

ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

**ENGLISH LANGUAGE**

 **INFANT: EARLY CHILDHOOD DEVELOPMENT (ECD) – GRADE 2 SYLLABUS**

**2024-2030**

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1. **PREAMBLE**

**1.1 Introduction**

The Infant English language syllabus is Heritage Based with the principle of inclusivity. It fosters the development of language structures, the four macro linguistic skills (listening/observing, speaking/signing, reading/signing and writing) and the acquisition of competencies such as skills, knowledge, values, attitudes and dispositions which are key to national development. The implementation of this syllabus focuses on the cognitive, psychomotor and affective, to cater for the holistic development of the learner. It covers the learning and teaching of the English language at ECD A to Grade Two levels. It promotes an understanding and appreciation of tangible and intangible heritage. It seeks to develop individuals who conform to culturally appropriate norms and values.

**1.2 Rationale**

The Infant English language 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. It promotes learners’ appreciation, understanding and expression of our heritage through effective communication thereby upholding and preserving the tangible and intangible heritage. English being a language that has a widely spread use, it offers Infant learners an opportunity to communicate in the wider world.

The study of the English language enhances the development of skills and competences in:

* problem-solving
* adaptability
* critical thinking
* research and scientific inquiry
* decision-making
* conflict resolution
* leadership and integrity
* innovation
* self-management
* communication
* digital literacy
* entrepreneurship
* creative thinking
* cultural awareness

**1.3 Summary of Content**

The Infant English language syllabus emphasises the development of sub skills that include auditory discrimination, visual memory, tactile and competences (knowledge, values, attitudes and dispositions).

**1.4 Assumptions**

It is assumed that:

* learners have an appreciation of the tangible and intangible heritage
* 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
* Learners have knowledge of Information Communication Technology (ICT).

**1.5 Cross-Cutting Themes**

The teaching and learning of English language in the Heritage -Based Curriculum should include the following cross-cutting themes:

* Disaster Risk Management
* Health
* Career Guidance
* Climate Change
* ICT
* Business Enterprise Skills
1. **PRESENTATION OF THE SYLLABUS**

The Infant English language syllabus is a single document that consists of the preamble, aims, objectives, topics, scope and sequence, competency matrix and assessment. The scope and sequence chart show the progression of topics from ECD A to Grade Two. The competency matrix shows the breadth and depth of content to be covered. Included in this syllabus is a list of suggested methodology, activities and resources.

1. **SYLLABUS AIMS**

The syllabus should enable learners to:

* 1. develop the four basic language skills namely, listening/ observing, speaking/signing, reading/signing, writing together with their sub-skills which include fluency, pronunciation, auditory memory, visual discrimination
	2. instil knowledge and nurture values, attitudes and dispositions in line with the Heritage-Based Curriculum
	3. express themselves freely in a variety of situations that involve the use of functional English as well as heritage issues
	4. demonstrate proficiency in use of different language structures
	5. cultivate an appreciation of the use of the English language as a tool for cultural, political, religious, social, environmental, technological and economic development
	6. prepare for present and future studies in English language and other learning areas
	7. develop a reading and creative writing culture
	8. appreciate the use of ICTs in the learning of the English language.
1. **SYLLABUS OBJECTIVES**

By the end of the Infant school module, learners will be able to:

4.1 speak/sign for effective communication

4.2 demonstrate mastery of different language structures

4.3 read/braille pictures and texts that embrace their culture for comprehension

4.4 demonstrate pre-writing/writing and pre-reading/reading skills

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

4.6 construct simple English sentences

4.7 express themselves verbally and non-verbally in an appropriate manner

4.8 develop critical thinking, tolerance, problem-solving and team-building skills through reading texts

4.9 retell stories, news and folktales

4.10 answer low and high-order comprehension questions

4.11 solve problems and propose alternative solutions

4.12 create, discover, present, defend opinion and make judgments about information

4.13 demonstrate the use of ICT tools

1. **METHODOLOGY AND TIME ALLOCATION**

Learning at the Infant level is play-based, meaning that children learn and develop skills, attitudes, knowledge, values and positive dispositions through play activities, rather than through traditional teaching methods such as rote learning and lecturing (teacher-centred). This approach is based on the understanding that children are naturally playful, curious and learn best through exploration, experimentation and discovery. Learning methods at Infant level are diverse and tailored to meet the unique needs of learners. This syllabus encourages the use of participatory activities and methods. Methodology and time allocation will be explained in 5.1 and 5.2 respectively.

