[illegible]**GRADE 3 - 7**

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@ 2024

## **ACKNOWLEDGEMENTS**

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- Universities and colleges
- The United Nations Educational, Scientific and Cultural Organisation
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## **1.0 PREAMBLE**

### **1.1 Introduction**

The Junior Zimbabwe Indigenous Languages syllabus is Heritage Based. It is a progression from the Infant syllabus which provides a basic foundation for the development of language and heritage based skills in everyday life. It is meant to enhance communication and instil indigenous values and norms. The syllabus is progressive in the scope and sequence chart. It intends to develop the linguistic skills of listening/observing, speaking/signing, reading and writing/Brailling. It also seeks to enhance the 21<sup>st</sup> century skills like critical thinking, innovation, problem solving, creativity, collaboration, initiative among others. The teaching and learning of visual, manual and tactile skills is emphasised to foster inclusivity. This heritage based syllabus is intended for use by both formal and non-formal pupils in the development of individuals who conform to the norms and values of their culture (Ubuntu/Unhu/Vumunhu).

### **1.2 Rationale**

The learning of Indigenous Languages develops the values of Ubuntu/Unhu/Vumunhu. The understanding of Indigenous Languages nurtures our cultural values, norms, identity and heritage.

### **1.3 Summary of content**

The Junior (Grade 3 – 7) Indigenous Languages syllabus focuses on the development of macro linguistic skills of listening/observing, speaking/signing, reading and writing/Brailling. These skills will be developed through the following topics: Comprehension and Summary, Language usage, Language structure, Composition and Cultural aspects. It also promotes the 21<sup>st</sup> century skills like problem solving, creativity, critical thinking, innovation, teamwork, digital skills and self- control.

**NB: The skills are developed simultaneously complementing each other using the topics mentioned above. They are not taught separately.**

#### **1.4 Assumptions**

It is assumed that pupils:

- are able to speak an Indigenous Language
- are motivated to learn Indigenous Language
- learn better in their Indigenous Language
- have knowledge of Information Communication Technology (ICT)
- have some knowledge of their tangible and intangible heritage

#### **1.5 Cross-cutting themes**

The following cross-cutting themes have to be taken into consideration:

- Health
- Disaster risk management
- Climate change
- Information and Communication Technology (ICT)
- Entrepreneurship
- Guidance and counselling
- Safety

## **2.0 PRESENTATION OF THE SYLLABUS**

The Junior Zimbabwe Indigenous Languages syllabus is presented as one document. It contains the introduction, aims, objectives and syllabus topics as well as the scope and sequence, competence matrix and assessment. The syllabus also suggests resources and methods to be used in the teaching and learning process.

## **3.0 AIMS**

The syllabus aims to enable learners to:

- 3.1 acquire skills of listening/observing, speaking/signing, reading, writing/Braille as well as visual, tactile and the 21st century skills for different purposes
- 3.2 appreciate their heritage to strengthen identity, sense of belonging and foster cross-cultural understanding
- 3.3 acquire cultural etiquette that show Ubuntu/Unhu/Vumunhu
- 3.4 communicate effectively in Indigenous Language in different situations
- 3.5 develop a life-long reading culture in the Indigenous Language for personal, cultural, economic and national identity

## **2. SYLLABUS OBJECTIVES**

Pupils should be able to:

- 2.1 display effective communication skills in listening/observing, speaking/signing, reading, writing/Braille and visual, tactile and manual skills
- 2.2 demonstrate an understanding of instructions and materials read

- 2.3 display self-pride, patriotism, sense of belonging, tolerance and cross-cultural understanding
- 2.4 exhibit cultural etiquette that show Ubuntu/Unhu/Vumunhu
- 2.5 display cultural competence and etiquette that embodies the principles of Ubuntu
- 2.6 communicate effectively in indigenous language in various contexts and situations demonstrating fluency and accuracy in written and spoken language
- 2.7 read indigenous stories for personal growth, cultural, economic and national identity
- 2.8 demonstrate self-awareness, self-expression and confidence through indigenous language
- 2.9 apply creative writing skills

### **3. METHODOLOGY AND TIME ALLOCATION**

#### **3.0 Methodology**

In the teaching and learning of Indigenous Language at Junior level, The Communicative Approach is recommended. Participatory, multi-sensory and learner-centered approaches as well as principles of individualisation, concreteness, stimulation, totality and wholeness must be employed to enhance the suggested methods. It is advisable that the learner be exposed to more than one method in a lesson.

The following are suggested:

- Problem solving
- Project-based method
- Experiential learning
- Arts based learning method
- Design based method
- Educational tours

- Story telling
- Group work
- Games
- Quiz
- Drama, songs and poetry
- Question and answer

#### **4. Time allocation**

For the successful implementation of this syllabus, Grade 3 - 7 should be allocated at least 8 periods of 30 minutes each per week.

#### **5. SYLLABUS TOPICS**

- Comprehension and Summary
- Language usage
- Language structure
- Composition
- Cultural aspects



## 6. SCOPE AND SEQUENCE

### COMPREHENSION AND SUMMARY

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• Stories, folktales, poems and letters</li> <li>• Instructions questions and answers</li> <li>• Summary of 20 words</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories, folktales, poems and letters</li> <li>• Instructions questions and answers</li> <li>• Summary of 30 words</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories, folktales, songs, poems, cartoons, letters and reports</li> <li>• Graphs and charts</li> <li>• Instructions questions and answers</li> <li>• Summary of 35 words</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories, folktales, poems, dialogue, letters reports and impromptu speeches</li> <li>• Graphs, tables and charts</li> <li>• Instructions questions and answers</li> <li>• Summary of 35 words</li> </ul>	<ul style="list-style-type: none"> <li>• News, stories, folktales, poems, dialogue, letters reports, impromptu speeches,</li> <li>• Graphs, tables, maps and charts</li> <li>• Instructions, questions and answers</li> <li>• Summary of 35 words</li> </ul>

## LANGUAGE USAGE

- Grade 3	- Grade 4	- Grade 5	- Grade 6	- Grade 7
<ul style="list-style-type: none"> <li>• Figurative Language               <ul style="list-style-type: none"> <li>- proverbs</li> <li>- idioms</li> <li>- similes</li> <li>- idiophones</li> </ul> </li> <li>• Time               <ul style="list-style-type: none"> <li>- days of the week</li> <li>- months of the year</li> </ul> </li> <li>• Numbers in indigenous</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative Language               <ul style="list-style-type: none"> <li>- proverbs</li> <li>- idioms</li> <li>- similes</li> <li>- idiophones</li> <li>- riddles</li> </ul> </li> <li>• Time               <ul style="list-style-type: none"> <li>- days of the week</li> <li>- months of the year</li> <li>- seasons of the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Figurative Language               <ul style="list-style-type: none"> <li>- proverbs</li> <li>- idioms</li> <li>- similes</li> <li>- idiophones</li> <li>- riddles</li> <li>- sayings</li> </ul> </li> <li>• Time               <ul style="list-style-type: none"> <li>- times of the day</li> <li>- months of the year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Figurative Language               <ul style="list-style-type: none"> <li>- proverbs</li> <li>- idioms</li> <li>- similes</li> <li>- idiophones</li> <li>- riddles</li> <li>- metaphors</li> <li>- sayings</li> </ul> </li> <li>• Time               <ul style="list-style-type: none"> <li>- times of the day</li> <li>- months of the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Figurative Language               <ul style="list-style-type: none"> <li>- proverbs</li> <li>- idioms</li> <li>- similes</li> <li>- idiophones</li> <li>- riddles</li> <li>- metaphors</li> <li>- sayings</li> </ul> </li> <li>• Time               <ul style="list-style-type: none"> <li>- times of the day</li> <li>- months of the</li> </ul> </li> </ul>

<p>language up to 30</p> <ul style="list-style-type: none"> <li>• Punctuation <ul style="list-style-type: none"> <li>- capital letter</li> <li>- full stop</li> <li>- question mark</li> <li>- comma</li> </ul> </li> </ul>	<p>year</p> <ul style="list-style-type: none"> <li>• Numbers in indigenous language up to 50</li> <li>• Punctuation <ul style="list-style-type: none"> <li>- capital letter</li> <li>- full stop</li> <li>- question mark</li> <li>- comma</li> <li>- exclamation mark</li> </ul> </li> <li>• Sense relations <ul style="list-style-type: none"> <li>- synonyms</li> <li>- antonyms</li> </ul> </li> </ul>	<p>- seasons of the year</p> <ul style="list-style-type: none"> <li>• Numbers in indigenous language up to 100</li> <li>• Punctuation <ul style="list-style-type: none"> <li>- capital letter</li> <li>- full stop</li> <li>- question mark</li> <li>- comma</li> <li>- exclamation mark</li> <li>- opening and closing inverted commas</li> </ul> </li> <li>• Sense relations <ul style="list-style-type: none"> <li>- synonyms</li> <li>- antonyms</li> <li>- homographs</li> </ul> </li> </ul>	<p>year</p> <p>- seasons of the year</p> <ul style="list-style-type: none"> <li>• Numbers in indigenous language up to 1000</li> <li>• Punctuation <ul style="list-style-type: none"> <li>- capital letter</li> <li>- full stop</li> <li>- question mark</li> <li>- comma</li> <li>- exclamation mark</li> <li>- opening and closing inverted commas</li> <li>- apostrophe</li> <li>- diacritic</li> </ul> </li> <li>• Sense relations <ul style="list-style-type: none"> <li>- synonyms</li> </ul> </li> </ul>	<p>year</p> <p>- seasons of the year</p> <ul style="list-style-type: none"> <li>• Numbers in indigenous language up to 1000</li> <li>• Punctuation <ul style="list-style-type: none"> <li>- capital letter</li> <li>- full stop</li> <li>- question mark</li> <li>- comma</li> <li>- exclamation mark</li> <li>- opening and closing inverted commas</li> <li>- apostrophe</li> <li>- diacritic</li> </ul> </li> <li>• Sense relations <ul style="list-style-type: none"> <li>- synonyms</li> </ul> </li> </ul>
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			<ul style="list-style-type: none"> <li>- antonyms</li> <li>- homographs</li> </ul>	<ul style="list-style-type: none"> <li>- antonyms</li> <li>- homographs</li> </ul>
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## LANGUAGE STRUCTURE

