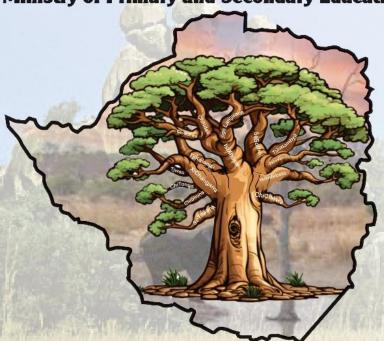


ZIMBABWE

**Ministry of Primary and Secondary Education** 



# INDIGENOUS LANGUAGES SYLLABUS

GRADE 3-7

2024 - 2030

Curriculum Development and Technical Services
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@ 2024

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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 21st 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 21st 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 <u>not</u> 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/Brailling 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/Brailling 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, multisensory 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
• Stories, folktales,	• News, stories,	News, stories,	News, stories,	• News, stories,
poems and letters	folktales, poems	folktales, songs,	folktales, poems,	folktales, poems,
<ul> <li>Instructions</li> </ul>	and letters	poems, cartoons,	dialogue, letters	dialogue, letters
questions and	<ul> <li>Instructions</li> </ul>	letters and reports	reports and	reports, impromptu
answers	questions and	Graphs and charts	impromptu	speeches,
• Summary of 20	answers	<ul> <li>Instructions</li> </ul>	speeches	• Graphs, tables,
words	• Summary of 30	questions and	Graphs, tables and	maps and charts
	words	answers	charts	<ul> <li>Instructions,</li> </ul>
		• Summary of 35	<ul> <li>Instructions</li> </ul>	questions and
		words	questions and	answers
			answers	• Summary of 35
			• Summary of 35	words
			words	

# LANGUAGE USAGE

- Grade 3	- Grade 4	- Grade 5	- Grade 6	- Grade 7
Figurative Language				
- proverbs				
- idioms				
- similes				
- idiophones				
• Time	- riddles	- riddles	- riddles	- riddles
- days of the	Time	- sayings	- metaphors	- metaphors
week	- days of the	Time	- sayings	- sayings
- months of the	week	- times of the	Time	• Time
year	- months of the	day	- times of the	- times of the
• Numbers in	year	- months of the	day	day
indigenous	- seasons of the	year	- months of the	- months of the

language up to 30	year	- seasons of the	year	year
<ul> <li>Punctuation</li> </ul>	Numbers in	year	- seasons of the	- seasons of the
- capital letter	indigenous	• Numbers in	year	year
- full stop	language up to 50	indigenous	• Numbers in	Numbers in
- question mark	Punctuation	language up to 100	indigenous	indigenous
- comma	- capital letter	<ul> <li>Punctuation</li> </ul>	language up to 1000	language up to 1000
	- full stop	- capital letter	Punctuation	Punctuation
	- question mark	- full stop	- capital letter	- capital letter
	- comma	- question mark	- full stop	- full stop
	- exclamation	- comma	- question mark	- question mark
	mark	- exclamation	- comma	- comma
	Sense relations	mark	- exclamation	- exclamation
	- synonyms	- opening and	mark	mark
	- antonyms	closing inverted	- opening and	- opening and
		commas	closing inverted	closing inverted
		<ul> <li>Sense relations</li> </ul>	commas	commas
		- synonyms	- apostrophe	- apostrophe
		- antonyms	- diacritic	- diacritic
		- homographs	Sense relations	Sense relations
			- synonyms	- synonyms

	- antonyms	- antonyms
	- homographs	- homographs

## LANGUAGE STRUCTURE

- Grade 3	- Grade 4	- Grade 5	- Grade 6	- Grade 7
• Letter sounds,	• Letter sounds,	Word categories	Word categories	Word categories
syllables and word	syllables and word	- nouns	- nouns	- nouns
formation	formation	- pronouns	- pronouns	- pronouns
<ul> <li>Word categories</li> </ul>	Words, phrases and	- plurals	- plurals	- plurals
- nouns	sentences	- verbs	- verbs	- verbs
- verbs	<ul> <li>Word categories</li> </ul>	- adjectives	- adjectives	- adjectives
- prepositions	- nouns	- prepositions	- prepositions	- prepositions
- plurals	- verbs	- conjunctives	- adverbs	- adverbs
	- pronouns	Concordial	- conjunctives	- conjunctives
	- adjectives	agreement	Concordial	Concordial
	- prepositions		agreement	agreement
	- plurals			

## **COMPOSITION**

- Grade 3	- Grade 4	- Grade 5	- Grade 6	- Grade 7
Words, sentences	• Words, sentences	• Words, sentences	Words, sentences	Words, sentences
and paragraphs	and paragraphs	and paragraphs	and paragraphs	and paragraphs
<ul> <li>Composition</li> </ul>	<ul> <li>Composition</li> </ul>	<ul> <li>Composition</li> </ul>	Composition	Composition
structure	structure	structure	structure	structure
- introduction	- introduction	- introduction	- introduction	- introduction
- body	- body	- body	- body	- body
- conclusion	- conclusion	- conclusion	- conclusion	- conclusion
• Different types of	• Different types of	• Different types of	Different types of	• Different types of
compositions	compositions	compositions	compositions	compositions
- descriptive	- descriptive	- descriptive	- descriptive	- descriptive
- narrative	- narrative	- narrative	- narrative	- narrative
- friendly letters	- friendly letters	- dialogue	- dialogue	- dialogue
		- speeches	- speeches	- speeches
		- informal letter	- poems	- poems
		- formal letters	- reports	- reports
			- informal letter	- informal letter

	- formal letters	- formal letters

# **CULTURAL ASPECTS**

- Grade 3	- Grade 4	- Grade 5	- Grade 6	- Grade 7
11. '4	<ul> <li>Heritage</li> <li>Tangible heritage</li> <li>lineages</li> <li>Intangible heritage</li> <li>Songs</li> <li>totems</li> <li>poems</li> <li>quiz</li> <li>riddles</li> <li>news, folktales and stories</li> <li>Registers</li> <li>greetings</li> <li>polite requests</li> <li>cultural etiquette</li> </ul>	<ul> <li>Heritage</li> <li>Tangible heritage</li> <li>lineages</li> <li>monuments</li> <li>Intangible heritage</li> <li>songs</li> <li>poems</li> <li>quiz and riddles</li> <li>news, folktales and stories</li> <li>Registers</li> <li>greetings</li> <li>polite requests</li> <li>cultural etiquette</li> <li>directions</li> </ul>	<ul> <li>Heritage</li> <li>Tangible heritage</li> <li>lineages</li> <li>monuments</li> <li>paintings</li> <li>Intangible heritage</li> <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> <li>Registers</li> <li>greetings</li> <li>polite requests</li> <li>cultural etiquette</li> <li>directions</li> </ul>	<ul> <li>Heritage</li> <li>Tangible heritage</li> <li>lineages</li> <li>monuments</li> <li>paintings</li> <li>Intangible heritage</li> <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> <li>Registers</li> <li>greetings</li> <li>polite requests</li> <li>cultural etiquette</li> <li>directions</li> </ul>

7. COMPETENCE MATRIX

**GRADE 3** 

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able	(Skills, positive attitudes,	LEARNING	RESOURCES
	to:	knowledge)	ACTIVITIES AND	
			NOTES	
Comprehension	• read a variety of	<u>Knowledge</u>	NB: Some language	Indigenous story
	texts	- Morals from, stories, folktales,	concepts may not	books
	retell content read	poems and letters	apply to certain	Library books
	from a variety of	- Cross-cutting themes	languages; the	<ul> <li>Newspaper</li> </ul>
	texts	- Indigenous stories	teacher must teach	cuttings
	• identify moral	<u>Skills</u>	what is applicable to	ICT tools
	lessons from texts	Listening	their language.	Pictures
	read	Speaking	Reading a variety	Charts
	• answer	Reading	of texts	Resource
	comprehension	Writing	Retelling content	persons
	questions	Critical thinking	read from a	Cartoons
	<ul> <li>demonstrate</li> </ul>	Problem-solving	variety of texts	
	fluency	Analysing	Identifying moral	
	• read story books	Positive attitudes	lessons from texts	
	in indigenous	<ul> <li>Patriotism</li> </ul>	read	
	language		Answering	

questions	
Playing reading	
games	
Listening to	
comprehension	
passages	
Discussing cross-	
cutting themes	
and emerging	
issues	
Dialoguing on	
tangible and	
intangible	
heritage issues	
Practising	
Nelson's script	
Role playing	
Dramatising	
Reading	
indigenous	

			language story	
Summary	<ul> <li>summarise given texts in 20 words</li> <li>retell stories, news, folktales, letters, songs and poems</li> </ul>	<ul> <li>Knowledge</li> <li>News, folktales, letters, songs and poems</li> <li>Skills</li> <li>Summarising</li> <li>Critical thinking</li> <li>Identifying</li> <li>Interpreting</li> <li>Paragraphing</li> </ul>	<ul> <li>books</li> <li>Summarising given texts</li> <li>Retelling stories, news, folktales</li> </ul>	<ul> <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> </ul>
		<ul><li>Writing</li><li>Skimming and scanning</li></ul>		• Cartoons
Spelling and dictation	<ul> <li>articulate words         correctly</li> <li>read phrases and         sentences</li> <li>spell words</li> <li>write words and         sentences</li> </ul>	<ul> <li>Knowledge</li> <li>Words, phrases, sentences</li> <li>Skills</li> <li>Word recognition</li> <li>Reading</li> <li>Listening</li> <li>Attentiveness</li> </ul>	<ul> <li>Reading words, phrases and sentences</li> <li>Using words in sentences</li> <li>Spelling words</li> <li>Playing word</li> </ul>	<ul> <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> <li>Penmanship</li> </ul>	games	• Large prii	nt
	<ul> <li>Critical thinking</li> </ul>	Writing words and	books	
	<ul><li>Writing</li></ul>	sentences	<ul> <li>Slate and stylus</li> </ul>	
	<ul> <li>Speaking</li> </ul>			

