



Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

ENGLISH LANGUAGE SYLLABUS

GRADES 2 – 7



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VISION

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

PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum .

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Junior Secondary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkocha
Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

Acknowledgements

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

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education ,the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

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MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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PREFACE

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

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

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

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

Nkosha C.

Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGMENTS

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

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

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

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

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

INTRODUCTION

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

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

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

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

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

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

METHODOLOGY

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

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

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

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

GENERAL OUTCOMES FOR GRADES 2 - 7

1. Listening and Speaking:

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

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

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

2. Reading

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

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

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

3. Writing:

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

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

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

GRADE 2 ENGLISH

GENERAL OUTCOMES:

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

Key competences

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

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

		simple stories			
	2.1.4 Animals	2.1.3.1 Identify domestic animals.	Eg: cat, dog, cow, goat, sheep	Application of vocabulary on domestic animals	Knowledge and awareness of domestic animals
		2.1.3.2 Identify wild animals.	Eg: lion, elephant, zebra, leopard,	Application of vocabulary on wild animals	Knowledge and awareness of vocabulary on wild animals
	2.1.5 Colours	2.1.5.1 Identify and discriminate different colours	Red, blue, yellow, brown, orange, green, black and white	Application of vocabulary on colours	Knowledge and awareness of vocabulary on colours
	2.1.6 Games	2.1.6.1 Talk about games	Sheep sheep come home, hide and seek, Simon says,	Application of vocabulary in games	Knowledge and awareness of vocabulary in games
	Community practices	2.1.7 Community practices	2.1.7.1 Describe good health practices in the community 2.1.7.2 Describe bad practices in the community	Application of knowledge on Community practices	Knowledge and awareness of Community practices
	2.1.8 Occupations	2.1.8.1 Mention different workers in the	E.g, Teachers, nurses , watchmen, doctors,	Application of vocabulary on different occupations	Knowledge and awareness of vocabulary on different

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

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

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

GRADE 3 ENGLISH

GENERAL OUTCOMES:

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

Key competences

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

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

		the year.			
	3.1.3.Telling Stories	3.1.3.1 Retell traditional and modern stories	Retelling stories; Sequencing of events	Application of knowledge on retelling and sequencing events in stories	Knowledge and awareness retelling and sequencing events in stories
	3.1.4. Puzzles	3.1.4.1 Recognise and solve puzzles	Puzzles eg: word puzzles	Application of knowledge on solving puzzles	Knowledge and awareness on solving puzzles
	3.1.5. Proverbs/Sayings	3.1.5.1 Recognise and interpret proverbs	Interpreting simple Proverbs e.g Birds of the same feather, flock together	Application of knowledge on interpreting proverbs	Knowledge and awareness on interpreting proverbs
	3.1.6. Drama	3.1.6.1 Dramatise familiar stories	Dramatising, Voice projection Confidence Role play	Application of knowledge on taking part in drama	Knowledge and awareness on taking part in drama
	3.1.7. Poetry,	3.1.7.1 Recite simple Poems and Tongue-twisters	Reciting; Poems and Tongue-twisters Rhymes Patterns	Application of knowledge on reciting poems	Knowledge and awareness on reciting poems
	3.1.8. Occupations	3.1.8. Identify occupations in the locality and the tools used	Occupations and tools/ equipment used e.g. fishing/boat/net Farming/hoe/axe/plough/tractor	Application of vocabulary on different occupations in the community and tools used	Knowledge and awareness of vocabulary on different occupations in the community and tools used
	3.1.9 Objects found in school	3.1.9.1 Talk about objects	e.g. tables, desks, chairs, board etc	Application of vocabulary on	Knowledge and awareness

