ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ENGLISH LANGUAGE

JUNIOR (GRADE 3-7) SYLLABUS

(2015 - 2022)

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1.0 PREAMBLE

1.1 Introduction

This syllabus covers the learning and teaching of English Language from Grade 3 to Grade 7, taking into account the importance of English as a tool for communication, cultural, political, religious, social and economic development. It seeks to utilise Information and Communication Technologies (ICTs) to enhance the teaching and learning of the English Language. The syllabus seeks to prepare learners to use English in studying other learning areas across the curriculum while also offering opportunities for lifelong learning. The syllabus promotes the use of the Communicative and Functional approaches to the teaching and learning of English Language.

1.2 Rationale

This syllabus encourages the use of learner centred and interactive activities that enable learners to develop and understand linguistic concepts and their usage in everyday life. As a medium of instruction, the English Language assists in the teaching and learning of other learning areas across the curriculum. Being a global language it offers learners an opportunity to communicate in a wider spectrum.

The study of the English Language will enhance teamwork in learners and the development of skills in:

- Problem solving
- Critical thinking
- Decision making
- Conflict resolution
- Leadership
- Self-management
- Communication
- Technology and innovation
- Entrepreneurship

1.3 Summary of Content

The English Language syllabus emphasises the learning and teaching of the four basic skills and their sub-skills, namely: 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 diverse learning needs.

1.4 Assumptions

The learning and teaching of English assumes the following:

- learners have been exposed to English Language
- learners are motivated to learn the English Language
- skills acquired by learners in L1 (if not English) can be transferred to the learning of English as an L2
- all learners are capable of learning English Language

1.5 Cross-Cutting Themes

In teaching and learning English Language, the following cross-cutting themes should be taken into consideration:

- Gender
- Children's Rights and responsibilities
- Child Protection
- Disaster Risk Management
- Financial Literacy
- Sexuality, HIV and AIDS Education
- Heritage Studies
- Collaboration
- Environmental Issues

2.0 PRESENTATION OF THE SYLLABUS

The English Junior syllabus is presented in a single document covering Grade 3 to Grade 7

3.0 AIMS

The syllabus should enable learners to:

3.1   develop the four basic skills namely: listening, speaking, reading and writing in the English Language with emphasis on visual, manual and tactile skills

3.2   express themselves freely in a variety of situations that involve the use of functional English

3.3   cultivate an appreciation of the use of English Language as a tool for cultural, political, religious, social and environmental development

3.4   prepare for present and future studies in the English Language and other learning areas

3.5   develop an appreciation of the English Language as a means of wider communication

3.6   promote a reading and creative writing culture using the English Language

3.7   promote the use of ICTs in the learning of the English Language

3.8   develop basic skills of analysing literary works

3.9   develop communicative competence in the English Language

4.0   SYLLABUS OBJECTIVES

By the end of the junior school level learners should be able to:

4.1   listen attentively for effective communication

4.2   speak fluently/sign proficiently for effective communication

4.3   read a variety of English texts for fluency and comprehension

4.4   write accurately in English

4.5   listen to/observe and understand texts or any form of communication in English

4.6   use writing conventions correctly

4.7   use the English language for communication in different situations

4.8   express themselves in a correct and appropriate manner

4.9   utilise ICTs in aspects of listening, speaking, reading and writing

4.10 use non-verbal cues to express themselves

4.11 write a variety of creative texts

4.12 comment meaningfully on texts read to develop skills such as critical thinking, problem solving, team building and tolerance

4.13 use appropriate language in both written and spoken discourse in line with our cultural values

5.0 METHODOLOGY

5.1 Suggested Methodology

In using this syllabus, the Functional, Communicative and Multi-Sensory Approaches as well as principles of individualisation, concreteness, totality and wholeness are recommended, operating within the spiral framework. Using these approaches, language forms and structures are taught by using them in various contexts rather than as isolated forms.

All activities and methods should be participatory and learner centred starting from simple to complex.

The following methods are recommended:

● Communicative Language Teaching (CLT)
● Demonstration
● Debate and Discussion

- Individual and group presentations
- Drama
- Role play/ Imitation and Simulation/Miming
- Poem recitation
- Educational tours/Excursions
- E-Learning
- Case study
- Animation
- Situational language teaching/learning
- Individual Learning Programmes (ILPs)
- Diorama
- Models/Resource persons

The suggested methods above should be enhanced by the application of orthodidactic principles and multi-sensory approaches to teaching. These include tactile, concreteness, individualization, self-activity, totality and wholeness. Teachers are also encouraged to address learner's compensatory senses during teaching.

5.2 Time Allocation

For effective teaching of English the following time allocation is recommended:

Grade 3 to 7: 9 periods of 30 minutes per week

6.0 TOPICS/SKILLS

The learning and teaching of the English Language will focus on the following skills:

- Listening/Observing
- Speaking/Signing
- Reading/Signing
- Writing/ Brailing

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English Languages Junior (Grade 3 - 7) Syllabus

7.0   JUNIOR SCOPE AND SEQUENCE

SKILL 1: LISTENING/OBSERVING

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
• Consolidation of Grade 2 work with emphasis on long and short vowel sounds • Silent consonants and vowels • Instructions in a row • News and stories told from electronic media • News and short stories • Dictation and spelling • True/False or Yes/No statements	• Consolidation and development of phonic skills learnt in previous grades • Words with same sound but different spelling and meanings such as heal/heel, knit/neat, herd/head • Cardinal vowel sounds, that is, 8 diphthongs such as: *take, make, road* and 12 monophthongs such as: *rod, pot, bend, gate* (compared to the 5 sounds in indigenous languages) • Commands or instructions • Statements which require True/False answers either absolutely (such as: *the earth is flat*), or relative to a story or description • Texts/stories from various sources • Dictated / signed words, short sentences and stories	• Consolidation and development of phonic skills learnt in previous grades • The 44 English sounds • A series of consecutive commands or instructions • Short responses and statements such as True/False or Yes/No responses • Dictation : - Words and sentences from various texts • Listening Comprehension from various texts • Listening to stories	• Consolidation and development of phonic skills learnt in previous grades • Words that have the same initial sounds • Words that have the same terminal sounds • Stress and intonation • Long and short vowel sounds • Dipthongs • Triphthongs • Utterances or extended speech from different texts • Responses to statements with statements such as 'I agree/strongly agree, definitely/absolutely, true/false' • Dictation words and statements • Stories and news told from electronic media • Aural comprehension	• Further consolidation and development of phonic skills learnt in previous grades • Listening to a variety of texts • Responding to statements with emphasis on responses such as '*I agree/strongly agree, definitely/absolutely' and justifying responses* • Dictation words and sentences from a variety of texts • Summary writing • Listening Comprehension • News and stories from electronic media and retelling them

SKILL 2: SPEAKING /SIGNING

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
• Articulating/signing and understanding words with: - silent consonants such as: *know, calm, often* - silent vowels such as *feather, fruit, group* • Parts of Speech • Short stories, folktales and news • Expressing mood, attitude and emotion using stress and intonation or non-verbal features. • Asking and answering the WH-questions • Dialogues • Conversation on cross-cutting themes such as the environment and natural phenomena like the weather and the seasons • Appropriate forms of greeting, thanking, apologising, requesting and instructing • Descriptions of people, animals and objects	• Consolidating and Development of articulation skills learnt in previous grades with emphasis on correct intonation • Direct and indirect questions • Public speaking such as debates, drama, impromptu speeches and recitations • Appropriate register for social interactions • Processes or sequence of events related to other learning areas on the curriculum such as cooking sadza and baking • Descriptions of a person, place or an object	• Consolidating and further Development of articulation skills learnt in previous grades with emphasis on fluency • Stress patterns for single words • Intonation patterns • Non-verbal features • Topical issues • Public speaking skills • Short prepared and unprepared speeches on cross-cutting themes • Debates • Appropriate register in functions such as apologising, requesting, agreeing and disagreeing • Processes or sequence of events related to other learning areas on the curriculum • Descriptions of events, scenes and places • Appropriate use of grammatical structures to convey messages	• Consolidating and Development of articulation skills learnt in previous grades, with emphasis on speed and accuracy • Fluency markers such as tone, pauses, pace, stress and intonation in speech • Development of all aspects of communicative competence such as discourse, grammatical, sociolinguistic and strategic competences. • Appropriate register • Pronouncing words often confused such as *bird/bed, sat/set* • Instructions and directions • Prepared and unprepared speeches on familiar and topical issues • Fluency markers such as tone, pauses, pace, stress and intonation in speech • Stories such as factual, narrative, factual or imaginary • Debating procedures : • Sustaining a discussion on topical issues • Descriptive Process or sequence of events • Descriptions of a person, place , object and an event	• Consolidating and Development of articulation skills learnt in previous grades with emphasis on speed and accuracy • Expressing feelings and wishes appropriately • Prepared and unprepared speeches on familiar and topical issues • Debates and other public speaking activities • Discussion on topics of interest • Descriptions of a person, a place, an object, an experience or scenes

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SKILL 3: READING/SIGNING

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
• Reinforcement and development of reading skills learnt in the previous grades • Reading words with silent consonants such as knife, knock, know, bomb, light, night • Reading a range of suitable texts with numbers and pictures for understanding and answering of questions • Silent reading for comprehension • Retelling texts read • Reading fluently and with expression • Reading for enrichment • Punctuation marks such as capital letters, full stops and question marks in a paragraph	• Consolidation and development of reading skills learnt in lower grades • Phonics: reading words which have same sounds but are spelt differently and have different meanings such as *cot/caught, knight/night* • Reading to an audience, with clarity and expression • Reading silently and answering comprehension questions, retelling, miming or dramatising passages • Skimming and scanning • Referencing Skills such as the use of the dictionary, atlas, directory and internet for information • Instructions and warnings on packets and containers of certain commodities • Reading for comprehension	• Phonic skills: • Identifying and reading words with similar ending sound but different spelling such as *doctor/beggar/sector/better* • Reading for fluency and understanding • Intensive reading of various texts • Extensive reading of a variety of texts • Vocabulary development through reading games such as word lotto, spelling bee and those on the internet • Skimming and scanning • Referencing skills: • The use of the dictionary, atlas, directory and internet for information • Instructions and warnings on packets and containers of certain commodities	• Intensive reading of various texts • Extensive reading of a variety of texts • Skimming and scanning • Contextual meaning of words • Reorganising, analysing and evaluating information read • Reading for fluency, understanding and answering questions • Referencing skills: - the use of the dictionary, atlas, directory ,index, glossary, foot notes and internet for information • Instructions and warnings on packets, containers of certain commodities and traffic signs	• Consolidation of phonic skills learnt or developed from previous grades • Intensive reading of variety of texts • Referencing skills • Language structures in context • Skimming and scanning through a variety of texts such as books, magazines newspapers, telephone directory, brochures and the internet • Character analysis such as analysing the behaviour of characters in a text • Instructions and warnings