- Grade 3	- Grade 4	- Grade 5	- Grade 6	- Grade 7
<ul style="list-style-type: none"> <li>• Letter sounds, syllables and word formation</li> <li>• Word categories               <ul style="list-style-type: none"> <li>- nouns</li> <li>- verbs</li> <li>- prepositions</li> <li>- plurals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Letter sounds, syllables and word formation</li> <li>• Words, phrases and sentences</li> <li>• Word categories               <ul style="list-style-type: none"> <li>- nouns</li> <li>- verbs</li> <li>- pronouns</li> <li>- adjectives</li> <li>- prepositions</li> <li>- plurals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Word categories               <ul style="list-style-type: none"> <li>- nouns</li> <li>- pronouns</li> <li>- plurals</li> <li>- verbs</li> <li>- adjectives</li> <li>- prepositions</li> <li>- conjunctives</li> </ul> </li> <li>• Concordial agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Word categories               <ul style="list-style-type: none"> <li>- nouns</li> <li>- pronouns</li> <li>- plurals</li> <li>- verbs</li> <li>- adjectives</li> <li>- prepositions</li> <li>- adverbs</li> <li>- conjunctives</li> </ul> </li> <li>• Concordial agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Word categories               <ul style="list-style-type: none"> <li>- nouns</li> <li>- pronouns</li> <li>- plurals</li> <li>- verbs</li> <li>- adjectives</li> <li>- prepositions</li> <li>- adverbs</li> <li>- conjunctives</li> </ul> </li> <li>• Concordial agreement</li> </ul>

## COMPOSITION

- Grade 3	- Grade 4	- Grade 5	- Grade 6	- Grade 7
<ul style="list-style-type: none"> <li>• Words, sentences and paragraphs</li> <li>• Composition structure               <ul style="list-style-type: none"> <li>- introduction</li> <li>- body</li> <li>- conclusion</li> </ul> </li> <li>• Different types of compositions               <ul style="list-style-type: none"> <li>- descriptive</li> <li>- narrative</li> <li>- friendly letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Words, sentences and paragraphs</li> <li>• Composition structure               <ul style="list-style-type: none"> <li>- introduction</li> <li>- body</li> <li>- conclusion</li> </ul> </li> <li>• Different types of compositions               <ul style="list-style-type: none"> <li>- descriptive</li> <li>- narrative</li> <li>- friendly letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Words, sentences and paragraphs</li> <li>• Composition structure               <ul style="list-style-type: none"> <li>- introduction</li> <li>- body</li> <li>- conclusion</li> </ul> </li> <li>• Different types of compositions               <ul style="list-style-type: none"> <li>- descriptive</li> <li>- narrative</li> <li>- dialogue</li> <li>- speeches</li> <li>- informal letter</li> <li>- formal letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Words, sentences and paragraphs</li> <li>• Composition structure               <ul style="list-style-type: none"> <li>- introduction</li> <li>- body</li> <li>- conclusion</li> </ul> </li> <li>• Different types of compositions               <ul style="list-style-type: none"> <li>- descriptive</li> <li>- narrative</li> <li>- dialogue</li> <li>- speeches</li> <li>- poems</li> <li>- reports</li> <li>- informal letter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Words, sentences and paragraphs</li> <li>• Composition structure               <ul style="list-style-type: none"> <li>- introduction</li> <li>- body</li> <li>- conclusion</li> </ul> </li> <li>• Different types of compositions               <ul style="list-style-type: none"> <li>- descriptive</li> <li>- narrative</li> <li>- dialogue</li> <li>- speeches</li> <li>- poems</li> <li>- reports</li> <li>- informal letter</li> </ul> </li> </ul>

			- formal letters	- formal letters
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## CULTURAL ASPECTS

- Grade 3	- Grade 4	- Grade 5	- Grade 6	- Grade 7
<ul style="list-style-type: none"> <li>• Heritage <ul style="list-style-type: none"> <li>▪ Tangible heritage <ul style="list-style-type: none"> <li>- family</li> <li>- food</li> </ul> </li> <li>▪ Intangible heritage <ul style="list-style-type: none"> <li>- family and community events</li> <li>- songs, poems and riddles</li> <li>- news, folktales, stories</li> </ul> </li> </ul> </li> <li>• Registers <ul style="list-style-type: none"> <li>- greetings</li> <li>- polite requests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Heritage <ul style="list-style-type: none"> <li>▪ Tangible heritage <ul style="list-style-type: none"> <li>- lineages</li> </ul> </li> <li>▪ Intangible heritage <ul style="list-style-type: none"> <li>- Songs</li> <li>- totems</li> <li>- poems</li> <li>- quiz</li> <li>- riddles</li> <li>- news, folktales and stories</li> </ul> </li> </ul> </li> <li>• Registers <ul style="list-style-type: none"> <li>- greetings</li> <li>- polite requests</li> <li>- cultural etiquette</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Heritage <ul style="list-style-type: none"> <li>▪ Tangible heritage <ul style="list-style-type: none"> <li>- lineages</li> <li>- monuments</li> </ul> </li> <li>▪ Intangible heritage <ul style="list-style-type: none"> <li>- songs</li> <li>- poems</li> <li>- quiz and riddles</li> <li>- news, folktales and stories</li> </ul> </li> </ul> </li> <li>• Registers <ul style="list-style-type: none"> <li>- greetings</li> <li>- polite requests</li> <li>- cultural etiquette</li> <li>- directions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Heritage <ul style="list-style-type: none"> <li>▪ Tangible heritage <ul style="list-style-type: none"> <li>- lineages</li> <li>- monuments</li> </ul> </li> <li>▪ Intangible heritage <ul style="list-style-type: none"> <li>- paintings</li> </ul> </li> <li>▪ Intangible heritage <ul style="list-style-type: none"> <li>- songs</li> <li>- myths</li> <li>- dances</li> <li>- taboos</li> <li>- legends</li> <li>- poems</li> <li>- quiz and riddles</li> <li>- news, folktales and stories</li> </ul> </li> </ul> </li> <li>• Registers <ul style="list-style-type: none"> <li>- greetings</li> <li>- polite requests</li> <li>- cultural etiquette</li> <li>- directions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Heritage <ul style="list-style-type: none"> <li>▪ Tangible heritage <ul style="list-style-type: none"> <li>- lineages</li> <li>- monuments</li> </ul> </li> <li>▪ Intangible heritage <ul style="list-style-type: none"> <li>- paintings</li> </ul> </li> <li>▪ Intangible heritage <ul style="list-style-type: none"> <li>- Songs</li> <li>- Myths</li> <li>- dances</li> <li>- taboos</li> <li>- legends</li> <li>- poems</li> <li>- quiz and riddles</li> <li>- news, folktales and stories</li> </ul> </li> </ul> </li> <li>• Registers <ul style="list-style-type: none"> <li>- greetings</li> <li>- polite requests</li> <li>- cultural etiquette</li> <li>- directions</li> </ul> </li> </ul>

## **7. COMPETENCE MATRIX**

### **GRADE 3**

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> <li>• read a variety of texts</li> <li>• retell content read from a variety of texts</li> <li>• identify moral lessons from texts read</li> <li>• answer comprehension questions</li> <li>• demonstrate fluency</li> <li>• read story books in indigenous language</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Morals from, stories, folktales, poems and letters</li> <li>- Cross-cutting themes</li> <li>- Indigenous stories</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Critical thinking</li> <li>• Problem-solving</li> <li>• Analysing</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Patriotism</li> </ul>	<p><b>NB: Some language concepts may not apply to certain languages; the teacher must teach what is applicable to their language.</b></p> <ul style="list-style-type: none"> <li>• Reading a variety of texts</li> <li>• Retelling content read from a variety of texts</li> <li>• Identifying moral lessons from texts read</li> <li>• Answering</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Library books</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource persons</li> <li>• Cartoons</li> </ul>



			<p>questions</p> <ul style="list-style-type: none"> <li>• Playing reading games</li> <li>• Listening to comprehension passages</li> <li>• Discussing cross-cutting themes and emerging issues</li> <li>• Dialoguing on tangible and intangible heritage issues</li> <li>• Practising Nelson's script</li> <li>• Role playing</li> <li>• Dramatising</li> <li>• Reading indigenous</li> </ul>	
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			language story books	
Summary	<ul style="list-style-type: none"> <li>• summarise given texts in 20 words</li> <li>• retell stories, news, folktales, letters, songs and poems</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• News, folktales, letters, songs and poems</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Summarising</li> <li>• Critical thinking</li> <li>• Identifying</li> <li>• Interpreting</li> <li>• Paragraphing</li> <li>• Writing</li> <li>• Skimming and scanning</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising given texts</li> <li>• Retelling stories, news, folktales</li> </ul>	<ul style="list-style-type: none"> <li>• Story books</li> <li>• Library books</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource persons</li> <li>• Cartoons</li> </ul>
Spelling and dictation	<ul style="list-style-type: none"> <li>• articulate words correctly</li> <li>• read phrases and sentences</li> <li>• spell words</li> <li>• write words and sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Words, phrases, sentences</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Reading</li> <li>• Listening</li> <li>• Attentiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words, phrases and sentences</li> <li>• Using words in sentences</li> <li>• Spelling words</li> <li>• Playing word</li> </ul>	<ul style="list-style-type: none"> <li>• Work cards</li> <li>• Word cards</li> <li>• Pictures</li> <li>• Sentence strips</li> <li>• ICT tools</li> <li>• Audio books</li> </ul>

		<ul style="list-style-type: none"> <li>• Penmanship</li> <li>• Critical thinking</li> <li>• Writing</li> <li>• Speaking</li> </ul>	games <ul style="list-style-type: none"> <li>• Writing words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Large print books</li> <li>• Slate and stylus</li> </ul>
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## TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative language	<ul style="list-style-type: none"> <li>• interpret idioms, riddles, metaphor and similes</li> <li>• use metaphors, similes and idiophones in sentences</li> <li>• complete proverbs and sayings</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Proverbs</li> <li>- Idioms</li> <li>- Similes</li> <li>- Idiophones</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Problem-solving</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting riddles, metaphors and similes</li> <li>• Using metaphors, similes and idiophones in sentences</li> <li>• Playing riddle games</li> <li>• Completing proverbs and sayings</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspaper</li> <li>• Charts</li> <li>• Pictures</li> <li>• Work cards</li> <li>• ICT tools</li> <li>• Resource persons</li> </ul>

		<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>		
Punctuation	<ul style="list-style-type: none"> <li>• identify punctuation marks</li> <li>• use punctuation marks</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Punctuation marks <ul style="list-style-type: none"> <li>- Capital letter</li> <li>- Full stop</li> <li>- Comma</li> </ul> </li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Reading proficiency</li> <li>• Writing</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying punctuation marks</li> <li>• Using punctuation marks correctly</li> <li>• Reading a variety of materials</li> <li>• Constructing sentences</li> <li>• Playing punctuation games</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation mark charts</li> <li>• Sentence strips</li> <li>• Indigenous story books</li> <li>• Work cards</li> <li>• ICT tools</li> </ul>
Numbers in indigenous language	<ul style="list-style-type: none"> <li>• count up to 30</li> <li>• use numbers in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Numbers up to 30</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Counting up to 30</li> <li>• Using numbers in sentences</li> <li>• Playing counting games</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• ICT tools</li> <li>• Classroom learning centre</li> <li>• Resource</li> </ul>

		<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading numbers in sentences</li> <li>• Writing sentences with numbers</li> </ul>	<ul style="list-style-type: none"> <li>• persons</li> <li>• Realia</li> <li>• Pictures</li> <li>• Charts</li> </ul>
Time	<ul style="list-style-type: none"> <li>• identify days of the week</li> <li>• state months of the year</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months of the year</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Stating</li> <li>• Naming</li> <li>• Discussing</li> <li>• Reading</li> <li>• Writing</li> <li>• Dramatising</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying months of the year</li> <li>• Naming the seasons of the year</li> <li>• Reciting months and seasons of the year</li> <li>• Dramatising activities that happen during different seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Charts</li> <li>• Calendar</li> <li>• ICT tools</li> <li>• Realia</li> </ul>