		found in school		objects found in school	of vocabulary on objects found in school
	3.1.10 Colours	3.1.10.1 Discriminate colours in different objects	Different colours in objects	Application of vocabulary on different colours	Knowledge and awareness of different colours
	3.1.11. Antonyms and synonyms	3.1.11.1 Identify antonyms and synonyms	Synonyms –words which have similar meaning eg : Fast/quick; angry/cross Antonyms- words which are opposites in meaning eg Bad/good Sad /happy	Application of knowledge on antonyms and synonyms	Knowledge and awareness of antonyms and synonyms
	3.1.13. Using Appropriate language in a social setting	3.1.13.1 Use socially acceptable language in expressing feelings and thoughts in various situations	E.g. Expressing gratitude or disapproval e.g Thank you. (If they agree) or No, thank you. (When they disapprove) Acknowledgement e.g You are welcome.	Application of vocabulary on expressing feelings and thoughts in various situations	Knowledge and awareness of vocabulary on expressing feelings and thoughts in various situations
	Animals	3.1. 13 Identify names of wild animals	Names of wild animals- lion, elephant, leopard, antelope, zebra	Application of vocabulary on wild animals	Knowledge and awareness of wild animals
	Games	Use language in playing games	Eg pick it now, pick it all, if you want now, pick it all... One man and a dog, walking to...	Application of vocabulary in playing games	Knowledge and awareness of vocabulary in playing games

	Community practices	Talk about community practices	Good and bad practices in communities	Application of knowledge of community practices	Knowledge and awareness of community practices
	Riddles	Recognize and interpret riddles	Riddles eg A house without a door/an egg	Application of interpreting riddles	Knowledge and awareness of interpreting riddles
	Processes	Describe processes	Eg how to make a paper boat	Application of describing processes	Knowledge and awareness of describing
Reading	Reading words	Read familiar and new words	Reading new vocabulary eg names of wild animals	Application of knowledge	Knowledge and awareness of
	The alphabet	Identify capital and small letters		Application of knowledge	Knowledge and awareness of
		Pronounce words correctly	Correct word pronunciation eg Car / ka: Cup/ kʌp	Application of knowledge	Knowledge and awareness of
	Syllable Identification	Identify syllables of familiar words	Syllable identification eg /d/ /o/ /g/ = dog or /ma/ /ke/ = make or /fo/ /re/ /st/ = forest	Application of knowledge	Knowledge and awareness of
	Word formation	Form words using syllables	Word formation eg banana, dog	Application of knowledge	Knowledge and awareness of
	Sentence formation	Form sentences		Application of knowledge	Knowledge and awareness of
	Intensive reading	Practice silent reading	Silent reading skills eg avoid lip reading, finger pointing etc	Application of knowledge	Knowledge and awareness of

	3.2.2. Reading aloud	3.2.2.1 Read a given text at an appropriate pace, acceptable pronunciation and with understanding	Reading and comprehension; Appropriate pace Correct pronunciation	Application of knowledge	Knowledge and awareness of
	3.2.3. Stories	3.2.3.1 Identify themes of stories	Themes or Central idea of a stories	Application of knowledge	Knowledge and awareness of
	3.2.4. Interpreting information in print resources	3.2.4. Locate information in print resources	e.g. Charts, Graphs, Tables, Maps proximity	Application of knowledge	Knowledge and awareness of
Writing	The alphabet	Recognise and arrange longer words in alphabetical order	The alphabet Consider the first and second letters	Application of knowledge	Knowledge and awareness of
	3.3.2 Handwriting	Write legibly and neatly	Handwriting eg Richardson Marion and cursive	Application of knowledge	Knowledge and awareness of
	3.3.3 Sequencing	3.3.1.1 Rearrange sentences in a logical sequence	Arranging sentences in logical order	Application of knowledge	Knowledge and awareness of
	3.3.4 Conjunctions	3.3.2.1 Use <i>and</i> and <i>but</i> to join	E.g. I am tired. I am hungry. (and) Jane went to the river. She	Application of knowledge	Knowledge and awareness of

		simple phrases	failed to swim. (but)		
	3.3.8 Singular and plural	3.3.7.1 Write plural and singular forms of words.	Nouns ending with s, y, o e.g. boy/boys, bus/buses, tomato/tomatoes,	Application of knowledge	Knowledge and awareness of
	3.3.5 Dictation	3.3.3.1 Take dictation	Taking dictation	Application of knowledge	Knowledge and awareness of
	3.3.6 Sentence and Paragraph construction	3.3.4.1 Construct short paragraphs on topical issues.	Short paragraphs of one to three sentences eg prevention of cholera	Application of knowledge	Knowledge and awareness of
	3.3.7 Punctuation	3.3.6.1 Punctuate sentences and short paragraphs.	Capital letter for proper nouns and at the beginning of sentence; Full stop; Comma ; Question mark.	Application of knowledge	Knowledge and awareness of
	3.3.9 Summary	3.3.5.1 Summarise simple stories	<ul style="list-style-type: none"> Identifying Content words Identifying important points in a story 	Application of knowledge	Knowledge and awareness of

