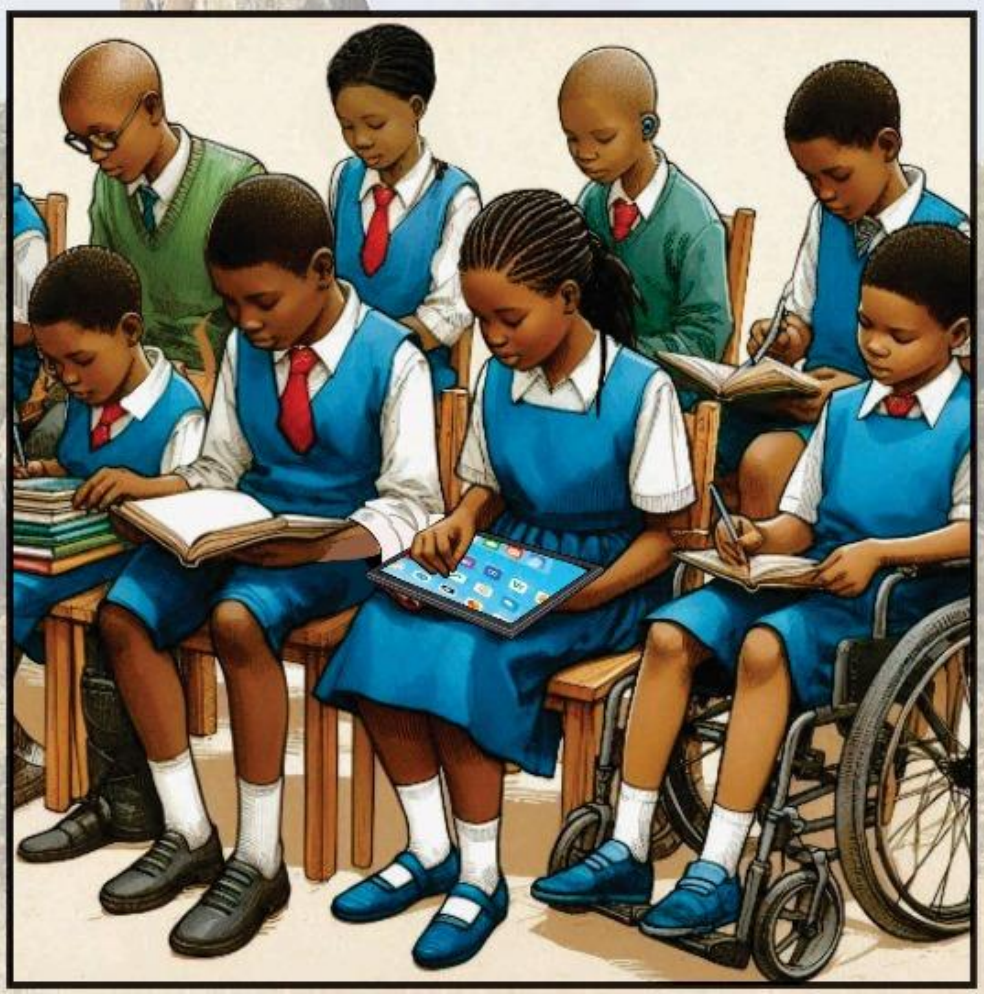
ZIMBABWE

Ministry of Primary and Secondary Education



ENGLISH LANGUAGE

SYLLABUS

2024-2030

Grade 3-7

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1.0 PREAMBLE

1.1 Introduction

The Junior English Language Syllabus as a build up from the Infant English Language Syllabus, is anchored on a Heritage-Based Curriculum, emphasising inclusivity and recognising the vital role of English as one of the media for communication and a driver for cultural, political, religious, social and economic transformation. Integrating the Competency-based Education principles, the syllabus does not only promote the mastery of the four macro language skills (listening/observing, speaking/signing, reading and writing/brailing) but also enhances learners' appreciation of our tangible and intangible heritage. In this endeavour, the syllabus cultivates knowledge, skills, values, attitudes and dispositions that contribute to national development. The syllabus adopts a multi-dimensional approach in the teaching

and learning of English Language addressing the cognitive, psycho-motor, affective and digital domains, thereby supporting the comprehensive growth and development of learners. Focused on grades 3 to 7, it prepares learners to apply language skills across various learning areas and life contexts. In addition, it seeks to equip learners with life-long competencies, ensuring they are well prepared for the demands of a globally interconnected world, while preserving their cultural identity and heritage.

