



Republic of Zambia

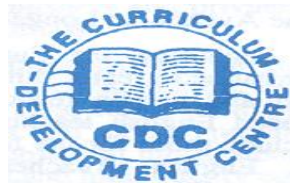
Ministry of Education, Science, Vocational Training and Early Education

Curriculum Development Centre

PRIMARY SCHOOL

ENGLISH LANGUAGE SYLLABUS

Grades 2 to 7



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LUSAKA

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VISION

Quality, life-long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

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PREFACE

This syllabus was produced as a result of the Education Curriculum Reforms aimed at improving the provision of education at all levels.

The reforms were necessitated by the need to solve long standing challenges in the existing curriculum such as being overloaded, compartmentalized, examination oriented and inflexible. The reforms were also an attempt by the Ministry of Education, Science and Vocational Training to capture the latest technological, economic, political and social developments in a fast changing world. The syllabus focuses on the development of literacy in English, based on what the child has already learnt in Grade One in his or her familiar language.

The syllabus has been reviewed to make it outcomes-based, learner-centred and continuous-assessment oriented.

It is my sincere hope that this outcomes-based syllabus will greatly improve the quality of education provided at the Primary School level as defined and recommended in the policy document, 'Educating our Future' 1996.

Nkosha C.

Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGMENTS

The Curriculum presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were interviewed throughout the country in order to gather views on the existing curriculum and also to accord them an opportunity to make suggestions for the new curriculum. The Ministry of Education, Science and Vocational Training and Early Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this new syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Standards and Curriculum, the Directorate of Teacher Education and Specialised Services, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their support.

We pay special tribute to cooperating partners for rendering support in the production of this syllabus.

Special appreciation also goes to Curriculum Development Centre support staff and all those who were involved in the development of this syllabus in one way or another.

INTRODUCTION

The new syllabus is out-come based, and focuses on results rather than goals. The outcomes-based approach recognizes that learners do not attain the outcomes through a set of prescribed learning experiences in one learning area. They attain them through exposure to a wide range of experiences and varied content drawn from all Learning Areas.

Literacy and Languages specifically aims at developing the four skills of listening, speaking, reading and writing. The use of a familiar language for initial literacy (at Grade One) should be used as a starting point for literacy in English. The Zambia Primary School English syllabus (Grades 2 – 7) is a result of extensive consultation undertaken to reform the Basic Education Curriculum.

The new English Syllabus starts from Grade 2 to Grade 7. This has been a result of a lot of debate on the medium of instruction for the initial literacy. Many views indicate that it is rather confusing for the child who comes straight from an environment in which he or she speaks a *Zambian* familiar language to be introduced to English upon arrival in Grade 1 in school. The aim of introducing English at Grade 2 is therefore to give the child a year to first master the initial literacy skills in his or her Familiar Language. Equipped with this knowledge, the child will be able to graduate into English in Grade 2.

The Outcome-based education places emphasis on observable and measurable skills, knowledge and values to be acquired by learners at specified levels of their schooling. It emphasizes learner centredness and provides for increased learner-teacher contact time, different ability groups and use of a familiar language for initial literacy.

Continuous Assessment is another prominent feature of the new curriculum. This allows for regular monitoring of individual learning progress, diagnosis of learning difficulties and provision of remedial teaching.

The new syllabus integrates Life Skills as solution to cross-cutting issues and themes such as HIV/AIDS, Gender, Human Rights, Reproductive Health, Corruption, Good Governance, Environmental Education and Water Sanitation across the syllabus to ensure holistic development of the learner. Throughout the learning process, the curriculum will lead to the development of entrepreneurship skills.

METHODOLOGY

The English syllabus from Grades 2 to 4 has three main parts. These are Listening and Speaking, Reading, Writing. Matters of grammar are tackled within the different components. For example, within Listening and Speaking, Reading and Writing. The assumption is that by the end of Grade 4 they will have been equipped with the basic language content to comprehend syntactical issues.

From Grade 5 to 7, Grammar can be tackled as an independent area. At this time it is expected that elementary definitions and explanations of concepts can be introduced to the learners. For example, terms such as 'verb' or 'noun' can be defined and explained.

The teaching methodology should be based on a communicative approach whose features include:

1. Integration of the basic literacy and language skills;
2. Using the literacy and language skills in real life situations;
3. Teaching literacy and language in context;
4. Using authentic teaching materials;
5. Using a variety of reading and writing activities including writing about real experiences and for a real purpose;
6. Placing learners in ability groups;
7. Using continuous assessment; and
8. Using varied-learner centred communicative, interactive and participatory techniques such as:
 - Role play
 - Drama
 - Problem solving
 - Information transfer
 - Pair or group discussion
 - Field trips or project work
 - Case studies
 - Debate

GENERAL OUTCOMES FOR GRADES 2 - 7

1. Listening and Speaking:

The Listening and Speaking skills are very important. Learning to listen accurately and respond to the spoken word increases the pupils' confidence, builds up their receptive skills and allows them to be exposed to different forms of language. This is therefore why listening and speaking skills are the basis of all language work.

Therefore, by the end of Grade 7 a learner should:

- a) Perform the following outcomes using the appropriate language forms:
 - Identify and classify
 - Describe, narrate and report
 - Find out
 - Deny and concede
 - Express and elicit intellectual attitudes
 - Express personal meaning
 - Get things done
 - Communicate for social purposes
 - Express concepts and relationships
 - Talk about quality and quantity
 - Understand the most common and useful grammatical terms and their functions;
- b) Manipulate accurately and appropriately the core structures in the context of the functions set in (a) above
- c) Use language effectively in and out of school, and demonstrate by responding in an appropriate way a spoken message;
- d) Use the spoken language forms which are appropriate to different social contexts.

2. Reading

In reading, a learner will be required to read for comprehension from the beginning, and then be introduced to the types of functional reading, which will enable learners to gradually read for specific purposes in crucial areas.

By the end of Grade 7, a learner should be able to:

- a) Understand the different types of reading material which they are likely to meet both in and out of school, ie. Texts and passages in the Learner's Books and graded supplementary readers, reading materials in real life, eg. Signs, instructions, etc.; and reading materials related to other learning areas;
- b) Have a reading vocabulary of at least 2500-3000 words, including a basic sight vocabulary of names, signs and labels needed by the learner to operate in any society and be able to read with understanding a wide variety of narrative, functional and instructional materials;
- c) Read for pleasure and for specific information;
- d) Read at a speed a speed appropriate to their purpose (a speed of at least 100 words a minute is recommended for reading for pleasure by the end of Grade 7);
- e) Begin to read critically and make judgments on the materials read.

3. Writing:

Writing in Grades 2 – 7 comprises learning to form letters and write neatly and legibly (handwriting), learning to spell (spelling) and learning to do grammatical exercises and controlled, guided and free writing. By the end of Grade 7, the learners should have acquired those writing skills necessary for work in all learning areas for continued learning, and for the world of work if they do not continue beyond Grade 7.

