

ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

**INDIGENOUS LANGUAGES SYLLABUS**

**EARLY CHILDHOOD DEVELOPMENT A – GRADE 2**

**2024-2030**

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P.O. Box MP 133 2024

Mount Pleasant

Harare

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  1. **PREAMBLE**
  2. **Introduction**

The Zimbabwe Indigenous Languages, Early Childhood Development (ECD) A- Grade 2 (Infant level) syllabus is heritage based and meant to enhance effective, culturally relevant communication. It provides a basic foundation for the development of language skills for everyday life. The syllabus intends to develop the four main language skills of listening, speaking, reading and writing. Problem solving, creativity, critical thinking, innovation, digital skills, teamwork, self control and assertive skills should also be developed to produce a holistic individual. Visual, manual and tactile skills are emphasised in order to accommodate learners with special needs. The syllabus is intended for use by both formal and non-formal learners in the development of individuals who are proud of their cultural heritage and conform to the norms and values of their culture (Ubuntu/Unhu/Vumunhu).

* 1. **Rationale**

The learning of Indigenous languages at Infant level lays the foundation in the acquisition of communication skills which are essential in life and necessary for learning across the curriculum. It emphasises on our heritage and cultural practices that promote indigenous knowledge systems and self-identity in learners.

* 1. **Summary of content**

The Indigenous languages Infant level syllabus focuses on the development of the language skills which are listening/observing, speaking/signing, reading and writing/brailing. It also promotes the 21st century comprehensive skills like problem solving, creativity, critical thinking, innovation, digital skills, teamwork, self-control and assertiveness among others through culturally relevant content. **The skills are developed simultaneously complementing each other using the topics. They are not taught separately.** The Communicative Approach in language teaching must be emphasised.

* 1. **Assumptions**

The syllabus assumes that ;

* learners are exposed to an indigenous language
* learners are able to listen/observe, speak/sign, read and write/braille in Indigenous language
* learners are motivated to learn the Indigenous Language
* learners have knowledge of ICT
  1. **Cross-cutting themes**

The following contemporary and global issues must be taken into consideration in the teaching and learning of Indigenous Languages:

* Health
* Safety
* Ubuntu/Unhu/Vumunhu
* Disaster risk management
* Climate change
* Children’s rights and responsibilities
* ICT
* Business enterprise skills
* Career guidance
* Heritage
  1. **PRESENTATION OF THE SYLLABUS**

The Indigenous languages Infant level syllabus is a document covering ECDA-Grade 2 content. This syllabus is divided into topics and sub topics.

**3.0 AIMS**

The syllabus aims to enable pupils to:

3.1 acquire skills of listening/ observing, speaking/ signing, reading, writing/ brailling, visual, tactile and manual for effective communication;

3.2 develop problem solving, creativity, critical thinking, innovation, teamwork, self-control and assertive digital skills to enhance national heritage and culture;

3.3 develop positive cultural values and norms (Ubuntu/Unhu/Vumunhu);

3.4 enhance a sense of cultural identity and belonging.

3.5 develop holistically through learner-centred approaches;

**4.0 SYLLABUS OBJECTIVES**

Pupils should be able to:

4.1 develop listening/observing, speaking/signing, reading and writing/Brailling skills;

4.2 demonstrate pre-reading and pre-writing skills;

4.3 write with grammatical accuracy, correct spelling and appropriate punctuation;

4.4 show problem solving, creativity, critical thinking, innovation, teamwork, self-control, assertive and skills;

4.5 communicate in a correct and appropriate register;

4.6 appreciate their tangible and non- tangible heritage and that of others;

4.7 display self-pride, sense of belonging and cultural understanding;

4.8 showcase in cultural activities and events;

4.9 demonstrate physical, intellectual, emotional and social skills;

**5.0 METHODOLOGY AND TIME ALLOCATION**

**5.1 Methodology**

In the teaching and learning of Indigenous Languages at infant level, the Communicative Approach is recommended. All content and methods should be pupil centred, play based and develop the pupil holistically. Teaching and learning should be hands on and there is need for repetition. The teacher’s role is to facilitate, direct and organise the learning environment.

Pupils should be exposed to more than one method in a lesson. The following methods are suggested but not exhaustive:

* Story telling
* Role play
* Play way
* Games
* Poetry
* Discovery
* Dramatisation
* Dancing
* Puzzles
* Quizzes
* Songs and rhymes
* Educational tours
* Resource persons
* Puppetry
* Models
* Individualised Learning Programme
* Drawing
* Question and answer
* Classroom based action research
* Subject integration

**5.2 Time allocation**

For the successful implementation of this syllabus, ECD A and ECD B time allocation is 5 periods of 20 minutes per week.

The time allocation for grade 1 and 2 is 9 periods of 30 minutes per week. The teacher has the freedom to do block teaching, integrate topics or learning areas.

# **SYLLABUS TOPICS**

* Comprehension and summary
* Language usage
* Language structures
* Composition
* Cultural aspects

# **7.0** **SCOPE AND SEQUENCE**

# **ECD A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TOPIC** | **LISTENING/OBSERVING** | **SPEAKING/SIGNING** | **READING** | **WRITING/BRAILING** |
| Comprehension | * News, stories and folktales * Auditory/tactile discrimination * Auditory/tactile memory * Requests and instructions * Question and answer | * News, stories, folktales, * Requests and instructions * Dialogue | * Book handling skills * Left to right orientation * Top to bottom orientation * Visual/tactile discrimination * Visual/tactile memory | * Penmanship * Left to right orientation * Top to bottom orientation * Finger dexterity * Pre-writing |
| Language usage | * Registers * Names * Numbers up to 5 | * Registers * Names * Numbers up to 5 | * Book handling skills * Left to right orientation * Top to bottom orientation * Visual/ tactile memory * Visual/ tactile discrimination | * Penmanship * Left to right orientation * Top to bottom orientation * Finger dexterity |
| Language structures | * Names * Action words * Describing words * Position | * Names * Action words * Describing words * Position | * Book handling skills * Left to right orientation * Top to bottom orientation * Visual/ tactile memory * Visual/ tactile discrimination | * Penmanship * Left to right orientation * Top to bottom orientation * Finger dexterity * Pre-writing |
| Composition | * News, stories and folktales * Auditory/tactile discrimination * Auditory/tactile memory * Question and answer | * News, stories and folktales, * Dialogue | * Book handling skills * Left to right orientation * Top to bottom orientation * Visual/tactile discrimination * Visual/tactile memory | * Penmanship * Left to right orientation * Top to bottom orientation * Finger dexterity * Pre-writing |
| Cultural aspects | * Heritage   + songs   + riddles   + folktales   + stories   + events   + registers | * Heritage   + songs   + riddles   + folktales   + stories   + events   + registers | * Book handling skills * Left to right orientation * Top to bottom orientation * Visual/tactile discrimination * Visual/tactile memory | * Penmanship * Left to right orientation * Top to bottom orientation * Finger dexterity * Pre-writing |