### TOPIC 3: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
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	Pupils should be able to:	(Skills, positive attitudes, knowledge)	LEARNING ACTIVITIES AND NOTES	RESOURCES
Word formation	<ul style="list-style-type: none"> <li>• say out the letter sounds</li> <li>• read syllables and words</li> <li>• use syllables to construct words</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Letter sounds, syllables and words</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Saying out the letter sounds</li> <li>• Reading syllables and words</li> <li>• Constructing words</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• Alphabet</li> <li>• ICT tools</li> <li>• Charts</li> <li>• Work cards</li> </ul>
Word categories	<ul style="list-style-type: none"> <li>• use nouns, verbs, and prepositions in sentences</li> <li>• give singular and plural nouns</li> <li>• construct sentences using plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• Verbs</li> <li>• Prepositions</li> <li>• Plurals</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading nouns, verbs, and prepositions</li> <li>• Using nouns, verbs, and prepositions in sentences</li> <li>• Giving singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Library books</li> <li>• ICT tools</li> <li>• Work cards</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> <li>• Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing sentences using plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Charts</li> </ul>
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#### TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> <li>• identify different types of compositions</li> <li>• identify the basic structure of a paragraph</li> <li>• demonstrate the structure of a composition</li> <li>• punctuate</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences</li> <li>• Paragraphs: <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting ideas/details</li> <li>-concluding sentence</li> </ul> </li> <li>• Different types of</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing cross cutting themes, emerging and heritage issues</li> <li>• Researching on cross cutting themes, emerging and heritage issues</li> <li>• Punctuating</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Pictures</li> <li>• Library books</li> <li>• Magazines</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Word cards</li> <li>• Sentence strips</li> </ul>

	<p>sentences correctly</p> <ul style="list-style-type: none"> <li>• write a well-structured composition of 50 words</li> </ul>	<p>composition:</p> <ul style="list-style-type: none"> <li>-descriptive</li> <li>-narrative</li> <li>- friendly letters</li> </ul> <ul style="list-style-type: none"> <li>• Structure of a composition <ul style="list-style-type: none"> <li>- introduction</li> <li>- body</li> <li>- conclusion</li> </ul> </li> <li>• Punctuation marks</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Narrating</li> <li>• Describing</li> <li>• Critical thinking</li> <li>• Creativity</li> </ul>	<p>sentences correctly</p> <ul style="list-style-type: none"> <li>• Creating different paragraphs</li> <li>• Writing different types of compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Sample paragraphs</li> <li>• Sample compositions</li> </ul>
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## TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Heritage	<ul style="list-style-type: none"> <li>• identify tangible and intangible heritage</li> <li>• demonstrate appreciation of tangible and intangible heritage</li> <li>• demonstrate cultural diversity and inclusivity</li> <li>• display a sense of</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Tangible heritage</li> <li>• Intangible heritage</li> <li>• Totems</li> <li>• Family trees</li> <li>• Indigenous foods, family and community events</li> <li>• Songs, poems, folktales, news, stories and riddles</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying tangible and intangible heritage</li> <li>• Demonstrating appreciation of tangible and intangible heritage</li> <li>• Dramatizing</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Reference books</li> <li>• Cultural artefacts</li> <li>• Newspapers</li> <li>• Pictures</li> <li>• Charts</li> </ul>

	<p>identity and pride in their cultural background</p>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Innovation</li> <li>• Problem solving</li> <li>• Emotional intelligence</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Patriotism</li> <li>• Ubuntu/Unhu/Vumunhu</li> <li>• Empathy</li> <li>• Sense of belonging</li> <li>• Cultural sensitivity</li> <li>• Teamwork</li> </ul>	<p>cultural diversity within their communities</p> <ul style="list-style-type: none"> <li>• Visiting heritage sites</li> <li>• Researching on tangible and intangible heritage</li> <li>• Storytelling, indigenous dancing and poetry</li> <li>• Cultural art projects</li> <li>• Identifying indigenous foods.</li> <li>• Stating family and community events</li> <li>• Reciting praise</li> </ul>	
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			poems <ul style="list-style-type: none"> <li>• Retelling folktales, stories, riddles and news</li> <li>• Singing indigenous songs</li> <li>• Drawing family tree</li> <li>• Researching on family relations</li> </ul>	
Registers	<ul style="list-style-type: none"> <li>• demonstrate cultural etiquette that show Ubuntu/Unhu/Vumunhu</li> <li>• use context-dependent language appropriately</li> </ul>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Polite requests</li> </ul> <u><b>Skills</b></u> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Communicating</li> <li>• Demonstrating</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing cultural etiquette for different situations, contexts and purposes</li> <li>• Demonstrating cultural etiquette for different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Reference books</li> <li>• Cultural artefacts</li> <li>• Newspapers</li> <li>• Indigenous story books</li> </ul>

			<ul style="list-style-type: none"> <li>Using appropriate language depending on the context</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> </ul>
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## GRADE 4

### TOPIC 1: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		
Comprehension	<ul style="list-style-type: none"> <li>read a variety of texts</li> <li>retell content read</li> </ul>	<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li>Words, sentences, instructions and questions</li> </ul>	<ul style="list-style-type: none"> <li>Reading a variety of texts</li> <li>Retelling content</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous story books</li> <li>Library books</li> </ul>

	<p>from a variety of texts</p> <ul style="list-style-type: none"> <li>• identify moral lessons from texts read</li> <li>• answer comprehension questions</li> <li>• demonstrate fluency</li> <li>• read story books in indigenous language</li> </ul>	<ul style="list-style-type: none"> <li>- Morals from news, stories, folktales</li> <li>- Heritage</li> <li>- Cross-cutting themes</li> <li>- Story books in indigenous language</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Critical thinking</li> <li>• Problem-solving</li> <li>• Analysis</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Patriotism</li> </ul>	<p>read from a variety of texts</p> <ul style="list-style-type: none"> <li>• Identifying moral lessons from texts read</li> <li>• Answering questions</li> <li>• Playing reading games</li> <li>• Listening to comprehension passages</li> <li>• Discussing cross-cutting themes and emerging issues</li> <li>• Dialoguing on tangible and intangible heritage issues</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Graphs</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource persons</li> <li>• Tables</li> <li>• Cartoons</li> </ul>
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			<ul style="list-style-type: none"> <li>• Practicing Nelson's script</li> <li>• Role playing</li> <li>• Dramatizing</li> <li>• Reading story books in indigenous language</li> </ul>	
Summary	<ul style="list-style-type: none"> <li>• summarise given texts in 30 words</li> <li>• retell stories, news and folktales</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• News, stories, folktales and letters</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Summarising</li> <li>• Critical thinking</li> <li>• Identifying</li> <li>• Interpreting</li> <li>• Paragraphing</li> <li>• Writing</li> <li>• Skimming and scanning</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising given texts</li> <li>• Retelling stories and folktales</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Library books</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource persons</li> <li>• Cartoons</li> </ul>
Spelling and dictation	<ul style="list-style-type: none"> <li>• articulate words</li> </ul>	<b><u>Knowledge</u></b>	<ul style="list-style-type: none"> <li>• Reading words,</li> </ul>	<ul style="list-style-type: none"> <li>• Work cards</li> </ul>

	correctly <ul style="list-style-type: none"> <li>• read phrases and sentences</li> <li>• spell words</li> <li>• write words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Words, phrases, sentences</li> </ul> <b><u>Skills</u></b> <ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Reading</li> <li>• Listening</li> <li>• Attentiveness</li> <li>• Penmanship</li> <li>• Critical thinking</li> <li>• Writing</li> <li>• Speaking</li> </ul>	phrases and sentences <ul style="list-style-type: none"> <li>• Using words in sentences</li> <li>• Spelling words</li> <li>• Playing word games</li> <li>• Writing sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• Pictures</li> <li>• Sentence strips</li> <li>• ICT tools</li> <li>• Audio books</li> <li>• Large print books</li> <li>• Slate and stylus</li> </ul>
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## TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative language	<ul style="list-style-type: none"> <li>• use proverbs in sentences (where applicable)</li> <li>• interpret riddles</li> </ul>	<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li>- Proverbs</li> <li>- Idioms</li> <li>- Similes</li> </ul>	<ul style="list-style-type: none"> <li>• Using proverbs in sentences (where applicable)</li> <li>• Interpreting riddles</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspaper cuttings</li> <li>• Work cards</li> </ul>

	and similes <ul style="list-style-type: none"> <li>• use similes and idiophones in sentences</li> <li>• complete proverbs and sayings</li> </ul>	- Idiophones - Riddles <u><b>Skills</b></u> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Problem-solving</li> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	and similes <ul style="list-style-type: none"> <li>• Using similes and idiophones in sentences</li> <li>• Playing riddle games</li> <li>• Completing proverbs and sayings</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• Charts</li> <li>• Pictures</li> <li>• ICT tools</li> <li>• Resource persons</li> </ul>
Numbers in indigenous languages	<ul style="list-style-type: none"> <li>• count up to 50</li> <li>• use numbers in sentences</li> </ul>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>• Numbers up to 50</li> </ul> <u><b>Skills</b></u> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Counting up to 50</li> <li>• Using numbers in sentences</li> <li>• Playing counting games</li> <li>• School on shop floor</li> <li>• Reading numbers in Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• ICT tools</li> <li>• Classroom learning centre</li> <li>• Resource persons</li> <li>• Realia</li> <li>• pictures</li> </ul>
Time	<ul style="list-style-type: none"> <li>• use days of the</li> </ul>	<u><b>Knowledge</b></u>	<ul style="list-style-type: none"> <li>• Identifying months</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> </ul>



	<p>week in sentences</p> <ul style="list-style-type: none"> <li>state months of the year</li> <li>state activities done in different seasons of the year</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Seasons of the year</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Identifying</li> <li>Stating</li> <li>Naming</li> <li>Discussing</li> <li>Reading</li> <li>Writing</li> <li>Dramatising</li> </ul>	<p>of the year</p> <ul style="list-style-type: none"> <li>Naming the seasons of the year</li> <li>Reciting months and seasons of the year</li> <li>Dramatising activities that happen during different seasons</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Calendar</li> <li>ICT tools</li> <li>Realia</li> </ul>
Sense relations	<ul style="list-style-type: none"> <li>identify different sense relations</li> <li>use sense relations in sentences/context s</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Antonyms</li> <li>Synonyms</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Identifying</li> <li>Critical thinking</li> <li>Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>Identifying different sense relations</li> <li>Using sense relations in sentences/context s</li> <li>Researching on</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Library books</li> <li>ICT tools</li> <li>Word cards</li> <li>Pictures</li> <li>Resource persons</li> </ul>

