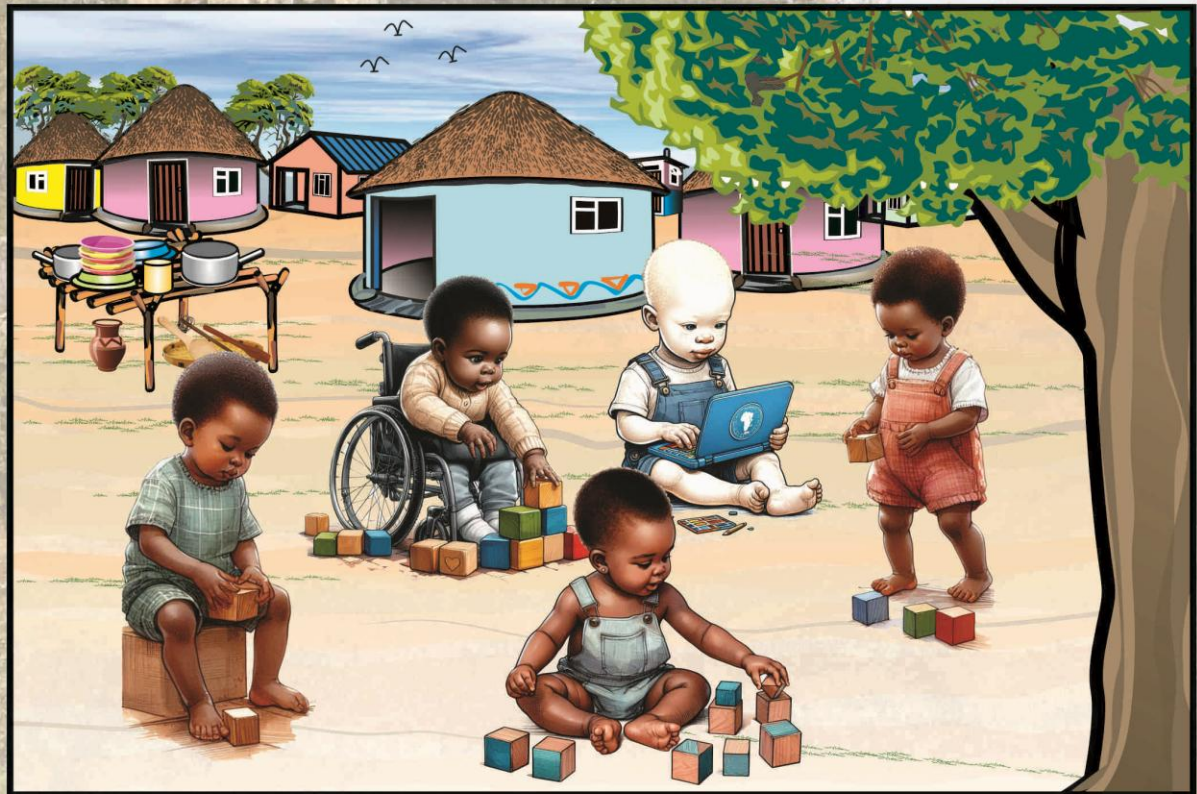




ZIMBABWE

Ministry of Primary and Secondary Education



ENGLISH LANGUAGE SYLLABUS 2024-2030

INFANT (ECD A - GRADE 2)

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1 PREAMBLE

1.1 Introduction

The Infant English language syllabus is Heritage Based with the principle of inclusivity. It fosters the development of language structures, the four macro linguistic skills (listening/observing, speaking/signing, reading/signing and writing) and the acquisition of competencies such as skills, knowledge, values, attitudes and dispositions which are key to national development. The implementation of this syllabus focuses on the cognitive, psychomotor and affective domains, to cater for the holistic development of the learner. It covers the learning and teaching of the English language at ECD A to Grade Two. It promotes an understanding and appreciation of tangible and intangible heritage. It seeks to develop individuals who conform to culturally appropriate norms and values.

1.2 Rationale

The Infant English language syllabus encourages the use of learner-centred and interactive activities that enable learners to develop and understand linguistic concepts and their usage in everyday life. It promotes learners' appreciation, understanding and expression of our heritage through effective communication. Learners will uphold and preserve the tangible and intangible heritage. English being a language that has a widely spread use, offers Infant learners an opportunity to communicate in the wider world.

The study of the English language enhances the development of competences in:

- problem-solving
- adaptability
- critical thinking
- research and scientific inquiry
- decision-making
- conflict resolution
- leadership and integrity
- innovation
- self-management
- communication
- digital literacy
- entrepreneurship
- creative thinking
- cultural awareness

1.3 Summary of Content

The Infant English language syllabus emphasises the development of sub skills that include auditory discrimination, visual memory, tactile and competences, namely; knowledge, skills, values, attitudes and dispositions).

1.4 Assumptions

It is assumed that learners:

- have an appreciation of the tangible and intangible heritage
- have been exposed to the English language
- are motivated to learn the English language
- have skills acquired in L1 (if not English) which can be transferred to the learning of English language as an L2
- are all capable of learning English language
- have knowledge of Information Communication Technology (ICT).

1.5 Cross-Cutting Themes

The teaching and learning of English language in the Heritage -Based Curriculum should include the following cross-cutting themes:

- Disaster Risk Management
- Health
- Career Guidance
- Climate Change
- ICT
- Business Enterprise Skills

2 PRESENTATION OF THE SYLLABUS

The Infant English language syllabus is a single document that consists of the preamble, aims, objectives, topics, scope and sequence, competency matrix and assessment. The scope and sequence chart show the progression of topics from ECD A to Grade Two. Included in this syllabus is a list of suggested methodology, activities and resources.

3 SYLLABUS AIMS

The syllabus should enable learners to:

- I. develop the four basic language skills namely, listening/ observing, speaking/signing, reading/signing, writing together with their sub-skills which include fluency, pronunciation, auditory memory, and visual discrimination
- II. instil knowledge and nurture values, attitudes and dispositions in line with the Heritage-Based Curriculum
- III. express themselves freely in a variety of situations that involve the use of functional English as well as heritage issues
- IV. demonstrate proficiency in use of different language structures
- V. cultivate an appreciation of the use of the English language as a tool for cultural, political, religious, social, environmental, technological and economic development
- VI. prepare for present and future studies in English language and other learning areas
- VII. develop a reading and creative writing culture
- VIII. appreciate the use of ICTs in the learning of the English language.

