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ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ENGLISH LANGUAGE

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS

2015-2022

Curriculum Development Unit
P.O.BOX MP133
Mount Pleasant
Harare

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2015

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- The Zimbabwe School Examinations Council (ZIMSEC)
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- United Nations Children's Fund (UNICEF)
- United Nations Educational Scientific and Cultural Organization (UNESCO)

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1.0 PREAMBLE

1.1 Introduction

This syllabus covers the learning and teaching of English Language from ECD to Grade 2, taking into account the importance of English as a tool for communication and cultural, political, religious, social and economic development. It seeks to utilise Information and Communication Technologies (ICTs) to enhance 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 approach 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 subjects 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 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, which are: listening, speaking, reading and writing as well as other literacy and numeracy skills. The teaching and learning of visual, manual and tactile skills is encouraged in order to accommodate learners with diverse needs.

1.4 Assumptions

The learning and teaching of English Language assumes the following:

- Learners have been exposed to the 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 Language as an L2
- All learners are capable of learning English Language.

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1.5 Cross Cutting Themes

In the teaching and learning of 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
- Human Rights
- Collaboration
- Environmental Issues

2.0 PRESENTATION OF THE SYLLABUS

The ECD to Grade 2 English Language syllabus is presented as one single document

3.0 AIMS

The syllabus should enable learners to:

3.1 develop the four basic skills which are, listening/ observing, speaking/signing, reading/signing and writing/brailling in the English Language as well as visual, tactile and manual skills for some learners with disabilities

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, environmental, technological and economic development

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

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

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

3.7 use ICTs in the learning of the English Language

3.8 acquire basic skills of analysing literary works

3.9 Use the English Language to express their culture

4.0 SYLLABUS OBJECTIVES

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

4.1. listen attentively for communication

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4.2 speak fluently for effective communication
4.3 read short English texts for fluency and comprehension
4.4 write accurately in English
4.5 listen to and understand short texts or any form of communication in English
4.6 construct correct English sentences in spoken or written forms
4.7 use writing conventions correctly
4.8 express themselves orally in a correct and appropriate manner
4.9 express themselves using non-verbal skills
4.10 write a variety of creative texts
4.11 comment meaningfully on texts read to develop skills such as critical thinking, problem solving, team building and tolerance

5.0 METHODOLOGY AND TIME ALLOCATION

In using this syllabus, the functional communicative approach is recommended, operating within the spiral framework. Using this approach, language forms and structures are learnt 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.

5.1 Methodology

The following methods are recommended:

- Debate and Discussion
- Individual and group presentation
- Drama/Role play/Imitation and Simulation
- Story telling
- Drawing
- Poetry
- Summary
- Song and dance
- Educational tours
- Games and quizzes
- e-Learning
- Case study
- Puppetry
- Individual Learning Programmes (ILPs)
- Puzzles
- Dialogue
- Diorama
- Models/Resource persons

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

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5.2 Time Allocation

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

- ECD: 5 periods of 20 minutes per week
- Grade 1 – 2: 8 periods of 30 minutes per week

6.0 SKILLS

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

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

7.0 SCOPE AND SEQUENCE

7.1 SKILL 1: LISTENING/OBSERVING

ECD A	ECD B	Grade 1	Grade 2
• Sounds in their immediate environment - sounds of objects - voices of people - musical instruments • Instructions • Stories • Yes/No responses	• Sounds in their immediate environment - sounds of objects - voices of people - musical instruments • Instructions • Stories • Yes/No responses	• Sounds made by different objects and animals in their locality • The (44) English phonic sounds • Vowel sounds between pairs of words such as cat/cart, bun/burn, bed/bird • Initial consonant sounds in pairs of words such as pin/bin, bun/gun, cat/pat • Cardinal vowels such as a e i.e. o u and their variations • Stories • Yes/No statements • Instructions	• Long and short vowel sounds such as bit/beat, hut/heart • Pairs of words whose terminal sounds are similar such as after/ ruler, doctor/actor, measure/leisure • Diphthong sounds such as –ei- fail, pail, -au- cow, bow, --ai – fine, line • Single instructions of up to ten words • Stories • Dictation and spelling • True/False or Yes/No statements

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7.2 SKILL 2: SPEAKING/SIGNING

ECD A	ECD B	Grade 1	Grade 2
• Verbal greetings • Names, contact numbers and home addresses • Stories and news • Likes and dislike • Yes/No questions • Objects in their immediate environment	• Verbal greetings • Names, contact numbers and home addresses • Stories and news • Likes and dislikes • Yes/No questions • Objects in their immediate environment	• English phonic sounds • Interpersonal communication in real life situations and experiences • Asking and answering questions • Responses to short questions about concrete objects and pictures • Questions and answers • Songs, jingles and rhymes • Appropriate forms of greetings and requests • Feelings and attitudes	• Consolidation English phonic sounds learnt in Grade 1 • Sentence Construction • Fluency, confidence and accuracy development through drills, dialogues, language games, songs and rhymes • Attitudes, feelings, opinions and interests • Objects and pictures at school and at home • Appropriate forms of register for functions such as greetings, thanking, apologising and requesting News and stories

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7.3 SKILL 3: READING/SIGNING