		<ul style="list-style-type: none"> <li>Researching</li> <li>Reading</li> </ul>	<p>sense relations</p> <ul style="list-style-type: none"> <li>Reading on sense relations</li> </ul>	
Punctuation	<ul style="list-style-type: none"> <li>identify punctuation marks</li> <li>use punctuation marks correctly</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Punctuation marks <ul style="list-style-type: none"> <li>Capital letter</li> <li>Full stop</li> <li>Comma</li> <li>Question marks</li> <li>Exclamation marks</li> </ul> </li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Identifying</li> <li>Reading proficiency</li> <li>Writing</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Identifying punctuation marks</li> <li>Reading a variety of materials</li> <li>Using punctuation marks in the given sentences correctly</li> <li>Playing punctuation mark games</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation charts</li> <li>Sentence strips</li> <li>Indigenous story books</li> <li>Work cards</li> <li>ICT tools</li> <li>Reference books</li> <li>Charts</li> <li>Word cards</li> </ul>

### TOPIC 3: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes,		

		knowledge)	AND NOTES	
Word formation	<ul style="list-style-type: none"> <li>• read syllables and words</li> <li>• use syllables to construct words</li> <li>• Identify words in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Letter sounds, syllables, words, phrases and sentences</li> <li>• Word formation</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Identifying</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading syllables, words, phrases and sentences</li> <li>• Constructing words using syllables</li> <li>• Identifying words in sentences</li> <li>• Playing word formation games</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• Alphabet</li> <li>• Sentence strips</li> <li>• ICT tools</li> <li>• Charts</li> <li>• Work cards</li> </ul>
Word categories	<ul style="list-style-type: none"> <li>• use nouns, pronouns, verbs, adjectives, and prepositions in sentences</li> <li>• give singular and plural nouns and</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Prepositions</li> <li>• Plurals</li> </ul> <p><b><u>Skills</u></b></p>	<ul style="list-style-type: none"> <li>• Reading nouns, pronouns, verbs, adjectives, and prepositions</li> <li>• Using nouns, pronouns, verbs, a adjectives, and</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Library books</li> <li>• ICT tools</li> <li>• Work cards</li> <li>• Videos</li> <li>• Audio/braille books</li> </ul>

	pronouns • construct sentences using plurals	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> <li>• Critical thinking</li> <li>• Identifying</li> </ul>	prepositions in sentences • Giving singular and plural nouns and pronouns • Constructing sentences using plurals	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• Pictures</li> <li>• Resource persons</li> <li>• Charts</li> </ul>
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#### TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> <li>• state different types of compositions</li> <li>• construct the basic structure of a paragraph</li> </ul>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences</li> <li>• Paragraphs:               <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing cross cutting themes, emerging and heritage issues</li> <li>• Researching on cross cutting</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Pictures</li> <li>• Library books</li> <li>• Magazines</li> <li>• Newspaper</li> </ul>

	<ul style="list-style-type: none"> <li>• identify the structure of a composition</li> <li>• punctuate sentences correctly</li> <li>• write a well-structured composition of 80 words</li> </ul>	<p>ideas/details</p> <p>-concluding sentence</p> <ul style="list-style-type: none"> <li>• Different types of compositions: <ul style="list-style-type: none"> <li>-descriptive</li> <li>-narrative</li> <li>- friendly letters</li> </ul> </li> <li>• Structure of a composition <ul style="list-style-type: none"> <li>-introduction</li> <li>-body</li> <li>-conclusion</li> </ul> </li> <li>• Punctuation marks</li> <li>• Heritage</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Narrating</li> <li>• Describing</li> </ul>	<p>themes, emerging and heritage issues</p> <ul style="list-style-type: none"> <li>• Creating a variety of paragraphs</li> <li>• Writing different types of compositions</li> <li>• Punctuating sentences correctly</li> <li>• Constructing paragraphs using topic sentence, supporting sentences and concluding sentence</li> </ul>	<p>cuttings</p> <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Word cards</li> <li>• Sentence strips</li> <li>• Sample compositions</li> </ul>
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		<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creativity</li> </ul>		
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## TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Heritage	<ul style="list-style-type: none"> <li>• identify tangible and intangible heritage</li> <li>• demonstrate appreciation of tangible and intangible heritage</li> <li>• display a sense of identity and pride in their cultural background</li> <li>• trace lineages using family totems</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Tangible heritage</li> <li>• Intangible heritage</li> <li>• Family lineages</li> <li>• Folktales, stories, riddles, quiz, news, songs and poems</li> <li>• Totems</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Critical thinking</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying tangible and intangible heritage</li> <li>• Demonstrating appreciation of tangible and intangible heritage</li> <li>• Dramatizing cultural diversity within their</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Reference books</li> <li>• Cultural artefacts</li> <li>• Newspapers</li> <li>• Pictures</li> <li>• Charts</li> <li>• Word Cards</li> <li>• Work Cards</li> </ul>

		<ul style="list-style-type: none"> <li>• Innovation</li> <li>• Problem solving</li> <li>• Emotional intelligence</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Patriotism</li> <li>• Ubuntu/Unhu/Vumunhu</li> <li>• Empathy</li> <li>• Sense of belonging</li> <li>• Cultural sensitivity</li> <li>• Teamwork</li> </ul>	<p>communities</p> <ul style="list-style-type: none"> <li>• Visiting heritage sites</li> <li>• Researching on tangible and intangible heritage</li> <li>• Storytelling, indigenous dancing and poetry</li> <li>• Cultural art projects</li> <li>• Tracing lineages using family totems</li> <li>• Identifying folktales, stories, riddles, songs and poems</li> </ul>	
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			<ul style="list-style-type: none"> <li>explaining uses of folktales, stories, riddles, songs and poems</li> <li>reciting praise poetry</li> </ul>	
Registers	<ul style="list-style-type: none"> <li>demonstrate cultural etiquette that show Ubuntu/Unhu/Vumun hu</li> <li>use context-dependent language appropriately</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Polite requests</li> <li>Cultural etiquette for different situations, contexts and purposes</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Researching</li> <li>Communicating</li> <li>Demonstrating</li> </ul>	<ul style="list-style-type: none"> <li>Role playing cultural etiquette for different situations, contexts and purposes</li> <li>Demonstrating cultural etiquette for different situations</li> <li>Using appropriate language depending on the context</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT tools</li> <li>Reference books</li> <li>Audio/Braille Books</li> <li>Newspaper cuttings</li> <li>Indigenous story books</li> <li>Pictures</li> <li>Videos</li> <li>Language</li> </ul>



				learning Apps • Large print
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## GRADE 5

### TOPIC 1: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		
Comprehension	<ul style="list-style-type: none"> <li>read a variety of indigenous texts</li> </ul>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>Words, sentences, instructions</li> </ul>	<ul style="list-style-type: none"> <li>Reading a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous story books</li> </ul>

	<ul style="list-style-type: none"> <li>• retell content read from a variety of texts</li> <li>• identify moral lessons from texts read</li> <li>• answer comprehension questions</li> <li>• demonstrate fluency</li> </ul>	<p>and questions</p> <ul style="list-style-type: none"> <li>- Morals from news, stories, folktales, songs, dialogue, cartoons, poems, letters and reports</li> <li>- Cross-cutting themes</li> <li>- Graphs and charts</li> <li>- Story books in indigenous language</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Critical thinking</li> <li>• Problem-solving</li> <li>• Analysis</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Patriotism</li> </ul>	<ul style="list-style-type: none"> <li>- Retelling content read from a variety of texts</li> <li>- Identifying moral lessons from texts read</li> <li>- Answering questions</li> <li>- Playing reading games</li> <li>- Listening to comprehension passages</li> <li>- Discussing cross-cutting themes and emerging issues</li> <li>- Dialoguing on tangible and intangible</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Graphs</li> <li>• Resource persons</li> <li>• Graphs</li> <li>• Tables</li> <li>• Charts</li> <li>• Maps</li> <li>• Cartoons</li> <li>• Videos</li> <li>• Language learning Apps</li> <li>• Large print</li> <li>• Audio/braille books</li> </ul>
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			<p>heritage issues</p> <ul style="list-style-type: none"> <li>- Practicing Nelson's script</li> <li>- Debating</li> <li>- Role playing</li> <li>- Dramatizing</li> <li>- Interpreting graphs, tables, charts, maps and cartoons</li> <li>- Reading story books in indigenous language</li> </ul>	
Summary	<ul style="list-style-type: none"> <li>• summarise given texts in 35 words</li> <li>• retell stories, news, folktales, and poems</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• News, stories, folktales, reports and poems</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Summarising</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Skimming and scanning</li> <li>• Reading passages</li> <li>• Identifying main points</li> </ul>	<ul style="list-style-type: none"> <li>• Story books</li> <li>• Library books</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>• Identification</li> <li>• Paragraphing</li> <li>• Writing</li> <li>• Skimming and scanning</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising given texts</li> <li>• Retelling stories, news, folktales, reports and poems</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Resource persons</li> <li>• Videos</li> <li>• Audio/braille books</li> </ul>
Spelling and dictation	<ul style="list-style-type: none"> <li>• articulate words correctly</li> <li>• read phrases and sentences</li> <li>• spell words</li> <li>• write words and sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Words, phrases and sentences</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Listening/Attentiveness</li> <li>• Speaking</li> <li>• Writing</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words, phrases and sentences</li> <li>• Using words in sentences</li> <li>• Spelling words</li> <li>• Playing word games</li> <li>• Writing words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Work cards</li> <li>• Pictures</li> <li>• Sentence strips</li> <li>• ICT tools</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> </ul>

## TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative language	<ul style="list-style-type: none"> <li>• use figurative language in sentences</li> <li>• complete proverbs and sayings</li> <li>• interpret riddles, metaphors, similes, proverbs, sayings</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Proverbs</li> <li>- Idioms</li> <li>- Similes</li> <li>- Idiophones</li> <li>- Metaphors</li> <li>- Sayings</li> <li>- Riddles</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Problem-solving</li> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Using figurative language in sentences</li> <li>• Interpreting riddles, metaphors, similes, proverbs, sayings</li> <li>• Playing riddle games</li> <li>• Completing proverbs and sayings</li> </ul>	<ul style="list-style-type: none"> <li>• Work cards</li> <li>• Reference books</li> <li>• Newspaper cuttings</li> <li>• Charts</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> </ul>
Numbers in	<ul style="list-style-type: none"> <li>• count up to 100</li> </ul>	<b><u>Knowledge</u></b>	<ul style="list-style-type: none"> <li>• Counting up to</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> </ul>

indigenous languages	<ul style="list-style-type: none"> <li>• use numbers in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers up to 100</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Critical thinking Reasoning</li> </ul>	<p>100</p> <ul style="list-style-type: none"> <li>• Reading numbers in sentences</li> <li>• Playing counting games</li> <li>• Using numbers in sentences</li> <li>• School on shop floor</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Classroom learning centre</li> <li>• Resource persons</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> </ul>
Time	<ul style="list-style-type: none"> <li>• use months of the year in sentences</li> <li>• state activities done in different seasons of the year</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Months of the year</li> <li>• Seasons of the year</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Stating</li> <li>• Naming</li> <li>• Discussing</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Singing about different months of the year</li> <li>• Playing time games</li> <li>• Naming the activities in different seasons of the year</li> <li>• Reciting months and seasons of</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Charts</li> <li>• Calendar</li> <li>• ICT tools</li> <li>• Realia</li> </ul>

