	• Types of compositions: narrative and descriptive • Composition structure • Letter format • Closed passages	• Ordering ideas and words • Writing letters • Observing punctuation • Completing closed passages	• ICT tools • Story books • Pictures • Objects • Samples • Talking books
COMPREHENSION	• answer questions • find meanings of words • give main ideas from the passage	• News, stories and poems • Quiz and puzzles	• Answering questions • Summarising texts • Giving contextual meanings of words • Using words in sentences	• ICT tools • Cards • Story books • Pictures • Newspapers • Braille books • Large print books • Talking books
LANGUAGE USAGE	• give the meanings of language expressions such as idioms, ideophones and proverbs • use language expressions in writing	• Idioms • Ideophones • Proverbs • Similes • Metaphors	• Stating language expressions • Discussing the meanings of languages expressions • Using language expressions • Matching the expressions with their meanings • Conducting group competitions	• Chart • Story books • ICT tools • Pictures • Resource persons **Note: Language usage is taught in context**

Indigenous Languages Junior (Grade 3 - 7) Syllabus

GRADE 5: LISTENING/OBSERVING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• discriminate the phonic sounds of the alphabet and syllables • distinguish words and sentences	• Alphabet phonic sounds and syllables • Minimal pairs such as, *famba* and *tamba, gala* and *sala* • Stress and intonation/hand shape, movement, orientation and non-manual features	• Differentiating the phonic sounds of the alphabet and syllables • Reading minimal pairs • Working out meaning from stress and intonation • Listening for specific purposes	• Word cards • Puppets • Charts • Story books • Braille books • Large print books • Talking books • Sign language alphabet
NEWS, STORIES AND FOLKTALES	• listen to news, stories and folktales • retell news, stories and folktales • state main points	• News, stories, folktales from different media • Topical cross cutting themes • Summary	• Listening to news, stories and folktales • Retelling news, stories and folktales • Summarising news, stories and folktales • Debating on cross cutting themes	• ICT tools • Braille books • Large print books • Talking books • Resource person • Newspapers
DIALOGUE AND DISCUSSIONS	• take part in a sustained dialogue and discussions	• Different dialogue • Discussion topics	• Simulating different dialogue • Discussing situations	• Story books • ICT tools • Braille books • Large print books • Talking books
RHYMES, JINGLES, SONGS, POEMS AND RIDDLES	• Recite poems and rhymes • Interpret riddles • Sing songs	• Rhymes, jingles, songs and riddles	• Reciting poems and rhymes • Singing songs • Playing riddle games • Playing instruments	• Percussion instruments • Chart • Musical instruments • Song books • games
INSTRUCTIONS AND QUESTIONS	• respond appropriately to complex oral instructions and questions • follow complex instructions and commands	• Instructions and questions	• Listening and responding to oral questions and instructions • Responding to complex instructions and commands	• Work cards • Braille books • Large print books • Talking books

GRADE 5: SPEAKING/SIGNING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PERSONAL NEEDS AND FEELINGS	• express needs and feelings • dramatise events, experiences and feelings • compare and contrast needs • narrate events and experiences	• Personal needs and feelings • Events and experiences	• Expressing their needs and feelings • Narrating personal events, experiences and feelings • Dramatising events and experiences • Comparing and contrasting their needs and feelings	• Pictures • ICT tools • Work cards • Braille books • Large print books • Talking books • Sign language dictionaries
COMMUNITY AND NATIONAL EVENTS	• state community and national events • describe community and national events • discuss the significance of the community and national events • participate in national and community events	• Community and national events	• Outlining a calendar of community and national events • Describing community and national events • Educational tours to community and national events • Discussing significance of community and national events • Relating events and activities to cross cutting issues	• National calendars • Resource persons • Pictures • Work cards • Braille books • Large print books • Talking books
HERITAGE	• identify cultural practices in the community • explain the importance of national symbols • trace historical background of their families	• Cultural practices • National symbols • Historical background • Totems	• Listening to cultural practices in their communities • Explaining the significance of national symbols • Discussing their historical background • Explaining cultural backgrounds • Reciting poems and totems • Dramatizing cultural practices • Visiting heritage sites	• ICT tools • Pictures • Cards • Newspapers • Story books • Resource persons • National court of arms
TIMES OF THE DAY, MONTHS AND SEASONS	• identify times of the day and associated cultural activities • identify months and activities in each season • describe weather conditions	• Times of the day, months and seasons	• Discussing cultural events and activities during times of the day, months and seasons • Role playing seasonal activities • Dramatising cultural events and activities	• Calendar • Pictures • ICT tools • Resource persons

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	• explain the meanings of names of months of the year and their significance		• Researching on the meanings and significance of the months of the year	
SUMMARY	• summarise news, stories and folktales	• Elements of a summary	• Retelling news, stories and folk tales • Summarising news, stories and folk tales	• Story books • Magazines • Newspapers • Braille books • Large print books • Talking books • ICT tools
COUNTING	• count orally up to 70 • use numbers in sentences	• Counting	• Saying numbers up to 70 • Playing counting games • Reciting rhymes and poems • Ordering numbers • Singing songs • Using numbers in sentences	• Number cards • Large print books • Talking books • Sign language number charts • ICT tools
PROCESSES	• explain a process in sequence • demonstrate the procedure of a process	• Common processes • Sequence of processes	• Explaining processes in sequence • Demonstrating the procedure of a process • Dramatising a process	• Apparatus • Utensils • Materials • Braille books • Large print books • Talking books • ICT tools • Manuals
MESSAGES AND INFORMATION	• relay messages and information • respond to messages and information • use appropriate registers • analyse information	• Messages and information	• Relaying messages and information • Responding to messages and information • Dramatising relaying messages using appropriate registers • Analysing information using ICT tools	• ICT tools • Story books • Braille books • Large print books • Talking books

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
DIRECTION AND ORIENTATION	• give correct directions • name the cardinal points • give directions using cardinal points • interpret direction signs	• Direction signs • Cardinal points • Ways of showing position using left and right dimensions	• Giving directions/features • Locating places using cardinal points • Locating positions of places using maps • Responding to instructions about directions and position	• Compass • Atlas • ICT tools • Large print books • Talking books • Embossed atlases and cardinal points • Games
DEBATE	• discuss on cross cutting themes • debate on cross cutting themes	• Cross cutting themes	• Debating on cross cutting themes • Discussing on cross cutting themes • Analysing debated issues	• ICT tools • Pictures • Cards
SPEECH	• present prepared and unprepared speech • speak fluently	• Prepared and unprepared speech	• Giving prepared and unprepared speeches • Speaking fluently • Public speaking	• Work cards • ICT tools • Resource persons
FIGURATIVE LANGUAGE	• say riddles, ideophones, idioms and proverbs • interpret riddles, idioms, metaphors and proverbs • use idioms and proverbs in sentences • explain the use of idioms and proverbs	• Idioms • Similes • Ideophones • Riddles • Proverbs	• Playing riddle games • Interpreting idioms, metaphors and proverbs • Using idioms, ideophones and proverbs in sentences • Discussing the importance of idioms and proverbs	• Work cards • ICT tools • Reference books • Braille books • Large print books • Resource persons • Talking books
MYTHS, LEGENDS AND TABOOS	• discuss myths, legends and taboos • explain the functions of myths, taboos and legends	• Myths, legends and taboos	• Describing myths, taboos and legends • Analysing meaning of myths, legends and taboos • Dramatising legendary activities • Visiting sacred places	• Artefacts • Pictures • ICT tools • Story books • Resource persons • Braille books • Large print books • Talking books