**ECD B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TOPIC** | **LISTENING/OBSERVING** | **SPEAKING/SIGNING** | **READING** | **WRITING/BRAILING** |
| Comprehension | * Rhymes, jingles and songs * News, stories and folktales * Auditory discrimination * Auditory memory * Requests and instructions * Dialogue | * News, stories, folktales, * Songs, rhymes and jingles * Requests and instructions * dialogue | * Book handling skills * Left to right orientation * Top to bottom orientation * Picture reading * Matching * Visual/ tactile memory * Visual/ tactile discrimination * Sequencing * Hand-eye coordination | * Penmanship * Drawing * Scribbling * Colouring * painting * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Finger dexterity |
| Language usage | * Songs, rhymes, riddles and jingles * News, stories and folktales * Auditory discrimination * Auditory memory * Greetings and times of the day * Appropriate registers * Requests and instructions * Dialogue | * Songs, rhymes, riddles and jingles * News, stories and folktales * Greetings and times of the day * Appropriate registers * Requests and instructions * Dialogue | * Book handling skills * Left to right orientation * Top to bottom orientation * Picture reading * Matching * Visual/ tactile memory * Visual/ tactile discrimination * Ordering * Hand-eye coordination | * Penmanship * Drawing * Scribbling * Colouring * painting * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Finger dexterity |
| Language structures | * Names * Positions * Describing words * Action words | * Names * Positions * Describing words * Action words | * Book handling skills * Left to right orientation * Top to bottom orientation * Picture reading * Matching * Visual/ tactile memory * Visual/ tactile discrimination * Ordering * Hand-eye coordination | * Penmanship * Drawing * Scribbling * Colouring * Painting * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Finger dexterity |
| Composition | * News, stories, folktales, * Dialogue * Words and sentences * Question and answer * Heritage * Auditory discrimination * Auditory memory * Events | * News, stories, folktales, * Dialogue * Words and sentences * Question and answer * Heritage * Events | * Book handling skills * Left to right orientation * Top to bottom orientation * Picture reading * Visual/ tactile memory * Visual/ tactile discrimination * Hand-eye coordination * Matching * Sequencing | * Penmanship * Drawing * Scribbling * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Pre-writing |
| Cultural aspects | * Rhymes, jingles, songs and riddles * News, folktales, stories * Registers * Events * Heritage | * Rhymes, jingles, songs, and riddles * News, folktales, stories * Registers * Events * Heritage | * Book handling skills * Left to right orientation * Top to bottom orientation * Picture reading * Visual/ tactile memory * Visual/ tactile discrimination * Hand-eye coordination * Matching * Sequencing | * Penmanship * Drawing * Scribbling * Painting * Colouring * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Pre-writing |

**GRADE 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TOPIC** | **LISTENING/OBSERVING** | **SPEAKING/SIGNING** | **READING** | **WRITING/BRAILING** |
| Comprehension | * Rhymes, jingles, poems and songs * News, stories and folktales * Auditory discrimination * Auditory memory * Requests and instructions * Dialogue * Word recognition | * News, stories, folktales, * Songs, rhymes and jingles * Requests and instructions * Sequencing * Question and answer * Dialogue | * Book handling skills * Left to right orientation * Top to bottom orientation * Phonics * Fluency * Vowels, syllables, words and sentences * Picture reading * Visual/ tactile memory * Visual/ tactile discrimination * Sequencing * Hand-eye coordination * Word attack * Fluency | * Penmanship * Letter shaping (Nelson script) * Drawing * Colouring * Painting * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Finger dexterity * Spelling and dictation * Punctuation |
| Language usage | * Rhymes, riddles, jingles, songs and poems * News, stories and folktales * Auditory discrimination * Auditory memory * Vocabulary * Greetings and times of the day * Appropriate registers * Requests and instructions * Dialogue | * Songs, rhymes, riddles and jingles * News, stories and folktales * Vocabulary * Greetings and times of the day * Appropriate registers * Requests and instructions * Dialogue | * Book handling skills * Left to right orientation * Top to bottom orientation * Picture reading * Visual/ tactile memory * Visual/ tactile discrimination * Word attack * Hand-eye coordination | * Penmanship * Letter shaping (Nelson script) * Drawing * Colouring * Painting * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Finger dexterity * Punctuation |
| Language structures | * Names * Positions * Describing words * Action words * Letter sounds * Syllables and words | * Names * Positions * Describing words * Action words * Letter sounds * Syllables and words * Punctuation | * Book handling skills * Left to right orientation * Top to bottom orientation * Picture reading * Visual/ tactile memory * Visual/ tactile discrimination * Hand-eye coordination * Punctuation | * Penmanship * Letter shaping (Nelson script) * Drawing * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Punctuation * Finger dexterity |
| Composition | * News, stories, folktales, * Dialogue * Syllables, words and sentences * Question and answer * Heritage * Auditory discrimination * Auditory memory | * News, stories, folktales, * Dialogue * Syllables, words and sentences * Question and answer * Heritage | * Picture reading * Visual/ tactile memory * Visual/ tactile discrimination * Hand-eye coordination * Punctuations * Syllables, words and sentences * Heritage | * Penmanship * Letter shaping (Nelson script) * Drawing * Left to right orientation * Top to bottom orientation * Hand-eye coordination * Punctuation * Heritage * Finger dexterity |
| Cultural aspects | * Rhymes, jingles, songs, poems and riddles * News, folktales and stories * Registers * Heritage | * Rhymes, jingles, songs, poems and riddles * News, folktales and stories * Registers * Heritage | * Picture reading * Syllables, words and sentences * News, folktales and stories * Letter shaping (Nelson Scriptt | * Penmanship * Drawing * Punctuation * Finger dexterity |