4 SYLLABUS OBJECTIVES

By the end of the Infant school module, learners will be able to:

- 4.1 speak/sign for effective communication
- 4.2 demonstrate mastery of different language structures
- 4.3 read/braille pictures and texts that embrace their culture for comprehension
- 4.4 demonstrate pre-writing/writing and pre-reading/reading skills
- 4.5 listen to/observe and understand short texts or any form of communication in English
- 4.6 construct simple English sentences
- 4.7 express themselves verbally and non-verbally in an appropriate manner
- 4.8 develop critical thinking, tolerance, problem-solving and team-building skills through reading texts
- 4.9 retell stories, news and folktales
- 4.10 answer low and high-order comprehension questions
- 4.11 solve problems and propose alternative solutions
- 4.12 create, discover, present, defend opinion and make judgments about information
- 4.13 demonstrate the use of ICT tools

5 METHODOLOGY AND TIME ALLOCATION

Learning at the Infant level is play-based. Pupils learn better and develop skills, attitudes, knowledge, values and positive dispositions through play activities rather than through teacher-centred approaches. This approach is based on the understanding that, at this age, children are naturally playful, curious and learn best through exploration, experimentation and discovery. Learning methods at Infant level are diverse and tailored to meet the unique needs of learners. This syllabus encourages the use of participatory activities and methods where some examples are given in section 5.1.

5.1 Methodology

The following methods are suggested:

- Play way
- Classroom-based project
- Research
- Debate and discussion
- Hands-on activities
- Theme-based
- Sensory Integration

- Individual and group presentations
- Drama/Role play/Imitation and Simulation
- Story-telling
- Drawing
- Poetry
- Summary
- Singing and dancing
- Educational tours
- Playing games and quizzes
- e-Learning
- Puppetry
- Individual Learning Programmes (ILPs)
- Puzzles
- Dialoguing
- Models/Resource persons
- Observation
- Experimentation
- Discovery
- Cutting and pasting
- Cutting and pasting

The application of learner-centred and multisensory approaches to learning should enhance the above-suggested methods. These include tactile, concreteness, individualisations, self-activity, totality and wholeness. Teachers are also encouraged to address learners' compensatory senses during teaching and learning sessions.

5.2 Time allocation

The following time allocation is recommended for effective English language learning:

- ECD A and B have 5 periods of 20 minutes per week
- while Grades 1 and 2 have 8 periods of 30 minutes per week.

5.3 Skills, and Sub- skills

The learning and teaching of English language will focus on major skills which are listening/observing, speaking/signing, reading/signing and writing. The sub-skills are specific abilities that contribute to the effective development of the major skills. The major skills and their sub-skills are as follows:

Listening/Observing

- Auditory/visual discrimination
- Auditory/visual memory

- Attention
- Aural comprehension

Speaking/Signing

- Fluency
- Oral language development
- Pronunciation

Pre- Reading/Signing

- Visual Discrimination
- Visual Memory
- Left to right orientation
- Right to left orientation (for the visually impaired)
- Top to bottom orientation
- Vocabulary

Pre-Writing/Writing

- Left to right orientation
- Right to left orientation (for the visually impaired)
- Top to bottom orientation
- Eye-hand coordination
- Manual dexterity

5.4 Competences

The learning process will be carried out and organised such that learners acquire the following competences as per the dictates of the Heritage Based Curriculum Framework:

- skills
- knowledge
- values
- attitudes
- positive dispositions

6 SYLLABUS SKILLS

The learning and teaching of the English language will focus on the following skills:

- **Listening / Observing**
- **Speaking / Signing**
- **Reading / Signing**

- **Writing**

7 SCOPE AND SEQUENCE

7.1 SKILL 1 LISTENING /OBSERVING

ECD A	ECD B	GRADE 1	GRADE 2
<ul style="list-style-type: none"> • Sounds in the immediate environment - Sounds of objects - Voices of people - Sources of sounds - Musical instruments • Instructions • News and Stories • Yes/No responses 	<ul style="list-style-type: none"> • Sounds in their immediate environment - Sounds of objects - Voices of people - Musical instruments • Instructions • Stories • Yes/No responses • Letter sounds 	<ul style="list-style-type: none"> • Sounds made by different objects and animals in their locality • The (44) English phonic sounds • Vowel sounds • Initial consonant sounds • Stories • Yes/No statements • Instructions 	<ul style="list-style-type: none"> • Long and short vowel sounds • Words with similar terminal sounds • Cardinal vowels • Diphthong sounds • Consonants blends • Single instructions up to ten words • Stories • Dictation and spelling • True/false statements • Yes/No statements

7.2 SKILL 2- SPEAKING/SIGNING

ECD A	ECD B	GRADE 1	GRADE 2
<ul style="list-style-type: none"> • Verbal greetings • Names, contact details • Stories and news • Likes and dislikes • Yes/No questions • People, animals and objects in their immediate environment • Action words • Time • Phonics 	<ul style="list-style-type: none"> • Verbal greetings • Names, contact numbers and home addresses • Stories and news • Likes and dislikes • Yes/No questions • Objects in the immediate environment • Action words • Time • Phonics 	<ul style="list-style-type: none"> • Phonic sounds • Interpersonal communication • Asking and answering questions • Responses to short questions about concrete objects and pictures • Songs and rhymes • Appropriate forms of greetings • Polite requests • Feelings and attitudes 	<ul style="list-style-type: none"> • Phonic sounds • Sentence construction • Fluency, confidence and accuracy development • Descriptions, feelings, opinions and interests • Objects and pictures at school and home • Appropriate registers for different situations • Tales, news and stories

7.3 SKILL3-READING/SIGNING

ECD A	ECD B	GRADE 1	GRADE 2
<ul style="list-style-type: none"> • Left to right orientation/right 	<ul style="list-style-type: none"> • Left to right orientation/right to left orientation 	<ul style="list-style-type: none"> • Left to right /right to left orientation 	<ul style="list-style-type: none"> • Phonics