**5.1 Methodology**

The following methods are suggested:

* Play way
* Classroom-based project
* Research
* Debate and discussion
* Hands-on activities
* Theme-based
* Sensory Integration
* Individual and group presentations
* Drama/Role play/Imitation and Simulation
* Story-telling
* Drawing
* Poetry
* Summary
* Singing and dancing
* Educational tours
* Playing games and quizzes
* e-Learning
* Puppetry
* Individual Learning Programmes (ILPs)
* Puzzles
* Dialoguing
* Models/Resource persons
* Observation
* Experimentation
* Discovery
* Cutting and pasting
* Cutting and pasting

The application of child-centred principles and multisensory approaches to teaching should enhance the above-suggested methods. These include tactile, concreteness, individualisations, self-activity, totality and wholeness. Teachers are also encouraged to address learners’ compensatory senses during teaching and learning sessions.

**5.2 Time allocation**

The following time allocation is recommended for effective English language learning: Grades 1 and 2 have 8 periods of 30 minutes per week while ECD A and B have 5 periods of 20 minutes per week.

**Skills, Sub- skills and Competences**

The learning and teaching of English language will focus on the following skills and their sub-skills. The sub-skills are specific abilities that contribute to the effective development of major skills which are listening/observing, speaking/signing, reading/signing and writing.

**Listening/Observing**

- Auditory/visual discrimination

- Auditory/visual memory

- Attention

- Aural comprehension

**Speaking/Signing**

- Fluency

- Oral language development

- Pronunciation

**Pre- Reading/Signing**

- Visual Discrimination

- Visual Memory

- Left to right orientation

-Right to left orientation (for the visually impaired)

- Top to bottom orientation

-Vocabulary

**Pre-Writing/Writing**

- Left to right orientation

-Right to left orientation (for the visually impaired)

-Top to bottom orientation

- Eye-hand coordination

- Manual dexterity

**Competences**

* skills
* knowledge
* values
* attitudes
* positive dispositions
1. **SYLLABUS SKILLS**

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

* **Listening / Observing**
* **Speaking / Signing**
* **Reading / Signing**
* **Writing**
1. **SCOPE AND SEQUENCE**

7.1 **SKILL 1 LISTENING /OBSERVING**

|  |  |  |  |
| --- | --- | --- | --- |
| **ECD A** | **ECD B** | **GRADE 1** | **GRADE 2** |
| * Sounds in the immediate environment
* Sounds of objects
* Voices of people
* Sources of sounds
* Musical instruments
* Instructions
* News and Stories
* Yes/No responses
 | * Sounds in their immediate environment
* Sounds of objects
* Voices of people
* Musical instruments
* Instructions
* Stories
* Yes/No responses
* Letter sounds
 | * Sounds made by different objects and animals in their locality
* The (44) English phonic sounds
* Vowel sounds
* Initial consonant sounds
* Stories
* Yes/No statements
* Instructions
 | * Long and short vowel sounds
* Words with similar terminal sounds
* Cardinal vowels
* Diphthong sounds
* Consonants blends
* Single instructions up to ten words
* Stories
* Dictation and spelling
* True/false statements
* Yes/No statements

   |

7.2 **SKILL 2- SPEAKING/SIGNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **ECD A** | **ECD B** | **GRADE 1** | **GRADE 2** |
| * Verbal greetings
* Names, contact details
* Stories and news
* Likes and dislikes
* Yes/No questions
* People, animals and objects in their immediate environment
* Action words
* Time
* Phonics
 | * Verbal greetings
* Names, contact numbers and home addresses
* Stories and news
* Likes and dislikes
* Yes/No questions
* Objects in the immediate environment
* Action words
* Time
* Phonics

  | * Phonic sounds
* Interpersonal communication
* Asking and answering questions
* Responses to short questions about concrete objects and pictures
* Songs and rhymes
* Appropriate forms of greetings
* Polite requests
* Feelings and attitudes
 | * Phonic sounds
* Sentence construction
* Fluency, confidence and accuracy development
* Attitudes, feelings, opinions and interests
* Objects and pictures at school and home
* Appropriate registers for different situations
* Folktales, news and stories

  |

7.3 **SKILL 3-READING/SIGNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **ECD A** | **ECD B** | **GRADE 1** | **GRADE 2** |
| * Left to right orientation/right to left orientation
* Top-to-bottom orientation
* Picture reading
* Reading games
* Picture phonics
 | * Left to right orientation/right to left orientation
* Top-to-bottom orientation
* Picture reading
* Indigenous and modern games
* Sequencing objects and picture stories
* Picture phonics
* Rear objects in the environment
 | * Left to right /right to left orientation
* Reading words and sentences
* Matching
* Reading simple phonic words with the same initial sound
* Reading words beginning with consonant digraphs
* Word attack skills
* Punctuation marks
* Reading for leisure

  | * Phonics
* Reading with expression
* Reading for leisure
* Reading for comprehension and story retelling
* Punctuation marks
* Reading for enrichment
* Silent reading
* Reading words and sentences
 |