**GRADE 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TOPIC** | **LISTENING/OBSERVING** | **SPEAKING/SIGNING** | **READING** | **WRITING/BRAILING** |
| Comprehension | * Question and answer * News, stories and folktales * Dialogue * Requests and instructions * Word recognition * Rhymes, jingles, poems and songs * Vocabulary * Syllables, words and sentences | * Requests and instructions * News, stories, folktales, * Songs, rhymes and jingles * Question and answer * Word recognition * Punctuation * Dialogue * Fluency * Vocabulary | * Phonics * Fluency * Picture reading * Word attack * Word meaning * Vocabulary * Syllables, words and sentences | * Penmanship * Letter shaping (Nelson script) * Spelling and dictation * Punctuation * Syllables, words and sentences * Question and answer |
| Language usage | * News, stories and folktales * Vocabulary * Appropriate registers * Requests and instructions * Dialogue * Rhymes, riddles, jingles, songs and poems | * News, stories and folktales * Vocabulary * Appropriate registers * Requests and instructions * Dialogue * Rhymes, riddles, jingles, songs and poems * Proficiency * Punctuation | * Picture reading * Word attack * News, stories and folktales * Vocabulary * Requests and instructions * Proficiency * Punctuation * Syllables, words and sentences | * Penmanship (Nelson script) * Syllables, words and sentences * Vocabulary * Punctuation |
| Language structures | * Nouns * Prepositions * Verbs * Adjectives * Phonics * Syllables words and sentences | * Nouns * Prepositions * Verbs * Adjectives * Phonics * Syllables words and sentences | * Picture reading * Punctuation * Nouns * Prepositions * Verbs * Adjectives * Phonics * Syllables words and sentences | * Penmanship (Nelson script) * Punctuation * Nouns * Prepositions * Verbs * Adjectives * Phonics * Syllables words and sentences |
| Composition | * News, stories, folktales, * Dialogue * Syllables, words and sentences * Question and answer * Heritage | * News, stories, folktales, * Dialogue * Syllables, words and sentences * Question and answer * Heritage | * News, stories, folktales, * Picture reading * Syllables, words and sentences * Heritage * Punctuation * Extensive reading | * Penmanship (Nelson script) * Punctuation * Heritage * Spelling and dictation * Syllables, words and sentences * Creative writing |
| Cultural aspects | * News, folktales and stories * Registers * Vocabulary * Heritage * Rhymes, jingles, songs, poems and riddles | * News, folktales and stories * Registers * Vocabulary * Heritage * Rhymes, jingles, songs, poems and riddles | * Picture reading * News, folktales and stories * Registers * Vocabulary * Heritage | * Penmanship (Nelson script) * Vocabulary * Punctuation * Syllables, words and sentences |

**8.0 COMPETENCE MATRIX**

**ECD A**

**8.1 ECD A TOPIC 1: COMPREHENSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Comprehension | * display proper book handling skills * demonstrate left to right orientation, and top to bottom orientation * respond to questions from news. stories and folktales * Identify pictures * describe pictures and objects * handle writing tools | **Knowledge**   * Book handling skills * Left to right orientation * Top to bottom orientation * Question and answer * Dialogues * News, stories and folktales * Heritage   **Skills**   * Listening-auditory/tactile discrimination   -auditory/tactile memory   * Speaking * Reading -sequencin   -visual discrimination  -ordering  -hand-eye coordination  Writing  -finger dexterity  -penmanship   * Problem solving * Critical thinking   **Positive attitudes**   * Teamwork * Confidence * Empathy * Team work * Tolerance * Cultural appreciation | * Demonstrating proper book handling skills * Displaying left to right orientation, and top to bottom orientation * Listening to news, stories and folktales * Responding to questions, requests and instructions * Retelling news, stories and folktales * Naming pictures * Describing pictures and objects * Handling and using writing tools * Drawing * Scribbling * Colouring * Playing reading games * Discussing crosscutting themes and emerging issues * Role playing * Reciting rhymes and jingles | * Pictures * ICT tools * Charts * Resource persons * Cartoons * Picture books * Braille books * Objects |

**8.2 ECD A TOPIC 2: LANGUAGE USAGE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Registers | * greet according to times of the day. * respond to greetings * use appropriate register | **Knowledge**   * Times of the day * Greetings * Registers   **Skills**   * Auditory memory * Speaking- articulation * Sequencing * Matching * Left to right orientation * Top to bottom orientation * Hand eye co-ordination * Penmanship * Confidence   **Positive attitudes**   * Confidence * Empathy * Team work * Tolerance * Cultural appreciation * Ubuntu/Unhu/Vumunu | * Naming different times of the day * Greeting according to times of the day. * Responding to greetings * Using appropriate register * Role playing * Reciting rhymes and jingles * Singing songs * Colouring | * Reference books * Pictures * Picture books * ICT tools * Resource persons |
| Names | * state names of objects in the home and classroom * identify domestic animals * use names in sentences | **Knowledge**   * Names of;   - people  -domestic animals  - objects  **Skills**  Listening  Speaking articulation  Reading | * Stating names of objects in the home and classroom * Using names in sentences * Picture reading * Reciting rhymes, jingles and poems * Singing * Drawing, colouring and painting | * Resource persons * ICT tools * Reference books |
| Numbers in Indigenous Language | * count up to 5 * use numbers in sentences | **Knowledge**   * Numbers up to 5 * Counting   **Skills**  Auditory memory  Proficiency | * Reciting number rhymes * Counting up to 5 * Using numbers in sentences * Playing number games | * Real objects * Picture books * ICT tools * Learning centers |