<ul style="list-style-type: none"> to left orientation • Top-to-bottom orientation • Picture reading • Reading games • Picture phonics 	<ul style="list-style-type: none"> • Top-to-bottom orientation • Picture reading • Indigenous and modern games • Sequencing objects and picture stories • Picture phonics • Rear objects in the environment 	<ul style="list-style-type: none"> • Reading words and sentences • Matching • Reading simple phonic words with the same initial sound • Reading words beginning with consonant digraphs • Word attack skills • Punctuation marks • Reading for leisure 	<ul style="list-style-type: none"> • Reading with expression • Reading for leisure • Reading for comprehension and story retelling • Punctuation marks • Reading for enrichment • Silent reading • Reading words and sentences
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7.4 SKILL 4-WRITING

ECD A	ECD B	GRADE 1	GRADE 2
<ul style="list-style-type: none"> • Handling writing tools • Left to right orientation/right to left orientation • Top-to-bottom orientation • Eye-hand coordination • Drawing and colouring • Tracing objects • Patterns 	<ul style="list-style-type: none"> • Handling writing tools • Left to right orientation/right to left orientation • Top-to-bottom orientation • Eye-hand coordination • Drawing and colouring • Tracing objects • Patterns 	<ul style="list-style-type: none"> • Penmanship skills • Writing small and capital letters of the alphabet • Short sentence construction • Grammatical structures • Comprehension work • Dictation and spelling • Guided creative writing/Picture description 	<ul style="list-style-type: none"> • Penmanship skills • Guided creative writing/Picture description • Grammatical structures • Picture sequence • Spelling and dictation • Comprehension • Sentence construction

8 COMPETENCY MATRIX

8.1 SKILL 1: LISTENING/OBSERVING (ECD A)

NB. The four macro skills cannot be taught in isolation. They complement each other.

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Sounds in the immediate environment: -Animals and objects sound -Phonic sounds -Sources of sounds -Following instructions	-identify different sounds of animals and objects in the immediate environment -sound the first letter of the shown object -state sources of the sounds -Respond to given instructions	-Animal and object sound -letter sounds Sources of sounds Simple instructions	<ul style="list-style-type: none"> • Listening to different sounds in the immediate environment • Identifying different sounds • Imitating different sounds • Playing listening games • Stating sources of different sounds • Responding to simple instructions • Playing Indigenous and modern listening games • Singing traditional and modern songs • Reciting rhymes • Telling their news and 	<ul style="list-style-type: none"> • Games • ICT tools • Musical instruments • Pictures • Locally available materials • Environment • Pictures • Work cards • Alphabet cards
News and stories	-Tell news and stories -Retell stories			

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Yes/No responses	-answer /sign questions with yes /no responses -play games on yes/no responses	News and stories -own stories and news -folktales Questions with yes /no responses Yes/No games Sub -skills - Auditory discrimination - Attention - Oral language development - Visual discrimination - Fluency - Eye-hand coordination - Manual dexterity - Top to bottom	stories <ul style="list-style-type: none"> • Retelling news and stories (Indigenous stories) • Dramatising stories • Responding/signing to questions with yes/no • Playing yes/no games 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		orientation - Left to right orientation -Right to left orientation (for the visually impaired)		

8.2 SKILL 2: SPEAKING/SIGNING(ECD A)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> Names, contact details Verbal greetings 	<ul style="list-style-type: none"> State/sign their names in full Describe/ sign where they stay greet/sign each in informal situations greet /sign each other in formal situations role play greeting situations 	<ul style="list-style-type: none"> names and contact details Informal greetings Formal greetings 	<ul style="list-style-type: none"> Stating/ signing their names in full Describing /signing where they stay Greeting/signing each other informally at different times of the day Greeting/signing each other 	<ul style="list-style-type: none"> Resource persons ICT tools Songs Learners Pictures of foods Slate/stylus braille Different Indigenous and modern foods Pictures of animals

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> • News and stories • Likes and dislikes 	<ul style="list-style-type: none"> • tell/sign news and stories • mime/sign news and stories • create stories from pictures • state /sign their likes and dislikes • identify things they like and dislike • play games on likes and dislikes • sort objects according to likes and dislikes 	<ul style="list-style-type: none"> • News and stories • Picture stories in a sequence • Indigenous and modern food • Behaviour • Animals • Hobbies 	<p>formally at different times of the day</p> <ul style="list-style-type: none"> • Role playing different greeting situations • Telling/signing news and stories • Miming/signing news and stories • Creating stories from pictures arranged in a sequence • Stating/signing their likes and dislikes • Identifying things they like and dislike • Playing games on likes and dislikes 	<ul style="list-style-type: none"> • Locally available materials • The immediate environment • Educational tours • Pictures • Pictures showing different times of the day • The environment • Songs • ICT tools • Games

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> • Yes/No questions • Objects in their immediate environment 	<ul style="list-style-type: none"> • ask/sign questions that require yes /no • play indigenous and modern games with yes /no responses • name/sign objects in their immediate environment • name/sign domestic animals • name/sign wild animals 	<p>Yes /no questions</p> <ul style="list-style-type: none"> • Domestic and wild animals • Objects and people in the environment • Vegetation: flowers, trees, insects, grass 	<ul style="list-style-type: none"> • Sorting objects according to likes and dislikes • Asking/signing questions that require yes/no answers • Playing indigenous and modern games with yes/no responses • Answering with yes / no responses to appropriate cultural values • Naming objects • Naming domestic and wild animals 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> • Action words <p>Time</p>	<ul style="list-style-type: none"> • describe/sign animals, people and objects in the locality • match animals with their young ones • demonstrate actions • describe their actions • tell /sign different times of the day • tell/sign times for different activities • say/sign the different days of the week 	<ul style="list-style-type: none"> • Action words • Times of the day • Days of the week • Time and activities <p>Sub skills</p> <ul style="list-style-type: none"> - Visual discrimination - Attention - Oral language development - Fluency 	<ul style="list-style-type: none"> • Describing domestic and wild animals • Describing people • Matching animals and young ones • Imitating animal sounds • Collecting pictures of animals, people and objects • Demonstrating actions • Describing/signing their actions • Telling different times of the day • Stating/signing days of the week 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> - Eye-hand coordination - Manual dexterity - Top to bottom orientation - Left to right orientation -Right to left orientation (for the visually impaired) 	<ul style="list-style-type: none"> • Matching times and activities • Sequencing different times and activities of the day • Singing songs on days of the week 	