ECD A	ECD B	Grade 1	Grade 2
• Left to right and top to bottom orientation • Picture Reading: - their own photographs and name tags • Games such as jigsaw puzzles, picture dominoes • Rear objects • Sequencing objects and picture stories • Picture phonics: - naming objects and occupations from pictures	• Left to right and top to bottom orientation • Picture Reading: - their own photographs and name tags • Games such as jigsaw puzzles, picture dominoes • Rear objects • Sequencing objects and picture stories • Picture phonics: - naming objects and occupations from pictures	• Left to right and top to bottom orientation • Reading whole words whose sounds and meaning are familiar - word to word matching - word to picture matching - simple word games • Reading simple phonic words with same initial sound such as door, dog, doll • Reading words beginning with consonant digraphs such as **sh**oe, **sh**ort, **sh**irt, **ch**air, **ch**ain • Word attack skills: - use of flash cards, chalkboard ,objects as well as picture reading books • Capital letters and full stops • Reading for enrichment	• The relationship between spellings and sounds such as phonic families like: pull, push, look, cook, gate, late • Reading orally with expression • Reading materials for leisure and enjoyment • Reading to retell a story • Capital letters, question marks and full stops • Reading for enrichment • Referencing skills; - use of a picture dictionary • Reading Comprehension

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7.4 SKILL 4: WRITING/BRAILILING

ECD A	ECD B	Grade 1	Grade 2
• Handling crayons and beginners' pencils • Left to right or right to left for slate and stylus and top to bottom orientation • Hand-eye coordination - scribbling - writing patterns • Drawing and colouring • Tracing around objects	• Handling crayons and beginners' pencils • Left to right or right to left for slate and stylus and top to bottom orientation • Hand-eye coordination - scribbling - writing patterns • Drawing and colouring • Tracing around objects	• Penmanship skills such as handling of a pencil or crayon correctly, left to right or right to left for slate and stylus orientation • Shaping letters correctly using the Grade 1-2 Nelson Script • Writing small and capital letters of the alphabet • Writing single words using the Grade 1-2 Nelson Script • Sentences Construction : - Subject + Verb + Object - use of the Simple Present and Present Continuous tenses • Punctuation marks: - Capital letters and full stops • Short sentences and stories: -descriptions of people, objects and pictures • Comprehension questions • Dictated / signed words and short sentences	• Handwriting using unjoined letters • Conjunctions 'and' and 'but' • Descriptions of people, objects and pictures • Guided compositions • Grammatical structures such as nouns, pronouns, verbs, adverbs, prepositions and adjectives • Punctuation Marks: - question marks, full stops and capital letters • Comprehension questions • Dictated / signed words and short sentences

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8.0 COMPETENCY MATRIX

8.1 ECD A SKILL 1: LISTENING/OBSERVING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ANIMAL AND OBJECT SOUNDS	• identify different sounds in the immediate environment	• People, animal, vehicle and object sounds	• Listening to different sounds • Naming the sources of the sounds • Imitating the sounds • Discriminating two to three different sounds produced at the same time	• A variety of objects, Recordings of different sounds, Musical instruments, Sounds from the environment
SOUNDS AND SOURCES	• listen to different sounds • match different sounds with their sources	• People, animal, vehicle and object sounds	• Producing sounds using different objects • Linking different sounds to their sources • Identifying sounds from pre recordings	• Pre recorded sounds, ICT tools, Musical Instruments • Sounds from the environment
VOICES OF PEOPLE	• listen to voices of different people • name the owner of the voice • imitate voices of different people	• Learners' Teachers' and other people's voices	• Paying attention to different voices • Stating the owners of the voices • Imitating voices of different people • Identifying artistes by their voices	• Musical Recordings, • Recordings of prominent people, • Learners • Teachers
• **MUSICAL INSTRUMENTS**	• name musical instruments • play musical instruments • identify instruments by their sound	• Instruments and their sounds	• Stating different musical instruments • Demonstrating how to play musical instruments • Linking sound to musical instrument	• Musical instruments, • Pictures • Videos of musical instruments

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SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
• **FOLLOWING INSTRUCTIONS**	• listen carefully to instructions • respond to given instructions accordingly • give instructions to classmates	• Series of instructions	• Paying attention to given instructions • Following simple single instructions • Carrying out a sequence of instructions • Instructing each other to carry out specific instructions	• Resource persons • Instruction games
• **STORY TELLING**	• listen to stories • retell stories • dramatize stories	• Folk stories • Umvukela/Chimurenga stories • Religious stories	• Naming characters from a story • Narrating own stories • Acting or miming told stories • Drawing and colouring characters from stories • Answering questions from told stories	• Picture story cards • Resource persons • Puppets • Children's bible • Story books • Recorded stories • ICT tools
• **YES/NO RESPONSES**	• ask Yes/No questions • answer Yes / No questions	• Yes/ No questions	• Constructing Yes/No questions • Playing Yes/No games • Responding to Yes/No questions • Signing Yes/No questions on responses	• Picture cards • Video/ computer games • Coloured objects, • Learners • Concrete objects • Blind folded game

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8.2 ECD A SKILL 2: SPEAKING/ SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
GREETINGS	• greet each other in formal/ informal situations • sign greetings in formal/ informal situations	• Greeting dictions such as Hallo, Good morning	• Exchanging greetings in pairs • Signing greetings • Dramatising acceptable ways of greeting • Singing greeting songs • Role playing greetings	• Learners • Songs • Resource persons • ICT tools
NAMES AND CONTACT DETAILS	• say / sign their names • state where they stay • give parents' phone numbers	• Learners' names • Contact addresses • Telephone or cellphone numbers	• Asking and answering each other's name • Telling each other where they stay • Providing parents' telephone numbers and cell phone numbers	• Songs • Games • Cellphones • Pictures, • Models
NEWS AND STORIES	• tell /sign news and stories • retell stories • dramatise /mime stories • answer questions	• Folk stories • Religious stories	• Sharing news and stories • Retelling stories • Acting the story • Providing answers	• Story book, Picture books • ICT tools • Children's' Bible
LIKES AND DISLIKES	• say / sign what they like or dislike • identify things they like or dislike • play games on likes or dislikes	• Feelings • Attitudes • Opinions	• Asking /signing each other what they like or dislike • Viewing pictures or concrete objects of what they like or dislike • Singing songs expressing likes or dislikes	• Pictures, Concrete objects, Models, Games, Rhymes
YES/NO QUESTIONS	• answer/sign questions with Yes or No • play games with Yes or No response	• Yes/No questions	• Responding to Yes or No questions • Playing Yes/No games	• Rhymes, Songs, Games, ICT tools