## **TOPIC 2: LANGUAGE USAGE**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Figurative language	• interpret idioms,	Knowledge	• Interpreting riddles,	Reference books
	riddles, metaphor	- Proverbs	metaphors and	<ul> <li>Newspaper</li> </ul>
	and similes	- Idioms	similes	<ul> <li>Charts</li> </ul>
	• use metaphors,	- Similes	• Using metaphors,	<ul><li>Pictures</li></ul>
	similes and	- Idiophones	similes and	<ul> <li>Work cards</li> </ul>
	idiophones in	<u>Skills</u>	idiophones in	ICT tools
	sentences	<ul> <li>Critical thinking</li> </ul>	sentences	<ul> <li>Resource</li> </ul>
	• complete proverbs	<ul><li>Creativity</li></ul>	Playing riddle games	persons
	and sayings	Problem-solving	Completing proverbs	
		<ul><li>Speaking</li></ul>	and sayings	

Punctuation	<ul> <li>identify         punctuation marks</li> <li>use punctuation         marks</li> </ul>	<ul> <li>Listening</li> <li>Reading</li> <li>Writing</li> </ul> Knowledge <ul> <li>Punctuation marks</li> <li>Capital letter</li> <li>Full stop</li> <li>Comma</li> </ul> Skills <ul> <li>Identifying</li> <li>Reading</li> <li>proficiency</li> <li>Writing</li> </ul>	<ul> <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> <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><li>count up to 30</li><li>use numbers in sentences</li></ul>	<ul> <li>Writing</li> <li>Critical thinking</li> </ul> Knowledge <ul> <li>Numbers up to 30</li> </ul> Skills <ul> <li>Counting</li> <li>Listening</li> </ul>	<ul> <li>Playing punctuation games</li> <li>Counting up to 30</li> <li>Using numbers in sentences</li> <li>Playing counting games</li> </ul>	<ul> <li>Word cards</li> <li>ICT tools</li> <li>Classroom <ul> <li>learning centre</li> </ul> </li> <li>Resource</li> </ul>

		Reading	Reading numbers	persons
		<ul> <li>Writing</li> </ul>	in sentences	<ul> <li>Realia</li> </ul>
			Writing sentences	<ul><li>Pictures</li></ul>
			with numbers	<ul><li>Charts</li></ul>
Time	• identify days of the	Knowledge	Identifying months	<ul> <li>Pictures</li> </ul>
	week	<ul> <li>Days of the week</li> </ul>	of the year	<ul><li>Charts</li></ul>
	state months of the	Months of the year	• Naming the	<ul> <li>Calendar</li> </ul>
	year <u>s</u>	<u>Skills</u>	seasons of the	<ul> <li>ICT tools</li> </ul>
		<ul><li>Identifying</li></ul>	year	Realia
		<ul> <li>Stating</li> </ul>	• Reciting months	
		<ul><li>Naming</li></ul>	and seasons of the	
		<ul> <li>Discussing</li> </ul>	year	
		<ul> <li>Reading</li> </ul>	<ul> <li>Dramatising</li> </ul>	
		<ul> <li>Writing</li> </ul>	activities that	
		<ul> <li>Dramatising</li> </ul>	happen during	
			different seasons	

# **TOPIC 3: LANGUAGE STRUCTURE**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED

	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Word formation	say out the letter	Knowledge	Saying out the	Word cards
	sounds	• Letter sounds,	letter sounds	<ul> <li>Alphabet</li> </ul>
	<ul> <li>read syllables and</li> </ul>	syllables and	Reading syllables	<ul> <li>ICT tools</li> </ul>
	words	words	and words	• Charts
	• use syllables to	<u>Skills</u>	<ul> <li>Constructing</li> </ul>	Work cards
	construct words	<ul> <li>Listening</li> </ul>	words	
		<ul> <li>Reading</li> </ul>		
		<ul> <li>Speaking</li> </ul>		
		<ul><li>Writing</li></ul>		
Word categories	• use nouns,	• Noun	• Reading nouns,	Reference books
	verbs, and	<ul><li>Verbs</li></ul>	verbs, and	<ul> <li>Library books</li> </ul>
	prepositions in	<ul> <li>Prepositions</li> </ul>	prepositions	<ul> <li>ICT tools</li> </ul>
	sentences	<ul><li>Plurals</li></ul>	• Using nouns,	Work cards
	• give singular and	<u>Skills</u>	verbs, and	<ul> <li>Videos</li> </ul>
	plural nouns	<ul> <li>Listening</li> </ul>	prepositions in	Audio/braille
	<ul> <li>construct</li> </ul>	<ul> <li>Reading</li> </ul>	sentences	books
	sentences using	<ul> <li>Speaking</li> </ul>	Giving singular	Word cards
	plurals	<ul><li>Writing</li></ul>	and plural nouns	<ul><li>Pictures</li></ul>

<ul> <li>Critical thinking</li> </ul>	<ul> <li>Constructing</li> </ul>	<ul> <li>Resource</li> </ul>
<ul><li>Identifying</li></ul>	sentences using	persons
	plurals	• Charts

## **TOPIC 4: COMPOSITION**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Composition	identify different	Knowledge	Discussing cross	Indigenous story
	types of	• Words	cutting themes,	books
	compositions	<ul> <li>Sentences</li> </ul>	emerging and	<ul><li>Pictures</li></ul>
	• identify the basic	Paragraphs:	heritage issues	<ul> <li>Library books</li> </ul>
	structure of a	-topic sentence	Researching on	<ul> <li>Magazines</li> </ul>
	paragraph	-supporting	cross cutting	<ul> <li>Newspaper</li> </ul>
	• demonstrate the	ideas/details	themes, emerging	cuttings
	structure of a	-concluding	and heritage	ICT tools
	composition	sentence	issues	Word cards
	• punctuate	Different types of	<ul> <li>Punctuating</li> </ul>	Sentence strips

sentences	composition:	sentences	<ul> <li>Sample</li> </ul>
correctly	-descriptive	correctly	paragraphs
• write a well-	-narrative	Creating different	<ul> <li>Sample</li> </ul>
structured	- friendly letters	paragraphs	compositions
composition of 50	• Structure of a	Writing different	
words	composition	types of	
	- introduction	compositions	
	- body		
	- conclusion		
	<ul> <li>Punctuation</li> </ul>		
	marks		
	<u>Skills</u>		
	<ul><li>Writing</li></ul>		
	<ul> <li>Narrating</li> </ul>		
	<ul> <li>Describing</li> </ul>		
	<ul> <li>Critical thinking</li> </ul>		
	<ul><li>Creativity</li></ul>		

**TOPIC 5: CULTURAL ASPECTS** 

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Heritage	• identify tangible and	<u>Knowledge</u>	<ul> <li>Identifying</li> </ul>	Resource
	intangible heritage	Tangible heritage	tangible and	persons
	<ul> <li>demonstrate</li> </ul>	Intangible heritage	intangible	ICT tools
	appreciation of	<ul> <li>Totems</li> </ul>	heritage	Reference books
	tangible and	Family trees	<ul> <li>Demonstrating</li> </ul>	Cultural artefacts
	intangible heritage	Indigenous foods, family	appreciation of	<ul> <li>Newspapers</li> </ul>
	• demonstrate cultural	and community events	tangible and	<ul><li>Pictures</li></ul>
	diversity and	• Songs, poems, folktales,	intangible	<ul><li>Charts</li></ul>
	inclusivity	news, stories and riddles	heritage	
	<ul> <li>display a sense of</li> </ul>	•	Dramatizing	