**8.3 ECD A TOPIC 3: LANGUAGE STRUCTURES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Names | * state names of objects in the home and classroom * identify domestic animals * use names in sentences | **Knowledge**   * Names of;   - people  -domestic animals  - objects  **Skills**  Listening  Speaking articulation   * Reading | * Stating names of objects in the home and classroom * Using names in sentences * Picture reading * Reciting rhymes, jingles and poems * Singing * Drawing, colouring and painting | * Resource persons * ICT tools * Reference books * Puzzles |
| Action words | * Demonstrate different actions | **Knowledge**  Action words  **Skills**  Listening  Speaking articulation  Reading | * Responding to instructions * Demonstrating different actions * Playing action games * Role playing * Reciting rhymes and jingles * Singing | * ICT tools * Pictures * Picture books * Braille books |
| Describing words | * identify different objects * use describing words | **Knowledge**   * Describing words   **Skills**   * Critical thinking * Reading * Speaking -articulation * Reading | * Identifying different objects * Using describing words * Comparing * Matching objects * Ordering * Playing games * Drawing * Colouring | * ICT tools * Pictures * Picture books   Braille books   * Realia |
| Position | * identify position of objects * show position of objects | **Knowledge**   * Position   **Skills**   * listening * speaking * reading * writing * Critical thinking * Identifying | * Identifying position of objects * Placing objects on different position * Reciting position rhymes and jingles * Singing position songs * Using position words in sentences | * ICT tools * Pictures * Picture books * Braille books * Realia |

**8.4 ECD A TOPIC 4: COMPOSITION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Composition | * retell stories and folktales * narrate stories and folktales * respond to questions | **Knowledge**   * Words * Sentences * Dialogue * Stories * Folktales * Heritage   **Skills**   * Listening   -auditory/tactile memory   * Speaking   -narrating  -describing   * Critical thinking * Creativity   **Positive attitudes**   * Confidence * Empathy * Team work * Tolerance * Cultural appreciation | * Listening to stories and folktales * Retelling stories and folktales * Narrating stories and folktales * Responding to questions * Role playing * Reciting rhymes and jingles * Singing | * Story books * Pictures   Picture books   * Magazines * ICT tools * Braille books * Realia |

**8.5 ECD A 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 | * identify indigenous foods and fruits * name indigenous foods and fruits | **Knowledge**   * indigenous foods and fruits   **Skills**   * Listening/Observing * Speaking/Signing * Reading * Writing/Brailling * Critical thinking * Teamwork * Research   **Positive attitudes**   * Tolerance * Appreciation * Sense of belonging * Cultural sensitivity | * Identifying indigenous foods and fruits * naming indigenous foods and fruits * Storytelling * Singing * Reciting rhymes and jingles * Playing games * Collecting indigenous foods and fruits * Visiting heritage sites | * ICT tools * Pictures * Picture books * Realia |

**9.0 COMPETENCE MATRIX**

**ECD B**

**9.1 ECDB TOPIC 1: COMPREHENSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Comprehension | * display proper book handling skills * demonstrate left to right orientation, and top to bottom orientation * respond to questions from news. stories and folktales * identify pictures * describe pictures and objects * handle writing tools | **Knowledge**   * Book handling skills * Left to right orientation * Top to bottom orientation * Question and answer * Dialogues * News, stories and folktales * Heritage   **Skills**   * Listening-auditory/tactile discrimination   -auditory/tactile memory   * Speaking * Reading -sequencing   -visual discrimination  -ordering  -hand-eye coordination  Writing -finger dexterity  -penmanship   * Problem solving * Critical thinking   **Positive attitudes**   * Teamwork * Confidence * Empathy * Tolerance * Cultural appreciation | * Demonstrating proper book handling skills * Displaying left to right orientation, and top to bottom orientation * Listening to news, stories and folktales * Responding to questions, requests and instructions * Retelling news, stories and folktales * Naming pictures * Describing pictures and objects * Handling and using writing tools * Drawing * Scribbling * Colouring * Playing reading games * Discussing crosscutting themes and emerging issues * Role playing * Reciting rhymes and jingles | * Pictures * ICT tools * Charts * Resource persons * Cartoons * Picture books * Braille books * Objects |

**9.2 ECD B TOPIC 2: LANGUAGE USAGE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Registers | * greet according to times of the day. * respond to greetings * use appropriate register * make polite requests and expressions | **Knowledge**   * Times of the day * Greetings * Registers * Polite requests and expressions   **Skills**   * Auditory memory * Speaking- articulation * Sequencing * Matching * Left to right orientation * Top to bottom orientation * Hand eye co-ordination * Penmanship * Confidence   **Positive attitudes**   * Confidence * Empathy * Team work * Tolerance * Cultural appreciation * Ubuntu/Unhu/Vumunhu | * Naming different times of the day * Greeting according to times of the day. * Responding to greetings * Using appropriate register * making polite requests and expressions * Role playing * Reciting rhymes and jingles * Singing * Colouring | * Reference books * Pictures * Picture books * ICT tools * Resource persons |
| Names | * state names of objects in the home and classroom * identify domestic and wild animals * use names in sentences | **Knowledge**   * Names of;   - people  - objects  -domestic and wild animals  **Skills**  Listening  Speaking  Articulation  Reading | * Stating names of objects in the home and classroom * Using names in sentences * Picture reading * Reciting rhymes, jingles and poems * Singing * Drawing, colouring and painting | * Resource persons * ICT tools * Reference books |
| Numbers in Indigenous Language | * count up to 5 * use numbers in sentences | **Knowledge**   * Numbers up to 5 * Counting   **Skills**  Auditory memory  Proficiency | * Reciting number rhymes * Counting up to 5 * Using numbers in sentences * Playing number games | * Real objects * Picture books * ICT tools * Learning centers |