SKILL 4: WRITING/ BRAILLING

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
• Consolidation of punctuation accuracy, cohesion and coherence learnt in previous Grades • Grade 3 - 7 Nelson Script / relevant Braille contractions • Practising hand-eye coordination • Free compositions • Guided and controlled compositions of different types such as descriptive and narrative • Parts of speech such as nouns, verbs, prepositions and adjectives in sentences • Description of people, objects, pictures and places • Letter writing focusing on physical or e-mail address • WH-comprehension questions • Dictation : words and short sentences	• Consolidation of grammatical exercises done in previous grades • Grade 3-7 Nelson Script/ relevant Braille contractions • Parts of Speech • Sentence construction • Comprehension questions: • Multiple choice questions and answers on vocabulary, grammatical structures • Summarising given texts • Formal/business and informal/friendly letters • Multiple choice questions and answers on vocabulary, grammatical structures or comprehension • Controlled guided compositions • Free descriptive and narrative compositions • Creative writing: stories, poems, diaries, wall newspapers and reports	• Consolidation of all writing skills taught in previous grades using the Grade 3 - 7 Nelson Script/ relevant Braille contractions • Parts of Speech • Sentence construction • Types of letters: Formal/business and informal/friendly letters • Multiple choice questions on vocabulary, grammatical structures or comprehension • Controlled guided and free narrative and descriptive compositions • Creative writing stories, poems, diaries, wall newspapers, and reports • Filling in different forms such as indemnity, bank slips, bio-data • Summarising a variety of texts • Picture compositions • Punctuation marks such as full stop, question mark, comma and exclamation mark • Dictation and spelling • Comprehension questions from simple to complex in complete and correct sentences.	• Consolidation of all writing skills learnt in previous grades using the Grade 3 - 7 Nelson Script/ relevant Braille contractions • Functions of keyboard skills • Formal/business and informal/friendly letters • Parts of speech such as: nouns, pronouns, verbs, adverbs, prepositions, conjunctions and adjectives in sentences and paragraphs • Types of questions such as: Multiple choice questions and answers • Language structures • Vocabulary items • Controlled. guided and free compositions • Language structures • Comprehension questions from simple to complex in complete and correct sentences • Summarising a variety of texts • Picture compositions • Various forms such as • indemnity, bank slips and bio-data • Note making : writing records on scientific observation applying writing skills to other learning areas on the curriculum	• Consolidation and further development of writing skills learnt in previous grades using the Grade 3-7 Nelson Script • Formal/business and informal/friendly letters • Comprehension questions and answers • Multiple choice questions on vocabulary, grammatical structures or comprehension • Summarising a variety of texts • Types of compositions such as picture compositions descriptives • Creative works such as prose, poetry and drama • Notemaking from self-study materials

• Punctuation marks such as the capital letter, full stop, question mark, comma, exclamation mark and hyphen in sentences and paragraphs • Dictated / signed words and short sentences	• Diaries, wall newspapers, and reports • Creative writing such as prose, poetry and drama • Punctuation marks such as full stop, question mark, comma, exclamation mark, hyphen, opening and closing inverted commas in sentences and paragraphs • Dictation and spellings	• Various forms such as indemnity, bank slips and bio-data • Writing diaries, wall newspapers, reports and articles for the school magazine • Summary work: extracting main points from given texts • Announcements for different purposes • Punctuation marks such as full stop, question mark, comma, semicolon, colon, exclamation mark, hyphen opening and closing inverted commas, • Dictation and spelling

COMPETENCY MATRIX

GRADE 3/SKILL 1: LISTENING/ OBSERVING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
LONG AND SHORT VOWEL SOUNDS	• distinguish words with long and short vowel sounds	• Long and short vowel words such as: ship/sheep, dip/deep, slip/sleep, fill/feel pull/pool, full/fool and cut/cart	• Listening to words with long and short vowel sounds • Imitating the long and short vowel sounds made by the teacher • Distinguishing words with long vowel sounds from those with short vowel sounds	• Sign language alphabet • Vowel chart • Flashcards
WORDS WITH SILENT CONSONANTS AND VOWELS	• identify silent consonants and vowels • articulate/sign words with silent consonants and vowels	• Silent consonants such as knot, knife, knee and know • Silent vowel sounds such as laugh, load and coat	• Matching words with silent consonant • Grouping words with the same silent vowels.	• Flashcards, • Phonetic alphabet, • Sign language alphabet • ICT tools
SIMPLE INSTRUCTIONS	• follow two simple instructions in a row	• Two simple instructions such as: Paida, collect the books and put them in the cupboard. • Instructions for games and puzzles	• Following two simple instructions in a row • Listening and responding accurately to instructions • Giving each other instructions • Dramatising/role playing given instruction	• Sentence strips • ICT tools • Sign posts
NEWS AND STORY TELLING	• listen to/observe and retell stories about Zimbabwean history	• News and stories • Chimurenga songs	• Listening to stories about the heroes/heroines of Zimbabwe • Listening to stories about the Third Chimurenga • Role-playing • Dramatising stories	• Heroes' acres/shrines • Recorded stories • Resource persons • Pictures of heroes and heroines

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CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
SHORT STORIES	• listen to/observe short stories and answer questions based on the text	• Short stories • Short passages	• Reading stories to the class • Responding to questions asked • Re-telling stories	• Story books • ICT tools • Short passages on a variety of topics
DICTATION/SPELLINGS	• write dictated words and sentences	• Spelling words • Sentences	• Writing dictated words and sentences. • Playing various spelling games	• ICT tools • Flashcards • Sentence strips • Work cards
RESPONSES TO STATEMENTS	• respond to statements which require a true/false answer • respond to questions which require a yes/no answer	• questions and statements	• Answering questions which require yes/no • Responding to statements with true/false	• Smart phones • Fishing games

GRADE 3 /SKILL 2: SPEAKING/SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
WORDS WITH SILENT CONSONANT AND VOWEL SOUNDS	• identify words with silent consonant sounds. • pronounce words with silent vowel sounds.	• Words with silent consonant sounds such as *calm* and *often* • Words with silent vowels such as: *feather, fruit* and *group*	• Articulating/signing words with silent consonant sounds • Matching words with the same silent vowel sound. • Practising rhymes • Singing songs with rhyming words.	• Phonetic alphabet • Songs • ICT tools • Rhymes • Flash cards
PARTS OF SPEECH	• use appropriate forms of parts of speech in different contexts	• Parts of speech such as: *nouns, pronouns, verbs, adverbs, prepositions and adjectives*	• Practising parts of speech through activities such as *drills, games, songs and rhymes* • Conducting dialogues • Presenting prepared and impromptu speeches on topical issues such as pollution, gender roles, children's rights and responsibility using the appropriate structures • Completing close passages	• Charts with different language structures • Flashcards • Games • Work cards • Close passages
NEWS AND STORIES	• tell stories in sequence • report news in their community	• Short stories and news • Reports on local events	• Narrating stories • Re-telling stories • Reporting news and events • Commenting on news, stories and events.	• Picture stories • Newspapers • Story books • ICT tools • Rhymes • Resource persons • Close passages
MOOD, ATTITUDE AND EMOTIONS/ NON-VERBAL FEATURES	• express mood, attitude and emotions	• Use of stress, intonation or non-verbal features to express mood, attitude and emotions	• Expressing mood, attitude and emotions through stress, intonation or non-verbal features • Dramatising relevant scenes to show mood, attitude and emotions.	• Video clips • Pictures • Similes on cards • Sentence strips
QUESTIONS AND ANSWERS	• ask oral questions • answer oral questions	• WH-questions and their answers	• Asking oral questions in a given context • Responding to questions orally	• Question strips • Flash cards • Arbitrary sign charts • Story books • Magazines, Newspapers

Topic	Objectives	Content	Activities	Resources
DIALOGUES	• express their opinions on identified cross-cutting themes • use correct English to talk about natural resources in their environment • use correct English to discuss the importance of conserving Zimbabwe's natural phenomena	• cross-cutting themes • natural resources • weather and seasons • other natural phenomena such as the Hot Springs and sacred places	• Expressing their opinions on selected cross-cutting themes • Talking about the environment and natural phenomena • Conducting educational tours to sacred places and notable natural land forms	• Liberation War literature • Pictures of sacred places • Weather chart • Weather instruments • Sacred places • Historical write-ups of sacred places
LANGUAGE FUNCTIONS	• use appropriate language structures to express different functions.	• appropriate language for greeting, thanking, instructing, apologising and requesting	• Demonstrating the appropriate forms of greeting, thanking, instructing, apologising and requesting • Simulating use of appropriate forms of language for greeting, instructing, thanking, apologising and requesting in the Zimbabwean context • Distinguishing between formal and informal forms of greeting, thanking, apologising and requesting • Comparing the Zimbabwean /African way of greeting, thanking, apologising and requesting with the English forms	• Video clips • ICT tools • Picture stories • Resource persons
DESCRIPTIONS	• describe people, animals and objects	• Descriptive words of size, colour, shape including their opposites and comparative forms where applicable	• Describing people, animals and objects • Drawing pictures/feeling real objects, people and animals • Completing close passages	• Pictures, pointers • Variety of objects • Comparative chart • Sentence strips • Close passages • Embossed pictures

GRADE 3/SKILL 3: READING/SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
WORDS WITH SILENT CONSONANTS AND VOWELS	• pronounce words correctly	• Words with silent letters: - silent consonants: *knife, knock, know, bomb, light and night* • -silent vowels: cough, measure, bread	• Listing words with silent consonants • Reading words with silent vowels • Constructing sentences using words with silent consonants and vowels	• Sentence strips • Word lists • Flash cards • ICT tools • Braille texts
COMPREHENSION	• read a range of texts for understanding • read silently for comprehension	• Variety of texts • Silent reading skills • Speech reading skills	• Reading a variety of texts • Role playing characters or events in texts read • Answering comprehension questions • Re-telling texts read • Practising speech reading skills	• Reading texts • Story books • E-books • Reading cards • Braille texts
FLUENT READING/PROFICIENT SIGNING	• read fluently/sign proficiently with expression	• fluent reading/proficient signing skills: pronunciation, articulation, intonation, stress, hand shapes , hand movement and non-manual features	• Observing punctuation marks when reading • Pronouncing/signing words with stress and intonation • Simulating news reading	• Reading texts • E-books • Story books • Reading cards • Reading texts on ICT gadgets • Pointers • Punctuation marks chart • Braille texts
ENRICHMENT READING	• read a variety of texts for enrichment	• Variety of texts from the class, school library and other suitable materials	• Playing language games • Retelling texts read • Illustrating texts read	• Newspapers • Storybooks • E-books • Braille texts • Large print books
PUNCTUATION MARKS	• observe punctuation marks when reading	• Capital letters, full stops, question marks, commas and paragraphs	• Observing punctuation marks in a text • Punctuating sentences and paragraphs	• Charts with punctuation marks • Variety of texts • E-books, Braille texts • Large print books