8.3 SKILL 3: READING/SIGNING(ECD A)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> • Left to right orientation/right to left orientation • Top-to-bottom orientation 	<ul style="list-style-type: none"> • read/sign from left to right and right to left • read/sign from top- 	<ul style="list-style-type: none"> • Left to right/right to left orientation • Top-to-bottom orientation • Picture reading 	<ul style="list-style-type: none"> • Reading pictures from left to right/right to left • Reading pictures from top-to-bottom • Arranging objects 	<ul style="list-style-type: none"> • Pictures • Objects in the environment • ICT tools • Reading materials

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> • Picture reading • Picture phonics 	<p>to-bottom</p> <ul style="list-style-type: none"> • read pictures from left to right and right to left • sound the first letter of the name of the shown object 	<ul style="list-style-type: none"> • Phonics <p>Sub skills</p> <ul style="list-style-type: none"> - Visual discrimination - Visual memory - Attention - Oral language development - Fluency - Eye-hand coordination - Manual dexterity - Top to bottom orientation - Left to right orientation -Right to left orientation (for the visually impaired) 	<p>from left to right</p> <ul style="list-style-type: none"> • Reading different pictures • Recognising their photos • Identifying pictures from left to right and top-to-bottom • Sounding the first letter of the shown objects 	

8.4 SKILL 4: WRITING(ECD A)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<ul style="list-style-type: none"> • Handling writing tools • Left to right orientation/right to left orientation • Top-to-bottom orientation • Eye-hand coordination • Drawing and colouring • Tracing objects • Patterns/scribbling 	<ul style="list-style-type: none"> • handle writing tools correctly • demonstrate left to right/right to left orientation • demonstrate top-to-bottom movement • trace objects • draw different images • scribble in the right direction 	<ul style="list-style-type: none"> • Writing tools • Dotted pictures • Patterns <p>Sub skills</p> <ul style="list-style-type: none"> - Auditory discrimination - Auditory memory - Visual memory - Attention - Oral language development - Visual discrimination - Fluency - Eye-hand coordination - Manual dexterity 	<ul style="list-style-type: none"> • Handling writing tools correctly • Demonstrating left to right /right to left movement • Demonstrating top-to-bottom movement • Tracing different objects • Demonstrating correct sitting posture • Drawing/braille different images • Colouring an object or animal • Writing patterns • Scribbling patterns 	<ul style="list-style-type: none"> • A variety of objects • Writing tools • Stencils • ICT tools • The environment • Crayons • Bond paper/workbook • Slate/stylus braille paper • Locally available materials

8.5 SKILL 1: LISTENING/OBSERVING (ECD B)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Sounds in the immediate environment: -Animals and objects sounds -Phonic sounds</p> <p>-Sources of sounds: -voices of people -musical instruments</p> <p>Following instructions</p> <p>News and stories</p>	<ul style="list-style-type: none"> • identify different sounds of animals and objects in the immediate environment • sound the first letter of the shown object • state the source of the sounds • respond to given instructions • tell news and stories 	<ul style="list-style-type: none"> • Animals and objects sounds • Letter sounds • Sources of sounds • Simple instructions • News and storytelling: -own stories and news 	<ul style="list-style-type: none"> • Listening to different sounds in the immediate environment • Identifying different sounds • Imitating different sounds • Playing listening games • Stating sources of different sounds • Responding to simple instructions • Playing Indigenous and modern listening games • Singing traditional and modern songs • Reciting rhymes • Telling news and stories 	<ul style="list-style-type: none"> • Games • ICT tools • Musical instruments • Pictures • Locally available materials • Picture alphabet • The environment

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		orientation - Left to right orientation -Right to left orientation (for the visually impaired)		

8.6 SKILL 2: SPEAKING/SIGNING(ECD B)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Names, contact numbers and home addresses	<ul style="list-style-type: none"> state/sign their names in full tell/sign parents/guardians' numbers state/sign home addresses 	<ul style="list-style-type: none"> Names and contact numbers and addresses 	<ul style="list-style-type: none"> Stating/ signing their names in full Telling/signing parents/guardians' numbers Stating home addresses 	<ul style="list-style-type: none"> Resource persons ICT tools Songs Learners Pictures of foods Slate/stylus braille Different Indigenous and modern foods Pictures of animals Locally available materials The immediate environment Educational tours
Verbal and non-verbal greetings	<ul style="list-style-type: none"> greet/sign each other in informal /formal situations role play greeting situations 	<ul style="list-style-type: none"> Informal greetings Formal greetings 	<ul style="list-style-type: none"> Greeting/signing each other informally/formally at different times of the day Role playing different greeting 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Feelings and opinions</p> <p>Yes/No questions</p> <p>Objects in their immediate environment</p>	<ul style="list-style-type: none"> • express their feelings towards given situations • ask/sign questions that require yes /no responses • play indigenous and modern games with yes /no responses • name/sign objects in their immediate environment 	<ul style="list-style-type: none"> • Feelings and opinions • Yes /No responses • Domestic and wild animals • Objects and people in the 	<ul style="list-style-type: none"> • Sorting objects according to likes and dislikes • Expressing their feelings towards given situations • Saying their opinions to given situations • Asking/signing questions that yes//no answers • Playing indigenous and modern games with yes/no responses • Answering yes / no to appropriate cultural value • Naming objects • Naming domestic 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Actions words	<ul style="list-style-type: none"> • name/sign domestic animals • name/sign wild animals • describe/sign animals, people and objects in the locality • match animals with young ones • identify different occupations in their community • dramatise different occupations • demonstrate actions • describe actions 	<p>environment</p> <ul style="list-style-type: none"> • Vegetation: flowers, trees, insects, grass • Occupations • Action words 	<p>and wild animals</p> <ul style="list-style-type: none"> • Describing domestic and wild animals • Describing people • Miming • Matching animals and young ones • Imitating animal sounds • Collecting pictures of animals, people and objects • Demonstrating actions • Singing action words • Describing/signing 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Time	<ul style="list-style-type: none"> • tell /sign different times of the day • tell/sign times for different activities • say/sign the different days of the week 	<ul style="list-style-type: none"> • Times of the day • Days of the week • Time and activities <p>Sub skills</p> <ul style="list-style-type: none"> - Visual discrimination - Attention - Oral language development - Fluency - Eye-hand coordination - Manual dexterity - Top to bottom orientation - Left to right orientation -Right to left orientation (for the visually impaired) 	<p>their actions</p> <ul style="list-style-type: none"> • Telling different times of the day • Stating/signing days of the week • Matching times and activities • Sequencing different times and activities of the day • Simple present and past tenses • Singing songs on days of the week 	