Therefore, by the end of Grade 7, learners should be able to:

- a. Produce the kind of writing which are likely to be required of them if they leave school after Grade 7, e.g. letters (both formal and informal); filling in forms; writing advertisements; writing simple reports, etc.
- b. Produce the kind of writing in addition to the above that will be required of them in Grade 8, e.g. continuous free prose writing and written work as required by other learning areas;
- c. Spell and punctuate correctly;
- d. Express clearly and correctly in writing their personal experiences, ideas, opinions and knowledge;
- e. Take pride in their written work by writing neatly and keeping their work clean.

GRADE 2 ENGLISH

GENERAL OUTCOMES:

- Develop listening and speaking skills
- Develop reading and writing skills

Key competences

- Demonstrate ability to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.
- Demonstrate ability to apply life skills as solutions to challenges in life using English language.
- Apply reading skills to comprehend written texts in English language for use in academic work.

| Component | Topic | Specific outcomes | Knowledge | Skills | Values |
|-------------------------------|-------------------------------|---|--|--|--|
| Listening and speaking | 2.1.1. Greetings | 2.1.1.1 Demonstrate different types of greetings | - Good morning - Good afternoon - Good evening | Application of knowledge on different types of greetings | Knowledge and awareness of different types of greetings |
| | 2.1.2 Objects found in a home | 2.1.2.1 Identify objects found in a home | Eg : Cups, plates, pots etc. | Application of knowledge on objects found in a home | Knowledge and awareness of vocabulary on objects found in a home |
| | 2.1.3 Story telling | 2.1.3.1 Recognize picture strips in a logical sequence 2.1.3.2. Retell simple stories | Sequencing pictures in a logical sequence | Application of knowledge on story telling | Knowledge and awareness of story telling |
| | 2.1.4 Animals | 2.1.3.1 Identify | Eg: cat, dog, cow, | Application of | Knowledge and |

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| | | domestic animals. | goat, sheep | vocabulary on domestic animals | awareness of domestic animals |
| | | 2.1.3.2 Identify wild animals. | Eg: lion, elephant, zebra, leopard, | Application of vocabulary on wild animals | Knowledge and awareness of vocabulary on wild animals |
| | 2.1.5 Colours | 2.1.5.1 Identify and discriminate different colours | Red, blue, yellow, brown, orange, green, black and white | Application of vocabulary on colours | Knowledge and awareness of vocabulary on colours |
| | 2.1.6 Games | 2.1.6.1 Talk about games | Sheep sheep come home, hide and seek, Simon says, | Application of vocabulary in games | Knowledge and awareness of vocabulary in games |
| | Community practices | 2.1.7 Community practices | 2.1.7.1 Describe good health practices in the community 2.1.7.2 Describe bad practices in the community | Application of knowledge on Community practices | Knowledge and awareness of Community practices |
| | 2.1.8 Occupations | 2.1.8.1 Mention different workers in the community. | E.g, Teachers, nurses, watchmen, doctors, | Application of vocabulary on different occupations | Knowledge and awareness of vocabulary on different occupations |

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| | 2.1.9 Objects | 2.1.9.1 Identify and classify simple objects. | Fruits(orange, banana, apple); Furniture(chair, table, desk); Tools(hoe, axe, rake); | Application of vocabulary on classifying different objects | Knowledge and awareness of vocabulary on classifying different objects |
| | 2.1.10 Description | 2.1.10.1 Describe objects, people and events | Adjectives(describing words); big/small; fat/thin; tall/short; black/white; scaring/interesting etc | Application of vocabulary on describing objects and people | Knowledge and awareness of vocabulary on describing objects and people |
| | 2.1.11 Personal experience | 2.1.11.1 Talk about personal experiences. | Birthdays, going to the market, church | Application of vocabulary on narrating experiences | Knowledge and awareness of vocabulary on narrating experiences |
| Reading | 2.2.1 The Alphabet | 2.2.1.1 Sound out letters of the alphabet | Sounds of the alphabet (/a/,/b/,/c/,/k/,/e/) | Application of knowledge on the sounds of the alphabet | Knowledge and awareness of sounds of the alphabet |
| | | 2.2.1.2 Recognize and name letters of the alphabet | Names of letters of the alphabet | Application of knowledge on the letters of the alphabet | Knowledge and awareness of letters of the alphabet |
| | 2.2.2 Capital and small letters | 2.2.2.1 Distinguish capital and small letters of the alphabet. | E.g Aa, Bb, Cc, Dd, Gg | Application of knowledge on capital and small letters | Knowledge and awareness of capital and small letters |
| | | 2.2.2.2 Identify | Vowels(a, e, i, o, u) | Application of | Knowledge and |

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| | | vowels and consonants | consonants(E.g, b,c,d,f,g) | knowledge on vowels and consonants | awareness of vowels and consonants |
| | 2.2.3 Syllable Formation | 2.2.3.1 Form and read syllables | E.g, d-o-g, b-a-g, p-o-t, | Application of knowledge on syllable formation | Knowledge and awareness of on syllable formation |
| | 2.2.4 Word formation | 2.2.4.1 Form words using syllables | Eg, ba-na-na, Ma-ngo, Ca-t | Application of knowledge on word formation | Knowledge and awareness on word formation |
| | 2.2.5 Sentence formation | 2.2.5.1 Form and read simple sentences | <ul style="list-style-type: none"> • Subject + Verb (e.g, Mother is washing). • Subject + Verb + object (e.g, Martha is kicking the ball). | Application of knowledge on sentence formation | Knowledge and awareness on sentence formation |
| | | 2.2.5.2 Read short paragraphs fluently and with understanding. | Reading Paragraphs with understanding | Application of knowledge Reading Paragraphs with understanding | Knowledge and awareness of Reading Paragraphs with understanding |
| Writing | 2.3.1 The alphabet | 2.3.1.1. Write all the letters of the alphabet, 2.3.1.2 Sequence letters of the alphabet in the correct | capital and small letters. Arranging words in alphabetical order eg: apple, ball, cat, banana, beans, bin | Application of knowledge on writing capital and small letters | Knowledge and awareness of capital and small letters |

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| | | order | | | |
| | 2.3.2 Punctuation | 2.3.2.1 Use capital letters and a full stop in a sentence. | Capital letters Full stop | Application of knowledge on punctuation by using capital letters and a full stop | Knowledge and awareness of using capital letters and a full stop |
| | 2.3.3 Sentence formation | 2.3.3.1 Write simple sentences using word-cards | Familiar words | Application of knowledge on sentence formation | Knowledge and awareness of sentence formation |
| | 2.3.4 Spelling | 2.3.4.1 Spell out words on paper. | Familiar words alphabet | Application of knowledge on spelling | Knowledge and awareness of spelling |
| | 2.3.6 Hand writing | 2.3.6.1 Write legibly and neatly. 2.3.6.2 Copy familiar words and sentences in a list | Marion Richardson Copying words Writing legibly and neatly Check word spacing | Application of knowledge on handwriting using Marion Richardson | Knowledge and awareness of handwriting using Marion Richardson |
| | Words, Phrases, Sentences | 2.3.7 Write simple words or sentences about a picture. | Words or sentences about a picture | Application of knowledge writing simple words and sentences | Knowledge and awareness of writing simple words and sentences |

GRADE 3 ENGLISH

GENERAL OUTCOMES:

