



**Republic of Namibia**

**MINISTRY OF EDUCATION**

**JUNIOR PRIMARY PHASE: SYLLABUS**

**SECTION 2**

**ENGLISH FIRST LANGUAGE**

**GRADES 1 - 3**

**ENGLISH VERSION**

**FOR IMPLEMENTATION 2015**

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FIRST LANGUAGE SYLLABUS

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## **1. Introduction**

This syllabus describes the intended learning and assessment for First Language (English) in Grades 1 to 3 of the Junior Primary Phase. As a subject, First Language (English) is within the 'linguistic and literary' area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

The aims, learning objectives, and competencies which overlap between subjects are amongst the essential learning within the curriculum as a whole. Under optimal circumstances, this subject would need 10 (Grades 1 and 2) and 9 (Grade 3) number of periods per week.

## **2. Rationale**

In the first three years of formal schooling, learners should be taught in all subjects through the medium of mother tongue, in this case, English. The main focus when teaching English during the Junior Primary Phase is to ensure that all learners acquire the skills which will lay a strong foundation for literacy, communication, and for concept formation in numeracy. These are all crucial for the learner's future education since the medium of instruction at higher levels is English.

The particular features of First Language (English) are the four language skills of listening and responding, speaking and communicating, reading and viewing, and writing. A fifth area of language structure, grammar and language use is integrated into the four skills in order to develop the learners' abilities to use English correctly. The emphasis at this stage is on language learning for communication, reading with understanding, and formal and creative writing.

## **3. Aims**

The aims of English First Language (English) are to:

- enable learners to communicate effectively in speaking, reading and writing in English;
- enable learners to express thoughts, ideas, experiences and values as an essential part of personal development;
- develop proficiency in English as the official language for the purposes of education and public life

## **4. Inclusive Education**

Inclusive Education is the right of every learner and promotes participation in, or access to, the full range of educational programs and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among ALL learners and removing ALL barriers to learning.

Basic Education prepares the society, as envisaged in Namibia's Vision 2030, by promoting inclusivity.

Learners experiencing barriers to learning and other individual needs will be included in a mainstream school and their needs will be attended to through differentiation of teaching methods and materials as required. Learners, who are so severely impaired that they cannot benefit from attending inclusive schools, will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join the inclusive school where applicable. The curriculum, teaching methods and materials are adapted for learners in these institutions.

The learner-centred approach to teaching is highly suitable for learners with special learning needs since it capitalises on what learners already know and can do, and then assists them to acquire new knowledge and skills. The curriculum framework for Inclusive Education specifies the competencies which learners with special learning needs should master. Individual Learning Support Plans (ILSP) should be in place to guide and evaluate the individual learning process for learners with special learning needs.

Further guidelines on planning for learning and teaching in an inclusive classroom can be found in the curriculum framework for Inclusive Education: A supplement to the National Curriculum for Basic Education 2014. These guidelines will help to equip ALL learners with knowledge, skills and attitudes to help them

succeed in the world that is increasingly complex, rapidly changing and rich in information and communication technology.

The Junior Primary Phase promotes equal opportunity for males and females, enabling both to participate equally. Teachers should know and understand how to treat learners equally, and all materials should support gender fairness.

Girls tend to be more proficient in language than boys in lower primary and female and males have differences in the way they apply language. These differences can be used as a resource by grouping girls and boys together during language lessons. Value issues such identity, feelings, choices and conflicts are often discussed during language sessions. The different attitudes about values that shape male and female thinking can be used to enrich classroom discussion.

## 5. Links to Other Subjects and Cross-curricular Issues

Cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD); Information and Communication Technology (ICT), and Road Safety. These have been introduced to the formal curriculum because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- understand the impact of these issues on our society
- understand how these risks and challenges can be addressed in their local settings

The main risks and challenges have been identified as:

- caring for and managing our natural resources
- the consequences of HIV and AIDS
- health problems associated with pollution, poor sanitation and waste
- social instability caused by inequity and governance that ignores rights and responsibilities
- poor compliance to road safety measures
- globalisation issues

Some subjects are more suitable to deal with specific cross-curricular issues. In this syllabus there are more examples of other links to cross-curricular issues, but only one example for each cross-curricular issue is provided below:

Environmental Learning	HIV and AIDS	Population Education	EHRD	ICT	Road Safety
Grade 1 Animals: Write a story about a pet dog	Grade 2 Speaking and Communicating: Discuss how to look after people who are sick	Grade 3 Writing: Write a description about the family	Grade 1 Listening and Responding: Listen to learner's speaking in different languages	Grade 2 Use the Internet to locate information	Grade 3 Reading and Viewing: Read the traffic rules for cyclists

## 6. Approach to Teaching and Learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice. Furthermore, the thematic/integrated approach remains a focal point of Junior Primary teaching and learning.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. Each learner brings to the school a wealth of knowledge and social experience

gained from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. Each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to cater to the needs of the learners and shape learning experiences accordingly. Teaching strategies must be varied but flexible within well-structured sequences of lessons. Although the language skills have been separated within this syllabus, teachers should be aware that these skills are to be taught in an integrated manner.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to teach content explicitly; when it is appropriate to let learners discover or explore information for themselves; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners should be encouraged to find their own way through a topic or area of content.

Working in groups, in pairs, individually, or as a whole class during First Language must, therefore, be organised and focussed. Co-operative and collaborative learning should be encouraged wherever possible. For example, there may be many strategies to solve a problem and learners working in groups will learn from each other. Importantly, tasks must be meaningful so that learners can see the relevance. As learners develop personal, social and communication skills, they can gradually be given responsibility to participate in planning and evaluating their work, under the teacher's guidance.

Many learners for whom English is their first language have already acquired many language skills and an extensive vocabulary before they start school. For some learners, this will not be the case. In some circumstances the sound system will be complete and the function of First Language teaching is to refine and develop articulation and fluency. Some learners will also have acquired nearly the entire grammatical system of the language, but some will still be making errors as they try out their intuitive idea of how the language works. Teachers need to build on what learners already know implicitly and can do, and teach them to use language structures correctly, and develop their ability to handle the language in more advanced ways.

The teaching of English must include an awareness of the fact that there is a standard form of the language which is applicable to writing and more formal situations, whereas the spoken language ranges from very formal and polite language to informal language and slang.

The classroom must be a language- and print-rich environment. Every classroom should have a reading corner with published readers; local stories; poetry and prose developed in conjunction with the local community, the learners' own creative writing, and annotated posters. A wide variety of media should be used to trigger discussions, role-plays and creative writing, from local language radio stations, to pictures without any words, aspects of pop culture and children's culture.

Although few schools have computers available for the use of the learners, teachers should develop an awareness of present-day information technologies amongst the Junior Primary Phase learners. Word processing programmes are available, and schools with computers should install these for teachers and learners to use for producing texts. Awareness of information technology can be strengthened by discussing where the learners see computers and information technology in their local environment, and what they are used for, and reading stories or discussing pictures about information technologies. Those that have access to computers should be encouraged to work with them and to share their experience with peers.

Following are specific approaches to consider when teaching the skills of First Language (English):

### Listening and Responding

Informal and incidental language learning must be emphasised at this stage in order to stimulate language development. Learners should be exposed to many opportunities to listen to stories, recite rhymes and songs, and to make up stories, rhymes and songs themselves. They should develop an awareness of the structure and vocabulary of the English language and develop strong auditory skills. There should be many opportunities to show understanding through responding.



## Speaking and Communicating

Learners should know how to communicate with purpose using acceptable English conventions. They should use language structures correctly and be encouraged to communicate spontaneously, confidently and imaginatively.

## Reading and Viewing

Reading is an important skill within language development and vital for life-long learning. Learners must spend time acquiring phonological skills, vocabulary, phonics, and decoding and comprehension strategies in order to read fluently and with meaning. Reading awareness becomes evident when they begin to recognise sound-symbol relationships (phonics). The teaching of phonics is a vital aspect of reading and should be taught systematically, sequentially and in context. However, teaching reading should not start until learners have a good grasp of the sounds of English and how they can be manipulated (phonological awareness).

Learners should be encouraged to read and view a range of fiction and non-fiction material and use the Internet and other technologies if available. It is most important that teachers model good reading habits and foster a love of reading. The 'reading period' that has been built into the curriculum should be used to promote a reading culture as well as encourage 'reluctant' readers to find pleasure from reading.

## Writing

Learners should write purposefully and meaningfully every day in English to establish good handwriting skills, writing habits, spelling skills and strategies, creativity, and to prepare them for the demands of the following years. They need to learn how to edit their writing and produce quality pieces of work. Handwriting should be taught explicitly through regular handwriting lessons and skills should be applied and attended to across the curriculum as needed.

## Language Structure, Grammar and Language Use

The conventions and principles of the English language include correct use of punctuation and grammar, parts of speech, tenses, sentence construction, vocabulary and pronunciation, phonics, word study skills, and spelling rules and strategies. In many cases, learners need to attain these principles explicitly so they have the necessary skills to apply them in their everyday language sessions. However, it is most important that learning is enjoyable, interesting and relevant and that the conventions of English, once learned, are applied in an integrated manner.

## **7. End of year competencies**

On entry to Grade 1 in the Junior Primary Phase, all learners are expected to be socially, emotionally, cognitively and physically ready to begin formal English learning. The first five weeks of Grade 1 should be dedicated to school readiness activities.

On completing Grade 3 English in the Junior Primary Phase, learners are expected to be able to demonstrate the following competencies:

### Listening and Responding

Learners listen attentively, actively and critically to spoken texts and respond in various ways to show understanding and appreciation. They show interest in and respect for the speaker by using appropriate body posture and non-verbal actions/attitudes.

### Speaking and Communicating

Learners communicate clearly and coherently using varied vocabulary, correct grammar and sentence structure, accurate pronunciation and varied intonation. They deliver planned short talks, providing key details in logical sequence, taking into account the purpose of the talk and the audience.

They contribute to discussions by exchanging information, sharing ideas, expressing opinions, asking relevant questions and actively participating. They show appropriate interaction skills and socially acceptable conventions such as taking turns to speak and respecting others' opinions.

### Reading and Viewing

Learners read a variety of fiction and informational texts independently for pleasure, information and personal development. They identify sentences and phrases used in texts to create meaning, interest and emotion. They identify characters' action and offer opinions on characters and events.

They apply knowledge of phonics, prediction skills, contextual clues, word analysis skills, re-reading and reading-on strategies to decode words in context. They read with sufficient accuracy, fluency and vocabulary knowledge to support comprehension, and they read orally with correct pronunciation and intonation, expression, pace and volume.

They use self-questioning, self-correcting, pausing and re-reading strategies effectively in order to assist understanding. They retell, in sequence, the main ideas in texts, and identify the main idea of a story. They locate literal information, make higher-order inferences and draw conclusions about ideas in texts.

They view a range of visual material such as books, picture books, newspapers, magazines, diagrams, tables, maps, DVDs, television, films and Internet (where available) with purpose, understanding and critical awareness.

### Writing

Learners print letters and numbers correctly using uniform size and spacing, demonstrating rhythm, good speed, correct posture and pencil grip.

They write a range of creative texts appropriate to audience and purpose using familiar ideas and experiences, developing characters and using storylines with a beginning and end. They write a range of formal texts appropriate to audience and purpose, and they use accepted writing conventions and correct spelling.

### Language Structure, Grammar and Language Use

Learners correctly use capitals, full stops, question marks and exclamation marks. They use apostrophes to show contractions and simple possession, and commas to separate items in a list. They name, identify and use common, proper, countable, uncountable and collective nouns, and verbs, prepositions and adjectives.

They apply the simple present, present continuous, simple past and future tenses correctly and they use statements, questions and exclamations. They construct compound sentences using a variety of conjunctions, and use subject-related vocabulary appropriately and with correct pronunciation. They apply their knowledge of phonics; words study skills, and spelling rules and strategies.

## 8. Learning Content

Grade 1 learners should be exposed to at least five weeks of readiness activities in Term 1 before formal learning starts. Refer to the document, *A School Readiness/Preparatory Programme (5 weeks)*, published by NIED in 2011.