		<ul style="list-style-type: none"> <li>dramatising</li> </ul>	<p>the year</p> <ul style="list-style-type: none"> <li>Dramatising activities that happen during different season</li> </ul>	
Sense relations	<ul style="list-style-type: none"> <li>identify different sense relations</li> <li>use antonyms, synonyms and homographs in sentences/contexts</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Antonyms</li> <li>Synonyms</li> <li>Homographs</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Identifying</li> <li>Critical thinking</li> <li>Researching</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Identifying different sense relations</li> <li>Using antonyms, synonyms and homographs in sentences/contexts</li> <li>Researching on sense relations</li> <li>Reading on sense relations</li> <li>Answering questions on sense relations</li> </ul>	<ul style="list-style-type: none"> <li>Reference books</li> <li>Library books</li> <li>ICT tools</li> <li>Work cards</li> <li>Videos</li> <li>Audio/braille books</li> <li>Word cards</li> <li>Pictures</li> <li>Resource persons</li> <li>Charts</li> </ul>

Punctuation	<ul style="list-style-type: none"> <li>• identify punctuation marks</li> <li>• use punctuation marks correctly</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Punctuation marks <ul style="list-style-type: none"> <li>- Capital letter</li> <li>- Full stop</li> <li>- Comma</li> <li>- Question marks</li> <li>- Exclamation marks</li> <li>- Opening and closing inverted commas</li> </ul> </li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Reading proficiency</li> <li>• Writing</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying punctuation marks</li> <li>• Reading a variety of materials</li> <li>• Using punctuation marks in the given sentences correctly</li> <li>• Playing punctuation mark games</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation charts</li> <li>• Sentence strips</li> <li>• Indigenous story books</li> <li>• Work cards</li> <li>• ICT tools</li> <li>• Reference books</li> <li>• Charts</li> <li>• Word cards</li> </ul>
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### TOPIC 3: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes,		



		knowledge)	AND NOTES	
Word categories	<ul style="list-style-type: none"> <li>• use nouns, pronouns, verbs, adjectives, conjunctives and prepositions in sentences</li> <li>• give singular and plural nouns and pronouns</li> <li>• construct sentences using plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Prepositions</li> <li>• Conjunctives</li> <li>• Plurals</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> <li>• Critical thinking</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Reading nouns, pronouns, verbs, adjectives, conjunctives and prepositions</li> <li>• Using nouns, pronouns, verbs, adjectives, conjunctives and prepositions in sentences</li> <li>• Giving singular and plural nouns and pronouns</li> <li>• Constructing sentences using plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Library books</li> <li>• ICT tools</li> <li>• Work cards</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> <li>• Pictures</li> <li>• Resource persons</li> <li>• Charts</li> </ul>
Concordial agreement	<ul style="list-style-type: none"> <li>• construct sentences using</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Concordial</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing sentences using</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> </ul>

	singular and plural nouns • demonstrate concordial agreement in sentences	agreement <u><b>Skills</b></u> • Listening • Reading • Speaking • Writing • Critical thinking • demonstrating	singular and plural nouns • Demonstrating concordial agreement in sentences • Completing sentences using concordial agreements	• ICT tools • Reference books • Videos • Audio/braille books • Word cards • Pictures • Charts • Sentence strips
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#### TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	• discuss the basic structure of a paragraph • state different	<u><b>Knowledge</b></u> • Words • Sentences • Paragraphs:	• Discussing structure of paragraphs • Stating different	• Story books • Pictures • Library books • Magazines

	<p>types of compositions</p> <ul style="list-style-type: none"> <li>• punctuate sentences correctly</li> <li>• write different types of well-structured compositions of 100 words</li> </ul>	<p>-topic sentence</p> <p>-supporting ideas/details</p> <p>-concluding sentence</p> <ul style="list-style-type: none"> <li>• Different types of composition: <ul style="list-style-type: none"> <li>-descriptive</li> <li>-narrative</li> <li>-report</li> <li>-dialogue</li> <li>-formal and informal letters</li> </ul> </li> <li>• Structure of a composition <ul style="list-style-type: none"> <li>-Introduction</li> <li>-Body</li> <li>- Conclusion</li> </ul> </li> <li>• Punctuation marks</li> </ul> <p><b><u>Skills</u></b></p>	<p>types of compositions</p> <ul style="list-style-type: none"> <li>• Debating on cross cutting themes, emerging and heritage</li> <li>• Using figurative language in compositions</li> <li>• Researching on cross cutting themes, emerging and heritage</li> <li>• Writing different types of compositions</li> <li>• Punctuating sentences correctly</li> <li>• Constructing</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Word cards</li> <li>• Sentence strips</li> <li>• Sample paragraphs</li> <li>• Sample compositions</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• </li> </ul>
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		<ul style="list-style-type: none"> <li>• Writing</li> <li>• Narrating</li> <li>• Describing</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Researching</li> </ul>	<p>paragraphs using topic sentence, supporting sentences and concluding sentence</p>	
Creative writing	<ul style="list-style-type: none"> <li>• develop writing skills and techniques</li> <li>• create a variety of artistic works</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Poems</li> <li>• Songs</li> <li>• Stories</li> <li>• Plays</li> <li>• Cross cutting themes</li> <li>• Heritage</li> <li>• Emerging issues</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Writing creative works</li> <li>• Performing creative works</li> <li>• Forming performing clubs</li> <li>• Showcasing artistic works</li> <li>• Roleplaying</li> <li>• Dramatising</li> <li>• Impromptu speeches</li> <li>• Debates</li> </ul>	<ul style="list-style-type: none"> <li>• Story books</li> <li>• Pictures</li> <li>• Library books</li> <li>• Magazines</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Samples of creative works</li> <li>• Audio/braille books</li> <li>• Large print books</li> </ul>

		<ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Researching</li> <li>• Story telling</li> <li>• Reading</li> <li>• Writing</li> <li>• Performing</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> <li>• Patriotism</li> <li>• Cultural appreciation</li> <li>• Economic empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Educational tours</li> </ul>	
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## TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		

Heritage	<ul style="list-style-type: none"> <li>• identify tangible and intangible heritage</li> <li>• demonstrate appreciation of tangible and intangible heritage</li> <li>• display a sense of identity and pride in their cultural background</li> <li>• trace historical background of their families using totems and clan names</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Tangible heritage</li> <li>• Intangible heritage</li> <li>• Family lineages</li> <li>• Monuments</li> <li>• Songs, poems, quiz and riddles</li> <li>• News folktales and stories</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Innovation</li> <li>• Teamwork</li> <li>• Problem solving</li> <li>• Emotional intelligence</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Patriotism</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying tangible and intangible heritage</li> <li>• Role playing the appreciation of tangible and intangible heritage</li> <li>• Dramatizing cultural diversity</li> <li>• Visiting heritage sites</li> <li>• Researching on tangible and intangible heritage</li> <li>• Storytelling, dancing and reciting poems</li> </ul>	<ul style="list-style-type: none"> <li>• Story books</li> <li>• Pictures</li> <li>• Library books</li> <li>• Magazines</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Samples of creative works</li> <li>• Audio/braille books</li> <li>• Large print books</li> <li>• Videos</li> <li>• Resource persons</li> </ul>
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		<ul style="list-style-type: none"> <li>• Ubuntu/Unhu/Vumunhu</li> <li>• Empathy</li> <li>• Sense of belonging</li> <li>• Cultural sensitivity</li> <li>• Integrity</li> <li>• Self-pride</li> </ul>	<ul style="list-style-type: none"> <li>• Developing cultural art projects</li> <li>• Researching on historical background of families</li> <li>• Stating myths and taboos</li> <li>• Explaining myths and taboos</li> <li>• Reciting praise poems</li> </ul>	
Registers	<ul style="list-style-type: none"> <li>• demonstrate cultural etiquette that show Ubuntu/Unhu/Vumunhu</li> <li>• use context-dependent language</li> </ul>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Polite request</li> <li>• Directions</li> <li>• Cultural etiquette for different situations,</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing cultural etiquette for different situations, contexts and</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Pictures</li> <li>• Library books</li> <li>• Magazines</li> <li>• Newspaper</li> </ul>

	appropriately	<p>contexts and purposes</p> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Empathy</li> <li>• Tolerance</li> <li>• Cultural sensitivity</li> <li>• Sense of belonging</li> <li>• Sharing</li> </ul>	<p>purposes</p> <ul style="list-style-type: none"> <li>• Dramatizing cultural etiquette for different situations</li> <li>• Using appropriate language depending on the context</li> <li>• Debating</li> <li>• Role playing</li> </ul>	<p>cuttings</p> <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Audio/braille books</li> <li>• Large print books</li> <li>• Videos</li> <li>• Resource persons</li> </ul>
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## GRADE 6 COMPETENCE MATRIX

### TOPIC 1: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING	SUGGESTED RESOURCES
	Pupils should be able	(Skills, positive attitudes,		



	to:	knowledge)	ACTIVITIES AND NOTES	
Comprehension	<ul style="list-style-type: none"> <li>• read a variety of texts</li> <li>• retell content read</li> <li>• answer comprehension questions</li> <li>• demonstrate fluency</li> <li>• identify moral lessons from texts read</li> <li>• read story books in indigenous language</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Words, sentences, instructions and questions</li> <li>• Morals from news, stories, folktales, dialogue, poems, letters, reports and impromptu speeches</li> <li>• Cross-cutting themes</li> <li>• Graphs, tables and charts</li> <li>• Reading story books in indigenous language</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> <li>- Critical thinking</li> <li>- Problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>- Reading a variety of texts</li> <li>- Retelling content read</li> <li>- Identifying moral lessons from texts read</li> <li>- Answering questions</li> <li>- Discussing cross-cutting themes and emerging issues</li> <li>- Dialoguing on tangible and intangible heritage</li> <li>- Practicing</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Resource books</li> <li>• Audio books/braille</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Graphs</li> <li>• Pictures</li> <li>• Charts</li> <li>• Word cards</li> <li>• Resource persons</li> <li>• Tables</li> <li>• Maps</li> </ul>

		<ul style="list-style-type: none"> <li>- Analysis</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>- Patriotism</li> <li>- Tolerance</li> <li>- Teamwork</li> <li>- Empathy</li> <li>- Confidence</li> <li>- Leadership</li> </ul>	<p>Nelson's script</p> <ul style="list-style-type: none"> <li>- Interpreting graphs, tables, charts and maps</li> <li>- Reading story books in indigenous language</li> </ul>	
Summary	<ul style="list-style-type: none"> <li>• summarise given texts in 35 words</li> <li>• retell stories, news, folktales</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• News, stories, folktales, poems, reports, letters and speeches</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Summarising</li> <li>• Reading</li> <li>• Critical thinking</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising given texts</li> <li>• Retelling stories, news, folktales, poems, reports, letters and speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Library books, audio books</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