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ACTIONS WITH WORDS	• state what they are doing • demonstrate actions • sing songs in relation to actions	• Action words (verbs) such as: run, jump and clap	• Dramatising different actions • Describing actions • Practicing songs showing different actions	• Pictures, Objects, Songs, Rhymes, ICT tools
PEOPLE, ANIMALS AND OBJECTS	• name / sign people, animals and objects in their immediate environment • Identify various people's professions	• Names of animals and objects • Occupations	• Stating /signing people, animals and objects • Viewing pictures showing various occupations • Acting different occupations	• Pictures • Objects • Resource persons • ICT tools • Occupation games

8.3 ECD A SKILL 3: READING/ SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ORIENTATION	• illustrate left to right and top to bottom orientation	• Left to right/ right to left orientation • Top to bottom orientation	• Arranging /moving objects from left to right/right to left • Arranging objects from top to bottom • Demonstrating the top to bottom concept	• Concrete objects • Jigsaw puzzles • Coloured pictures
PHOTOGRAPHS AND NAME TAGS	• identify own photographs • match photographs and name tags with the owner	• Picture reading	• Observing photographs • Identifying own photographs • Matching photographs and name tags with the owners	• Photographs • Name tags • Learners
GAMES	• play different types of reading games	• Reading games	• Playing reading games such as jigsaw puzzles, picture dominoes and pada	• Jigsaw puzzles • Picture dominoes
OBJECTS ARRANGEMENT	• group objects according to colour shape and size • match objects with corresponding pictures	• Sorting objects • Matching objects	• Sorting objects according to colour size, shape and use • Matching objects according to colour , shape, size and use • Placing objects on corresponding pictures	• Variety of concrete objects • Pictures
PICTURE STORIES	• arrange a series of pictures sequentially to make stories	• Picture sequence	• Observing pictures to establish sequence • Arranging pictures in sequential order to make stories	• Picture stories • Magazines • Comics

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PHONICS	• read the phonic alphabet	• Phonic alphabet	• Naming objects on the phonic alphabet	• Phonic Alphabet • Concrete objects
NAMING	• identify animals, objects and occupations by names • differentiate pictures	• Names of animals, objects and professions	• Naming objects /animals pictures • Spotting differences on given sets of pictures • Interpreting pictures of people according to occupations • Matching pictures and concrete objects • Playing the odd one out game	• A variety of pictures of people, animals and objects • Picture stories • Concrete objects • games •

8.4 ECD B SKILL 3 : READING/SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
WRITING	• handle the writing instruments correctly • practise hand-eye coordination	• Writing instruments	• Practicing correct handling of writing instruments • Demonstrating left to right or right to left for slate and stylus • Demonstrating top to bottom orientation • Demonstrating correct writing posture	• Beginners' pencils • Crayons • Slate, stylus
SCRIBBLING	• use beginners' pencils or crayons to write in any direction	• Scribbling	• Using writing instruments to write in any direction • Taking the correct sitting posture	• Paper, Crayons, Beginners', pencils
DRAWING	• use beginners' pencils or crayons to draw basic shapes objects, trees, people • colour images that can easily be recognized by others • use drawings to communicate with friends and family	• Drawing • Colouring • Picture messages	• Free drawing on different surfaces • Colouring images they have drawn and on provided frames • Looking at objects and drawing them • Drawing picture messages	• Beginners' Pencils, Paper, Stencils, Crayons • Pictures
PATTERNS	• draw patterns from left to right/ right to left • draw patterns from top to bottom	• Patterns writing	• Drawing patterns	• Beginners' Pencils, Crayons, Paper
TRACING	• use writing instruments to make images along designed perforations • practise hand-eye coordination	• Tracing	• Tracing around objects and pictures • Tracing around shadows	• Stencils, Crayons, Beginners' pencils, Paper, Items for tracing

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8.1 ECD B SKILL 1: LISTENING/OBSERVING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ANIMAL AND OBJECT SOUNDS	• distinguish different sounds in the immediate environment	• People, animal, vehicle and object sounds	• Listening to different sounds • Naming the sources of the sounds • Imitating the sounds • Discriminating two to three different sounds produced at the same time	• A variety of objects, Recordings of different sounds, Musical instruments, Sounds from the environment • ICT tools
SOUNDS AND SOURCES	• listen to different sounds • match different sounds with their sources	• People, animal, vehicle and object sounds	• Producing sounds using different objects • Linking different sounds to their sources • Identifying sounds from pre recordings	• Pre recorded sounds, ICT tools, Musical Instruments • Sounds from the environment
VOICES OF PEOPLE	• listen to voices of different people • name the owner of the voice • imitate voices of different people	• Learners, Teachers and other people's voices	• Paying attention to different voices • Stating the owners of the voices • Imitating voices of different people • Identifying artistes by their voices	• Musical Recordings, • Recordings of prominent people, • Learners • Teachers
• **MUSICAL INSTRUMENTS**	• name musical instruments • play musical instruments • identify instruments by their sound • make simple musical instruments	• Instruments and their sounds	• Stating different musical instruments • Demonstrating how to play musical instruments • Linking sound to musical instrument • Using free and readily available materials to construct musical instruments	• Musical instruments, • Pictures • Videos of musical instruments • Materials to make musical instruments such as bottle tops, strings, tins, plastics and scrap wires