7.4 **SKILL 4-WRITING**

|  |  |  |  |
| --- | --- | --- | --- |
| **ECD A** | **ECD B** | **GRADE 1** | **GRADE 2** |
| * Handling writing tools
* Left to right orientation/right to left orientation
* Top-to-bottom orientation
* Eye-hand coordination
* Drawing and colouring
* Tracing objects
* Patterns
 | * Handling writing tools
* Left to right orientation/right to left orientation
* Top-to-bottom orientation
* Eye-hand coordination
* Drawing and colouring
* Tracing objects
* Patterns

  | * Penmanship skills
* Writing small and capital letters of the alphabet
* Short sentence construction
* Grammatical structures
* Comprehension work
* Dictation and spelling
* Guided creative writing/Picture description
 | * Penmanship skills
* Guided creative writing/Picture description
* Grammatical structures
* Picture sequence
* Spelling and dictation
* Comprehension
* Sentence construction
 |

1. **COMPETENCY MATRIX**

**ECD A**

* 1. **SKILL 1: LISTENING/OBSERVING**

**NB. The four macro skills cannot be taught in isolation. They complement each other.**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT**(Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| **Sounds in the immediate environment:****-Animals and objects sound****-Phonic sounds** **-Sources of sounds****-Following instructions****News and stories**-Yes/No responses | -identify different sounds of animals and objects in the immediate environment-sound the first letter of the shown object -state sources of the sounds-Respond to given instructions-Tell news and stories-Retell stories-answer /sign questions with yes /no responses-play games on yes/no responses | -Animal and object sound-letter soundsSources of soundsSimple instructions News and stories-own stories and news-folktalesQuestions with yes /no responsesYes/No games**Sub -skills** * Auditory discrimination
* Attention
* Oral language development
* Visual discrimination
* Fluency
* Eye-hand coordination
* Manual dexterity
* Top to bottom orientation
* Left to right orientation

-Right to left orientation (for the visually impaired) | * Listening to different sounds in the immediate environment
* Identifying different sounds
* Imitating different sounds
* Playing listening games
* Stating sources of different sounds
* Responding to simple instructions
* Playing Indigenous and modern listening games
* Singing traditional and modern songs
* Reciting rhymes
* Telling their news and stories
* Retelling news and stories (Indigenous stories)
* Dramatising stories
* Responding/signing to questions with yes/no
* Playing yes/no games
 | * Games
* ICT tools
* Musical instruments
* Pictures
* Locally available materials
* Environment
* Pictures
* Work cards
* Alphabet cards
 |

**8.2** **SKILL 2: SPEAKING/SIGNING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| * Names, contact details
* Verbal greetings
* News and stories
* Likes and dislikes
* Yes/No questions
* Objects in their immediate environment
* Action words

Time | * State/sign their names in full
* Describe/ sign where they stay
* greet/sign each in informal situations
* greet /sign each other in formal situations
* role play greeting situations
* tell/sign news and stories
* mime/sign news and stories
* create stories from pictures
* state /sign their likes and dislikes
* identify things they like and dislike
* play games on likes and dislikes
* sort objects according to likes and dislikes
* ask/sign questions that require yes /no
* play indigenous and modern games with yes

 /no responses* name/sign objects in their immediate environment
* name/sign domestic

animals* name/sign wild animals
* describe/sign animals, people and objects in the locality
* match animals with their young ones
* demonstrate actions
* describe their actions
* tell /sign different times of the day
* tell/sign times for different activities
* say/sign the different days of the week
 | * names and contact details
* Informal greetings
* Formal greetings
* News and stories
* Picture stories in a sequence
* Indigenous and modern food
* Behaviour
* Animals
* Hobbies

Yes /no questions * Domestic and wild animals
* Objects and people in the environment
* Vegetation: flowers, trees, insects, grass
* Action words
* Times of the day
* Days of the week
* Time and activities

 **Sub skills** * Visual discrimination
* Attention
* Oral language development
* Fluency
* Eye-hand coordination
* Manual dexterity
* Top to bottom orientation
* Left to right orientation

-Right to left orientation (for the visually impaired)  | * Stating/ signing their names in full
* Describing /signing where they stay
* Greeting/signing each other informally at different times of the day
* Greeting/signing each other formally at different times of the day
* Role playing different greeting situations
* Telling/signing news and stories
* Miming/signing news and stories
* Creating stories from pictures arranged in a sequence
* Stating/signing their likes and dislikes
* Identifying things they like and dislike
* Playing games on likes and dislikes
* Sorting objects according to likes and dislikes
* Asking/signing questions that require yes//no answers
* Playing indigenous and modern games with yes/no responses
* Answering with yes / no responses to appropriate cultural values
* Naming objects
* Naming domestic and wild animals
* Describing domestic and wild animals
* Describing people
* Matching animals and young ones
* Imitating animal sounds
* Collecting pictures of animals, people and objects
* Demonstrating actions
* Describing/signing their actions
* Telling different times of the day
* Stating/signing days of the week
* Matching times and activities
* Sequencing different times and activities of the day
* Singing songs on days of the week
 | * Resource persons
* ICT tools
* Songs
* Learners
* Pictures of foods
* Slate/stylus braille
* Different Indigenous and modern foods
* Pictures of animals
* Locally available materials
* The immediate environment
* Educational tours
* Pictures
* Pictures showing different times of the day
* The environment
* Songs
* ICT tools
* Games
 |