8.7 SKILL 3: READING/SIGNING (ECD B)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Left to right orientation/right to left orientation</p> <p>Top-to-bottom orientation</p> <p>Picture reading</p> <p>Phonics</p>	<ul style="list-style-type: none"> • read/sign from left to right and right to left • read/sign from top-to-bottom • read pictures from left to right and right to left • sound the first letter of the name of the object • Sound letters of the alphabet 	<ul style="list-style-type: none"> • Left to right/right to left orientation • Top-to-bottom orientation • Picture reading <p>Phonics</p> <p>Sub skills</p> <ul style="list-style-type: none"> - Visual discrimination - Visual memory - Attention - Oral language development - Fluency - Eye-hand coordination 	<ul style="list-style-type: none"> • Reading pictures from left to right/right to left • Reading pictures from top-to-bottom • Arranging objects from left to right • Reading different pictures • Identifying pictures from left to right and top-to-bottom • Sounding the first letter of the shown objects • Recognising letter sounds 	<ul style="list-style-type: none"> • Pictures • Objects in the environment • ICT tools • Name tags

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		<ul style="list-style-type: none"> - Manual dexterity - Top to bottom orientation - Left to right orientation -Right to left orientation (for the visually impaired) 		

8.8 SKILL 4: WRITING/BRAILLING (ECD B)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Handling writing tools Left to right orientation/right to left orientation Top-to-bottom orientation Tracing	<ul style="list-style-type: none"> • handle writing tools correctly • demonstrate left to right/right to left orientation • demonstrate top-to-bottom movement • trace objects 	<ul style="list-style-type: none"> • Writing tools • Dotted pictures • Patterns <p>Sub skills</p> <ul style="list-style-type: none"> - Auditory discrimination - Auditory memory - Visual memory - Attention - Oral language 	<ul style="list-style-type: none"> • Handling writing tools correctly • Demonstrating left to right /right to left movement • Demonstrating top-to-bottom movement • Tracing different dotted objects 	<ul style="list-style-type: none"> • A variety of objects • Writing tools • Stencils • ICT tools • The environment • Crayons • Bond paper/workbooks • Slate/stylus braille paper

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Drawing Colouring Patterns	<ul style="list-style-type: none"> draw different images colouring pictures make patterns 	<ul style="list-style-type: none"> development - Visual discrimination - Fluency - Eye-hand coordination - Manual dexterity 	<ul style="list-style-type: none"> Demonstrating correct sitting posture Drawing different images Colouring pictures of objects/animals Making patterns 	<ul style="list-style-type: none"> Locally available materials

8.9 SKILL 1: LISTENING/OBSERVING (GRADE 1)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Sounds made by different objects and animals in their locality The (44) phonic sounds	<ul style="list-style-type: none"> identify sources of sounds match different sounds to their sources sound/sign the different letter sounds 	<ul style="list-style-type: none"> People, animals, vehicles and object sounds Phonic sounds Sentence building Word making 	<ul style="list-style-type: none"> Producing sounds using different objects Matching different sounds to their sources Identifying sounds from recorded sources 	<ul style="list-style-type: none"> Prerecorded sounds Musical instruments Sounds from the environment ICT tools Alphabet cards Picture cards

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Yes/No statements</p> <p>Instructions</p>	<ul style="list-style-type: none"> • answer /sign questions using yes/no responses • ask questions that require yes/no answers • respond to instructions • give instructions listen to instructions • follow given instructions • give instructions to classmates 	<ul style="list-style-type: none"> • Yes/No responses • Simple instructions <p>Sub skills</p> <ul style="list-style-type: none"> - Auditory discrimination - Attention - Oral language development - Visual discrimination - Fluency - Eye-hand coordination - Manual dexterity 	<p>responses</p> <ul style="list-style-type: none"> • Asking questions that require yes/no answers • Responding to instructions • Giving instructions Listening to instructions • Following instructions • Playing instructions games such as Chinese whisper • Role playing giving and following instructions 	

8.10 SKILL 2: SPEAKING/SIGNING (GRADE 1)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Phonic sounds	<ul style="list-style-type: none"> • Say out/sign consonants sounds • articulate/sign vowel sounds 	<ul style="list-style-type: none"> • Consonants' sounds • Vowel sounds 	<ul style="list-style-type: none"> • Saying/signing vowel sounds • Saying /signing consonants' sounds 	<ul style="list-style-type: none"> • Songs • ICT tools • Pre-recorded dialogues and rhymes
Dialogues	<ul style="list-style-type: none"> • engage in dialogues 	<ul style="list-style-type: none"> • Dialogues 	<ul style="list-style-type: none"> • Engaging in dialogues 	<ul style="list-style-type: none"> • Alphabet cards • Word cards • Concrete objects • Pictures
Questions and answers	<ul style="list-style-type: none"> • respond to short questions 	<ul style="list-style-type: none"> • Asking and answering questions 	<ul style="list-style-type: none"> • Responding to short questions about concrete objects and pictures 	
Songs and rhymes	<ul style="list-style-type: none"> • ask simple questions • sing songs • recite rhymes 	<ul style="list-style-type: none"> • Songs and rhymes 	<ul style="list-style-type: none"> • Answering simple questions 	
Greetings	<ul style="list-style-type: none"> • greet different people 	<ul style="list-style-type: none"> • Appropriate forms of greeting 	<ul style="list-style-type: none"> • Asking simple questions 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Polite requests</p> <p>Feelings and opinions</p>	<p>appropriately</p> <ul style="list-style-type: none"> • greet people according to different times of the day • make polite requests • express feelings and opinions 	<ul style="list-style-type: none"> • Polite requests • Feelings and opinions 	<ul style="list-style-type: none"> • Singing songs • Reciting rhymes • Miming actions • Greeting different people appropriately • Greeting people according to different times of the day • Role playing greeting people at different times of the day • Making polite requests • Expressing their 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		<p>Sub skills</p> <ul style="list-style-type: none"> - Auditory discrimination - Auditory memory - Visual discrimination - Attention - Oral language development - Fluency 	<p>different feelings</p> <ul style="list-style-type: none"> • Give their opinions 	