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SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
• **FOLLOWING INSTRUCTIONS**	• listen carefully to instructions • respond to given instructions accordingly • give instructions to classmates	• Series of instructions	• Paying attention to given instructions • Following simple single instructions • Carrying out a sequence of instructions • Instructing each other to carry out specific instructions	• Resource persons • Instruction games
• **STORY TELLING**	• listen to stories • retell stories • dramatize stories • tell their own stories	• Folk stories • Factual stories • Umvukela/ Chimurenga stories • Religious stories	• Naming characters from a story • Narrating own stories • Acting or miming told stories • Drawing and colouring characters from stories • Answering questions from told stories	• Picture story cards • Resource persons • Puppets • Children's bible • Story books • Recorded stories • ICT tools
• **YES/NO RESPONSES**	• ask Yes/No questions • answer Yes / No questions	• Yes/ No questions	• Constructing Yes/No questions • Playing Yes/No games • Responding to Yes/No questions • Signing Yes/No questions on responses	• Picture cards • Video/ computer games • Coloured objects, • Learners • Concrete objects • Blind folded game

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8.2 ECD B SKILL 2: SPEAKING/ SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
GREETINGS	• greet each other in formal/ informal situations • sign greetings in formal/ informal situations	• Greeting dictions such as Hallo, Good morning .How are you today?	• Exchanging greetings in pairs • Signing greetings • Dramatising acceptable ways of greeting • Singing greeting songs • Role playing greetings	• Learners • Songs • Resource persons • ICT tools
NAMES AND CONTACT DETAILS	• say / sign their names • state where they stay • provide parents' phone numbers	• Learners' names • Contact addresses • Telephone or cellphone numbers	• Asking and answering each other's name • Telling each other where they stay • Giving parents' telephone numbers and cell phone numbers	• Songs • Games • Cellphones • Pictures, • Models
NEWS AND STORIES	• tell /sign news and stories • retell stories • dramatise /mime stories • answer questions	• Folk stories • Factual stories • Religious stories	• Sharing news and stories • Retelling stories • Acting the story • Providing answers	• Story book, Picture books • ICT tools • Children's' Bible
LIKES AND DISLIKES	• say / sign what they like or dislike • identify things they like or dislike • play games on likes or dislikes	• Feelings • Attitudes • Opinions	• Asking /signing each other what they like or dislike • Viewing pictures or concrete objects of what they like or dislike • Singing songs expressing likes or dislikes	• Pictures, Concrete objects, Models, Games, Rhymes
YES/NO QUESTIONS	• answer/sign questions with yes or no • play games with Yes or No response	• Yes/No questions	• Responding to yes or no questions • Playing Yes/No games	• Rhymes, Songs, Games, ICT tools

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ACTIONS WITH WORDS	• state what they are doing • demonstrate actions • sing songs in relation to actions	• Action words (verbs) such as: run, jump and clap	• Dramatising different actions • Describing actions • Practicing songs showing different actions	• Pictures, Objects, Songs, Rhymes, ICT tools
PEOPLE, ANIMALS AND OBJECTS	• name / sign people, animals and objects in their immediate environment • identify various people's professions • dramatise various occupations	• Names of animals and objects • occupations	• Stating /signing people, animals and objects • Viewing pictures showing various occupations • Acting different occupations • Role playing	• Pictures • Objects • Resource persons • ICT tools • Occupation games

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8.3 ECD B SKILL 3 : READING/ SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ORIENTATION	• demonstrate left to right and top to bottom orientation	• Left to right/ right to left orientation • Top to bottom orientation	• Arranging /moving objects from left to right/right to left • Arranging objects from top to bottom • Demonstrating the top to bottom concept	• Concrete objects • Jigsaw puzzles • Coloured pictures
PHOTOGRAPHS AND NAME TAGS	• identify own photographs • match photographs and name tags with the owner	• Picture reading	• Observing photographs • Identifying own photographs • Matching photographs and name tags with the owners	• Photographs • Name tags • Learners
GAMES	• play different types of reading games	• Reading games	• Playing reading games such as jigsaw puzzles, picture dominoes and pada	• Jigsaw puzzles • Picture dominoes
OBJECTS ARRANGEMENT	• group objects according to colour shape and size • match objects with corresponding pictures	• Sorting objects • Matching objects	• Sorting objects according to colour size, shape and use • Matching objects according to colour, shape, size and use • Placing objects on corresponding pictures	• Variety of concrete objects • Pictures
PICTURE STORIES	• arrange series of pictures sequentially to make stories	• Picture sequence	• Observing pictures to establish sequence • Arranging pictures in sequential order to make stories	• Picture stories • Magazines • Comics

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PHONICS	• read the phonic alphabet	• Phonic alphabet	• Naming objects on the phonic alphabet • Reading pictures emphasising on phonic alphabet	• Phonic Alphabet • Concrete objects
NAMING	• identify animals, objects and occupations by names • differentiate pictures	• Names of animals, objects and professions	• Naming objects /animals pictures • Spotting differences on given sets of pictures • Interpreting pictures of people according to occupations • Matching pictures and concrete objects • Playing the odd one out game	• A variety of pictures of people, animals and objects • Picture stories • Concrete objects • games