identity and pride in	<u>Skills</u>	cultural diversity
their cultural	<ul> <li>Researching</li> </ul>	within their
background	Critical thinking	communities
	<ul> <li>Creativity</li> </ul>	Visiting heritage
	<ul> <li>Innovation</li> </ul>	sites
	<ul> <li>Problem solving</li> </ul>	Researching on
	Emotional intelligence	tangible and
	Positive attitudes	intangible
	<ul> <li>Appreciation</li> </ul>	heritage
	<ul> <li>Patriotism</li> </ul>	Storytelling,
	Ubuntu/Unhu/Vumunhu	indigenous
	<ul><li>Empathy</li></ul>	dancing and
	Sense of belonging	poetry
	<ul> <li>Cultural sensitivity</li> </ul>	Cultural art
	<ul> <li>Teamwork</li> </ul>	projects
		Identifying
		indigenous foods.
		Stating family and
		community events
		Reciting praise

			poems	
			Retelling	
			folktales, stories,	
			riddles and news	
			<ul><li>Singing</li></ul>	
			indigenous songs	
			Drawing family	
			tree	
			Researching on	
			family relations	
Registers	• demonstrate cultural	<u>Knowledge</u>	Role playing	Resource
	etiquette that show	<ul> <li>Greetings</li> </ul>	cultural etiquette	persons
	Ubuntu/Unhu/Vumunh	Polite requests	for different	<ul> <li>ICT tools</li> </ul>
	u	<u>Skills</u>	situations,	Reference
	• use context-	Researching	contexts and	books
	dependent language	<ul> <li>Communicating</li> </ul>	purposes	<ul><li>Cultural</li></ul>
	appropriately	<ul> <li>Demonstrating</li> </ul>	Demonstrating	artefacts
			cultural etiquette	<ul> <li>Newspapers</li> </ul>
			for different	<ul> <li>Indigenous story</li> </ul>
			situations	books

Using appropriate	<ul><li>Pictures</li></ul>
language	
depending on the	
context	

## **GRADE 4**

## **TOPIC 1: COMPREHENSION AND SUMMARY**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able	(Skills, positive attitudes,	LEARNING	RESOURCES
	to:	knowledge)	ACTIVITIES AND	
			NOTES	
Comprehension	• read a variety of	<u>Knowledge</u>	Reading a variety	Indigenous story
	texts	- Words, sentences, instructions	of texts	books
	retell content read	and questions	Retelling content	Library books

from a variety of	- Morals from news, stories,	read from a	<ul> <li>Newspaper</li> </ul>
texts	folktales	variety of texts	cuttings
• identify moral	- Heritage	Identifying moral	<ul> <li>ICT tools</li> </ul>
lessons from texts	- Cross-cutting themes	lessons from texts	<ul> <li>Graphs</li> </ul>
read	- Story books in indigenous	read	<ul> <li>Pictures</li> </ul>
<ul><li>answer</li></ul>	language	<ul> <li>Answering</li> </ul>	<ul><li>Charts</li></ul>
comprehension	<u>Skills</u>	questions	Resource
questions	Listening	Playing reading	persons
<ul> <li>demonstrate</li> </ul>	Speaking	games	<ul><li>Tables</li></ul>
fluency	Reading	• Listening to	<ul><li>Cartoons</li></ul>
<ul> <li>read story books</li> </ul>	Writing	comprehension	Cartoone
in indigenous	Critical thinking	passages	
language	Problem-solving	Discussing cross-	
	Analysis	cutting themes	
	Positive attitudes	and emerging	
	Patriotism	issues	
	- Tatrotom	Dialoguing on	
		tangible and	
		intangible	
		heritage issues	
		nontago todaoo	

			<ul> <li>Practicing Nelson's script</li> <li>Role playing</li> <li>Dramatizing</li> <li>Reading story books in indigenous language</li> </ul>	
Summary	<ul> <li>summarise given texts in 30 words</li> <li>retell stories, news and folktales</li> </ul>	<ul> <li>Knowledge</li> <li>News, stories, folktales and letters</li> <li>Skills</li> <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> <li>Summarising given texts</li> <li>Retelling stories and folktales</li> </ul>	<ul> <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	articulate words	Knowledge	• Reading words,	Work cards

correctly	Words, phrases, sentences	phrases and	Word cards
• read phrases and	<u>Skills</u>	sentences	<ul> <li>Pictures</li> </ul>
sentences	<ul> <li>Word recognition</li> </ul>	Using words in	Sentence strips
spell words	<ul> <li>Reading</li> </ul>	sentences	ICT tools
write words and	<ul> <li>Listening</li> </ul>	Spelling words	Audio books
sentences	<ul> <li>Attentiveness</li> </ul>	• Playing word	• Large print
	<ul> <li>Penmanship</li> </ul>	games	books
	<ul> <li>Critical thinking</li> </ul>	Writing sentences	Slate and stylus
	<ul><li>Writing</li></ul>		
	<ul> <li>Speaking</li> </ul>		

## **TOPIC 2: LANGUAGE USAGE**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Figurative language	• use proverbs in	<u>Knowledge</u>	Using proverbs in	Reference books
	sentences (where	- Proverbs	sentences (where	<ul> <li>Newspaper</li> </ul>
	applicable)	- Idioms	applicable)	cuttings
	• interpret riddles	- Similes	Interpreting riddles	Work cards

	and similes	- Idiophones	and similes	Word cards
	• use similes and	- Riddles	Using similes and	<ul><li>Charts</li></ul>
	idiophones in	<u>Skills</u>	idiophones in	<ul> <li>Pictures</li> </ul>
	sentences	Critical thinking	sentences	<ul> <li>ICT tools</li> </ul>
	• complete proverbs	<ul> <li>Creativity</li> </ul>	Playing riddle	<ul> <li>Resource</li> </ul>
	and sayings	Problem-solving	games	persons
		<ul> <li>Speaking</li> </ul>	Completing	
		Listening	proverbs and	
		Reading	sayings	
		Writing		
Numbers in	• count up to 50	<u>Knowledge</u>	Counting up to 50	Word cards
indigenous languages	• use numbers in	Numbers up to 50	Using numbers in	<ul> <li>ICT tools</li> </ul>
	sentences	<u>Skills</u>	sentences	<ul> <li>Classroom</li> </ul>
		Counting	Playing counting	learning centre
		Listening	games	<ul> <li>Resource</li> </ul>
		Reading	• School on shop	persons
		Writing	floor	Realia
			Reading numbers	<ul><li>pictures</li></ul>
			in Sentences	
Time	• use days of the	<u>Knowledge</u>	Identifying months	<ul><li>Pictures</li></ul>

	week in sentences	Days of the week	of the year	• Charts
	• state months of	Months of the year	• Naming the	<ul> <li>Calendar</li> </ul>
	the year	Seasons of the year	seasons of the	<ul> <li>ICT tools</li> </ul>
	• state activities	<u>Skills</u>	year	Realia
	done in different	Identifying	Reciting months	
	seasons of the	Stating	and seasons of	
	year	Naming	the year	
		Discussing	Dramatising	
		Reading	activities that	
		Writing	happen during	
		Dramatising	different seasons	
		bramationing		
Sense relations	identify different	Knowledge	Identifying	Reference books
	sense relations	Antonyms	different sense	<ul> <li>Library books</li> </ul>
	• use sense	<ul><li>Synonyms</li></ul>	relations	<ul><li>ICT tools</li></ul>
	relations in	Skills	Using sense	<ul><li>Word cards</li></ul>
	sentences/context	Identifying	relations in	<ul><li>Pictures</li></ul>
	S		sentences/context	
	3	Critical thinking		Resource
		Reasoning	S Decearabing on	persons
			Researching on	

		<ul><li>Researching</li><li>Reading</li></ul>	sense relations  Reading on sense	
			relations	
Punctuation	• identify	<u>Knowledge</u>	Identifying	Punctuation
	punctuation marks	Punctuation marks	punctuation marks	charts
	• use punctuation	- Capital letter	Reading a variety	Sentence strips
	marks correctly	- Full stop	of materials	Indigenous story
		- Comma	Using punctuation	books
		- Question marks	marks in the given	Work cards
		- Exclamation marks	sentences	<ul> <li>ICT tools</li> </ul>
		<u>Skills</u>	correctly	Reference books
		<ul> <li>Identifying</li> </ul>	<ul><li>Playing</li></ul>	• Charts
		Reading proficiency	punctuation mark	Word cards
		<ul> <li>Writing</li> </ul>	games	
		Critical thinking		