GRADE 3/SKILL 4: WRITING/ BRAILLING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP	• write letters with loops • join looped letters in continuous writing • write legibly using the Grade 3-7 Nelson Script/relevant Braille contractions	• Grade 3-7 Nelson Script/Braille contractions	• Practising looped letters • Practising grade 3-7 Nelson script/Braille contractions	• Grade 3-7 Nelson script chart • Braille contraction chart • Braille alphabet chart • Slate and stylus • ICT tools (Jaws software)
HAND- EYE COORDINATION	• practise hand –eye co-ordination/tactile right to left Braille script writing movement	• texts for transcription • Accuracy in writing	• Transcribing texts accurately with emphasis on hand-eye coordination	• texts • Slate and stylus • ICT tools (Jaws software)
COMPOSITION WRITING	• write controlled/guided, picture and free narrative and descriptive compositions	• Scripts on controlled composition such as filling in: *The name of my teacher is _____. My teacher is _____. (female/male)* • or guidelines such as *What is the name of your teacher? Is your teacher male or female?* • Picture composition • Free composition– writing on a given topic	• Writing controlled /guided, picture and free narrative and descriptive compositions	• Picture/recorded guidelines
PARTS OF SPEECH	• identify parts of speech in given texts • construct meaningful sentences using parts of speech	• Parts of speech: nouns, pronouns, verbs, prepositions and adjectives	• Listing parts of speech • Using parts of speech in context	• Charts • Word cards • Sentence strips • Close passages • ICT gadgets

Topic	Objectives	Content	Activities	Resources
PUNCTUATION MARKS	• identify punctuation marks in a text • insert appropriate punctuation marks in a text	• Punctuation marks: capital letters, question marks, commas and full stops • Use of punctuation marks	• Identifying punctuation marks • Discussing the use of punctuation marks • Punctuating given work	• Charts with punctuation marks • Chart with sign language punctuation marks • A variety of texts • e-books
PARAGRAPH WRITING	• list descriptive words • write descriptive paragraphs	• features of a paragraph: the topic sentence, developers and terminator	• Stating the features of a paragraph • Identifying descriptive words • Categorising descriptive words • Re-arranging jumbled sentences into meaningful paragraphs • Writing a paragraph describing people, animals, objects, pictures and places	• Chart on the features of a paragraph • Chart with jumbled sentences • Pictures and objects • Chart with descriptive words
LETTER WRITING	• outline features of a letter • create an e-mail address • write the letter using the correct format • write an informal/friendly letter	• Letter format: address, date, salutation, body, closure and signature line • E-mail address • Informal/friendly letter	• Stating components of a letter • Creating e-mail addresses • Practising correct letter format • Writing a short informal/friendly	• ICT tools • Sample letters • Director's circular No 10 of 2005
COMPREHENSION	• answer WH-comprehension questions	• WH- questions: what, when, who, where, why and how and their expected answers • A variety of texts • Sample questions	• Discussing WH-questions • Reading texts • Answering WH- questions	• A variety of texts • Chart with WH-questions
DICTATION AND SPELLINGS	• write dictated/signed words and sentences	• Words • Sentences	• Spelling dictated /signed words correctly • Filling in blank sentences with correctly spelt words	• Flash cards • Sentence strips • Dictionary

GRADE 4/SKILL 1: LISTENING/OBSERVING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
LONG AND SHORT VOWEL SOUNDS	• distinguish long and short vowel sounds such as *pull/pool, full/fool, cut/cart/distinguished signed words* • list words that sound the same • respond appropriately to different texts	• Long and short vowel sounds • Cardinal vowels such as a, u, e, i, o, ea, oo, ee, ai	• Identifying words with various sounds • Stating words with long and short sounds • Saying out words with long and short vowel sounds • Playing rhyming games	• Chart with cardinal vowels • Word cards • Chart with word signs • Pictures • Rhyming words
HOMOPHONES	• identify words with same sound but different spelling and meaning such as:*weak/week/wick* • group words with the same sound but with different spelling and meaning	• Words with the same sounds but different spelling and meaning • Words in sign language	• Listening to recorded words/observe signed words • Identify words with the same sound/match words with relevant signs • Match words with same sound but different spelling and meaning	• ICT tools • Word cards • Sign language dictionary • Chart with homophones • Cardinal vowel charts
PHONICS	• distinguish different sounds in a set of given words • list words that sound the same • respond appropriately to different texts	• Cardinal vowels such as a, u, e, i, o, ea, oo, ee, ai • List of words from the texts • Various texts	• Comparing words with various sounds • Listening to texts read and respond by answering questions • Summarising texts read	• Chart with cardinal vowels • Word cards • Chart with signs (for sign language) • pictures
SERIES OF INSTRUCTIONS	• listen/observe and respond to given instructions	• A series of instructions such as: *Open the cupboard, collect the red books from the top shelf and give them to the class monitor*	• Following a series of instructions • Giving each other instructions and following them • Dramatising or role playing given instructions	• Instruction cards • Interactive videos • ICT tools

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
RETENTION OF INFORMATION	• Respond appropriately to statements using the words true/false, correct/incorrect, yes/no • Listen to news or stories and retelling them	• Statements which require true/false answers • Various texts • News and stories	• Listening to texts read • Generating statements from texts read • Responding appropriately to statements using the words true/false, correct/incorrect, yes/no • Listening to news and stories • Re-telling news and stories • Playing the Chinese Whisper Game	• A variety of texts • ICT tools • Sentence strips with statements
COMPREHENSION	• listen attentively to the National Anthem and stories told in order to answer questions • answer/sign comprehension questions	• Texts/stories from various sources such as the National Anthem and third Chimurenga stories	• Re-telling the stories heard from various sources including the third Chimurenga • discussing messages in the National Anthem • Answering questions derived from the National Anthem	• A variety of texts • ICT tools • National Anthem • Story books • Resource person
DICTATION AND SPELLING	• spell dictated words • listen to/observe dictated words and stories	• Words • Short sentences • Short stories	• Discussing meanings and usage of words to be dictated • writing dictated words and stories	• Recorded texts • Sentence strips • Flash cards

GRADE 4/SKILL 2: SPEAKING/SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• pronounce words with correct stress and intonation	• Various texts • Selected words for stress and intonation	• Practising pronunciation using dictionaries • Identifying different combinations of vowels and consonants in words such as: au, ei, ea, bl-/-lb, sk-/-ks	• Word cards • Dictionaries • ICT tools
DIRECT AND INDIRECT QUESTIONS	**ask direct and indirect questions in long and short forms** • respond to direct and indirect questions in long and short forms	• Questions based on the National Symbols • Direct questions such as *What is your name?/What's your name?* • Indirect questions such as *I want to know your name*	• Discussing the structure of direct and indirect questions • Asking and answering direct and indirect questions	• National Flag • Calendar with Public holidays • Coat of Arms
PUBLIC SPEAKING	• express opinions on topical issues such as :*Zimbabwean Agriculture and small to medium enterprises using correct English*	• Debating topics • Discussion topics • Impromptu speech topics	• Identifying topical issues • Holding /engaging in debates • Conducting discussions on topical issues • Participating in public speaking on topical issues such as small to medium enterprises • Reciting poems about Zimbabwean Agriculture	• Pictures of informal traders • Chart with facts on Zimbabwean Agriculture • Recordings • Video clips • Pamphlets • Resource persons
REGISTERS	• use appropriate registers in greeting, making introductions, apologising, requesting and congratulating	• Appropriate registers for social interactions such as: *greetings, introductions, apologies, requests and congratulations*	• Demonstrating appropriate registers in given situations • Practising dialogues • Role playing social interactions	• ICT tools • Pictures of people • Any- time cards such as Christmas cards

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
SEQUENCING	• narrate events and processes logically	• Appropriate experiments such as: transpiration and filtration of water • Processes such as cooking sadza and baking	• Explaining experiments and processes • Outlining stages of a process • Reporting logically on public occasions relating to their own experiences	• ICT tools • Resource persons • Appropriate apparatus and ingredients • Pictures • Recipes
DESCRIPTION	• give a precise description of places, scenes and events	• descriptive words and phrases • description of places, scenes and events	• Listing descriptive words and phrases • Naming places, such as *Matopos, Chinhoyi Caves, Great Zimbabwe, Lake Chivero and Hunyani Hills* • Describing places, scenes and events such as the Great Zimbabwe, Independence Celebrations or the burial of a hero	• Pictures of heritage sites, parties, weddings, accidents and development meetings • Audio clips • Resource persons

English Languages Junior (Grade 3 - 7) Syllabus

GRADE 4/SKILL 3: READING/SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• identify words with the same sounds but different spellings and meanings	• homophones such as knight/night and cot/caught	• Reading words with the same sounds but different spellings and meanings • Matching words with same sounds	• Word cards • Charts • ICT tools • Sign language charts • Cardinal vowel charts
FLUENT READING	• observe punctuation marks • read a variety of texts fluently/sign proficiently	• Punctuation marks and their uses in written texts • Reading skills: observing punctuation marks, pronunciation, intonation and stress	• Identifying punctuation marks in texts • Pronouncing words correctly in a given text • Demonstrating fluent reading/proficient signing	• Word cards • ICT tools • Story books • Sentence strips • Chart with punctuation marks • A variety of texts • Braille texts
COMPREHENSION	• read a range of suitable texts with understanding • answer comprehension questions correctly	• Skimming and scanning • Silent reading	• Scanning for given information in a text • Reading a variety of texts • Retelling stories in sequence • Role playing characters or events in a text	• Story books • A variety of texts • Braille texts • Large print books • Brailler/ Embosser
REFERENCING	• apply referencing skills for various purposes	• Use of the directory, internet, dictionary, atlas and maps for information	• Finding information from a directory, dictionary, atlas, maps, glossary and internet • Scanning for information from reference materials	• ICT tools • Dictionary • Atlas/maps • Directory
SAFETY INSTRUCTIONS	• read instructions on packets and containers such as pesticides and medication • observe symbols on packets and containers	• Instructions and warnings on different containers • Symbols on containers	• Reading symbols and instructions • Interpreting symbols and instructions from containers and packets • Suggesting ways of disposing of and storing dangerous packages	• Packets/containers of medicines and pesticides • Chart with warning symbols