GRADE 5: READING

TOPIC	OBJECTIVES Learners should be able to	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
FLUENCY/PROFICIENCY	• read fluently and accurately	• Sentences and passages • Stress and Intonation • Enunciation	• Reading fluently and accurately • Pronouncing and expressing words correctly • Recognising punctuation marks, stress and intonation when reading	• Reading materials • ICT tools • Braille books • Large print books • Talking books
COMPREHENSION	• read silently for comprehension • answer questions • ask questions • narrate passage they have read • deduce contextual meaning passage read	• Literature materials such as poems, stories, news and drama	• Reading silently • Explaining words as used in context • Using the key words in sentences • Interpreting charts, tables, maps and graphs • Summarising • Formulating questions • Answering questions	• ICT tools • Work cards/flash cards • Newspapers and magazines • Reading materials • Braille books • Large print books • Talking books
SKIMMING AND SCANNING	• skim to get the gist of the text • scan for specific information in the text • answer related questions • give a brief summary of the text • give meanings of words in context	• Passages	• Finding the major concerns of the story or text • Selecting particular information from the text • Discussing the gist of the text • Responding to specific questions • Summarising specific information from text	• Story books • ICT tools • Word/flash cards • Newspapers and magazines • Braille books • Large print books • Talking books

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TOPIC	OBJECTIVES Learners should be able to	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
NEWS, STORIES AND FOLKTALES	• read news, stories and folktales • retelling news, stories and folktales • discuss main ideas from news, stories and folktales interpret cartoons	• News • Stories • Folktales • Cartoons	• Reading news, stories and folktales • Retelling news, stories and folktales • Discussing main ideas from news, stories and folktales • Dramatizing news, stories and folktales • Answering questions • Role playing news, stories and folktales • Reading games Interpreting cartoons	• Textbooks • Newspapers • ICT tools • Story books • Cards • Large print books • Talking books • Braille books • Magazines • Games • Cartoons
SONGS, RHYMES, JINGLES, RIDDLES AND POEMS	• read rhymes, jingles, riddles and poems • discuss contextual meanings of words • sing songs • recite rhymes, jingles and poems interpret riddles and cartoons	• Songs • Rhymes • Jingles • Poems • Riddles • Cartoons	• Reading rhymes, poems, jingles and riddles • Discussing meanings of words and phrases • Reciting rhymes, jingles and poems • Asking and answering questions • Singing songs Interpreting riddles and cartoons	• Charts • Cards • Musical instruments • ICT tools • Pictures • Braille books • Large print books • Talking books • Story books • Cartoons
DIALOGUE AND SPEECHES	• discuss cross cutting themes • read dialogues and prepared speeches • take part in sustained dialogue	• Dialogues Prepared speeches	• Discussing cross cutting themes • Reading dialogues and prepare speeches • Creating dialogues • Engaging in dialogues • Asking questions • Answering questions	• Charts • Cards • ICT tools • Newspapers • Pictures • Puppets • Games • Textbooks • Braille books • Talking books • Large print books

TOPIC	OBJECTIVES Learners should be able to	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
EXTENSIVE READING	• read for various purposes • find meanings of words from the dictionary • interpret information from charts, graphs, maps, atlases and tables • make judgements of what they have read • use referencing skills	• Vocabulary • Graphs and tables • Maps • Texts, news and media • Cartoons • Dictionaries, atlases, directories	• Reading various texts for different purposes • Looking for meanings of words from the dictionary • Analysing work on graphs, maps, atlases and tables • Evaluating works read • Applying referencing skills in a variety of contexts	• Newspapers, magazines, atlases, dictionary, maps, tables and charts. • Braille books • Large print books • Talking books • Sign language dictionaries • Story books • ICT tools
LANGUAGE USAGE	• identify idioms, proverbs, similes and ideophones in read text • give meanings of identified idioms and proverbs	• Idioms, proverbs, similes and ideophones	• Explaining the meanings of identified proverbs and idioms • Replacing idioms and proverbs with alternatives	• ICT tools • Library books • Sentence strips • Resource persons **Note: Language usage is taught in context**

GRADE 5: WRITING/BRAILLE WRITING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (Nelson's script)	• join letters using loops • write legibly	• Looped letters • Joined loops	• Demonstrating letter and loop formation • Practising writing letters with loops/Braille contractions	• Nelson's script chart Grade 3 – 7 • ICT tools • Writing tools (stencils) • Slate and stylus •
PUNCTUATION	• use punctuation marks	• Punctuation: full stop, capital letter, exclamation marks, comma, question mark, opening and closing inverted commas	• Writing sentences and punctuating them correctly	• Sentence strips • Charts • Pictures • Slate and stylus • Sign language punctuation chart
COMPOSITION	• punctuate sentences correctly • write essays of up to 100 words • write friendly and business letters	• Punctuation and paragraphing • Types of essays such as narrative, descriptive and reports • Business and friendly letters	• Ordering ideas and words • Practising correct punctuation and sentence structure • Writing free essays or essays on given topics • Punctuating and paragraphing correctly • Demonstrating the business letter format	• Pictures • Story books • Model letters • Cartoons • ICT tools • Large print books • Talking books • Sign language dictionaries • Slate and stylus
CREATIVE WRITING	• use their creativity and imagination to write	• Creative work : stories, folktales, simple dialogue, poems, news and wall newspapers	• Writing a variety of creative pieces • Drawing and writing creative pieces	• Pictures • Slate and stylus • Large print books • Talking books • Sign language dictionaries • ICT tools

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
COMPREHENSION	• answer questions • summarise texts • interpret graphs, tables, cartoons, quiz, puzzles, maps and dialogues	• Comprehension • Summaries • Questions	• Answering questions • Formulating questions to given answers • Interpreting texts, graphs and tables • Summarising texts • Drawing maps, graphs and tables • Taking part in quiz competitions	• ICT tools • Novels • Newspapers • Magazines • Poetry books • Plays • Slate and stylus • Braille books • Large print books • Talking books • Graphs • Tables • Maps • Quiz • Puzzles
SPELLING AND DICTATION	• spell words	• Dictation • Spellings	• Writing spellings and dictation	• Slate and stylus • Word cards • Sentence strips • Story books
LANGUAGE USAGE	• say ideophones, metaphors and proverbs • interpret riddles, idioms, metaphors and proverbs • use idioms, similes and proverbs in sentences • explain the use of idioms and proverbs	• Idioms • Similes • Ideophones • Riddles • Proverbs • Metaphors	• Discussing the importance of idioms and proverbs • Interpreting idioms, riddles, metaphors and proverbs • Using idioms, ideophones, similes and proverbs in sentences • Playing riddle games • Identifying proverbs with similar meanings	• Work cards • ICT tools • Reference books • Braille books • Large print books • Resource persons • Talking books • Games **Note: Language usage is taught in context**