GRADE 4 ENGLISH

GENERAL OUTCOMES:

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

Key competences

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

Component	Topic	Specific outcomes	Knowledge	Skills	Values
4.1 Listening and Speaking	4.1.1 Etiquette	4.1.1.1 Demonstrate good manners and courteous behaviour	Responding politely to requests and situations	Application of knowledge	Knowledge and awareness of
	4.1.2 Conversation	4.1.2.1 Take part in a dialogue on chores and responsibilities of family members Talk about objects found in the community Talk about characteristics of domestic and wild animals Talk about effects of bad practices in the community	Responding appropriately in a conversation Eg shops, clinics, buses grinding mill etc Characteristics of animals eg. Fierce, friendly, harmful, harmless, carnivores, omnivores etc Bad practices eg pollution, garbage disposal, drug and alcohol abuse	Application of knowledge	Knowledge and awareness of
	4.1.3 Stories	4.1.3.1 Tell modern simple stories in the right	Sequencing events in a story	Application of knowledge	Knowledge and awareness of

		sequence			
	4.1.3. Puzzles	4.1.3. Recognise and give meaning to puzzles	Solving word puzzles	Application of knowledge	Knowledge and awareness of
	4.1.5 Drama	4.1.5.1 Perform simple plays	Acting/dramatising simple plays: Voice projection, stage movement, public speaking, confidence	Application of knowledge	Knowledge and awareness of
	4.1.6. Poetry	4.1.6.1 Recite poems and recognise basic elements of poetry	Elements of poetry; e.g. rhyme, imagery, figures of speech,	Application of knowledge	Knowledge and awareness of
	4.1.7.Oral instructions	4.1.7.1 Respond to and follow a series of instructions	e.g. follow instructions on how to make a paper boat	Application of knowledge	Knowledge and awareness of
		4.1.7.2 Get and respond to oral directions about locating a place	e.g. go straight, turn right, turn left, opposite, behind	Application of knowledge	Knowledge and awareness of
	Processes	Describe simple processes	Simple processes eg a game or how to play a simple sport	Application of knowledge	Knowledge and awareness of
	4.1.8. Time	4.1.8.1 Tell seasons of the year and describe the activities done	Seasons E.g. Rainy season- digging, planting, weeding	Application of knowledge	Knowledge and awareness of
	4.1.9. Antonyms and synonyms	4.1.9.1 Use antonyms and synonyms	Synonyms -words with same meaning (e.g. scared/afraid,) Antonyms- words	Application of knowledge	Knowledge and awareness of

			opposite in meaning(weak/strong, poor/rich)		
	4.1.10. Appropriate language in a social setting	4.1. 10.1 Use socially acceptable language to make polite requests	e.g. May I., Could you..., Please sir/madam ...,	Application of knowledge	Knowledge and awareness of
Reading	4.2.1 Intensive Reading	4.2.1.1 Read silently any given passages and do follow-up activities Identify themes of simple stories	Good reading habits e.g. avoid pointing words with fingers, lip reading Themes or main lesson in the story	Application of knowledge	Knowledge and awareness of
		4.2.3.1 Read a passage and answer the wh questions;	Discuss new vocabulary i.e. What is the name of... Who Where did... When..... Why....	Application of knowledge	Knowledge and awareness of
		4.2.3.2 Read and interpret information expressed in charts, graphs, diagrams, tables and maps	Information illustrated in charts, graphs, diagrams, tables and maps	Application of knowledge	Knowledge and awareness of
	4.2.2. Reading	4.2.2.1 Read a	Reading with fluency	Application of	Knowledge and

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

		handwriting through posters and notices			
		Copy given paragraphs			
	4.3.2 Guided Composition	4.3.2.1 Write stories using given vocabulary Write stories on given picture of topical issues	Developing stories from given vocabulary Developing stories from given pictures on topical issues eg HIV and AIDS, Child Abuse, Corruption and Substance abuse.	Application of knowledge	Knowledge and awareness of
	4.3.3 Sentence Construction	4.2.3.1 Construct simple sentences	Sentence construction using S+ V(Jesus wept.) Subject+Verb+ object (Mulenga kicked the ball) Subject+Verb+ Direct	Application of knowledge	Knowledge and awareness of