**8.3** **SKILL 3: READING/SIGNING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| * Left to right orientation/right to left orientation
* Top-to-bottom orientation
* Picture reading
* Picture phonics
 | * read/sign from left to right and right to left
* read/sign from top-to-bottom
* read pictures from left to right and right to left
* sound the first letter of the name of the shown object
 | * Left to right/right to left orientation
* Top-to-bottom orientation
* Picture reading
* Phonics

**Sub skills** * Visual discrimination
* Visual memory
* Attention
* Oral language development
* Fluency
* Eye-hand coordination
* Manual dexterity
* Top to bottom orientation
* Left to right orientation

-Right to left orientation (for the visually impaired) | * Reading pictures from left to right/right to left
* Reading pictures from top-to-bottom
* Arranging objects from left to right
* Reading different pictures
* Recognising their photos
* Identifying pictures from left to right and top-to-bottom
* Sounding the first letter of the shown objects
 | * Pictures
* Objects in the environment
* ICT tools
* Reading materials
 |

**8.4 SKILL 4: WRITING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| * Handling writing tools
* Left to right orientation/right to left orientation
* Top-to-bottom orientation
* Eye-hand coordination
* Drawing and colouring
* Tracing objects
* Patterns /scribbling
 | * handle writing tools correctly
* demonstrate left to right/right to left orientation
* demonstrate top-to-bottom movement
* trace objects
* draw different images
* scribble in the right direction
 | * Writing tools
* Dotted pictures
* Patterns

**Sub skills** * Auditory discrimination
* Auditory memory
* Visual memory
* Attention
* Oral language development
* Visual discrimination
* Fluency
* Eye-hand coordination
* Manual dexterity
 | * Handling writing tools correctly
* Demonstrating left to right /right to left movement
* Demonstrating top-to-bottom movement
* Tracing different objects
* Demonstrating correct sitting posture
* Drawing/brailling different images
* Colouring an object or animal
* Writing patterns
* Scribbling patterns
 | * A variety of objects
* Writing tools
* Stencils
* ICT tools
* The environment
* Crayons
* Bond paper/ workbook
* Slate/stylus braille paper
* Locally available materials
 |

**ECD B**

**8.1 SKILL 1: LISTENING/OBSERVING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT**(Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| **Sounds in the immediate environment:****-Animals and objects sounds****-Phonic sounds** **-Sources of sounds:****-**voices of people-musical instruments**Following instructions****News and stories**Yes/No responsesPhonics | * identify different sounds of animals and objects in the immediate environment
* sound the first letter of the shown object
* state the source of the sounds
* respond to given instructions
* tell news and stories
* retell stories
* answer /sign questions with yes /no responses
* play games on yes/no responses
* sound letters of the alphabet
 | * Animals and objects sounds
* Letter sounds
* Sources of sounds
* Simple instructions
* News and storytelling:

-own stories and news-folktales* Questions with yes /no responses
* Yes/no games
* Phonic sounds

**Sub skills** * Auditory discrimination
* Attention
* Oral language development
* Visual discrimination
* Fluency
* Eye-hand coordination
* Manual dexterity
* Top to bottom orientation
* Left to right orientation

-Right to left orientation (for the visually impaired) | * Listening to different sounds in the immediate environment
* Identifying different sounds
* Imitating different sounds
* Playing listening games
* Stating sources of different sounds
* Responding to simple instructions
* Playing Indigenous and modern listening games
* Singing traditional and modern songs
* Reciting rhymes
* Telling news and stories
* Retelling news and stories (Indigenous stories)
* Dramatising stories
* Responding/signing to questions with yes/no
* Playing yes/no games
* Sounding letters of the alphabet
 | * Games
* ICT tools
* Musical instruments
* Pictures
* Locally available materials
* Picture alphabet
* The environment
 |

**8.2** **SKILL 2: SPEAKING/SIGNING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Names, contact numbers and home addressesVerbal and non-verbal greetingsNews and storiesLikes and dislikesFeelings and opinionsYes/No questionsObjects in their immediate environmentActions wordsTime | * state/sign their names in full
* tell/sign parents/guardians’ numbers
* state/sign home addresses
* greet/sign each other in informal /formal situations
* role play greeting situations
* tell/sign news and stories
* mime/sign news and stories
* create stories from pictures
* state /sign their likes and dislikes
* identify things they like and dislike
* play games on likes and dislikes
* sort objects according to likes and dislikes
* express their feelings towards given situations
* ask/sign questions that require yes /no responses
* play indigenous and modern games with yes