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8.4 ECD B SKILL 4: WRITING/ BRAILLING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
WRITING	• handle the writing instruments correctly • practise hand-eye coordination	• Writing instruments	• Practicing correct handling of writing instruments • Demonstrating left to right or right to left for slate and stylus • Demonstrating top to bottom orientation • Demonstrating correct writing posture	• Beginners' pencils • Crayons • Slate, stylus
SCRIBBLING	• use beginners' pencils or crayons to write in any direction	• Scribbling	• Using writing instruments to write in any direction • Taking the correct sitting posture	• Paper, Crayons, Beginners', pencils
DRAWING	• use beginners' pencils or crayons to draw basic shapes objects, trees, people • colour images that can easily be recognized by others • use drawings to communicate with friends and family	• Drawing • Colouring • Picture messages	• Free drawing on different surfaces • Colouring images they have drawn and on provided frames • Looking at objects and drawing them • Drawing picture messages	• Beginners' Pencils, Paper, Stencils, Crayons • Pictures
PATTERNS	• draw patterns from left to right/ right to left • draw patterns from top to bottom	• Patterns writing	• Drawing patterns	• Beginners' Pencils, Crayons, Paper
TRACING	• use writing instruments to make images along designed perforations • practise hand-eye coordination	• Tracing	• Tracing around objects and pictures • Tracing around shadows	• Stencils, Crayons, Beginners' pencils, Paper, Items for tracing

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8.1 GRADE 1 SKILL 1: LISTENING/OBSERVING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ANIMAL AND OBJECT SOUNDS	• identify animal and object sounds • name objects and animals • match sound to an object and animal • imitate animal sounds	• Animal sounds • Object sounds	• Collecting different objects • Listening to sounds made by different objects and animals • Naming different objects and animals • Matching sounds to objects and animals • Imitating different sounds heard	• Different objects • Pictures of animals, • ICT tools
PHONIC SOUNDS	• identify and articulate 44 English phonic sounds correctly • distinguish between pairs of words with same initial consonant sounds • distinguish cardinal vowels clearly • articulate 44 English sounds correctly	• 44 English phonic sounds • Pairs of words with the same initial consonant sounds such as sell/cent cat/ kettle • Cardinal vowels: a,i,o,u,e	• Saying out the phonic sounds • Demonstrating initial consonant phonic sounds • Imitating phonic sounds • Sounding the cardinal vowels • Matching flash cards with cardinal phonic sounds • Listening to and singing songs and rhymes	• Phonic alphabet vowel cards pictures • ICT tools
RADIO AND TELEVISION STORIES	• listen to relevant stories told from radio or TV • retell stories heard • state characters in a story	• Stories	• Listening to the radio and watching television and retelling stories • Identifying the characters in the stories • Dramatizing characters from the stories	• Radio, Television, Video clips, Pictures • ICT tools

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FOLLOWING ORAL INSTRUCTIONS	• carry out 2-4 word instructions	• 2 -4 word instructions such as: • (a) come here *(b) Mbonisi open the door* *(c) Lucy sit down*	• Giving 2- 4 word instructions • Carrying out 2 -4 word instructions	• Instruction cards
STORIES	• listen to stories • retell stories heard • identify characters in the story • answer oral questions from the story	• Stories	• Listening to stories • Retelling stories heard • Naming the characters in the stories • Answering oral questions from the story	• Resource person, Story text and Pictures
YES /NO STATEMENTS	• respond to Yes/No statements • ask Yes/No questions • play Yes/No games	• Yes/No Responses • Yes/No games	• Responding to Yes/No statements • Asking Yes/No questions • Playing Yes/No games	• Sentence strips • Games • Flash cards • Objects

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8.2 GRADE 1 SKILL 2: SPEAKING/SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONIC SOUNDS	• articulate/sign the English phonic sounds accurately • match the consonant/vowel sound with the object/picture	• Phonic sounds • Single consonant sounds • Vowels	• Practicing phonic sounds • Recognising and reading phonic sounds • Playing games expressing phonic sounds • Singing songs with similar initial consonant sounds	• Pictures, Objects, Games • ICT tools
INTERPERSONAL COMMUNICATION	• talk/sign about themselves in relation to what they do at home and at school • engage in dialogues on what they like or dislike • play games on likes and dislikes	• Likes and dislikes: games, friends and food • Following the language structure: - *I like …….* - *I don't like ……*	• Discussing experiences as a class, group or in pairs on likes and dislikes • Demonstrating likes and dislikes through games	• Pictures, Objects, Games
FAMILY LINKS	• name members of a family • describe relationships in a family • state the family size	• Family tree • Relationships	• Talking/signing about family trees • Answering questions on relationships • Saying how many they are in their families • Role playing members of a family	• Pictures, Video clips • ICT tools
FEELINGS	• express feelings, opinions and attitudes • play games that show certain feelings, opinions and attitudes • view pictures from different sources and say what they think	• Attitudes, feelings and opinions	• Conducting dialogues on attitudes feelings and opinions • Dramatising scenes that portray certain attitudes, feelings and opinions • Looking at pictures and drawing conclusions	• Learners • Pictures • Video clips • Objects

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ORAL QUESTIONS	• answer oral questions about visible objects or pictures • answer/sign simple oral questions • play games involving asking and answering oral questions	• Answering questions • Simple questions	• Naming objects and pictures at home and school • Responding to oral questions in pairs and groups • Playing games involving asking and answering simple oral questions	• Word cards • Sentence strips • Objects • Pictures,
FLUENCY	• demonstrate fluency in English through songs and rhymes • recite poems	• Songs and rhymes • Poems	• Practising singing songs and rhymes • Reciting poems	• Recordings • Songs • rhymes
GREETINGS AND REQUESTS	• express greetings at different times of the day. • make polite requests for permission	• Different forms of greetings and requests such as: - *Hallo! Hallo! How are you?* - *I am very well thank you* - *Good morning/afternoon/evening* - *May I (leave the room) please?* - *May I have a (new book) please?* - *Teacher: Yes you may/No you may not*	• Demonstrating different forms of greetings • Acting out situations illustrating different forms of greetings • Role playing making requests	• Pictures • Props