8.11 SKILL 3: READING /SIGNING (GRADE 1)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Left to right /right to left orientation Reading whole words Matching Reading simple phonic words with the same initial sound Reading words beginning with consonant digraphs Word attack skills Capital letters and full stop Reading for leisure	<ul style="list-style-type: none"> • read/ sign from left to right/ right to left movement. • read/sign words • match words and pictures appropriately. • read/sign words using phonic method • read words with initial consonant digraphs • read/sign words and sentences using different techniques • punctuate words and sentences with capital letters and full stop 	<ul style="list-style-type: none"> • Left to right /right to left orientation • Whole word attack • Picture word match • Phonic reading • Consonants digraphs • Word attack skills • Punctuation marks 	<ul style="list-style-type: none"> • Reading from left to right / right to left • Attacking whole words • Matching word and pictures • Reading using phonics • Reading word beginning with consonant digraphs • Attacking words using different techniques • Observing capital letters and a full stop when reading • Reading for leisure 	<ul style="list-style-type: none"> • Picture stories • Resource person • Prerecorded stories • Story books • ICT tools

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
	<ul style="list-style-type: none"> • read for leisure 	<ul style="list-style-type: none"> • Supplementary reading <p>Sub skills</p> <ul style="list-style-type: none"> - Auditory discrimination - Attention - Oral language development - Visual discrimination - Fluency - Eye-hand coordination - Top to bottom orientation - Left to right orientation -Right to left orientation (for the visually impaired) - Manual dexterity 		

8.12 SKILL 4: WRITING/ BRAILING (GRADE 1)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Penmanship skills	<ul style="list-style-type: none"> Write using writing tools 	<ul style="list-style-type: none"> Penmanship skills 	<ul style="list-style-type: none"> Writing using writing tools 	<ul style="list-style-type: none"> ICT tools Crayons Bond paper/ work book Slate/stylus braille paper Locally available materials Nelson's handwriting script for grades 1&2 A chart with punctuation marks Pencils
Letter shaping	<ul style="list-style-type: none"> Shape letters correctly 	<ul style="list-style-type: none"> Letter shaping 	<ul style="list-style-type: none"> Shape letters correctly using Nelson's handwriting script for grades 1&2 	
Small and capital letters	<ul style="list-style-type: none"> write words and sentences using small and capital letters 	<ul style="list-style-type: none"> Small and capital letters 	<ul style="list-style-type: none"> Writing words and sentences with small and capital letters 	
Sentence construction	<ul style="list-style-type: none"> construct sentences 	<ul style="list-style-type: none"> Sentence construction 	<ul style="list-style-type: none"> Construct own sentences using given words 	
Punctuation marks	<ul style="list-style-type: none"> punctuate sentences correctly 	<ul style="list-style-type: none"> Punctuation marks 	<ul style="list-style-type: none"> Punctuating sentences correctly 	
Creative writing	<ul style="list-style-type: none"> create stories 	<ul style="list-style-type: none"> Creative writing 		

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Comprehension</p> <p>Dictation and spelling</p> <p>Plurals</p> <p>Tenses</p> <p>Opposites</p>	<ul style="list-style-type: none"> • answer comprehension questions • write dictated sentences and words • write words in singular and plural forms • change verbs from present to past tense • give the reverse/opposite of words 	<ul style="list-style-type: none"> • Comprehension • Dictation and spelling • Plurals • Present and past tenses • Opposites 	<ul style="list-style-type: none"> • Creating own stories/sentences on subject/topic of choice • Answering comprehension questions • Writing dictated words and spellings • Writing words in singular and plural forms • Changing verbs from present to past tense 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Prepositions</p> <p>Conjunctions</p> <p>Auxiliary/helping verbs</p>	<ul style="list-style-type: none"> • state the location/place of objects • join two short sentences with conjunctions • use helping verbs in sentences 	<ul style="list-style-type: none"> • Prepositions • Conjunctions • Helping verbs <p>Sub skills</p> <ul style="list-style-type: none"> - Auditory discrimination - Visual memory - Attention - Oral language development - Visual discrimination - Fluency - Eye-hand 	<ul style="list-style-type: none"> • Giving the opposites of given words • Stating the location/place of different objects/people/animals • Joining two short sentences with given words (and, but) • Using helping verbs such as is, are, has, have, 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
		coordination - Top to bottom orientation - Left to right orientation -Right to left orientation (for the visually impaired) - Manual dexterity	was, were in sentences correctly	

8.13 SKILL 1: LISTENING/OBSERVING (GRADE 2)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Long and short vowel sounds</p> <p>Words with similar terminal sounds</p> <p>Diphthong sounds</p> <p>Consonant blends</p> <p>Single instructions</p>	<ul style="list-style-type: none"> repeat short vowel sounds -long vowel sounds pronounce words with terminal sounds say the diphthong sounds pronounce words with consonant blends follow single instructions 	<ul style="list-style-type: none"> Long and short vowel sounds Terminal sounds Diphthong (words with two vowel sounds) Consonant blends Single instructions 	<ul style="list-style-type: none"> Repeating words with short/ long vowel Pronouncing words with similar sound at the end Saying the diphthong sounds such as house, chair, fear Pronouncing words with consonant blends Following single instructions Retelling of 	<ul style="list-style-type: none"> Prerecorded sounds Musical instruments Sounds from the environment ICT tools Alphabet cards Picture cards Word cards

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Folktales</p> <p>Dictation and spelling</p> <p>True or false statements</p> <p>Yes / No statements</p> <p>Stories</p>	<ul style="list-style-type: none"> • retell folktales • spell given words orally • responds with true/false to given statements • answer questions with yes/ no responses • retell stories • answer questions from stories 	<ul style="list-style-type: none"> • Folktales • Dictation and spelling • True or false statements • Yes / No statements • Folktales and contemporary stories 	<p>folktales and other stories</p> <ul style="list-style-type: none"> • Spelling the given words orally • Responding with true/false to given statements • Answering questions which require yes/ no responses • Retelling folktales and contemporary stories • Answering questions from stories told/ read 	