- Acquire listening and speaking skills
- Acquire reading and writing skills

Key competences

- Demonstrate ability to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.
- Demonstrate ability to apply life skills as solutions to challenges in life using English language.
- Apply reading skills to comprehend written texts in English language for use in academic work.

| Component | Topic | Specific outcomes | Knowledge | Skills | Values |
|------------------------|-----------------------|---|--|---|---|
| Listening and Speaking | 3.1.1 Conversation | 3.1.1.1 Talk about chores and responsibilities of family members Take part in simple dialogues | Roles e.g. cooking, sweeping, gardening Responsibilities e.g. caring, obedience, | Application of vocabulary on talking about chores and responsibilities in homes | Knowledge and awareness of vocabulary on talking about chores and responsibilities in homes |
| | 3.1.2 Time | 3.1.2.1 Tell time of the day 3.1.2.2 Recall days of the week and months of the year. | <ul style="list-style-type: none"> • Times of a day (hours) • Days of the week • Months of a year | Application of vocabulary on time | Knowledge and awareness of vocabulary on time |
| | 3.1.3.Telling Stories | 3.1.3.1 Retell traditional and modern stories | Retelling stories; Sequencing of events | Application of knowledge on retelling and sequencing | Knowledge and awareness retelling and sequencing |

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| | | | | events in stories | events in stories |
| | 3.1.4. Puzzles | 3.1.4.1 Recognise and solve puzzles | Puzzles eg: word puzzles | Application of knowledge on solving puzzles | Knowledge and awareness on solving puzzles |
| | 3.1.5. Proverbs/Sayings | 3.1.5.1 Recognise and interpret proverbs | Interpreting simple Proverbs e.g Birds of the same feather, flock together | Application of knowledge on interpreting proverbs | Knowledge and awareness on interpreting proverbs |
| | 3.1.6. Drama | 3.1.6.1 Dramatise familiar stories | Dramatising, Voice projection Confidence Role play | Application of knowledge on taking part in drama | Knowledge and awareness on taking part in drama |
| | 3.1.7. Poetry, | 3.1.7.1 Recite simple Poems and Tongue-twisters | Reciting; Poems and Tongue-twisters Rhymes Patterns | Application of knowledge on reciting poems | Knowledge and awareness on reciting poems |
| | 3.1.8. Occupations | 3.1.8. Identify occupations in the locality and the tools used | Occupations and tools/ equipment used e.g. fishing/boat/net Farming/hoe/axe/plough/tractor | Application of vocabulary on different occupations in the community and tools used | Knowledge and awareness of vocabulary on different occupations in the community and tools used |
| | 3.1.9 Objects found in school | 3.1.9.1 Talk about objects found in school | e.g. tables, desks, chairs, board etc | Application of vocabulary on objects found in school | Knowledge and awareness of vocabulary on objects found in school |
| | 3.1.10 Colours | 3.1.10.1 | Different colours in objects | Application of | Knowledge |

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| | | Discriminate colours in different objects | | vocabulary on different colours | and awareness of different colours |
| | 3.1.11. Antonyms and synonyms | 3.1.11.1 Identify antonyms and synonyms | Synonyms –words which have similar meaning eg : Fast/quick; angry/cross Antonyms- words which are opposites in meaning eg Bad/good Sad /happy | Application of knowledge on antonyms and synonyms | Knowledge and awareness of antonyms and synonyms |
| | 3.1.13. Using Appropriate language in a social setting | 3.1.13.1 Use socially acceptable language in expressing feelings and thoughts in various situations | E.g. Expressing gratitude or disapproval e.g Thank you. (If they agree) or No, thank you. (When they disapprove) Acknowledgement e.g You are welcome. | Application of vocabulary on expressing feelings and thoughts in various situations | Knowledge and awareness of vocabulary on expressing feelings and thoughts in various situations |
| | Animals | 3.1. 13 Identify names of wild animals | Names of wild animals- lion, elephant, leopard, antelope, zebra | Application of vocabulary on wild animals | Knowledge and awareness of wild animals |
| | Games | Use language in playing games | Eg pick it now, pick it all, if you want now, pick it all... One man and a dog, walking to... | Application of vocabulary in playing games | Knowledge and awareness of vocabulary in playing games |
| | Community practices | Talk about community practices | Good and bad practices in communities | Application of knowledge of community practices | Knowledge and awareness of community practices |
| | Riddles | Recognize and | Riddles eg | Application of | Knowledge |

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| | | interpret riddles | A house without a door/an egg | knowledge on interpreting riddles | and awareness of interpreting riddles |
| | Processes | Describe processes | Eg how to make a paper boat | Application of knowledge on describing processes | Knowledge and awareness of describing |
| Reading | Reading words | Read familiar and new words | Reading new vocabulary eg names of wild animals | Application of knowledge on reading words | Knowledge and awareness of reading words |
| | The alphabet | Identify capital and small letters | The alphabet- capital and small letters | Application of knowledge on the alphabet | Knowledge and awareness of the capital and small letters |
| | Pronunciation | Pronounce words correctly | Correct word pronunciation eg Car / ka: Cup/ kʌp | Application of knowledge on correct pronunciation of words | Knowledge and awareness of word pronunciation |
| | Syllable Identification | Identify syllables of familiar words | Syllable identification eg /d/ /o/ /g/ = dog or /ma/ /ke/ = make or /fo/ /re/ /st/ = forest | Application of knowledge on syllable identification | Knowledge and awareness of syllable identification |
| | Word formation | Form words using syllables | Word formation eg banana, dog | Application of knowledge on word formation | Knowledge and awareness of word formation |
| | Sentence formation | Form sentences | knowledge on sentence formation | Application of knowledge on sentence | Knowledge and awareness of sentence |

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| | | | | formation | formation |
| | Intensive reading | Practice silent reading | Silent reading skills eg avoid lip reading, finger pointing etc | Application of knowledge on silent reading | Knowledge and awareness of |
| | 3.2.2. Reading aloud | 3.2.2.1 Read a given text at an appropriate pace, acceptable pronunciation and with understanding | Reading and comprehension; Appropriate pace Correct pronunciation | Application of knowledge on reading and comprehension | Knowledge and awareness of Silent reading |
| | 3.2.3. Stories | 3.2.3.1 Identify themes in stories | Themes or Central idea of a stories | Application of knowledge on identification of themes in stories | Knowledge and awareness of identification of themes in stories |
| | 3.2.4. Interpreting information in print resources | 3.2.4. Locate information in print resources | e.g. Charts, Graphs, Tables, Maps | Application of knowledge on interpretation of print resources | Knowledge and awareness of interpretation of print resources |
| Writing | The alphabet | Recognise and arrange longer words in alphabetical order | The alphabet Consider the first and second letters | Application of knowledge on arranging words in alphabetical order | Knowledge and awareness of arranging words in alphabetical order |
| | 3.3.2 Handwriting | Write legibly and neatly | Handwriting eg Richardson Marion and cursive | Application of knowledge on handwriting | Knowledge and awareness of |