# **TOPIC 3: LANGUAGE STRUCTURE**

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

		knowledge)	AND NOTES	
Word formation	read syllables and	Knowledge	Reading	Word cards
	words	• Letter sounds,	syllables, words,	<ul> <li>Alphabet</li> </ul>
	• use syllables to	syllables, words,	phrases and	<ul> <li>Sentence strips</li> </ul>
	construct words	phrases and	sentences	<ul> <li>ICT tools</li> </ul>
	Identify words in	sentences	Constructing	<ul><li>Charts</li></ul>
	sentences	Word formation	words using	<ul> <li>Work cards</li> </ul>
		<u>Skills</u>	syllables	
		Listening	Identifying words	
		<ul> <li>Identifying</li> </ul>	in sentences	
		Reading	Playing word	
		<ul> <li>Speaking</li> </ul>	formation games	
		Writing		
Word categories	• use nouns,	• Noun	Reading nouns,	Reference books
	pronouns, verbs,	<ul> <li>Pronouns</li> </ul>	pronouns, verbs,	<ul> <li>Library books</li> </ul>
	adjectives, and	<ul><li>Verbs</li></ul>	adjectives, and	<ul> <li>ICT tools</li> </ul>
	prepositions in	<ul> <li>Adjectives</li> </ul>	prepositions	<ul> <li>Work cards</li> </ul>
	sentences	<ul> <li>Prepositions</li> </ul>	• Using nouns,	<ul> <li>Videos</li> </ul>
	• give singular and	<ul><li>Plurals</li></ul>	pronouns, verbs,	Audio/braille
	plural nouns and	<u>Skills</u>	a adjectives, and	books

pronouns	Listening	prepositions in	Word cards
• construct	<ul> <li>Reading</li> </ul>	sentences	<ul><li>Pictures</li></ul>
sentences using	Speaking	• Giving singular	Resource
plurals	<ul> <li>Writing</li> </ul>	and plural nouns	persons
	Critical thinking	and pronouns	<ul> <li>Charts</li> </ul>
	<ul> <li>Identifying</li> </ul>	<ul> <li>Constructing</li> </ul>	
		sentences using	
		plurals	

## **TOPIC 4: COMPOSITION**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Composition	• state different	Knowledge	Discussing cross	Indigenous story
	types of	• Words	cutting themes,	books
	compositions	<ul> <li>Sentences</li> </ul>	emerging and	<ul> <li>Pictures</li> </ul>
	• construct the	Paragraphs:	heritage issues	Library books
	basic structure of	-topic sentence	Researching on	<ul> <li>Magazines</li> </ul>
	a paragraph	-supporting	cross cutting	<ul> <li>Newspaper</li> </ul>

rips
S

	Critical thinking	
	<ul><li>Creativity</li></ul>	

# **TOPIC 5: CULTURAL ASPECTS**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Heritage	identify tangible and	<u>Knowledge</u>	<ul> <li>Identifying</li> </ul>	Resource
	intangible heritage	Tangible heritage	tangible and	persons
	<ul> <li>demonstrate</li> </ul>	Intangible heritage	intangible	ICT tools
	appreciation of	Family lineages	heritage	Reference books
	tangible and	• Folktales, stories, riddles,	<ul> <li>Demonstrating</li> </ul>	Cultural artefacts
	intangible heritage	quiz, news, songs and	appreciation of	<ul> <li>Newspapers</li> </ul>
	• display a sense of	poems	tangible and	<ul><li>Pictures</li></ul>
	identity and pride in	<ul> <li>Totems</li> </ul>	intangible	• Charts
	their cultural	<u>Skills</u>	heritage	Word Cards
	background	Researching	<ul> <li>Dramatizing</li> </ul>	Work Cards
	• trace lineages using	Critical thinking	cultural diversity	
	family totems	<ul> <li>Creativity</li> </ul>	within their	

<ul> <li>Innovation</li> </ul>	communities
Problem solving	Visiting heritage
Emotional intelligence	sites
Positive attitudes	Researching on
<ul> <li>Appreciation</li> </ul>	tangible and
Patriotism	intangible
Ubuntu/Unhu/Vumunhu	heritage
<ul><li>Empathy</li></ul>	Storytelling,
Sense of belonging	indigenous
Cultural sensitivity	dancing and
Teamwork	poetry
	Cultural art
	projects
	Tracing lineages
	using family
	totems
	Identifying
	folktales, stories,
	riddles, songs
	and poems

			<ul> <li>explaining uses of folktales, stories, riddles, songs and poems</li> <li>reciting praise poetry</li> </ul>	
Registers	demonstrate cultural etiquette that show Ubuntu/Unhu/Vumun hu     use context-dependent language appropriately	<ul> <li>Greetings</li> <li>Polite requests</li> <li>Cultural etiquette for different situations, contexts and purposes</li> <li>Skills</li> <li>Researching</li> <li>Communicating</li> <li>Demonstrating</li> </ul>	<ul> <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> <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

# **GRADE 5**

# **TOPIC 1: COMPREHENSION AND SUMMARY**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able	(Skills, positive attitudes,	LEARNING	RESOURCES
	to:	knowledge)	ACTIVITIES AND	
			NOTES	
Comprehension	• read a variety of	Knowledge	- Reading a variety	Indigenous story
	indigenous texts	- Words, sentences, instructions	of texts	books

retell content read	and questions	- Retelling content	<ul><li>Library books</li></ul>
from a variety of	- Morals from news, stories,	read from a	<ul> <li>Newspaper</li> </ul>
texts	folktales, songs, dialogue,	variety of texts	cuttings
• identify moral	cartoons, poems, letters and	- Identifying moral	<ul> <li>ICT tools</li> </ul>
lessons from texts	reports	lessons from texts	<ul> <li>Graphs</li> </ul>
read	- Cross-cutting themes	read	Resource
<ul><li>answer</li></ul>	- Graphs and charts	- Answering	persons
comprehension	- Story books in indigenous	questions	<ul> <li>Graphs</li> </ul>
questions	language	- Playing reading	Tables
<ul> <li>demonstrate</li> </ul>	<u>Skills</u>	games	Charts
fluency	Listening	- Listening to	<ul><li>Maps</li></ul>
	Speaking	comprehension	Cartoons
	Reading	passages	<ul><li>Videos</li></ul>
	Critical thinking	- Discussing cross-	<ul><li>Language</li></ul>
	Problem-solving	cutting themes	learning Apps
	Analysis	and emerging	Large print
	Positive attitudes	issues	Audio/braille
	<ul> <li>Patriotism</li> </ul>	- Dialoguing on	books
		tangible and	2001.0
		intangible	
<u>l</u>	1		

			heritage issues	
			- Practicing	
			Nelson's script	
			- Debating	
			- Role playing	
			- Dramatizing	
			- Interpreting	
			charts, maps and	
			cartoons	
			- Reading story	
			books in	
			indigenous	
			language	
Summary	• summarise given	<u>Knowledge</u>	Skimming and	Story books
	texts in 35 words	• News, stories, folktales,	scanning	Library books
	• retell stories,	reports and poems	Reading	<ul> <li>Newspaper</li> </ul>
	news, folktales,	<u>Skills</u>	passages	cuttings
	and poems	Summarising	Identifying main	<ul> <li>ICT tools</li> </ul>
		Critical thinking	points	• Pictures

		<ul> <li>Identification</li> <li>Paragraphing</li> <li>Writing</li> <li>Skimming and scanning</li> </ul>	<ul> <li>Summarising given texts</li> <li>Retelling stories, news, folktales, reports and poems</li> </ul>	<ul> <li>Charts</li> <li>Resource persons</li> <li>Videos</li> <li>Audio/braille books</li> </ul>
Spelling and dictation	<ul> <li>articulate words         correctly</li> <li>read phrases and         sentences</li> <li>spell words</li> <li>write words and         sentences</li> </ul>	<ul> <li>Knowledge</li> <li>Words, phrases and sentences</li> <li>Skills</li> <li>Word recognition</li> <li>Listening/Attentiveness</li> <li>Speaking</li> <li>Writing</li> <li>Critical thinking</li> </ul>	<ul> <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> <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	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Figurative language	<ul> <li>use figurative language in sentences</li> <li>complete proverbs and sayings</li> <li>interpret riddles, metaphors, similes, proverbs, sayings</li> </ul>	Knowledge  - Proverbs - Idioms - Similes - Idiophones - Metaphors - Sayings - Riddles  Skills  - Critical thinking - Creativity - Problem-solving - Speaking - Listening - Reading - Writing	<ul> <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> <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	count up to 100	Knowledge	Counting up to	Word cards

indigenous languages	• use numbers in	Numbers up to 100	100	ICT tools
	sentences	<u>Skills</u>	Reading numbers	<ul> <li>Classroom</li> </ul>
		<ul> <li>Counting</li> </ul>	in sentences	learning centre
		<ul> <li>Critical thinking</li> </ul>	Playing counting	Resource
		Reasoning	games	persons
			Using numbers in	<ul> <li>Videos</li> </ul>
			sentences	Audio/braille
			• School on shop	books
			floor	Word cards
Time	• use months of the	Knowledge	• Singing about	• Pictures
	year in sentences	<ul> <li>Months of the year</li> </ul>	different months of	<ul><li>Charts</li></ul>
	• state activities	Seasons of the year	the year	<ul> <li>Calendar</li> </ul>
	done in different	<u>Skills</u>	Playing time	<ul> <li>ICT tools</li> </ul>
	seasons of the	<ul> <li>Identifying</li> </ul>	games	Realia
	year	<ul> <li>Stating</li> </ul>	Naming the	
		<ul> <li>Naming</li> </ul>	activities in	
		<ul> <li>Discussing</li> </ul>	different seasons	
		<ul> <li>Reading</li> </ul>	of the year	
		<ul> <li>Writing</li> </ul>	Reciting months	
			and seasons of	

