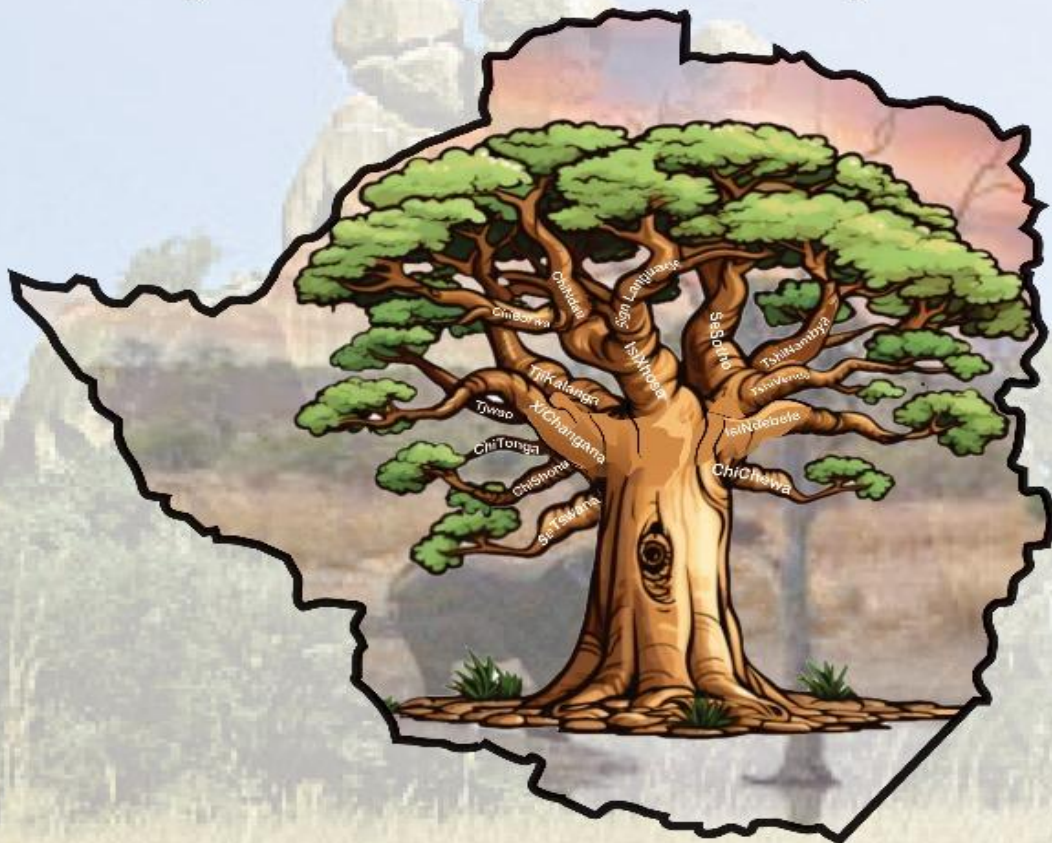




ZIMBABWE

Ministry of Primary and Secondary Education



INDIGENOUS LANGUAGES SYLLABUS

GRADE 3 - 7

2024 - 2030

Curriculum Development and Technical Services
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Harare

@ 2024

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1 PREAMBLE

1.1 Introduction

The Zimbabwe Junior Indigenous Languages syllabus is Heritage Based. It is a progression from the Infant syllabus which provides a basic foundation for the development of language and heritage-based skills in everyday life. It is meant to enhance communication and instill indigenous norms and values. The teaching and learning of visual, manual and tactile skills are emphasised to foster inclusivity. This heritage-based syllabus is intended for use by both formal and non-formal pupils in the development of individuals who conform to the norms and values of their culture (Ubuntu/Unhu/Vumunhu).

1.2 Rationale

The learning of Indigenous Languages develops the values of Ubuntu/Unhu/Vumunhu. The understanding of Indigenous Languages nurtures our cultural norms, values, identity and heritage. The syllabus is progressive in the scope and sequence chart. It intends to develop the linguistic skills of listening/observing, speaking/signing, reading and writing/Brailling. It also seeks to enhance the 21st century skills like critical thinking, innovation, problem solving, creativity, collaboration among others.

1.3 Summary of content

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

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

1.4 Assumptions

It is assumed that pupils:

- are able to speak an Indigenous Language
- are motivated to learn Indigenous Language

- learn better in their Indigenous Language
- have knowledge of Information Communication Technology (ICT)
- have some knowledge of their tangible and intangible heritage

1.5 Cross-cutting themes

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

- Health and wellbeing
- Disaster risk management
- Climate change
- Information and Communication Technology (ICT)
- Entrepreneurship
- Environmental Management

2 PRESENTATION OF THE SYLLABUS

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

3 AIMS

The syllabus aims to enable learners to:

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

4 SYLLABUS OBJECTIVES

Pupils should be able to:

- display effective communication skills in listening/observing, speaking/signing, reading, writing/Braille and visual, tactile and manual skills
- communicate effectively in indigenous language in various contexts and situations demonstrating fluency and accuracy in written and spoken language
- demonstrate an understanding of instructions and materials read
- display self-pride, patriotism, sense of belonging, tolerance and cross-cultural understanding
- exhibit cultural etiquette that show Ubuntu/Unhu/Vumunhu
- display cultural competences and etiquette that embodies the principles of Ubuntu
- read indigenous and contemporary stories for personal growth, cultural, social, economic and national identity
- demonstrate self-awareness, self-expression and confidence in using indigenous language
- apply creative writing skills

5 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

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

The following are suggested:

- Problem solving
- Project-based method
- Arts based learning method
- Research

- Design based method
- Educational tours
- Story telling
- Group work
- Games
- Quiz
- Drama, songs and poetry
- Question and answer

5.2 Time allocation

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

6 SYLLABUS TOPICS

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

7 SCOPE AND SEQUENCE

7.1 COMPREHENSION AND SUMMARY

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • Passages from stories, folktales, poems and letters • Summary of 20 words • Spelling and dictation <ul style="list-style-type: none"> - words - phrases - sentences 	<ul style="list-style-type: none"> • Passages from news, stories, folktales, poems and letters • Summary of 30 words • Spelling and dictation <ul style="list-style-type: none"> - words - phrases - sentences 	<ul style="list-style-type: none"> • Passages from news, stories, folktales, songs, dialogues, cartoons poems, letters and reports, <ul style="list-style-type: none"> - graphs and charts • Summary of 35 words • Spelling and dictation <ul style="list-style-type: none"> - words - phrases - sentences 	<ul style="list-style-type: none"> • Passages from news, stories, folktales, poems, dialogues, letters reports and speeches, <ul style="list-style-type: none"> - graphs, tables and charts • Summary of 35 words • Spelling and dictation <ul style="list-style-type: none"> -words -phrases -sentences 	<ul style="list-style-type: none"> • Passages from news, stories, folktales, poems, dialogues, letters reports and speeches, <ul style="list-style-type: none"> - graphs, tables, maps and charts • Summary of 35 words • Spelling and dictation <ul style="list-style-type: none"> -words -phrases -sentences

7.2 LANGUAGE USAGE

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • Figurative Language <ul style="list-style-type: none"> - proverbs and sayings - idioms - similes - idiophones - metaphors - riddles • Numbers in indigenous language up to 30 • Time <ul style="list-style-type: none"> - days of the week - months of the year - seasons of the year 	<ul style="list-style-type: none"> • Figurative Language <ul style="list-style-type: none"> - proverbs and sayings - idioms - similes - idiophones - metaphors - riddles • Numbers in indigenous language up to 50 • Time <ul style="list-style-type: none"> - months of the year - seasons of the year • Sense relations <ul style="list-style-type: none"> - synonyms - antonyms 	<ul style="list-style-type: none"> • Figurative Language <ul style="list-style-type: none"> - proverbs and sayings - idioms - similes - idiophones - metaphors - riddles • Numbers in indigenous language up to 100 • Time <ul style="list-style-type: none"> - times of the day - months of the year - seasons of the year • Sense relations <ul style="list-style-type: none"> - synonyms - antonyms 	<ul style="list-style-type: none"> • Figurative Language <ul style="list-style-type: none"> - proverbs and sayings - idioms - similes - idiophones - metaphors - riddles • Numbers in indigenous language up to 500 • Time <ul style="list-style-type: none"> - times of the day - months of the year - seasons of the year • Sense relations <ul style="list-style-type: none"> - synonyms - antonyms 	<ul style="list-style-type: none"> • Figurative Language <ul style="list-style-type: none"> - proverbs and sayings - idioms - similes - idiophones - metaphors - riddles • Numbers in indigenous language up to 1000 • Time <ul style="list-style-type: none"> - times of the day - months of the year - seasons of the year • Sense relations <ul style="list-style-type: none"> - synonyms - antonyms

		- homographs	- homographs	- homographs
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7.3 LANGUAGE STRUCTURES