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| | 3.3.3 Sequencing | 3.3.1.1 Rearrange sentences in a logical sequence | Arranging sentences in logical order | Application of knowledge on arranging sentences in logical order | Knowledge and awareness of Richardson Marion and cursive |
| | 3.3.4 Conjunctions | 3.3.2.1 Use <i>and</i> and <i>but</i> to join simple phrases | E.g. I am tired. I am hungry. (and) Jane went to the river. She failed to swim. (but) | Application of knowledge on conjunctions | Knowledge and awareness of conjunctions |
| | 3.3.8 Singular and plural | 3.3.7.1 Write plural and singular forms of words. | Nouns ending with s, y, o e.g. boy/boys, bus/buses, tomato/tomatoes, | Application of knowledge on singulars and plurals | Knowledge and awareness of singulars and plurals |
| | 3.3.5 Dictation | 3.3.3.1 Take dictation | Taking dictation | Application of knowledge on taking dictation | Knowledge and awareness of taking dictation |
| | 3.3.6 Sentence and Paragraph construction | 3.3.4.1 Construct short paragraphs on topical issues. | Short paragraphs of one to three sentences eg prevention of cholera | Application of knowledge on sentence and paragraph construction | Knowledge and awareness of sentence and paragraph construction |
| | 3.3.7 Punctuation | 3.3.6.1 Punctuate sentences and short paragraphs | Capital letter for proper nouns and at the beginning of sentence; Full stop; | Application of knowledge on punctuation | Knowledge and awareness of punctuations |

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| | | hs. | Comma ; Question mark. | | |
| | 3.3.9 Summary | 3.3.5.1 Summarise simple stories | <ul style="list-style-type: none"> Identifying Content words Identifying important points in a story | Application of knowledge on summarising | Knowledge and awareness of summarising |

GRADE 4 ENGLISH

GENERAL OUTCOMES:

- Develop listening, speaking, reading and writing skills
- Develop appreciation of literature, culture and life skills

Key competences

- Demonstrate ability to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.
- Demonstrate ability to apply life skills as solutions to challenges in life using English language.
- Apply reading skills to comprehend written texts in English language for use in academic work.

| Component | Topic | Specific outcomes | Knowledge | Skills | Values |
|--------------------------------------|-----------------------|---|--|---|--|
| 4.1 Listening and Speaking | 4.1.1 Etiquette | 4.1.1.1 Demonstrate good manners and courteous behaviour | Responding politely to requests and situations | Application of knowledge on responding politely to requests | Knowledge and awareness of responding politely to requests |
| | 4.1.2 Conversation | 4.1.2.1 Take part in a dialogue on | Responding appropriately in a | Application of knowledge on | Knowledge and awareness of |

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| | | <p>chores and responsibilities of family members</p> <p>Talk about objects found in the community</p> <p>Talk about characteristics of domestic and wild animals</p> <p>Talk about effects of bad practices in the community</p> | <p>conversation</p> <p>Eg shops, clinics, buses grinding mill etc</p> <p>Characteristics of animals eg. Fierce, friendly, harmful, harmless, carnivores, omnivores etc</p> <p>Bad practices eg pollution, garbage disposal, drug and alcohol abuse</p> | taking part in dialogues | taking part in dialogues |
| | 4.1.3 Stories | 4.1.3.1 Tell modern simple stories in the right sequence | Sequencing events in a story | Application of knowledge on sequencing events in stories | Knowledge and awareness of |
| | 4.1.3. Puzzles | 4.1.3. Recognise and give meaning to puzzles | Solving word puzzles | Application of knowledge on solving simple puzzles | Knowledge and awareness of sequencing events in stories |
| | 4.1.5 Drama | 4.1.5.1 Perform simple plays | Acting/dramatising simple plays: Voice projection, stage movement, public speaking, confidence | Application of knowledge on performing simple plays | Knowledge and awareness of performing simple plays |

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| | 4.1.6. Poetry | 4.1.6.1 Recite poems and recognise basic elements of poetry | Elements of poetry; e.g. rhyme, imagery, figures of speech, | Application of knowledge on reciting poems | Knowledge and awareness of |
| | 4.1.7.Oral instructions | 4.1.7.1 Respond to and follow a series of instructions | e.g. follow instructions on how to make a paper boat | Application of knowledge on responding to oral instructions | Knowledge and awareness of reciting poems |
| | | 4.1.7.2 Get and respond to oral directions about locating a place | e.g. go straight, turn right, turn left, opposite, behind | Application of knowledge on getting and describing directions to places | Knowledge and awareness of getting and describing directions to places |
| | Processes | Describe simple processes | Simple processes eg a game or how to play a simple sport | Application of knowledge on describing simple processes | Knowledge and awareness of describing simple processes |
| | 4.1.8. Time | 4.1.8.1 Tell seasons of the year and describe the activities done | Seasons E.g. Rainy season- digging, planting, weeding | Application of knowledge telling time, seasons and activities done | Knowledge and awareness of |
| | 4.1.9. Antonyms and synonyms | 4.1.9.1 Use antonyms and synonyms | Synonyms -words with same meaning (e.g. scared/afraid,) Antonyms- words opposite in meaning(weak/strong, poor/rich) | Application of knowledge on antonyms and synonyms | Knowledge and awareness of antonyms and synonyms |
| | 4.1.10. Appropriate language in a | 4.1. 10.1 Use socially acceptable language to make | e.g. May I., Could you..., Please sir/madam ..., | Application of knowledge on using language in | Knowledge and awareness of making polite |

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|----------------|----------------------------|---|---|---|--|
| | social setting | polite requests | | making polite requests | requests |
| Reading | 4.2.1 Intensive Reading | 4.2.1.1 Read silently any given passages and do follow-up activities Identify themes of simple stories | Good reading habits e.g. avoid pointing words with fingers, lip reading Themes or main lesson in the story | Application of knowledge on silent reading | Knowledge and awareness of silent reading |
| | | 4.2.3.1 Read a passage and answer the wh questions; | Discuss new vocabulary i.e. What is the name of... Who Where did... When..... Why.... | Application of knowledge on reading and comprehension | Knowledge and awareness of reading and comprehension |
| | | 4.2.3.2 Read and interpret information expressed in charts, graphs, diagrams, tables and maps | Information illustrated in charts, graphs, diagrams, tables and maps | Application of knowledge on interpreting information in graphic presentations | Knowledge and awareness of interpreting information in graphic presentations |
| | 4.2.2. Reading Aloud | 4.2.2.1 Read a given passage at an appropriate pace, acceptable pronunciation and with understanding | Reading with fluency and comprehension | Application of knowledge on reading aloud | Knowledge and awareness of reading aloud |

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| | 4.2.4. Extensive reading | 4.2.4.1 Read a variety of materials and report on the main points | Reporting main message on the materials read. | Application of knowledge on extensive reading | Knowledge and awareness of |
| Writing | 4.3.1 Word and Sentence order | 4.3.1.1 Rearrange words and sentences in a logical order. | <ul style="list-style-type: none"> • Sequencing words • Sequencing sentences (up to five) in logical order | Application of knowledge on word and sentence sequencing | Knowledge and awareness of extensive reading |
| | Punctuation | Use correct punctuation marks | Capital letter, full stop, comma, question mark, exclamation mark and speech marks | Application of knowledge on punctuation marks | Knowledge and awareness of punctuation marks |
| | 4.3.8 Informal letter | 4.3.8.1 Write informal letters. | E.g. a letter to a friend Features; one address, salutation, body, language, ending | Application of knowledge on writing friendly letters | Knowledge and awareness of writing friendly letters |
| | 4.3.9 Handwriting | 4.3.9.1 Demonstrate and practice good handwriting through posters and notices | Designing posters and notices in legible handwriting in Cursive and Marion Richardson | Application of knowledge on handwriting | Knowledge and awareness of writing friendly letters |