 /no responses* name/sign objects in their immediate environment
* name/sign domestic

animals* name/sign wild animals
* describe/sign animals, people and objects in the locality
* match animals with young ones
* identify different occupations in their community
* dramatise different occupations
* demonstrate actions
* describe actions
* tell /sign different times of the day
* tell/sign times for different activities
* say/sign the different days of the week
 | * Names and contact numbers and addresses
* Informal greetings
* Formal greetings
* News and stories
* Picture stories in a sequence
* Indigenous and modern food
* Behaviour
* Animals
* Hobbies
* Feelings and opinions
* Yes /No responses
* Domestic and wild animals
* Objects and people in the environment
* Vegetation: flowers, trees, insects, grass
* Occupations
* Action words
* Times of the day
* Days of the week
* Time and activities

**Sub skills** * Visual discrimination
* Attention
* Oral language development
* Fluency
* Eye-hand coordination
* Manual dexterity
* Top to bottom orientation
* Left to right orientation

-Right to left orientation (for the visually impaired)  | * Stating/ signing their names in full
* Telling/signing parents/guardians’ numbers
* Stating home addresses
* Greeting/signing each other informally/formally at different times of the day
* Role playing different greeting situations
* Telling/signing news and stories
* Miming/signing news and stories
* Answering questions from stories
* Creating stories from pictures arranged in a sequence
* Sequencing picture stories
* Stating/signing their likes and dislikes
* Identifying things they like and dislike
* Playing games on likes and dislikes
* Sorting objects according to likes and dislikes
* Expressing their feelings towards given situations
* Saying their opinions to given situations

Asking/signing questions that yes//no answers* Playing indigenous and modern games with yes/no responses
* Answering yes / no to appropriate cultural value
* Naming objects
* Naming domestic and wild animals
* Describing domestic and wild animals
* Describing people
* Miming
* Matching animals and young ones
* Imitating animal sounds
* Collecting pictures of animals, people and objects
* Demonstrating actions
* Singing action words
* Describing/signing their actions
* Telling different times of the day
* Stating/signing days of the week
* Matching times and activities
* Sequencing different times and activities of the day
* Simple present and past tenses
* Singing songs on days of the week
 | * Resource persons
* ICT tools
* Songs
* Learners
* Pictures of foods
* Slate/stylus braille
* Different Indigenous and modern foods
* Pictures of animals
* Locally available materials
* The immediate environment
* Educational tours
* Pictures
* Pictures showing different times of the day
* Songs
* ICT tools
* Games
* Different pictures of facial expressions on a chart
* Picture freeze on occupations
* Clothes for different occupations
 |

**8.3** **SKILL 3: READING/SIGNING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Left to right orientation/right to left orientationTop-to-bottom orientationPicture readingPhonics | * read/sign from left to right and right to left
* read/sign from top-to-bottom
* read pictures from left to right and right to left
* sound the first letter of the name of the object
* Sound letters of the alphabet
 | * Left to right/right to left orientation
* Top-to-bottom orientation
* Picture reading

 Phonics**Sub skills** * Visual discrimination
* Visual memory
* Attention
* Oral language development
* Fluency
* Eye-hand coordination
* Manual dexterity
* Top to bottom orientation
* Left to right orientation

-Right to left orientation (for the visually impaired) | * Reading pictures from left to right/right to left
* Reading pictures from top-to-bottom
* Arranging objects from left to right
* Reading different pictures
* Identifying pictures from left to right and top-to-bottom
* Sounding the first letter of the shown objects
* Recognising letter sounds
 | * Pictures
* Objects in the environment
* ICT tools
* Name tags
 |

**8.4 SKILL 4: WRITING/BRAILLING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Handling writing toolsLeft to right orientation/right to left orientationTop-to-bottom orientationTracing Drawing ColouringPatterns  | * handle writing tools correctly
* demonstrate left to right/right to left orientation
* demonstrate top-to-bottom movement
* trace objects
* draw different images
* colouring pictures
* make patterns
 | * Writing tools
* Dotted pictures
* Patterns

**Sub skills** * Auditory discrimination
* Auditory memory
* Visual memory
* Attention
* Oral language development
* Visual discrimination
* Fluency
* Eye-hand coordination
* Manual dexterity
 | * Handling writing tools correctly
* Demonstrating left to right /right to left movement
* Demonstrating top-to-bottom movement
* Tracing different dotted objects
* Demonstrating correct sitting posture
* Drawing different images
* Colouring pictures of objects/animals
* Making patterns
 | * A variety of objects
* Writing tools
* Stencils
* ICT tools
* The environment
* Crayons
* Bond paper/ workbooks
* Slate/stylus braille paper
* Locally available materials
 |