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8.3 GRADE 1 SKILL 3: READING/SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ORIENTATION	• demonstrate left to right orientation • practice top to bottom array	• Left to right orientation • Top to bottom orientation	• Arranging objects from left to right • Moving objects from to bottom • Demonstrating the top bottom orientation	• Concrete objects • Jigsaw puzzles • Pictures • Patterns
PHONIC WORDS	• read letter sounds • Identify letter sounds • read words accompanied by pictures	• Letter sounds • Phonic words	• Saying letter sounds • Distinguishing letter sounds • Reading words accompanied by pictures	• Word cards • Alphabet • Pictures, • Concrete objects
PUNCTUATION	• observe capital letters and full stops when reading	• Capital letters and full stops	• Reading sentences with a pause • Identifying capital letters and full stops	• Letters of the Alphabet • Sentence strips • Proper nouns in sentences
WORD ATTACK	• recognize consonant in words • read whole words	• Words and consonants	• Saying the phonic sounds of letters in a word • Reading of whole words	• Pictures • Concrete objects • Word cards
READING WORDS	• group words with the same initial phonic sounds • match words and pictures • play a variety of word games	• Word to picture matching • Word to word matching • Reading games	• Reading of words • Matching words with the same initial phonic sounds • Matching words to pictures • Playing word games	• Word cards • Alphabet • variety of pictures • Picture books
EXTENSIVE READING	• read paragraphs/stories fluently	• Enrichment reading	• Reading new words • Reading stories/paragraphs • Answering questions • Commenting on what has been read	• A variety of texts

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8.4 GRADE 1 SKILL 4 : WRITING /BRAILLING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING)	• hold and control the pencil correctly • practise proper seating posture when writing • make the proper letter shapes of the alphabet accurately and neatly in small and capital letters	• Patterns making • Straight, slant and curved lines • Oval letters such as a, b, d, and p • Curved letters • Straight lined letters I, L,w x, k	• Writing patterns • Practicing eye-hand co-ordination • Practicing left to right orientation • Writing small letters • Writing capital letters **NOTE: Writing of letter (k) with a loop and a (y) with a curved tail should be avoided**	• Beginners' pencil • Crayons • Paper • Grade 1 to 2 Nelson Script
WORDS	• write words using the Grade 1-2 Nelson Script • leave a size of a stroke between letters • leave a space between any two words • draw pictures to match words	• Names and personal details • Words with common pattern of vowel sounds and consonants such as: cat, bag, hat, cup • Vowels and consonants	• Illustrating writing and spacing between letters and words • Writing using appropriate script • Emphasising on accuracy and neatness • Drawing and labelling pictures	• Nelson's script chart • Phonic chart • Pictures
DESCRIPTIONS	• write words that describe an object , animal or a person • arrange words into simple sentences	• Words which describe common objects: **big** animal, **tall** tree, **small** boy • Words which indicate action *Tinashe is* **washing** *clothes* **subject+verb+object** structure ***The girl + kicked+ the ball***	• Displaying a variety of pictures • Describing objects, animals and people • Reading and filling in sentences • Completing sentences with verbs/adjectives • Punctuating sentences correctly • Playing games • Saying action words whilst acting them	• Objects • Pencils Crayons, • Charts Pictures • Games

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CREATIVE WRITING	• describe a drawing, picture or an object	• drawings pictures and objects	• Drawing pictures • Colouring pictures • Writing about pictures drawn	• Pencils, paper • Crayons • Pictures
SPELLING AND DICTATION	• spell words correctly • identify similar and different patterns in the spelling of word (phonic) • spell words using the phonic method • write dictated words	• Spell Dictated words	• Practicing phonic sounds • Sounding consonants and vowels accurately • Reading words from flash cards • Writing dictated words	• Pencils • Crayons • Papers • Flash cards
PUNCTUATION	• punctuate sentences using capital letters and full stops	• Punctuation marks - Capital letters - Full stops	• Explain the use of punctuation marks • Identifying capital letters and full stops from the text • Punctuating sentences	• Letters of the alphabet • Sentence strips
COMPREHENSION	• read a text • answer questions	• Answering comprehension questions	• Reading a text • Responding to questions	• Word cards • Sentence strips • Pictures • Variety of texts

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8.1 GRADE 2 SKILL 1: LISTENING/OBSERVING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
INSTRUCTIONS	• listen and carry out simple instructions of up to ten words	• Instructions – up to ten words such as *Go and get some books from the storeroom*	• Practising routine instructions in the classroom • Playing games competing to be the first to carry out a series of instructions	• Instructional cards
PHONICS	• repeat words with short and long vowel sounds • write words with long and short vowel sounds	• Words with long and short vowel sounds such as *bit/beat, hut/heart*	• Differentiating long and short vowel sounds • Repeating words with short and long vowel sounds • Writing words with long and short vowels • Listening to long and short vowels sounds • Repeating words with long and short sounds	• Vowel cards • Flash cards • Pictures • ICT tools
TERMINAL SOUNDS	• identify words with the same terminal sounds • listen to words with the same terminal sounds • read words with the same terminal sounds • write words with the same terminal sounds	• Pairs of words with the same terminal sounds such as *after/metre, doctor/letter, measure/leisure*	• Identifying pairs of words with the same terminal sounds • Practising words with the same terminal sounds • Listening to words with the same terminal sounds • Reading words with the same terminal sounds • Writing words with the same terminal sounds	• Word cards • Pictures • Drawings • Objects • ICT tools