	dramatising	the year  • Dramatising activities that happen during different season	
Sense relations	<ul> <li>identify different sense relations</li> <li>use antonyms, synonyms and homographs in sentences/context s</li> <li>Skills</li> <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> <li>Identifying different sense relations</li> <li>Using antonyms, synonyms and homographs in sentences/context s</li> <li>Researching on sense relations</li> <li>Reading on sense relations</li> <li>Answering questions on sense relations</li> </ul>	<ul> <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><li>identify</li></ul>	<u>Knowledge</u>	<ul><li>Identifying</li></ul>	<ul> <li>Punctuation</li> </ul>
	punctuation marks	Punctuation marks	punctuation marks	charts
	• use punctuation	- Capital letter	Reading a variety	<ul> <li>Sentence strips</li> </ul>
	marks correctly	- Full stop	of materials	<ul> <li>Indigenous story</li> </ul>
		- Comma	Using punctuation	books
		- Question marks	marks in the given	<ul> <li>Work cards</li> </ul>
		- Exclamation marks	sentences	<ul> <li>ICT tools</li> </ul>
		- Opening and	correctly	Reference books
		closing inverted	<ul><li>Playing</li></ul>	<ul><li>Charts</li></ul>
		commas	punctuation mark	<ul> <li>Word cards</li> </ul>
		<u>Skills</u>	games	
		<ul> <li>Identifying</li> </ul>		
		Reading proficiency		
		<ul> <li>Writing</li> </ul>		
		Critical thinking		

# **TOPIC 3: LANGUAGE STRUCTURE**

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

		knowledge)	AND NOTES	
Word categories	<ul> <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><li>Conjunctives</li><li>Plurals</li></ul>	<ul> <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> <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><li>construct</li><li>sentences using</li></ul>	<ul><li>Knowledge</li><li>● Concordial</li></ul>	Constructing     sentences using	<ul><li>Resource persons</li></ul>

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

# **TOPIC 4: COMPOSITION**

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

types of	-topic sentence	types of	<ul> <li>Newspaper</li> </ul>
compositions	-supporting	compositions	cuttings
<ul><li>punctuate</li></ul>	ideas/details	<ul> <li>Debating on</li> </ul>	<ul> <li>ICT tools</li> </ul>
sentences	-concluding	cross cutting	Word cards
correctly	sentence	themes, emerging	Sentence strips
• write different	• Different types of	and heritage	Sample
types of well-	composition:	Using figurative	paragraphs
structured	-descriptive	language in	Sample
compositions of	-narrative	compositions	compositions
100 words	-report	Researching on	<ul><li>Videos</li></ul>
	-dialogue	cross cutting	Audio/braille
	-formal and informal	themes, emerging	books
	letters	and heritage	•
	• Structure of a	Writing different	
	composition	types of	
	-Introduction	compositions	
	-Body	<ul> <li>Punctuating</li> </ul>	
	- Conclusion	sentences	
	<ul> <li>Punctuation marks</li> </ul>	correctly	
	<u>Skills</u>	<ul> <li>Constructing</li> </ul>	

		<ul> <li>Writing</li> </ul>	paragraphs using	
		<ul> <li>Narrating</li> </ul>	topic sentence,	
		<ul> <li>Describing</li> </ul>	supporting	
		<ul> <li>Critical thinking</li> </ul>	sentences and	
		<ul> <li>Creativity</li> </ul>	concluding	
		<ul> <li>Researching</li> </ul>	sentence	
Creative writing	• develop writing	Knowledge	Writing creative	Story books
	skills and	<ul><li>Poems</li></ul>	works	<ul><li>Pictures</li></ul>
	techniques	<ul><li>Songs</li></ul>	<ul> <li>Performing</li> </ul>	<ul> <li>Library books</li> </ul>
	<ul> <li>create a variety of</li> </ul>	<ul><li>Stories</li></ul>	creative works	<ul> <li>Magazines</li> </ul>
	artistic works	<ul><li>Plays</li></ul>	<ul><li>Forming</li></ul>	<ul> <li>Newspaper</li> </ul>
		• Cross cutting	performing clubs	cuttings
		themes	<ul> <li>Showcasing</li> </ul>	<ul> <li>ICT tools</li> </ul>
		<ul> <li>Heritage</li> </ul>	artistic works	• Samples of
		<ul> <li>Emerging issues</li> </ul>	<ul> <li>Roleplaying</li> </ul>	creative works
		<u>Skills</u>	<ul> <li>Dramatising</li> </ul>	Audio/braille
		<ul><li>Creativity</li></ul>	<ul> <li>Impromptu</li> </ul>	books
		<ul> <li>Critical thinking</li> </ul>	speeches	Large print books
		<ul> <li>Problem solving</li> </ul>	• Debates	

Entrepreneurship	<ul> <li>Educational tours</li> </ul>	
<ul> <li>Researching</li> </ul>		
Story telling		
<ul> <li>Reading</li> </ul>		
<ul><li>Writing</li></ul>		
<ul> <li>Performing</li> </ul>		
Positive attitudes		
<ul> <li>Confidence</li> </ul>		
<ul><li>Empathy</li></ul>		
<ul> <li>Patriotism</li> </ul>		
Cultural appreciation		
<ul> <li>Economic</li> </ul>		
empowerment		

# **TOPIC 5: CULTURAL ASPECTS**

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

Heritage	• identify tangible and	Knowledge	Identifying	Story books
	intangible heritage	Tangible heritage	tangible and	<ul> <li>Pictures</li> </ul>
	<ul> <li>demonstrate</li> </ul>	Intangible heritage	intangible	<ul> <li>Library books</li> </ul>
	appreciation of	Family lineages	heritage	<ul> <li>Magazines</li> </ul>
	tangible and intangible	<ul> <li>Monuments</li> </ul>	Role playing the	<ul> <li>Newspaper</li> </ul>
	heritage	Songs, poems, quiz and	appreciation of	cuttings
	• display a sense of	riddles	tangible and	ICT tools
	identity and pride in	News folktales and stories	intangible	• Samples of
	their cultural	<u>Skills</u>	heritage	creative works
	background	Researching	Dramatizing	Audio/braille
	• trace historical	Critical thinking	cultural diversity	books
	background of their	<ul> <li>Creativity</li> </ul>	Visiting heritage	• Large print
	families using totems	<ul> <li>Innovation</li> </ul>	sites	books
	and clan names	<ul> <li>Teamwork</li> </ul>	Researching on	<ul> <li>Videos</li> </ul>
		Problem solving	tangible and	Resource
		Emotional intelligence	intangible	persons
		Positive attitudes	heritage	
		<ul> <li>Appreciation</li> </ul>	Storytelling,	
		Patriotism	dancing and	
			reciting poems	

		Ubuntu/Unhu/Vumunhu	Developing	
		<ul> <li>Empathy</li> </ul>	cultural art	
		Sense of belonging	projects	
		Cultural sensitivity	Researching on	
		<ul><li>Integrity</li></ul>	historical	
		Self-pride	background of	
		·	families	
			Stating myths	
			and taboos	
			Explaining	
			myths and	
			taboos	
			Reciting praise	
			poems	
Registers	• demonstrate cultural	<u>Knowledge</u>	Role playing	Indigenous story
	etiquette that show	<ul> <li>Greetings</li> </ul>	cultural	books
	Ubuntu/Unhu/Vumunh	Polite request	etiquette for	<ul><li>Pictures</li></ul>
	u	<ul> <li>Directions</li> </ul>	different	Library books
	• use context-	Cultural etiquette for	situations,	<ul> <li>Magazines</li> </ul>
	dependent language	different situations,	contexts and	<ul> <li>Newspaper</li> </ul>

appropriately	contexts and purposes	purposes	cuttings
	Positive attitudes	Dramatizing	ICT tools
	Self-identity	cultural	Audio/braille
	<ul> <li>Empathy</li> </ul>	etiquette for	books
	<ul> <li>Tolerance</li> </ul>	different	• Large print
	<ul> <li>Cultural sensitivity</li> </ul>	situations	books
	Sense of belonging	<ul><li>Using</li></ul>	<ul><li>Videos</li></ul>
	<ul><li>Sharing</li></ul>	appropriate	<ul> <li>Resource</li> </ul>
		language	persons
		depending on	
		the context	
		<ul> <li>Debating</li> </ul>	
		Role playing	

### **GRADE 6 COMPETENCE MATRIX**

# **TOPIC 1: COMPREHENSION AND SUMMARY**

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

	to:	knowledge)	ACTIVITIES AND	
			NOTES	
Comprehension	<ul> <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>	<ul> <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> <li>Skills</li> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Critical thinking</li> <li>Problem-solving</li> </ul>	<ul> <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 crosscutting themes and emerging issues</li> <li>Dialoguing on tangible and intangible heritage</li> <li>Practicing</li> </ul>	<ul> <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>