GRADE 4/ SKILL 4: WRITING/ BRAILLING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING)	• practise penmanship • write legibly using Grade 3-7 Nelson Script	• Handwriting Grade 3-7 Nelson Script	• Demonstrating penmanship • Practising writing letters of the alphabet using the Grade 3-7 Nelson Script • Writing words and sentences using the Nelson Script	• Grade 3-7 Nelson Script handwriting chart • Braille chart • Brailler / Embosser
PARTS OF SPEECH	• construct sentences using a variety of parts of speech • identify parts of speech in a given text	• Parts of speech such as: verbs, nouns, adverbs and adjectives in context	• Identifying parts of speech in a given text • Defining parts of speech • Writing correct sentences	• A variety of texts • Chart with parts of speech • Word cards • ICT tools
SENTENCE CONSTRUCTION	• identify the basic sentence pattern (subject + verb + object) • construct meaningful sentences from scrambled ones	• Basic sentence pattern (Subject+verb+object) • Scrambled sentences	• Identifying the basic sentence pattern • Constructing simple sentences using the learnt structures • Re-arranging scrambled sentences	• Sentence strips • ICT tools • Scrambled sentences
COMPREHENSION	• read given texts • answer a variety of comprehension questions	• Comprehension questions • Multiple choice questions • A variety of comprehension question types	• Reading comprehension passages • Identifying unfamiliar words in the passages • Giving meanings of the unfamiliar words • Answering multiple choice questions • Answering comprehension questions in complete and correct sentences	• Story books • Comprehension passages • Dictionary • ICT gadgets

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
SUMMARY	• read and understand the given passages • summarise given texts	• Texts for summarising	• Skimming through the texts • Scanning for main points • Writing summaries of given texts	• Word cards • Story books • e-books • A variety of texts • Braille books
COMPOSITION WRITING	• write controlled, guided, free narrative and descriptive compositions	• Scripts on controlled, compositions - such as: *The name of our school head is _____. Our head is _____. (female/male)* • or- pictures, diagrams, charts and guidelines such as: *What is the name of the head of your school? Is your head male or female?* • Free composition- writing about topical issues such as *The effects of HIV/AIDS on children*	• Distinguishing controlled/guided and free composition • Writing controlled/guided and free compositions such as: The effects of HIV/AIDS on children	• Charts • Samples of compositions • Pictures
LETTER WRITING	• distinguish between formal and informal letters • write friendly and business letters • create e-mail addresses	• Formal and informal letters • E-mail addresses	• Reading sample letters • Discussing features of business and friendly letters • Writing formal and informal letters • Creating e-mail addresses • Sending e-mails	• Letter samples • ICT tools

TOPIC	Objectives	Content	Methods	Resources
POETRY, DIARIES AND REPORTS	• identify the differences among poems, diaries and reports • write poems, diaries and reports	• Poems on children's rights • Personal diaries • Reports on events	• Observing structures of poems, diaries and reports • Discussing the structures of poems, diaries and reports • Reading poems, diaries and reports • Reciting poems • Writing poems, diaries and reports	• Samples of poems, diaries and reports. • Pictures of orphans and vulnerable children • Charts on children's rights • ICT tools
PUNCTUATION	• identify punctuation marks in written texts • explain uses of punctuation marks • use punctuation marks appropriately	• Punctuation marks such as question marks, capital letters, commas, exclamation marks, hyphens and full stops • Punctuation marks and their uses	• Identifying punctuation marks in written texts • Discussing the use of punctuation marks • Writing correctly punctuated texts	• Chart with punctuation marks • Written texts • Sentence strips
DICTATION AND SPELLING	• spell dictated words and write sentences correctly	• Words and sentences from different learning areas	• Dictating words and sentences • Writing correct spellings of dictated words and sentences from different learning areas	• ICT tools • Flash cards • Sentences strips

GRADE 5/SKILL 1: LISTENING/ OBSERVING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• distinguish the 44 English sounds • pronounce/sign words with correct stress and intonation	• The 44 English sounds such as /b/, /m/, /f/,/ /g/, /i/, /n/ • Stress patterns for two or more syllabic words	• Differentiating the 44 English sounds • Listening to different texts read. • Singing rhymes	• Phonetic alphabet • A variety of texts • ICT tools
INSTRUCTIONS/ COMMANDS	• follow a series of instructions/commands	• A series of instructions/ commands such as: *stand up, jump around and clap your hands*	• Listening to/observing a set of given instructions/commands • Responding appropriately to a set of given instructions/commands • Role playing giving and following instructions	• Pictures • Recordings of instructions/co mmands • Instruction cards • ICT tools
INFORMATION RETENTION	• respond appropriately to questions using words such as true/false, yes/no, correct/incorrect	• Short responses such as: *true/false*, it's true/it isn't true, *yes/no*, yes it is/no it isn't, correct/incorrect such as *Mbuya Nehanda took part in the first Chimurenga-True/False.*	• Answering questions using short responses	• Recordings • Charts • Pictures
LISTENING COMPREHENSION	• listen and respond appropriately to questions from different texts read	• Different texts • Comprehension questions	• Reading texts • Listening to texts read • Answering questions • Miming actions from a text read	• Various texts • I.C.T tools • Reading cards • Question strips
DICTATION AND SPELLING	• write dictated words and sentences correctly	• Words and sentences from various texts	• Listening and writing dictated words and sentences. • Playing spelling games such as the Spelling Bee Game and the Treasure Hunt Game	• Flash cards • Dictionaries • Crossword puzzles • A variety of texts • I.C.T. tools
STORY TELLING	• listen to an incomplete story and complete it logically	• Incomplete stories	• Listening to an incomplete story • Suggesting possible ends • Dramatising possible endings of the story	• Pictures • I.C.T tools • Different story books

GRADE 5/SKILL 2: SPEAKING/SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ARTICULATION	• pronounce words correctly/sign words accurately	• Stress patterns for single words such as *factory, driver, doctor* • Intonation patterns • Non-verbal features	• Pronouncing/signing words correctly • Practising reading/ signing news • Singing the National Anthem in English • Recording learners speaking/reading and playing back	• National Anthem script • Sign language charts • Alphabet sign charts • ICT tools
DRAMA	• identify topical issues • discuss on topical issues using correct tenses • dramatise topical issues	• Topical issues such as child marriages, child abuse and enterprising	• Listing of topical issues • Reading texts on topical issues • Dramatising on topical issues	• Pictures • A variety of texts • I.C.T tools
PUBLIC SPEAKING	• express themselves confidently before an audience • present prepared and unprepared speeches	• Public speaking skills such as self-expression, clarity, posture, gestures and confidence • Prepared impromptu speeches on cross-cutting themes	• Making notes for prepared speech • Rehearsing for public speaking • Reciting poems	• A variety of texts • Recordings • Resource persons • ICT tools
DEBATE	• express themselves in correct English through debates on topical and other issues	• Debating procedures • Debating skills such as confidence, clarity, coherence of ideas, speed, eye contact, tone, strategic competence and guiding notes • Non-verbal features	• Discussing topical and other issues • Analysing views of other learners • Holding debates and shows on topical and other issues	• Educational tours • A variety of texts • Resource persons • Recordings • ICT tools

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CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
REGISTER	• use appropriate register to express themselves in different situations	• Appropriate register for communicative situations such as persuading, complimenting and requesting	• Demonstrating the appropriate ways of expressing ideas in different communicative situations such as persuading, complimenting and requesting. • Dramatizing real life situations	• Pictures • Comic books • Articles • ICT tools
SEQUENCING	• use cohesive devices appropriately to describe various processes	• Processes such as tobacco growing, broiler rearing, cooking sadza and compost making	• Identifying appropriate linking words • Describing different processes • Holding group projects • Filing data	• Resource persons • Pictures • Variety of texts • e-books • ICT tools • Data files
DESCRIPTION	• use correct adjectives to describe events, scenes and places	• Descriptive words of events, scenes and places and their comparative and superlatives	• Outlining descriptive words, their comparatives and superlatives • Describing events, scenes and places • Completing cloze passages	• Pictures • Chart with descriptive words/signs • Recorded descriptions of places, events and scenes
CONVEYING MESSAGES	• use the correct language structures to convey messages	• structures such as: – *He/she wants (someone) to go to town* – *He/she says (that) ………* – *He/she means ……* – *He/she is saying that …………..*	• Conveying messages in pairs/ groups • Practising dialogue • Demonstrating conveying messages • Chinese Whisper Game	• Picture stories • Instruction cards • ICT tools

GRADE 5/ SKILL 3: READING/SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
WORDS WITH THE SAME ENDING SOUND	• read words with the same ending sound • read given texts • identify words with same ending sound in given passages	• Words with the same ending sound such as doct*or*/sect*or*/ bett*er*/lett*er*/ begg*ar/eager*	• Reading texts • Outlining words with the same ending sound • Grouping words with the same ending sound	• A variety of texts • Reading cards • ICT tools • Braille print texts • Talking books • Large print texts
FLUENT/ PROFICIENT READING	• read texts fluently/ proficiently	• Fluent reading skills such as intonation, stress, punctuation, word recognition, word attack and pronunciation • Hand shape movement and location	• Identifying and observing punctuation marks in a text • Pronouncing words from a given text accurately • Imitating a news reader • Demonstrating reading accurately, rapidly, confidently in a flowing way	• Variety of texts • Chart with punctuation marks/signs • Braille print texts • Talking books • Large print texts • ICT tools
SKIMMING AND SCANNING	• skim and scan through a text • answer comprehension questions	• A variety of texts • A variety of question types such as *closed, open ended and multiple choice*	• Identifying main points in a text • Answering comprehension questions • Commenting on characters and events in the text • Role playing characters and events in a text	• A variety of texts • Braille print texts • Talking books • Large print texts • e-books • ICT tools
INTENSIVE READING	• read the text silently • identify new words in the text • give contextual meanings of words	• A variety of texts • A variety of question types such as *closed/open ended/ multiple choice* • A variety of words from different texts	• Reading a variety of texts intensively and answering questions • Practicing reading games such as *word lotto, spelling bee and some games on the internet* • Defining words using contextual clues	• Various texts • ICT tools • Braille print texts • Talking books • Large print texts • Word cards