			Object+indirect Object (I bought a dress for my mother)		
	4.3.4 Dictation	4.3.4.1 Write dictated sentences and passages.	Legibility, spellings and punctuations	Application of knowledge	Knowledge and awareness of
	Summary	Recognise the main points in a given paragrap h	summary	Application of knowledge	Knowledge and awareness of
Structure	Tenses	4.3.5.1 Use simple present tense	e.g. • You like bananas. • She goes to school every day.	Application of knowledge	Knowledge and awareness of
		4.3.5.2 Use the simple progressi ve tense (Present continuo us)	E.g. She is reading	Application of knowledge	Knowledge and awareness of
		4.3.5.3. Use the simple past tense	E.g. I saw Mary yesterday	Application of knowledge	Knowledge and awareness of
	4.3.10 Parts of speech: Adverbs	4.3.10.1 Use adverbs of manner	Adverbs of manner; slowly, hurriedly, hungrily,	Application of knowledge	Knowledge and awareness of

	Singular and Plural Nouns	Write singular and plural forms of regular and irregular nouns	Eg knife/knives Box/boxes Teacher/ teachers Wife/wives Potato/potatoes	Application of knowledge	Knowledge and awareness of
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GRADE 5 ENGLISH

GENERAL OUTCOME:

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

Key competences

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

Component	Topic	Specific outcomes	Knowledge	Skills	Values
Listening and	5.1.1 Stories	5.1.1.1 Name major	Major and minor	Application of	Knowledge and

speaking	(characterization)	and minor characters in a story	characters	knowledge	awareness of
	5.1.2. Language in a social setting seeking and giving directions	5.1.2.1 Seek and give factual information	E.g. asking for directions to a place; Question: Where can I find the clinic? Answer: The clinic is near the market.	Application of knowledge	Knowledge and awareness of
	5.1.3. Proverbs/sayings	5.1.3.1 Use proverbs and sayings	E.g. Not all that glitters is gold Once beaten, twice shy.	Application of knowledge	Knowledge and awareness of
	5.1.4. Drama	5.1.4.1 Dramatise stories	Role play Voice projection Confidence Fluency	Application of knowledge	Knowledge and awareness of
	5.1.5. Poetry	5.1.5.1 Recite common praises	<ul style="list-style-type: none"> • Praises about God, chiefs, heroes and natural beauties • Intonation • rhyming 	Application of knowledge	Knowledge and awareness of
	5.1.6. Processes	5.1.6.1 Describe simple processes	E.g.: How to prepare nshima; how to make fire etc Using sequence indicators eg First,	Application of knowledge	Knowledge and awareness of

			Second, Then...etc		
	5.1.7. Calendar Vocabulary	5.1.7.1 Recognise and discuss calendar vocabulary	E.g.: dates, days, weekend, holiday, month, month end, year, leap year etc	Application of knowledge	Knowledge and awareness of
	5.1.8. Polite requests	5.1.8.1 Make polite requests	Extension of an invitation eg: I would like to invite you..., May I invite ...	Application of knowledge	Knowledge and awareness of
	5.1.9. Debate	5.1.9.1 Debate on familiar topics	E.g. Gender stereotype; boys are stronger than girls; It is better to be a teacher than a nurse.	Application of knowledge	Knowledge and awareness of
	5.1.10. Messages	5.1.10.1 Transmit messages to another person	E.g. by word of mouth, phone or radio	Application of knowledge	Knowledge and awareness of
	5.1.11 Language use in a social setting	5.1.11.1 Deny and affirm statements 5.1.11.2 Express and accept apologies	E.g. I deny, I don't agree ... I accept....., I agree..... Eg I am sorry; I forgive you	Application of knowledge	Knowledge and awareness of
Reading	Intensive Reading	5.2.1.1 Read a passage and answer multiple choice, surface and inference questions	Knowledge of the text, back referencing, inferring meanings of unfamiliar words, phrases,	Application of knowledge	Knowledge and awareness of