		- Analysis	Nelson's script	
		Positive attitudes	- Interpreting	
		- Patriotism	graphs, tables,	
		- Tolerance	charts and maps	
		- Teamwork	- Reading story	
		- Empathy	books in	
		- Confidence	indigenous	
		- Leadership	language	
Summary	summarise given	<u>Knowledge</u>	Summarising	Indigenous story
	texts in 35 words	• News, stories, folktales,	given texts	books
	• retell stories,	poems, reports, letters and	Retelling stories,	• Library books,
	news, folktales	speeches	news, folktales,	audio books
		<u>Skills</u>	poems, reports,	<ul> <li>Newspaper</li> </ul>
		Summarising	letters and	cuttings
		Reading	speeches	ICT tools
		Critical thinking		<ul> <li>Pictures</li> </ul>
		Identifying		• Charts

		Interpreting		Resource
		Paragraphing		persons
		Writing		
		Skimming and scanning		
Spelling and dictation	• spell words	Knowledge	• Reading words,	Work cards
	• read phrases and	• Words, phrases and	phrases and	<ul> <li>Pictures</li> </ul>
	sentences	sentences	sentences	Sentence strips
	• write words and	Spelling	Using words in	<ul> <li>ICT tools</li> </ul>
	sentences	<u>Skills</u>	sentences	<ul> <li>Audio</li> </ul>
		<ul> <li>Word recognition</li> </ul>	Spelling words	books/braille
		Attentiveness/Listening	• Playing word	• Large print
		<ul> <li>Critical thinking</li> </ul>	games	books
		<ul> <li>Speaking</li> </ul>	Creating words	Slate and stylus
		<ul> <li>Writing</li> </ul>	using given letters	<ul> <li>Word games</li> </ul>
			Writing words and	
			sentences	

# **TOPIC 2: LANGUAGE USAGE**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED

	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Figurative language	• use proverbs in	Knowledge	Using proverbs in	Reference books
	sentences	- Proverbs	sentences	<ul> <li>Newspaper</li> </ul>
	• interpret riddles,	- Idioms	<ul> <li>Interpreting</li> </ul>	cutting
	metaphors,	- Similes	riddles,	<ul> <li>ICT tools</li> </ul>
	similes, proverbs	- Idiophones	metaphors,	<ul> <li>Resource</li> </ul>
	and sayings	- Metaphors	similes, proverbs	persons
	• use metaphors,	- Sayings	and sayings	Audio books/braille
	similes and	- Riddles	Using metaphors,	<ul> <li>Large print books</li> </ul>
	idiophones in	<u>Skills</u>	similes and	Slate and stylus
	sentences	<ul> <li>Critical thinking</li> </ul>	idiophones in	<ul> <li>Word games</li> </ul>
	• complete proverbs	<ul> <li>Creativity</li> </ul>	sentences	-
	and sayings	Problem-solving	Playing riddle	
		<ul> <li>Speaking</li> </ul>	games	
		Listening	<ul> <li>Completing</li> </ul>	
		Reading	proverbs and	
		<ul> <li>Writing</li> </ul>	sayings	
		Positive attitudes	Using metaphors,	
		Cultural appreciation	similes and	

			idiophones in	
			sentences	
Numbers in	• count up to 100	Numbers up to 100	Counting up to	Word cards
indigenous languages	• use numbers in	<u>Skills</u>	100	ICT tools
	sentences	<ul> <li>Counting</li> </ul>	Using numbers in	<ul> <li>Classroom</li> </ul>
		Critical thinking	sentences	learning centre
		<ul> <li>Creativity</li> </ul>	Playing counting	<ul><li>Pictures</li></ul>
		Problem-solving	games	Library books
		<ul> <li>Speaking</li> </ul>	• School on the	Audio books/braille
		Listening	shop floor	Large print books
		Reading		Slate and stylus
		Writing		Word games
Time	• Identify different	<u>Knowledge</u>	<ul> <li>Identifying</li> </ul>	Pictures
	times of the day	Times of the day	different times of	• Charts
	• use months of the	Months of the year	the day	<ul> <li>Calendar</li> </ul>
	year in sentences	Seasons of the year	• Singing about	<ul> <li>ICT tools</li> </ul>
	• state activities	<u>Skills</u>	different months of	Realia
	done in different	<ul> <li>Identifying</li> </ul>	the year	
	seasons of the	Stating	Playing time	

	year	<ul> <li>Naming</li> </ul>	games	
		Discussing	Naming the	
		Reading	activities in	
		<ul><li>Writing</li></ul>	different seasons	
		<ul><li>dramatising</li></ul>	of the year	
		a.aa	Reciting months	
			and seasons of	
			the year	
			Dramatising	
			activities that	
			happen during	
			different season	
Sense relations	identify different	<u>Knowledge</u>	Identifying	Reference books
	sense relations	<ul> <li>Antonyms</li> </ul>	different sense	<ul> <li>Library books</li> </ul>
	• use sense	<ul> <li>Synonyms</li> </ul>	relations	<ul> <li>ICT tools</li> </ul>
	relations in	<ul> <li>Homographs</li> </ul>	• Using sense	<ul> <li>Word cards</li> </ul>
	sentences/context	<u>Skills</u>	relations in	<ul><li>Pictures</li></ul>
	S	<ul> <li>Identifying</li> </ul>	sentences/context	<ul> <li>Audio</li> </ul>
		Critical thinking	s	books/braille
		Listening	Playing games	• Large print

		<ul><li>Speaking</li><li>Reading</li><li>Writing</li><li>Researching</li></ul>	<ul> <li>Researching on sense relations</li> <li>Reading on sense relations</li> </ul>	<ul><li>books</li><li>Slate and stylus</li></ul>
Punctuation	<ul> <li>identify punctuation marks</li> <li>use punctuation marks correctly</li> </ul>	<ul> <li>Functuation marks         <ul> <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> <li>Skills         <ul> <li>Identifying</li> <li>Reading proficiency</li> </ul> </li> </ul>	<ul> <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> <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><li>Writing</li></ul>	
	Critical thinking	

# **TOPIC 3: LANGUAGE STRUCTURE**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Word categories	use nouns, pronouns, verbs, adverbs adjectives, conjunctives and prepositions in	<ul><li>Noun</li><li>Pronouns</li><li>Verbs</li><li>Adjectives</li><li>Adverbs</li><li>Prepositions</li></ul>	<ul> <li>Reading nouns, pronouns, verbs, adverbs adjectives, conjunctives and prepositions</li> </ul>	<ul> <li>Reference books</li> <li>Library books</li> <li>ICT tools</li> <li>Work cards</li> <li>Videos</li> <li>Audio/braille</li> </ul>
	<ul> <li>sentences</li> <li>give singular and plural nouns and pronouns</li> <li>construct sentences using</li> </ul>	<ul> <li>Conjunctives</li> <li>Plurals</li> <li>Skills</li> <li>Listening</li> <li>Reading</li> <li>Speaking</li> </ul>	<ul> <li>Using nouns, pronouns, verbs, adverbs adjectives, conjunctives and prepositions in</li> </ul>	<ul><li>books</li><li>Word cards</li><li>Pictures</li><li>Resource persons</li><li>Charts</li></ul>

	plurals	<ul> <li>Writing</li> <li>Critical thinking</li> <li>Identifying</li> </ul>	sentences  Giving singular and plural nouns and pronouns  Constructing sentences using plurals	
Concordial agreement	<ul> <li>construct         sentences using         singular and         plural nouns</li> <li>use concordial         agreement in         sentences</li> </ul>	<ul> <li>Knowledge</li> <li>Concordial agreement</li> <li>Skills</li> <li>Listening</li> <li>Reading</li> <li>Speaking</li> <li>Writing</li> <li>Critical thinking</li> </ul>	<ul> <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> <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	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Composition	<ul> <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>	knowledge  Words  Sentences  Paragraphs: -topic sentence -supporting ideas/details -concluding sentence  Different types of compositions: -descriptive -narrative -report	Discussing cross- cutting themes, heritage and emerging issues     Debating cross- cutting themes, heritage and emerging issues     Researching on cross-cutting themes heritage and emerging issues     Constructing	<ul> <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> </ul>
		-poem	paragraphs using	• Videos
		-speech	the topic	Large print books
		-dialogue	sentence,	

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

create a variety of	• Stories	creative work	<ul> <li>Library books</li> </ul>
artistic work	<ul> <li>Plays</li> </ul>	<ul><li>Forming</li></ul>	<ul> <li>Magazines</li> </ul>
	• Cross cutting	performing clubs	<ul> <li>Newspaper</li> </ul>
	themes	<ul><li>Showcasing</li></ul>	cuttings
	<ul> <li>Heritage</li> </ul>	artistic work	<ul> <li>ICT tools</li> </ul>
	Emerging issues	<ul> <li>Role playing</li> </ul>	• Samples of
	Skills	<ul> <li>Dramatising</li> </ul>	creative work
	<ul> <li>Creativity</li> </ul>	<ul> <li>Impromptu</li> </ul>	Audio/braille
	Critical thinking	speeches	books
	<ul> <li>Problem solving</li> </ul>	<ul> <li>Debates</li> </ul>	Large print books
	<ul> <li>Entrepreneurship</li> </ul>	<ul> <li>Educational</li> </ul>	
	<ul> <li>Researching</li> </ul>	touring	
	Story telling		
	<ul> <li>Reading</li> </ul>		
	<ul> <li>Writing</li> </ul>		
	<ul> <li>Performing</li> </ul>		
	Positive attitudes		
	<ul> <li>Confidence</li> </ul>		
	<ul><li>Empathy</li></ul>		