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • Word formation <ul style="list-style-type: none"> -letter sounds and syllables • Word categories <ul style="list-style-type: none"> - nouns (singular and plural) - verbs- present, past and future tenses - prepositions • Punctuation <ul style="list-style-type: none"> - capital letter - full stop 	<ul style="list-style-type: none"> • Word formation <ul style="list-style-type: none"> -letter sounds and syllables -words, phrases and sentences • Word categories <ul style="list-style-type: none"> - nouns (singular and plural) - verbs- present, past, future, present continuous and past participle tenses - pronouns - adjectives - prepositions • Punctuation <ul style="list-style-type: none"> - capital letter - full stop 	<ul style="list-style-type: none"> • Word formation <ul style="list-style-type: none"> -letter sounds and syllables, words, phrases and sentences • Word categories <ul style="list-style-type: none"> - nouns (singular and plural) - pronouns (singular and plural) - verbs- present, past, present continuous and past participle tenses - adjectives - prepositions - conjunctives • Punctuation <ul style="list-style-type: none"> - capital letter - full stop 	<ul style="list-style-type: none"> • Word categories <ul style="list-style-type: none"> - nouns (singular and plural) - pronouns (singular and plural) - verbs in different tenses - adjectives - adverbs - prepositions - conjunctives • Punctuation <ul style="list-style-type: none"> - capital letter - full stop 	<ul style="list-style-type: none"> • Word categories <ul style="list-style-type: none"> - nouns (singular and plural) - pronouns (singular and plural) - verbs in different tenses - adjectives - adverbs - prepositions - conjunctives • Punctuation <ul style="list-style-type: none"> - capital letter - full stop

<ul style="list-style-type: none"> - question mark - comma 	<ul style="list-style-type: none"> - question mark - comma - exclamation mark 	<ul style="list-style-type: none"> - question mark - comma - exclamation mark - opening and closing inverted commas <ul style="list-style-type: none"> • Concordial agreement 	<ul style="list-style-type: none"> - question mark - comma - exclamation mark - opening and closing inverted commas - apostrophe - diacritic (where applicable) <ul style="list-style-type: none"> • Concordial agreement 	<ul style="list-style-type: none"> - question mark - comma - exclamation mark - opening and closing inverted commas - colon - semi-colon - apostrophe - diacritic (where applicable) <ul style="list-style-type: none"> • Concordial agreement
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7.4 COMPOSITION

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • Paragraphing <ul style="list-style-type: none"> -words -sentences -paragraphs • Composition structure <ul style="list-style-type: none"> - introduction - body - conclusion • Different types of compositions <ul style="list-style-type: none"> - descriptive - narrative - friendly letter 	<ul style="list-style-type: none"> • Paragraphing <ul style="list-style-type: none"> -words -sentences -paragraphs • Composition structure <ul style="list-style-type: none"> - introduction - body - conclusion • Different types of compositions <ul style="list-style-type: none"> - descriptive - narrative - friendly letter 	<ul style="list-style-type: none"> • Paragraphing <ul style="list-style-type: none"> -words -sentences -paragraphs • Composition structure <ul style="list-style-type: none"> - introduction - body - conclusion • Different types of compositions <ul style="list-style-type: none"> - descriptive - narrative - dialogue - speech - informal letter - formal letter • Creative writing 	<ul style="list-style-type: none"> • Paragraphing <ul style="list-style-type: none"> -words -sentences - paragraphs • Composition structure <ul style="list-style-type: none"> - introduction - body - conclusion • Different types of compositions <ul style="list-style-type: none"> - descriptive - narrative - dialogue - speech - poem - report - informal letter - formal letter • Creative writing 	<ul style="list-style-type: none"> • Paragraphing <ul style="list-style-type: none"> -words -sentences - paragraphs • Composition structure <ul style="list-style-type: none"> - introduction - body - conclusion • Different types of compositions <ul style="list-style-type: none"> - descriptive - narrative - dialogue - speech - poem - report - informal letter - formal letter • Creative writing

7.5 CULTURAL ASPECTS

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • Tangible and intangible heritage <ul style="list-style-type: none"> - family and family roles - food processes and preservation - family and community events - songs, poems, riddles, news, folktales and stories • Registers <ul style="list-style-type: none"> - appropriate registers 	<ul style="list-style-type: none"> • Tangible and intangible heritage <ul style="list-style-type: none"> - family totems and lineages - food processes and preservation - family and community events - songs, poems, riddles, news, folktales and stories • Registers <ul style="list-style-type: none"> - appropriate registers 	<ul style="list-style-type: none"> • Tangible and intangible heritage <ul style="list-style-type: none"> - lineages - monuments - songs - poems - quiz and riddles - news, folktales and stories • Registers <ul style="list-style-type: none"> - appropriate registers - cultural etiquette - directions 	<ul style="list-style-type: none"> • Tangible and intangible heritage <ul style="list-style-type: none"> - Family lineages - monuments - paintings - myths, legends and taboos - poems, quiz, riddles, folktales, songs and dances • Registers <ul style="list-style-type: none"> - appropriate registers - cultural etiquette - directions 	<ul style="list-style-type: none"> • Tangible and intangible heritage <ul style="list-style-type: none"> - Family lineages - monuments - paintings - myths, legends and taboos - poems, quiz, riddles, folktales, songs and dances • Registers <ul style="list-style-type: none"> - appropriate registers - cultural etiquette - directions

8 COMPETENCE MATRIX

8.1 GRADE 3: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (knowledge, skills, and positive attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read a variety of texts • retell content read from a variety of texts • identify moral lessons from texts read • answer comprehension questions • demonstrate fluency 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words, sentences and paragraphs • Indigenous and contemporary stories, folktales, poems and letters • Cross-cutting themes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Reading a variety of texts • Retelling content read from a variety of texts • Identifying moral lessons from texts read • Answering questions • Playing reading games 	<ul style="list-style-type: none"> • Story books • Library books • Newspaper cuttings • ICT tools • Pictures • Charts • Resource persons • Word cards • Work cards • Cartoons

	<ul style="list-style-type: none"> • read story books in indigenous language 	<ul style="list-style-type: none"> • Critical thinking • Problem-solving • Analysing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Patriotism 	<ul style="list-style-type: none"> • Listening to comprehension passages • Discussing cross-cutting themes and emerging issues • Dialoguing on tangible and intangible heritage issues emerging from read texts • Practising Nelson's script • Role playing • Dramatising • Reading indigenous and 	
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			contemporary language story books	
Summary	<ul style="list-style-type: none"> • summarise given texts in 20 words using own words • retell read texts in own words 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • News, stories, folktales, letters and songs <p><u>Skills</u></p> <ul style="list-style-type: none"> • Summarising • Critical thinking • Identifying • Interpreting • Paragraphing • Writing • Skimming and scanning 	<ul style="list-style-type: none"> • Summarising given texts • Retelling read texts 	<ul style="list-style-type: none"> • Story books • Library books • Newspaper cuttings • ICT tools • Pictures • Charts • Resource persons • Cartoons
Spelling and dictation	<ul style="list-style-type: none"> • articulate words correctly • read phrases and sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words, phrases, sentences <p><u>Skills</u></p> <ul style="list-style-type: none"> • Word recognition 	<ul style="list-style-type: none"> • Reading words, phrases and sentences 	<ul style="list-style-type: none"> • Work cards • Word cards • Pictures • Sentence strips

	<ul style="list-style-type: none"> • spell words • write words and sentences 	<ul style="list-style-type: none"> • Reading • Listening • Attentiveness • Penmanship • Critical thinking • Writing • Speaking 	<ul style="list-style-type: none"> • Using words in sentences • Spelling words • Playing word games • Writing words and sentences 	<ul style="list-style-type: none"> • ICT tools • Audio books • Large print books • Slate and stylus
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8.2 GRADE 3: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative language	<ul style="list-style-type: none"> • interpret idioms, riddles, metaphors and similes • use metaphors, similes and 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Idioms • Similes • Idiophones • Metaphors • Riddles 	<ul style="list-style-type: none"> • Interpreting riddles, metaphors and similes • Using metaphors, similes and 	<ul style="list-style-type: none"> • Reference books • Newspaper • Charts • Pictures • Work cards

	<p>idiophones in sentences</p> <ul style="list-style-type: none"> complete proverbs and sayings 	<ul style="list-style-type: none"> proverbs and sayings <p><u>Skills</u></p> <ul style="list-style-type: none"> Critical thinking Creativity Problem-solving Speaking Listening Reading Writing 	<p>idiophones in sentences</p> <ul style="list-style-type: none"> Playing riddle games Completing proverbs and sayings 	<ul style="list-style-type: none"> Word cards ICT tools Resource persons
<p>Numbers in indigenous language</p>	<ul style="list-style-type: none"> count up to 30 use numbers in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Numbers up to 30 <p><u>Skills</u></p> <ul style="list-style-type: none"> Counting Listening Reading Writing 	<ul style="list-style-type: none"> Counting up to 30 Using numbers in sentences Playing counting games Reading numbers in sentences 	<ul style="list-style-type: none"> Word cards Work cards ICT tools Classroom learning centre Resource persons Realia Pictures Charts

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

8.3 GRADE 3: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Word formation	<ul style="list-style-type: none"> say out the letter sounds read syllables and words use syllables to construct words 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Letter sounds, syllables and words <p><u>Skills</u></p> <ul style="list-style-type: none"> Listening Reading Speaking Writing 	<ul style="list-style-type: none"> Saying out the letter sounds Reading syllables and words Constructing words 	<ul style="list-style-type: none"> Word cards Alphabet ICT tools Charts Work cards
Word categories	<ul style="list-style-type: none"> use nouns, verbs, and prepositions in sentences use verbs in their different tenses 	<ul style="list-style-type: none"> Nouns - singular and plural forms Verbs <ul style="list-style-type: none"> present tense past tense future tense Prepositions <p><u>Skills</u></p>	<ul style="list-style-type: none"> Reading nouns, verbs, and prepositions Using nouns, verbs, and prepositions in sentences 	<ul style="list-style-type: none"> Reference books Library books ICT tools Work cards Videos Audio/Braille books