**GRADE 1**

**8.1 SKILL 1: LISTENING/OBSERVING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Sounds made by different objects and animals in their localityThe (44) phonic soundsStoriesTrue/falseYes/No statementsInstructions | * identify sources of sounds
* match different sounds to their sources
* sound/sign the different letter sounds
* listen to/observe stories
* answer/sign short questions
* construct /sign short sentences using words from the story
* state whether statements are true or false
* answer /sign questions using yes/no responses
* ask questions that require yes/no answers
* respond to instructions
* give instructions listen to instructions
* follow given instructions
* give instructions to classmates
 | * People, animals, vehicles and object sounds
* Phonic sounds
* Sentence building
* Word making
* Stories
* True/ false
* Yes/No responses
* Simple instructions

**Sub skills** * Auditory discrimination
* Attention
* Oral language development
* Visual discrimination
* Fluency
* Eye-hand coordination
* Manual dexterity
 | * Producing sounds using different objects
* Matching different sounds to their sources
* Identifying sounds from recorded sources
* Imitating different sounds produced by different sources
* Saying /signing vowel sounds
* Saying/signing consonants sounds
* Building words and sentences
* Listening to/observing stories
* Answering/signing questions
* Construct/signing short sentences
* Using true or false to answer questions
* Answering questions using yes/no responses
* Asking questions that require yes/no answers
* Responding to instructions
* Giving instructions Listening to instructions
* Following instructions
* Playing instructions games such as Chinese whisper
* Role playing giving and following instructions
 | * Prerecorded sounds
* Musical instruments
* Sounds from the environment
* ICT tools
* Alphabet cards
* Picture cards
* Word cards

  |

**8.2 SKILL 2: SPEAKING/SIGNING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT**(Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Phonic soundsDialoguesQuestions and answersSongs and rhymesGreetingsPolite requestsFeelings and opinions | * Say out /sign consonants sounds
* articulate/sign vowel sounds
* engage in dialogues
* respond to short questions
* ask simple questions
* sing songs
* recite rhymes
* greet different people appropriately
* greet people according to different times of the day
* make polite requests
* express feelings and opinions
 | * Consonants’ sounds
* Vowel sounds
* Dialogues
* Asking and

answering questions * Songs and rhymes
* Appropriate forms of greeting
* Polite requests
* Feelings and opinions

**Sub skills** * Auditory discrimination
* Auditory memory
* Visual discrimination
* Attention
* Oral language development
* Fluency
 | * Saying/signing vowel sounds
* Saying /signing consonants’ sounds
* Engaging in dialogues
* Responding to

short questions about concrete objects and pictures* Answering simple questions
* Asking simple questions
* Singing songs
* Reciting rhymes
* Miming actions
* Greeting different people appropriately
* Greeting people according to different times of the day
* Role playing greeting people at different times of the day
* Making polite requests
* Expressing their different feelings
* Give their opinions
 | * Songs
* ICT tools
* Pre-recorded dialogues and rhymes
* Alphabet cards
* Word cards
* Concrete objects
* Pictures
 |

**8.3 SKILL 3: READING /SIGNING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Left to right /right to left orientationReading whole wordsMatchingReading simple phonic words with the same initial soundReading words beginning with consonant digraphsWord attack skillsCapital letters and full stopReading for leisure | * read/ sign from left to right/ right to left movement.
* read/sign words
* match words and pictures appropriately.
* read/sign words using phonic method
* read words with initial consonant digraphs
* read/sign words and sentences using different techniques
* punctuate words and sentences with capital letters and full stop
* read for leisure
 | * Left to right /right to left orientation
* Whole word attack
* Picture word match
* Phonic reading
* Consonants digraphs
* Word attack skills
* Punctuation marks
* Supplementary reading

 **Sub skills** * Auditory discrimination
* Attention
* Oral language development
* Visual discrimination
* Fluency
* Eye-hand coordination
* Top to bottom orientation
* Left to right orientation

-Right to left orientation (for the visually impaired) * Manual dexterity
 | * Reading from left to right / right to left
* Attacking whole words
* Matching word and pictures
* Reading using phonics
* Reading word beginning with consonant digraphs
* Attacking words using different techniques
* Observing capital letters and a full stop when reading
* Reading for leisure
 | * Picture stories
* Resource person
* Prerecorded stories
* Story books
* ICT tools
 |

**8.4 SKILL 4: WRITING/ BRAILING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Penmanship skillsLetter shaping Small and capital lettersSentence constructionPunctuation marksCreative writing Comprehension Dictation and spellingPluralsTensesOppositesPrepositionsConjunctionsAuxiliary/helping verbs | * write using writing tools
* shape letters correctly
* write words and sentences using small and capital letters
* construct sentences
* punctuate sentences correctly
* create stories
* answer comprehension questions
* write dictated sentences and words

write words in singular and plural forms* change verbs from present to past tense
* give the reverse/opposite of words
* state the location/place of objects
* join two short sentences with conjunctions
* use helping verbs in sentences
 | * Penmanship skills
* Letter shaping
* Small and capital letters
* Sentence construction
* Punctuation marks
* Creative writing
* Comprehension
* Dictation and spelling
* Plurals
* Present and past tenses
* Opposites
* Prepositions
* Conjunctions
* Helping verbs