**9.3 ECD B TOPIC 3: LANGUAGE STRUCTURES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Names | * state names of objects in the home and classroom * identify domestic and wild animals * use names in sentences | **Knowledge**   * Names of;   - people  - objects  -domestic animals -wild animals  **Skills**  Listening  Speaking articulation   * Reading | * Stating names of objects in the home and classroom * Using names in sentences * Picture reading * Reciting rhymes, jingles and poems * Singing * Drawing, colouring and painting | * Resource persons * ICT tools * Reference books * Puzzles |
| Action words | * demonstrate different actions | **Knowledge**  Action words  **Skills**  Listening  Speaking articulation  Reading | * Responding to instructions * Demonstrating different actions * Playing action games * Role playing * Reciting rhymes and jingles * Singing | * ICT tools * Pictures * Picture books * Braille books |
| Describing words | * identify different objects * use describing words | **Knowledge**  -Describing words  **Skills**   * Critical thinking * Reading * Speaking -articulation * Reading | * Identifying different objects * Using describing words * Comparing * Matching objects * Ordering * Playing games * Drawing * Colouring | * ICT tools * Pictures * Picture books   Braille books   * Realia |
| Position | * identify position of objects * show position of objects | **Knowledge**   * position   **Skills**   * listening * speaking * reading * writing * Critical thinking * Identifying | * Identifying position of objects * Placing objects on different position * Reciting position rhymes and jingles * Singing position songs * Using position words in sentences | * ICT tools * Pictures * Picture books * Braille books * Realia |

**9.4 ECD B TOPIC 4: COMPOSITION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Composition | * retell stories and folktales * narrate stories and folktales * respond to questions | **Knowledge**   * Words * Sentences * Dialogue * Stories * folktales * Heritage   **Skills**   * Listening   -auditory/tactile memory   * Speaking   -narrating  -describing   * Critical thinking * Creativity   **Positive attitudes**   * Confidence * Empathy * Team work * Tolerance * Cultural appreciation | * Listening to stories and folktales * Retelling stories and folktales * Narrating stories and folktales * Responding to questions * Role playing * Reciting rhymes and jingles * Singing | * Story books * Pictures   Picture books   * Magazines * ICT tools * Braille books * Realia |

**9.5 ECD B 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 | * identify indigenous foods and fruits * name indigenous foods and fruits * identify indigenous musical instruments | **Knowledge**   * indigenous foods and fruits * indigenous musical instruments   **Skills**   * Listening/Observing * Speaking/Signing * Reading * Writing/Brailling * Critical thinking * Teamwork * Research   **Positive attitudes**   * Tolerance * Appreciation * Sense of belonging * Cultural sensitivity | * Identifying indigenous foods and fruits * naming indigenous foods and fruits * identifying indigenous musical instruments * Storytelling * Singing * Reciting rhymes and jingles * Playing indigenous musical instruments * Collecting indigenous foods and fruits * Visiting heritage sites | * ICT tools * Pictures * Picture books * Realia |

**………………….**

**10.0 COMPETENCE MATRIX**

**10.1 GRADE 1 TOPIC 1: COMPREHENSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Comprehension | * display proper book handling skills * demonstrate left to right orientation, and top to bottom orientation * respond to questions from news. stories and folktales * identify pictures * describe pictures and objects * read vowels, syllables, words and sentences * handle writing tools properly | **Knowledge**   * Book handling skills * Left to right orientation * Top to bottom orientation * Question and answer * Dialogues * News, stories and folktales * Vowels, syllables, words and sentences * Heritage   **Skills**   * Listening-auditory/tactile discrimination   -auditory/tactile memory   * Speaking * Reading -sequencing   -visual discrimination  -ordering  -hand-eye coordination  Writing -finger dexterity  -penmanship   * Problem solving * Critical thinking   **Positive attitudes**   * Teamwork * Confidence * Empathy * Tolerance * Cultural appreciation | * Demonstrating proper book handling skills * Displaying left to right orientation, and top to bottom orientation * Listening to news, stories and folktales * Responding to questions, requests and instructions * Retelling news, stories and folktales * Naming pictures * Describing pictures and objects * Reading vowels, syllables, words and sentences * Handling and using writing tools * Drawing * Scribbling * Colouring * Playing reading games * Discussing crosscutting themes and emerging issues * Role playing * Reciting rhymes and jingles | * Pictures * ICT tools * Charts * Resource persons * Cartoons * Picture books * Braille books * Objects |
| Spelling dictation | * read vowels, syllables, words and sentences * spell words * construct sentences * write dictated sentences | **Knowledge**   * Vowels * Syllables * Words * Sentences   **Skills**   * Auditory/ tactile memory * Speaking/Signing * Articulation * Word attack * Penmanship   **Positive attitudes**   * Confidence * Team work | * Reading vowels, syllables, words and sentences * Spelling words * Construct sentences * Writing dictated sentences * Reciting spelling rhymes * Singing * Spelling ganes | * Pictures * ICT tools * Charts * Picture books * Braille books * Flash cards |

**10.2 GRADE 1 TOPIC 2: LANGUAGE USAGE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Registers | * greet according to times of the day. * respond to greetings * use appropriate register * make polite requests and expressions | **Knowledge**   * Times of the day * Greetings * Registers * Polite requests and expressions   **Skills**   * Auditory memory * Speaking- articulation * Sequencing * Matching * Left to right orientation * Top to bottom orientation * Hand eye co-ordination * Penmanship * Confidence   **Positive attitudes**   * Confidence * Empathy * Team work * Tolerance * Cultural appreciation * Ubuntu/Unhu/Vumunhu | * Naming different times of the day * Greeting according to times of the day. * Responding to greetings * Using appropriate register * making polite requests and expressions * Role playing * Reciting rhymes and jingles * Singing * Colouring | * Reference books * Pictures * Picture books * ICT tools * Resource persons |
| Numbers in Indigenous Language | * count in indigenous language up to 10 * use numbers in sentences | **Knowledge**   * Numbers up to 10 * Counting   **Skills**  Auditory memory  Proficiency | * Reciting number rhymes * Counting in indigenous language up to 10 * Using numbers in sentences * Saying numbers in indigenous language * Playing number games | * Realia * Picture books * ICT tools * Learning centers * Resource person |