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

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

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

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

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

GRADE 6 ENGLISH

GENERAL OUTCOME:

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

Key competences

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

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

	6.1.4 Stories	6.1.4.1 Identify major and minor characters in a story	Characterisation (their names, how they look/what they say/how the author describes them/what other characters say about them)	Application of knowledge	Knowledge and awareness of
	6.1.5. Drama	6.1.5.1 Dramatise legends and famous folklores	Role play Voice projection and articulation	Application of knowledge	Knowledge and awareness of
	6.1.6. Poetry/Songs	6.1.6.1 Compose songs and poems on cross cutting issues.	Features of poems and Songs (rhyming, rhythm, stanza) e.g. HIV and AIDS, corruption, gender based violence	Application of knowledge	Knowledge and awareness of
	6.1.7. Information	6.1.7.1 Describe location of a locate places	Use descriptive language: eg south/north of.../10km from...., before or after...	Application of knowledge	Knowledge and awareness of
	6.1.8. Debate	6.1.8.1 Debate cross-cutting issues in a logical manner	Salutation/protocol, voice projection, clarity, facts/justification e.g. on HIV/AIDS, Child labour, gender violence,	Application of knowledge	Knowledge and awareness of

Reading	6.2.1 Intensive Reading	6.2.1.1 Read silently passages on cross cutting issues with understanding	Reading different types of texts on cross cutting issues Read and answer multiple, surface and inference questions	Application of knowledge	Knowledge and awareness of
	6.2.2 Using reference books	6.2.2.1 Use reference books in respect to content, glossary and indexes	Referencing Table of content, glossary, dictionaries	Application of knowledge	Knowledge and awareness of
	6.2.3 Skimming and scanning	6.2.3.1 Find information in passages using skimming and scanning.	Skimming and Scanning passages	Application of knowledge	Knowledge and awareness of
	6.2.4 Reading aloud	6.2.4.1 Read a given passage at appropriate pace, with acceptable pronunciation and	Reading with appropriate expression and observing correct punctuation and pronunciation.	Application of knowledge	Knowledge and awareness of

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

		situations.	Use of the past perfect tense		
	Narratives	6.3.1.3 Write imaginative compositions	Imaginative compositions(e.g. winning a lottery, winning a bursary) using future perfect tense	Application of knowledge	Knowledge and awareness of
	Stories	6.3.2.1 Compose a story based on a picture in a correct sequence.	Figurative language e.g. Similes, metaphors, idioms Correct sequencing of events	Application of knowledge	Knowledge and awareness of
	Diary	6.3.3.1 Maintain a diary.	Writing short forms of words e.g.: Min of ed., abbreviations, acronyms	Application of knowledge	Knowledge and awareness of
	Filling-in forms	6.3.4.1 Fill in simple forms.	Different forms e.g. application forms, money transfer, claim forms	Application of knowledge	Knowledge and awareness of
	Notices	6.3.6.1 Write notices	Different notices(fun fare, birth days, club meetings)	Application of knowledge	Knowledge and awareness of
	Letters	Write a semi-formal	One address, date Salutation	Application of knowledge	Knowledge and awareness of

		letter	Main body Conclusion Ending		
	6.3.9 Summary	6.3.9.1 Summarise given stories.	Content and functional words, the main points	Application of knowledge	Knowledge and awareness of
Structure	6.4.1 Tenses	6.4.1.1. Change from one tense to another.	Tenses – e.g.: from past tense to future tense I went yesterday / I will go tomorrow.	Application of knowledge	Knowledge and awareness of
	6.4.3 Nouns	6.4.3.1 Change irregular nouns from singular to plural . Make nouns from verbs.	Irregular nouns. E.g: bully – bullies, shelf/shelves, stadium/stadia Changing verbs into nouns (writer/ write, driver/drive)	Application of knowledge	Knowledge and awareness of
	6.4.4 Verbs	6.4.4.1 Identify and use interrogative forms of verbs.	E.g. How, what, who, when, why	Application of knowledge	Knowledge and awareness of
	Adjectives	Use adjectives to compare objects	Comparatives eg -clean/cleaner - intelligent/ more intelligent - good/ better	Application of knowledge	Knowledge and awareness of
	Adverbs	Recognise and Use adverbs of manner and	Adverbs of manner eg slowly, quickly, fast, hungrily,	Application of knowledge	Knowledge and awareness of