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES

8.14 SKILL 2: SPEAKING/SIGNING (GRADE 2)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Phonics sounds	<ul style="list-style-type: none"> • Pronounce different phonic sounds 	<ul style="list-style-type: none"> • Phonic sounds 	<ul style="list-style-type: none"> • Pronouncing/signing different phonic sounds 	<ul style="list-style-type: none"> • Songs • ICT tools • Pre-recorded dialogues

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Sentence construction</p> <p>Fluency, confidence and accuracy development</p> <p>Feelings, opinions and interests</p> <p>Objects and pictures at home and school</p> <p>Registers for different situations</p>	<ul style="list-style-type: none"> • Construct sentences orally • Express themselves fluently • say out their opinions to express their feelings and interests • identify objects at:- home -school • describe different objects • use appropriate registers to suit different situations 	<ul style="list-style-type: none"> • Sentence construction • Fluency, confidence and accuracy development • Feelings, opinions and interests • Objects and pictures at home and school • Registers for different situations • Folktales, news and stories 	<ul style="list-style-type: none"> • Constructing sentences orally • Expressing themselves fluently in dialogues, rhymes, drama and role play • Saying out their opinions to express their feelings and interests • Identifying different objects at home and school • Describing different objects • Using appropriate registers o suit different situations 	<ul style="list-style-type: none"> • Alphabet cards • Word cards • Concrete objects • Pictures

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Folk tales, news and stories	<ul style="list-style-type: none"> • demonstrate the use of registers in different situations • tell folktales, news and stories • answer questions from the stories 		<ul style="list-style-type: none"> • Demonstrating the use of registers in different situations through drama, dialogue and role play • Telling folktales, news and stories • Answering questions from the stories told or read • Dramatising stories told or read 	

8.15 SKILL 3: READING /SIGNING (GRADE 2)

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
Phonics Reading with expression Reading for leisure Comprehension Punctuation marks	<ul style="list-style-type: none"> • pronounce words phonetically • read with gestures and other variations for effective meaning • read for enjoyment • answer comprehension questions • retell what has been read • observe punctuation marks in a text 	<ul style="list-style-type: none"> • Phonics • Reading with expression • Reading for leisure • Comprehension • Punctuation marks 	<ul style="list-style-type: none"> • Pronouncing words phonetically • Reading with gestures and other variations for effective meaning • Reading different materials for enjoyment • Answering questions about the text/ story read • Retelling what has been read from the text / story • Observing punctuation marks in a text / story 	<ul style="list-style-type: none"> • Picture stories • Resource persons • Pre-recorded stories • Story books • ICT tools • Reading materials • Story cards

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (Skills, values, attitudes, dispositions and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p>Reading for enrichment</p> <p>Silent reading</p> <p>Reading for fluency</p> <p>Word attack</p>	<ul style="list-style-type: none"> • read /sign a variety of literature • practise reading silently • read words and sentences fluently • attack unfamiliar words 	<ul style="list-style-type: none"> • Reading for enrichment • Silent reading • Reading for fluency • Word attack 	<ul style="list-style-type: none"> • Reading a variety of literature for personal enrichment • Practising reading silently • Reading: <ul style="list-style-type: none"> -words -sentences -texts fluently • Attacking unfamiliar words 	

8.16 SKILL 4: WRITING (GRADE 2)

Key concept	Objectives Pupils should be able to	CONTENT (Skills, values, attitudes, dispositions and knowledge)	Suggested activities	Suggested resources
Penmanship Guided creative writing Grammatical structures	<ul style="list-style-type: none"> • shape letters correctly • write sentences using pictures • complete given sentences • write sentences with correct grammatical structures 	<ul style="list-style-type: none"> • Penmanship • Guided creative writing Grammatical structures - -plurals -tenses -opposite -pronouns -conjunctions -auxiliary /verbs -quantifiers -adverbs -comparisons	<ul style="list-style-type: none"> • Shaping letters correctly using Nelson's handwriting script for grades 1-2 • Writing/brailing own sentences using pictures • Completing given sentences • Writing/brailing sentences correctly using grammatical structures 	<ul style="list-style-type: none"> • ICT tools • Crayons • Bond paper/ work book • Slate/stylus braille paper • Locally available materials • Nelson's handwriting script for grades 1&2 • A chart with punctuation marks • Charts

Key concept	Objectives Pupils should be able to	CONTENT (Skills, values, attitudes, dispositions and knowledge)	Suggested activities	Suggested resources
<p>Dictation and spelling</p> <p>Comprehension</p>	<ul style="list-style-type: none"> • write dictated words and sentences • answer comprehension questions 	<p>-punctuation marks</p> <ul style="list-style-type: none"> • Dictation and spelling: <ul style="list-style-type: none"> -sentences -words • Comprehension 	<ul style="list-style-type: none"> • Writing dictated words and sentences • Answering comprehension questions from the text/ story read 	

9 ASSESSMENT

Learners shall be assessed through continuous assessment and summative assessment. These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at infant school module. Arrangements, accommodations and modifications shall be visible to enable learners with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment and School – Based Project Assessment Scheme.

9.1 Assessment Objectives

Learners shall be assessed on their ability to:

- 9.1.1 enquire about events and things in the environment
- 9.1.2 execute problem solving skills
- 9.1.3 make rational choices and decisions
- 9.1.4 apply knowledge of ICT
- 9.1.5 express themselves in English language (L2)
- 9.1.6 submit polite requests
- 9.1.7 demonstrate good eye/hand co-ordination
- 9.1.8 distinguish left from right/right from left
- 9.1.9 illustrate top to bottom orientation
- 9.1.10 shape letters
- 9.1.11 show mastery of gross and fine motor skills
- 9.1.12 apply skills of technological possibilities in the 21st century
- 9.1.13 communicate effectively in English language
- 9.1.14 appreciate their tangible and intangible heritage
- 9.1.15 cooperate with others to achieve a common goal
- 9.1.16 act independently
- 9.1.17 manage emotions
- 9.1.18 share
- 9.1.19 exhibit tolerance, sympathy and empathy

9.2 Assessment Model

School Based Continuous Assessment only shall be used for learners in ECD A and B. There shall not be any Summative assessment for ECD A and B. 20% shall be for the School Based Project and 80% for the other types of Continuous Assessment. Pupils shall be involved in various hands-on activities to ensure they acquire the targeted skills.