	<ul><li>Patriotism</li></ul>	
	<ul> <li>Cultural appreciation</li> </ul>	
	• Economic	
	empowerment	

**TOPIC 5: CULTURAL ASPECTS** 

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Heritage	• identify tangible and	Knowledge	<ul> <li>Identifying</li> </ul>	<ul> <li>Indigenous</li> </ul>
	intangible heritage	Tangible heritage	tangible and	story books
	<ul> <li>demonstrate</li> </ul>	<ul> <li>Intangible heritage</li> </ul>	intangible	<ul> <li>Pictures</li> </ul>
	appreciation of	<ul> <li>Family lineages</li> </ul>	heritage	<ul> <li>Library books</li> </ul>
	tangible and intangible	<ul> <li>Monuments</li> </ul>	Role playing the	<ul> <li>Magazines</li> </ul>
	heritage	<ul><li>Paitings</li></ul>	appreciation of	<ul> <li>Newspaper</li> </ul>
	• display a sense of	Myths, legends and taboos	tangible and	cuttings
	identity and pride in	• Poems, quizzes, riddles,	intangible	<ul> <li>ICT tools</li> </ul>
	their cultural	folktales and songs	heritage	• Samples of
	background	<ul><li>Dances</li></ul>	<ul> <li>Dramatising</li> </ul>	creative works

• trace historical	<u>Skills</u>	cultural diversity	Audio/braille
background of their	<ul> <li>Researching</li> </ul>	Visiting heritage	books
families using totems	<ul> <li>Reading</li> </ul>	sites	• Large print
and clan names	Critical thinking	Researching on	books
	<ul> <li>Creativity</li> </ul>	tangible and	<ul><li>Videos</li></ul>
	<ul> <li>Innovation</li> </ul>	intangible	<ul> <li>Resource</li> </ul>
	<ul> <li>Teamwork</li> </ul>	heritage	persons
	<ul> <li>Problem solving</li> </ul>	• Storytelling,	
	Emotional intelligence	dancing and	
	Positive attitudes	reciting poems	
	<ul> <li>Appreciation</li> </ul>	Researching on	
	<ul> <li>Patriotism</li> </ul>	historical	
	Ubuntu/Unhu/Vumunhu	background of	
	<ul><li>Empathy</li></ul>	families	
	<ul> <li>Sense of belonging</li> </ul>	<ul> <li>Developing</li> </ul>	
	Cultural sensitivity	cultural art	
	<ul><li>Integrity</li></ul>	projects	
	Self-pride	• identifying myths,	
		legends and	
		taboos	

			<ul> <li>discussing the</li> </ul>	
			moral lessons	
			_	
			from poems,	
			quizzes, riddles,	
			folktales and	
			songs	
			Explaining myths	
			and taboos	
			Researching on	
			historical	
			background of	
			families	
Registers	demonstrate cultural	Knowledge	Role playing	Resource
	etiquette that show	<ul> <li>Greetings</li> </ul>	cultural etiquette	person
	Ubuntu/Unhu/Vumunh	• Registers for different	for different	<ul> <li>ICT tools</li> </ul>
	u	situations, contexts and	situations,	Reference
	• use context -	purposes	contexts and	books
	dependent language	• Cultural etiquette for	purposes	<ul><li>Cultural</li></ul>
	appropriately	different situations,	Demonstrating	artefacts
		contexts and purposes	cultural etiquette	<ul> <li>Newspaper</li> </ul>

for differ	ent cuttings
situations	<ul> <li>Indigenous</li> </ul>
Using appropri	ate story books
language	<ul> <li>Videos</li> </ul>
depending on	the • Braille books
context	

# **GRADE 7 COMPETENCE MATRIX**

**TOPIC 1: COMPREHENSION AND SUMMARY** 

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able	(Skills, positive attitudes,	LEARNING	RESOURCES
	to:	knowledge)	ACTIVITIES AND	
			NOTES	
Comprehension	• read a variety of	<u>Knowledge</u>	- Reading a variety	• indigenous story
	texts	Words, sentences, instructions	of texts	books
	<ul><li>answer</li></ul>	and questions	- Answering	• Library books,
	comprehension	News, stories, folktales,	questions	audio books
	questions	letters, reports, dialogue,	- Playing reading	<ul> <li>Newspaper</li> </ul>

demonstrate	poems and impromptu	games cuttings	
fluency	speeches	- Listening to • ICT tools	
• read story b	ooks • Graphs, tables, maps and	comprehension • Graphs	
in indige	nous charts	passages • Pictures	
language	Cross-cutting themes	- Retelling stories • Charts	
	Indigenous Knowledge	- Discussing cross- • Resource	
	Systems	cutting themes persons	
	story books in indigenous	and emerging • Tables	
	language	issues • Maps	
	<u>Skills</u>	- Dialoguing on • Braille books	
	- Listening	tangible and Videos	
	- Speaking	intangible	
	- Reading	heritage	
	- Critical thinking	- Reading story	
	- Problem-solving	books	
	- Analysing	- Practicing	
	- Writing	Nelson's script	
	Positive attitudes	- Debate	
	- Patriotism	- Role playing	
	- Tolerance	- Dramatising	
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		<ul><li>Teamwork</li><li>Empathy</li><li>Confidence</li><li>Leadership</li></ul>	- reading story books in indigenous language	
Summary	summarise given texts in 35 words     retell stories, news and folktales	<ul> <li>Knowledge</li> <li>News, stories, folktales, poems, reports, letters and speeches</li> <li>Skills</li> <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> <li>Summarising given texts</li> <li>Retelling stories, folktales, poems, reports, letters and speeches</li> </ul>	<ul> <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><li>spell words</li></ul>	<u>Knowledge</u>	• Reading words,	Work cards
	• read phrases and	• Words, phrases and	phrases and	Word cards
	sentences	sentences	sentences	<ul> <li>Pictures</li> </ul>
	• write words and	<u>Skills</u>	Using words in	Sentence strips
	sentences	<ul> <li>Word recognition</li> </ul>	sentences	<ul> <li>ICT tools</li> </ul>
		<ul> <li>Reading</li> </ul>	Spelling words	Audio books
		<ul> <li>Listening/Attentiveness</li> </ul>	Writing words and	• Large print
		<ul> <li>Speaking</li> </ul>	sentences	books
		<ul> <li>Penmanship/ Writing</li> </ul>		<ul><li>Videos</li></ul>
		<ul> <li>Critical thinking</li> </ul>		Braille

## **TOPIC 2: LANGUAGE USAGE**

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Figurative language	explain meanings	<u>Knowledge</u>	explaining	Reference books
	of riddles,	- Proverbs	meanings of	<ul> <li>Newspaper</li> </ul>
	metaphors,	- Idioms	riddles,	cuttings

	idioms, similes,	- Similes	metaphors,	ICT tools
	proverbs and	- Idiophones	idioms, similes,	<ul> <li>Resource</li> </ul>
	sayings	- Metaphors	proverbs and	persons
	• use metaphors,	- Sayings	sayings	Braille books
	similes, proverbs	- Riddles	• using metaphors,	<ul> <li>Videos</li> </ul>
	and idiophones in	<u>Skills</u>	similes, proverbs	<ul><li>Charts</li></ul>
	sentences	Critical thinking	and idiophones in	Work cards
		<ul> <li>Creativity</li> </ul>	sentences	Word cards
		Problem-solving		
		<ul> <li>Speaking</li> </ul>		
		Listening		
		Reading		
		Writing		
		Positive attitudes		
		Cultural appreciation		
Numbers in	• count up to 100	<u>Knowledge</u>	Counting up to	Word cards
indigenous languages	• use numbers in	Numbers up to 100	100	<ul> <li>ICT tools</li> </ul>
	sentences	<u>Skills</u>	Using numbers in	<ul> <li>Classroom</li> </ul>
		Critical thinking	sentences	learning centre
		Counting	•	<ul><li>Pictures</li></ul>