**10.3 GRADE 1 TOPIC 3: LANGUAGE STRUCTURES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Names | * state names of objects, people and places in singular and plural form * use singular and plural names of objects, people and places in sentences | **Knowledge**   * Names of;   - objects  - people  - places  -domestic and wild animals   * Singular and plural   **Skills**  Listening  Speaking  Articulation   * Reading | * Stating names of objects, people and places in singular and plural form * using singular and plural names of objects, people and places in sentences identifying domestic and wild animals * Picture reading * Reciting rhymes, jingles and poems * Singing | * ICT tools * Reference books * Resource person * Pictures * Charts * Braille books * Realia * Magazines |
| Action words | * demonstrate different actions * use action words in a sentence | **Knowledge**  Action words  Present tense  Past tense  Future tense  **Skills**  Listening  Speaking articulation  Reading  Critical thinking  Analysis  Team work | * Demonstrating different actions * Using action words in various tenses * Playing action games * Role playing * Reciting rhymes and jingles * Singing * Reading words and sentences | * ICT tools * Pictures * Word cards * Library books * Charts * Resource person * Braille books |
| Describing words | * use colur, size and shape to describe objects * give opposites of describing words | **Knowledge**   * Describing words   -colour  -size  -shape   * Opposites   **Skills**   * Listening * Speaking articulation * Reading * Critical thinking * Problem solving | * Identifying different objects * Using colour, size and shape to describe objects * Giving opposites of describing words * Comparing * Matching objects * Ordering * Playing games * Drawing * Colouring | * ICT tools * Pictures * Picture books   Braille books   * Realia |
| Position | * identify position of objects * show position of objects | **Knowledge**   * position   **Skills**   * listening * speaking * reading * writing * Critical thinking * Identifying | * Identifying position of objects * Placing objects on different position * Reciting position rhymes and jingles * Singing position songs * Using position words in sentences | * ICT tools * Pictures * Picture books * Library books * Braille books * Realia |

**10.4 GRADE 1 TOPIC 4: COMPOSITION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Composition | * retell stories and folktales * narrate stories and folktales * respond to questions * write words and simple sentences | **Knowledge**   * Words * Sentences * Dialogue * Stories * Folktales * Heritage   **Skills**   * Listening   -auditory/tactile memory   * Speaking   -narrating  -describing   * Critical thinking * Creativity   **Positive attitudes**   * Confidence * Empathy * Team work * Tolerance * Cultural appreciation | * Listening to stories and folktales * Retelling stories and folktales * Narrating stories and folktales * Responding to questions * Writing words and simple sentences * Role playing * Reciting rhymes and jingles * Singing | * Story books * Pictures   Picture books   * Magazines * ICT tools * Braille books * Realia |

**10.5 GRADE 1 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 | * name indigenous foods and fruits * identify indigenous musical instruments * list indigenous utensils | **Knowledge**   * indigenous foods and fruits * indigenous musical instruments * indigenous utensils   **Skills**   * Listening/Observing * Speaking/Signing * Reading * Writing/Brailling * Critical thinking * Teamwork * Research   **Positive attitudes**   * Tolerance * Appreciation * Sense of belonging * Cultural sensitivity | * Identifying indigenous foods and fruits * Naming indigenous foods and fruits * Identifying indigenous musical instruments * listing indigenous utensils * Storytelling * Singing * Reciting rhymes and jingles * Playing indigenous musical instruments * Collecting indigenous foods and fruits * Visiting heritage sites | * ICT tools * Pictures * Chart * Library books * Picture books * Realia * Resource person * Culture centre |

**11.0 COMPETENCE MATRIX**

**11.1 GRADE 2 TOPIC 1: COMPREHENSION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Comprehension | * read vowels, syllables, words and sentences * respond to questions from news. stories and folktales * retell news stories and folktales * answer comprehension questions * read stories in indigenous language | **Knowledge**   * Vowels, syllables, words and sentences * Question and answer * Dialogues * News, stories and folktales * Heritage * **WH** questions   **Skills**   * Listening- * auditory/tactile discrimination   -auditory/tactile memory   * Speaking * Reading * Writing   -penmanship   * Problem solving * Critical thinking   **Positive attitudes**   * Teamwork * Confidence * Empathy * Tolerance * Cultural appreciation | * Listening to news, stories and folktales * Reading vowels, syllables, words and sentences * Responding to questions, requests and instructions * Retelling news, stories and folktales * read stories in indigenous language * Playing reading games * Discussing crosscutting themes and emerging issues * Role playing * Reciting rhymes and jingles * Singing | * Pictures * ICT tools * Charts * Resource persons * Cartoons * Picture books * Library books * Braille books * Objects |
| Spelling dictation | * read vowels, syllables, words and sentences * spell words * construct sentences * write dictated sentences | **Knowledge**   * Vowels * Syllables * Words * Sentences   **Skills**   * Auditory/ tactile memory * Speaking/Signing * Articulation * Word attack * Penmanship   **Positive attitudes**   * Confidence * Team work | * Reading vowels, syllables, words and sentences * Spelling words * Construct sentences * Writing dictated sentences * Reciting spelling rhymes * Singing * Spelling ganes | * Pictures * ICT tools * Charts * Picture books * Braille books * Flash cards |