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DIPTHONG SOUNDS	• listen to words with diphthong sounds • identity words with diphthong sounds • read words with diphthong sounds • write words with diphthong sounds	• Words with diphthong sounds such as: *make; take; rake* [-ei- sound] *ride; mine; side* [-ai- sound] *cow; now, town* [-au- sound]	• Listening to words with diphthong sounds • Identifying words with diphthong sounds • Reading words with diphthong sounds • Writing words with diphthong sounds	• Pictures • Drawing • Word cards • ICT tools • Objects
INSTRUCTIONS	• give 10 words instructions • follow a series of instructions	• 10 word instructions such as *Open the window* *Sweep the floor* *Greet your friend*	• Following a series of instructions • Giving simple instruction of up to ten words	• Flash cards • Sign posts • Recorded instructions
SHORT STORIES	• listen to short stories • retell stories heard • identify characters in the story • answer oral questions from the stories	• Stories	• Listening to the stories • Retelling the stories • Answering oral questions from the stories • Naming characters in the • Answering oral questions from the stories	• Resource person • Story text • Pictures • ICT tools
RADIO AND TELEVISION STORIES	• listen to relevant stories told from radio and television • retell stories heard • identify characters in the story	• Stories	• Listening to the radio and watching television • Retelling stories heard or seen on T.V • Naming characters in stories • Role playing the story	• Radio • Television • Video clips • Pictures • ICT tools
DICTATION/ SPELLINGS	• listen to dictated words • spell words orally • play spelling games	• Spelling dictated words and texts	• Listening to dictated words and texts • Spelling words orally • Playing spelling games	• Spelling game • Flash cards • Recorded voices
RESPONDING TO YES/NO STATEMENTS	• play Yes/No games	• Yes/No games	• Playing Yes/No games	• Sentence strips • Games, Flash cards, Objects

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8.3 GRADE 2 SKILL 2: SPEAKING/SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONIC SOUNDS	• play phonic sound games • say out phonic sounds	• English phonic sounds	• Playing phonic sound games • Reading phonic sounds	• Phonic alphabet • Pictures • ICT tools
LANGUAGE STRUCTURES	• construct sentences using correct language structures	• Correct forms of language structure such as verbs, pronouns, add verbs, prepositions and adjectives	• Naming objects in the immediate environment • Using the correct forms of language • Constructing sentences using correct language forms	• Immediate environment sentence strips • ICT tools
FLUENCY	• demonstrate fluency	• Fluency, confidence and accuracy through songs, drills and rhymes	• Practising fluency, confidence and accuracy through songs, rhymes and games	• Songs • Rhymes • Games • Word cards
NEWS AND STORIES	• tell stories and news in sequence	• News and stories	• Telling news stories and in sequence	• ICT tools
ORAL QUESTIONS	• ask oral questions • answer oral questions	• Questions and answers	• Asking oral questions • Responding to oral questions	• ICT tools • Texts • Large print books
LANGUAGE FUNCTIONS	• distinguish various forms of language functions • use an appropriate form to language • conduct dialogues highlighting various forms of language functions	• Register for various forms of functions such as greeting, thanking apologising, instructing and requesting	• Demonstrating various forms of English functions • Naming various forms of language functions • Practising various forms of language functions	• Learners • Video clips • Pictures

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DESCRIPTION	• name/sign objects and pictures at home and school • discuss characteristics of objects • classify objects according to their characteristics	• Objects and pictures	• Collecting objects for display • Describing objects • Sorting object in their categories	• Objects • Pictures
ATTITUDES FEELING OPINIONS AND INTERESTS	• express feeling opinions attitudes and interest • play games that show certain feelings opinions attitudes and interests • view pictures from variety of sources and say what they think	• Attitudes, interest, feelings and opinions such as : - *What do you think of the new teacher?* *I think she/he is ---* *I feel tired*	• Conducting dialogues and group discussions • Dramatising scenes that portray certain attitudes feeling opinions and interests • Commenting on various pictures drawing	• Learners • Pictures • Video clips • Objects

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8.4 GRADE 2 SKILLS 3: READING/SIGNING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• establish the relationship between spellings and sounds	• Words: phonic families like *pull, push, look, book, cook, gate, late*	• Reading words • Recognising relationship between words	• Flash cards • Different pictures • Concrete objects • ICT tools
COMPREHENSION	• read for understanding	• Comprehension	• Reading new words • Reading texts • Answering oral questions • Retelling the story	• Variety of texts • Flash cards/word cards • Sentences strips • Pictures
READING FOR LEISURE	• develop interest in reading • read for leisure	• Extensive reading	• Reading for leisure • Identifying interesting aspects from the stories or texts read • Retelling the stories	• library books • Class textbooks • Supplementary readers • Newspaper cutting
RETELL STORIES	• read stories • retell stories	• Variety of texts	• Reading stories • Retelling stories read	• Variety of texts • ICT tools
PUNCTUATION	• recognise punctuation marks • punctuate sentences	• Capital letters, question mark and a full stop	• Identifying punctuation marks • Reading sentences where capital letters, question mark and full stop are used • Punctuating sentences	• Sentences strips • A chart with punctuation marks
REFERENCING	• establish the skills on using a dictionary	• Picture dictionary	• Familiarising with the alphabet • Searching words from the picture dictionary	• Alphabet • Picture dictionary • New words on cards
EXTENSIVE READING	• read a variety of texts • respond to questions	• Enrichment reading	• Reading new words • Reading a variety of texts • Answering questions • Summarising what has been read	• Variety of texts • ICT tools • Sentence strips • Flash cards • Relevant reading materials

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8.5 GRADE 2 SKILL 4: WRITING/BRAILLING