		Problem-solving		Library books
		Listening		<ul> <li>Videos</li> </ul>
		<ul> <li>Speaking</li> </ul>		Braille books
		<ul><li>Writing</li></ul>		• Large print
		Reading		books
		Positive attitude		<ul><li>Charts</li></ul>
		Cultural appreciation		Work cards
Time	Identify different	<u>Knowledge</u>	Identifying	Pictures
	times of the day	Times of the day	different times of	• Charts
	use months of the	Months of the year	the day	Calendar
	year in sentences	Seasons of the year	Using times of the	<ul> <li>ICT tools</li> </ul>
	• state activities	<u>Skills</u>	day in writing	Realia
	done in different	<ul> <li>Identifying</li> </ul>	sentences	
	seasons of the	Stating	Naming the	
	year	<ul> <li>Naming</li> </ul>	activities in	
		<ul> <li>Discussing</li> </ul>	different seasons	
		Reading	of the year	
		Writing	Reciting months	
			and seasons of	

		dramatising	the year  Using activities that happen during different seasons to write compositions	
Sense relations	<ul> <li>identify different sense relations</li> <li>use sense relations in sentences/context s</li> </ul>	<ul> <li>Knowledge</li> <li>Antonyms</li> <li>Synonyms</li> <li>Homographs</li> <li>Skills</li> <li>Identifying</li> <li>Critical thinking</li> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Researching</li> </ul>	<ul> <li>Identifying         different sense         relations</li> <li>Using sense         relations in         sentences/context         s</li> <li>Researching on         sense relations</li> <li>Reading on sense         relations</li> </ul>	<ul> <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 Work cards</li> </ul>
Punctuation	identify     punctuation marks	<ul><li>Knowledge</li><li>Punctuation marks</li></ul>	Identifying     punctuation marks	Punctuation     charts

use punctuation	- Capital letter	Using punctuation	Sentence strips
marks correctly in	·	marks correctly	<ul> <li>Story books</li> </ul>
		-	•
sentences	- Comma	Reading a variety	<ul> <li>Work cards</li> </ul>
	- Exclamation mark	of materials	<ul> <li>ICT tools</li> </ul>
	- Opening and	<ul> <li>Constructing well</li> </ul>	<ul> <li>Braille books</li> </ul>
	closing inverted	punctuated	•
	commas	sentences	
	- Colon		
	- Apostrophe		
	- Diacritics		
	- Question mark		
	<u>Skills</u>		
	<ul> <li>Identifying</li> </ul>		
	<ul> <li>Listening</li> </ul>		
	<ul> <li>Speaking</li> </ul>		
	Reading		
	<ul> <li>Writing</li> </ul>		
	<ul> <li>Critical thinking</li> </ul>		

**TOPIC 3: LANGUAGE STRUCTURE** 

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Word categories	<ul> <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>	Knowledge  Nouns  Pronouns  Verbs  Adjectives  Adverbs  Prepositions  Conjunctives  Singular and plural nouns  Skills  Listening	<ul> <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> <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>
	singular and	Reading	sentences	

	plural nouns	<ul><li>Speaking</li><li>Writing</li><li>Critical thinking</li><li>Identifying</li></ul>	<ul> <li>Giving singular and plural nouns and pronouns</li> <li>Constructing sentences using plural nouns</li> </ul>	
Concordial agreement	<ul> <li>construct         sentences using         singular and         plural nouns</li> <li>use concordial         agreement in         sentences</li> </ul>	<ul> <li>Knowledge</li> <li>Concordial agreement</li> <li>Skills</li> <li>Listening</li> <li>Reading</li> <li>Speaking</li> <li>Writing</li> <li>Critical thinking</li> </ul>	<ul> <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> <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	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Composition	• write different	<u>Knowledge</u>	Discussing cross-	Story books
	types of	• Words	cutting themes,	<ul> <li>Pictures</li> </ul>
	compositions with	<ul> <li>Sentences</li> </ul>	heritage and	• Library books,
	120 words	Paragraphs:	emerging issues	audio books
	<ul><li>punctuate</li></ul>	-topic sentence	Debating cross-	<ul> <li>Magazines</li> </ul>
	sentences	-supporting	cutting themes,	<ul> <li>Newspaper</li> </ul>
	correctly	ideas/details	heritage and	cuttings
	• identify the basic	-concluding	emerging issues	ICT tools
	structure of a	sentence	Researching on	Word cards
	paragraph	• Different types of	cross-cutting	Sentence strips
	• write a well-	compositions:	themes heritage	<ul> <li>Sample</li> </ul>
	structured	-descriptive	and emerging	compositions
	composition	-narrative	issues	Braille books
		-report	Writing different	
		-dialogue	types of	
		-friendly and	compositions	
		business letters	<ul> <li>Punctuating</li> </ul>	

	Structure	of a sentences	
	composition	ion correctly	
	- introduct	tion • Constructing	
	- body	paragraphs using	
	- conclusi		
	Punctuation		
	Heritage	supporting	
		sentences,	
	SKILLS	·	
	Writing	concluding	
	Narrating	sentence	
	Describin	g	
	Critical thi	inking	
	Creativity		
Creative writing	• develop writing Knowledge	Writing creative	Story books
	skills and • Poems	works	<ul><li>Pictures</li></ul>
	techniques • Songs	<ul> <li>Performing</li> </ul>	<ul> <li>Library books</li> </ul>
	create a variety of     Stories	creative works	<ul> <li>Magazines</li> </ul>
	artistic works • Plays	<ul><li>Forming</li></ul>	<ul> <li>Newspaper</li> </ul>
	perform creative     Cross	cutting performing clubs	cuttings
	works for themes	Showcasing	ICT tools

economic •	Heritage	artistic works	• Samples of
empowerment •	Emerging issues		creative works
<u>Skills</u>	<u> </u>		
•	Creativity		
•	Critical thinking		
•	Problem solving		
•	Entrepreneurship		
•	Researching		
•	Story telling		
•	Reading		
•	Writing		
•	Performance		
Posit	tive attitudes		
•	Confidence		
•	Empathy		
•	Patriotism		
•	Cultural appreciation		

**TOPIC 5: CULTURAL ASPECTS** 

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED	SUGGESTED
	Pupils should be able to:	(Skills, positive attitudes,	LEARNING ACTIVITIES	RESOURCES
		knowledge)	AND NOTES	
Heritage	<ul> <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>	<ul> <li>Knowledge</li> <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> Skills <ul> <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> Positive attitudes	<ul> <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> <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>

Appreciation	Storytelling,
<ul> <li>Patriotism</li> </ul>	indigenous songs,
<ul> <li>Ubuntu/Unhu/Vumunhu</li> </ul>	dances, poetry
<ul><li>Empathy</li></ul>	Cultural art
<ul> <li>Sense of belonging</li> </ul>	projects
<ul> <li>Cultural sensitivity</li> </ul>	Researching on
Guitarar Schollvity	historical
	background of
	families
	identifying myths,
	legends and
	taboos
	explaining the
	moral lessons
	from poems,
	quizzes, riddles,
	folktales and
	songs
	Explaining myths
	and taboos

Registers	demonstrate cultural etiquette that show Ubuntu/Unhu/Vumunh u     use context - dependent language appropriately	<ul> <li>Greetings</li> <li>Polite request</li> <li>Cultural etiquette for different situations, contexts and purposes</li> <li>Directions</li> <li>Skills</li> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Critical thinking</li> <li>Researching</li> <li>Teamwork</li> </ul>	<ul> <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> <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>
				parks

### 9.0 ASSESSMENT

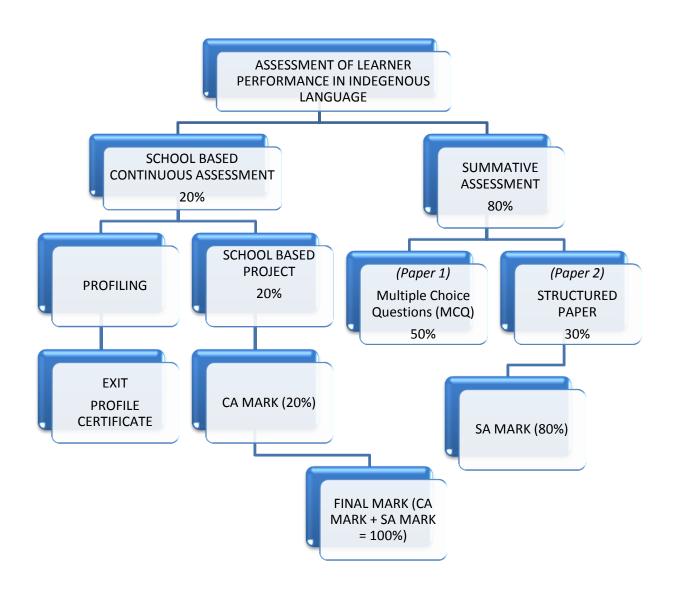
The Indigenous Language learning area at Junior level shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. 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
<b>School Based Continuous Assessment</b>	20%
<b>Summative Assessment</b>	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	
	TOTAL		50	10%
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	
	Total		50	10%
Grand Total			100	20 %

# 9.5 SUMMATIVE ASSESSMENT (80%)

Paper	Description	Duration	Marks	Paper weighting	Weighting %
				%	

1	40 Multiple	1 hour 30 minutes	40	50	80
	Choice Questions				
2	Structured	1 hour 45minutes	50	30	
	Questions				

#### 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 5 marks. The candidate must also write a summary of not more than 35 words scoring a possible total of 5 marks.

### 9.5 Skills weighting

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