GRADE 6: LISTENING / OBSERVING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• discriminate the phonic sounds of the alphabet and syllables • distinguish sounds of consonant clusters • use stress and intonation to distinguish words and sentences	• Phonetic alphabet and syllables • Consonant clusters such as, tsv-, ts-, tsw-, and dz-, dzv-, dzw-, dz- • Stress and intonation/handshape, movement, orientation and non manual features	• Differentiating the phonic sounds of the alphabet and syllables • Distinguishing consonant clusters • Working out meaning from stress and intonation • Identifying minimal pair such as: imba/imba, (sing/house) guru/guru (big/tripe) ibele/ibele	• Cards • Alphabet charts • ICT tools • Braille books • Talking books
NEWS, STORIES AND FOLKTALES	• listen to news from different media • listen with concentration to stories from various media • complete an excerpt • listen to folktales • retell news, stories and folktales	• News, stories and folktales from different media	• Listening to news, stories and folktales • Miming scenes from stories and plays • Dramatising news, stories and folktales • Singing songs • Listening to an excerpt of a story and completing it sequentially	• Story books • Resource persons • Pictures • Newspapers • ICT tools • Magazines • Braille books • Talking books
DIALOGUE AND DISCUSSION	• take part in sustained dialogue and discussion • discuss on cross cutting themes	• Dialogue and discussions on different situations • Cross cutting themes • Turn-taking • Register	• Creating dialogue and discussions on different situations • Participating in dialogue and discussions on cross cutting themes • Discussing on cross cutting themes • Role playing	• Story books • ICT tools • Charts • Pictures • Puppets
VOICES AND MOOD	• identify voices of people • tell the mood of a speaker from voice, stress and intonation • use stress and intonation to	• Recordings of voices • Voice modulation for mood, stress and intonation	• Distinguishing voices of different people • Recording voices of people • Identifying the mood and	• ICT tools • Pictures • Puppets • Games

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	distinguish words and sentences		intentions of people through their voice modulation and facial expressions	• Songs • Poems
INSTRUCTIONS AND QUESTIONS	• respond to instructions and questions • follow up instructions and questions	• Instructions and questions	• Listening to questions and instructions • Responding to instructions and questions	• Sentence strips • Cards • Pictures • ICT tools
DEBATE	• discuss on cross cutting themes • debate on cross cutting themes	• Cross cutting themes	• Identifying cross cutting themes • Discussing on cross cutting themes • Debating on cross cutting themes	• ICT tools • Pictures • Cards
RHYMES, SONGS, JINGLES, POEMS AND RIDDLES	• listen to rhymes, songs, jingles, poems and riddles • recite rhymes, jingles and poems • sing songs • interpret riddles	• Rhymes, songs, jingles, poems and riddles	• Listening to rhymes, songs, jingles, poems and riddles • Reciting rhymes, poems and jingles • Singing songs • Interpreting riddles • Playing riddle games	• Chart • Musical instruments • ICT tools • Song books • Poetry books

GRADE 6: SPEAKING/SIGNING

TOPIC	OBJECTIVES Learners should be able to	UNIT CONTENT (skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
COUNTING	• count numbers up to 100 • use numbers in sentences	• Counting up to 100	• Counting numbers up to 100 • Saying numbers in their order in multiples of 10 up to 500 • Playing number games • Counting objects	• Work cards • ICT tools • Objects • Games
DEBATE	• discuss on cross cutting themes • debate on cross cutting themes	• Cross cutting themes	• Debating on cross cutting themes • Discussing on cross cutting themes • Analysing debated issues	• ICT tools • Pictures • Cards
SPEECHES	• Prepare speeches • present unprepared and prepared speeches • express emotion, mood and feelings in speeches	• Prepared and unprepared speeches	• Preparing speeches • Presenting prepared and unprepared speeches • Discussing presented speeches • Expressing emotions, mood and feelings in speeches	• ICT tools • Work cards • Charts • Pictures
QUESTIONS AND INSTRUCTIONS	• respond appropriately to instructions and questions • follow instructions and questions	• Instructions and questions	• Listening to questions and instructions • Responding to instructions and questions • Giving instructions • Asking questions	• ICT tools • Cards • Sentence strips
NEWS, STORIES AND FOLKTALES	• tell news and stories • summarise news, stories and folktales told or read • retell news, stories and folktales • evaluate news and stories	• News, stories and folktales • Summary	• Telling news and stories • Retelling news, stories and folktales • Summarising news, stories and folktales • Evaluating news	• Newspapers • Story books • ICT tools • Magazines • Pictures
MESSAGES AND INFORMATION	• relay messages and information accurately • respond to messages and information • analyse information	• Messages and information • Media literacy	• Relaying messages and information accurately • Responding to messages and information accurately • Analysing information • Using the internet to access information	• ICT tools • Story books • Pictures • Work cards • Puppets • Newspapers • Games

TOPIC	OBJECTIVES Learners should be able to	UNIT CONTENT (skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PERSONAL NEEDS AND FEELINGS	• express needs, desires and feelings • compare and contrast needs and feelings	• Personal needs, desires and feelings	• Expressing their needs, dislikes, desires and feelings • Expressing feelings aroused by personal experiences and events • Dramatising events and experiences that arouse emotions • Comparing and contrasting their needs and feelings	• Story books • ICT tools • Work cards • Pictures
DESCRIPTION	• describe different types of objects and places of interest • describe family members, celebrities and prominent people • describe national events	• National emblems, monuments, culture centre and sacred places • Family members, celebrities and prominent people • National events	• Describing objects, places of interest, family members, celebrities and prominent people • Conducting field trips • Dramatising national events • Describing objects in the culture centre	• ICT tools • Objects • Pictures • Cards • Chart
FIGURATIVE LANGUAGE	• Identify riddles, ideophones, idioms, metaphors and proverbs • interpret, riddles, ideophones, idioms, metaphors and proverbs • use idioms, similes and proverbs in sentences • explain the use of idioms and proverbs	• Proverbs • Idioms • Similes • Ideophones • Riddles	• Discussing the importance of idioms and proverbs • Interpreting idioms, metaphors and proverbs • Using idioms, ideophones, similes and proverbs in sentences • Playing riddle games • Identifying proverbs with similar meanings from a given passage • Identifying proverbs with opposite meanings from a given passage	• Work cards • ICT tools • Reference books • Braille books • Large print books • Resource persons • Talking books • Story books
COMMUNITY AND NATIONAL EVENTS	• identify important community and national events • describe community and national events • explain the significance of community and national	• Community and national events	• Identifying community and national events • Describing community and national events • Discussing significance of community and national events • Outlining a calendar of	• ICT tools • National calendars • Resource persons • Pictures • Work cards • Braille books

TOPIC	OBJECTIVES Learners should be able to	UNIT CONTENT (skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	• events		community and national events • Relating events and activities to living and working together • Educational tours to community and national events	• Large print books • Talking books
SUMMARY	• identify key points from texts • narrate stories, news and folktales • summarise news, stories and folktales	• Summary	• Retelling news, stories and folktales • Discussing main points from texts • Summarising news, stories and folktales	• Story books • Magazines • Newspapers • Braille books • Large print books • Talking books • ICT tools
MYTHS, LEGENDS AND TABOOS	• discuss myths, legends and taboos • explain the importance of myths, taboos and legends • differentiate myths, legends and taboos	• Myths, legends and taboos	• Discussing myths, taboos and legends • Explaining the importance of myths, taboos and legends in society • Dramatising legendary activities • Visiting sacred places	• Artefacts • Pictures • ICT tools • Story books • Resource persons • Braille books • Large print books • Talking books
PROCESSES	• name processes • describe processes • demonstrate the procedure of a process	• Common processes • Sequence of processes	• Naming processes • Describing processes • Demonstrating the procedure of a process • Miming and singing work songs	• Apparatus • Utensils • Braille books • Large print books • Talking books • ICT tools • Manuals
HERITAGE	• identify cultural practices in their communities • explain the significance of national symbols • compare and contrast cultural practices in various communities	• Community cultural practices and national symbols	• Identifying cultural practices • Explaining different cultural practices • Discussing the significance of the cultural practices and national symbols • Researching on cultural practices and national symbols	• ICT tools • Pictures • Cards • Newspapers • Resource persons • National court of arms • Eternal flame