SKILLS	OBJECTIVES LEARNERS SHOULD BE ABLE TO:	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP HANDWRITING	• hold and control the pencil correctly • make the proper letter shapes of the alphabet accurately and neatly in small and capital letters	• Oval letters such as a, b, d, and p • Curved letters such as c, u, m, n , s • Straight lined letters such as i, l , w, x, k	• Practicing correct handling of pencil to write small letters • Writing capital letters **NOTE: Writing of letter (k) with a loop and a (y) with a curved tail should be avoided** • Saying and writing nouns to emphasise the use of capital letters	• Pencils • Paper • 13 mm writing paper • Slate and stylus
CONJUCTIONS	• join sentences using conjunctions	• Conjunctions such as '*and*' and '*but*'	• Identifying conjunctions • Using conjunctions to join sentences	• Objects • Pictures • Sentences • Word cards
COMPOSITION	• write guided compositions	• Guided compositions	• Completing given compositions using given words • Completing a given paragraph using their own words • Writing guided compositions gathered from events such as educational tours	• Pictures • Word cards • Large print books
DESCRIPTION	• identify people, objects and pictures • write sentences and stories describing people objects and pictures	• People, objects, animals and pictures	• Naming people, objects and pictures • Describing people, objects and pictures • Write creative texts about objects , people and pictures	• Pictures • People • Objects • Word cards • ICT tools

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LANGUAGE STRUCTURES	• recognise grammatical structures • use grammatical structures in context	• Nouns, pronouns, verbs, adverbs, prepositions and adjectives	• Recognising the grammatical structures • Using grammatical structures in context • Distinguishing various grammatical structures • Writing sentences using various grammatical structures	• Pictures • Word cards • Different texts • Sentences strips
PUNCTUATION	• recognise the punctuation marks • punctuate correctly	• Capital letters, question mark and full stop	• Naming punctuation marks • Using punctuation marks in sentences • Punctuating given work	• Chart with punctuation marks
COMPREHENSION	• follow the sequence of ideas/ events in a text • read a variety of texts • answer comprehension questions	• Variety of comprehension texts	• Finding ideas from g text • Reading various texts for understanding • Answer comprehension questions	• Word cards • A variety of texts • Picture dictionary
SPELLING AND DICTATION	• write dictated words and sentences correctly	• Dictated words sentences	• Writing dictated /signed/words and sentences • Playing spelling games	• Spelling Bee games • Flash cards • ICT tools • Large print books

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8.6 Supporting Language Structures:

The following supporting language structures are for the whole primary school English course. Teachers are to select what is appropriate to the level of their learners

NOTE: At higher levels (Gr 5-7) some grammatical terms like noun, verbs, adjectives, adverbs, preposition, conjunction and others may be used to clarify or shorten explanation but should be kept to a minimum.

By the end of the Primary school education, learners should be able to:

Effectively use, among others, the following language structures:

- nouns- personal nouns, impersonal nouns, proper nouns, compound nouns, common nouns, possessive pronouns, gender, reflexive nouns, pronouns, relative pronouns, countable and uncountable nouns, singular and plural nouns concrete and abstract nouns, collective nouns, demonstrative pronouns
- antonyms/opposites
- synonyms
- similes
- verb tenses
- adjectives - their comparative and superlative forms.
- adverbs and adverbial clauses
- prepositions
- problematic verbal clauses: e.g. cope with, succeed in, reply to
- coordinate conjunctions e.g. ‘and’, ‘so’, ‘also’, ‘but’; subordinate conjunctions e.g. ‘because’, ‘although’, ‘though’
- punctuation marks – full stop, capital letters, comma, question mark, exclamation mark, quotation marks, hyphen, semicolon and colon.
- quantifiers: e.g. little, few, a few, much, more, enough, scarcely/hardly any/about/over/almost/nearly, all, both
- intensifiers: very, so…that… extremely,
- structures that show cause and affect e.g. *The rains came late, so/for that reason the harvest was poor. The harvest was poor because/for/since the rains had come late.*
- question tags
- modals: e.g. may, might, can, could, shall, should, must, ought to, will, would
- conditional clauses: e.g. *If I were the man, I would have run away. 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
- spelling

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- word formation (Affixes, that is, suffixes and prefixes)
- word choice and register
- unless/ in spite of/ despite the fact that
- neither…nor,
- either…or
- abbreviations

Construct simple statements, commands and questions that observe the basic structure of a sentence.

Handle sentences where certain sentence structures have been omitted (ellipsis) to avoid unnecessary repetition e.g.

Taurai has finished, but John hasn't. Vusa liked the play. Did you?

NOTE: This list of language structures is not exhaustive.

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9.0 ASSESSMENT

The English Language syllabus scheme of assessment has been developed with the principle of inclusivity. Learners at Infant level will be assessed entirely by continuous assessment and profiling.

9.1 Assessment Objectives

Assessment objectives outline the skills, which may be assessed. 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 teach the learners just for assessment but for life.

9.2 Speaking/Signing

Learners should be able to:

9.2.1 Greet and respond to greetings

9.2.2 Describe events and situations

9.2.3 Make polite requests

9.2.4 Carry out a short conversation

9.3 Listening/Observing

Learners should be able to understand:

9.3.1 Dialogue both formal and informal

9.3.2 Narratives up to a maximum 100

9.3.3 News items and respond to question

9.4 Reading/Signing

Learners should be able to read:

9.4.1 Dialogues

9.4.2 Narratives

9.4.3 Descriptions

9.4.4 Authentic materials

9.5 Writing/Brailling

9.5.1 Write legibly using the appropriate Nelson Script

9.5.2 Construct correct sentences

9.5.3 Write a coherent short narrative or dialogue

9.5.4 Write a story based on a picture or sequence of pictures

9.6 Comprehension

9.6.1 Answer questions based on an oral or written text

9.6.2 Follow a conversation and respond/interject appropriately

9.6.3 Read a short story and be able to retell/summarise it

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9.7 Scheme of Assessment

The assessment will be continuous and based on achieving the learning outcomes for each topic and grade level. There should be learner profiling to inform of the learners progress and those areas that will need to be further developed in the future. The learner profile record must state the learner's entry abilities and potential at every level. In addition to language concepts and skills and knowledge the child has acquired and developed.

9.8 Continuous Assessment

Learners from ECD to Grade 2 should be continuously assessed throughout the learning cycle in areas of: speaking, listening, reading and writing.

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