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
EXTENSIVE READING	• read a variety of texts for leisure • give contextual meanings of words from a variety of texts	• A variety of texts such as *magazines, newspapers, Braille books and story books* • New words from given texts	• Reading a variety of texts extensively and answering questions • Listing new words from the texts read • Identifying contextual clues of words • Giving contextual meanings of new words	• Various texts • ICT tools • Word cards • Large print books • Braille print texts • Talking books • Sign language dictionary • Magazines
REFERENCING	• use referencing skills to find information from different sources	• Information from dictionaries, directories, atlases, maps, encyclopedias, internet, table of contents, indices and glossary sections	• Finding information from various reference materials • Applying referencing skills in different learning areas and situations	• Reference sources such as: dictionary, atlas, directory, smart phone, Internet and ICT tools
UNDERSTANDING WARNINGS AND INSTRUCTIONS	• read instructions, warnings and symbols on containers • explain the meaning of instructions, warnings and symbols on containers • interpret the meaning of traffic signs	• Labels, instructions and symbols on containers of different commodities such as pesticides, medicines, insecticides and foods • Traffic signs	• Reading instructions and warnings • Interpreting instructions and warnings • Answering questions on instructions and warnings • Explaining meanings of traffic signs • Simulating users of various modes of transport	• Pesticide containers • Insecticide containers • Audio information • Pictures of road signs • Highway code • Warning bells • Pictures or models of various modes of transport • ICT tools • Local environment

GRADE 5/SKILL 4: WRITING/ BRAILLING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING)	• write legibly following the Grade 3-7 Nelson Script/relevant Braille contractions	• Penmanship skills such as posture and holding the pen/stylus • Grade 3-7 Nelson Script/Braille alphabet and contractions	• Observing the Grade 3-7 Nelson Script handwriting on the chart • Practising the Grade 3-7 Nelson Script/modelling Braille writing	• Alphabet • Braille Alphabet • Nelson Script chart • Braille contraction sheets
LETTER WRITING	• identify the differences and similarities between formal and informal letters • write formal and informal letters • create e-mail addresses	• Features of formal and informal letters. Informal letter- layout: one address, date, salutation, body, ending, block paragraphing Formal letter-layout: two addresses, date, salutation, reference, body, ending – yours faithfully/sincerely, block paragraphing • E-mail address	• Stating differences and similarities between formal and informal letter writing • Observing samples of formal and informal letters. • Writing formal and informal letters • Writing an e-mail	• Sample of formal and informal letters • ICT tools • Braille samples of letters • Director's Circular No. 10 of 2005 on letter format
COMPOSITION WRITING	• write controlled/guided and free compositions	• Structure of a composition: introduction, body (developmental paragraphs) and conclusion • Cohesive devices • Paragraphing skills such as use of topic sentences, developers and terminators • Correct punctuation	• Outlining a composition framework • Writing controlled/guided and free compositions • Sequencing given pictures • Recording significant activities in diaries • Composing poems on topical issues and reading or reciting them to others • Compiling school magazine articles	• Sample poems • Sample compositions • Pictures • ICT tools • Diaries • Magazines

SKILLS	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
FILLING IN FORMS	• filling different forms accurately	• Forms such as deposit and withdrawal slips, competitions, bio data, indemnity, medical aid and application forms	• Reading instructions on a variety of forms • Completing various forms	• ICT tools • A variety of forms
SUMMARISING	• summarise a variety of texts	• Summary aspects such as: – appropriate title for a given passage – the main ideas of a passage – grammatical accuracy and punctuation	• Reading a variety of texts • Identifying main ideas from texts read • Providing titles for passages • Writing summaries of novels, short stories and newspaper articles	• Variety of texts • Sample of summary • Chart on punctuation marks • Braille texts • Large print texts • Talking books
PUNCTUATION	• use punctuation marks such as inverted commas, exclamation mark, capital letters, question marks and hyphen	• Punctuation marks – Inverted commas – exclamation marks – hyphen – capital letters – question marks	• Reading texts and observing the use of punctuation marks • Stating punctuation marks in the text • Punctuating given paragraphs and sentences	• Chart punctuation mark • A variety of texts • Sentence strips • Braille books
DICTATION AND SPELLINGS	• write correct spelling of dictated words and sentences	• A variety of texts	• Writing/signing spellings of dictated words and sentences • Playing spelling games	• Dictionary • Variety of texts • Flash cards • Braille punctuation mark sheet • Spelling games

SKILLS	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
COMPREHENSION	• read a variety of texts for comprehension • give contextual meanings of new words • answer multiple choice questions • answer questions in complete and correct sentences • use new words in own sentences	• Comprehension skills such as skimming and scanning • Key words in questions • Types of questions	• Reading various texts • Answering comprehension questions in complete and correct sentences • Dramatising texts read • Answering multiple choice questions • Working out contextual meanings of words and using them in own sentences	• A variety of texts • Charts • Braille books • Pictures • Work cards • Large print books • Talking books

GRADE 6/SKILL 1: LISTENING/ OBSERVING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• distinguish different sounds in a set of given words • classify words according to initial sounds • identify rhyming words • pronounce words with correct stress and intonation • contrast words with long and short vowel sounds • articulate words with diphthong and triphthong sounds	• Words that have the same initial sound such as - *pick/pink* • Words that have the same terminal sound such as - *sink/think, dress/chess* • Stress and intonation • Long and short vowel sounds such as in - *feel/fill, seat/sit, beat/bit* • Diphthongs such as *side, gate, why* • Triphthongs such as *quiet, choir*	• Listening to different texts. • Listing words with long and short vowel sounds • Differentiating various phonetic sounds • Reading different sentences with correct stress and intonation for fluency and meaning • Identifying diphthongs and triphthongs from a list of words • Playing rhyming games • Writing rhymes	• Various texts • Braille books • Recordings • ICTS tools • Phonics programmes • Rhyming games
INTENSIVE LISTENING	• respond appropriately by action to an utterance • repeat utterances accurately • recite words of a song • ask questions for clarity	• Utterances • Different texts • Poems and rhymes • Different songs • Content from other learning areas	• Listening to an utterance/ observing signs and responding • Retelling stories heard • Listening to a song and repeating its lyrics • Asking questions seeking clarification on content from other learning areas	• Songs • Large print books • Recordings • ICT tools

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGESTED RESOURCES
APPROPRIATE RESPONSES TO STATEMENTS	• respond appropriately to given statements • justify responses given	• Use of words such as - *surely* - *definitely* - *absolutely* - *agree e.g It is cold today I agree/ strongly agree/ disagree*	• Listening and responding to statements appropriately • Giving reasons for their responses	• Smart phones • Recordings • Work cards
DICTATION AND SPELLING	• spell dictated words correctly	• Words and sentences from different texts	• Dictating words and texts • Listening and writing dictated words • Playing spelling games	• Spelling games • Flash cards • Dictionaries
LISTENING TO ELECTRONIC MEDIA	• use correct English to narrate topical issues heard over the electronic media	• Electronic media programmes such as: - Talking Farming/Umlimi Walamuhla/Murimi Wanhasi - Melting Pot	• Listening to electronic media programmes • Articulating information heard over the electronic media • Commenting on programmes heard on electronic media	• Electronic media • ICT tools
AURAL COMPREHENSION	• listen to an oral text • answer comprehension questions	• Aural comprehension texts • Comprehension questions	• Listening to texts • Responding to comprehension questions • Dramatising texts heard	• A variety of texts • Question strips

GRADE 6/SKILL 2: SPEAKING/SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
FLUENCY	• speak fluently/sign proficiently • use appropriate register in communicating • use appropriate gestures in speech	• Fluency markers such as tone, pauses, intonation, stress and pace • All aspects of communicative competence: discourse, grammatical, sociolinguistic and strategic competences. • Non-verbal features • Choice of register according to context or situation such as: - *May I…….* - *Excuse me…….* - *I'm sorry……*	• Discussing/signing topical issues • Demonstrating appropriate register when communicating • Conducting debates • Reciting poems • Presenting impromptu speeches on topical issues	• Sign language charts • Alphabet • ICT tools
PRONUNCIATION	• pronounce/sign distinctly pairs of words often confused	• Words often confused such as steal, still, steel, bed and bird, pat and pet	• Reading and extracting confusing words from a text • Articulating words correctly/signing words accurately	• ICT tools • Word cards • Sign language charts • Pictures
INSTRUCTIONS AND DIRECTIONS	• express themselves in correct grammar when giving instructions and directions	• Compass points • Appropriate phrases/clauses for giving directions such as: – *turn left,* – *go straight,* – *turn south,* – *south of,* – *to the north of,* – *on the left-hand side*	• Giving each other directions to follow • Following given instructions	• Compasses • Charts with Compass points • Maps • ICT tools

	Objectives	Content	Activities	Resources

DEBATING	• express views on issues freely
	• sustain a discussion or argument on topical issues
		• Debating procedures
		• Various topical issues such as child marriages, child labour child abuse and land reform and any other current debatable issues
		• Argument sustenance markers such as:
		  – *therefore,*
		  – *thus,*
		  – *subsequently,*
		  – *nevertheless,*
		  – *apparently*
			• Outlining debate procedures
			• Debating on topical and other issues
			• Making presentations on various issues
				• Video clips
				• Audio clips
				• Pictures
				• Various texts on debate

STORY TELLING	• tell or re-tell a story in a coherent manner	• Types of stories: factual, narrative or imaginary
		• Aspects of a story
		• Story telling skills such as:
		  – *voice modulation,*
		  – *gestures,*
		  – *sequencing,*
		  – *coherence*
		• cross cutting themes such as:
		  - gender roles
		  - sex and sexuality
			• Narrating folktales, factual narratives with appropriate expressions (para-linguistic skills)
			• Re-telling stories from a variety of texts
			• Commenting on aspects of a story such as: plot, theme, setting, title and characters
			• Role playing and miming
				• Various texts
				• Video clips
				• Pictures
				• Audio clips
				• Charts

DESCRIPTION	• use appropriate adjectives to describe processes, events, scenes and places	• Descriptive words, their comparatives and superlatives. • Words depicting sequence such as: after, later, first or finally. • Processes such as compost making, harnessing donkeys and baking	• Demonstrating processes such as compost making • Giving descriptions of events, scenes and places	• Pictures • Chart with adjectives • Recipes • e-books • Large print books