	<ul style="list-style-type: none"> • give singular and plural nouns • construct sentences using singular and plural nouns 	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Critical thinking • Identifying 	<ul style="list-style-type: none"> • Using verbs in present, past and future tenses • Giving singular and plural noun forms • Constructing sentences using singular and plural nouns 	<ul style="list-style-type: none"> • Word cards • Pictures • Resource persons • Charts
Punctuation	<ul style="list-style-type: none"> • identify punctuation marks • use punctuation marks correctly 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Punctuation marks <ul style="list-style-type: none"> - Capital letter - Full stop - Comma - Question mark • News, folktales, letters, stories and poems 	<ul style="list-style-type: none"> • Identifying punctuation marks from read texts • Using punctuation marks correctly 	<ul style="list-style-type: none"> • Punctuation mark charts • Sentence strips • Indigenous story books • Work cards • ICT tools

		<p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Listening • Speaking • Reading proficiency • Writing • Critical thinking 	<ul style="list-style-type: none"> • Reading a variety of materials • Constructing sentences • Playing punctuation games 	
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8.4 GRADE 3: COMPOSITION

SUB TOPIC	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
	Pupils should be able to:	(Skills, positive attitudes, knowledge)		
Composition	<ul style="list-style-type: none"> • identify the basic structure of a paragraph 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words • Sentences • Paragraphs: -topic sentence 	<ul style="list-style-type: none"> • Identifying the basic structure of a paragraph • Writing different types of 	<ul style="list-style-type: none"> • Story books • Pictures • Library books • Magazines • Newspaper cuttings

	<ul style="list-style-type: none"> • outline the structure of a composition • identify different types of compositions • write a well-structured and correctly punctuated composition of 50 words 	<ul style="list-style-type: none"> -supporting ideas/details -concluding sentence • Structure of a composition <ul style="list-style-type: none"> - introduction - body - conclusion • Different types of compositions: <ul style="list-style-type: none"> -descriptive -narrative - friendly letters <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<p>compositions showing introduction, body and conclusion</p> <ul style="list-style-type: none"> • Discussing cross cutting themes, emerging and heritage issues • Researching on cross cutting themes, emerging and heritage issues 	<ul style="list-style-type: none"> • ICT tools • Word cards • Sentence strips • Sample paragraphs • Sample compositions
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		<ul style="list-style-type: none"> • Narrating • Describing • Critical thinking • Creativity 		
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8.5 GRADE 3: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Tangible and Intangible heritage	<ul style="list-style-type: none"> • state family members and their roles • identify traditional attire and tools found in their families and communities • state traditional ways of food processing and preservation 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Totems • Family trees • Family roles • family and community events • Traditional tools and attires 	<ul style="list-style-type: none"> • Stating family members and their roles • Identifying traditional attire and tools found in their families and communities 	<ul style="list-style-type: none"> • Resource persons • ICT tools • Reference books • Cultural artefacts • Newspapers • Pictures

	<ul style="list-style-type: none"> • identify their totems and praise names • demonstrate simple cultural practices in relation to norms and values • state different family and community events 	<ul style="list-style-type: none"> • Traditional food processing and preservation methods • Norms and values • Songs, poems, folktales, news, stories and riddles <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Researching • Critical thinking • Creativity • Innovation • Problem solving • Emotional intelligence <p><u>Positive attitudes</u></p>	<ul style="list-style-type: none"> • Describing traditional ways of processing and preserving food • Identifying their totems • Reciting their praise names • Dramatizing simple cultural practices in relation to norms and values • Researching on different community events 	<ul style="list-style-type: none"> • Charts
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		<ul style="list-style-type: none"> • Appreciation • Patriotism • Ubuntu/Unhu/Vumunhu • Empathy • Sense of belonging • Cultural sensitivity • Teamwork 	<ul style="list-style-type: none"> • Story-telling, indigenous dancing and poetry • Describing what happens on community events- for example weddings, funerals • Retelling folktales, stories, and news • Singing indigenous songs 	
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			<ul style="list-style-type: none"> • Drawing a family tree • Researching on traditional utensils • Playing riddle games 	
Registers	<ul style="list-style-type: none"> • demonstrate cultural etiquette that show Ubuntu/Unhu/Vumunhu • use context-dependent language appropriately 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Appropriate registers <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Researching • Communicating • Demonstrating 	<ul style="list-style-type: none"> • Role playing cultural etiquette for different situations, contexts and purposes • Demonstrating cultural etiquette for different situations • Using appropriate 	<ul style="list-style-type: none"> • Resource persons • ICT tools • Reference books • Cultural artefacts • Newspapers • Indigenous story books • Pictures

			language depending on the context	
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8.6 GRADE 4: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read a variety of texts • skim and scan for specific information in given texts • retell content read from a variety of texts 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words, sentences and paragraphs • News, indigenous and contemporary stories, folktales • Cross-cutting themes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Reading a variety of texts • Skimming and scanning for specific information in given texts • Retelling content read from a variety of texts 	<ul style="list-style-type: none"> • Story books • Library books • Newspaper cuttings • ICT tools • Graphs • Pictures • Charts • Resource persons • Tables

	<ul style="list-style-type: none"> • identify moral lessons from texts read • answer comprehension questions • demonstrate fluency • read story books in indigenous language 	<ul style="list-style-type: none"> • Critical thinking • Problem-solving • Analysis • Skimming and Scanning <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Patriotism 	<ul style="list-style-type: none"> • Identifying moral lessons from texts read • Answering questions • Playing reading games • Listening to comprehension passages • Discussing cross-cutting themes and emerging issues from texts read • Practicing Nelson’s script • Role playing • Dramatizing 	<ul style="list-style-type: none"> • Cartoons
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			<ul style="list-style-type: none"> • Reading story books in indigenous language 	
Summary	<ul style="list-style-type: none"> • summarise given texts in 30 words • retell stories, news and folktales 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • News, stories, folktales and letters <p><u>Skills</u></p> <ul style="list-style-type: none"> • Summarising • Critical thinking • Identifying • Interpreting • Paragraphing • Listening • Speaking • Reading • Writing • Skimming and scanning 	<ul style="list-style-type: none"> • Summarising given texts • Retelling stories and folktales 	<ul style="list-style-type: none"> • Story books • Library books • Newspaper cuttings • ICT tools • Pictures • Charts • Resource persons • Cartoons

<p>Spelling and dictation</p>	<ul style="list-style-type: none"> • articulate words correctly • read phrases and sentences • spell words • write words and sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words, phrases, sentences <p><u>Skills</u></p> <ul style="list-style-type: none"> • Word recognition • Listening • Speaking • Reading • Writing • Attentiveness • Penmanship • Critical thinking 	<ul style="list-style-type: none"> • Reading words, phrases and sentences • Using words in sentences • Spelling words • Playing word games • Writing sentences 	<ul style="list-style-type: none"> • Work cards • Word cards • Pictures • Sentence strips • ICT tools • Audio books • Large print books • Slate and stylus
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8.7 GRADE 4: LANGUAGE USAGE

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

		<ul style="list-style-type: none"> • Writing 		
Numbers in indigenous languages	<ul style="list-style-type: none"> • count up to 50 • use numbers in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Numbers up to 50 <p><u>Skills</u></p> <ul style="list-style-type: none"> • Counting • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Counting up to 50 • Using numbers in sentences • Playing counting games • School on shop floor • Reading numbers in sentences 	<ul style="list-style-type: none"> • Word cards • ICT tools • Classroom learning centre • Resource persons • Realia • Pictures
Time	<ul style="list-style-type: none"> • state months of the year • name seasons of the year • list activities done in different seasons of the year 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Months of the year • Seasons of the year • Activities done in different seasons <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying 	<ul style="list-style-type: none"> • Identifying months of the year • Naming seasons of the year • Reciting months and seasons of the year • Discussing activities done 	<ul style="list-style-type: none"> • Pictures • Charts • Calendar • ICT tools • Realia • Word cards • Work cards

		<ul style="list-style-type: none"> • Stating • Naming • Discussing • Listening • Speaking • Reading • Writing • Miming 	<p>during each season</p> <ul style="list-style-type: none"> • Miming activities done during different seasons 	
Sense relations	<ul style="list-style-type: none"> • identify different sense relations • use sense relations in sentences/contexts 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Antonyms • Synonyms <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Critical thinking • Reasoning • Researching • Listening • Speaking • Reading 	<ul style="list-style-type: none"> • Identifying different sense relations • Using sense relations in sentences/contexts • Researching on sense relations • Reading on sense relations 	<ul style="list-style-type: none"> • Reference books • Library books • ICT tools • Word cards • Work cards • Pictures • Resource persons

		<ul style="list-style-type: none"> • Writing 		
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8.8 GRADE 4: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Word formation	<ul style="list-style-type: none"> • read syllables and words • make words using syllables • use constructed words in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Letter sounds, syllables, words, phrases and sentences <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Identifying 	<ul style="list-style-type: none"> • Reading syllables, words, phrases and sentences • Constructing words using syllables • Making sentences using constructed words • Playing word formation games 	<ul style="list-style-type: none"> • Word cards • Alphabet • Sentence strips • ICT tools • Charts • Work cards
Word categories	<ul style="list-style-type: none"> • Identify nouns, pronouns, verbs, 	<ul style="list-style-type: none"> • Nouns (singular and plural) 	<ul style="list-style-type: none"> • Identifying nouns, pronouns, verbs, 	<ul style="list-style-type: none"> • Reference books • Library books