TOPIC	OBJECTIVES Learners should be able to	UNIT CONTENT (skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			• Dramatizing cultural practices • Role playing • Reciting poems • Singing songs • Visiting heritage sites	• Flame lily
DIALOGUE	• take part in sustained dialogue • discuss cross cutting issues	• Cross cutting issues	• Creating dialogue in different situations • Discussing on cross cutting issues • Debating on cross cutting issues	• Cards • Charts • ICT tools • Story books • Resource persons
RELATIONSHIPS: Roles of family and community members	• identify relationships in a family • explain the significance of family ties • discuss the cultural aspect of relationships in the community	• Family and community relationships • Family tree	• Identifying relationships in a family • Drawing family tree • Explaining the significance of family ties • Discussing the cultural aspects of relationships in the community • Describing roles played by different relations • Role playing family and community roles	• Pictures • ICT tools • Reading materials • Charts • Resource persons
TOTEMS	• identify totems • discuss totems • trace the origins of totems • recite praise poems	• Totems • Praise names • Praise poems	• Identifying totems • Discussing totems • Tracing the origins of their totems • Reciting praise poems	• Poetry books • Charts • Cards • Resource person • ICT tools • Pictures
CLIMATE	• identify climate changes • discuss causes of climate change • explain how climate is affected by unacceptable cultural beliefs	• Climate • Causes of climate change	• Identifying climate changes • Discussing causes of climate change • Discussing cultural beliefs in rainmaking ceremonies • Dramatising rainmaking ceremonies	• Resource persons • ICT tools • Charts • Pictures

GRADE 6: READING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
FLUENCY	• read fluently and accurately • read with appropriate intonation/stress • observe punctuation marks in reading	• News, stories, folktales, sentences and passages • Intonation/stress • Enunciation	• Reading fluently and accurately • Model reading • Pronouncing and expressing words accurately • Recognising punctuation marks and intonation when reading • Reading games	• ICT tools • Braille books • Large print books • Talking books • Story books • Pictures • Magazines • Newspapers
COMPREHENSION	• read silently for comprehension • answer questions • ask questions • deduce contextual meaning • narrate texts read	• News, stories, folktales, poems, sentences, letters and dialogues • Graphs, maps and tables	• Reading silently • Explaining words used in context • Retelling stories, news, folktales and poems • Answering questions • Summarising • Formulating questions • Interpreting tables, maps and graphs	• Story books • Graphs. maps and tables • ICT tools • Work cards • Newspapers and magazines • Large print books • Talking books • Puppets • Poetry books
SKIMMING AND SCANNING	• skim to get the gist of the text • scan for specific information in the text • answer related questions • summarise texts • give meanings of words in context	• Passages	• Reading to get the gist of the text • Identifying particular information from the text • Giving main ideas in each paragraph • Summarising information from the text • Responding to specific questions	• Story books • ICT tools • Work cards • Newspapers and magazines • Braille books • Large print books • Talking books
EXTENSIVE READING	• read for various purposes • retell stories read • give contextual meanings of words • summarise stories	• Extensive reading	• Reading texts • Retelling stories • Explaining words as they are used in the text • Summarising stories read	• Poetry books • ICT tools • Newspapers • Magazines

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TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	• use referencing skills		• Answering questions • Asking questions • Making sentences using new words	• Maps • Braille books • Large print books • Talking books • Work cards • Story books • Cartoons
SUMMARY	• read stories, folktales, news and poems • retell stories, folktales, news and poems • identify main points • summarise stories, folktales, news and poems	• Elements of summary • Summary	• Reading stories, folktales, news and poems • Identifying main points • Retelling stories, folktales, news and poems • Summarising texts	• Poetry books • ICT tools • Newspapers • Magazines • Large print books • Talking books • Work cards • Story books • Cartoons
INSTRUCTIONS AND NOTICES	• read and follow instructions and notices appropriately • observe notices • respond to instructions appropriately	• Instructions • Notices	• Reading instructions and notices • Interpreting symbols and labels • Responding to instructions • Observing notices	• ICT tools • Labels • Sentence strips • Cards • Notice board • Bill board • Large print books • Talking books • Sign posts • Notices
NEWS, STORIES AND FOLKTALES	• read news, stories and folktales • retell news, stories and folktales • discuss main ideas from news, stories and folktales	• News • Stories • Folktales • News	• Reading news, stories and folktales • Retelling news, stories and folktales • Discussing main ideas from news, stories and folktales • Dramatising news, stories and folktales • Answering questions • Role playing news, stories and folktales	• Newspapers • ICT tools • Library books • Story books • Work cards • Large print books • Talking books • Braille books • Magazines • Games

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT(skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			• Playing reading games • Interpreting cartoons	

SONGS, RHYMES, JINGLES,
RIDDLES AND POEMS
	• read rhymes, jingles, riddles and
	  poems
	• discuss contextual meanings of
	  words
	• sing songs
	• recite rhymes, jingles and
	  poems
	• interpret riddles
		• Songs
		• Rhymes
		• Jingles
		• Poems
		• Riddles
			• Reading rhymes, poems, jingles
			  and riddles
			• Discussing meanings of words
			  and phrases
			• Reciting rhymes, jingles and
			  poems
			• Answering questions
			• Singing songs
			• Interpreting riddles
				• Charts
				• Work cards
				• Musical instruments
				• ICT tools
				• Pictures
				• Braille books
				• Large print books
				• Talking books

DIALOGUE AND SPEECHES	• discuss cross cutting themes
	• read dialogue and prepared
	  speeches
	• take part in sustained dialogue
		• Dialogue
		• Prepared speeches
			• Discussing cross cutting themes
			• Reading dialogue and prepared
			  speeches
			• Creating dialogue
			• Engaging in dialogue
			• Answering questions
			• Asking questions
				• Charts, Work cards
				• ICT tools
				• Newspapers
				• Pictures
				• Puppets, Games
				• Story books
				• Talking books
				• Large print books

GRADE 6: WRITING/BRAILLE

TOPIC	OBJECTIVE Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PUNCTUATION	• identify punctuation marks • discuss the use of punctuation marks • use punctuation marks correctly	• Punctuation: capital letters, full stop, comma, question marks, exclamation marks, opening and closing inverted commas, apostrophe, colon, semi-colon and hyphen	• Identifying punctuation marks • Discussing the use of punctuation marks • Using punctuation marks correctly	• Charts • ICT tools • Work cards • Sentence strips • Braille books • Talking books • Large print books
PENMANSHIP (Nelson's script)	• use the Nelson's script/braille alphabet and contractions	• Nelson's script/braille alphabet and contractions	• Demonstrating letter and loop formation • Practising writing letters with loops	• Nelson's script charts • ICT tools • Braille alphabet chart • Slate and stylus
CREATIVE WRITING	• present ideas in a logical manner • write a variety of essays • write poems and songs • create stories from cartoons and pictures	• Cross cutting themes • Stories • News • Cartoons • Essays	• Ordering ideas • Writing stories, poems, dialogue and songs • Making stories out of cartoons and pictures • Creating story books and articles	• ICT tools • Pictures • Work cards • Cartoons • Charts • Braille books • Talking books • Large print books
COMPREHENSION	• read a variety of texts • scan for answers • answer questions • summarise a variety of texts • give contextual meaning of words or phrases	• News, stories, folktales, poems, letters and dialogue • Graphs, maps and tables • Summaries	• Reading a variety of texts • Scanning for answers • Discussing a variety of texts • Answering questions • Summarising a variety of texts • Giving contextual meaning of words or phrases	• ICT tools • Story books • Pictures • Newspapers • Work cards • Sentence strips • Braille books • Talking books • Large print books