		<ul style="list-style-type: none"> <li>• Interpreting</li> <li>• Paragraphing</li> <li>• Writing</li> <li>• Skimming and scanning</li> </ul>		<ul style="list-style-type: none"> <li>• Resource persons</li> </ul>
Spelling and dictation	<ul style="list-style-type: none"> <li>• spell words</li> <li>• read phrases and sentences</li> <li>• write words and sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Words, phrases and sentences</li> <li>• Spelling</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Attentiveness/Listening</li> <li>• Critical thinking</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words, phrases and sentences</li> <li>• Using words in sentences</li> <li>• Spelling words</li> <li>• Playing word games</li> <li>• Creating words using given letters</li> <li>• Writing words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Work cards</li> <li>• Pictures</li> <li>• Sentence strips</li> <li>• ICT tools</li> <li>• Audio books/braille</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Word games</li> </ul>

## TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
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	Pupils should be able to:	(Skills, positive attitudes, knowledge)	LEARNING ACTIVITIES AND NOTES	RESOURCES
Figurative language	<ul style="list-style-type: none"> <li>• use proverbs in sentences</li> <li>• interpret riddles, metaphors, similes, proverbs and sayings</li> <li>• use metaphors, similes and idiophones in sentences</li> <li>• complete proverbs and sayings</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Proverbs</li> <li>- Idioms</li> <li>- Similes</li> <li>- Idiophones</li> <li>- Metaphors</li> <li>- Sayings</li> <li>- Riddles</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Problem-solving</li> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Cultural appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Using proverbs in sentences</li> <li>• Interpreting riddles, metaphors, similes, proverbs and sayings</li> <li>• Using metaphors, similes and idiophones in sentences</li> <li>• Playing riddle games</li> <li>• Completing proverbs and sayings</li> <li>• Using metaphors, similes and</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspaper cutting</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Audio books/braille</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Word games</li> </ul>

			idiophones in sentences	
Numbers in indigenous languages	<ul style="list-style-type: none"> <li>• count up to 100</li> <li>• use numbers in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers up to 100</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Problem-solving</li> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Counting up to 100</li> <li>• Using numbers in sentences</li> <li>• Playing counting games</li> <li>• School on the shop floor</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• ICT tools</li> <li>• Classroom learning centre</li> <li>• Pictures</li> <li>• Library books</li> <li>• Audio books/braille</li> <li>• Large print books</li> <li>• Slate and stylus</li> <li>• Word games</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Identify different times of the day</li> <li>• use months of the year in sentences</li> <li>• state activities done in different seasons of the</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Times of the day</li> <li>• Months of the year</li> <li>• Seasons of the year</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Stating</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different times of the day</li> <li>• Singing about different months of the year</li> <li>• Playing time</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Charts</li> <li>• Calendar</li> <li>• ICT tools</li> <li>• Realia</li> </ul>

	year	<ul style="list-style-type: none"> <li>• Naming</li> <li>• Discussing</li> <li>• Reading</li> <li>• Writing</li> <li>• dramatising</li> </ul>	games <ul style="list-style-type: none"> <li>• Naming the activities in different seasons of the year</li> <li>• Reciting months and seasons of the year</li> <li>• Dramatising activities that happen during different season</li> </ul>	
Sense relations	<ul style="list-style-type: none"> <li>• identify different sense relations</li> <li>• use sense relations in sentences/context s</li> </ul>	<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Synonyms</li> <li>• Homographs</li> </ul> <b><u>Skills</u></b> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Critical thinking</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different sense relations</li> <li>• Using sense relations in sentences/context s</li> <li>• Playing games</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Library books</li> <li>• ICT tools</li> <li>• Word cards</li> <li>• Pictures</li> <li>• Audio books/braille</li> <li>• Large print</li> </ul>

		<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Researching</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on sense relations</li> <li>• Reading on sense relations</li> </ul>	<ul style="list-style-type: none"> <li>• books</li> <li>• Slate and stylus</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• identify punctuation marks</li> <li>• use punctuation marks correctly</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Punctuation marks <ul style="list-style-type: none"> <li>- Capital letter</li> <li>- Full stop</li> <li>- Question marks</li> <li>- Comma</li> <li>- Exclamation marks</li> <li>- Opening and closing inverted commas</li> <li>- Apostrophe</li> <li>- Diacritic</li> </ul> </li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Reading proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying punctuation marks</li> <li>• Reading a variety of materials</li> <li>• Using punctuation marks in the given sentences correctly</li> <li>• Playing punctuation mark games</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation charts</li> <li>• Sentence strips</li> <li>• Indigenous story books</li> <li>• Work cards</li> <li>• ICT tools</li> <li>• Reference books</li> <li>• Charts</li> <li>• Word cards</li> </ul>

		<ul style="list-style-type: none"> <li>• Writing</li> </ul> <p>Critical thinking</p>		
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### TOPIC 3: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Word categories	<ul style="list-style-type: none"> <li>• use nouns, pronouns, verbs, adverbs, adjectives, conjunctives and prepositions in sentences</li> <li>• give singular and plural nouns and pronouns</li> <li>• construct sentences using</li> </ul>	<ul style="list-style-type: none"> <li>• Noun</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Conjunctives</li> <li>• Plurals</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Reading nouns, pronouns, verbs, adverbs, adjectives, conjunctives and prepositions</li> <li>• Using nouns, pronouns, verbs, adverbs, adjectives, conjunctives and prepositions in</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Library books</li> <li>• ICT tools</li> <li>• Work cards</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> <li>• Pictures</li> <li>• Resource persons</li> <li>• Charts</li> </ul>



	<p>plurals</p>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Critical thinking</li> <li>• Identifying</li> </ul>	<p>sentences</p> <ul style="list-style-type: none"> <li>• Giving singular and plural nouns and pronouns</li> <li>• Constructing sentences using plurals</li> </ul>	
Concordial agreement	<ul style="list-style-type: none"> <li>• construct sentences using singular and plural nouns</li> <li>• use concordial agreement in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Concordial agreement</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing sentences using singular and plural nouns</li> <li>• Using concordial agreement in sentences</li> <li>• Completing sentences using concordial agreement</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> <li>• Pictures</li> <li>• Charts</li> <li>• Sentence strips</li> </ul>

#### TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> <li>• identify the basic structure of a paragraph</li> <li>• punctuate sentences correctly</li> <li>• write different types of well-structured compositions with 120 words</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences</li> <li>• Paragraphs: <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting ideas/details</li> <li>-concluding sentence</li> </ul> </li> <li>• Different types of compositions: <ul style="list-style-type: none"> <li>-descriptive</li> <li>-narrative</li> <li>-report</li> <li>-poem</li> <li>-speech</li> <li>-dialogue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing cross-cutting themes, heritage and emerging issues</li> <li>• Debating cross-cutting themes, heritage and emerging issues</li> <li>• Researching on cross-cutting themes heritage and emerging issues</li> <li>• Constructing paragraphs using the topic sentence,</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Pictures</li> <li>• Library books</li> <li>• Audio books</li> <li>• Magazines</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Word cards</li> <li>• Sentence strips</li> <li>• Sample compositions</li> <li>• Braille books</li> <li>• Videos</li> <li>• Large print books</li> </ul>

		-formal and informal letters • Structure of a composition - introduction - body - conclusion • Punctuation marks • Heritage <b><u>SKILLS</u></b> • Listening • Speaking • Writing • Narrating • Describing • Critical thinking • Creativity	supporting sentences and concluding sentence • Writing different types of compositions • Punctuating sentences correctly	
Creative writing	• develop writing skills and techniques	<b><u>Knowledge</u></b> • Poems • Songs	• Writing creative work • Performing	• Indigenous story books • Pictures

	<ul style="list-style-type: none"> <li>• create a variety of artistic work</li> </ul>	<ul style="list-style-type: none"> <li>• Stories</li> <li>• Plays</li> <li>• Cross cutting themes</li> <li>• Heritage</li> <li>• Emerging issues</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Entrepreneurship</li> <li>• Researching</li> <li>• Story telling</li> <li>• Reading</li> <li>• Writing</li> <li>• Performing</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> </ul>	<p>creative work</p> <ul style="list-style-type: none"> <li>• Forming performing clubs</li> <li>• Showcasing artistic work</li> <li>• Role playing</li> <li>• Dramatising speeches</li> <li>• Debates</li> <li>• Educational touring</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Magazines</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Samples of creative work</li> <li>• Audio/braille books</li> <li>• Large print books</li> </ul>
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		<ul style="list-style-type: none"> <li>• Patriotism</li> <li>• Cultural appreciation</li> <li>• Economic empowerment</li> </ul>		
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## TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Heritage	<ul style="list-style-type: none"> <li>• identify tangible and intangible heritage</li> <li>• demonstrate appreciation of tangible and intangible heritage</li> <li>• display a sense of identity and pride in their cultural background</li> </ul>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>• Tangible heritage</li> <li>• Intangible heritage</li> <li>• Family lineages</li> <li>• Monuments</li> <li>• Paintings</li> <li>• Myths, legends and taboos</li> <li>• Poems, quizzes, riddles, folktales and songs</li> <li>• Dances</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying tangible and intangible heritage</li> <li>• Role playing the appreciation of tangible and intangible heritage</li> <li>• Dramatising</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Pictures</li> <li>• Library books</li> <li>• Magazines</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Samples of creative works</li> </ul>

	<ul style="list-style-type: none"> <li>• trace historical background of their families using totems and clan names</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Reading</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Innovation</li> <li>• Teamwork</li> <li>• Problem solving</li> <li>• Emotional intelligence</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Patriotism</li> <li>• Ubuntu/Unhu/Vumunhu</li> <li>• Empathy</li> <li>• Sense of belonging</li> <li>• Cultural sensitivity</li> <li>• Integrity</li> <li>• Self-pride</li> </ul>	<p>cultural diversity</p> <ul style="list-style-type: none"> <li>• Visiting heritage sites</li> <li>• Researching on tangible and intangible heritage</li> <li>• Storytelling, dancing and reciting poems</li> <li>• Researching on historical background of families</li> <li>• Developing cultural art projects</li> <li>• identifying myths, legends and taboos</li> </ul>	<ul style="list-style-type: none"> <li>• Audio/braille books</li> <li>• Large print books</li> <li>• Videos</li> <li>• Resource persons</li> </ul>
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			<ul style="list-style-type: none"> <li>• discussing the moral lessons from poems, quizzes, riddles, folktales and songs</li> <li>• Explaining myths and taboos</li> <li>• Researching on historical background of families</li> </ul>	
Registers	<ul style="list-style-type: none"> <li>• demonstrate cultural etiquette that show Ubuntu/Unhu/Vumunhu</li> <li>• use context - dependent language appropriately</li> </ul>	<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Registers for different situations, contexts and purposes</li> <li>• Cultural etiquette for different situations, contexts and purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing cultural etiquette for different situations, contexts and purposes</li> <li>• Demonstrating cultural etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• ICT tools</li> <li>• Reference books</li> <li>• Cultural artefacts</li> <li>• Newspaper</li> </ul>

			for different situations <ul style="list-style-type: none"> <li>• Using appropriate language depending on the context</li> </ul>	cuttings <ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Videos</li> <li>• Braille books</li> </ul>
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## GRADE 7 COMPETENCE MATRIX