LISTENING AND RESPONDING			
SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
	Within a passive vocabulary range of at least 2 000 words:	Within a passive vocabulary range of at least 3000 words:	Within a passive vocabulary range of at least 4 000 words:
Attentive listening and appropriate responding	<b>Learning Objective</b> Learners will listen attentively and show understanding by responding appropriately		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>listen attentively to level-appropriate stories, rhymes and songs for enjoyment and respond with appreciation, expressing their emotional response to characters and events</li> <li>- discuss and answer questions on stories, rhymes and songs</li> <li>retell a grade-level story including main story line verbally, with pictures or with actions, in the correct order</li> <li>listen to and respond to verbal instructions, messages, announcements and information</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively to level-appropriate stories, rhymes and songs for enjoyment and respond with appreciation, expressing their emotional response to characters and events</li> <li>- discuss and answer questions on stories, rhymes and songs</li> <li>retell a grade-level story including main idea and some details verbally, with pictures or with actions, in the correct order</li> <li>listen to and respond to verbal instructions, messages, announcements and information</li> </ul>	<ul style="list-style-type: none"> <li>listen attentively to level-appropriate stories, rhymes, songs, riddles and jokes for enjoyment and respond with appreciation, expressing their emotional response to characters and events</li> <li>- discuss texts, answer questions and present information in simple and compound sentences</li> <li>- listen to radio and TV (where available)</li> <li>retell a grade-level story including main idea and details verbally, with pictures or with actions, in the correct order</li> <li>listen to and respond to a sequence of verbal instructions, messages, announcements and information</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Attentive listening and appropriate responding cont ...</b>	<ul style="list-style-type: none"> <li>• repeat a sequence of 2 simple 4 to 5 word sentences correctly, e.g. I like my doll. She has a green dress.</li> <li>• listen then respond by drawing, miming and role-playing</li> <li>• show accepted listening behaviour <ul style="list-style-type: none"> <li>- listen to speaker respectfully without interrupting; maintain eye contact</li> <li>- consider the opinions of others and respond in a considerate manner</li> <li>- interact with others by discussing, role-playing, imitating, miming, singing and talking, using appropriate strategies, e.g. <i>taking turns to speak</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• repeat a sequence of 3 simple sentences or 1 compound sentence correctly, e.g. I have a cat. Her name is Fluffy. She eats rats. I have a cat called Fluffy and she eats rats.</li> <li>• listen then respond by drawing, miming and role-playing</li> <li>• show accepted listening behaviour <ul style="list-style-type: none"> <li>- listen to speaker respectfully, display appropriate body language and emotions and maintain eye contact</li> <li>- consider the opinions of others and respond by offering own opinions in a considerate manner</li> <li>- interact with others by discussing, role-playing, imitating, miming, singing, reciting and talking, using appropriate strategies, e.g. <i>taking turns to speak, asking questions for clarification</i></li> <li>- show sensitivity to the rights and feelings of others, agreeing/disagreeing politely, giving comments/suggesting ideas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• repeat a sequence of 4 simple sentences or 1 compound sentence and 1 simple sentence correctly, e.g. On the way home it rained. My clothes got wet. I was cold. I had a hot bath. On the way home it rained and my clothes got wet. I was cold.</li> <li>• listen then respond by drawing, miming and role-playing</li> <li>• show accepted listening behaviour <ul style="list-style-type: none"> <li>listen to speaker respectfully, display appropriate body language and emotions and maintain eye contact</li> <li>- consider the opinions of others and respond by agreeing or disagreeing and expressing their own opinions.</li> <li>- interact with others by discussing, role-playing, imitating, miming, singing, reciting and talking, using appropriate strategies, e.g. <i>taking turns to speak, asking questions for clarification, and commenting on what was heard</i></li> <li>- show sensitivity to the rights and feelings of others, agreeing/disagreeing politely, giving comments/suggesting ideas or elaborating on ideas and giving feedback</li> </ul> </li> </ul>

SPEAKING AND COMMUNICATING			
SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Fluent, confident and imaginative communication	<b>Learning Objective</b> Learners will communicate fluently, confidently and with imagination		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• communicate spontaneously and confidently, expressing own ideas, opinions and experiences using interesting, grade-appropriate descriptions and action words</li> <li>- develop the muscles of the tongue, e.g. left to right, top to bottom movements</li> <li>- use non-verbal strategies (eye contact, correct body posture ) to communicate effectively, taking cultural differences into account</li> <li>• use everyday language fluently with expression, and correct intonation and pronunciation</li> <li>- use grade-level knowledge of grammar and vocabulary when speaking</li> <li>- practise the use of new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• communicate spontaneously and confidently, expressing own ideas, opinions and experiences using interesting, grade-appropriate descriptions and action words</li> <li>- use non-verbal strategies (eye contact, correct body posture) to communicate effectively, taking cultural differences into account</li> <li>• use everyday language fluently with expression, and correct intonation and pronunciation</li> <li>- use grade-level knowledge of grammar and vocabulary when speaking</li> <li>- practise the use of new vocabulary and explain meanings in context</li> </ul>	<ul style="list-style-type: none"> <li>• communicate spontaneously and confidently, expressing own ideas, opinions and experiences using interesting, grade-appropriate descriptions and action words</li> <li>- use non-verbal strategies (eye contact, correct body posture ) to communicate effectively, taking cultural differences into account</li> <li>• use everyday language fluently with expression, and correct intonation and pronunciation</li> <li>- use grade-level knowledge of grammar and vocabulary when speaking</li> <li>- practise the use of new vocabulary and explain meanings in context</li> <li>- stop at the end of a sentence</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Fluent, confident and imaginative communication cont</b> ...	<ul style="list-style-type: none"> <li>- stop at the end of a sentence when speaking</li> <li>- use and pronounce the indefinite articles 'a' and 'an' correctly, e.g. 'a' before a consonant sound (<u>a</u> book) and 'an' before a vowel sound (<u>an</u> apple)</li> <li>- use and pronounce the definite article 'the' correctly, e.g. 'the' before a consonant sound (<u>the</u> book) and 'the' (pronounced 'thee') before a vowel sound (<u>the</u> apple)</li> <li>- pronounce contractions correctly in informal speech, e.g. I'm, he's, she's, etc</li> </ul>	<ul style="list-style-type: none"> <li>- stop at the end of sentence</li> <li>- raise intonation of voice when asking a question</li> <li>- pause when saying a series of items in a list</li> <li>- use and pronounce the indefinite articles 'a' and 'an' correctly, e.g. 'a' before a consonant sound (<u>a</u> pen) and 'an' before a vowel sound (<u>an</u> egg)</li> <li>- use and pronounce the definite article 'the' correctly, e.g. 'the' before a consonant sound (<u>the</u> pen) and 'the' (pronounced 'thee') before a vowel sound (<u>the</u> egg)</li> <li>- pronounce contractions correctly in informal speech, e.g. don't, doesn't, isn't, wasn't, etc</li> </ul>	<ul style="list-style-type: none"> <li>- raise intonation of voice when asking a question</li> <li>- pause when saying a series of items in a list</li> <li>- change intonation of voice to show an exclamation and/or emotion</li> <li>- use and pronounce the indefinite articles 'a' and 'an' correctly, e.g. 'a' before a consonant sound (<u>a</u> plant) and 'an' before a vowel sound (<u>an</u> elephant)</li> <li>- omit indefinite article with uncountable nouns (I like <del>an</del> ice cream)</li> <li>- use and pronounce the definite article 'the' correctly, e.g. 'the' before a consonant sound (<u>the</u> plant) and 'the' (pronounced 'thee') before a vowel sound (<u>the</u> elephant)</li> <li>- omit definite article with uncountable nouns (We eat a lot of <del>the</del> rice)</li> <li>- pronounce contractions correctly in informal speech, e.g. aren't, can't, won't etc</li> <li>- when 'c' is followed by 'e', 'i' or 'y' it sounds like 's', e.g. centre, city,</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Fluent, confident and imaginative communication cont</b> ...	<ul style="list-style-type: none"> <li>use courtesy expressions when greeting, asking for permission, thanking, apologising, and introducing oneself</li> </ul>	<ul style="list-style-type: none"> <li>use courtesy expressions when greeting, asking for permission, thanking, apologising and introducing oneself</li> </ul>	<i>cycle</i> <ul style="list-style-type: none"> <li>when 'g' is followed by 'e', 'i' or 'y' it sounds like 'j', e.g. <i>gentle, giant, gym</i></li> <li>the letter 'y' on the end of a word nearly always says long 'e' (happy) or long 'i' (by, sky)</li> </ul> <ul style="list-style-type: none"> <li>use courtesy expressions when greeting, asking for permission, thanking, apologising and introducing oneself</li> </ul>
<b>Purposes of language</b>	<b>Learning Objective</b> Learners will use language appropriately for a variety of purposes		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>tell stories using simple sentences and correct language structure <ul style="list-style-type: none"> <li>in the simple past tense</li> </ul> </li> <li>say rhymes and sing songs <ul style="list-style-type: none"> <li>play language games, e.g. <i>Simon says</i></li> </ul> </li> <li>recount/recall personal experiences <ul style="list-style-type: none"> <li>use simple past tense</li> <li>describe an action and a result,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>tell prepared and unprepared stories using simple and compound sentences and correct language structure <ul style="list-style-type: none"> <li>in the simple past tense</li> </ul> </li> <li>say rhymes, poems and tongue twisters, and sing songs <ul style="list-style-type: none"> <li>play language games</li> </ul> </li> <li>recount/recall personal experiences and more general news events <ul style="list-style-type: none"> <li>use simple past tense</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>tell prepared and unprepared stories, using simple and compound sentences and correct language structure <ul style="list-style-type: none"> <li>in the simple past tense</li> </ul> </li> <li>say rhymes, riddles and jokes, recite poems, sing songs, and perform a simple dialogue <ul style="list-style-type: none"> <li>play language games</li> <li>perform a simple dialogue, e.g. <i>a conversation between two people</i></li> </ul> </li> <li>recount/recall personal experiences and more general news events, and express feelings and opinions about them</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Purposes of language cont ...</b>	<p>e.g. <i>I ate too much (action) so I was sick (result)</i></p> <ul style="list-style-type: none"> <li>describe an item, object or animal or event/experience <ul style="list-style-type: none"> <li>show and tell; daily news</li> <li>use simple present tense, e.g. <i>This <u>is</u> my pet tortoise. His name <u>is</u> Tom. He <u>eats</u> lettuce.</i></li> <li>describe similarities and differences, e.g. <i>This leaf is the same colour as that one.</i></li> <li>use present continuous, e.g. <i>I <u>am having</u> a birthday party on the weekend.</i></li> <li>use simple past tense, e.g. <i>I <u>saw</u> a fish. It <u>was</u> big.</i></li> <li>use future tense, e.g. <i>I <u>will be</u> seven years old tomorrow.</i></li> </ul> </li> <li>explain by telling in simple terms how things work <ul style="list-style-type: none"> <li>use simple present tense, e.g. <i>My toy car <u>moves</u> when I <u>push</u> it. It <u>has</u> wheels that <u>go</u> round.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>describe cause and effect (the idea that one thing causes another thing), e.g. <i>The dog chewed my shoe (cause) so I have to buy a new pair (effect)</i></li> <li>describe an item, object, animal, person or event/experience <ul style="list-style-type: none"> <li>show and tell; daily news</li> <li>use simple present tense</li> <li>describe similarities and differences, e.g. <i>My sister <u>has</u> long hair like mine but <u>it's</u> black.</i></li> <li>use present continuous tense, e.g. <i>We <u>are visiting</u> Grandmother next week.</i></li> <li>use simple past tense, e.g. <i>Yesterday, I <u>went</u> to Maria's house.</i></li> <li>use future tense, e.g. <i>I <u>will run</u> in the race tomorrow.</i></li> </ul> </li> <li>explain by telling how things work <ul style="list-style-type: none"> <li>use simple present tense, e.g. <i>A bike <u>works</u> when you <u>push</u> the pedals and the wheels <u>go</u> round.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use simple past tense</li> <li>describe cause and effect (the idea that one thing causes another thing), e.g. <i>We did not get very much rain (cause) so the harvest won't be very good (effect)</i></li> <li>describe an animal, person or an event/experience <ul style="list-style-type: none"> <li>daily news</li> <li>use simple present tense</li> <li>describe similarities and differences, e.g. <i>The eland <u>is</u> a bit like a kudu but <u>it's</u> bigger and <u>has</u> different horns.</i></li> <li>use present continuous tense, e.g. <i>We <u>are visiting</u> Grandmother next week.</i></li> <li>use simple past tense, e.g. <i>Yesterday, I <u>went</u> to Maria's house.</i></li> <li>use future tense, e.g. <i>We <u>will go</u> to the farm tomorrow.</i></li> </ul> </li> <li>explain simple processes, how something works or give directions <ul style="list-style-type: none"> <li>use simple present tense, e.g. <i>This <u>is</u> how a mousetrap <u>works</u> ...</i> <i>This <u>is</u> how I <u>get</u> home ...</i></li> </ul> </li> </ul>



SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Purposes of language cont ...</b>	<ul style="list-style-type: none"> <li>• inquire by asking questions to get information <ul style="list-style-type: none"> <li>- use the simple present tense to ask who, what, when and why questions</li> </ul> </li> <li>• answer questions using simple sentences and correct language structure <ul style="list-style-type: none"> <li>- construct Yes/No questions, answers and negative statements, e.g. <i>Do you like sweets?</i> <i>Yes, I like sweets</i> <i>No, I don't like sweets</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• inform by telling a simple procedure <ul style="list-style-type: none"> <li>- use the simple present tense, e.g. <i>I <u>want</u> to tell you how to plant a seed/make a cake/play a game</i></li> </ul> </li> <li>• inquire by asking questions to get information <ul style="list-style-type: none"> <li>- use the simple present tense to ask who, what, when and why questions</li> </ul> </li> <li>• answer questions using simple and compound sentences and correct language structure <ul style="list-style-type: none"> <li>- construct Yes/No questions, answers and negative statements in simple present and simple past tense, e.g. <i>Did you run home?</i> <i>Yes, I ran home</i> <i>No, I did not run home</i></li> </ul> </li> <li>• state an opinion <ul style="list-style-type: none"> <li>- use the simple present tense and justification, e.g. <i>I like (my friend) because (he plays with me)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• inform by telling a procedure <ul style="list-style-type: none"> <li>- use the simple present tense, e.g. <i>This <u>is</u> what <u>happens</u> to ice when you <u>heat</u> it</i></li> </ul> </li> <li>• inquire by interviewing people for a particular purpose, <ul style="list-style-type: none"> <li>- use the simple present tense, e.g. <i>ask people at home how food is stored</i></li> </ul> </li> <li>• answer questions using simple and compound sentences and correct language structure <ul style="list-style-type: none"> <li>- construct Yes/No questions, answers and negative statements in simple present and simple past tense</li> </ul> </li> <li>• state an opinion <ul style="list-style-type: none"> <li>- use the simple present tense and justification, e.g. <i>I like (eggs) because (they taste great and are good for me)</i> <i>I think (we must conserve water) because (our dams are nearly empty)</i></li> </ul> </li> </ul>

SKILL/TOPIC	GRADE 1	GRADE	GRADE 3
			<ul style="list-style-type: none"> <li>• give a command</li> <li>- <i>Go and play outside</i></li> <li>- <i>Leave me alone</i></li> <li>- <i>Tidy the classroom before you go home</i></li> </ul>
Planning and presenting information	<b>Learning Objective</b> Learners will plan and present information		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• prepare and present daily news showing who, what, when and where, e.g.  <i>Dad and I (who) went to the village (where) last week (when) and brought back a bag of meles. (what)</i></li> </ul>	<ul style="list-style-type: none"> <li>• prepare and present a simple talk showing who, what, when, where and why, and a beginning, middle and end</li> <li>- use selected topics</li> </ul>	<ul style="list-style-type: none"> <li>• give prepared short talks showing who, what, when, where and why; a beginning, middle and end; visual aids; basic strategies to engage listeners, e.g. <i>eye contact etc.</i></li> </ul>

READING AND VIEWING			
SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Perception skills	<b>Learning Objective</b> Learners will demonstrate perception skills		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• demonstrate visual perception: <ul style="list-style-type: none"> <li>- visual discrimination</li> <li>- visual sequencing</li> <li>- figure-ground differentiation</li> <li>- form consistency</li> <li>- visual memory</li> <li>- visual analysis and synthesis</li> </ul> </li> <li>• demonstrate auditory perception: <ul style="list-style-type: none"> <li>- auditory discrimination</li> <li>- auditory sequencing</li> <li>- auditory memory</li> <li>- auditory closure</li> <li>- auditory analysis and synthesis</li> <li>- auditory-visual linking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate visual perception: <ul style="list-style-type: none"> <li>- visual discrimination</li> <li>- visual sequencing</li> <li>- figure-ground differentiation</li> <li>- form consistency</li> <li>- visual memory</li> <li>- visual analysis and synthesis</li> </ul> </li> <li>• demonstrate auditory perception: <ul style="list-style-type: none"> <li>- auditory discrimination</li> <li>- auditory sequencing</li> <li>- auditory memory</li> <li>- auditory closure</li> <li>- auditory analysis an synthesis</li> <li>- auditory-visual linking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate visual perception: <ul style="list-style-type: none"> <li>- visual discrimination</li> <li>- visual sequencing</li> <li>- figure-ground differentiation</li> <li>- form consistency</li> <li>- visual memory</li> <li>- visual analysis and synthesis</li> </ul> </li> <li>• demonstrate auditory perception: <ul style="list-style-type: none"> <li>- auditory discrimination</li> <li>- auditory sequencing</li> <li>- auditory memory</li> <li>- auditory closure</li> <li>- auditory analysis and synthesis</li> <li>- auditory-visual linking</li> </ul> </li> </ul>
Phonological awareness and articulation	<b>Learning Objective:</b> Learners will demonstrate phonological awareness and articulation		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• count number of words in sentences, and omit or replace words within sentences, e.g. <i>I ran home (replace 'ran' with 'jumped')</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• replace nouns and change word order in a sentence to change the meaning, e.g. <i>The angry lady chased the small dog. The angry <u>dog</u> chased the small <u>lady</u>.</i></li> </ul>	<ul style="list-style-type: none"> <li>• extend sentences by adding phrases/more detail, e.g. <i>He sleeps in the bed. He always sleeps in the big bed at my house.</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Phonological awareness and articulation cont ...</b>	<ul style="list-style-type: none"> <li>clap and count syllables in words</li> <li>identify rhyming words in rhymes and songs, e.g. <i>Jack and <u>Jill</u> went up the <u>hill</u></i></li> <li>identify short vowel sounds in single-syllable words, e.g. <u>m</u>an, <u>p</u>en, <u>pot</u>, s <u>u</u>n</li> <li>identify long vowel sounds, e.g. <u>moon</u>, <u>leaf</u>, <u>play</u>, <u>show</u></li> <li>identify beginning sounds (phonemes) in single-syllable words and replace phonemes to form new words, e.g. <i>say the word 'man', instead of 'm' say 'c' (can)</i></li> <li>recognise and create repetitions of initial sounds in words, e.g. <i>snakes swim slowly</i></li> </ul>	<ul style="list-style-type: none"> <li>identify and count syllables in simple words</li> <li>delete and replace syllables in words to make new or nonsense words, e.g. <i>Say 'pencil', now say it again without the 'cil' (pen)</i> e.g. <i>say 'pencil' but instead of 'cil' say 'rock' (penrock)</i></li> <li>identify and rhyming words in rhymes and songs, e.g. <i>One <u>two</u> buckle my <u>shoe</u></i></li> <li>distinguish between short and long vowel sounds in single-syllable words, e.g. <i>b <u>i</u> t (short), b <u>i</u> t e (long); p <u>i</u> n (short), p <u>i</u> n e (long)</i></li> <li>identify beginning, and end sounds (phonemes) in simple single-syllable words and replace phonemes to form new words, e.g. <i>say the word 'rat', instead of 'r' say 'p' (pat); say the word 'rat', instead of 't' say 'm' (ram)</i></li> <li>recognise and create repetitions of initial sounds in words, e.g. <i>Robert runs right on the road</i></li> </ul>	<ul style="list-style-type: none"> <li>identify and count syllables in multi-syllabic words</li> <li>delete and replace syllables in words to make new or nonsense words</li> <li>identify and substitute rhyming words in rhymes and songs, e.g. <i>Jack and <u>Jill</u> went up the <u>hill</u></i> <i>Jack and <u>Bill</u> (Dill, Kill, Till) went up the <u>hill</u></i></li> <li>distinguish between short and long vowel sounds in multi-syllabic words, e.g. <i>happy: 'a' is short and 'y' is long</i> <i>disease: 'i' is short and 'ea' is long</i></li> <li>identify beginning, middle and end sounds (phonemes) in single-syllable words replace and delete phonemes</li> <li>recognise and create repetitions of sounds in sentences, e.g. <i><u>Silly Sally sits still and says she is sad</u></i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Phonological awareness and articulation cont ..</b>	<ul style="list-style-type: none"> <li>blend and split onsets and rimes, e.g. <i>dog; man</i></li> </ul>	<ul style="list-style-type: none"> <li>blend and split onsets and rimes, including two-letter blends, e.g. <i>clap; brown</i></li> </ul>	<ul style="list-style-type: none"> <li>blend and split onsets and rimes, including three-letter blends, e.g. <i>street; spring</i></li> </ul>
<b>Organisation and basic features of print</b>	<b>Learning Objective:</b> Learners will demonstrate understanding of the organisation and basic features of print		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>follow words from left-to-right, top-to-bottom, and page-by-page</li> <li>- exercise eye muscles</li> <li>- recognise that print conveys meaning, represents spoken language and words are separated by spaces</li> <li>- recognise own name and simple sight words, and incidentally “read” words from their environment, e.g. <i>STOP signs, labels</i></li> <li>- recognise the distinguishing features of a sentence, e.g. <i>capitalised first word, ending punctuation</i></li> <li>- identify title of book</li> <li>demonstrate the proper way to handle books, e.g. <i>hold book upright, recognise front and back cover, turn pages carefully</i></li> </ul>	<ul style="list-style-type: none"> <li>read print from left-to-right, top-to-bottom, and page-by-page</li> <li>- exercise eye muscles</li> <li>- recognise that print conveys meaning, represents spoken language and words are separated by spaces</li> <li>- identify basic punctuation marks in print</li> <li>- identify title of book, illustrations, author and illustrator</li> <li>demonstrate the proper way to handle books, e.g. <i>hold book upright, recognise front and back cover, turn pages carefully</i></li> </ul>	<ul style="list-style-type: none"> <li>read print from left-to-right, top-to-bottom, and page-by-page</li> <li>- exercise eye muscles</li> <li>- recognise that print conveys meaning, represents spoken language and words are separated by spaces</li> <li>- identify basic punctuation marks in print</li> <li>- use text organisational features such as table of contents, index and sub-headings</li> <li>- identify title of book, headings, illustrations, author and illustrator</li> <li>demonstrate the proper way to handle books, e.g. <i>hold book upright, recognise front and back cover, turn pages carefully</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Phonics	<b>Learning Objective</b> Learners will recall and use knowledge of phonics when reading familiar words		
	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>recognise letter names and letter sounds and the alphabet sequence</li> <li>sounds and letter names of short and long vowels</li> <li>sounds and letter symbols of consonants</li> <li>sort words by initial letter (bad, bin, baby, bit)</li> <li>letter names remain constant but the sounds they represent may vary, e.g. the 'e' in <i>me</i>, <i>red</i></li> <li>long 'e' sound, e.g. <i>he</i>, <i>be</i>, <i>she</i></li> <li>read three-letter words with short vowel sounds, e.g. <i>c-a-t</i>, <i>p-e-n</i>, <i>s-i-t</i>, <i>d-o-g</i>, <i>h-u-t</i></li> <li>correctly read familiar grade-level words beginning with two-letter blends, e.g. <i>bl</i>, <i>br</i>, <i>dr</i>, <i>sm</i>, <i>sn</i>, <i>sp</i></li> <li>sort words by blends (black, blow, bless)</li> <li>correctly read familiar grade-level words ending with two-letter blends, e.g. <i>-nk</i>, <i>-nd</i>, <i>-st</i></li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>recognise letter names and letter sounds and the alphabet sequence</li> <li>sounds and letter names of short and long vowels</li> <li>sounds and letter names of consonants</li> <li>sort words by initial letter (table, tub, television, tell)</li> <li>letter names remain constant but the sounds they represent may vary, e.g. the 'u' in <i>bus</i>, <i>put</i>, <i>use</i></li> <li>long 'e' sound, e.g. <i>he</i>, <i>be</i>, <i>she</i></li> <li>read three-letter words with short vowel sounds, e.g. <i>c-a-t</i>, <i>p-e-n</i>, <i>s-i-t</i>, <i>d-o-g</i>, <i>h-u-t</i></li> <li>correctly read familiar grade-level words beginning with two-letter blends, e.g. <i>cr</i>, <i>fr</i>, <i>gl</i>, <i>sl</i></li> <li>sort words by blends (dress, drive, drip, drop)</li> <li>correctly read familiar grade-level words ending with two-letter blends, e.g. <i>-mp</i>, <i>-nt</i></li> </ul>	<b>Competencies</b> <b>Learners should be able to:</b> <ul style="list-style-type: none"> <li>recognise letter names and letter sounds and the alphabet sequence</li> <li>sounds and letter names of short and long vowels</li> <li>sounds and letter names of consonants</li> <li>letter names remain constant but the sounds they represent may vary, e.g. the 'a' in <i>rat</i>, <i>baby</i>, <i>water</i>, <i>want</i>, <i>banana</i>, <i>ball</i></li> <li>long 'e' sound, e.g. <i>belong</i></li> <li>correctly read familiar grade-level words beginning with two-letter blends, e.g. <i>sc</i>, <i>sk</i>, <i>sw</i>, <i>tw</i></li> <li>sort words by blends (twist, twirl, tweet)</li> <li>correctly read familiar grade-level words ending with two-letter blends, e.g. <i>-sk</i>, <i>-lk</i>, <i>-ft</i>, <i>-lt</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Phonics cont ...	<ul style="list-style-type: none"> <li>• correctly read familiar words containing grade-level consonant and vowel digraphs, e.g. /ch/, /dd/, /ee/, /ar/</li> <li>- sort words by same sound, different spelling (see, beach, key, me)</li> <li>- sort words by same sound, same spelling (star, far, car, shark)</li> <li>- play word and memory games; match and identify words to words and words to pictures; match words in sentences using charts, songs, rhymes and cards</li> </ul>	<ul style="list-style-type: none"> <li>• correctly read familiar grade-level words beginning with three-letter blends, e.g. <i>spl, str, spr</i></li> <li>- sort words by blends (spring, sprinkle, sprint)</li> <li>• correctly read familiar words containing grade-level consonant and vowel digraphs, e.g. /wh/, /nn/, /ew/, /ur/</li> <li>- sort sounds by same sound, different spelling (bird, church, fur)</li> <li>- sort sounds by same sound, same spelling (boat, coat, float, goat)</li> <li>- play reading games and word study games</li> <li>• correctly read familiar words containing grade-level trigraphs, e.g. /tch/</li> </ul>	<ul style="list-style-type: none"> <li>• correctly read familiar grade-level words beginning with three-letter blends, e.g. <i>squ, scr, sch</i></li> <li>- sort words by blends (square, squat, squash, squishy, squid)</li> <li>• correctly read familiar words containing grade-level consonant digraphs with silent letters and vowel digraphs, e.g. /kn/, /wr/, /gh/, /mb/, /ea/, /ue/</li> <li>- sort words by same sound , different spelling (night, write, fly, pie)</li> <li>- sort words by same sound, same spelling (moon, soon, room, spoon)</li> <li>- play reading games and word study games</li> <li>• correctly read familiar words containing grade-level trigraphs, e.g. /oor/, /dge/</li> <li>• correctly read familiar words containing grade-level quadgraphs, e.g. /augh/ as in <u>daughter</u></li> <li>- sort words by same letter pattern, different sound (th<u>ough</u>t, en<u>ough</u>, thr<u>ough</u>)</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Phonics cont ...</b>	<ul style="list-style-type: none"> <li>correctly read familiar words containing grade-level diphthongs, e.g. /ay/, /oa/ (learning the term 'diphthong' is not a requirement)</li> <li>recall grade-level vocabulary and high-frequency sight words</li> </ul>	<ul style="list-style-type: none"> <li>correctly read familiar words containing grade-level diphthongs, e.g. /ai/, /ou/ (learning the term 'diphthong' is not a requirement)</li> <li>recall grade-level vocabulary and high-frequency sight words</li> </ul>	<ul style="list-style-type: none"> <li>correctly read familiar words containing grade-level diphthongs, e.g. /eer/, /eigh/ (learning the term 'diphthong' is not a requirement)</li> <li>recall grade-level vocabulary and high-frequency sight words</li> </ul>
<b>Decoding strategies</b>	<p><b>Learning Objective</b> Learners will apply decoding strategies when reading (working out the meaning of pictures and the pronunciation/meaning of <u>unfamiliar</u> words)</p>		
	<ul style="list-style-type: none"> <li>make up stories from picture books, e.g. <i>'read' the book by making up a story using picture clues</i></li> <li>look at pictures to recognise common objects and experiences</li> <li>use knowledge of phonics when reading <u>unfamiliar</u> words, e.g. <i>sound out single letters and grade-level blends, digraphs and diphthongs</i></li> <li>use onset and rime strategies, e.g. <i>b-at; m-en, s-it; d-og, s-un</i></li> </ul>	<ul style="list-style-type: none"> <li>make up grade-level stories from picture books, e.g. <i>'read' the book by making up a story using picture clues</i></li> <li>use contextual clues and prediction skills to link <u>unfamiliar</u> words with pictures, e.g. <i>This story is about weather. This word looks like 'sunny'. Does the story make sense if I read 'sunny'?</i></li> <li>use knowledge of phonics when reading <u>unfamiliar</u> words, e.g. <i>sound out single letters and grade-level blends, digraphs, trigraphs and diphthongs</i></li> <li>use onset and rime strategies, e.g. <i>tr-ee; br-ick</i></li> </ul>	<ul style="list-style-type: none"> <li>make up grade-level stories from picture books, e.g. <i>'read' the book by making up a story using picture clues</i></li> <li>use contextual clues and prediction skills to link <u>unfamiliar</u> words with pictures, e.g. <i>This story is about animals. This word looks like 'elephant'. Does the story make sense if I read 'elephant'?</i></li> <li>use knowledge of phonics when reading <u>unfamiliar</u> words, e.g. <i>sound out grade-level blends, digraphs, trigraphs, quadgraphs and diphthongs</i></li> <li>use onset and rime strategies, e.g. <i>str-um; spl-ash, squ-are</i></li> </ul>



SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Decoding strategies</b> cont ...		<ul style="list-style-type: none"> <li>• use re-reading and reading-on strategies, e.g.               <ul style="list-style-type: none"> <li>- <u>re-read</u> by going back over parts of the text to work out meaning and assist with word recognition</li> <li>- <u>read-on</u> by skipping a difficult/unfamiliar word and reading to the end of the sentence, using the context to decode the word; re-read the sentence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use re-reading and reading-on strategies, e.g.               <ul style="list-style-type: none"> <li>- <u>re-read</u> by going back over parts of the text to work out meaning and assist with word recognition</li> <li>- <u>read-on</u> by skipping a difficult/unfamiliar word and reading to the end of the sentence, using the context to decode the word; re-read the sentence</li> </ul> </li> </ul>
<b>Comprehension strategies</b>	<b>Learning Objective:</b> Learners will apply reading comprehension strategies to understand grade-level texts		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• apply strategies to construct meaning:               <ul style="list-style-type: none"> <li>- use personal experience and knowledge</li> <li>- use cues such as titles, headings, repetition and pictures to predict events and information in a text</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• apply strategies to maintain meaning:               <ul style="list-style-type: none"> <li>- use personal experience and knowledge</li> <li>- use cues such as titles, headings, repetition and pictures to predict events and information in a text</li> <li>- use self-questioning, self-correcting, pausing and re-reading passages in order to maintain meaning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• apply strategies to maintain meaning:               <ul style="list-style-type: none"> <li>- use personal experience and knowledge</li> <li>- use cues such as titles, headings, repetition and pictures to predict events and information in a text</li> <li>- use self-questioning, self-correcting, pausing and re-reading passages in order to maintain meaning</li> </ul> </li> </ul>
<b>Comprehension</b>	<b>Learning Objective:</b> Learners will demonstrate comprehension by responding appropriately to fiction, non-fiction texts and visual material  <b>(PP – texts read to learners; grades 1-3 – texts read by and to learners)</b>		

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Comprehension cont ...	<b>Competencies Learners should be able to:</b>	<b>Competencies Learners should be able to:</b>	<b>Competencies Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• read a simple story (fiction) then retell to show understanding</li> <li>• read a simple story (fiction) then role-play to show understanding</li> <li>• sequence pictures and simple written sentences to make a logical story</li> <li>• answer (orally and in writing) literal questions based on stories (fiction) and informational texts (non-fiction), e.g. <i>who, what and when questions</i></li> <li>• answer orally and in writing simple higher-order (inferential) questions based on texts, e.g. <i>how and why questions</i></li> </ul>	<ul style="list-style-type: none"> <li>• read a story (fiction) then retell to show understanding</li> <li>• read a simple story (fiction) then role-play to show understanding</li> <li>• sequence information in logical order, e.g. <i>sentences/pictures to make a story,</i></li> <li>• answer (orally and in writing) literal questions based on stories (fiction) and informational texts (non-fiction), e.g. <i>who, what and when questions</i></li> <li>• answer orally and in writing higher-order (inferential) questions based on texts, e.g. <i>how and why questions</i> <ul style="list-style-type: none"> <li>- identify cause and effect in a story (why something happened)</li> <li>- respond to a text by giving simple opinions about events and characters, e.g. <i>I think it was nice that the girl played with the little girl</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• read stories, rhymes and poems then retell to show understanding</li> <li>• read a simple story (fiction) then role-play to show understanding</li> <li>• sequence information in logical order, e.g. <i>sentences, pictures, diagrams, procedures, recipes, etc</i></li> <li>• answer (orally and in writing) literal questions based on stories (fiction), informational texts (non-fiction) and other visual material (e.g. TV, films, Internet), e.g. <i>who, what and when questions</i></li> <li>• answer orally and in writing higher-order (inferential) questions based on texts and draw conclusions, e.g. <i>how and why questions</i> <ul style="list-style-type: none"> <li>- identify cause and effect in a story (why something happened)</li> <li>- respond to a text or other visual material by giving simple opinions and judgements about events and characters, e.g. <i>I didn't like the boy because he was mean to his friend. You should be kind to your friends.</i></li> </ul> </li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
			<ul style="list-style-type: none"> <li>give a short summary of a simple text orally and in writing</li> </ul>
Reading silently and aloud	<b>Learning Objective:</b> Learners will read a wide range of texts silently and aloud with purpose and understanding		
	<ul style="list-style-type: none"> <li>demonstrate the need and desire to read <ul style="list-style-type: none"> <li>page through books, discuss pictures</li> <li>use the 'reading period' to promote an interest in reading</li> </ul> </li> <li>read a variety of grade-level texts (including stories, poems and own writing) silently with purpose and understanding <ul style="list-style-type: none"> <li>identify rhyming words in poems</li> </ul> </li> <li>read a variety of grade-level informational texts and visual material to locate and extract specific information <ul style="list-style-type: none"> <li>use picture books and 'big books' to find information</li> <li>find information using pictographs and simple diagrams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the need and desire to read independently for knowledge and pleasure <ul style="list-style-type: none"> <li>use the 'reading period' to promote an interest in reading</li> </ul> </li> <li>read a variety of grade-level texts (including stories, poems and own writing) silently with appropriate speed, purpose and understanding <ul style="list-style-type: none"> <li>recognise features of free verse and simple poems, e.g. <i>shape, print size, repetition, rhyme, use of basic punctuation</i></li> </ul> </li> <li>read a variety of grade-level informational texts and visual material to locate and extract specific information <ul style="list-style-type: none"> <li>use a 'self-made' picture dictionary to find information; find words in the dictionary</li> <li>find and interpret information from pictures, familiar symbols, road signs and simple diagrams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the need and desire to read independently for knowledge and pleasure <ul style="list-style-type: none"> <li>use the 'reading period' to promote an interest in reading</li> </ul> </li> <li>read a variety of grade-level texts (including stories, plays, poems and own writing) silently with appropriate speed, purpose and understanding <ul style="list-style-type: none"> <li>recognise features of free verse and simple poems, e.g. <i>shape, print size, repetition, rhyme and use of punctuation</i></li> </ul> </li> <li>read a variety of grade-level informational texts and visual material to locate and extract specific information <ul style="list-style-type: none"> <li>locate words and meanings in a simple dictionary using guide words</li> <li>find and interpret information from pictures, and simple maps, diagrams, tables and other visual material</li> </ul> </li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Reading silently and aloud cont ...</b>	<ul style="list-style-type: none"> <li>• read <u>prepared</u> grade-level texts aloud with understanding, correct pronunciation, fluency, expression, accuracy and observance of conventions, e.g.               <ul style="list-style-type: none"> <li>- stop at the end of a sentence</li> </ul> </li> <li>• read <u>unprepared</u> grade-level readers aloud with some understanding, accuracy, fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>• read <u>prepared</u> grade-level texts aloud with understanding, correct pronunciation, fluency, expression, accuracy and observance of conventions, e.g.               <ul style="list-style-type: none"> <li>- stop at the end of a sentence</li> <li>- raise intonation of voice when reading a question</li> <li>- pause when reading a series of items with commas</li> </ul> </li> <li>• read <u>unprepared</u> grade-level readers aloud with some understanding, accuracy, fluency and expression</li> </ul>	<ul style="list-style-type: none"> <li>• read <u>prepared</u> grade-level texts aloud with understanding, correct pronunciation, fluency, expression, volume, pace, accuracy and observance of conventions, e.g.               <ul style="list-style-type: none"> <li>- stop at the end of a sentence</li> <li>- raise intonation of voice when reading a question</li> <li>- pause when reading a series of items with commas</li> <li>- change intonation of voice to show an exclamation</li> </ul> </li> <li>• read <u>unprepared</u> grade-level readers aloud with some understanding, accuracy, fluency and expression</li> </ul>
<b>Response to literature</b>	<b>Learning Objective</b> Learners will respond to literature orally and in writing		
	<ul style="list-style-type: none"> <li>• identify characters and major events.               <ul style="list-style-type: none"> <li>- identify how characters are similar/different from people in their own lives</li> <li>- discuss and express feelings about rhymes, songs and stories</li> <li>- discuss the moral of the story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify characters, settings and major events.               <ul style="list-style-type: none"> <li>- describe how characters respond to major events/challenges in the story</li> <li>- explain and give reasons for liking or disliking a character/story/poem</li> <li>- discuss the moral of the story</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify characters, settings and plots (series of related events that make up the story).               <ul style="list-style-type: none"> <li>- describe how the characters respond to major events and challenges in the story</li> <li>- explain and give reasons for liking or disliking a character/story/poem</li> <li>- discuss the moral of the story</li> </ul> </li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Response to literature cont ...		<ul style="list-style-type: none"> <li>identify structure of a story, e.g. beginning and ending</li> </ul>	<ul style="list-style-type: none"> <li>identify the structure of a story, e.g. beginning and ending</li> <li>identify sentences and phrases in stories or poems that suggest emotions such as anger, sadness, joy, e.g. <i>tears rolled down her cheeks</i></li> </ul>