Topic	Objectives	Content	Activities	Resources
COMPOSITION	• Identify different types of compositions • write different types of compositions • write friendly and business letters	• Essays • Letters • Poems • Dialogue • Reports	• Identifying different types of compositions • Discussing how to write essays, reports and letters • Writing essays, reports and letters	• ICT tools • Letters • Work cards • Charts • Braille books • Talking books • Large print books
DICTATION AND SPELLING	• read words and sentences • spell words correctly • write dictation	• Dictation • Spelling	• Reading words and sentences • Writing words and dictation • Playing spelling games	• Work cards • Sentence strips • ICT tools • Story books • Newspapers • Braille books • Talking books • Large print books • Games
LANGUAGE USAGE	• say ideophones, metaphors and proverbs • interpret riddles, idioms, metaphors and proverbs • use idioms, similes and proverbs in sentences • explain the use of idioms and proverbs	• Idioms • Similes • Ideophones • Riddles • Proverbs • Metaphors	• Discussing the importance of idioms and proverbs • Interpreting idioms, riddles, metaphors and proverbs • Using idioms, ideophones, similes and proverbs in sentences • Playing riddle games • Identifying proverbs with similar meanings	• Work cards • ICT tools • Reference books • Braille books • Large print books • Resource persons • Talking books • Games **Note: Language usage is taught in context**
SUMMARY	• identify main points • summarise stories, folktales, news and poems	• Elements of summary • Summary	• Identifying main points • Summarising a variety of texts	• Poetry books • ICT tools • Newspapers • Magazines • Work cards • Story books • Cartoons • Talking books • Large print books

GRADE 7: LISTENING / OBSERVING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• discriminate phonic sounds of syllables • distinguish sounds of consonant clusters • identify minimal pairs	• Phonic sounds • Cluster sounds • Minimal pairs	• Identifying sounds of syllables • Listening to minimal sounds • Distinguishing consonant sounds • Playing phonic games	• Phonic chart • ICT tools • Puppets, Games • Story books • Charts • Word cards • Sign alphabet • Talking books
NEWS, STORIES AND FOLKTALES	• listen to news, stories and folktales • retell news, stories and folktales • complete an excerpt	• News, stories and folktales from different media • Excerpts from different media	• Listening to news, stories and folktales • Retelling news, stories and folktales • Picking out headlines and information • Dramatising stories, news and folktales • Role playing news, stories and folktales • Analysing and evaluating news • Summarising news, stories and folktales • Answering questions • Completing an excerpt	• Story books • ICT tools • Puppets • Games • Songs • Poems • Jingles • Newspapers • Magazines • Resource persons • Talking books • Braille books
DIALOGUE AND DISCUSSION	• participate in dialogue and discussions	• Dialogue for different situations • Cross cutting themes	• Simulating different dialogue • Discussing different situations in the community • Discussing on cross cutting themes	• Story books • ICT tools • Braille books • Puppets • Large print books • Talking books • Resource persons
RHYMES, JINGLES, SONGS, POEMS AND RIDDLES	• recite rhymes and poems • interpret riddles • sing songs and jingles	• Rhymes, jingles, songs, poems and riddles	• Reciting poems and rhymes • Singing songs and jingles • Playing riddle games • Playing musical instruments	• ICT tools • Songs • Games • Charts • Poetry books • Musical instruments

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIITIES AND NOTES	SUGGESTED RESOURCES
INSTRUCTIONS AND QUESTIONS	• respond appropriately to instructions and questions • follow instructions and commands	• Instructions, commands and questions	• Responding to instructions and commands in the appropriate register • Answering oral questions	• ICT tools • Story books • Word cards • Braille books • Large print books • Talking books
DEBATE	• debate on cross cutting themes	• Cross cutting themes • Debating procedures	• Debating on cross cutting themes • Discussing cross cutting themes • Expressing their views	• Story books • Newspapers • Magazines • ICT tools
VOICE AND MOOD	• identify voices of popular people • tell the mood of a speaker from voices, stress and intonation	• Recordings of voices from popular people • Voice modulation for mood	• Imitating voices of popular people • Distinguishing voices of different people • Identifying the mood and intentions of people through their voice modulation	• ICT tools • Resource persons • Puppets • Poems • Songs • Jingles
MESSAGES AND INFORMATION	• identify modern and ancient ways of communication • pass messages and information accurately	• Modern and ancient ways of communication	• Identifying modern and ancient ways of communication • Playing communication games • Communicating using various means	• ICT tools • Resource persons • Drums, Whistles • Trumpet, Letters • Cloth, Clothes

GRADE 7: SPEAKING / SIGNING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PERSONAL NEEDS AND FEELINGS	• express needs, desires and feelings clearly and politely • dramatise events, experiences and feelings • narrate events and experiences • compare and contrast needs	• Personal needs, desires and feelings • Events and experiences	• Expressing needs and feelings politely • Narrating personal events, experiences and feelings • Dramatising events and experiences • Comparing and contrasting needs and feelings	• ICT tools • Pictures • Word cards • Story books • Braille books • Sign language dictionaries • Large print books • Puppets
COMMUNITY AND NATIONAL EVENTS	• identify community and national events • discuss the significance of community and national events • describe community and national events	• Community events • National events • Significance of community and national events	• Describing community and national events • Discussing the significance of community and national events • Dramatising community and national events • Role playing community and national events • Singing songs • Reciting poems	• ICT tools • Library books, Songs • National symbols • Heritage sites • Pictures, Poems • Jingles, Resource persons • Clothes • Talking books • Large print books
HERITAGE	• name national heritage sites • locate national heritage sites • explain the significance of national heritage sites • explain how national heritage sites relate to the history of the nation	• National heritage sites • Significance of national heritage sites	• Naming national heritage sites • Locating national heritage sites • Explaining the significance of national heritage sites • Researching on national heritage sites • Conducting educational tour to heritage sites	• ICT tools • Pictures • Work cards • Maps, Newspapers • Resource persons • Talking books • Large print books • National heritage sites and monuments
COUNTING	• say and count numbers in order • use numbers in sentences	• Counting up to 200	• Saying numbers in their order in multiples of 10 up to 1 000 • Playing counting games • Using numbers in sentences	• ICT tools • Number cards • Braille books • Large print books

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TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			• Singing songs	• Story books • Talking books
MESSAGES FROM DIFFERENT MEDIA	• pass on messages and information from different media accurately • discuss information from different media • analyse information obtained	• Messages and information from different media	• Passing messages and information from different media • Discussing and analysing information from different media • Accessing information from different media • Dramatising passing on of messages	• ICT tools • Media • Story books • Braille books • Talking books • Large print books
DEBATE	• debate on cross cutting themes and events	• Cross cutting themes • Events • Debating procedures • Common problems in the society	• Debating on cross cutting themes and events • Debating on solutions to common problems in the society	• ICT tools • Puppets • Newspapers • Pictures
DIRECTION AND ORIENTATION	• give correct directions • name the cardinal points • give directions using cardinal points • interpret direction signs	• Direction signs • Cardinal points • Ways of showing position including left and right	• Giving directions/features • Locating places using cardinal points • Locating positions of places using maps • Responding to instructions about directions and positions • Playing games • Dramatising giving directions	• ICT tools, • Compass • Atlas, Games • Braille books • Large print books • Talking books • Embossed atlases and cardinal points • Puzzles
SPEECH AND DIALOGUE	• present prepared and unprepared speeches • express emotions, mood and feelings in speech and dialogue • speak fluently	• Prepared and unprepared speeches • Dialogue • Speech fluency	• Presenting prepared and unprepared speeches • Discussing presented speeches • Expressing emotions, mood and feelings in speeches and dialogue	• ICT tools • Puppets • Work cards • Story books • Pictures • Braille books • Large print books
FIGURATIVE LANGUAGE	• say riddles, idioms and other figurative expressions • interpret riddles, idioms and other figurative expressions • use figurative expressions in context	• Figurative expressions: - Riddles - Idioms - Proverbs - Similes - Ideophones	• Saying and interpreting figurative expressions • Using figurative expressions in context • Interpreting riddles, idioms, proverbs and other figurative expressions	• ICT tools • Story books • Work cards • Braille books • Talking books • Reference books