GRADE 6/SKILL 3: READING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
INTENSIVE READING	• read various texts for detail • develop an active vocabulary for communication • develop a sight vocabulary for information and knowledge • reorganise, analyse and evaluate information from texts read	• Aspects of a story such as: - Theme(s) (Main idea) - Plot (Sequence of Events) - Characters - Setting(time and place) • Specific vocabulary from texts • structures such as conjunctions	• Identifying the setting, main theme, plot, main and minor characters from texts • Outlining sequence of events in the text • Constructing sentences using vocabulary and structures selected from a text • Compiling a vocabulary notebook • Writing notes and summaries of texts	• A variety of texts • Braille books • Large print books • Talking books • E-books
EXTENSIVE READING	• read a variety of texts for leisure • apply referencing skills • infer meanings of words from given contexts	• A variety of texts such as magazines, newspapers, story books and Braille books • Words from different texts • Parts of speech such as adverbs and adverbial clauses • Use of the dictionary, directory, glossary and index	• Reading a variety of texts • Narrating stories read • Writing summaries of stories read • Making inferences from different readings • Finding meanings of words from the dictionary and constructing sentences • Obtaining information from various sources such as brochures, atlas, directory, encyclopaedia	• A variety of texts • Dictionaries • Braille books • ICT tools • E-books

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

SKIMMING AND SCANNING	• read a text quickly so as to note the important points
	• pick specific information quickly from any source
	• answer comprehension questions
		• A variety of texts such as:
		  – newspapers,
		  – library books,
		  – atlases,
		  – maps
		• A variety of questions (lower to higher order)
			• Skimming and scanning a variety of texts.
			• Responding to comprehension questions.
			• Applying reference skills from read texts
			• Defining words using contextual clues
			• Playing reading games
				• A variety of texts
				• Large print books
				• Talking books
				• Braille books
				• ICT tools

SUMMARISING	• pick out important points from texts read	• Summary aspects such as appropriate title for a given text, main ideas of the passage, grammatical accuracy.	• Reading texts • Highlighting main ideas from texts read • Writing summaries	• Different texts • Braille books • Large print books • Talking books • Charts
READING ALOUD	• read fluently within a specified time • read with expression • observe punctuation marks when reading • read passages without regressing • read with stress and intonation	• Fluency markers such as punctuation, pauses, stress and intonation • Use of non-verbal features in stress and intonation	• Reading fluently observing punctuation marks • Expressing feelings when reading through use of intonation and non-verbal features • Reading competitions	• A variety of texts • ICT tools • Braille books • Large print books
READING INSTRUCTIONS	• follow public signs and notices • explain instructions on various packages and containers • interpret signs and symbols	• Different reading texts • Public signs, symbols, notices and billboards • Instructions on sign posts, packages and containers	• Reading instructions and warnings • Interpreting public signs, symbols, notices and billboards • Answering questions about instructions on sign posts, packages and containers • Simulating users of various modes of transport	• Pesticide containers • Insecticide containers • Chart with road signs • Pictures • Highway code • Instructions on ...

REFERENCING	• use referencing skills to find information from different sources	• Information from dictionaries, directories, atlases, maps, encyclopedias, internet, table of contents, indices and glossary sections	• Finding information from various reference materials • Applying referencing skills in different learning areas and situations	• Reference sources such as: dictionary, atlas, directory • ICT tools

GRADE 6/SKILL 4: WRITING/ BRAILLING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING)	• write sentences and paragraphs using the Grade 3 to 7 Nelson Script handwriting/relevant Braille contractions	• Penmanship skills such as posture, holding of the pen/stylus • Grade 3 to 7 Nelson Script/Braille contractions	• Demonstrating letter formation • Practising correct writing of letters with loops using the Nelson Script/Braille contractions	• Grade 3 to 7 Nelson Script chart • Braille Alphabet • Braille contraction sheet
LETTER WRITING	• differentiate formal and informal letters • write formal and informal letters • create an e-mail address	• informal/friendly and formal/business letters • Reasons for letters such as: *thank you, request, invitation, application, complaint, own affairs and topical issues*	• Discussing the formats of different types of letters • Writing different types of letters paying attention to formats using appropriate language structures • Writing responses to letters and advertisements using appropriate language structures (registers) • Writing e-mails	• Sample letters • ICT tools • Letter format chart • Directors' Circular No 10 of 2005
PARTS OF SPEECH	• identify modals in texts • use modals in sentences • change sentences from direct to indirect speech and vice versa	• Modals such as may, might, can, could, will, shall and ought to • Direct and indirect speeches: changes in tenses, pronouns and punctuation •	• Writing sentences using modals correctly • Converting sentences from direct to indirect speech and vice-versa	• Charts with modals • Charts on direct and indirect speech • A variety of texts • Braille books • Large print books
MULTIPLE CHOICE QUESTIONS	• analyse options in multiple choice questions • select the most appropriate answer from given alternatives	• Ways of eliminating distractors • Multiple choice questions	• Reading a variety of comprehension passages • Examining options in multiple choice questions • Choosing correct answers from given options	• A variety of texts • Braille texts • Large print books

TOPIC	Learners should be able to	Content	Suggested Activities	Resources

COMPOSITION AND CREATIVE WRITING	• write controlled/guided and free compositions using correct language structures
	• use appropriate language structures to compose poems, stories and drama works
		• Structure of a composition, that is,
		  - Introduction
		  - Body (developmental paragraphs)
		  - Conclusion
		• Paragraphing
		  - Topic sentence
		  - Developers
		  - Terminator
		• Cohesive markers (words that make a paragraph flow) such as: *at first and later*
			• Outlining a composition framework
			• Sequencing ideas or pictures
			• Writing coherent paragraphs
			• Writing controlled/guided and free compositions
			• Composing poems and reciting them
			• Writing reports, anecdotes, stories, diaries, wall newspapers and dialogues of their experiences and feelings
			• Recording outstanding daily activities
				• Diaries
				• ICT tools
				• Sample poems
				• Pictures
				• Magazines
				• Braille books

SUMMARISING	• read different texts for comprehension • identify key points from read texts	• Summary aspects such as appropriate title for a given text, main ideas of the passage and grammatical accuracy	• Reading a variety of texts • Identifying main points of a text • Writing a summary in continuous form using appropriate cohesive markers	• A wide range of texts • Braille books • Large print books • Talking books • Pictures

COMPLETING FORMS	• complete various forms correctly	• Various forms such as:
		  - *passport*
		  - *withdrawal and deposit slips*
		  - *application*
		  - *indemnity*
		  - *bio-data*
		• *Medical Aid*
			• Collecting different forms
			• Reading instructions on the forms
			• Completing forms
				• Different types of forms
				• ICT tools

NOTE MAKING	• write notes from various texts in relation to observations made in different learning areas • make records in relation to tables, diagrams, graphs and pictures	• Various texts • Diagrams, tables, charts • Experiments	• Carrying out experiments and writing notes • Analysing illustrations • Interpreting illustrations such as tables, diagrams, graphs and pictures • Conducting field trips	• Recordings • Video clips • Tables • Diagrams • Pictures • Graphs • Local environment
DICTATION, SPELLING AND WORD FORMATION,	• write correct spellings of dictated words • build words using different affixes	• Words and texts • Word formation processes • Affixes: *prefixes and suffixes*	• Writing dictated words from texts • Building words using affixes	• Dictionaries • Word cards • Braille contractions • Charts

Topic	Objectives	Content	Activities	Resources
COMPREHENSION	• answer questions based on texts read • formulate questions from given passages • work out contextual meanings of new vocabulary words • use the new words in own sentences	• Various texts such as passages, graphs, tables, quizzes, puzzles and dialogues • Key questioning words • Types of questions such as multiple choice, open ended and close texts	• Discussing the meaning of key questioning words • Writing answers to a variety of comprehension questions • Making questions from texts • Working out contextual meanings of new words • Using new words in sentences • Role playing characters from various texts • Commenting on characters in various texts	• A variety of texts • Graphs • Tables • Puzzles • Large print books • Close worksheets

PUNCTUATION	• use punctuation marks correctly	• Punctuation marks such as
		  - Exclamation mark
		  - Hyphen
		  - Semi colon and colon
		  - Opening and closing inverted commas (quotation marks)
			• Reading texts and identifying punctuation marks
			• Observing the use of punctuation marks
			• Punctuating sentences
				• Punctuation marks chart
				• A variety of texts
				• Sentence strips

REPORT WRITING	• write report on various events	• Reports on events, scenes incidents	• Discussing features of report writing • Writing reports on various events, scenes and incidents	• Pictures • ICT tools • Local environment • Charts

GRADE 7/SKILL 1: LISTENING/OBSERVING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, skills and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• identify same sounds in given pairs of words at the initial and terminal positions	• Phonic skills learnt in previous grades in words such as **brain/braid**; **stream/cream**; **picks/pigs**	• Listing pairs of words with same initial and terminal sounds • Reading the paired words • Identifying the same sound in given pairs of words	• Word cards • Sentence strips • ICT tools • Word slides
INFORMATION RETENTION	• respond appropriately in words or action to utterances or extended speech	• Mnemonics (to help on memory) • Prepared speeches, utterances or extended speech	• Listening to a variety of texts • Telling stories • Retelling/summarising the story/utterance • Answering questions on the utterance/story/extended speech • Miming/dramatising	• A variety of texts • Audio recordings • Props • Pictures • Real objects • Video clips • Television
JUSTIFICATION OF RESPONSE	• use appropriate language structures to respond to statements/questions • justify responses	• Statements using phrases such as *I agree/strongly agree, definitely/absolutely*	• Listening to news and stories on topical issues and cross-cutting themes • Asking questions on topical issues and cross cutting themes • Giving responses to statements and questions • Providing reasons for responses	• Model sentences • Different texts • Electronic media
DICTATION AND SPELLING	• spell dictated words correctly	• Words and texts from a variety of sources	• Listening to dictated words and texts • Spelling dictated words • Playing spelling games	• Word cards • ICT tools • Spelling games

Topic	Objectives	Content	Activities	Suggested Resources
SUMMARISING AND PARAPHRASING	• pick out key points from what has been said • paraphrase a text	• Main points from different texts • Linking/cohesive devices • Key words from various texts • Vocabulary extension	• Listening to a text being read/told/broadcast • Summarising a text orally • Retelling a text using appropriate linking/ cohesive devices • Identifying key words from various passages	• A variety of texts • Audio recordings • Word cards • Dictionaries • Large print books
COMPREHENSION	• listen to utterances and respond appropriately • ask relevant questions on a given topic under discussion	• Comprehension passages • Topical issues for discussion such as veld fires, fire drills, disease outbreaks and children's rights	• Listening to utterances and texts • Commenting on given utterances • Seeking clarification from given explanations • Answering comprehension questions orally	• A variety of texts • ICT tools • Audio recordings • Talking books
RETELLING	• retell stories and news heard	• News and stories from electronic media and other oral sources	• Listening to news from multi-media • Listening to stories • Retelling news and stories with accuracy	• ICT tools • Pictures