### TOPIC 1: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> <li>• read a variety of texts</li> <li>• answer comprehension questions</li> </ul>	<u><b>Knowledge</b></u> <ul style="list-style-type: none"> <li>• Words, sentences, instructions and questions</li> <li>• News, stories, folktales, letters, reports, dialogue,</li> </ul>	<ul style="list-style-type: none"> <li>- Reading a variety of texts</li> <li>- Answering questions</li> <li>- Playing reading</li> </ul>	<ul style="list-style-type: none"> <li>• indigenous story books</li> <li>• Library books, audio books</li> <li>• Newspaper</li> </ul>



	<ul style="list-style-type: none"> <li>• demonstrate fluency</li> <li>• read story books in indigenous language</li> </ul>	<p>poems and impromptu speeches</p> <ul style="list-style-type: none"> <li>• Graphs, tables, maps and charts</li> <li>• Cross-cutting themes</li> <li>• Indigenous Knowledge Systems</li> <li>• story books in indigenous language</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Critical thinking</li> <li>- Problem-solving</li> <li>- Analysing</li> <li>- Writing</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>- Patriotism</li> <li>- Tolerance</li> </ul>	<p>games</p> <ul style="list-style-type: none"> <li>- Listening to comprehension passages</li> <li>- Retelling stories</li> <li>- Discussing cross-cutting themes and emerging issues</li> <li>- Dialoguing on tangible and intangible heritage</li> <li>- Reading story books</li> <li>- Practicing Nelson's script</li> <li>- Debate</li> <li>- Role playing</li> <li>- Dramatising</li> </ul>	<p>cuttings</p> <ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Graphs</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource persons</li> <li>• Tables</li> <li>• Maps</li> <li>• Braille books</li> <li>• Videos</li> </ul>
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		<ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Empathy</li> <li>- Confidence</li> <li>- Leadership</li> </ul>	<ul style="list-style-type: none"> <li>- reading story books in indigenous language</li> </ul>	
Summary	<ul style="list-style-type: none"> <li>• summarise given texts in 35 words</li> <li>• retell stories, news and folktales</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• News, stories, folktales, poems, reports, letters and speeches</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Summarising</li> <li>• Skimming and scanning</li> <li>• Reading</li> <li>• Critical thinking</li> <li>• Identifying</li> <li>• Interpreting</li> <li>• Paragraphing</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising given texts</li> <li>• Retelling stories, folktales, poems, reports, letters and speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous story books</li> <li>• Library books</li> <li>• Audio books</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Videos</li> </ul>

Spelling and dictation	<ul style="list-style-type: none"> <li>• spell words</li> <li>• read phrases and sentences</li> <li>• write words and sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Words, phrases and sentences</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Reading</li> <li>• Listening/Attentiveness</li> <li>• Speaking</li> <li>• Penmanship/ Writing</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Reading words, phrases and sentences</li> <li>• Using words in sentences</li> <li>• Spelling words</li> <li>• Writing words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Work cards</li> <li>• Word cards</li> <li>• Pictures</li> <li>• Sentence strips</li> <li>• ICT tools</li> <li>• Audio books</li> <li>• Large print books</li> <li>• Videos</li> <li>• Braille</li> </ul>
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## TOPIC 2: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative language	<ul style="list-style-type: none"> <li>• explain meanings of riddles, metaphors,</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- Proverbs</li> <li>- Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• explaining meanings of riddles,</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Newspaper cuttings</li> </ul>

	<p>idioms, similes, proverbs and sayings</p> <ul style="list-style-type: none"> <li>• use metaphors, similes, proverbs and idiophones in sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Similes</li> <li>- Idiophones</li> <li>- Metaphors</li> <li>- Sayings</li> <li>- Riddles</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Problem-solving</li> <li>• Speaking</li> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Cultural appreciation</li> </ul>	<p>metaphors, idioms, similes, proverbs and sayings</p> <ul style="list-style-type: none"> <li>• using metaphors, similes, proverbs and idiophones in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Braille books</li> <li>• Videos</li> <li>• Charts</li> <li>• Work cards</li> <li>• Word cards</li> </ul>
Numbers in indigenous languages	<ul style="list-style-type: none"> <li>• count up to 100</li> <li>• use numbers in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Numbers up to 100</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Counting up to 100</li> <li>• Using numbers in sentences</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Word cards</li> <li>• ICT tools</li> <li>• Classroom learning centre</li> <li>• Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> <li>• Reading</li> </ul> <p><b><u>Positive attitude</u></b></p> <ul style="list-style-type: none"> <li>• Cultural appreciation</li> </ul>		<ul style="list-style-type: none"> <li>• Library books</li> <li>• Videos</li> <li>• Braille books</li> <li>• Large print books</li> <li>• Charts</li> <li>• Work cards</li> </ul>
Time	<ul style="list-style-type: none"> <li>• Identify different times of the day</li> <li>• use months of the year in sentences</li> <li>• state activities done in different seasons of the year</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Times of the day</li> <li>• Months of the year</li> <li>• Seasons of the year</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Stating</li> <li>• Naming</li> <li>• Discussing</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different times of the day</li> <li>• Using times of the day in writing sentences</li> <li>• Naming the activities in different seasons of the year</li> <li>• Reciting months and seasons of</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Charts</li> <li>• Calendar</li> <li>• ICT tools</li> <li>• Realia</li> </ul>

		<ul style="list-style-type: none"> <li>dramatising</li> </ul>	<p>the year</p> <ul style="list-style-type: none"> <li>Using activities that happen during different seasons to write compositions</li> </ul>	
Sense relations	<ul style="list-style-type: none"> <li>identify different sense relations</li> <li>use sense relations in sentences/contexts</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Antonyms</li> <li>Synonyms</li> <li>Homographs</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Identifying</li> <li>Critical thinking</li> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Researching</li> </ul>	<ul style="list-style-type: none"> <li>Identifying different sense relations</li> <li>Using sense relations in sentences/contexts</li> <li>Researching on sense relations</li> <li>Reading on sense relations</li> </ul>	<ul style="list-style-type: none"> <li>Word cards</li> <li>ICT tools</li> <li>Classroom learning centre</li> <li>Pictures</li> <li>Library books</li> <li>Videos</li> <li>Braille books</li> <li>Large print books</li> <li>Charts</li> <li>Work cards</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>identify punctuation marks</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Punctuation marks</li> </ul>	<ul style="list-style-type: none"> <li>Identifying punctuation marks</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation charts</li> </ul>

	<ul style="list-style-type: none"> <li>• use punctuation marks correctly in sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letter</li> <li>- Full stop</li> <li>- Comma</li> <li>- Exclamation mark</li> <li>- Opening and closing inverted commas</li> <li>- Colon</li> <li>- Apostrophe</li> <li>- Diacritics</li> <li>- Question mark</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Using punctuation marks correctly</li> <li>• Reading a variety of materials</li> <li>• Constructing well punctuated sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence strips</li> <li>• Story books</li> <li>• Work cards</li> <li>• ICT tools</li> <li>• Braille books</li> <li>•</li> </ul>
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### TOPIC 3: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Word categories	<ul style="list-style-type: none"> <li>• use nouns, pronouns, verbs, adverbs, adjectives, conjunctives and prepositions in sentences</li> <li>• give singular and plural nouns and pronouns</li> <li>• construct sentences using singular and</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Nouns</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Conjunctives</li> <li>• Singular and plural nouns</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Reading nouns, pronouns, verbs, adverbs, adjectives, conjunctives and prepositions</li> <li>• Using nouns, pronouns, verbs, adverbs, adjectives, conjunctives and prepositions in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Library books</li> <li>• ICT tools</li> <li>• Work cards</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> <li>• Pictures</li> <li>• Resource person</li> <li>• Charts</li> </ul>



	plural nouns	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Critical thinking</li> <li>• Identifying</li> </ul>	<ul style="list-style-type: none"> <li>• Giving singular and plural nouns and pronouns</li> <li>• Constructing sentences using plural nouns</li> </ul>	
Concordial agreement	<ul style="list-style-type: none"> <li>• construct sentences using singular and plural nouns</li> <li>• use concordial agreement in sentences</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Concordial agreement</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> </ul> <p>Critical thinking</p>	<ul style="list-style-type: none"> <li>• Constructing sentences using singular and plural nouns</li> <li>• Using concordial agreement in sentences</li> <li>• Completing sentences using concordial agreement</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Reference books</li> <li>• Videos</li> <li>• Audio/braille books</li> <li>• Word cards</li> <li>• Pictures</li> <li>• Charts</li> <li>• Sentence strips</li> </ul>

#### TOPIC 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> <li>• write different types of compositions with 120 words</li> <li>• punctuate sentences correctly</li> <li>• identify the basic structure of a paragraph</li> <li>• write a well-structured composition</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences</li> <li>• Paragraphs: <ul style="list-style-type: none"> <li>-topic sentence</li> <li>-supporting ideas/details</li> <li>-concluding sentence</li> </ul> </li> <li>• Different types of compositions: <ul style="list-style-type: none"> <li>-descriptive</li> <li>-narrative</li> <li>-report</li> <li>-dialogue</li> <li>-friendly and business letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing cross-cutting themes, heritage and emerging issues</li> <li>• Debating cross-cutting themes, heritage and emerging issues</li> <li>• Researching on cross-cutting themes heritage and emerging issues</li> <li>• Writing different types of compositions</li> <li>• Punctuating</li> </ul>	<ul style="list-style-type: none"> <li>• Story books</li> <li>• Pictures</li> <li>• Library books, audio books</li> <li>• Magazines</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> <li>• Word cards</li> <li>• Sentence strips</li> <li>• Sample compositions</li> <li>• Braille books</li> </ul>

		<ul style="list-style-type: none"> <li>• Structure of a composition <ul style="list-style-type: none"> <li>- introduction</li> <li>- body</li> <li>- conclusion</li> </ul> </li> <li>• Punctuation marks</li> <li>• Heritage</li> </ul> <p><b><u>SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Narrating</li> <li>• Describing</li> <li>• Critical thinking</li> <li>• Creativity</li> </ul>	<p>sentences correctly</p> <ul style="list-style-type: none"> <li>• Constructing paragraphs using the TOPIC sentence, supporting sentences, concluding sentence</li> </ul>	
Creative writing	<ul style="list-style-type: none"> <li>• develop writing skills and techniques</li> <li>• create a variety of artistic works</li> <li>• perform creative works for</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Poems</li> <li>• Songs</li> <li>• Stories</li> <li>• Plays</li> <li>• Cross cutting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Writing creative works</li> <li>• Performing creative works</li> <li>• Forming performing clubs</li> <li>• Showcasing</li> </ul>	<ul style="list-style-type: none"> <li>• Story books</li> <li>• Pictures</li> <li>• Library books</li> <li>• Magazines</li> <li>• Newspaper cuttings</li> <li>• ICT tools</li> </ul>