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
MEMBERS AND COMMUNITY LEADERS	• members and community leaders • discuss critical issues that affect the community	• members and community leaders • Critical issues in the community • Solutions to common problems	• Identifying community leaders and their roles • Role playing roles of different community members • Dramatising critical issues that affect the community • Singing songs on roles community members • Reciting poems	• Story books • Charts • Pictures • Braille books • Poetry books
CLIMATE	• identify effects of climate change • suggest solutions to climate change	• Climate • Effects of climate change	• Discussing effects of climate changes • Suggesting solutions to climate change • Dramatising effects of climate change	• Resource persons • ICT tools • Charts • Pictures
TOTEMS	• discuss totems • trace the origins of totems • recite praise poems	• Totems • Praise names • Praise poems	• Discussing totems • Tracing the origins of their totems • Reciting praise poems • Researching origins of their totems and praise poems	• Charts • Work cards • Resource persons • ICT tools • Pictures • Praise poems
DESCRIPTION	• describe celebrities and prominent people • describe different types of objects and places of interest • describe roles of heroes and heroines	• Celebrities and prominent people • Interesting and sacred places • Roles of heroes and heroines	• Describing celebrities and prominent people • Describing different types of objects and places of interests • Describing roles of heroes and heroines • Dramatising roles of prominent people • Singing praise songs • Visiting interesting and sacred places	• ICT tools • Pictures • Story books • Magazines • Newspapers • Novels • Monuments • Braille books • Talking books

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TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
MEMBERS AND COMMUNITY LEADERS	• members and community leaders • discuss critical issues that affect the community	members and community leaders • Critical issues in the community • Solutions to common problems	• Identifying community leaders and their roles • Role playing roles of different community members • Dramatising critical issues that affect the community • Singing songs on roles community members • Reciting poems	• Story books • Charts • Pictures • Braille books • Poetry books
CLIMATE	• identify effects of climate change • suggest solutions to climate change	• Climate • Effects of climate change	• Discussing effects of climate changes • Suggesting solutions to climate change • Dramatising effects of climate change	• Resource persons • ICT tools • Charts • Pictures
TOTEMS	• discuss totems • trace the origins of totems • recite praise poems	• Totems • Praise names • Praise poems	• Discussing totems • Tracing the origins of their totems • Reciting praise poems • Researching origins of their totems and praise poems	• Charts • Work cards • Resource persons • ICT tools • Pictures • Praise poems
DESCRIPTION	• describe celebrities and prominent people • describe different types of objects and places of interest • describe roles of heroes and heroines	• Celebrities and prominent people • Interesting and sacred places • Roles of heroes and heroines	• Describing celebrities and prominent people • Describing different types of objects and places of interests • Describing roles of heroes and heroines • Dramatising roles of prominent people • Singing praise songs • Visiting interesting and sacred places	• ICT tools • Pictures • Story books • Magazines • Newspapers • Novels • Monuments • Braille books • Talking books

GRADE 7: READING

TOPIC	OBJECTIVES	UNIT CONTENT (skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
FLUENCY AND PROFICIENCY	• read fluently and proficiently • read with appropriate intonation/stress • recognise and appreciate punctuation marks • summarise what has been read	• Fluency • Proficiency	• Reading fluently • Reading with appropriate intonation and stress • Recognising punctuation marks when reading • Expressing feelings when reading • Summarising what has been read • Evaluating what has been read	• Reading materials • ICT tools • Braille books • Talking books • Large print books
COMPREHENSION	• read intensively for comprehension • infer meanings of words and phrases through contexts • interpret graphs, tables and maps • answer questions • summarise what has been read texts	• Comprehension	• Reading silently for comprehension • Reading intensively for comprehension • Deducing meanings of words and phrases as used in context • Interpreting graphs, tables and maps • Formulating questions • Answering questions	• Story books • ICT tools • Work cards/flash cards • Newspapers and magazines • Literature material • Braille books • Large print books • Talking books
SKIMMING AND SCANNING	• skim for the gist of a text • scan for specific information from a text • identify major points from a text	• Skimming and scanning	• Skimming for the gist of a text • Making inferences • Scanning for particular information from texts • Answering questions • Summarising specific information from texts	• ICT tools • Sentence strips • Story books • Magazines • Newspapers • Braille books • Large print books
EXTENSIVE READING	• read a variety of texts for different purposes • summarise texts • find meanings of words and phrases as used in the text • interpret information from	• Extensive reading • Referencing skills	• Reading for different purposes • Selecting important points • Summarising stories • Deducing meanings of words and phrases as used in the text • Interpreting graphs, maps and	• ICT tools • Library books • Newspapers • Atlases • Dictionaries • Charts

TOPIC	OBJECTIVES	UNIT CONTENT (skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	• graphs, maps and tables • apply a variety of referencing skills • interpret riddles and figurative language		tables • Applying reference skills • Evaluating work read • Interpreting riddles and other figurative language	• Puzzles • Graphs • Talking books • Maps • Tables
SUMMARY	• narrate given text	• Elements of summary • Summary	• Reading a variety of texts • Selecting main points from texts • Summarising given texts • Discussing summaries of given texts	• ICT tools • Story books • Poems • Newspapers • Magazines • Braille books • Talking books
INSTRUCTIONS AND NOTICES	• read and follow instructions and notices appropriately • observe notices • respond to instructions appropriately	• Instructions • Notices	• Reading instructions and notices • Interpreting symbols and labels • Responding to instructions • Observing notices	• ICT tools, Labels • Sentence strips • Work cards • Notice board • Bill board • Large print books • Talking books • Sign posts • Notices
NEWS, STORIES AND FOLKTALES	• read news, stories and folktales • comprehend news, stories and folktales • retell news, stories and folktales • analyse news, stories and folktales	• News, stories and folktales	• Reading news, stories and folktales • Retelling news, stories and folktales • Asking and answering questions from read texts • Explaining contextual meaning of words • Summarising news, stories and folktales • Analysing news, stories and folktales • Inferring meaning of figurative language	• ICT tools • Newspapers • Braille books • Talking books • Pictures • Story books • Magazines

TOPIC	OBJECTIVES	UNIT CONTENT (skills, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
RHYMES, JINGLES, SONGS, POEMS AND RIDDLES	• read rhymes, jingles, songs, poems and riddles • recite rhymes and poems • sing songs and jingles • interpret riddles	• Rhymes, jingles, songs, poems and riddles	• Reading rhymes, jingles, songs, poems and riddles • Reciting rhymes and poems • Singing songs and jingles • Interpreting riddles	• ICT tools • Rhyme books • Anthology books • Songs • Games • Work cards • Charts • Talking books
DIALOGUE	• read dialogue • comprehend dialogue • infer meanings of words and figurative language • summarise dialogue	• Dialogue of different situations	• Reading dialogue • Asking and answering questions • Inferring meanings of words and figurative language • Summarising dialogue • Role playing dialogue in an appropriate register • Dramatizing dialogue	• ICT tools • Story books • Puppets • Talking books • Pictures • Cartoons • Story books • Magazines
MODERN AND ANCIENT WAYS OF COMMUNICATION	• describe modern and ancient ways of communication • discuss advantages and disadvantages of modern and ancient ways of communication	• Modern and ancient ways of communication	• Describing modern and ancient ways of communication • Discussing advantages and disadvantages of modern and ancient ways of communication • Playing communication games • Communicating using various means • Comparing and contrasting modern and ancient ways of communication	• ICT tools • Resource persons • Drums • Whistles • Trumpets • Letters • Cloth • Clothes • Pictures • Story books • Magazines • Braille books