	<p>adjectives, and prepositions in sentences</p> <ul style="list-style-type: none"> • use verbs in sentences in their different tenses • use nouns, pronouns, verbs, adjectives, and prepositions in sentences • give singular and plural forms of words 	<ul style="list-style-type: none"> • Pronouns • Verbs- present, past, future, present continuous and past participle tenses • Adjectives • Prepositions <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Critical thinking • Identifying 	<p>adjectives, and prepositions in given texts</p> <ul style="list-style-type: none"> • Using verbs in their different tenses • Using nouns, pronouns, verbs, adjectives, and prepositions in sentences • Giving singular and plural forms of words 	<ul style="list-style-type: none"> • ICT tools • Work cards • Videos • Audio/Braille books • Word cards • Pictures • Resource persons • Charts
Punctuation	<ul style="list-style-type: none"> • identify punctuation 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Punctuation marks 	<ul style="list-style-type: none"> • Identifying punctuation 	<ul style="list-style-type: none"> • Punctuation charts • Sentence strips

	<p>marks from given texts</p> <ul style="list-style-type: none"> • use punctuation marks correctly 	<ul style="list-style-type: none"> - Capital letter - Full stop - Comma - Question mark - Exclamation mark • News, folktales, stories and letters <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Listening • Speaking • Reading proficiency • Writing • Critical thinking 	<p>marks from a variety of texts</p> <ul style="list-style-type: none"> • Using punctuation marks in given sentences correctly • Playing punctuation mark games 	<ul style="list-style-type: none"> • Indigenous story books • Work cards • ICT tools • Reference books • Charts • Word cards
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8.9 GRADE 4: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> • identify the basic structure of a paragraph • outline the structure of a composition • identify different types of compositions • write a well-structured and correctly punctuated composition of 50 words 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words • Sentences • Paragraphs: <ul style="list-style-type: none"> -topic sentence -supporting ideas/details -concluding sentence • Structure of a composition <ul style="list-style-type: none"> - introduction - body - conclusion 	<ul style="list-style-type: none"> • Identifying the basic structure of a paragraph • Writing different types of compositions showing introduction, body and conclusion • Discussing cross cutting themes, emerging and heritage issues • Researching on cross cutting 	<ul style="list-style-type: none"> • Indigenous story books • Pictures • Library books • Magazines • Newspaper cuttings • ICT tools • Word cards • Sentence strips • Sample paragraphs • Sample compositions

		<ul style="list-style-type: none"> • Different types of compositions: <ul style="list-style-type: none"> -descriptive -narrative - friendly letters <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Narrating • Describing • Critical thinking • Creativity 	<p>themes, emerging and heritage issues</p>	
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8.10 GRADE 4: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Tangible and Intangible heritage	<ul style="list-style-type: none"> • identify their totems, symbols and praise names • trace their lineages using family totems • identify traditional attires and tools found in their families and communities • state traditional ways of food processing and preservation • demonstrate simple cultural practices in relation to norms and values 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Totems, symbols and praise names • Family trees and lineages • Traditional tools and attires • Traditional food processing and preservation methods • Norms and values • Family and community events • Songs, poems, folktales, news, stories and riddles 	<ul style="list-style-type: none"> • Identifying their totems and the symbols they use • Tracing their family lineages using family trees • Drawing a family tree • Reciting their praise names • Identifying traditional attires and tools found in their families 	<ul style="list-style-type: none"> • Resource persons • ICT tools • Reference books • Cultural artefacts • Newspapers • Pictures • Charts

	<ul style="list-style-type: none"> state different family and community events 	<p><u>Skills</u></p> <ul style="list-style-type: none"> Researching Critical thinking Creativity Innovation Problem solving Emotional intelligence <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> Appreciation Patriotism Ubuntu/Unhu/Vumunhu Empathy Sense of belonging Cultural sensitivity Teamwork 	<p>and communities</p> <ul style="list-style-type: none"> Describing traditional ways of processing and preserving food Researching on traditional utensils Dramatizing simple cultural practices in relation to norms and values Researching on different 	
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			<p>community events</p> <ul style="list-style-type: none">• Story-telling, indigenous dancing and poetry• Describing what happens on family and community events- for example work parties, rain making ceremonies, thanks giving ceremonies• Retelling folktales,	
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			<p>stories, and news</p> <ul style="list-style-type: none"> • Singing indigenous songs • Playing riddle games 	
Registers	<ul style="list-style-type: none"> • demonstrate cultural etiquette that show Ubuntu/Unhu/Vumunhu • use context-dependent language appropriately 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Appropriate registers <p><u>Skills</u></p> <ul style="list-style-type: none"> • Researching • Communicating • Demonstrating 	<ul style="list-style-type: none"> • Role playing cultural etiquette for different situations, contexts and purposes • Demonstrating cultural etiquette for different situations • Using appropriate 	<ul style="list-style-type: none"> • Resource persons • ICT tools • Reference books • Cultural artefacts • Newspaper cuttings • Story books • Pictures • Realia

			language depending on the context	
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8.11 GRADE 5: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read a variety of texts • skim and scan for specific information from given texts • identify moral lessons from texts read • interpret graphs and charts 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words, sentences, instructions and questions • News, indigenous and contemporary stories, folktales, songs, dialogue, cartoons, poems, letters and reports • Graphs and charts • Cross-cutting themes <p><u>Skills</u></p>	<ul style="list-style-type: none"> • Reading a variety of texts for comprehension and fluency • Skimming and scanning for specific information from given texts 	<ul style="list-style-type: none"> • Story books • Library books • Newspaper cuttings • ICT tools • Resource persons • Graphs • Charts • Cartoons • Videos

	<ul style="list-style-type: none"> • answer comprehension questions • demonstrate fluency 	<ul style="list-style-type: none"> • Listening • Speaking • Reading- fluency • Writing • Critical thinking • Problem-solving • Analysis <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Patriotism 	<ul style="list-style-type: none"> • Identifying moral lessons from texts read • Interpreting graphs and chats • Answering comprehension questions • Playing reading games • Discussing cross-cutting themes and emerging issues from read texts • Practicing Nelson's script • Debating • Role playing 	<ul style="list-style-type: none"> • Language learning Apps • Large print • Audio/Braille books
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			<ul style="list-style-type: none"> • Dramatising • Reading story books 	
Summary	<ul style="list-style-type: none"> • summarise given texts in 35 words • retell stories, news, folktales and poems 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • News, stories, folktales, reports and poems <p><u>Skills</u></p> <ul style="list-style-type: none"> • Summarising • Critical thinking • Identifying • Paragraphing • Listening • Speaking • Reading • Writing • Skimming and scanning 	<ul style="list-style-type: none"> • Reading passages • Skimming and scanning • Identifying main points • Summarising given texts • Retelling stories, news, folktales, reports and poems 	<ul style="list-style-type: none"> • Story books • Library books • Newspaper cuttings • ICT tools • Pictures • Charts • Resource persons • Videos • Audio/Braille books
Spelling and dictation	<ul style="list-style-type: none"> • articulate words correctly 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words, phrases and sentences 	<ul style="list-style-type: none"> • Reading words, phrases and sentences 	<ul style="list-style-type: none"> • Work cards • Pictures • Sentence strips

	<ul style="list-style-type: none"> • read phrases and sentences • spell words • write words and sentences 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Word recognition • Listening/Attentiveness • Speaking • Writing • Critical thinking 	<ul style="list-style-type: none"> • Spelling words • Using words in sentences • Playing word games • Writing words and sentences 	<ul style="list-style-type: none"> • ICT tools • Large print books • Slate and stylus • Videos • Audio/Braille books • Word cards
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8.12 GRADE 5: LANGUAGE USAGE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Figurative language	<ul style="list-style-type: none"> • use figurative language in sentences • complete proverbs and sayings • interpret riddles, metaphors, 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Proverbs and sayings • Idioms • Similes • Idiophones • Metaphors 	<ul style="list-style-type: none"> • Using figurative language in sentences • Completing proverbs and sayings 	<ul style="list-style-type: none"> • Work cards • Reference books • Newspaper cuttings • Charts • ICT tools

	<p>similes, proverbs and sayings</p>	<ul style="list-style-type: none"> • Riddles <p><u>Skills</u></p> <ul style="list-style-type: none"> • Critical thinking • Creativity • Problem-solving • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Interpreting riddles, metaphors, similes, proverbs and sayings • Playing riddle games 	<ul style="list-style-type: none"> • Resource persons • Videos • Audio/Braille books • Word cards
<p>Numbers in indigenous languages</p>	<ul style="list-style-type: none"> • count up to 100 in indigenous language • use numbers in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Numbers up to 100 <p><u>Skills</u></p> <ul style="list-style-type: none"> • Counting • Critical thinking Reasoning 	<ul style="list-style-type: none"> • Counting up to 100 • Reading numbers in sentences • Playing counting games • Using numbers in sentences • School on shop floor 	<ul style="list-style-type: none"> • Word cards • ICT tools • Classroom learning centre • Resource persons • Videos • Audio/Braille books • Word cards