GRADE 7/SKILL2: SPEAKING/SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
FLUENCY AND APPROPRIATE REGISTER	• speak fluently/sign correctly in different social contexts	• Articulatory skills such as intonation, pronunciation and stress • Use of gestures • Registers for different situations • Notions such as greetings, introductions, requests and condolences	• Role playing different communicative situations such as teacher-pupil, patient-nurse and shopkeeper –customer • Using appropriate register to express different notions	• Props • Pictures • Sentence strips • ICT tools
FEELINGS AND WISHES	• express feelings and wishes using appropriate language structures	• Feelings and wishes • Language structures such as -I feel tired -I'm hungry -I hope to pass -I'm happy	• Expressing feelings in a given context • Discussing their aspirations • Role playing different situations • Singing songs to express different feelings	• Pictures • Props • Sentences strips • ICT tools
PUBLIC SPEAKING	• express opinions through prepared and unprepared speeches in correct English to show communicative competence • sustain an argument on topical issues	• Prepared and unprepared speeches and dialogues on: - topical issues - cross-cutting themes - historical events - occupations and professions - heritage sites • debating procedures	• Reading prepared speeches • Discussing topical issues and cross-cutting themes • Debating on topical issues, cross-cutting themes and historical events • Presenting impromptu speeches • Simulating Parliamentary procedures • Researching on topical issues, cross-cutting themes and historical events	• Pictures • Local environment • Inspirational speakers • ICT tools

DESCRIPTIONS			

• use appropriate descriptive language to describe persons, places, objects, experiences and scenes
• outline the steps taken in carrying out a particular process
• narrate events in sequential order
	• Adjectives such as young, slim, delicious, wonderful, excellent
	• Adjectival phrases and clauses such as
	  - *The house **that Farai built** is beautiful*
	  - *The purse **that the thief stole** was found*
	• Processes such as baking, making jam and growing vegetables
		• Giving descriptions of people, places, objects experiences and scenes accurately
		• Following stages of events and processes logically
		• Constructing sentences using adjectives, adjectival phrases and clauses
			• Real objects
			• Local environment
			• Pictures
			• ICT tools

GRADE 7/SKILL 3: READING

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

PHONICS	• identify initial and terminal sounds of words
	• articulate initial and terminal sounds of words with emphasis on pronunciation
		• Phonic skills learnt such as
		  - blends/digraphs and trigraphs in initial position such as *bl–, br–, ch–, cl–, cr–, scr–, thr–, str–*
		  - blends/digraphs in terminal position such as: *-nk, -ph, -ng, -ck, -gh*
		• homophones such as *site/sight, sent/scent, soul/sole*
		• homonyms such as *-mouth* for a part of the body and *mouth* for the beginning of a river
		-flight as in running away and *flight* as in catching a plane
		-duck as in bird and *duck* as in shying away
			• Identifying areas of distinction between words
			• Reading words with same initial and terminal sounds
			• Reading words which have the same sound but are spelt differently and have different meanings
				• Phonic chart
				• Sign language chart
				• ICT tools
				• Word cards
				• Flashcard
				• Word slides

INTENSIVE READING	• read a variety of texts intensively	• Specific vocabulary • language structures such as question tags, intensifiers, *either..... or and neither....nor* • A variety of texts • Referencing skills such as *use of dictionary, directory, glossary, index, atlas and maps*	• Reading intensively for comprehension • Giving meanings of words and phrases as used in the text • Asking and answering oral comprehension questions • Commenting on what has been read • Dramatising stories read	• Dictionary • Directory • Glossary • Index • Atlas • Maps • Braille texts • Large print books

SKILLS	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
SKIMMING AND SCANNING	• skim for the gist of a text • scan for specific information from the text • identify the major points from a text	• Various texts such as the telephone directory, brochures, newspapers and the internet • Skimming and scanning skills	• Reading a variety of texts • Identifying main points from a variety of texts • Reading quickly in search of main points • Answering questions from a variety of texts read	• Telephone directory • Brochures • Newspapers • Internet • Braille books • Large print books
CHARACTER ANALYSIS	• identify characters in a text • describe characters in a text • evaluate the behaviour of characters in a text	• Character analysis for example - *physical description* - *role he/she is playing in the text* - *behaviour*	• Reading the text for understanding • Identifying minor and major characters in a text • Using correct parts of speech to describe characters in a text • Commenting on the role of characters in a text	• A variety of texts • Video clips • Braille books • E-books • Pictures
INSTRUCTIONS	• read and analyse instructions from given texts • give instructions appropriate to a situation • respond appropriately to a set of instructions • deduce meanings from different symbols, signs and warnings •	• Direct instructions/commands such as - Stay away from the fire. - Go and bath. - Do not sit there. • Indirect instructions such as -Let us pray. -May I have a cup of tea • Symbols, signs, instructions and warnings • Rules and regulations	• Giving instructions • Interpreting instructions • Drawing and interpreting signs and symbols • Acting out instructions • Carrying out research on rules and regulations in their communities • Drafting a set of school rules	• Packages • Road signs • Pictures • Recipes • Highway code • School rules

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
MEDIA LITERACY	• use appropriate language structures to critique stories and news from the media • deduce meanings from advertisements	• Facts versus fiction • Implied versus the stated • Open mindedness versus indoctrination • Stereotypes and prejudice	• Collecting newspaper articles • Comparing coverage of the same story from different media houses • Evaluating advertisements • Matching the headline with its content	• Advertisements • Newspaper articles • ICT tools

GRADE 7/SKILL 4: WRITING/ BRAILLING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING SKILLS)	• write neatly and legibly using the Grade 3 to 7 Nelson Script Handwriting chart /relevant Braille contractions	• Posture • Slant to the right • Space between letters • Space between words • Speed and accuracy	• Shaping letters correctly • Spacing letters and words correctly	• Nelson Script handwriting chart • Braille alphabet • Braille contractions
KEYBOARD SKILLS	• identify the functions of the keyboard keys • type texts	• Functions of keyboard keys	• Discussing the functions of various keyboard keys • Demonstrating the use of keyboard keys • Typing passages using a computer or laptop	• ICT tools • Resource persons
LETTER WRITING	• write informal/friendly and formal /business letters • open and send e-mails • create letter heads • use appropriate paragraphing, language, style and register in letter writing	• Punctuation • paragraphing • style • format • tone • e-mail • letter head	• Demonstrating informal/friendly and formal/business letter formats • Using appropriate paragraphing, language and style • E-mailing • Designing letter heads	• ICT tools • Sample letters • Sample letter heads • Director's Circular No. 10 of 2005

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
COMPREHENSION	• read and answer questions from a variety of texts • select correct responses from given alternatives • infer the contextual meanings of words • evaluate texts read • identify main ideas in the text • answer comprehension questions in complete and correct sentences	• Different types of questions • Comprehension passages • Vocabulary items • Language structures such as conditional clauses, prepositions and nouns	• Skimming the text • Reading and following instructions • Explaining meanings of words and phrases as used in the text • Responding to questions • Commenting on the texts read • Answering comprehension questions	• A variety of texts • Word cards • Charts • Work cards • ICT tools • Braille texts • Large print books
COMPOSITION WRITING	• use appropriate language structures to express ideas in coherent paragraphs • express their imagination through writing stories, controlled, free compositions, reports and poems	• Structure of a paragraph • Types of compositions such as narrative, descriptive and argumentative • Poems • Dialogues • Reports • Drama • Cohesive devices/ discourse markers (words that make a text hang together) such as: *firstly; however; later; finally; foremost*	• Writing controlled and free compositions • Adding relevant information to given guidelines • Demonstrating proper paragraphing • Compiling reports using appropriate language structures • Discussing given topics on topical issues and cross-cutting themes • Reporting on topical issues and cross-cutting themes • Making notes and compiling reports in relation to diagrams, tables or scientific observations. • Using cohesive devices in composition writing	• Pictures • Tables • Graphs • Charts • Diagrams • ICT tools

English Languages Junior (Grade 3 - 7) Syllabus

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
DIARISING	• Compile information on personal day to day experiences or future plans using correct language structures	• The importance of a diary • Advantages and disadvantages of keeping diaries • Record of events • Language structures • Diary writing skills such as short notes and personalized abbreviations and daily entries	• Building up own diaries • Reading information from diaries • Debating on advantages and disadvantages of keeping a diary • Discussing the importance of a diary • Writing information in diaries	• Diaries • Desk calendars • ICT tools • Charts with language structures
SUMMARISING	• identify key points from a variety of texts read	• Summary aspects such as appropriate title, cohesion and coherence, main ideas of passages • Grammatical accuracy and punctuation	• Reading a variety of texts • Identifying major points from the texts • Providing titles for summaries • Writing summaries of novels, short stories and newspaper articles • Comparing computer generated summaries and their own	• A variety of texts • Summary sample • Braille texts • Large print texts • Talking books
ANNOUNCEMENTS	• Use appropriate language structures to write messages for announcements • compile information for the notice board • state the fire drill procedures • perform fire drill procedures	• Different types of announcements such as: *-personal* *- upcoming events* *-speeches and presentations* *-awards and honours* • Fire drill procedures • Public Address System	• Practising writing announcements • Writing notices for different purposes • Checking announcements on the notice board regularly • Rehearsing fire drills	• Sample announcements • Notice boards • Sirens/bell/drums/ gong/ horn • Public Address system

English Languages Junior (Grade 3 - 7) Syllabus

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

FILLING IN FORMS	• Fill in various forms correctly	• Various forms such as:
		  - *passport*
		  - *withdrawal and deposit slips*
		  - *application*
		  - *indemnity*
		  - *bio-data*
		  - *Medical Aid*
		• ZIMSEC Registration Form
			• Collecting different forms
			• Reading instructions on the forms
			• Completing forms
				• Different types of forms
				• ICT tools

PUNCTUATION MARKS	• punctuate sentences and paragraphs correctly	• Punctuation marks such as colon, semi colon, exclamation mark and inverted commas and their use	• Discussing the use of punctuation marks • Illustrating correct use of punctuation marks • Punctuating texts correctly	• Chart with punctuation marks • Braille books • Braille contractions
SPELLING AND DICTATION	• write the correct spelling of dictated words	• Vocabulary words • Different texts	• Giving instructions on dictation • Writing dictated words	• Flash cards • A variety of texts • Dictionaries • ICT tools

8.0 SUPPORTING LANGUAGE STRUCTURES

The following supporting language structures are recommended for the Junior English course. Teachers are to select what is appropriate to the level of their learners and bear in mind that the structures should be taught in context and spread across all the language skills.