	<p>economic empowerment</p>	<ul style="list-style-type: none"> <li>• Heritage</li> <li>• Emerging issues</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Critical thinking</li> <li>• Problem solving</li> <li>• Entrepreneurship</li> <li>• Researching</li> <li>• Story telling</li> <li>• Reading</li> <li>• Writing</li> <li>• Performance</li> </ul> <p><b><u>Positive attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Empathy</li> <li>• Patriotism</li> <li>• Cultural appreciation</li> </ul>	<p>artistic works</p>	<ul style="list-style-type: none"> <li>• Samples of creative works</li> </ul>
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## TOPIC 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Heritage	<ul style="list-style-type: none"> <li>• identify tangible and intangible heritage</li> <li>• demonstrate appreciation of tangible and intangible heritage</li> <li>• demonstrate cultural diversity and inclusivity</li> <li>• display a sense of identity and pride in their cultural background</li> <li>• trace historical background of their families using totems and clan names</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Tangible heritage</li> <li>• Intangible heritage</li> <li>• Family lineages</li> <li>• Myths, dances, news legends and taboos</li> <li>• Poems, quizzes, riddles, folktales and songs</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Researching</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Innovation</li> <li>• Teamwork</li> <li>• Problem solving</li> <li>• Emotional intelligence</li> </ul> <p><b><u>Positive attitudes</u></b></p>	<ul style="list-style-type: none"> <li>• Identifying tangible and intangible heritage</li> <li>• Demonstrating appreciation of tangible and intangible heritage</li> <li>• Dramatising cultural diversity</li> <li>• Visiting heritage sites</li> <li>• Researching on tangible and intangible heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT tools</li> <li>• Reference books</li> <li>• Cultural artefacts</li> <li>• Newspapers</li> <li>• Songs</li> <li>• Traditional attire</li> </ul>

		<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Patriotism</li> <li>• Ubuntu/Unhu/Vumunhu</li> <li>• Empathy</li> <li>• Sense of belonging</li> <li>• Cultural sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling, indigenous songs, dances, poetry</li> <li>• Cultural art projects</li> <li>• Researching on historical background of families</li> <li>• identifying myths, legends and taboos</li> <li>• explaining the moral lessons from poems, quizzes, riddles, folktales and songs</li> <li>• Explaining myths and taboos</li> </ul>	
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Registers	<ul style="list-style-type: none"> <li>demonstrate cultural etiquette that show Ubuntu/Unhu/Vumunhu</li> <li>use context - dependent language appropriately</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Polite request</li> <li>Cultural etiquette for different situations, contexts and purposes</li> <li>Directions</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Critical thinking</li> <li>Researching</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Role playing cultural etiquette for different situations, contexts and purposes</li> <li>Demonstrating cultural etiquette for different situations</li> <li>Using appropriate language depending on the context</li> <li>Field trips</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> <li>ICT tools</li> <li>Reference books</li> <li>Cultural artefacts</li> <li>Newspaper cuttings</li> <li>Story books</li> <li>Audio books</li> <li>Braille books</li> <li>Large print books</li> <li>School cultural centres</li> <li>Language parks</li> </ul>
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## **9.0 ASSESSMENT**

The Indigenous Language learning area at Junior level shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at junior level. In addition to SBCA and SA those aspects that cannot be assessed through the continuous and summative modes will be assessed through learner profiling. The aspect to be profiled will include soft skills among others. The macro language skills which are Speaking, Listening, Reading and Writing as well as their sub-skills will be assessed. Arrangements, accommodations and modifications must be visible to enable candidates with special needs to access assessments. This section covers the assessment objectives, the assessment model, the scheme of assessment and the specifications for continuous assessment.

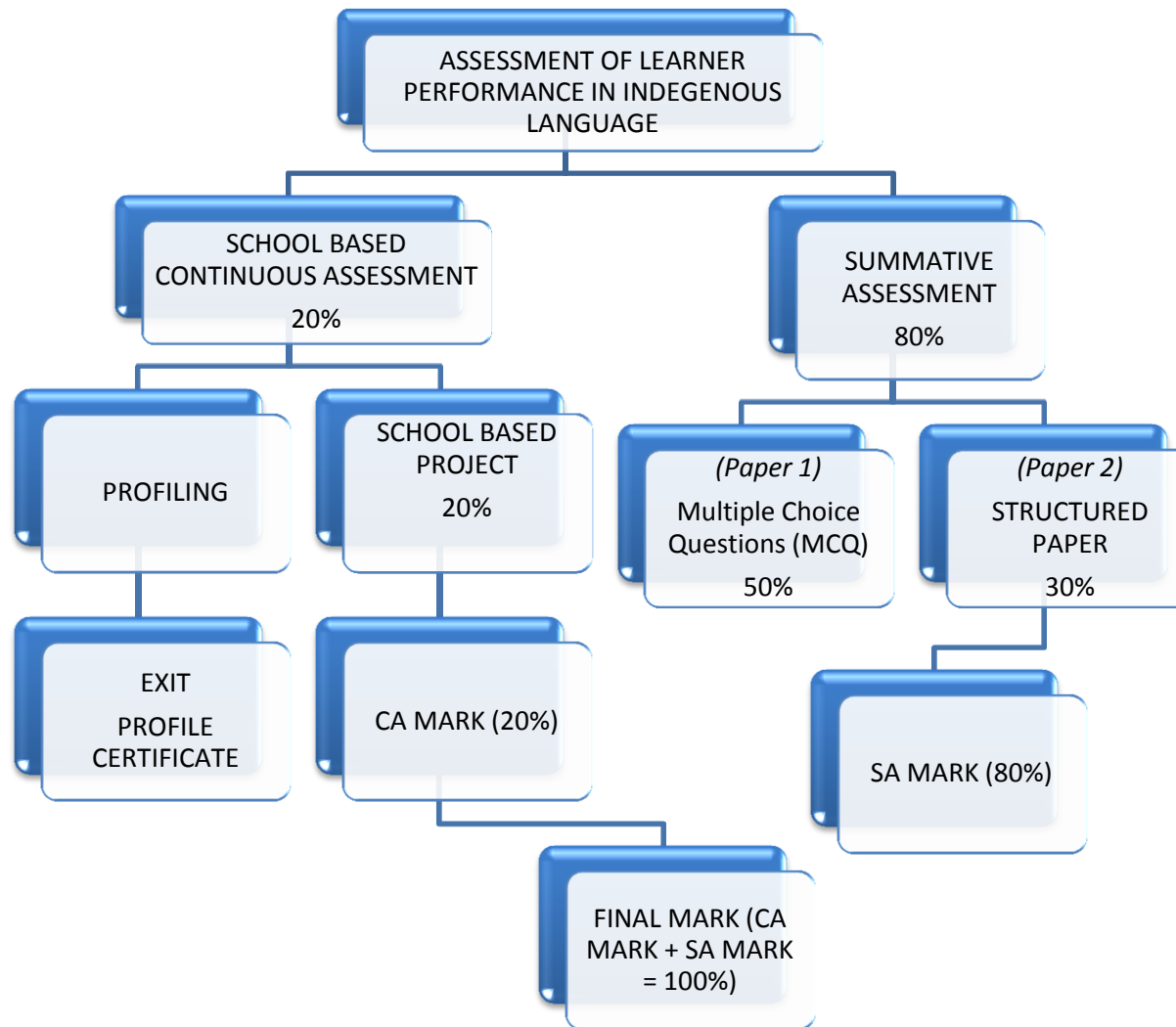
### **9.1 ASSESSMENT OBJECTIVES**

Pupils will be assessed on their ability to:

- 9.1.1 Communicate effectively using appropriate registers
- 9.1.2 demonstrate understanding of material read through answering questions
- 9.1.3 write different types of compositions with grammatical accuracy, correct spelling and appropriate punctuation
- 9.1.4 create school-based projects
- 9.1.5 exhibit cultural etiquette that show Ubuntu/Unhu/Vumunhu



## **9.2 ASSESSEMENT MODEL FOR JUNIOR LEVEL**



### 9.3 SCHEME OF ASSESSMENT

Learners at Junior level will be assessed using both SBCA and SA. From grade 3 to 6, learners will do a school-based project per grade, per year and per learning area which will contribute 20% to the end of term and year mark. Public examination candidates at Junior level are expected to submit 2 school-based projects per learning area, 1 at grade 6 and 1 at grade 7, which will contribute 20% to the final mark .

FORM OFASSESSMENT	WEIGHTING
School Based Continuous Assessment	20%
Summative Assessment	80%
Total	100%

### 9.4 SCHOOL – BASED PROJECT: CONTINUOUS ASSESSMENT SCHEME

Project Execution Stages from Grade 3-6	Project Stage Description	Completion Date by end of each stated month below:	Marks	Project Mark Weight
1	Problem Identification and its context	January-February	5	

2	Possible methods of solving the problem	February-March	10	
3	Selecting the most suitable method	March-April	5	
4	Development of Ideas	May-July	15	
5	Presentation of Results	July-September	10	
6	Evaluation and Recommendations	October	5	
<b>TOTAL</b>			<b>50</b>	<b>10%</b>
Project Two at Grade 7				
1	Problem Identification and its context	January-February	5	
2	Possible methods of solving the problem	February-March	10	
3	Selecting the most suitable method	March-April	5	
4	Development of Ideas	May-June	15	
5	Presentation of Results	June-July	10	
6	Evaluation and Recommendations	July-September	5	
<b>Total</b>			<b>50</b>	<b>10%</b>
Grand Total			<b>100</b>	<b>20 %</b>

### 9.5 SUMMATIVE ASSESSMENT (80%)

Paper	Description	Duration	Marks	Paper weighting %	Weighting %
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<b>1</b>	40 Multiple Choice Questions	1 hour 30 minutes	40	50	80
<b>2</b>	Structured Questions	1 hour 45minutes	50	30	

## 9.6 DESCRIPTION OF THE SUMMATIVE ASSESSMENT STRUCTURE

The Summative assessment comprises of two components as follows:

### **Paper 1. (40 marks) 50%**

*1hr 30 minutes*

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

### **Paper 2. (30 marks) 30%**

*1hr 45minutes*

Paper 2 comprises of sections A and B. Section A comprises of 5 compositions and candidates are required to choose 1. This section carries 20 marks. The candidate must answer any 1 of the questions in words between 80 and 120. Section B is a comprehension and summary section carrying 10 marks. The candidate must answer all the five comprehension questions with a possible total of 5marks. The candidate must also write a summary of not more than 35 words scoring a possible total of 5 marks.

## 9.5 Skills weighting

	<b>Skill</b>	<b>Weight %</b>
1	Knowledge and comprehension	50
2	Application	30
3	Analysis, evaluation and creativity	20