<p>Time</p>	<ul style="list-style-type: none"> • Use different times of the day correctly in sentences • identify months of the year in each season • state activities done in different seasons of the year 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Times of the day • Months of the year • Seasons of the year <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Stating • Naming • Discussing • Reading • Writing • Dramatising 	<ul style="list-style-type: none"> • using different times of the day correctly in sentences • Reciting poems using different months of the year • Researching on activities done in their communities during different seasons • Naming the activities in different seasons of the year • Dramatising activities that take 	<ul style="list-style-type: none"> • Pictures • Charts • Word cards • Work cards • Calendar • ICT tools • Realia
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			place during different seasons	
Sense relations	<ul style="list-style-type: none"> • identify different sense relations • use antonyms, synonyms and homographs in sentences/contexts 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Antonyms • Synonyms • Homographs <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Identifying • Critical thinking • Researching • Problem solving 	<ul style="list-style-type: none"> • Identifying different sense relations • Using antonyms, synonyms and homographs in sentences/contexts • Researching on sense relations • Reading on sense relations • Answering questions on sense relations 	<ul style="list-style-type: none"> • Reference books • Library books • ICT tools • Work cards • Videos • Audio/Braille books • Word cards • Pictures • Resource persons • Charts

8.13 GRADE 5: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Word formation	<ul style="list-style-type: none"> • read syllables, words, phrases and sentences • use syllables to construct words • use constructed words in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • letter sounds, syllables, words, phrases and sentences <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Identifying 	<ul style="list-style-type: none"> • reading syllables, words, phrases and sentences • constructing words using syllables • making sentences using constructed words • playing word formation games 	<ul style="list-style-type: none"> • Reference books • Library books • ICT tools • Work cards • Videos • Audio/Braille books • Word cards • Pictures • Resource persons • Charts
Word categories	<ul style="list-style-type: none"> • use nouns, pronouns, verbs, adjectives, conjunctives and 	<ul style="list-style-type: none"> • Nouns (singular and plurals) • Pronouns • Verbs- past, present, future, 	<ul style="list-style-type: none"> • Reading nouns, pronouns, verbs, adjectives, conjunctives and prepositions 	<ul style="list-style-type: none"> • Reference books • Library books • ICT tools • Work cards • Videos

	<p>prepositions in sentences</p> <ul style="list-style-type: none"> • use verbs in their different tenses • give singular and plural nouns and pronouns • construct sentences using plurals 	<p>past participle, present continuous tenses</p> <ul style="list-style-type: none"> • Adjectives • Prepositions • Conjunctives <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Critical thinking • Identifying 	<ul style="list-style-type: none"> • Using verbs in their different tenses • Using nouns, pronouns, verbs, adjectives, conjunctives and prepositions in sentences • Giving singular and plural nouns and pronouns • Constructing sentences using singular and plural nouns 	<ul style="list-style-type: none"> • Audio/Braille books • Word cards • Pictures • Resource persons • Charts
Concordial agreement	<ul style="list-style-type: none"> • construct sentences using 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Concordial agreement 	<ul style="list-style-type: none"> • Constructing sentences using 	<ul style="list-style-type: none"> • Resource persons • ICT tools • Reference books

	<p>singular and plural nouns</p> <ul style="list-style-type: none"> • identify concordial agreement in sentences 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Critical thinking • demonstrating 	<p>singular and plural nouns</p> <ul style="list-style-type: none"> • Filling in sentences using concordial agreements 	<ul style="list-style-type: none"> • Videos • Audio/Braille books • Word cards • Pictures • Charts • Sentence strips
Punctuation	<ul style="list-style-type: none"> • identify punctuation marks in given texts • use punctuation marks correctly 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Punctuation marks <ul style="list-style-type: none"> - Capital letter - Full stop - Comma - Question marks - Exclamation marks - Opening and closing 	<ul style="list-style-type: none"> • Identifying punctuation marks from different texts • Using punctuation marks in given sentences correctly 	<ul style="list-style-type: none"> • Punctuation charts • Sentence strips • Story books • Work cards • ICT tools • Reference books • Charts • Word cards

		<p>inverted commas</p> <p>Skills</p> <ul style="list-style-type: none"> • Identifying • Listening • Speaking • Reading <p>proficiency</p> <ul style="list-style-type: none"> • Writing • Critical thinking 		
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8.14 GRADE 5: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> • identify the basic structure of a paragraph 	<p>Knowledge</p> <ul style="list-style-type: none"> • Words • Sentences • Paragraphs: -topic sentence 	<ul style="list-style-type: none"> • Discussing the structure of a paragraph • Constructing paragraphs using 	<ul style="list-style-type: none"> • Story books • Pictures • Library books • Magazines

	<ul style="list-style-type: none"> • state different types of compositions • write well-structured and correctly punctuated compositions of 80 to 120 words 	<ul style="list-style-type: none"> -supporting ideas/details -concluding sentence • Different types of compositions: <ul style="list-style-type: none"> -descriptive -narrative -report -dialogue -formal and informal letters • Structure of a composition <ul style="list-style-type: none"> -Introduction -Body - Conclusion <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening 	<p>topic sentence, supporting sentences and concluding sentence</p> <ul style="list-style-type: none"> • Stating different types of compositions • Debating on cross cutting themes, emerging and heritage issues • Using figurative language in compositions • Researching on cross cutting themes, emerging 	<ul style="list-style-type: none"> • Newspaper cuttings • ICT tools • Word cards • Sentence strips • Sample paragraphs • Sample compositions • Videos • Audio/Braille books
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		<ul style="list-style-type: none"> • Speaking • Reading • Writing • Narrating • Describing • Critical thinking • Creativity • Researching 	<p>and heritage issues</p> <ul style="list-style-type: none"> • Writing a well-structured and correctly punctuated composition 	
Creative writing	<ul style="list-style-type: none"> • develop writing skills and techniques • create a variety of artistic works 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Poems • Songs • Stories • Plays • Cross cutting themes • Emerging issues <p><u>Skills</u></p> <ul style="list-style-type: none"> • Creativity • Critical thinking 	<ul style="list-style-type: none"> • Writing creative works • Performing creative works • Showcasing artistic works • Role playing • Dramatising • Impromptu speeches • Debates 	<ul style="list-style-type: none"> • Story books • Pictures • Library books • Magazines • Newspaper cuttings • ICT tools • Samples of creative works • Audio/Braille books

		<ul style="list-style-type: none"> • Problem solving • Entrepreneurship • Researching • Story telling • Listening • Speaking • Reading • Writing • Performing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Patriotism • Cultural appreciation • Economic empowerment 	<ul style="list-style-type: none"> • Educational tours 	<ul style="list-style-type: none"> • Large print books
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8.15 GRADE 5: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Tangible and intangible heritage	<ul style="list-style-type: none"> • Identify their lineages and clan names • trace historical background of their families using totems and clan names • identify monuments in their communities 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Family lineages and clans • Monuments • Songs, poems, quiz and riddles • News folktales and stories • Myths and taboos <p><u>Skills</u></p> <ul style="list-style-type: none"> • Researching • Critical thinking • Creativity • Innovation • Teamwork • Problem solving 	<ul style="list-style-type: none"> • Identifying lineages and clan names • Researching on historical background of families • Discussing on monuments found in their communities • Stating myths and taboos associated with monuments in 	<ul style="list-style-type: none"> • Story books • Pictures • Library books • Magazines • Newspaper cuttings • ICT tools • Samples of creative works • Audio/Braille books • Large print books • Videos • Resource persons

		<ul style="list-style-type: none"> • Emotional intelligence <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Appreciation • Patriotism • Ubuntu/Unhu/Vumunhu • Empathy • Sense of belonging • Cultural sensitivity • Integrity • Self-pride 	<p>their communities</p> <ul style="list-style-type: none"> • Story - telling, dancing and reciting poems • Reciting praise poems 	
Registers	<ul style="list-style-type: none"> • use context-dependent language appropriately • demonstrate cultural etiquette that show Ubuntu/Unhu/Vumunhu • use correct names for the cardinal points 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Appropriate registers • Cultural etiquette for different situations, contexts and purposes • Directions <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking 	<ul style="list-style-type: none"> • Using appropriate language depending on the context • Role playing cultural etiquette for different 	<ul style="list-style-type: none"> • Story books • Pictures • Library books • Magazines • Work cards • Word cards • Newspaper cuttings • ICT tools

	<ul style="list-style-type: none"> • give directions using cardinal points 	<ul style="list-style-type: none"> • Reading • Writing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Self-identity • Empathy • Tolerance • Cultural sensitivity • Sense of belonging • Sharing 	<p>situations, contexts and purposes</p> <ul style="list-style-type: none"> • Dramatizing cultural etiquette for different situations • Identifying the cardinal points • Using the cardinal points to give different directions • Debating • Role playing 	<ul style="list-style-type: none"> • Audio/Braille books • Large print books • Videos • Resource persons
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8.16 GRADE 6: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge, values)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read a variety of texts • skim and scan to get specific information from given texts • answer comprehension questions • demonstrate fluency • identify moral lessons from texts read • interpret graphs tables and charts 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words, sentences, instructions and questions • News, indigenous and contemporary stories, folktales, dialogue, poems and speeches • Graphs, tables and charts • Cross-cutting themes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Critical thinking • Problem-solving 	<ul style="list-style-type: none"> • Reading a variety of texts • Skimming and scanning for specific information from given texts • Answering questions • Identifying moral lessons from texts read • Interpreting graphs, tables and charts 	<ul style="list-style-type: none"> • Story books • Resource books • Audio books/braille • Newspaper cuttings • ICT tools • Graphs • Pictures • Charts • Word cards • Resource persons • Tables