**Sub skills** * Auditory discrimination
* Visual memory
* Attention
* Oral language development
* Visual discrimination
* Fluency
* Eye-hand coordination
* Top to bottom orientation
* Left to right orientation

-Right to left orientation (for the visually impaired)* Manual dexterity
 | * Writing using writing tools
* Shape letters correctly using Nelson’s handwriting script for grades 1&2
* Writing words and sentences with small and capital letters
* Construct own sentences using given words
* Punctuating sentences correctly
* Creating own stories/sentences on subject/topic of choice
* Answering comprehension questions
* Writing dictated words and spellings

Writing words in singular and plural forms* Changing verbs from present to past tense
* Giving the opposites of given words
* Stating the location/place of different objects/people/animals
* Joining two short sentences with given words (and, but)
* Using helping verbs such as is, are, has, have, was, were in sentences correctly
 | * ICT tools
* Crayons
* Bond paper/ work book
* Slate/stylus braille paper
* Locally available materials
* Nelson’s handwriting script for grades 1&2
* A chart with punctuation marks
* Pencils
 |

**GRADE 2**

**8.1 SKILL 1: LISTENING/OBSERVING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Long and short vowel soundsWords with similar terminal soundsDiphthong soundsConsonant blendsSingle instructions FolktalesDictation and spellingTrue or false statementsYes / No statementsStories | * repeat short vowel sounds

-long vowel sounds* pronounce words with terminal sounds
* say the diphthong sounds
* pronounce words with consonant blends
* follow single instructions
* retell folktales
* spell given words orally
* responds with true/false to given statements
* answer questions with yes/ no responses
* retell stories
* answer questions from stories
 | * Long and short vowel sounds
* Terminal sounds
* Diphthong (words with two vowel sounds)
* Consonant blends
* Single instructions
* Folktales
* Dictation and spelling
* True or falls statements
* Yes / No statements
* Folktales and contemporary stories
 | * Repeating words with short/ long vowel
* Pronouncing words with similar sound at the end
* Saying the diphthong sounds such as house, chair, fear
* Pronouncing words with consonant blends
* Following single instructions
* Retelling of folktales and other stories
* Spelling the given words orally
* Responding with true/false to given statements
* Answering questions which require yes/ no responses
* Retelling folktales and contemporary stories
* Answering questions from stories told/ read
 | * Prerecorded sounds
* Musical instruments
* Sounds from the environment
* ICT tools
* Alphabet cards
* Picture cards
* Word cards

  |

**8.2 SKILL 2: SPEAKING/SIGNING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT**(Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Phonics soundsSentence constructionFluency, confidence and accuracy developmentFeelings, opinions and interestsObjects and pictures at home and schoolRegisters for different situationsFolk tales, news and stories  | * Pronounce different phonic sounds
* Construct sentences orally
* Express themselves fluently
* say out their opinions to express their feelings and interests
* identify objects at: -home

 -school * describe different objects
* use appropriate registers to suit different situations
* demonstrate the use of registers in different situations
* tell folktales, news and stories
* answer questions from the stories

  | * Phonic sounds
* Sentence construction
* Fluency, confidence and accuracy development
* Feelings, opinions and interests
* Objects and pictures at home and school
* Registers for different situations
* Folktales, news and stories

  | * Pronouncing/ signing different phonic sounds
* Constructing sentences orally
* Expressing themselves fluently in dialogues, rhymes, drama and role play
* Saying out their opinions to express their feelings and interests
* Identifying different objects at home and school
* Describing different objects
* Using appropriate registers o suit different situations
* Demonstrating the use of registers in different situations through drama, dialogue and role play
* Telling folktales, news and stories
* Answering questions from the stories told or read
* Dramatising stories told or read
 | * Songs
* ICT tools
* Pre-recorded dialogues
* Alphabet cards
* Word cards
* Concrete objects
* Pictures
 |