GRADE 7: WRITING / BRAILLE WRITING

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skill, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (Nelson's script)	• join letters using loops • write legibly	• Looped letters • Joined letters	• Demonstrating letter and loop formation • Practising writing letters with loops/braille contraction	• Nelson's script chart Grade 3 – 7 • ICT tools • Writing tools • Slate and stylus • Braille alphabet
CREATIVE WRITING	• write creatively	• Creative work	• Writing a variety of creative pieces • Drawing cartoons and pictures	• Pictures • Slate and stylus • Braille books • Large print books • Talking books • Sign language dictionary • ICT tools • Library books • Poetry books • Cartoons
COMPOSITION	• write different types of compositions • write friendly and business letters • write dialogue and reports	• Different types of compositions • Business and friendly letter formats • Dialogue and reports • Punctuation and paragraphing	• Writing guided and unguided compositions • Punctuating and paragraphing correctly • Demonstrating the business letter format • Writing friendly letters, dialogue and reports	• Pictures • Story books • Model letters • Cartoons • ICT tools • Braille books • Large print books • Talking books • Sign language dictionaries • Slate and stylus
COMPREHENSION	• answer questions • interpret graphs, tables, cartoons, quizzes, puzzles, maps and dialogue • summarise texts • give contextual meanings of words	• Comprehension • Cross cutting themes • Graphs, tables, cartoons, quizzes, puzzles and maps	• Answering questions • Formulating questions to given answers • Interpreting maps, graphs and tables • Taking part in quiz competitions • Summarising texts	• ICT tools • Novels • Newspapers • Magazines • Poetry books • Plays • Slate and stylus • Braille books • Large print books

Indigenous Languages Junior (Grade 3 - 7) Syllabus

TOPIC	OBJECTIVES Learners should be able to:	UNIT CONTENT (Skill, attitudes and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
			• Explaining words used in context	• Talking books • Maps • Graphs • Tables • Quizzes
SPELLING AND DICTATION	• write dictation • spell words	• Dictation • Spellings	• Writing spellings and dictation • Playing spelling games	• Slate and stylus • Word cards • Sentence strips • Story books • Newspapers • ICT tools
PUNCTUATION	• use punctuation marks correctly	• Punctuation: capital letter full stop, comma, exclamation mark, hyphen, apostrophe, question mark, colon and semi-colon, opening and closing inverted commas,	• Identifying punctuation marks • Punctuating sentences	• Sentence strips • ICT tools • Pictures • Slate and stylus • Sign language chart • Punctuation chart • Braille books
FIGURATIVE LANGUAGE	• identify different types of figurative expressions • interpret riddles, idioms, metaphors and proverbs • use idioms, ideophones, similes, proverbs and metaphors in sentences	• Figurative expressions such as riddles, proverbs, idioms, ideophones, metaphors and similes	• Interpreting riddles, puzzles, proverbs, idioms, metaphors and similes • Using figurative expressions correctly in writing • Matching the expressions with their meanings • Group competitions	• ICT tools • Reference books • Games • Charts • Braille books • Resource persons
SUMMARY	• write summaries of given texts	• Elements of summary • Summary	• Identifying main points • Summarising a variety of texts	• Poetry books • ICT tools • Newspapers • Magazines • Work cards • Story books • Cartoons • Braille books • Talking books • Large print books

SUPPORTING LANGUAGE STRUCTURES

ASPECT	GRADE 3	GRADE 4	GRADE 5	GRADE 6/7
Noun and Pronoun	• Common nouns • More proper nouns including simple nicknames • Wider range of collective nouns • Names of quantities of common substances as related to their containers such as *pfuko yehwahwa, mbita ya byalwa* • Emphatic forms of personal pronouns, both singular and plural such as *inini/mina iwe/wena*	• Common nouns • More proper nouns including compound names • Wider range of collective nouns • Names of quantities of substances as related to their containers such as *tswanda yezviyo, isitsha sophoko* • Other emphatic forms of personal pronouns, both singular and plural such as *iyeni/mina, iyewe/wena*	• Common nouns • More proper nouns including complex ones such as names of shops, buses • Wider range of collective nouns • Names of quantities of substances as related to their containers such as *bhero redonje ibhele lo tshinda* • Names of pieces of land associated with crops grown there such as *doro remupunga, kasensa, insimu yerayisi* • Emphatic forms of personal pronouns, both singular and plural such as *inini/mina, iwewe/wena*	• Common nouns • More proper nouns including complex ones such as names of shops, buses • Wider range of collective nouns • Names of quantities of substances as related to their containers such as , *nhekwe yefodya, imfuko yegwayi* • Names of pieces of land associated with crops grown there such as *tseu yenzungu, insimu yamazambane* • Emphatic forms of personal pronouns, both singular and plural such as *inini/mina, iwewe/wena*
Verb Tenses	Positive and negative forms of the following: • Simple present such as handidyi/ angidli • Progressive such as handisikudya/angidli • Simple past such as ndakadya/ ngadla Handinakudya/ angidlanga • Immediate/recent past such as *ndadya/ngidlile* • Simple future such as *ndichadya/ngizakudla*	Positive and negative forms of: • Simple present • Progressive • Simple past • Immediate/recent past • Simple future	Positive and negative forms of: • Simple present • Progressive • Simple past • Immediate/recent past • Simple future • Recognition of the perfect tenses	Positive and negative forms of: • Simple present • Progressive • Simple past • Immediate/recent past • Simple future • Perfect tenses

ASPECT	GRADE 3	GRADE 4	GRADE 5	GRADE 6/7
Qualifiers and Modifiers	• As for Grade 2, add a variety of adjectives and modifiers and their opposites where applicable • A variety of modifiers and qualifiers • Other ways of expressing qualification and modification such as mvura yakasviba/amanzi angcolileyo	As for Grade 3. Add: • A variety of adjectives, qualifiers and modifiers and their opposites where applicable • Other ways of expressing qualification and modification	As for Grade 4. Add: • Duplicated forms of a variety of modifiers and qualifiers • A variety of adjectives and modifiers and their opposites where applicable • Other ways of expressing qualification and modification	• Duplicated forms of a variety of modifiers and qualifiers • A variety of adjectives and modifiers and their opposites where applicable • Other ways of expressing qualification and modification like use of the relative such as *muti wakareba, isihlahla eside*
Sentences	As for Grade 2 plus • Simple sentences joined by a conjunction using verb tenses • Use of conjunctions in different positions within a sentence • Use of up to 2 qualifiers with or without a conjunction in a sentence • Positive and negative sentences • Other question forms	As for Grade 3 plus • Sentences joined by a conjunction using the tenses under verb • Use of conjunctions in different positions within a sentence • Use of more than 2 qualifiers with or without conjunctions in a sentence • Positive and negative sentences • Other question forms	As for Grade 4 plus • Compound sentences • Use of conjunctions in different positions within a sentence • Use of more than 2 qualifiers with or without conjunctions in a sentence • Expressing the negative in a variety of ways • Using interrogative forms	As for Grade 5 plus • Complex sentences • Use of conjunctions in different positions within a sentence • Use of unlimited qualifiers with or without conjunctions in a sentence • Positive and negative sentences • Other question forms that do not use interrogatives
Punctuation	Use of • Full stop • Comma • Capital letters • Question mark Recognition of • Quotation marks • Exclamation mark • Apostrophe	Use of • Full stop • Capital letters • Question mark • Comma Recognition of • Quotation marks • Exclamation mark • Apostrophe	Use of • Full stop • Capital letters • Question mark • Comma • Quotation marks • Exclamation mark • Apostrophe	• Recognition and use of a variety of punctuation marks such as - Full stop - Capital letters - Question mark - Comma - Quotation marks - Exclamation mark - Hyphen - Apostrophe - Colon - Semi-colon