	<ul style="list-style-type: none"> • read story books in indigenous language • derive contextual meaning of words from given texts 	<ul style="list-style-type: none"> • Analysis <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Patriotism • Tolerance • Teamwork • Empathy • Confidence • Leadership 	<ul style="list-style-type: none"> • Discussing cross-cutting themes and emerging issues • Practicing Nelson’s script • Reading story books in indigenous language 	
Summary	<ul style="list-style-type: none"> • Summarise given texts in 35 words • retell stories, news, folktales 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • News, stories, folktales, poems, reports, letters and speeches <p><u>Skills</u></p> <ul style="list-style-type: none"> • Summarising • Listening • Speaking • Reading 	<ul style="list-style-type: none"> • Summarising given texts • Retelling stories, news, folktales, poems, reports, letters and speeches 	<ul style="list-style-type: none"> • Story books • Library books, audio books • Newspaper cuttings • ICT tools • Pictures • Charts

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

8.17 GRADE 6: LANGUAGE USAGE

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

		<p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Cultural appreciation 	<ul style="list-style-type: none"> • Using metaphors, similes and idiophones in sentences 	
Numbers in indigenous languages	<ul style="list-style-type: none"> • count up to 500 • use numbers in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Numbers up to 500 <p><u>Skills</u></p> <ul style="list-style-type: none"> • Counting • Critical thinking • Creativity • Problem-solving • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Counting up to 500 • Using numbers in sentences • Playing counting games • School on the shop floor 	<ul style="list-style-type: none"> • Word cards • ICT tools • Classroom learning centre • Pictures • Library books • Audio books/braille • Large print books • Slate and stylus • Word games
Time	<ul style="list-style-type: none"> • identify different times of the day 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Times of the day 	<ul style="list-style-type: none"> • Identifying different times of the day 	<ul style="list-style-type: none"> • Pictures • Charts • Calendar

	<ul style="list-style-type: none"> • match months of the year with seasons • state cultural activities done in different seasons of the year 	<ul style="list-style-type: none"> • Months of the year • Seasons of the year • Cultural activities <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Stating • Naming • Discussing • Listening • Speaking • Reading • Writing • Dramatising 	<ul style="list-style-type: none"> • Matching months of the year to different seasons • Stating cultural activities done in different seasons of the year • Dramatising cultural activities that happen during different season 	<ul style="list-style-type: none"> • ICT tools • Realia • Word cards • Work cards
Sense relations	<ul style="list-style-type: none"> • identify different sense relations 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Antonyms • Synonyms 	<ul style="list-style-type: none"> • Identifying different sense relations in given texts 	<ul style="list-style-type: none"> • Reference books • Library books • ICT tools

	<ul style="list-style-type: none"> • use sense relations in sentences/contexts 	<ul style="list-style-type: none"> • Homographs <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Critical thinking • Listening • Speaking • Reading • Writing • Researching 	<ul style="list-style-type: none"> • Using sense relations in sentences/contexts • Playing games • Researching on sense relations 	<ul style="list-style-type: none"> • Word cards • Pictures • Audio books/braille • Large print books • Slate and stylus
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8.18 GRADE 6: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Word categories	<ul style="list-style-type: none"> • use nouns, pronouns, verbs, adverbs • adjectives, conjunctions and 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Nouns (singular/ plural) • Pronouns (singular / plural) 	<ul style="list-style-type: none"> • Reading nouns, pronouns, verbs, adverbs • adjectives, conjunctives and prepositions 	<ul style="list-style-type: none"> • Reference books • Library books • ICT tools • Work cards • Videos

	<p>prepositions in sentences</p> <ul style="list-style-type: none"> • give singular and plural nouns and pronouns • construct sentences using singular and plural nouns and pronouns • construct sentences using verbs in different tenses 	<ul style="list-style-type: none"> • Verbs in different tense forms • Adjectives • Adverbs • Prepositions • Conjunctives <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Critical thinking • Identifying 	<ul style="list-style-type: none"> • Using nouns, pronouns, verbs, adverbs, adjectives, conjunctives and prepositions in sentences • Giving singular and plural nouns and pronouns • Constructing sentences using plurals • Constructing sentences using verbs in different terms 	<ul style="list-style-type: none"> • Audio/Braille books • Word cards • Pictures • Resource persons • Charts
Concordial agreement	<ul style="list-style-type: none"> • construct sentences using 	<u>Knowledge</u>	<ul style="list-style-type: none"> • Constructing sentences using 	<ul style="list-style-type: none"> • ICT tools • Reference books

	<p>singular and plural nouns</p> <ul style="list-style-type: none"> • use concordial agreement in sentences 	<ul style="list-style-type: none"> • Concordial agreement <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Critical thinking 	<p>singular and plural nouns</p> <ul style="list-style-type: none"> • Using concordial agreement in sentences • joining sentences using concordial agreement 	<ul style="list-style-type: none"> • Videos • Audio/Braille books • Word cards • Pictures • Charts • Sentence strips
Punctuation	<ul style="list-style-type: none"> • identify punctuation marks • use punctuation marks correctly 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Punctuation marks <ul style="list-style-type: none"> - Capital letter - Full stop - Question marks - Comma - Exclamation marks 	<ul style="list-style-type: none"> • Identifying punctuation marks • Reading a variety of materials • Using punctuation marks in the given sentences correctly 	<ul style="list-style-type: none"> • Punctuation charts • Sentence strips • Indigenous story books • Work cards • ICT tools • Reference books • Charts • Word cards

		<ul style="list-style-type: none"> - Opening and closing inverted commas - Apostrophe - Diacritic <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Reading proficiency • Writing <p>Critical thinking</p>	<ul style="list-style-type: none"> • Playing punctuation mark games 	
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8.19 GRADE 6: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> • identify the basic structure of a paragraph 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words • Sentences 	<ul style="list-style-type: none"> • Constructing paragraphs using the topic 	<ul style="list-style-type: none"> • Story books • Pictures • Library books

	<ul style="list-style-type: none"> • write different types of well-structured and correctly punctuated compositions with 80 to 120 words 	<ul style="list-style-type: none"> • Paragraphs: <ul style="list-style-type: none"> -topic sentence -supporting ideas/details -concluding sentence • Structure of a composition <ul style="list-style-type: none"> - introduction - body - conclusion • Different types of compositions: <ul style="list-style-type: none"> -descriptive -narrative -report -poem -speech -dialogue 	<ul style="list-style-type: none"> • sentence, supporting sentences and concluding sentence • Discussing cross-cutting themes, heritage and emerging issues • Researching on cross-cutting themes heritage and emerging issues • Writing different types of well-structured and correctly 	<ul style="list-style-type: none"> • Audio books • Magazines • Newspaper cuttings • ICT tools • Word cards • Sentence strips • Sample compositions • Braille books • Videos • Large print books
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		<p>-formal and informal letters</p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Writing • Narrating • Describing • Critical thinking • Creativity 	<p>punctuated compositions</p>	
Creative writing	<ul style="list-style-type: none"> • develop writing skills and techniques • create a variety of artistic work 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Poems • Songs • Stories • Plays • Cross cutting themes • Emerging issues <p><u>Skills</u></p>	<ul style="list-style-type: none"> • Writing creative work • Performing creative work • Showcasing artistic work • Role playing • Dramatising • Debates 	<ul style="list-style-type: none"> • Indigenous story books • Pictures • Library books • Magazines • Newspaper cuttings • ICT tools

		<ul style="list-style-type: none"> • Creativity • Critical thinking • Problem solving • Entrepreneurship • Researching • Story telling • Reading • Writing • Performing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Patriotism • Cultural appreciation • Economic empowerment 	<ul style="list-style-type: none"> • Educational tours 	<ul style="list-style-type: none"> • Samples of creative work • Audio/Braille books • Large print books
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8.20 GRADE 6: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Tangible and Intangible heritage	<ul style="list-style-type: none"> • trace historical background of their family lineages using totems and clan names • identify national monuments • state the functions of national monuments • identify myths, legends and taboos common in their communities 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Family lineages, totems and clan names • Monuments • Paintings • Myths, legends and taboos • Poems, quizzes, riddles, folktales, songs and dances <p><u>Skills</u></p> <ul style="list-style-type: none"> • Researching • Reading • Critical thinking • Creativity • Innovation 	<ul style="list-style-type: none"> • Researching on historical background of family lineages using totems and clan names • Identifying national monuments • Discussing the functions of national monuments • Listing myths, legends and 	<ul style="list-style-type: none"> • Indigenous story books • Pictures • Library books • Magazines • Newspaper cuttings • ICT tools • Samples of creative works • Audio/Braille books • Large print books • Videos

		<ul style="list-style-type: none"> • Teamwork • Problem solving • Emotional intelligence <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Appreciation • Patriotism • Ubuntu/Unhu/Vumunhu • Empathy • Sense of belonging • Cultural sensitivity • Integrity • Self-pride 	<p>taboos common in communities</p> <ul style="list-style-type: none"> • Educational tours • Storytelling, dancing and reciting poems • discussing the moral lessons from poems, quizzes, riddles, folktales, songs, myths, legends and taboos 	<ul style="list-style-type: none"> • Resource persons
Registers	<ul style="list-style-type: none"> • use context - dependent language appropriately • demonstrate cultural etiquette that show 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Greetings • Registers for different situations, contexts and purposes 	<ul style="list-style-type: none"> • Using appropriate language depending on the context 	<ul style="list-style-type: none"> • Resource person • ICT tools • Reference books