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| | | Copy given paragraphs | | | |
| | 4.3.2 Guided Composition | 4.3.2.1 Write stories using given vocabulary Write stories on given pictures of topical issues | Developing stories from given vocabulary Developing stories from given pictures on topical issues eg HIV and AIDS, Child Abuse, Corruption and Substance abuse. | Application of knowledge on story writing | Knowledge and awareness of story writing |
| | 4.3.3 Sentence Construction | 4.2.3.1 Construct simple sentences | Sentence construction using S+ V(Jesus wept.) Subject +Verb+ object (Mulenga kicked the ball) Subject +Verb+ Direct Object+indirect Object (I bought a dress for my mother) | Application of knowledge on sentence construction | Knowledge and awareness of sentence construction |
| | 4.3.4 Dictation | 4.3.4.1 Write dictated | Legibility, spellings and | Application of knowledge on | Knowledge and awareness of |

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| | | sentences and passages. | punctuations | taking dictation | |
| | Summary | Recognise the main points in a given paragraph | summary | Application of knowledge on summarising | Knowledge and awareness of taking dictation |
| Structure | Tenses | 4.3.5.1 Use simple present tense | e.g. • You like bananas. • She goes to school every day. | Application of knowledge on simple present tense | Knowledge and awareness of simple present tense |
| | | 4.3.5.2 Use the simple progressive tense (Present continuous) | E.g. She is reading | Application of knowledge on the simple progressive tense | Knowledge and awareness of simple progressive tense |
| | | 4.3.5.3. Use the simple past tense | E.g. I saw Mary yesterday | Application of knowledge on simple past tense | Knowledge and awareness of simple past tense |
| | 4.3.10 Parts of speech: Adverbs | 4.3.10.1 Use adverbs of manner | Adverbs of manner; slowly, hurriedly, hungrily, | Application of knowledge on adverbs | Knowledge and awareness of adverbs |
| | Singular and Plural Nouns | Write singular and plural forms of regular | Eg knife/knives Box/boxes Teacher/ teachers Wife/wives | Application of knowledge on singular and plural nouns | Knowledge and awareness of singular and plural nouns |

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| | | and irregular nouns | Potato/potatoes | | |
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GRADE 5 ENGLISH

GENERAL OUTCOME:

- Develop listening, speaking, reading and writing skills
- Develop appreciation of literature, culture and life skills

Key competences

- express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.
- apply life skills as solutions to challenges in life using English language.
- Apply reading skills to comprehend written texts in English language for use in academic work.

| Component | Topic | Specific outcomes | Knowledge | Skills | Values |
|-------------------------------|---|--|--|--|---|
| Listening and speaking | 5.1.1 Stories (characterization) | 5.1.1.1 Name major and minor characters in a story | Major and minor characters | Application of knowledge on Major and minor characters | Knowledge and awareness of Major and minor characters |
| | 5.1.2. Language in a social setting seeking and giving directions | 5.1.2.1 Seek and give factual information | E.g. asking for directions to a place; e.g Where can I find the clinic? It is <i>near/ behind/opposite</i> the market. | Application of knowledge on vocabulary for giving and getting directions | Knowledge and awareness of vocabulary for giving and getting directions |

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| | 5.1.3. Proverbs/ sayings | 5.1.3.1 Use proverbs and sayings | E.g. Not all that glitters is gold Once beaten, twice shy. | Application of knowledge of proverbs | Knowledge and awareness of proverbs |
| | 5.1.4. Drama | 5.1.4.1 Dramatise stories | Role play Voice projection Confidence Fluency | Application of knowledge role play | Knowledge and awareness of role play |
| | 5.1.5. Poetry | 5.1.5.1 Recite common praises | <ul style="list-style-type: none"> • Praises about God, chiefs, heroes and natural beauties • Intonation • rhyming | Application of knowledge of poetry | Knowledge and awareness of poetry |
| | 5.1.6. Processes | 5.1.6.1 Describe simple processes | E.g.: How to prepare nshima; how to make fire etc Using sequence indicators eg First, Second, Then...etc | Application of knowledge sequence indicators | Knowledge and awareness of sequence indicators |
| | 5.1.7. Calendar Vocabulary | 5.1.7.1 Recognise and discuss calendar vocabulary | E.g.: dates, days, weekend, holiday, month, month end, year, leap year etc | Application of knowledge on Calendar Vocabulary | Knowledge and awareness of Calendar Vocabulary |
| | 5.1.8. Polite requests | 5.1.8.1 Make polite requests | Extension of an invitation eg: <i>Could/would</i> you please come to my party? | Application of knowledge on polite requests | Knowledge and awareness of polite requests |
| | 5.1.9. Debate | 5.1.9.1 Debate on familiar topics | E.g. Gender stereotype; boys are | Application of knowledge of | Knowledge and awareness of |

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| | | | stronger than girls; It is better to be a teacher than a nurse. Voice projection Correct sentence articulation Giving logical points | debate skills | debate skills |
| | 5.1.10. Messages | 5.1.10.1 Transmit messages from one person to another | By word of mouth, phone or radio e.g Mother said you must feed the cat. | Application of knowledge on Transmit messages from one person to another | Knowledge and awareness of Transmit messages from one person to another |
| | 5.1.11 Language use in a social setting | 5.1.11.1 Deny and affirm statements 5.1.11.2 Express and accept apologies | E.g. I deny, I don't agree ... I accept....., I agree..... Eg I am sorry; I forgive you | Application of knowledge on denying and admitting | Knowledge and awareness of denying and admitting |
| Reading | Intensive Reading | 5.2.1.1 Read a passage and answer multiple choice, surface and inference questions | Knowledge of the text, back referencing, inferring meanings of unfamiliar words, phrases, idiomatic expressions, figurative language | Application of knowledge on back referencing, inferring meanings of unfamiliar words, phrases, idiomatic expressions, | Knowledge and awareness of back referencing, inferring meanings of unfamiliar words, phrases, idiomatic expressions, |

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| | | | | figurative language | figurative language |
| | | 5.2.1.2 Read and interpret information presented in print resources | Interpreting Charts, Graphs, Tables, Maps | Application of knowledge on Interpreting Charts, Graphs, Tables, Maps | Knowledge and awareness of Interpreting Charts, Graphs, Tables, Maps |
| | | 5.2.2.1 Demonstrate reading skills such as skimming and scanning | Reading for specific information Reading to get the general/overall impression of the passage | Application of knowledge on skimming and scanning | Knowledge and awareness of skimming and scanning |
| | Reading Aloud | 5.2.2.1 Read a given passage at an appropriate pace, acceptable pronunciation and with understanding 5.2.2.2 Observe good reading habits | Reading with fluency and comprehension Avoid finger pointing, head movement, whispering | Application of knowledge on fluency | Knowledge and awareness of fluency |
| | 5.2.5. Extensive reading | 5.2.5.1 Read materials from other subject areas | E.g. Science, Social Studies etc | Application of knowledge on extensive reading | Knowledge and awareness of extensive reading |
| Writing | 5.3.4 Sequencing | 5.3.4.1 Re-arrange sentences in logical order to form | Sequencing sentences to make paragraphs | Application of knowledge on Sequencing sentences to | Knowledge and awareness of Sequencing sentences to |