WRITING			
SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Handwriting	<b>Learning Objective:</b> Learners will demonstrate fluent and legible handwriting		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• demonstrate fine motor muscles, hand/eye coordination, hand dominance, grip and body posture, e.g.</li> <li>- establish dominant hand by using scissors, brushes, pencils and handling tiny objects</li> <li>- position paper appropriately</li> <li>- position print on a line</li> <li>• demonstrate some skill in writing rhythmically with speed using left-to-right, top-to-bottom orientation, e.g.</li> <li>- trace and copy rhythmic patterns on dotted lines</li> <li>- copy words and numerals</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate correct pencil grip and body posture, e.g.</li> <li>- position paper appropriately</li> <li>- position print on a line</li> <li>• demonstrate rhythm and speed, writing in the guiding lines, e.g.</li> <li>- copy writing from posters and chalkboard</li> <li>- copy sentences</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate correct pencil grip and body posture, e.g.</li> <li>- position paper appropriately</li> <li>- position print on a line</li> <li>• demonstrate rhythm and speed, writing in the guiding lines, e.g.</li> <li>- copy writing from posters and chalkboard</li> <li>- copy sentences</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Handwriting cont ...	<ul style="list-style-type: none"> <li>print letters, words, sentences and numerals neatly and legibly with correct formation, using uniform size and spacing</li> <li>- 8.5 mm lines (4 spaces)</li> </ul>	<ul style="list-style-type: none"> <li>print letters, words, sentences and numerals neatly and legibly with correct formation, using uniform size and spacing</li> <li>- 8.5 mm lines (3 lines per 25mm)</li> </ul>	<ul style="list-style-type: none"> <li>print letters, words, sentences and numerals neatly and legibly with correct formation, using uniform size and spacing</li> <li>- 6.5 mm lines (4 lines per 25mm)</li> </ul>
Forms of writing	<b>Learning Objective:</b> Learners will write for a range of purposes using a variety of forms of writing		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>demonstrate the need and a desire to write, e.g.</li> <li>- play writing games</li> <li>- show how writing and drawing are different</li> <li>- share own writing with others by displaying or reading aloud</li> <li>- experiment with lines, forms, writing tools</li> <li>- experiment with writing, e.g. "write" captions for own picture/books; role-play "writing" for a purpose</li> <li>write dictation: 2 simple 4 to 5 word sentences, e.g. <i>I like my doll. She has a green dress.</i></li> <li>- use grade-level knowledge of grammar, basic punctuation, spelling, phonics and vocabulary to write accurately</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate the need and a desire to write, e.g.</li> <li>- play writing games</li> <li>- share own writing with others by displaying or reading aloud</li> <li>write dictation: 3 simple sentences or 2 compound sentences, e.g. <i>I have a cat called Fluffy. She has sharp teeth. She eats rats.</i> Or <i>I have a cat called Fluffy and she eats rats. She has sharp teeth but she does not bite me.</i></li> </ul>	<ul style="list-style-type: none"> <li>demonstrate a desire to write, e.g.</li> <li>- play writing games</li> <li>- share own writing with others by displaying or reading aloud</li> <li>write dictation: 4 or more simple sentences or 2 or more compound sentences, e.g. <i>On the way home it rained. My clothes got wet. I was cold. I had a hot bath.</i> Or <i>On the way home it rained and my clothes got wet. I was cold so I had a hot bath. Later I sat by the</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Forms of writing cont ...	<ul style="list-style-type: none"> <li>write creative stories in simple past tense using about 5 simple sentences</li> <li>write simple poems, e.g.  <i>I eat bread</i>  <i>I eat bananas</i>  <i>I eat mangoes</i>  Rain is wet  Rain falls  I like rain  <i>I saw a cat and it was very ...</i>  (Write a missing rhyming word to complete a simple rhyme)</li> <li>write recounts/recalls of personal experiences in simple past tense using who, what and when statements with a beginning and simple ending, e.g. <i>I (who) played (what) at</i></li> </ul>	<ul style="list-style-type: none"> <li>use grade-level knowledge of grammar, punctuation, spelling, phonics and vocabulary to write accurately</li> <li>write creative stories in simple past tense with a simple title, beginning and end, using 5 to 6 simple and compound sentences</li> <li>write simple poems, e.g. <i>using alliteration (Angry ants ate the apples)</i>  e.g. <i>shape poems (write a poem about a snail and curl the words into the shape of a snail's shell)</i></li> <li>write recounts/recalls of personal experiences in simple past tense using who, what, where and when statements, and using a beginning and simple ending, e.g. <i>Last week (when) it rained and rained.</i></li> </ul>	<p><i>fire and read a book.</i></p> <ul style="list-style-type: none"> <li>use grade-level knowledge of grammar, punctuation, spelling, phonics and vocabulary to write accurately</li> <li>use British spelling of words ending in 're' (<u>centre</u>, <u>litre</u>), 'our' (<u>colour</u>, <u>neighbour</u>)</li> <li>write creative stories in simple past tense with a title, setting (place/time), character/s, and with a beginning, middle and end, using 6 or more simple and compound sentences</li> <li>write simple rhyming or free verse poems, e.g. <i>write an acrostic poem using name:</i>  <u>FRANS</u>  <u>F</u>riendly  <u>R</u>uns in races  <u>A</u>lways helps his friends  <u>N</u>ice to his little brother  <u>S</u>occer is his favourite game</li> <li>write recounts/recalls of personal or indirect experiences (e.g. simple book review) in simple past tense using who, what, where, when, why and how statements, using a beginning, middle and</li> </ul>



SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Forms of writing cont ...	<p><i>home (where). It was fun.</i></p> <ul style="list-style-type: none"> <li>• write factual descriptions using about 4 to 5 simple sentences</li> <li>- describe self, familiar people, animals and objects in the simple present tense, e.g. <i>My dog is called Happy. He is brown. He eats bones. Happy sleeps in the yard. I love him.</i></li> <li>• write simple explanations to show how things work using 3 or 4 simple sentences</li> <li>- use the simple present tense, e.g. <i>My toy car works when I push it. It has wheels. The wheels turn around.</i></li> </ul>	<p><i>There was a flood (what) in our village (where). We (who) got wet.</i></p> <ul style="list-style-type: none"> <li>• write factual descriptions using 4 to 5 simple and compound sentences</li> <li>- describe self, familiar people, animals and objects in the simple present e.g. <i>My sister is tall and beautiful. She has lots of friends and likes to go out. She looks after me on the weekend. She is my friend.</i></li> <li>• write simple explanations to show how things work using 4 or 5 simple and compound sentences</li> <li>- with or without pictures</li> <li>- use the simple present tense, e.g. <i>My bike works when I push down on the pedals. That makes the two wheels go round. Then I can go. I have to hold onto the handles.</i></li> </ul>	<p>end, e.g. <i>A couple of nights ago (when) my dad (who) built a fire (what) so we could cook (why). He built it outside our house (where) with firewood and paper (how). We cooked chicken and beef (what). I liked cooking with my dad because it was fun.</i></p> <ul style="list-style-type: none"> <li>• write factual descriptions using a topic sentence and about 5 to 6 simple and compound sentences</li> <li>- describe people, objects, animals and places, in the simple present tense, e.g. <i>The Oryx is a big antelope that lives in Namibia. It has a brown and black body. Its face is white and black and it has long pointy horns. It eats grass and lives in herds. The Oryx is on Namibia's Coat of Arms. It is a symbol of courage and pride just like the people of Namibia.</i></li> <li>• write explanations to show how things work using 5 or more simple and compound sentences</li> <li>- with or without diagrams</li> <li>- use the simple present tense, e.g. <i>This how a mousetrap works. First you put some food on one end of the trap. Then you pull back the spring until it clicks. After that you ...</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Forms of writing cont ...	<ul style="list-style-type: none"> <li>• write simple questions (inquire) to get information using who, what, when and why</li> <li>- use the simple present tense, e.g. <i>What is the name of your dog?</i> <i>Why is he called that? Who feeds him? When does he sleep?</i></li> </ul>	<ul style="list-style-type: none"> <li>• write simple procedures to inform how to do something, e.g. <ul style="list-style-type: none"> <li>- tasks for the week or instructions using the simple present tense, e.g. how to make something: <i>This how to make a potato print. (List the materials and list steps/method in sequence)</i></li> <li>- <i>This is the way to plant a seed</i> <ol style="list-style-type: none"> <li>1. <i>Dig a hole in the ground.</i></li> <li>2. <i>Put the seed in the hole and cover it with soil.</i></li> <li>3. ...</li> </ol> </li> </ul> </li> <li>• write simple questions (inquire) to get information using who, what, when and why</li> <li>- use the simple present tense, e.g. <i>What do you do after school? Why do you like doing that? Who plays with you? When do you have supper?</i></li> </ul>	<ul style="list-style-type: none"> <li>• write procedures to inform how to do something, e.g. <ul style="list-style-type: none"> <li>- instructions for a game, a recipe or the steps to follow in a simple experiment using the simple present tense, e.g. <i>This is what happens when you heat ice. (List the materials, write short procedure in sequential steps, the results and a concluding statement)</i></li> <li>- show how to make a cake: <i>(Give the name of the cake, list the ingredients and write a step-by-step method)</i></li> </ul> </li> <li>• write simple interview questions (inquire) to get information using who, what, when, where and how</li> <li>- use the simple present tense e.g. <i>What food is stored at home? How is it stored? Why do you store food? Who stores it? When do you use the stored food?</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Forms of writing cont ...	<ul style="list-style-type: none"> <li>• write cards and simple invitations</li> <li>- birthday cards, mother's/father's day cards, thank you cards and invitations to occasions</li> <li>- use correct tense (simple past, simple present or future)</li> </ul>	<ul style="list-style-type: none"> <li>• write simple statements to show opinion and a justification</li> <li>- use the simple present tense, e.g. <i>I like (Namibia) because (it is my home).</i></li> <li>• write cards and simple invitations</li> <li>- birthday cards, mother's/father's day cards, thank you cards and invitations to occasions</li> <li>- use correct tense (simple past, simple present or future)</li> </ul>	<ul style="list-style-type: none"> <li>• write statements to show opinion and a justification</li> <li>- use the simple present tense, e.g. <i>I think (we should have more time to play) because ...</i></li> <li>• write cards and simple invitations</li> <li>- birthday cards, mother's/father's day cards, thank you cards and invitations to occasions</li> <li>- use correct tense (simple past, simple present or future)</li> <li>• write a friendly letter with the date, salutation, body, closing and name.</li> <li>- have awareness of the audience, e.g. friend, teacher, parent, principal</li> <li>- use correct tense (simple past, simple present, continuous present, future)</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Process to improve writing	<b>Learning Objective:</b> Learners will follow a process to improve their writing		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• produce neat and legible final pieces of work using a writing process, e.g.</li> <li>- discuss pictures, ideas and topics for writing with classmates and teacher</li> <li>- draft a piece of writing</li> <li>- re-read and add words to improve meaning</li> <li>- recognise and correct missing capitals and full stops and some spelling mistakes</li> <li>- share writing with classmates</li> </ul>	<ul style="list-style-type: none"> <li>• produce neat and legible final pieces of work using the writing process, e.g.</li> <li>- discuss pictures, ideas and topics for writing with classmates and teacher</li> <li>- draft a piece of writing</li> <li>- re-read and replace and/or add words to improve meaning</li> <li>- recognise and correct some punctuation, grammar and spelling mistakes using dictionaries and print in the classroom</li> <li>- share writing with classmates</li> </ul>	<ul style="list-style-type: none"> <li>• produce neat and legible final pieces of work using the writing process, e.g.</li> <li>- use pre-writing strategies to gather information on a topic, e.g. <i>share ideas with class mates and organise ideas and information before writing</i></li> <li>- draft a piece of writing, selecting a text form to suit the purpose, e.g. diary entry, letter, recipe</li> <li>- replace, add and/or re-order words and/or sentences</li> <li>- re-order sequence of ideas or facts to make meaning clear</li> <li>- recognise and correct most punctuation, grammar and spelling mistakes using</li> <li>- use dictionaries and other resources</li> <li>- discuss own and others' writing to get or give feedback</li> </ul>