	<p>Ubuntu/ Unhu/ Vumunhu</p> <ul style="list-style-type: none"> • use correct names for the cardinal points • use cardinal points to give different directions in relation to objects and places 	<ul style="list-style-type: none"> • Cultural etiquette for different situations, contexts and purposes • Directions <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Self-identity • Empathy • Tolerance • Cultural sensitivity • Sense of belonging • Sharing 	<ul style="list-style-type: none"> • Role playing cultural etiquette for different situations, contexts and purposes • Demonstrating cultural etiquette for different situations • Giving directions in relation to objects and places using correct cardinal points 	<ul style="list-style-type: none"> • Cultural artefacts • Newspaper cuttings • Indigenous story books • Videos • Braille books
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8.21 GRADE 7: COMPREHENSION AND SUMMARY

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Comprehension	<ul style="list-style-type: none"> • read a variety of texts • skim and scan to get specific information from given texts • answer comprehension questions • demonstrate fluency • identify moral lessons from texts read 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words, sentences, instructions and questions • News, indigenous and contemporary stories, folktales, dialogues, poems and speeches • Graphs, tables, maps and charts • Cross-cutting themes <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading 	<ul style="list-style-type: none"> • Reading a variety of texts • Skimming and scanning for specific information from given texts • Answering questions • Identifying moral lessons from texts read • Interpreting graphs, tables, maps and charts 	<ul style="list-style-type: none"> • Indigenous story books • Resource books • Audio books/braille • Newspaper cuttings • ICT tools • Graphs • Maps • Pictures • Charts • Word cards • Word cards

	<ul style="list-style-type: none"> • interpret graphs tables, maps and charts • read story books in indigenous language • derive contextual meaning of words from given texts 	<ul style="list-style-type: none"> • Writing • Critical thinking • Problem-solving • Analysing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Patriotism • Tolerance • Teamwork • Empathy • Confidence • Leadership 	<ul style="list-style-type: none"> • Debating on cross-cutting themes and emerging issues • Practicing Nelson’s script • Role playing • Dramatising • Reading story books in indigenous language 	<ul style="list-style-type: none"> • Resource persons • Tables
<p>Summary</p>	<ul style="list-style-type: none"> • Summarise given texts in 35 words • Skim and scan for relevant points • retell stories read from given texts 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • News, stories, folktales, poems, reports, letters and speeches <p><u>Skills</u></p> <ul style="list-style-type: none"> • Summarising • Skimming and scanning 	<ul style="list-style-type: none"> • Summarising given texts • Skimming and scanning for relevant points • Retelling stories, from read texts 	<ul style="list-style-type: none"> • Indigenous story books • Library books, audio books • Newspaper cuttings • ICT tools

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

8.22 GRADE 7: LANGUAGE USAGE

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

		<p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Cultural appreciation 	<ul style="list-style-type: none"> • Using metaphors, similes and idiophones in sentences 	
Numbers in indigenous language	<ul style="list-style-type: none"> • count up to 1000 • use numbers in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Numbers up to 1000 <p><u>Skills</u></p> <ul style="list-style-type: none"> • Counting • Critical thinking • Creativity • Problem-solving • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Counting up to 1000 • Using numbers in sentences • Playing counting games • School on the shop floor 	<ul style="list-style-type: none"> • Word cards • ICT tools • Classroom learning centre • Pictures • Library books • Audio books/braille • Large print books • Slate and stylus • Word games
Time	<ul style="list-style-type: none"> • identify different times of the day 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Times of the day 	<ul style="list-style-type: none"> • Identifying different times of the day 	<ul style="list-style-type: none"> • Pictures • Charts • Calendar

	<ul style="list-style-type: none"> • match months of the year with seasons • state cultural activities done in different seasons of the year 	<ul style="list-style-type: none"> • Months of the year • Seasons of the year • Cultural activities <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Stating • Naming • Discussing • Reading • Writing • Dramatizing 	<ul style="list-style-type: none"> • Matching months of the year to different seasons • Stating cultural activities done in different seasons of the year • Dramatising cultural activities that happen during different seasons 	<ul style="list-style-type: none"> • ICT tools • Realia • Word cards • Work cards
Sense relations	<ul style="list-style-type: none"> • identify different sense relations • use sense relations in sentences/contexts 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Antonyms • Synonyms • Homographs <p><u>Skills</u></p>	<ul style="list-style-type: none"> • Identifying different sense relations in given texts 	<ul style="list-style-type: none"> • Reference books • Library books • ICT tools • Word cards • Pictures

		<ul style="list-style-type: none"> • Identifying • Critical thinking • Listening • Speaking • Reading • Writing • Researching 	<ul style="list-style-type: none"> • Using sense relations in sentences/contexts • Playing games • Researching on sense relations 	<ul style="list-style-type: none"> • Audio books/braille • Large print books • Slate and stylus
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8.23 GRADE 7: LANGUAGE STRUCTURE

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Word categories	<ul style="list-style-type: none"> • use nouns, pronouns, verbs, adverbs adjectives, conjunctions and prepositions in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Nouns (singular/ plural) • Pronouns (singular / plural) • Verbs in different tense forms 	<ul style="list-style-type: none"> • Reading nouns, pronouns, verbs, adverbs adjectives, conjunctives and prepositions 	<ul style="list-style-type: none"> • Reference books • Library books • ICT tools • Work cards • Videos • Audio/Braille books

	<ul style="list-style-type: none"> • give singular and plural nouns and pronouns • construct sentences using singular and plural nouns and pronouns • construct sentences using verbs in different tenses 	<ul style="list-style-type: none"> • Adjectives • Adverbs • Prepositions • Conjunctives <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Critical thinking • Identifying 	<ul style="list-style-type: none"> • Using nouns, pronouns, verbs, adverbs, adjectives, conjunctives and prepositions in sentences • Giving singular and plural nouns and pronouns • Constructing sentences using singular and plurals words • Constructing sentences using verbs in different tenses 	<ul style="list-style-type: none"> • Word cards • Pictures • Resource persons • Charts
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<p>Concordial agreement</p>	<ul style="list-style-type: none"> • construct sentences using singular and plural nouns • use concordial agreement in sentences 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Concordial agreement <p><u>Skills</u></p> <ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing • Critical thinking 	<ul style="list-style-type: none"> • Constructing sentences using singular and plural nouns • Using concordial agreement in sentences • joining sentences using conjunctives 	<ul style="list-style-type: none"> • ICT tools • Reference books • Videos • Audio/Braille books • Word cards • Pictures • Charts • Sentence strips
<p>Punctuation</p>	<ul style="list-style-type: none"> • identify punctuation marks • use punctuation marks correctly 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Punctuation marks <ul style="list-style-type: none"> - Capital letter - Full stop - Question marks - Comma 	<ul style="list-style-type: none"> • Identifying punctuation marks • Reading a variety of materials • Using punctuation marks in the given sentences correctly 	<ul style="list-style-type: none"> • Punctuation charts • Sentence strips • Indigenous story books • Work cards • ICT tools • Reference books • Charts

		<ul style="list-style-type: none"> - Exclamation marks - Opening and closing inverted commas - Colon - Semi-colon - Apostrophe - Diacritic (where applicable) <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identifying • Reading proficiency • Writing • Critical thinking 	<ul style="list-style-type: none"> • Playing punctuation mark games 	<ul style="list-style-type: none"> • Word cards
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8.24 GRADE 7: COMPOSITION

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Composition	<ul style="list-style-type: none"> • identify the basic structure of a paragraph • write different types of well-structured and correctly punctuated compositions with 80 to 120 words 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Words • Sentences • Paragraphs: <ul style="list-style-type: none"> -topic sentence -supporting ideas/details -concluding sentence • Structure of a composition <ul style="list-style-type: none"> - introduction - body - conclusion • Different types of compositions: <ul style="list-style-type: none"> -descriptive 	<ul style="list-style-type: none"> • Constructing paragraphs using the topic sentence, supporting sentences and concluding sentence • Writing different types of well-structured and correctly punctuated compositions • Discussing cross-cutting themes, 	<ul style="list-style-type: none"> • Story books • Pictures • Library books • Audio books • Magazines • Newspaper cuttings • ICT tools • Word cards • Sentence strips • Sample compositions • Braille books • Videos • Large print books

		<ul style="list-style-type: none"> -narrative -report -poem -speech -dialogue -formal and informal letters • Cross cutting themes <p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Narrating • Describing • Critical thinking • Creativity 	<p>heritage and emerging issues</p> <ul style="list-style-type: none"> • Researching on cross-cutting themes heritage and emerging issues • Debating on cross-cutting themes, heritage and emerging issues 	
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<p>Creative writing</p>	<ul style="list-style-type: none"> • develop writing skills and techniques • create a variety of artistic work 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Poems • Songs • Stories • Plays • Cross cutting themes • Emerging issues <p><u>Skills</u></p> <ul style="list-style-type: none"> • Creativity • Critical thinking • Problem solving • Entrepreneurship • Researching • Story telling • Listening • Public Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Writing creative work • Performing creative work • Showcasing artistic work • Role playing • Dramatising • Debating • Educational tours 	<ul style="list-style-type: none"> • Story books • Pictures • Library books • Magazines • Newspaper cuttings • ICT tools • Samples of creative work • Audio/Braille books • Large print books
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		<ul style="list-style-type: none"> • Performing <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Confidence • Empathy • Patriotism • Cultural appreciation • Economic empowerment 		
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8.25 GRADE 7: CULTURAL ASPECTS