**11.2 GRADE 2 TOPIC 2: LANGUAGE USAGE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Registers | * use appropriate register * make polite requests and expressions * demonstrate cultural etiquettes | **Knowledge**   * Greetings * Registers * Polite requests and expressions * Cultural etiquettes   **Skills**   * Auditory memory * Speaking- articulation * Reading * Penmanship * Confidence * Critical thinking * Problem solving   **Positive attitudes**   * Confidence * Empathy * Team work * Tolerance * Cultural appreciation * Ubuntu/Unhu/Vumunhu | * Greeting according to times of the day. * Responding to greetings * Using appropriate register * making polite requests and expressions * Role playing * Dramatizing cultural etiquettes * Reciting rhymes and poems * Singing | * Reference books * Pictures * Picture books * ICT tools * Resource persons |
| Numbers in Indigenous Language | * count numbers in indigenous language up to 20 * read numbers in indigenous language * write numbers in indigenous language * use numbers in sentences | **Knowledge**   * Numbers up to 20 * Counting   **Skills**   * Auditory memory * Proficiency * Reading * Writing * Critical thinking   **Positive attitudes**   * Cultural appreciation | * Counting in indigenous language up to 20 * Reading numbers in indigenous language * Writing numbers in indigenous language * Using numbers in sentences * Playing number games | * Realia * Picture books * ICT tools * Learning centers * Word cards * Work cards * Charts * Resource person |

**11.3 GRADE 2 TOPIC 3: LANGUAGE STRUCTURES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Nouns | * Identify proper and common nouns * use singular and plural forms of nouns | **Knowledge**   * Proper nouns * Common nouns * Singular and plural   **Skills**   * Listening * Speaking * Articulation * Reading * Critical thinking | * Identifying proper and common nouns * using singular and plural forms of nouns * playing naming games * research on proper and common nouns * distinguishing between proper and common nouns * Reciting rhymes, jingles and poems * Singing | * ICT tools * Reference books * Resource person * Pictures * Word cards * Work cards * Charts * Braille books * Realia * Magazines |
| Verbs | * demonstrate different actions * use verbs in sentences * use verbs in different tenses | **Knowledge**   * Verbs   -Present tense  -Past tense  -Future tense  **Skills**   * Listening * Speaking * Articulation * Reading * Critical thinking * Analysis * Collaboration * creativity | * Demonstrating different actions * Using verbs in sentences * Using verbs in various tenses * Playing action games * Role playing * Reciting rhymes, poems and jingles * Singing * Reading words and sentences * Writing words and sentences * Quizzes and riddles | * ICT tools * Pictures * Word cards * Library books * Charts * Resource person * Braille book * Puzzles * Work cards * Flash cards * Realia |
| Adjectives | * use adjectives to describe objects * give opposites of adjectives | **Knowledge**   * Adjectives   -colour  -size  -shape  -texture   * Opposites   **Skills**   * Listening * Speaking articulation * Reading * Critical thinking * Problem solving | * Identifying different objects * Describing different objects using adjectives * Giving opposites adjectives * Comparing * Matching objects * Ordering * Playing games * Drawing * Colouring * Quizzes and riddles | * ICT tools * Pictures * Picture books * Braille books * Library books * Word cards * Work cards * Realia |
| Prepositions | * identify position of objects * show position of objects * use prepositions in sentences * give opposites | **Knowledge**   * Prepositions * Opposites   **Skills**   * listening * speaking * reading * writing * Critical thinking * Identifying | * Identifying position of objects * Placing objects on different position * Using prepositions in sentences * Giving opposites to prepositions * Reciting position rhymes and poems * Singing position songs * Using position words in sentences * Quizzes and riddles | * ICT tools * Pictures * Picture books * Library books * Braille books * Work cards * Flash cards * Realia |

**11.4 GRADE 2 TOPIC 4: COMPOSITION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUB TOPIC** | **OBJECTIVES**  Pupils should be able to: | **CONTENT**  (Skills, positive attitudes, knowledge) | **SUGGESTED LEARNING ACTIVITIES AND NOTES** | **SUGGESTED RESOURCES** |
| Composition | * retell news, stories and folktales * narrate news, stories and folktales * respond to questions * write composition | **Knowledge**   * Words * Sentences * Dialogue * Stories * Folktales * Heritage   **Skills**   * Listening   -auditory/tactile memory   * Speaking   -narrating  -describing   * Reading * Writing * Critical thinking * Creativity   **Positive attitudes**   * Confidence * Empathy * Team work * Tolerance * Cultural appreciation | * Listening to stories and folktales * Retelling stories and folktales * Narrating stories and folktales * Responding to questions * Writing guided, fill in composition * Role playing * Reciting poems * Singing * Drawing and colouring | * Story books * Pictures   Picture books  Library books   * Magazines * Charts * Sentence strips * ICT tools * Braille books * Realia |

**11.5 GRADE 2 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 | * name indigenous foods and fruits * identify indigenous musical instruments * list indigenous utensils and tools | **Knowledge**   * indigenous foods and fruits * indigenous musical instruments * indigenous utensils and tools   **Skills**   * Listening/Observing * Speaking/Signing * Reading * Writing/Brailling * Critical thinking * Teamwork * Research   **Positive attitudes**   * Tolerance * Appreciation * Sense of belonging * Cultural sensitivity | * Identifying indigenous foods and fruits * Naming indigenous foods and fruits * Identifying indigenous musical instruments * listing indigenous utensils and tools * Storytelling * Singing * Reciting rhymes and jingles * Playing indigenous musical instruments * Collecting indigenous foods and fruits * Visiting heritage sites | * ICT tools * Pictures * Charts * Library books * Picture books * Realia * Resource person * Word cards * Culture centre * Learning centre |

**9.0 Assessment ECD A to Grade 2**

Assessment in indigenous languages at infant level (ECD A – Grade 2) is based on the holistic development of the child. Focus should be on the listening/observing, speaking/signing, prereading/ reading, prewriting/writing/ manipulating skills which are a pre-requisite for formal learning. The 21st century skills which include cognitive, technical, digital and socio-emotional should be included. Assessment should be individualized. Arrangements, accommodations and modifications must be visible in formative, continuous and summative assessment to enable candidates with special needs to access assessments. It should be periodical, either after an activity, week, month, term or year.

**9.1 ASSESSMENT OBJECTIVES ECD A-B**

Assessment for ECD A and B is focused on observations.