9.0 ASSESSMENT

In the teaching and learning of the Junior Grade 3 - 7 Indigenous Languages, learners should be continuously assessed in the four main language skills, Listening, Speaking, Reading and Writing including visual, manual and tactile.

The syllabus' scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to access assessments.

(a) Assessment Objectives

By the end of the junior course candidates are expected to:

- retell folktales
- identify moral lessons from the folktales
- tell stories on emerging and prevailing cross-cutting themes
- read a variety of materials
- demonstrate understanding of material they read through answering questions
- debate, dramatise, recite poems/rhymes, play games, solve puzzles and answer quiz questions
- write creative work
- write in an appropriate register with grammatical accuracy, correct spelling and appropriate punctuation
- demonstrate the ability to use ICT tools

Assessment model

The assessment in Indigenous Language has an emphasis on the four main language skills which are:

Listening (receptive), Speaking (expressive), Reading and Writing including visual, manual and tactile

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                    Assessment of learner performace
                        in Indigenous Languages

                              100%

        Continuous Assessment                    Summative Assessment

              30%                                      70%

  Profiling  Projects  Tests  Oral/Aural      MCQ    Essay 20%,
              10%      10%       5%            40%    Comprehension 5%
                                                     and summary 5%
                                                     Total=30%

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

  EXIT
  PROFILE          FINAL MARK INDIGENOUS LANGUAGES

                              100%
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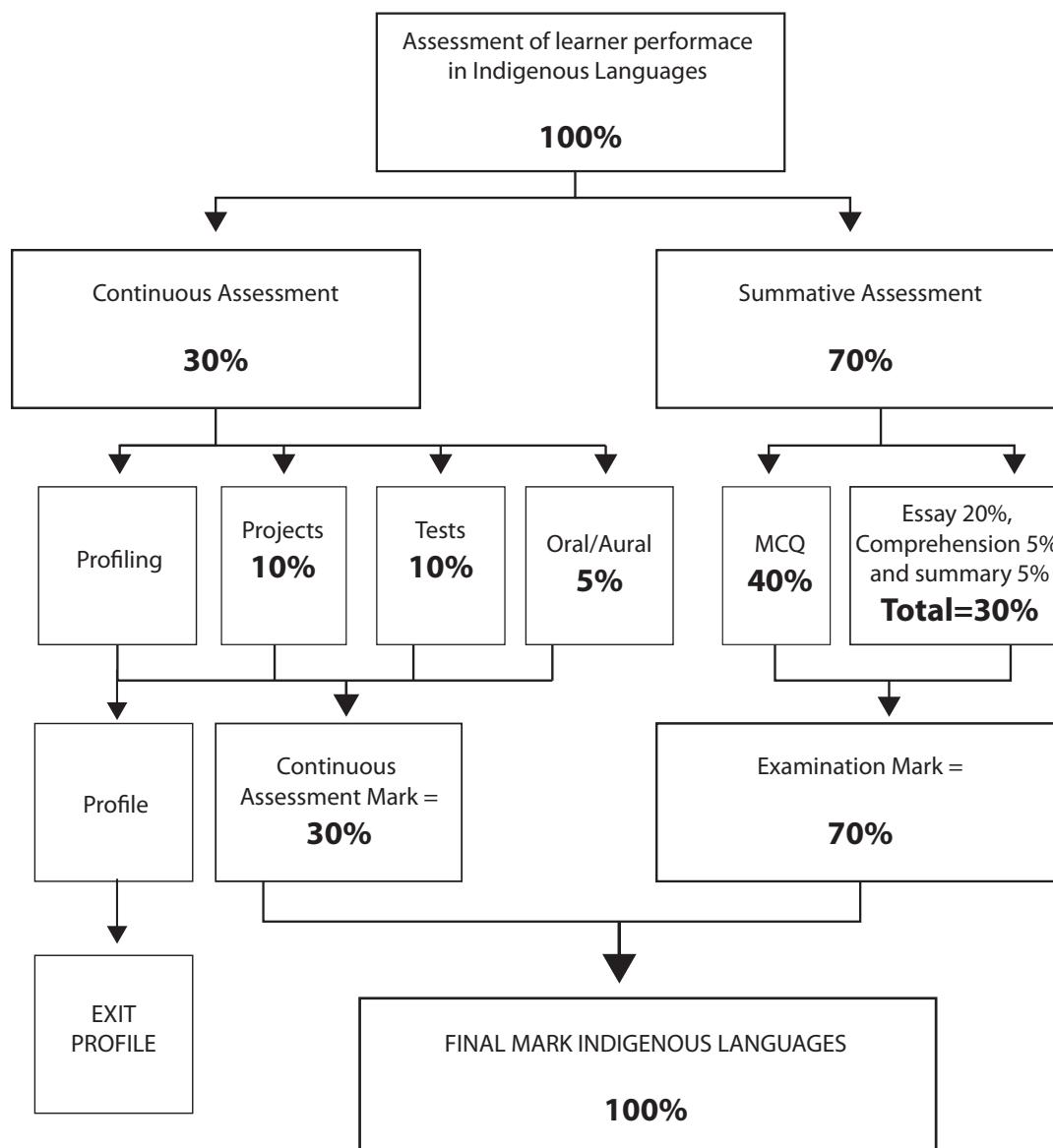
LEARNER PROFILE

The learner profile will comprise those aspects that cannot be assessed through the Continuous Assessment model. 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 the Grade 7 as shown on the assessment model but will assist to give a full picture of the learner's competency.

CONTINUOUS ASSESSMENT (30%)

Profiling, Tests and Oral/ Aural (Receptive and Expressive) assignments are administered and collated from Grade Three to Grade Seven. Research projects on culture and heritage are done and assessed from Grade Five to Seven. All the marks scored from the aforementioned aspects, serve for profiling, will contribute to the final mark.

SUMMATIVE ASSESSMENT (70%)

The setting and designing of test items in Indigenous Language is guided and informed by the skills weighting chart and the specification grid.

Skills weighting chart

Speaking (Expressive)	30%
Listening (Receptive)	20%
Reading	20%
Writing	30%

Description of the Summative assessment structure

The Summative assessment comprises two components as follows:

Paper 1.

1hr 30 minutes (40 marks) 40%

There are 40 multiple-choice questions based on register, aspects of culture, comprehension, language usage & language structure. Candidates are required to answer all questions.

Paper 2.

1hr 45 minutes (30 marks) 30%

Paper 2 comprises of Section A and B. Section A comprises 5 compositions and candidates are required to choose one. This section carries 20 marks. Section B is a comprehension and summary. Comprehension and summary carries 5 marks each.