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| | | paragraphs. | | make paragraphs | make paragraphs |
| | Narratives | Narrate a story based on series of pictures | Composing sentences on given picture strips | Application of knowledge on writing narratives | Knowledge and awareness of writing narratives |
| | Keeping and writing a Diary | Write a diary | Note making Eg Sunday- went to church with mother. Mon- got 10/10 in maths Tues – punished for reporting late at sch. | Application of knowledge note making skills | Knowledge and awareness of note making skills |
| | 5.3.3. Notices and advertisements | 5.3.3.1 Write notices and advertisements | Notices E.g. Be aware/Take notice/Be informed that there will be... Advertisements E.g. Job opportunity; Baby seaters wanted at...qualifications... first come first served!! | Application of knowledge on writing notices and advertisement | Knowledge and awareness of writing notices and advertisement |
| | 5.3.2 Letter writing | 5.3.2.1 Write informal/friendly letters. | informal letters one address Salutation Body of letter Ending Signing off | Application of knowledge on writing informal letters | Knowledge and awareness of writing informal letters |
| | 5.3.5 Summary | 5.3.5.1 Identify titles and themes of | Title and Theme | Application of knowledge on | Knowledge and awareness of |

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| | | stories | | titles and themes | titles and themes |
| Structure | Tenses | Change word form to suitable tenses | Regular verbs eg walk/ walked Irregular Verbs eg sleep/ slept | Application of knowledge on regular and irregular verbs | Knowledge and awareness of regular and irregular |
| | Punctuation | 5.3.10.1 Punctuate given paragraphs. | E.g. Speech marks, Question and Exclamation mark. | Application of knowledge on Speech marks, Question and Exclamation mark | Knowledge and awareness of Speech marks, Question and Exclamation mark |
| | Direct Speech | Recognise and use direct speech | Words directly spoken by someone and use of speech marks | Application of knowledge on direct speech | Knowledge and awareness of direct speech |
| | Synonyms and antonyms | 5.3.13 Write synonyms and antonyms of words. | Synonyms- words that have similar eg halt/stop; red/scarlet Antonyms -words that are opposite in meaning cold/hot; up/down | Application of knowledge on synonyms and antonyms of words | Knowledge and awareness of synonyms and antonyms of words |
| | Homographs | 5.3.12.1 Identify homographs in sentences | Similarly spelt words with different meanings e.g. A <i>live</i> debate/ <i>I live</i> in Kitwe Produce (noun) The company produces mattresses/ produce | Application of knowledge of homographs | Knowledge and awareness of homographs |

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| | | | (verb) The company has reduced prices on their produce. | | |
| | Sentence construction | 5.3.11.1 Change sentences from positive to negative form and vice versa. | E.g.: I like nshima. /I dislike nshima. This class is clean./ This class is unclean. I'll come with you. I'll not come with you. | Application of knowledge on positive and negative forms of sentences | Knowledge and awareness of positive and negative forms of sentences |
| | The Noun | Recognise and use different types of nouns | Types of nouns: Proper, Common, Collective and Countable and uncountable | Application of knowledge on types of nouns | Knowledge and awareness of types of nouns |
| | The Verb | Recognise and use different types of verbs | Types of verbs: regular and irregular | Application of knowledge on regular and irregular nouns | Knowledge and awareness of regular and irregular nouns |
| | Conjunctions | Join phrases using because, since and yet | Eg I am late because, I woke up late. Njekwa will write an exam this year, since she is in grade 7. Exilda is still writing yet, it is time up. | Application of knowledge of conjunctions | Knowledge and awareness of conjunctions |

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| | Adjectives | Recognise and use adjectives | Adjectives- words that describe nouns e.g small/big/tall/short/beautiful/handsome Bupe is <i>handsome</i> . | Application of knowledge on adjectives | Knowledge and awareness of adjectives |
| | Adverbs | Recognise and use adverbs | Adverbs- words that describe how an action is taking place e.g Mwamba is walking slowly. | Application of knowledge of adverbs | Knowledge and awareness of adverbs |
| | Spellings | Spell the given words correctly | Phonemic awareness (Letter sounds) | Application of knowledge on word spelling | Knowledge and awareness of word spelling |

GRADE 6 ENGLISH

GENERAL OUTCOME:

- Develop listening, speaking, reading and writing skills
- Develop appreciation of literature, culture and life skills

Key competences

- Demonstrate ability to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.
- Demonstrate ability to apply life skills as solutions to challenges in life using English language.
- Apply reading skills to comprehend written texts in English language for use in academic work.

| Component | Topic | Specific outcomes | Knowledge | Skills | Values |
|------------------------------------|-------------------------------------|--|--|--|---|
| 6.1. Listening and Speaking | 6.1.1. Processes and activities | 6.1.1.1 Describe different activities | Use descriptive language (adjectives) e.g. a wonderful sports day, drama, an enjoyable music and dance festival, | Application of knowledge on vocabulary for describing things | Knowledge and awareness of vocabulary for describing things |
| | | 6.1.1.2 Describe simple processes | eg How to make oral rehydration solution(ORS), use sequence indicators eg first, second, last | | |
| | 6.1.2. Conversation | 6.1.2.1 Identify the main points in a conversation | E.g. What happened?, where?, when?, who was involved? | Application of knowledge on main points in a conversation | Knowledge and awareness of main points in a conversation |
| | 6.1.3. Language in a social setting | 6.1.3.1 Express condolences | E.g. Please, accept my condolences, I am sorry for your loss, | Application of knowledge on vocabulary on conveying condolences | Knowledge and awareness of vocabulary on conveying condolences |
| | | 6.1.3.2 Decline an invitation and give an excuse | e.g Thank you for the invitation but/however... | Application of knowledge of vocabulary on declining an offer or invitation | Knowledge and awareness of vocabulary on declining an offer or invitation |
| | 6.1.4 Stories | 6.1.4.1 Identify | Characterisation | Application of | Knowledge and |