SUB TOPIC	OBJECTIVES Pupils should be able to:	CONTENT (Skills, positive attitudes, knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
Tangible and Intangible heritage	<ul style="list-style-type: none"> • trace historical background of their family lineages using totems and clan names 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Family lineages, totems and clan names • Monuments • Paintings 	<ul style="list-style-type: none"> • Researching on historical background of families' lineages using 	<ul style="list-style-type: none"> • Story books • Pictures • Library books • Magazines

	<ul style="list-style-type: none"> • identify national monuments • state the functions of national monuments • Explain the significance and purpose of myths, legends and taboos common in their communities 	<ul style="list-style-type: none"> • Myths, legends and taboos • Poems, quizzes, riddles, folktales, songs and dances <p><u>Skills</u></p> <ul style="list-style-type: none"> • Researching • Listening • Speaking • Reading • Writing • Critical thinking • Creativity • Innovation • Teamwork • Problem solving • Emotional intelligence <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Appreciation 	<p>totems and clan names</p> <ul style="list-style-type: none"> • Identifying national monuments • Discussing the functions of national monuments • Researching on the significance and purpose of myths, legends and taboos common in communities • Educational tours 	<ul style="list-style-type: none"> • Newspaper cuttings • ICT tools • Realia • Samples of creative works • Audio/Braille books • Large print books • Videos • Work cards • Word cards • Resource persons
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		<ul style="list-style-type: none"> • Patriotism • Ubuntu/Unhu/Vumunhu • Empathy • Sense of belonging • Cultural sensitivity • Integrity • Self-pride 	<ul style="list-style-type: none"> • Storytelling, dancing and reciting poems • discussing the moral lessons from poems, quizzes, riddles, folktales, songs, myths, legends and taboos 	
Registers	<ul style="list-style-type: none"> • use context - dependent language appropriately • demonstrate cultural etiquette that show Ubuntu/ Unhu/ Vumunhu • use correct names for the cardinal points 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Registers for different situations, contexts and purposes • Cultural etiquette for different situations, contexts and purposes • Directions <p><u>Skills</u></p>	<ul style="list-style-type: none"> • Using appropriate language depending on the context • Role playing cultural etiquette for different 	<ul style="list-style-type: none"> • Resource person • ICT tools • Reference books • Cultural artefacts • Newspaper cuttings

	<ul style="list-style-type: none"> • use cardinal points to give different directions in relation to objects and places 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Researching • Critical thinking • Creativity • Innovation • Team work • Problem solving • Emotional intelligence <p><u>Positive attitudes</u></p> <ul style="list-style-type: none"> • Self-identity • Empathy • Tolerance • Cultural sensitivity • Sense of belonging • Sharing 	<p>situations, contexts and purposes</p> <ul style="list-style-type: none"> • Demonstrating cultural etiquette for different situations • Giving directions in relation to objects and places using correct cardinal points 	<ul style="list-style-type: none"> • Story books • Videos • Braille books
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9 ASSESSMENT

The Indigenous Languages learning area for Grade 3-7 shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners. Arrangements, accommodations and modifications shall be visible to enable candidates with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specification grid.

9.1 Assessment Objectives

Learners shall be assessed on their ability to:

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

9.2 Assessment Model

Figure 1 shows the Assessment Model for both school and ZIMSEC assessments. Assessment of learners shall be both Continuous and Summative. School Based Continuous Assessment shall include recorded activities from the School Based Projects. The mark shall be included on the learner's end of term and year report. Summative assessment at school level shall include terminal examinations which are at the end of the term and year.

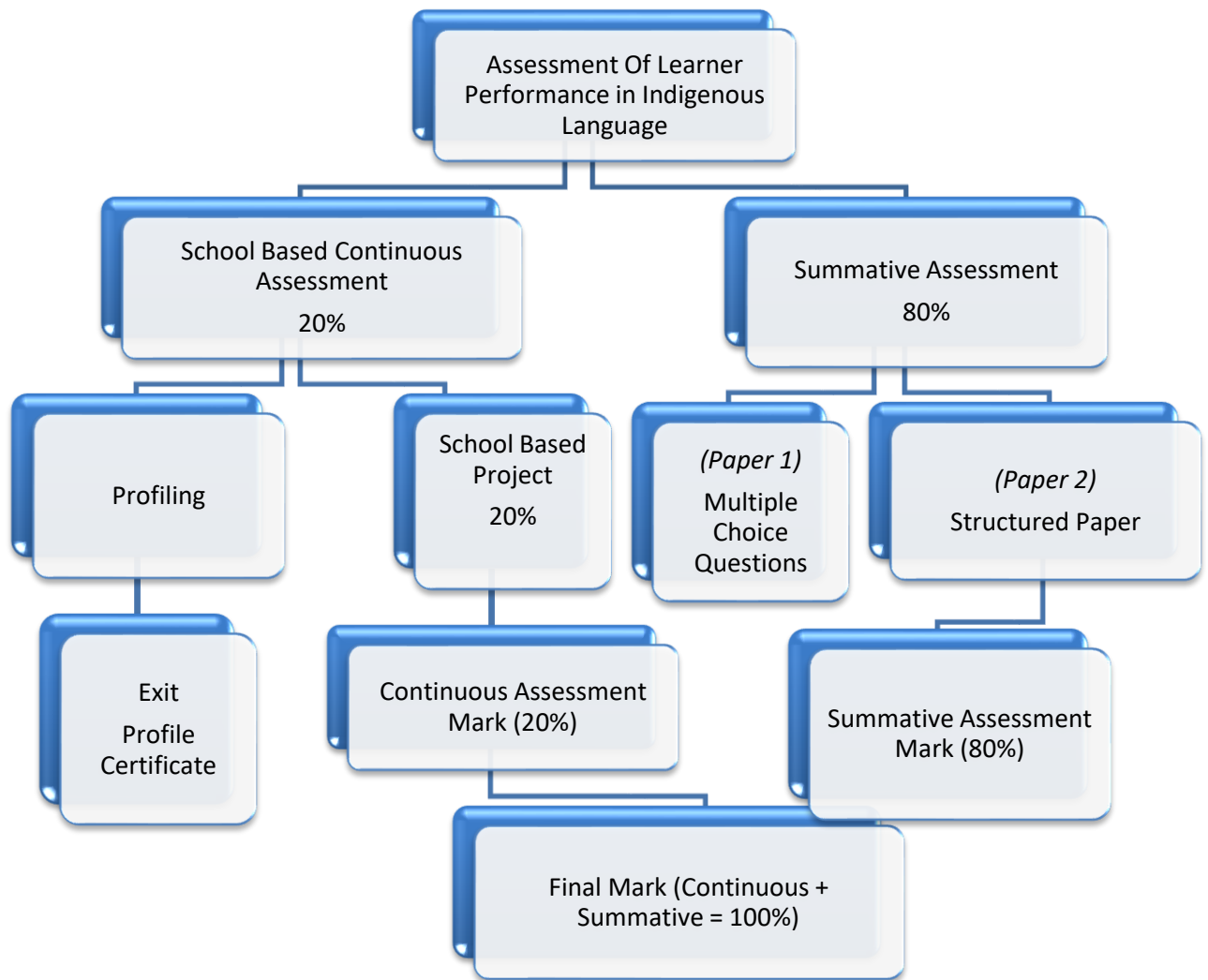


Fig. 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued for checkpoints assessment in schools as per the dictates of the Teacher’s Guide to Learning and Assessment. The aspects to be profiled shall include learner’s prior knowledge, values and skills, and subsequently the new competences acquired at any given point.

9.3 Scheme of Assessment

The Assessment Model shows that learners shall be assessed using both School Based Continuous Assessment and Summative Assessment for both School and ZIMSEC assessments.

The table shows the Scheme of Assessment where 20% is allocated to School Based Continuous Assessment and 80% to School or ZIMSEC Summative Assessment.

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

9.3.1 Description of School Based Continuous Assessment

Learners shall do one school-based project per Grade which contributes to 20% of the end of year final mark. The end of year summative assessment shall then contribute 80%. However, for ZIMSEC public examinations, two (2) school - based projects shall be considered as School Based Continuous Assessment at Grade 7. The two School Based Projects shall include those done during Grade 6 and Grade 7 sessions. Each will contribute 10%.

9.3.1.1: School – Based Project Continuous Assessment Scheme

Table 1 shows the Learning and Assessment Scheme for the School Based Project.

9.3.1.1 Table 1 showing the assessment scheme for school - based projects

Project Execution Stages	Description	Timelines	Marks
1	Problem Identification	January	5
2	Investigation of related ideas to the problem/innovation	February	10
3	Generation of possible solutions	March	10
4	Refinement of selected solution	April-May	10
5	Presentation of the final solution	June - July	10
6	Evaluation of the solution and Recommendations	August-September	5
	TOTAL		50

The assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

9.3.2 Description of the ZIMSEC Summative Assessment

ZIMSEC Summative Assessment shall be a public examination at Grade 7. The examination shall consist of two (2) papers of different weightings.

Paper	Paper type	Marks	Duration	Weighting
1	Multiple Choice	40	1hour 30minutes	35%
2	Structured Questions	30	1hour 45 minutes	45%
TOTAL				80%

Paper 1 (40 marks) 50%

1hr 30 minutes

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

Paper 2. (30 marks) 30%

1hr 45minutes

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

9.4 Specification Grid

Skill	Paper 1	Paper 2
Knowledge and comprehension	40%	40%
Application and Analysis	40%	40%
Problem solving	20%	20%
TOTAL	100%	100%