By the end of the Junior course, learners should be able to effectively use, among others, the following language

structures:

- Nouns: proper, common, compound and collective. Nouns may be masculine, feminine or neutral, countable or uncountable, singular or plural, concrete or abstract.
- Pronouns: personal, impersonal, possessive, relative, demonstrative, reflexive,
- Opposites/antonyms
- Synonyms
- Similes
- Verb tenses: simple forms of the present, past future
   - continuous forms of the present, past future and participles
- Adverbs and adverbial clauses
- Adjectives- with or without comparative and superlative forms
- Prepositions
- Conjunctions for example; and, so, but; subordinate conjunctions such as; because, although, though
- Punctuation marks – full stop, capital letters, comma, question mark, exclamation mark, quotation marks, hyphen, semicolon and colon.
- Quantifiers: for example; little, few, a few, much, more, enough, scarcely, hardly any, about, over, almost, nearly, all, both
- Intensifiers: very, so…that…, extremely, too…to
- Structures that show cause and effect for example; the rains came late, so the harvest was poor, the harvest was poor (because / for/ since) the rains had come late.
- Question tags: for example, she is a competent teacher, isn't she? He isn't here today, is he?
- Modals: for example, may, might, can, could, shall, should, must, ought to, will, would, is and was
- Conditional clauses: for example, If I were John, I would have gone to South Africa; If he is to be imprisoned, his family will suffer a lot; Unless it rains, all crops will wilt.
- Direct and indirect (reported) speeches
- The passive and the active voice e.g. The bone was eaten by the dog. The dog ate the bone
- Word formation (suffixes and prefixes)
- Unless/ in spite of/ despite the fact that
- Neither…nor/either…or
- Abbreviations and acronyms

NOTE: This list of language structures is not exhaustive.

9.0   ASSESSMENT

The scheme of assessment for the Junior English syllabus covers continuous and summative assessments. The four main language skills which are Speaking, Listening, Reading and Writing and their sub-skills will be assessed. The 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 diverse learning needs to access assessments.

ASSESSMENT MODEL

```
                    ┌────────────────────────────┐
                    │ Assessment of learner      │
                    │ performace in English      │
                    │ Language                   │
                    │         100%               │
                    └────────────────────────────┘
              ┌──────────────┴───────────────────┐
    ┌───────────────────┐            ┌───────────────────┐
    │ Continuous        │            │ Summative         │
    │ Assessment        │            │ Assessment        │
    └───────────────────┘            └───────────────────┘
```

Profiling	Projects	Tests & Assignment	Oral / Aural	Multiple Choice Questions- Language Structures, Usage & Comprehension **30%**	Essays & Comprehension **40%**

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

EXIT PROFILE

FINAL MARK ENGLISH LANGUAGE

100%
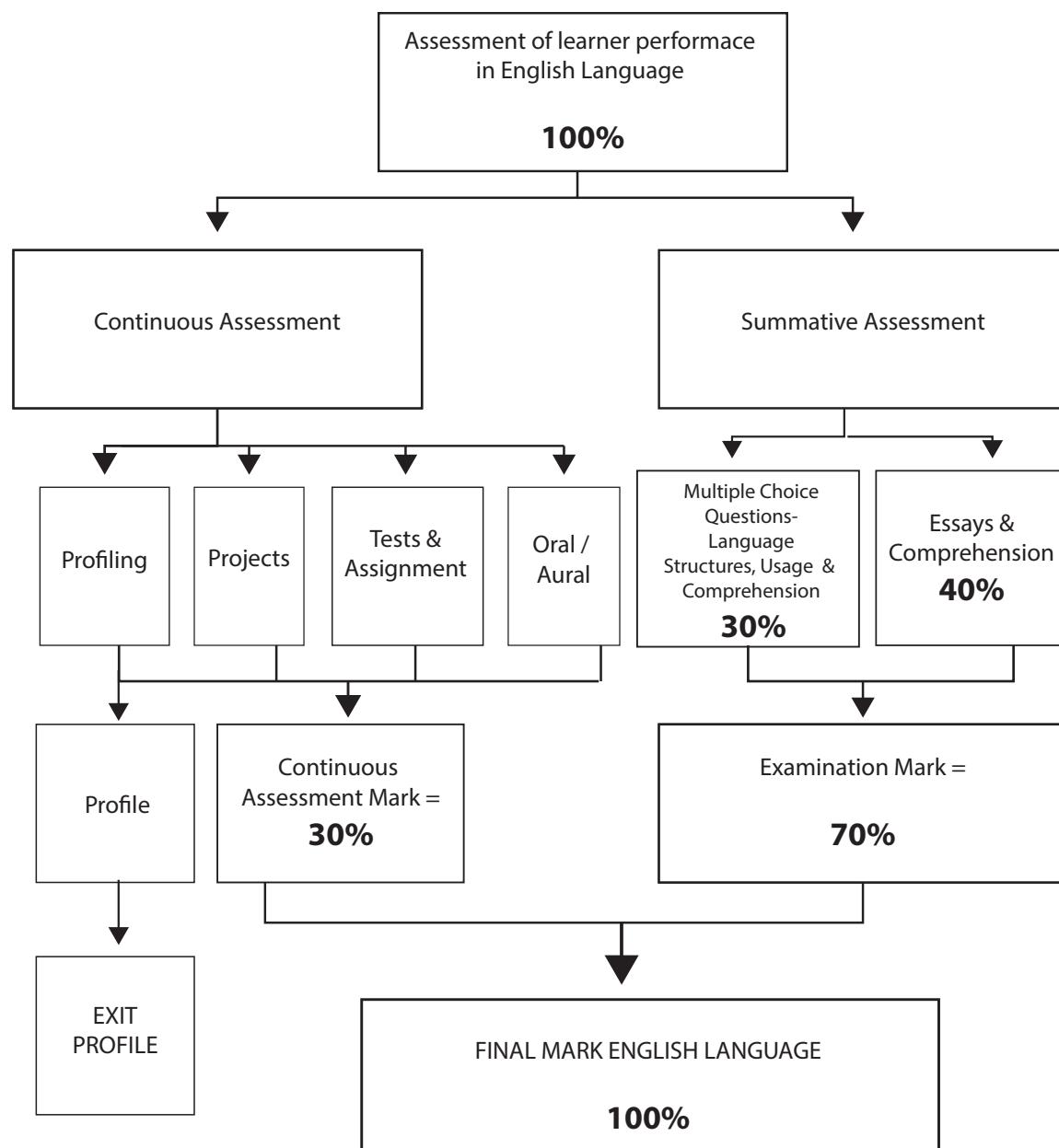
(a) ASSESSMENT OBJECTIVES

Assessment objectives outline the skills which may be assessed by public examinations. However, teachers should not limit themselves to the assessment objectives. Teaching should be driven by the teaching objectives and the syllabus aims. For that reason, teachers should not just teach the learners for examinations but for life.

i. LISTENING/SIGNING

Listening/signing is going to be assessed continuously.

By the end of the Junior course learners will be expected to:

- follow a series of instructions
- respond appropriately to statements and questions
- retell/sign various utterances heard
- write dictated words

ii. SPEAKING/SIGNING

Speaking/signing is going to be assessed continuously

By the end of the Junior course learners will be expected to:

- participate in public speaking and debates
- use appropriate register in specific language functions
- describe people, objects, places, scenes, processes and events
- pronounce words distinctly
- sustain discussions on topical issues and cross-cutting themes
- dramatise texts read

iii. READING/ SIGNING

Reading will be assessed through both continuous and summative assessment

By the end of the Junior course learners will be expected to:

- read fluently
- read a variety of texts for leisure and for comprehension
- infer meanings of words from the context
- read to an audience with clarity and expression

iv. WRITING/ BRAILLING

Writing will be assessed through both continuous and summative assessment

By the end of the Junior course learners will be expected to:

- write legibly and neatly
- write grammatically correct sentences observing the basic sentence structure:
    Subject +Verb + Object (SVO)
- use correct punctuation marks such as the full- stop, capital letters, comma, hyphen, apostrophe, question mark, quotation mark/opening and closing inverted commas , exclamation mark and colon
- spell words accurately
- correctly interpret, rearrange and amplify given notes, statistical data or graphs to produce a coherent piece of continuous writing
- organise their work into paragraphs
- use a variety of apt vocabulary, discourse markers and appropriate register in their writing
- write continuous narrative/descriptive, argumentative, expository/factual guided compositions, reports about their personal experiences or letters – formal and informal - from given notes, diagrams, graphs or statistical data
- write pieces of a creative nature

v. COMPREHENSION

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

- read and comprehend a text on any subject/topic within the vocabulary, cognitive development and experiences of twelve to thirteen year old learners.
- draw inferences from given statements in a text
- employ the skills of skimming and scanning effectively to get the gist of a text and specific information that answers given questions
- follow the sequence of a process, events or the development of an argument in a text
- show knowledge of how language is used to develop and present relationship of ideas
- infer the contextual meanings of words, phrases and clauses
- express answers to comprehension questions in complete and grammatically correct sentences
- suggest a suitable title to a passage or paragraph
- analyse, synthesise and evaluate given information and character's/characters' motive(s)
- summarise a given text.

LEARNER PROFILE

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

CONTINUOUS ASSESSMENT (30%)

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

SUMMATIVE ASSESSMENT (70%)

At the end of Grade 7 learners sit for a National Examination. The setting and designing of test items in English Language is guided and informed by the skills weighting chart and the specification grid.

Skills weighting chart

SKILL	WEIGHTING
Reading	20%
Writing	50%

(b) SCHEME OF ASSESSMENT

The Primary School English Syllabus Content (Knowledge, Skills and Attitudes) will be assessed at the end of the seven year course as follows:

PAPER	SECTIONS AND DESCRIPTIONS	MARKS	DURATION	PAPER WEIGHTING
1	Forty (40) multiple choice questions	40	1 hour 30 minutes	30%
2	Section A: Guided Composition	20	1 hour 45 minutes	40%
	Section B – Comprehension and Summary (i) Comprehension (ii) Summary	10 5		
TOTAL		75		70%

Comprehension carries 10 marks. The answers should be short and precise

DESCRIPTION OF THE SUMMATIVE ASSESSMENT STRUCTURE

The Summative assessment comprises two components as follows:

Paper 1.

1hr 30 minutes (40 marks) 30%

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

Paper 2.

1hr 45 minutes (35 marks) 40%

Paper 2 comprises Section A and B. Section A comprises 2 guided compositions and candidates are required to choose one. This section carries 20 marks. Section B is a comprehension and summary section carrying 15 marks.

SKILLS WEIGHTING GRID

Paper	Skills			
	Simple Recall	Comprehension	Analysis, Synthesis, and Evaluation	TOTAL
1. Multiple Choice	60%	20%	20%	100%
2. Section B: Comprehension and Summary	50%	30%	20%	100%