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| | | major and minor characters in a story | (their names, how they look/what they say/how the author describes them/what other characters say about them) | knowledge of major and minor characters | awareness of major and minor characters |
| | 6.1.5. Drama | 6.1.5.1 Dramatise legends and famous folklores | Role play Voice projection and articulation | Application of knowledge of role playing | Knowledge and awareness of role playing |
| | 6.1.6. Poetry/Songs | 6.1.6.1 Compose songs and poems on cross cutting issues. | Features of poems and Songs (rhyming, rhythm, stanza) e.g. HIV and AIDS, corruption, gender based violence | Application of knowledge of composing poems and songs | Knowledge and awareness of composing and songs |
| | 6.1.7. | 6.1.7.1 Describe location of places | Use descriptive language: eg south/north of.../10km from...., before/after/behind/next to... | Application of knowledge on vocabulary for locating places | Knowledge and awareness of locating places |
| | 6.1.8. Debate | 6.1.8.1 Debate cross-cutting issues in a logical manner | Salutation/protocol, voice projection, clarity, facts/justification e.g. on HIV/AIDS, Child labour, gender violence, | Application of knowledge of debate skills | Knowledge and awareness of debate skills |
| Reading | 6.2.1 Intensive Reading | 6.2.1.1 Read silently passages on cross | Silent reading skills Read and answer multiple, surface and inference questions | Application of knowledge silent reading skills | Knowledge and awareness of silent reading skills |

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| | | cutting issues with understanding | | | |
| | 6.2.2 Using reference books | 6.2.2.1 Use reference books in respect to content, glossary and indexes | Referencing skills Using table of content, glossary, dictionaries | Application of knowledge on using reference skills | Knowledge and awareness of using reference skills |
| | 6.2.3 Skimming and scanning | 6.2.3.1 Find information in passages using skimming and scanning. | Skimming and Scanning passages | Application of knowledge skimming and scanning | Knowledge and awareness of skimming and scanning |
| | 6.2.4 Reading aloud | 6.2.4.1 Read a given passage at appropriate pace, with acceptable pronunciation and with understanding | Reading with appropriate expression and observing correct punctuation and pronunciation. | Application of knowledge on fluency | Knowledge and awareness of fluency |

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| | 6.2.5 Extracting information from print resources | 6.2.5.1 Extract information from print resources | Print resources: maps, graphs, charts and tables. | Application of knowledge on extracting information from print resources | Knowledge and awareness of extracting information from print resources |
| | Extensive Reading | 1 Read different types of texts with understanding | Reading and comprehension | Application of knowledge reading and comprehension | Knowledge and awareness of reading and comprehension |
| Writing | Descriptive writing | 6.3.1.1 Write short descriptive compositions on given topics | Introduction, body, paragraphing, conclusion, descriptive language (use of adjectives) | Application of knowledge on descriptive writing | Knowledge and awareness of descriptive writing |
| | 6.4.5 Punctuation | 6.4.5.1 Use different Punctuation marks. Use correct punctuation marks in Direct speech | Punctuation marks: speech marks, exclamation mark, colon, semicolon, speech marks, comma | Application of knowledge of speech marks, exclamation mark, colon, semicolon, | Knowledge and awareness of speech marks, exclamation mark, colon, semicolon, |
| | Guided report writing | 6.3.1.2 Write short reports on given situations. | Introduction, body, paragraphing, conclusion, Use of the past perfect tense | Application of knowledge of writing a simple report | Knowledge and awareness of writing a simple report |

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| | Narratives | 6.3.1.3 Write imaginative compositions | Imaginative compositions(e.g. winning a lottery, winning a bursary) using future perfect tense | Application of knowledge on imaginative or creative writing | Knowledge and awareness of imaginative or creative writing |
| | Stories | 6.3.2.1 Compose a story based on a picture in a correct sequence. | Figurative language e.g. Similes, metaphors, idioms Correct sequencing of events | Application of knowledge writing a story based on picture | Knowledge and awareness of writing a story based on picture |
| | Writing a diary | 6.3.3.1 Write a diary. | Writing short forms of words e.g.: Min of ed., abbreviations, acronyms | Application of knowledge on writing a diary | Knowledge and awareness of writing a diary |
| | Filling-in forms | 6.3.4.1 Fill in simple forms. | Different forms e.g. application forms, money transfer, claim forms | Application of knowledge on filling in simple forms | Knowledge and awareness of filling in simple forms |
| | Notices | 6.3.6.1 Write notices | Different notices(fun fare, birth days, club meetings) | Application of knowledge of writing notices | Knowledge and awareness of writing notices |
| | Letters | Write a semi-formal letter | One address, date Salutation Main body Conclusion Ending | Application of knowledge of writing semi-formal letters | Knowledge and awareness of writing semi-formal letters |
| | 6.3.9 Summary | 6.3.9.1 Summarise given | Content and functional words, the main points | Application of knowledge of | Knowledge and awareness of |

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| | | stories. | | summarizing stories | summarising stories |
| Structure | 6.4.1 Tenses | 6.4.1.1. Change sentences from past to future. | Tenses – e.g.: from past tense to future tense I went yesterday / I will go tomorrow. | Application of knowledge of past and future tenses | Knowledge and awareness of past and future tenses |
| | 6.4.3 Nouns | 6.4.3.1 Change irregular nouns from singular to plural . Make nouns from verbs. | Irregular nouns. E.g: bully – bullies, shelf/shelves, stadium/stadia Changing verbs into nouns (writer/ write, driver/drive) | Application of knowledge of regular and irregular nouns | Knowledge and awareness of regular and irregular nouns |
| | 6.4.4 Verbs | 6.4.4.1 Identify and use interrogative forms of verbs. | E.g. How, what, who, when, why | Application of knowledge of interrogative forms of verbs | Knowledge and awareness of interrogative forms of verbs |
| | Adjectives | Use adjectives to compare objects | Comparatives e.g. -clean/cleaner - intelligent/ more intelligent - good/ better | Application of knowledge of comparatives | Knowledge and awareness of comparatives |
| | Adverbs | Recognise and Use adverbs of manner and place | Adverbs of manner eg slowly, quickly, fast, hungrily, carefully Adverbs of place e.g. near, beyond, far, | Application of knowledge of adverbs | Knowledge and awareness of adverbs |
| | 6.4.6 Homographs | 6.4.6.1 Recognise and use | <i>Cover</i> a book/ <i>cover</i> a distance, <i>beat</i> | Application of knowledge of | Knowledge and awareness of |

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| | | words that are spelt the same but with different meanings. | someone/ <i>beat</i> of sound, <i>mean</i> /stingy, <i>mean</i> /imply | homographs | homographs |
| | 6.4.7 Synonyms and antonyms | 6.4.7.1 Write synonyms and antonyms of words. | Synonyms (huge/enormous) Antonyms (Cheap/expensive) | Application of knowledge of synonyms and antonyms | Knowledge and awareness of synonyms and antonyms |
| | 6.4.8 Conjunctions | 6.4.8.1 Use correct conjunctions to connect parts of a sentence. | E.g.: since, also, but, and | Application of knowledge of conjunctions | Knowledge and awareness of conjunctions |
| | Active and Passive Voice | Recognise and change Active to passive voice | Active e.g. The boy swept the house. The house was swept by the boy. | Application of knowledge of active and passive voice | Knowledge and awareness of active and passive |

GENERAL OUTCOMES:

- Develop listening, speaking, reading and writing skills
- Develop appreciation of literature, culture and life skills

Key competences

- Demonstrate ability to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.
- Demonstrate ability to apply life skills as solutions to challenges in life using English language.
- Apply reading skills to comprehend written texts in English language for use in academic work.