LANGUAGE STRUCTURE, GRAMMAR AND LANGUAGE USE			
SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Capitals and punctuation	<b>Learning Objective:</b> Learners will use capitals and punctuation correctly in writing		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>capitalise the first word of a sentence, the pronoun "I", and the names of pets and people</li> <li>use a full stop at the end of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>capitalise the first word of a sentence, the pronoun "I", the names of pets and people, names of days of the week and months of the year, and the first word of a title of a book, e.g. <u>My Pets</u></li> </ul> <p>N.B. names of seasons are not capitalised, e.g. summer, autumn, winter, spring</p> <ul style="list-style-type: none"> <li>use a full stop at the end of a sentence and a question mark at the end of a question</li> </ul>	<ul style="list-style-type: none"> <li>capitalise the first word of a sentence, the pronoun "I", the names of pets and people, names of days of the week and months of the year, the first word and key words in titles of books, special days and holidays (Christmas), towns, cities and countries, initials in names of people, and nationalities and languages, e.g. Namibian, South African English, Oshikwanyama</li> </ul> <p>N.B. names of seasons are not capitalised, e.g. summer, autumn, winter, spring</p> <ul style="list-style-type: none"> <li>use a full stop at the end of a sentence, a question mark at the end of a question, and an exclamation mark to show emotion</li> <li>use apostrophes for simple contractions, (e.g. I'm, he's, she's) and other contractions</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Capitals and punctuation cont ...		<ul style="list-style-type: none"> <li>use commas to separate items in a series, e.g. <i>I saw a giraffe, cheetah and an elephant</i></li> </ul>	<p>such as don't, doesn't, isn't, wasn't, aren't, can't, etc</p> <ul style="list-style-type: none"> <li>use apostrophes to show simple possession, e.g. <i>John's book</i></li> <li>use commas to separate items in a series, e.g. <i>I saw a giraffe, lion, cheetah and an elephant</i></li> </ul>
Parts of speech	<b>Learning Objective:</b> Learners will identify, name and use different <u>parts of speech</u> correctly in speaking, reading and writing		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>use common and proper nouns, e.g. <ul style="list-style-type: none"> <li>common nouns: chair, table, desk</li> <li>proper nouns: Mrs Liinda, Namibia, Karibib, Windhoek</li> </ul> </li> </ul> <p>(learning the term 'noun' is incidental at this stage)</p> <ul style="list-style-type: none"> <li>use pronouns I, you, he, she, it, we, they, them <ul style="list-style-type: none"> <li>avoid repetition by using an appropriate pronoun for a previously stated noun, e.g. <i>My dad went into the shop. He bought some meat.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identify, name and use common and proper nouns, e.g. <ul style="list-style-type: none"> <li>common nouns: chair, table, desk</li> <li>proper nouns: Mrs Liinda, Namibia, Karibib, Windhoek</li> </ul> </li> <li>use pronouns I, you, he, she, it, we, they, them <ul style="list-style-type: none"> <li>avoid repetition by using an appropriate pronoun for a previously stated noun, e.g. <i>The bear was growling because it was hungry.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identify, name and use countable and uncountable nouns, and collective nouns, e.g. <ul style="list-style-type: none"> <li>countable nouns: books, pencils</li> <li>uncountable nouns: water, flour, salt</li> <li>collective nouns: a herd of cows/goats, a flock of birds/sheep</li> </ul> </li> <li>use pronouns I, you, he, she, it, we, they, them <ul style="list-style-type: none"> <li>avoid repetition by using an appropriate pronoun for a previously stated noun, e.g. <i>We saw my cousins walking so we picked them up in our car.</i></li> </ul> </li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Parts of speech cont ...</b>	<ul style="list-style-type: none"> <li>- avoid redundancies, e.g. <i>My sister, <del>she</del> ...</i> <i>The lion was <del>more</del> bigger ...</i> (learning the term 'pronoun' is not necessary at this stage)</li> <li>• use possessive pronouns my/mine, your/yours, his, her/hers <i>That is my shirt. That is mine.</i> <i>That is your house. That is yours.</i> <i>That is his pen. That is his.</i> <i>It is her dress. It is hers.</i>  (learning the term 'possessive pronoun' is not necessary at this stage)</li> <li>• use common verbs as action words, e.g. <i>run, jump, draw, sing, etc</i> (learning the term 'verb' is incidental at this stage)</li> <li>• use simple prepositions, e.g. <i>in, under, on, behind, between, etc</i> (learning the term 'preposition' is not necessary at this stage)</li> </ul>	<ul style="list-style-type: none"> <li>- avoid redundancies, e.g. <i>My sister and brother, <del>they</del> ...</i> <i>The man was <del>more</del> taller ...</i> (learning the term 'pronoun' is incidental at this stage)</li> <li>• use possessive pronouns my/mine, your/yours, his, her/hers <i>That is my shirt. That is mine.</i> <i>That is your house. That is yours.</i> <i>That is his pen. That is his.</i> <i>It is her dress. It is hers.</i>  (learning the term 'possessive pronoun' is not necessary at this stage)</li> <li>• identify, name and use common verbs as action words, e.g. <i>laugh, chew, dance, swim, cook, etc</i></li> <li>• use simple prepositions, e.g. <i>in, under, on, behind, between, in front, above, etc</i> (learning the term 'preposition' is incidental at this stage)</li> </ul>	<ul style="list-style-type: none"> <li>- avoid redundancies, e.g. <i>My sister and I, <del>we</del> ...</i> <i>The star was <del>more</del> brighter ...</i> (learning the term 'pronoun' is incidental at this stage)</li> <li>• use possessive pronouns our/ours, their/theirs, its <i>It is our car. It is ours.</i> <i>It is their dog. It is theirs.</i> <i>The cat scratched with its claws.</i>  (learning the term 'possessive pronoun' is not necessary at this stage)</li> <li>• identify, name and use common verbs as action words, e.g. <i>read, write, cycle, drive, etc</i></li> <li>• use prepositions, e.g. <i>in, under, on, behind, between, in front, above, down, near, against, etc</i> (learning the term 'preposition' is incidental at this stage)</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Parts of speech cont ...</b>	<ul style="list-style-type: none"> <li>• use simple adjectives, e.g. <i>the <u>fast</u> car, the <u>long</u> rope, the <u>big</u> ball</i></li> <li>- use comparison of regular adjectives, e.g. <i>fast/faster/fastest, long/longer/longest, big/bigger/biggest</i></li> </ul> <p>(learning the term 'adjective' is not necessary at this stage)</p>	<ul style="list-style-type: none"> <li>• use adjectives as words that describe nouns, e.g. <i>the <u>little</u> baby, the <u>friendly</u> lady</i>, etc</li> <li>- use comparison of regular and irregular adjectives, e.g. <i>good/better/best</i></li> <li>- order adjectives correctly e.g. <i>a small black bag (not a black small bag)</i></li> </ul> <p>(learning the term 'adjective' is incidental at this stage)</p>	<ul style="list-style-type: none"> <li>• identify, name and use adjectives as words that describe nouns, e.g. <i>the <u>hungry</u> dog, the <u>yellow</u> flower</i></li> <li>- use comparison of regular and irregular adjectives, e.g. <i>good/better/best</i></li> <li>- order adjectives correctly e.g. <i>a small black bag (not a black small bag)</i></li> <li>- use adjectives to add effect and interest to sentences, e.g. <i>The <u>silly</u> girl climbed the <u>camelthorn</u> tree</i></li> <li>• use adverbs as words that describe a verb, e.g. <i>I ran <u>fast</u></i> (learning the term 'adverb' is incidental at this stage)</li> </ul>
<b>Simple present and simple past tenses using regular verbs</b>	<b>Learning Objective:</b> Learners will speak and write correctly using common regular verbs in the simple present and simple past tenses		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• change regular verbs from present to past tense, e.g. to 'walk'  <i>I <u>walk</u> to school every day</i>  <i>I <u>walked</u> to school yesterday</i></li> </ul>	<ul style="list-style-type: none"> <li>• change regular verbs from present to past tense, e.g. to 'cook'  <i>My sister <u>cooks</u> supper every day</i>  <i>My sister <u>cooked</u> yesterday</i></li> </ul>	<ul style="list-style-type: none"> <li>• change regular verbs from present to past tense, e.g. to 'stop'  <i>The car <u>stops</u> at the house every day</i>  <i>The car <u>stopped</u> at the house yesterday</i></li> </ul>



SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Simple present and simple past tenses using regular verbs cont ...	<ul style="list-style-type: none"> <li>change negative forms of regular verbs from present to past tense, e.g. to 'walk' <i>I <u>do not (don't)</u> walk to school every day</i> <i>I <u>did not (didn't)</u> walk to school yesterday</i></li> </ul>	<ul style="list-style-type: none"> <li>change negative forms of regular verbs from present to past tense, e.g. to 'cook' <i>My sister <u>does not (doesn't)</u> cook supper every day</i> <i>My sister <u>did not (didn't)</u> cook supper yesterday</i></li> </ul>	<ul style="list-style-type: none"> <li>change negative forms of regular verbs from present to past tense, e.g. to 'stop' <i>The car <u>does not (doesn't)</u> stop at the house every day</i> <i>The car <u>did not (didn't)</u> stop at the house yesterday</i></li> </ul>
Simple present and simple past tenses using irregular verbs	<b>Learning Objective:</b> Learners will speak and write correctly using common irregular verbs in the simple present and simple past tenses		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>change irregular verbs from present to past tense, e.g. to 'swim' <i>We <u>swim</u> in the oshana every day</i> <i>Yesterday we <u>swam</u> in the oshana</i></li> <li>e.g. to 'be' <i>I <u>am (I'm)</u> sad today</i> <i>Yesterday I <u>was</u> sad</i></li> <li>e.g. to 'go' <i>He <u>goes</u> to the gym on Saturday</i> <i>Yesterday he <u>went</u> to the gym</i></li> <li>change negative forms of irregular verbs from present to past tense, e.g. to 'swim'</li> </ul>	<ul style="list-style-type: none"> <li>change irregular verbs from present to past tense, e.g. to 'run' <i>He <u>runs</u> to school every day</i> <i>Yesterday he <u>ran</u> to school</i></li> <li>e.g. to 'be' <i>Dad <u>is</u> happy today</i> <i>Yesterday Dad <u>was</u> happy</i></li> <li>e.g. to 'do' <i>She <u>does</u> her homework every day</i> <i>Yesterday she <u>did</u> her homework</i></li> <li>change negative forms of irregular verbs from present to past tense, e.g. to 'run'</li> </ul>	<ul style="list-style-type: none"> <li>change irregular verbs from present to past tense, e.g. to 'teach' <i>She <u>teaches</u> the class</i> <i>Last week she <u>taught</u> the class</i></li> <li>e.g. to 'be' <i>They <u>are</u> busy in the garden today</i> <i>Last week they <u>were</u> busy in the garden</i></li> <li>e.g. to 'have' <i>He <u>has</u> food today</i> <i>Yesterday he <u>had</u> food</i></li> <li>change negative forms of irregular verbs from present to past tense, e.g. to 'teach' <i>She <u>does not (doesn't)</u> teach the</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Simple present and simple past tenses using irregular verbs cont ...	<p><i>We <u>do not (don't) swim</u> in the oshana every day</i>  <i>Yesterday we <u>did not (didn't) swim</u> in the oshana</i></p> <p>e.g. to 'be'  <i>I <u>am (I'm) not</u> sad today</i>  <i>Yesterday I <u>was not (wasn't)</u> sad</i></p> <p>e.g. to 'go'  <i>He <u>does not (doesn't) go</u> to the gym</i>  <i>Yesterday he <u>did not (didn't) go</u> to the gym</i></p>	<p><i>He <u>does not (doesn't) run</u> to school every day</i>  <i>Yesterday he <u>did not (didn't) run</u> to school</i></p> <p>e.g. to 'be'  <i>Dad <u>is not (isn't)</u> happy today</i>  <i>Yesterday Dad <u>was not (wasn't)</u> happy</i></p> <p>e.g. to 'do'  <i>She <u>does not (doesn't) do</u> her homework every day</i>  <i>Yesterday she <u>did not (didn't) do</u> her homework</i></p>	<p><i>class</i>  <i>Last week she <u>did not (didn't) teach</u> the class</i></p> <p>e.g. to 'be'  <i>They <u>are not (aren't)</u> busy in the garden today</i>  <i>Last week they <u>were not (weren't)</u> busy in the garden</i></p> <p>e.g. to 'have'  <i>He <u>has not got (hasn't got)</u> food today</i>  <i>Or</i>  <i>He <u>hasn't any</u> food today</i>  <i>Yesterday he <u>had no (hadn't any)</u> food</i>  <i>Or</i>  <i>Yesterday he <u>did not (didn't) have</u> food</i></p>
Present continuous tense	<b>Learning Objective</b> Learners will speak and write correctly using the present continuous tense (actions that are happening or are not happening now, around now or in the future)		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>use familiar verbs to describe what is (or isn't) happening right now or around now  e.g. <i>I <u>am reading</u> (now).</i> <i>I <u>am not</u></i></li> </ul>	<ul style="list-style-type: none"> <li>use familiar verbs to describe what is (or isn't) happening right now or around now  e.g. <i>The baby <u>is crying</u> (now).</i></li> </ul>	<ul style="list-style-type: none"> <li>use familiar verbs to describe what is (or isn't) happening right now or around now  e.g. <i>Paulus <u>is not doing</u> his</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Present continuous tense cont ...</b>	<p><i>playing (now)</i></p> <ul style="list-style-type: none"> <li>use familiar verbs to describe an event in the future, e.g. <i>I <u>am visiting</u> Grandmother next week</i></li> </ul>	<p><i>She <u>is not sleeping</u> (now)</i></p> <ul style="list-style-type: none"> <li>use familiar verbs to describe an event in the future, e.g. <i>My dad <u>is leaving</u> in the afternoon</i></li> </ul>	<p><i>homework (now). He <u>is playing</u> soccer (now)</i></p> <ul style="list-style-type: none"> <li>use familiar verbs to describe an event in the future, e.g. <i>My brothers <u>are cooking</u> the supper tonight</i></li> </ul>
<b>Future tense</b>	<b>Learning Objectives</b> Learners will speak and write correctly using the future tense		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>use familiar verbs to describe an event in the future, e.g. <i>We <u>will see</u> my dad next week</i> <i>We <u>will not (won't)</u> see my dad next week</i></li> <li>- talk or write about a 'daily news' event that is going to happen, e.g. <i>Tomorrow I will (I'll) ...</i></li> </ul>	<ul style="list-style-type: none"> <li>use familiar verbs to describe an event in the future, e.g. <i>The animals <u>will drink</u> at the waterhole in the afternoon</i> <i>The animals <u>will not (won't)</u> drink at the waterhole in the afternoon</i></li> <li>- talk or write about a 'daily news' event that is going to happen, e.g. <i>Tomorrow I will (I'll) ...</i></li> </ul>	<ul style="list-style-type: none"> <li>use familiar verbs to describe an event in the future, e.g. <i>Next year, I <u>will be</u> in grade 4 and my sister <u>will come</u> to stay.</i> <i>It <u>will not (won't)</u> rain tomorrow.</i></li> <li>- talk or write about a 'daily news' event that is going to happen, e.g. <i>Tomorrow I will (I'll) ...</i></li> </ul>
<b>Sentence construction, conventions and rules</b>	<b>Learning Objective</b> Learners will understand and use knowledge of sentence construction, and accepted conventions and rules when speaking and writing		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>construct simple sentences and use conjunctions 'and' and 'or', e.g. <i>My name is Andreas <u>and</u> I am a boy.</i> <i>You can eat an apple <u>or</u> a banana.</i></li> </ul>	<ul style="list-style-type: none"> <li>construct simple and compound sentences by joining sentences using conjunctions 'if', 'then', 'but' and 'because' e.g. <i>We exercise <u>because</u> it keeps us fit.</i></li> </ul>	<ul style="list-style-type: none"> <li>construct simple and compound sentences by joining sentences using conjunctions that express time/sequence (firstly, next, then, while, before, after) e.g. <i>Mary and Martin wash their hands <u>after</u> using the toilet.</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Sentence construction, conventions and rules cont ...</b>	<ul style="list-style-type: none"> <li>• apply rules for subject-verb agreement, e.g. <i>I/you/we/they <u>play</u>; he/she/it <u>plays</u></i></li> </ul> <p><i>The <u>girl</u> <u>plays</u>; the <u>girls</u> <u>play</u></i></p> <ul style="list-style-type: none"> <li>• use modals 'can' to express ability and 'may' to ask permission, e.g. <i>Lucy <u>can</u> play a traditional drum</i> <i>You <u>may</u> leave the classroom now</i></li> <li>• use quantifiers a few, a little, many, much <ul style="list-style-type: none"> <li>- 'A few' and 'a little' mean 'some' I have a few cats. I have a little money left.</li> <li>- Use 'much' with singular nouns; 'many' with plural nouns Do you play much soccer? I know many songs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• apply rules for subject-verb agreement, e.g. <i>I/you/we/they <u>sing</u>; he/she/it <u>sings</u></i></li> </ul> <p><i>The <u>dog</u> <u>sleeps</u> on the floor; the <u>dogs</u> <u>sleep</u> on the floor</i></p> <ul style="list-style-type: none"> <li>• use modals 'can' (ability) and 'may' (permission), and 'must' to express need, e.g. <i>I <u>must</u> do my homework</i></li> <li>• use quantifiers a few, a little, many, much, a lot of, lots of, some, any, no <ul style="list-style-type: none"> <li>- There is a lot of food. There is lots of food.</li> <li>- There are a lot of animals. There are lots of animals.</li> <li>- Use 'some' to show 'a limited number' Do you want some milk?</li> <li>- Use 'any' in negative sentences to show 'a limited number' We do not have any bread.</li> <li>- Use 'no' to show emphasis There is no time to play!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• apply rules for subject-verb agreement, e.g. <i>I/you/we/they <u>fly</u>; he/she/it <u>flies</u></i></li> </ul> <p><i>The <u>elephant</u> <u>waves</u> its trunk; the <u>elephants</u> <u>wave</u> their trunks</i></p> <ul style="list-style-type: none"> <li>• use modals 'can', 'may' and 'must', and 'could', 'should' and 'would', e.g. <i>It <u>could</u> rain this afternoon</i> <i>You <u>should</u> pay attention in class</i> <i>I <u>would</u> like to go to the market with my cousins</i></li> <li>• use quantifiers a few, a little, many, much, a lot of, lots of, some, any, no, all, each, every, both <ul style="list-style-type: none"> <li>- All birds lay eggs. I did not hear all of the talk.</li> <li>- Use 'each' for 2 or more; use 'every' for 3 or more He wore a glove on each hand. She painted every fingernail red.</li> <li>- Use 'both' to talk about 2 people or things Both the giraffes are tall. I hurt <u>both</u> my legs.</li> </ul> </li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Sentence construction, conventions and rules cont ...</b>	<ul style="list-style-type: none"> <li>• use determiners this, these, that, those</li> <li>- use 'this' and 'these' for things that are near I like this car. I like these shoes.</li> <li>- use 'that' and 'those' for things that are not near Do you see that elephant? Those animals are asleep.</li> </ul>	<ul style="list-style-type: none"> <li>• use determiners this, these, that, those</li> <li>- use 'this' and 'these' for things that are near I like this car. I like these shoes.</li> <li>- use 'that' and 'those' for things that are not near Do you see that elephant? Those animals are asleep.</li> </ul>	<ul style="list-style-type: none"> <li>• use determiners this, these, that, those</li> <li>- use 'this' and 'these' for things that are near I like this car. I like these shoes.</li> <li>- use 'that' and 'those' for things that are not near Do you see that elephant? Those animals are asleep.</li> </ul>
<b>Word study</b>	<b>Learning Objective</b> Learners will read and write grade-level words correctly using knowledge of word study skills (British spelling)		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
		<ul style="list-style-type: none"> <li>• segment words into syllables, e.g. <i>beach</i> (1 syllable) <i>pen/cil</i> (2 syllables)</li> <li>• identify simple homophones (words with same pronunciation, different spelling, different meaning) and make correct choices when writing stories/dictation, e.g. <i>for/four</i>, <i>be/bee</i>, <i>sea/see</i>, <i>here/hear</i></li> </ul>	<ul style="list-style-type: none"> <li>• segment words into syllables, e.g. <i>dam</i> (1 syllable) <i>wa/ter</i> (2 syllables) <i>con/serv/ing</i> (3 syllables)</li> <li>• identify homophones (words with same pronunciation, different spelling, different meaning) and make correct choices when writing stories/dictation, e.g. <i>to/two/too</i>, <i>there/their/they're</i>, <i>knew/new</i>, <i>aloud/allowed</i>; <i>practice/practise</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Word study cont ...	<ul style="list-style-type: none"> <li>identify simple masculine and feminine words, e.g. <i>boy/girl; man/woman; father/mother, etc</i></li> <li>identify and match simple synonyms and antonyms, e.g. <i>small/little (synonym); big/small (antonym)</i></li> </ul>	<ul style="list-style-type: none"> <li>identify masculine and feminine words related to the family, e.g. <i>father/mother; uncle/aunt; grandfather/grandmother; brother/sister; son/daughter, etc</i></li> <li>add the suffixes 'ing' and 'ed' where spelling of basic word is unchanged, e.g. <i>singing, walked</i></li> <li>identify and match simple synonyms and antonyms, e.g. <i>small/little (synonym); big/small (antonym)</i></li> </ul>	<ul style="list-style-type: none"> <li>identify simple homonyms (words with same pronunciation, same spelling, different meaning) and use correctly e.g. <i>My nose runs when I have a cold. I made 6 runs playing cricket. She runs very fast.</i></li> <li>identify masculine and feminine words related to people and animals, e.g. <i>king/queen; husband/wife; prince/princess; hero/heroine; lion/lioness; bull/cow; rooster/hen, etc</i></li> <li>add the suffixes 'ly' (slowly), 'ous' (famous), 'tion' (attention), 'er' (teacher)</li> <li>identify and match simple synonyms and antonyms, e.g. <i>small/little (synonym); big/small (antonym)</i></li> <li>spell contractions correctly, e.g. <i>do not (don't), does not (doesn't), is not (isn't), was not (wasn't) are not (aren't), cannot (can't), will not (won't)</i></li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Word study cont ...	<ul style="list-style-type: none"> <li>• form the plural of familiar nouns by adding 's', e.g. <ul style="list-style-type: none"> <li>- desk (desks), house (houses), face (faces), hand (hands), leg (legs), arm (arms)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• form the plural of familiar nouns by adding 's', e.g. <ul style="list-style-type: none"> <li>- desk (desks), house (houses), face (faces), hand (hands)</li> <li>- add 's' to familiar nouns that end in 'y' preceded by a vowel, e.g. <i>day (days), key (keys), boy (boys)</i></li> </ul> </li> <li>• form irregular plurals of nouns <ul style="list-style-type: none"> <li>- nouns that change vowels or word endings, e.g. <i>man (men), woman (women), child (children), foot (feet), tooth (teeth), mouse (mice)</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• explain and use simple proverbs, e.g. <i>look before you leap; crime doesn't pay; practice makes perfect; two heads are better than one; don't judge a book by its cover; an apple a day keeps the doctor away</i></li> <li>• form the plural of nouns by adding 's' <ul style="list-style-type: none"> <li>- desk (desks), house (houses), school (schools)</li> <li>- add 's' to nouns that end in 'y' preceded by a vowel, e.g. <i>day (days), key (keys), boy (boys), buy (buys)</i></li> </ul> </li> <li>• form irregular plurals of nouns <ul style="list-style-type: none"> <li>- nouns that change vowels or word endings, e.g. <i>man (men), woman (women), child (children), foot (feet), tooth (teeth), person (people)</i></li> <li>- nouns that are the same in singular/plural form, e.g. <i>sheep, deer, scissors</i></li> <li>- add 'es' to nouns ending with 's', 'sh', 'ch', 'ss', 'z' and 'x', e.g. <i>gases, dishes, watches, glasses,</i></li> </ul> </li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
Word study cont ...			<p>quizzes, boxes</p> <ul style="list-style-type: none"> <li>- add 'es' to make the plural of nouns ending in 'o', e.g. <i>hero</i> (<i>heroes</i>), <i>tomato</i> (<i>tomatoes</i>). Learn exceptions, e.g. <i>musical instruments</i> (<i>pianos, cellos</i>), <i>radio</i> (<i>radios</i>), <i>zero</i> (<i>zeros</i>), <i>kilo</i> (<i>kilos</i>)</li> <li>- change the 'y' to 'i' and add 'es' to nouns ending in 'y' preceded by a consonant, e.g. <i>lady</i> (<i>ladies</i>), <i>berry</i> (<i>berries</i>)</li> <li>- change the 'f' to 'v' and add 'es' to nouns ending in 'f' or 'fe', e.g. <i>half</i> (<i>halves</i>), <i>leaf</i> (<i>leaves</i>). Learn exceptions, e.g. <i>belief</i> (<i>beliefs</i>), <i>chief</i> (<i>chiefs</i>)</li> </ul>
Spelling strategies	<b>Learning Objective</b> Learners will spell grade-level words correctly using spelling strategies		
	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>	<b>Competencies</b> <b>Learners should be able to:</b>
	<ul style="list-style-type: none"> <li>• use a variety of spelling strategies:</li> <li>- sound out: use knowledge of letter/sound relationships (phonics) to take words apart, attach sounds to parts of words and blend sounds; only the most obvious sounds might be written,</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of spelling strategies:</li> <li>- sound out: use knowledge of letter/sound relationships (phonics) to take words apart, attach sounds to parts of words and blend sounds; only the essential sounds might be</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of spelling strategies:</li> <li>- sound out: use knowledge of letter/sound relationships (phonics) to take words apart, attach sounds to parts of words and blend sounds</li> </ul>



SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
<b>Spelling strategies cont</b> ...	<p>e.g. skl (school), hed (head)</p> <ul style="list-style-type: none"> <li>- segment words into onset and rime and letter combinations</li> <li>- trace, copy and make words (with clay etc) to spell new words and simple high frequency sight words, e.g. <i>as, on, if, and, the, it, is, said, me, you, one</i></li> <li>- visualise what a word looks like: use visual patterns, length of words, word shapes and features in words, e.g. <i>little words within big words (cat), circle short/long vowels</i></li> <li>- write words in 'self-made' picture dictionaries</li> <li>- use 'have-a-go' pads</li> <li>- refer to word charts and print around the classroom</li> <li>- ask teachers and other adults for help</li> <li>- use a method such as 'look, say,</li> </ul>	<p>written, e.g. <i>spidr (spider)</i></p> <ul style="list-style-type: none"> <li>- segment words into onset and rime, letter combinations and syllables</li> <li>- trace, copy and make words (with clay etc) to spell new words and level-appropriate high frequency sight words, e.g. <i>some, after, once, were, where</i></li> <li>- visualise what a word looks like: use visual patterns, length of words, word shapes and features in words, e.g. <i>find small words within big words (ball), circle the digraphs, plurals, etc</i></li> <li>- write words in 'self-made' picture dictionaries</li> <li>- use 'have-a-go' pads</li> <li>- refer to word charts and print around the classroom</li> <li>- ask teachers and other adults for help</li> <li>- use a method such as 'look, say,</li> </ul>	<ul style="list-style-type: none"> <li>- segment words into onset and rime, letter combinations and syllables</li> <li>- trace, copy, play memory games and make words (with clay etc) to spell new words and level-appropriate high frequency sight words, e.g. <i>their, because</i></li> <li>- visualise what a word looks like: find visual patterns, length of words, word shapes features in words, e.g. <i>find small words within large words (elephant), suffixes (walked), 'tricky' parts of words (beautiful)</i></li> <li>- generate alternative spellings to select the correct one, e.g. <i>wurm, wirm, werm or worm?</i></li> <li>- use simple dictionaries</li> <li>- use 'have-a-go' pads</li> <li>- refer to word charts and print around the room</li> <li>- ask teachers, other adults and peers for help</li> <li>- use a method such as 'look, say, cover, visualise, write, check' to</li> </ul>

SKILL/TOPIC	GRADE 1	GRADE 2	GRADE 3
	cover, visualise, write, check' to learn words in isolation	cover, visualise, write, check' to learn words in isolation	learn words in isolation
Application of spelling rules	<b>Learning Objective:</b> Learners will spell grade-level words correctly using spelling rules		
	<b>Competencies</b> Learners should be able to:	<b>Competencies</b> Learners should be able to:	<b>Competencies</b> Learners should be able to:
		<ul style="list-style-type: none"> <li>• apply spelling rules correctly: <ul style="list-style-type: none"> <li>- 'e' goes away when 'ing' comes to stay, e.g. <i>have (having), make (making), come (coming)</i></li> <li>- a silent 'e' at the end of a word makes a long vowel sound, e.g. <i>ma<u>de</u>, pi<u>p</u>e, ho<u>p</u>e, tu<u>b</u>e</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• apply spelling rules correctly <ul style="list-style-type: none"> <li>- 'e' goes away when 'ing' comes to stay, e.g. <i>have (having), make (making), come (coming)</i></li> <li>- a silent 'e' at the end of a word makes a long vowel sound, e.g. <i>ma<u>de</u>, pi<u>p</u>e, ho<u>p</u>e, tu<u>b</u>e</i></li> <li>- 'i' before 'e' except after 'c' but only when 'e' is pronounced as in 'tree', e.g. <i>ch<u>i</u>ef, th<u>i</u>ef, pi<u>e</u>ce, fri<u>e</u>nd</i> Learn exceptions, e.g. <i>rece<u>i</u>ve, ce<u>i</u>ling, dece<u>i</u>ve</i></li> <li>- double the last letter before adding a suffix in one syllable words ending with a short vowel, e.g. <i>ma<u>d</u>, ma<u>dd</u>er, ma<u>dd</u>est</i> <i>ho<u>p</u>, ho<u>pp</u>ing, ho<u>pp</u>ed</i></li> </ul> </li> </ul>

## 9. Assessment

In order to capture the full range and levels of competence, a variety of continuous assessment situations is needed in Junior Primary to give a complete picture of the learner's progress and achievements. Continuous assessment (CA) must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice.

The competencies in the syllabus state the understanding and skills a learner must demonstrate, and which will be assessed. However, it is intended that the syllabus be learning-driven, not assessment-driven.

### 9.1 Purpose of assessment

The purpose of CA is to elicit reliable and valid information of the learner's performance in the competencies. This information should be used to give feedback to the learners about their strengths and weaknesses, where they are doing well, and where and how they need to improve. Parents should be regularly informed about the progress of their children via a formal school report. They should be encouraged to reward achievements and support the learners' education.

Continuous assessment also helps teachers improve their teaching and provide a better learning experience for learners. The focus should be seen as assessment *for* learning rather than assessment *of* learning. We assess to get a reliable profile of each learner's achievement of the competencies in order to inform further teaching/learning, conduct learning support and evaluate our own teaching processes.

### 9.2 Types of assessment

**Informal assessment methods:** The teacher must assess how well each learner has mastered the competencies described in the mathematics syllabus and from this gain a picture of the learner's progress. To a large extent, this can be done in an informal way, through observation of each learner's progress in learning and practice situations while they are investigating, interpreting phenomena and data, applying knowledge, communicating, and making value judgements, and in their participation in general.

This means that we observe a learner's performance for assessment purposes as we teach, and record what we see. The teachers observe all the learners during the course of mathematics lessons. They notice who is paying attention and who is not, who is able to work independently, and who struggles when working on their own. By asking questions, they determine who has understood mathematical concepts and who has not. By monitoring activities, they can note who can complete the task and apply mathematical knowledge, and who cannot. The learners' participation, involvement and contributions to group work are also observed.

**Formal assessment methods:** This involves setting up assessment situations such as quizzes, short tests, oral tests and worksheets. Worksheets are very useful and can be presented either on the chalkboard or on paper. It is very important that teachers organise and plan in order to assess the learners and give marks which is then converted to ten (10).

The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in mathematics should be conducted within a part of a mathematics period and should be viewed as a usual mathematics activity.

### 9.3 Grade descriptors

The learner's level of achievement in relation to the competencies in the mathematics syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grades 1 to 3, letter grades are related to percentages. The relation between the grades awarded and competencies is shown below.

Grade	% Range	Competency descriptions
A	80%+	<b>Achieved competencies exceptionally well.</b> The learner is outstanding in all areas of competency.
B	70-79%	<b>Achieved competencies very well.</b> The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	<b>Achieved competencies well.</b> The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	<b>Achieved competencies satisfactorily.</b> The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	<b>Achieved the minimum number of competencies to be considered competent.</b> The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	<b>Ungraded.</b> The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

### 9.4 Detailed guidelines for continuous assessment *(Details can be found in the Junior Primary National Policy Guide)*

Assessment must be part of the lesson planning and clear assessment criteria must be set. During lessons, and while learners are carrying out normal classroom activities, the teacher conducts informal and formal continuous assessments for all the various competencies and skills in all the subjects. In the Junior Primary phase, assessment is criterion-referenced. This means that when marks or letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies.

#### 9.4.1 Informal continuous assessment

Informal continuous assessment is conducted through careful observation and written notes. This means that while learners are engaged in lesson activities, the teacher records on class lists observations about achievements or difficulties. These notes or comments will guide future lesson planning, learning support requirements, and how to allocate marks for formal continuous assessment. It is not necessary to write a comment or note for every competency - a tick may be all that is needed to show that a learner has acquired a skill. However, written evidence is required when a learner is struggling and needs further support.

#### **9.4.2 Formal continuous assessment**

Formal continuous assessment is normally done after the conclusion of a theme or when a particular concept requires assessing before a new concept is introduced. Teachers may give several short written or oral tests or quizzes spread over the term. For these the teacher allocates marks.

During term teachers should record the continuous assessment marks on the formal continuous assessment class list. This assessment is to be done during normal classes. This means that NO Junior Primary learners in Grades 1 to 3 classes will have a "test week" or a "test timetable" during which learners study for tests.

At the end of the term the marks for each subject are added in the "Total" column. The "Average" is the sum of the "Total" marks divided by the number of formal assessments given, and the decimal fraction must be rounded off. For example, instead of writing 3.2 it should be 3. The mark averages should be transferred to the formal Continuous Assessment record form in appropriate columns. In this form, the teacher should calculate the total marks and indicate the percentages. The percentages should then be converted into letter grades as indicated in 10.3.

***Details on calculations can then be found in the Junior Primary Continuous Assessment Record Forms)***

## 10. Glossary

NB The meanings given here apply to the word in the context of this syllabus only and not necessarily to any other context

**Auditory perception** Relating to the organs of hearing or the process of hearing; the function of a learner's ears and brain that enables them to interpret, analyse and understand what they hear

**Blends** Combinations of two or more letters usually at the beginning or ends of words, e.g. /st/ in star; /nd/ in bend; /str/ in strip; /spr/ in spread

**Competencies** Measurable skills that are regarded as essential in order to perform a task or meet a standard

**Continuous assessment** Measurement of students' progress based on work they do within the classroom or tests/quizzes they take throughout the term or year, rather than on a single examination

**Conventions** Ways of behaving that are generally accepted as correct

**Decode** Make sense of and understand the meaning of written words

**Digraph** A pair of letters representing a single speech sound such as the /sh/ in ship, the /ee/ in tree, the /ck/ in luck or the /ll/ in ball.

**Diphthong** A speech sound that glides from one vowel to another vowel within the same syllable, e.g. /ay/ in day, /i-e/ in kite, /oy/ in boy, /ear/ in hear, /air/ in pair, /our/ in tour, /oa/ in road and /ou/ in house. The tongue, lips or jaw usually move as the diphthong is formed

**Explicitly** By explaining concepts in an extremely clear way

**Globalisation** Worldwide integration and development as a result of improved technology and communication; sometimes results in loss of individual cultural identities

**Have-a-go pad** a pad or notebook where learners attempt to spell words by themselves; the teacher regularly checks and corrects where necessary

**Higher order (inferential) questions** 'how' or 'why' questions that ask learners to form opinions or draw conclusions based on something they have heard or read; sometimes referred to as HOTS questions (Higher Order Thinking Skills) questions,

**High frequency sight words** Commonly used words that occur often in texts and which learners need to be able to read without hesitation, e.g. the, at, some, said, etc

**Homonyms** Words with the same pronunciation, same spelling but different meaning, e.g. I played a *game* of football; there was a lot of *game* on the farm

**Homophones** Words with the same pronunciation, different spelling and different meaning, e.g. I have *two* eyes; he is going *to* the market; I want to go, *too*

**Inclusivity** The act of including everybody

**Irregular verb** A verb that does not follow the conventional -ed for the past tense and past participle, e.g. I swim (present tense); I swam (past tense); I have swum (past participle). NB This syllabus does not address past participles of verbs as they are not taught in Lower Primary

**Language structure** The grammar and syntax of the language

**Learning standards** Written statements of what learners should know and be able to do as a result of their education at the end of a period of time, e.g. at the end of Lower Primary. They are also called “Content Standards”. Learning standards describe what teachers are supposed to teach and what learners are supposed to learn

**Literal questions** ‘Who’, ‘what’ and ‘where’ questions which require learners to find simple answers within written or oral texts

**Mainstream schools** Schools that principally meet the needs of learners who do not have special educational needs. Any school which is not a special school

**Onset and rime** the division of sounds in a one-syllable word, e.g. in ‘cat’ the onset is /c/ and the rime is /at/; in ‘shop’ the onset is /sh/ and the rime is /op/; in ‘string’ the onset is /str/ and the rime is /ing/. Word families can be constructed using common onsets such as /t/ in ‘top’, ‘town’, ‘tar’, ‘tap’, or common rimes such as /at/ in ‘cat’, ‘pat’, ‘sat’, ‘rat’

**Phoneme** The smallest sound in a language that is capable of conveying a meaning, e.g. the /m/ of mat, the /ch/ in chair and the /ai/ in rain.

**Phonics** A method of teaching reading by recognising the sounds that letters or combinations of letter represent; the relationship between sounds and symbols

**Phonological awareness** Refers to an individual's understanding of the sound structure of spoken words. It involves the detection and manipulation of sounds and involves activities such as rhyming, syllabification, onsets and rimes and recognising phonemes. Phonological awareness relates only to speech sounds, not to written alphabet letters or phonics and is an important and reliable predictor of later reading success

**Quad graphs** Four letters representing a single speech sound such as /ough/ in dough and /augh/ in daughter

**Recount/Recall** Tell or write about an experience

**Regular verb** A verb that forms its past tense and past participle by adding –d, -ed, or –t to the base form, e.g. I talk (base form); I talked (past tense); I have talked (past participle) NB This syllabus does not address past participles of verbs as they are not taught in Lower Primary

**Retell** Tell a story again after listening to or reading the story

**Self-editing process** A method learners use to correct their own pieces of writing

**School Readiness/Preparatory Programme** – A programme devised for Grade 1 Namibian learners in recognition that many learners have not acquired school readiness before they start school. It is designed to help learners grasp those concepts and skills that are necessary for more formal learning

**Syntax** How words are arranged and connected to construct phrases and sentences

**Trigraphs** Three letters representing a single speech sound such as /tch/ in match and /dge/ in judge

**Visualise** To form a picture of something in your mind

**Visual perception** The function of a learner's eyes and brain that enables them to interpret, analyse and understand what they see

**Word study** The analysis of the meaning and use of words





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