Learners will be assessed on their ability to:

Observations can be indicated using the tools below;

* Portfolios
* Anecdotes
* Language skills and checklists
* Rating scales
* Pre-reading skills

**ASSESSMENT OBJECTIVES FOR GRADE 1 AND GRADE 2**

Learners will be based on their ability to:

**Listening/Observing**

* sound/sign syllables
* ability to concentrate on spoken language/sounds
* follow instructions
* recognize different sounds and phonics
* ability to retell stories, news and folktales
* ability to answer questions
* imitate signs

**Speaking/Signing**

* say out their names in full
* greet and respond to greetings
* carry out short conversations
* make polite requests and expressions
* pronounce words
* articulate ideas

**Reading/Signing**

* read syllables, phrases and sentences
* read for comprehension (retelling, answering questions)
* read fluently

**Writing/ Brailling**

* construct words, phrases and sentences
* write creative work
* write spellings
* answer questions
* punctuate phrases and sentences

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEVEL** | **FORM OF ASSESSMENT** | **ASSESSMENTTASKS**  Demonstrate understanding of concepts through: | **NATURE** | **FREQUENCY** |
| Grade 1 | School based projects | * Singing * Drawing * Dancing * Storytelling * Speaking * Listening * Counting * Reading * Written exercises * Theory test | * Practical * Can be done individually, in pairs or groups | * Weekly * Fortnightly * Once per month * Termly * Yearly |
| Grade 2 | School based projects | * Singing * Drawing * Dancing * Storytelling * Speaking * Listening * Counting * Reading * Written exercises * Theory test | * Practical * Can be done individually, in pairs or groups | * Fortnightly * Once per month * Termly * Yearly |

**ASSESSMENT CRITERIA**

* Assessment instruments
* Progress record
* Reading record
* Exercises
* Theory tests

**SCHEME OF ASSESSMENT**

**Paper 1** Duration: 1 hour

There are 25 multiple choice questions based on language usage, language structures and cultural aspects.

**Paper 2** Duration: 1 hour

There are 25 questions based on 5 spelling questions, 5 comprehension and 10 creative work. This question paper carries 25 marks. 5 marks

* + 1. **ASSESSMENT MODEL**

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

Figure……………..

## 9.3 Assessment Instruments

## The following are suggested assessment tools:

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

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* 1. **Grade Level Assessment Matrix**

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

## Scheme of Assessment

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

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

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**9.4 Domains Weighting**

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

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

# **ASSESSMENT 5-7**

Assessment of indigenous languages at infant level (ECD A – Grade 2 ) is based on the holistic development of the child

In the teaching and learning of Junior Grade 3 - 7 Indigenous Language, pupils should be continuously assessed in the linguistic skills of listening/ observing, speaking/ signing, reading, writing/ brailing, visual, manual and tactile skills as well as the 21st century skills of critical thinking, problem solving, leadership, teamwork skills among others.

The syllabus’ scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both formative, continuous and summative assessment to enable candidates with special needs to access assessments.

## **ASSESSMENT OBJECTIVES**

Pupils will be assessed on their ability to:

1. retell news, stories, folktales, poems, songs, reports and letters
2. demonstrate understanding of material read through answering questions
3. write different types of compositions on emerging and prevailing cross- cutting themes
4. create artistic work
5. demonstrate effective Indigenous Language use
6. write in an appropriate register
7. write with grammatical accuracy, correct spelling and appropriate punctuation
8. create school-based projects
9. demonstrate cultural etiquette that show Unhu/Ubuntu/Vumunhu
10. identify moral lessons from news, stories, folktales, poems, songs, reports and letters

## **ASSESSMENT MODEL**

The assessment model in Indigenous Languages has an emphasis on the skills of Listening/ Observing, Speaking/ Signing, Reading, Writing/ Brailing, visual, tactile and manual as well as the 21st century skills like critical thinking, problem solving, innovation among others. Assessment for Grades 3, 4, 5 and 6 should follow this Grade 7 final examination structure. There shall be a Checkpoint Examination for Grade 5 administered at District Level.

### **SCHEME OF ASSESSMENT**

The summative assessment comprises three components as follows;

**Paper 1**

**1 hour 30 minutes**

**Special considerations must be made to enable candidates with special needs to access assessments.**

There are 40 multiple choice questions on Comprehension, Language Usage, Language Structure and Aspects of culture. It must have **3** comprehension passages which are approximately **100-120** words. Language structures must be contextual. Candidates are required to answer **all** questions. This paper will contribute 40% of the summative score.

**Paper 2**

**1 hour 45 minutes**

**Special considerations must be made to enable candidates with special needs to access assessments.**

Paper 2 comprises Section A and B.

Section A comprises **5** different types of composition topics covering cross- cutting themes, heritage and emerging issues. The length of the composition must be **120** words. Candidates are required to choose only **one**. This section carries 20 marks.

Section B is a comprehension with **five** comprehension questions and a summary where each carries **five** marks. The comprehension passage should be approximately **100-120** words. This paper will contribute 40% of the summative score.

**Paper 3**

Paper 3 comprises one school-based project per year. Grade 6 and Grade 7 project marks will add to the final 20% summative score. Grade 3, 4 and 5 project marks will contribute to the 20% summative score at Grade 5 Checkpoint.

### **LEARNER PROFILING**

Learner profile will comprise those aspects that cannot be assessed through the Summative Assessment model. The profiling will include aspects of leadership, teamwork, integrity, self-management, moral values, cultural etiquette in various situations, as well as Unhu/ Ubuntu/ Vumunhu.

**Assessment model**

**Assessment of learner performance in Indigenous Language**

**100%**

**Summative assessment**

**80%**

**Continuous assessment**

**20%**

**Project 1**

**10%**

**Profiling**

**Paper 1 Multiple choice questions**

**40%**

**Paper 2 Composition, Comprehension and Summary 40%**

**Project 2**

**10%**

**Examination mark**

**80%**

**Continuous assessment mark**

**20%**

**Profiling**

**FINAL MARK**

**100%**

**EXIT PROFILE**