| Component | Topic | Specific Outcomes | Knowledge | Skills | Values |
|------------------------|-----------------------------|--|---|--|--|
| Listening and speaking | 7.1.3. Drama | 7.1.3.1 Act in plays | Acting: Voice projection, stress, articulation, | Application of knowledge of dramatising | Knowledge and awareness of dramatising |
| | 7.1.4. Messages | 7.1.4.1 Compose simple message | E.g. Kindly tell the teacher that I am not able to come to school because I am sick. | Application of knowledge | Knowledge and awareness of |
| | 7.1.5. Figures of speech | 7.1.5.1 Explain riddles, proverbs and idioms 7.1.5.2 Use riddles, proverbs and idioms in speech | Riddles- I walk on four legs in the morning, two at midday and three in the evening. What am I? Proverbs - Blood is thicker than water) Idioms- (Pull up your socks) | Application of knowledge using figures of speech | Knowledge and awareness of figures of speech |

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| | 7.1.6. Conversation | 7.1.6.1 Identify and discuss the customs of a particular people | e.g. Kuomboka, umutomboko, ukusefya pa Ng'wena use speech indicators such as; First, then, thereafter, finally etc | Application of knowledge of skills of participating in a conversation | Knowledge and awareness of skills of participating in a conversation |
| | 7.1.7. Debate | 7.1.7.1 Debate issues of national importance | Debate formalities -Proposing, opposing, raising points of order, opinions, facts, interjections | Application of knowledge of debate skills | Knowledge and awareness of debate skills |
| | 7.1.9. Language use in a social setting | 7.1.9.1 Express personal opinions by stating preferences and intentions | e.g. I like, I prefer, I would like | Application of knowledge on expressing opinion and stating preferences | Knowledge and awareness of expressing opinions and stating preferences |
| | 7.1.10. Polite requests | 7.1.10.1 Influence other people through polite requests and persuasion | E.g. Could we vote for Mushaukwa? Could/would/may you please let me use your bicycle? May I go to the bathroom. | Application of knowledge on vocabulary for making polite requests | Knowledge and awareness of vocabulary for making polite requests |
| | 7.1.11. Stories | 7.1.11.1 Narrate stories about | Stories of heroes ,heroines and | Application of knowledge of | Knowledge and awareness of |

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| | | legends and myths | myths Logical arrangement of events, fluency | narrating stories | narrating stories |
| Reading | 7.2.1 Intensive reading | 7.2.1.1 Read different types of text with understanding and do follow up activities | Reading and comprehension: Working out meanings of unfamiliar words and phrases Following sequence of events Retelling detail of texts Recognizing main prepositions Answering facts and inference questions | Application of knowledge reading and comprehension skills | Knowledge and awareness of reading and comprehension skills |
| | 7.2.2 Reading aloud | 7.2.2.1 Read lively and expressively with understanding | Reading expressively (i.e. intonation, stress, punctuation marks). | Application of knowledge of fluency | Knowledge and awareness of fluency |
| | 7.2.3 Using References | 7.2.3.1 Use reference and textbooks effectively. | Use of reference materials e.g. index, table of content, glossary, dictionary. | Application of knowledge of referencing | Knowledge and awareness of referencing |
| | 7.2.4 Extensive reading | 7.2.4.1 Read a variety of | Silent reading Fast reading but | Application of knowledge of | Knowledge and awareness of |

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| | | materials including those from other subject areas . | with understanding. Inferring information directly or indirectly stated | reading a variety of materials with understanding | reading a variety of materials with understanding |
| | Interpreting information in Print Resources | Read and interpret information in charts and graphs | Maps, tables, Charts and graphs | Application of knowledge of interpreting charts, maps, graphs | Knowledge and awareness of interpreting charts, maps and graphs |
| Writing | Letters | 7.3.2. Write formal | Features of letters e.g. address(es),date, , salutation, reference, introduction, main body, conclusion, farewell or valediction. | Application of knowledge writing application letters | Knowledge and awareness of writing application letters |
| | Guided Essays | 7.3.1. Write essays on given topics | Essay layout e.g. title, introduction, body, paragraphing, and conclusion. | Application of knowledge of essay writing | Knowledge and awareness of essay writing |
| | Notices and adverts | 7.3.4. Write notices and advertisements | Persuasive and catchy language(e.g. mouth watering Scones on sale at 50 Ngwee | Application of knowledge of writing notices and advertisements | Knowledge and awareness of writing notices and advertisements |
| | | Write simple reports | Features of a report (The five WHs – | Application of knowledge on | Knowledge and awareness of |

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| | | | what, where, when, who, why) | report writing | report writing |
| | Composing texts from print resources | 7.3.5 Compose texts using information presented in print resources | Interpreting charts, maps, graphs, tables. | Application of knowledge on interpreting charts, maps, graphs, tables. | Knowledge and awareness of interpreting charts, maps, graphs, tables. |
| | Summary | 7.3.3 Summarise stories. | Content and functional words | Application of knowledge on summarizing skills | Knowledge and awareness of summarizing skills |
| | Dictation | 7.3.7 Write from dictation. | Correct Spelling, punctuation, word spacing, legible and neat handwriting | Application of knowledge of Correct Spelling, punctuation, word spacing, legible and neat handwriting | Knowledge and awareness of Correct Spelling, punctuation, word spacing, legible and neat handwriting |
| Structure | Nouns | 7.4.8.1 Identify and use different types of nouns. | Regular (e.g. Boy, girl) Irregular(e.g. Man, sheep) Countable(e.g. stone, book) Uncountable (e.g. salt, water) Proper (e.g. Peter, Jane) | Application of knowledge of types of nouns | Knowledge and awareness of types of nouns |
| | Adjectives | 7.4.9.1 Identify and use adjectives to compare more than two objects. | Superlatives – biggest, tallest, heaviest, most intelligent, most handsome | Application of knowledge of adjectives | Knowledge and awareness of adjectives |

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| | Adverbs | 7.4.10.1 Use adverbs to qualify verbs in sentences. | E.g. The teacher walked into class <i>quietly</i> . You must finish writing <i>quickly</i> . She ate the scone <i>slowly</i> . | Application of knowledge of adverbs | Knowledge and awareness of adverbs |
| | Active and passive voice | 7.4.11.1 Use the active and passive voice. | Active (E.g.: The dog bit Mary). Passive (e.g. Mary was bitten by the dog). | Application of knowledge of active and passive voice | Knowledge and awareness of active and passive voice |
| | Punctuation | 7.4.12.1 Punctuate different texts. | E.g. capital letter, comma, full stop, exclamation mark, colon, semicolon, question mark, speech marks | Application of knowledge of punctuation marks | Knowledge and awareness of punctuation marks |
| | Direct and indirect speech | 7.4.13.1 Use direct and indirect speech | Direct speech (e.g.: John said, "I will come." Indirect(Eg: John said that he would go) | Application of knowledge of direct and reported speech marks | Knowledge and awareness of direct and reported speech marks |
| | Conjunctions | 7.4.14.1 Connect sentences using conjunctions | Therefore, Because of, As a result, since..., either...or..., neither... nor..., too...to..., so.... that.... | Application of knowledge of conjunctions | Knowledge and awareness of conjunctions |

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