Grade 1 and 2 shall have both Continuous (50%) and Summative (50%) Assessments. Continuous assessment shall include recorded School Based Continuous Learning and Assessment activities marks. The mark shall be included on learners’ end of term and year reports. Summative assessment shall be school tests which are at the end of the term and year. This is illustrated in Figure 1.

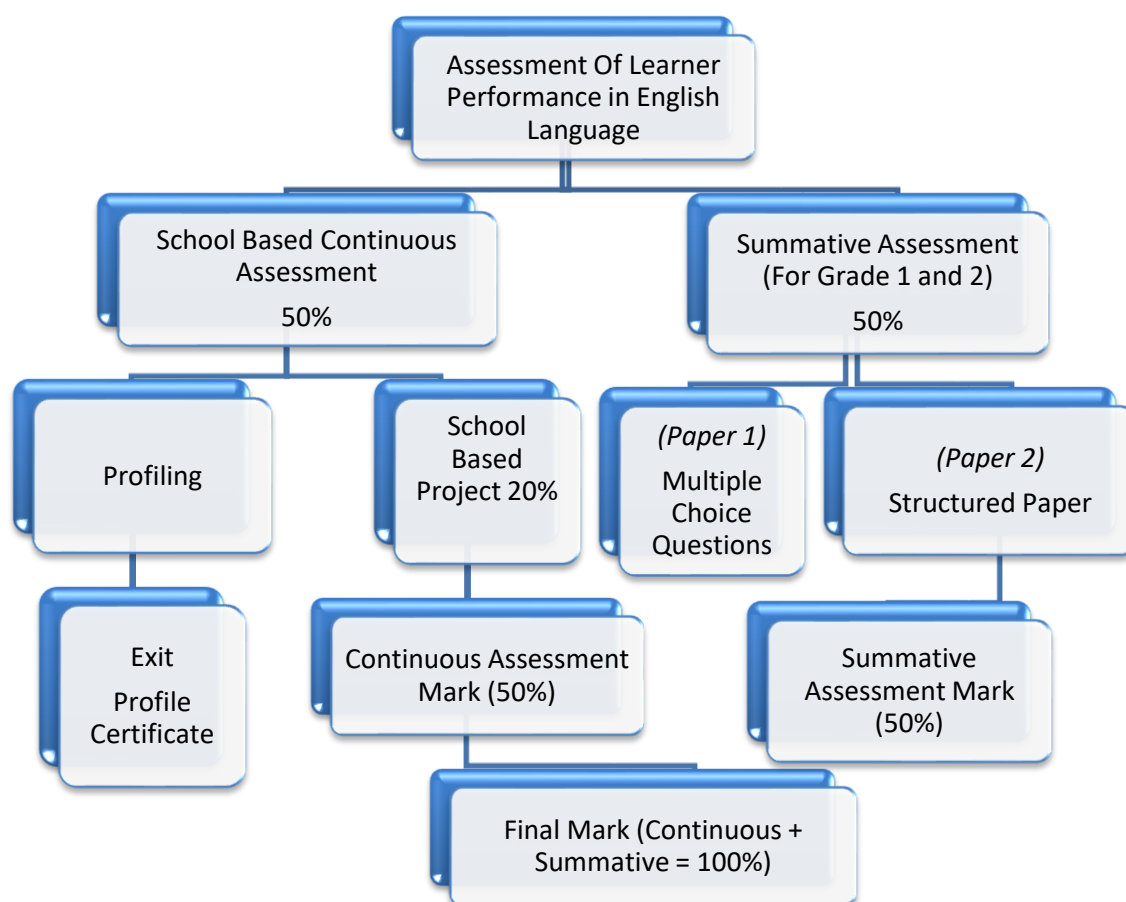


Fig. 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued at the end of Grade 2. The certification is to officially verify and validate that a pupil has acquired competences at the point of exit of Infant School Module.

9.3 Scheme of Assessment

The table below shows the Scheme of Assessment for Grade 1 and 2 where 50% is allocated to Continuous Assessment and 50% to Summative Assessment as school-based summative assessment.

FORM OF ASSESSMENT	WEIGHTING
Continuous Assessment	50%
Summative Assessment	50%
Total	100%

Of the 50% for continuous assessment, 20% shall be allocated to the School Based Project. The remaining 30% shall be for other school based continuous learning activities that learners do at school as part of formative assessment. Both the continuous and summative assessment marks shall be recorded on the learners' reports on a termly basis.

9.4 School – Based Project Assessment Scheme

The Table given below shows the Learning and Assessment Scheme for the School Based Project.

Project Execution Stages	Project Stage Description	Timeline	Marks
1	Understanding and adoption of what is to be done according to teacher or learner theme	January - April	5
2	Exploration of the theme as guided by the teacher	May	10
3	Participation in engagement activities	June	10
4	Collecting or selecting relevant materials to use	July	5
5	Creating the project	August - September	10
6	Collaboration with others in refining the project	October	5
7	Presentation of the project	November - December	5
TOTAL			50

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

9.5 Grade Level Assessment Matrix

FORM OF ASSESSMENT	ASSESSMENT TASKS	NATURE	FREQUENCY
Continuous	Assessment tasks can be School Based Projects or pen and paper activities based on the following: <ul style="list-style-type: none"> • Singing • Drawing • Colouring • Storytelling • Speaking • Listening • Reading • Playing children's games • Reciting • Matching • Writing • Projects 	Individual, or group activities	<ul style="list-style-type: none"> • Daily basis • Weekly • Fortnightly • Monthly • Termly • Yearly
Summative	<ul style="list-style-type: none"> • End of week, month, term and year tests • Check points assessment • Classroom exercises 	Individual activities	<ul style="list-style-type: none"> • Daily basis • Weekly • Fortnightly • Monthly • Termly • Yearly

9.6 Scheme of Assessment

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

Level	Form of Assessment	Weighting
ECD	Continuous Assessment	100%
Grade 1 and Grade 2	Continuous Assessment	50%
	Summative Assessment	50%

9.7 SPECIFICATION GRID

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

Skill	Weighting (%)
Cognitive	40
Technical	25
Social	20
Emotional	15
Total	100