**8.3 SKILL 3: READING /SIGNING**

| **KEY CONCEPT** | **OBJECTIVES**Pupils should be able to: | **CONTENT** (Skills, attitudes, and knowledge) | **SUGGESTED ACTIVITIES** | **SUGGESTED RESOURCES** |
| --- | --- | --- | --- | --- |
| Phonics Reading with expressionReading for leisureComprehensionPunctuation marksReading for enrichmentSilent readingReading for fluencyWord attack | * pronounce words phonetically
* read with gestures and other variations for effective meaning
* read for enjoyment
* answer comprehension questions
* retell what has been read
* observe punctuation

marks in a text * read /sign a variety of literature
* practise reading silently
* read words and sentences fluently
* attack unfamiliar words
 | * Phonics
* Reading with expression
* Reading for leisure
* Comprehension
* Punctuation marks
* Reading for enrichment
* Silent reading
* Reading for fluency
* Word attack
 | * Pronouncing words phonetically
* Reading with gestures and other variations for effective meaning
* Reading different materials for enjoyment
* Answering questions about the text/ story read
* Retelling what has been read from the text / story
* Observing punctuation marks in a text / story
* Reading a variety of literature for personal enrichment
* Practising reading silently
* Reading:

-words -sentences-texts fluently* Attacking unfamiliar words
 | * Picture stories
* Resource persons
* Pre-recorded stories
* Story books
* ICT tools
* Reading materials
* Story cards
 |

**8.4 SKILL 4: WRITING**

| **Key concept** | **Objectives**Pupils should be able to | **Content****(**Skills, attitudes and knowledge) | **Suggested activities** | **Suggested resources** |
| --- | --- | --- | --- | --- |
| PenmanshipGuided creative writingGrammatical structures Dictation and spelling Comprehension | * shape letters correctly
* write sentences using pictures
* complete given sentences
* write sentences with correct grammatical structures
* write dictated words and sentences
* answer comprehension questions
 | * Penmanship
* Guided creative writing

Grammatical structures --plurals-tenses-opposite-pronouns-conjunctions-auxiliary /verbs-quantifiers-adverbs-comparisons-punctuation marks* Dictation and spelling:

-sentences-words* Comprehension
 | Shaping letters correctly using Nelson’s handwriting script for grades 1-2* Writing/brailling own sentences using pictures
* Completing given sentences
* Writing/brailing sentences correctly using grammatical structures

 * Writing dictated words and sentences

.* Answering comprehension questions from the text/ story read
 | * ICT tools
* Crayons
* Bond paper/ work book
* Slate/stylus braille paper
* Locally available materials
* Nelson’s handwriting script for grades 1&2
* A chart with punctuation marks

Charts |

## 9.0 Assessment Objectives

Learners will be assessed on their ability to:

* enquire about events and things in the environment
* execute problem solving skills
* make rational choices and decisions
* apply knowledge of ICT
* express themselves in English language (L2)
* submit polite requests
* demonstrate good eye/hand co-ordination
* distinguish left from right/right from left
* illustrate top to bottom orientation
* shape letters
* show mastery of gross and fine motor skills
* apply skills of technological possibilities in the 21st century
* communicate effectively in English language
* appreciate their tangible and intangible heritage
* cooperate with others to achieve a common goal
* act independently
* manage emotions
* share
* exhibit tolerance, sympathy and empathy

**9.2 ASSESSMENT MODEL**

The assessment will follow both Continuous and Summative Assessment. Continuous Assessment will include recorded activities from the School-Based Projects (SBP) and other activities done by the learners for assessment while Summative Assessment will include end of week, month, term, year or check points assessments. For ECD the model will be mainly continuous with profiling, School-Based Projects and any other assessable activities following the left side of figure 9.2 below. At Grades 1 and 2 assessment will be both continuous and summative as indicated by figure 9.2.

## 9,3Assessment Instruments

## The following are suggested assessment tools:

* Checklists
* Rating Scale
* Observation Guide
* Exercises
* Tests
* School based projects

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**9.4 Grade Level Assessment Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEVEL** | FORM OF ASSESSMENT  | ASSESSMENTTASKS  | **NATURE** | **FREQUENCY** |
| INFANTS | Continuous | Assessment tasks can be School Based Projects or pen and paper activities based on the following:* Singing
* Drawing
* Colouring
* Storytelling
* Speaking
* Listening
* Reading
* Playing children's games
* Reciting
* Matching
* Writing
 | Individual, or group activities | * Daily basis
* Weekly
* Fortnightly
* Monthly
* Termly
* Yearly
 |
| Summative | * End of week, month, term and year tests
* Check points assessment
* Classroom exercises
 | Individual activities | * Daily basis
* Weekly
* Fortnightly
* Monthly
* Termly
* Yearly
 |

## Scheme of Assessment

Learners will be assessed through Continuous and Summative Assessment as shown by the table below:

|  |  |  |
| --- | --- | --- |
| **Level** | **Form of Assessment** | **Weighting** |
| ECD | Formative / Continuous Assessment | 100% |
| GRADE 1 AND GRADE 2 | Summative  |  |
| Formative/Continuous Assessment |  |

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**9.4 Domains Weighting**

The weighting of the domain to be assessed are as follows:

|  |  |
| --- | --- |
| **Domain** | **Continuous %** |
| Cognitive | 40 |
| Physical | 25 |
| Social  | 20 |
| Emotional | 15 |
| **Total** | **100** |