		place	carefully Adverbs of place eg near, beyond, far,		
	6.4.6 Homographs	6.4.6.1 Recognise and use words that are spelt the same but with different meanings.	<i>Cover</i> a book/ <i>cover</i> a distance, <i>beat</i> someone/ <i>beat</i> of sound, <i>mean</i> /stingy, <i>mean</i> /imply	Application of knowledge	Knowledge and awareness of
	6.4.7 Synonyms and antonyms	6.4.7.1 Write synonyms and antonyms of words.	Synonyms (huge/enormous) Antonyms (Cheap/expensive)	Application of knowledge	Knowledge and awareness of
	6.4.8 Conjunctions	6.4.8.1 Use correct conjunctions to connect parts of a sentence.	E.g.: since, also, but, and	Application of knowledge	Knowledge and awareness of
	Active and Passive Voice	Recognise and change Active to passive voice	Active eg The boy swept the house. The house was swept by the boy.	Application of knowledge	Knowledge and awareness of

GENERAL OUTCOMES:

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

Key competences

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

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

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

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

		areas .	directly or indirectly stated		
	Interpreting information in Print Resources	Read and interpret information in charts and graphs	Maps, tables, Charts and graphs	Application of knowledge	Knowledge and awareness of
Writing	Letters	7.3.2. Write formal	Features of letters e.g. address(es),date, , salutation, reference, introduction, main body, conclusion, farewell or valediction.	Application of knowledge	Knowledge and awareness of
	Guided Essays	7.3.1. Write essays on given topics	Essay layout e.g. title, introduction, body, paragraphing, and conclusion.	Application of knowledge	Knowledge and awareness of
	Notices and adverts	7.3.4. Write notices and advertisements	Persuasive and catchy language(e.g. mouth watering Scones on sale at 50 Ngwee	Application of knowledge	Knowledge and awareness of
			Features of a report (The five WHs – what, where, when, who, why)	Application of knowledge	Knowledge and awareness of
	Composing texts from print	7.3.5 Compose texts using	Interpreting charts, maps, graphs,	Application of knowledge	Knowledge and awareness of

	resources	information presented in print resources	tables.		
	Summary	7.3.3 Summarise stories.	Content and functional words	Application of knowledge	Knowledge and awareness of
	Dictation	7.3.7 Write from dictation.	Correct Spelling, punctuation,	Application of knowledge	Knowledge and awareness of
Structure	Nouns	7.4.8.1 Identify and use different types of nouns.	Regular (e.g. Boy, girl) Irregular(e.g. Man, sheep) Countable(e.g. stone, book) Uncountable (e.g. salt, water) Proper (e.g. Peter, Jane)	Application of knowledge	Knowledge and awareness of
	Adjectives	7.4.9.1 Identify and use adjectives to compare more than two objects.	Superlatives – biggest, tallest, heaviest, most intelligent, most handsome	Application of knowledge	Knowledge and awareness of
	Adverbs	7.4.10.1 Use adverbs to qualify verbs in sentences.	E.g. The teacher walked into class <i>quietly</i> . You must finish writing <i>quickly</i> . She ate the scone <i>slowly</i> .	Application of knowledge	Knowledge and awareness of
	Active and passive voice	7.4.11.1 Use the active and	Active (E.g.: The dog bit Mary).	Application of knowledge	Knowledge and awareness of

		passive voice.	Passive (e.g. Mary was bitten by the dog).		
	Punctuation	7.4.12.1 Punctuate different texts.	E.g. capital letter, comma, full stop, exclamation mark, colon, semicolon, question mark, speech marks	Application of knowledge	Knowledge and awareness of
	Direct and indirect speech	7.4.13.1 Use direct and indirect speech	Direct speech (e.g.: John said, "I will come." Indirect(Eg: John said that he would go)	Application of knowledge	Knowledge and awareness of
	Conjunctions	7.4.14.1 Connect sentences using conjunctions	Therefore, Because of, As a result, since..., either...or..., neither... nor..., too...to..., so.... that...	Application of knowledge	Knowledge and awareness of