1.2 Rationale

The Heritage-Based Junior English Language Syllabus is designed to foster a learner centred, interactive learning environment, where learners can engage with and internalise essential linguistic concepts. By actively participating in language-based activities, learners not only acquire the ability to communicate effectively, but also demonstrate these skills in practical real-life contexts. This approach enhances learners' appreciation of language as a means of expression and preserving both tangible and intangible aspects of our heritage, fostering cultural pride and continuity. Furthermore, the syllabus empowers learners with communicative competencies needed to participate confidently on both local and global platforms. By promoting critical thinking, creativity and cultural awareness, the syllabus equips learners with the tools to engage meaningfully in a rapidly evolving world, ensuring their readiness for the demands of 21st century communication.

The study of English Language enhances the development of skills in:

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

1.3 Summary of Content

The Heritage-Based Junior English Language Syllabus fosters the development of the macro language skills (listening/observing, speaking/signing, reading and writing/brailing), together with their sub skills like fluency, pronunciation, editing and summarising. It also instils knowledge and nurtures attributes such as values, attitudes and dispositions commensurate with the Heritage Based Curriculum. The syllabus infuses the teaching and learning of visual and tactile skills in order to accommodate learners with diverse learning needs.

1.4 Assumptions

The teaching and learning of English Language assumes the following:

- learners have basic listening/observing, speaking/signing, reading and writing/brailing skills.
- learners have an appreciation of their tangible and intangible heritage.
- learners have basic English language literacy.
- learners are motivated to learn English Language.
- skills acquired by learners in their first language (L1) if not English, can be transferred to the learning of English Language as a second language (L2).
- all learners are capable of learning English Language.
- learners have basic knowledge of Information and Communication Technology (ICT).

1.5 Cross Cutting Themes

The teaching and learning of English Language in the context of a Heritage-Based Curriculum should include but not be limited to the following cross-cutting themes:

- gender
- national heritage
- children's rights and responsibilities
- child protection
- sexuality
- HIV/AIDS education
- disaster risk management
- financial literacy
- health
- human rights
- collaboration
- environmental issues
- career guidance
- climate change
- entrepreneurship
- drug and substance abuse
- peace and conflict resolution
- technology and digital literacy

2.0 PRESENTATION OF THE SYLLABUS

The Heritage-Based Junior English Language Syllabus is a single document comprising preamble, aims, objectives, topics, scope and sequence, methodology, competency matrix, supporting language structures and assessment. The scope and sequence chart shows the progression of topics from Grade 3 to Grade 7. The competency matrix shows the breadth and depth of content to be covered. This syllabus also includes a list of suggested methods, activities and resources

3.0 AIMS

The syllabus aims to:

instil knowledge and nurture values, attitudes and dispositions commensurate with the Heritage Based Curriculum

3.1 enable learners to appreciate their tangible and intangible heritage
3.2 instil Ubuntu/Unhu/Vumunhu by preparing learners for participatory citizenship, peace and sustainable development
3.3 nurture an appreciation of English language as a means of communication
3.4 develop the macro language skills namely, listening / observing, speaking /signing, reading and writing / brailing together with their sub skills like fluency, pronunciation, editing and summarising
3.5 enable learners to express themselves in a variety of situations that involve the use of functional English language
3.6 enable learners to appreciate the use of English language for academic, cultural, political, religious, social and environmental development
3.7 integrate ICT in the learning of English Language.

4.0 SYLLABUS OBJECTIVES

By the end of the junior course, learners will be able to:

4.1 demonstrate an appreciation of the use of English Language for political, religious, social, environmental, technological and economic development
4.2 demonstrate effective listening skills to understand spoken information and facilitate meaningful responses
4.3 speak/sign proficiently to engage meaningfully and confidently in various contexts
4.4 read written texts to enhance comprehension and critical thinking skills in problem solving, team building and tolerance culturally relevant materials
4.5 write/ braille accurately in English for effective communication
4.6 demonstrate the use of ICT in aspects of listening, speaking, reading and writing
4.7 write/braille a variety of creative texts
4.8 explore the world's cultural identities through digital platforms.

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Suggested Methodology

In using this syllabus, the Functional, Communicative and Multi-Sensory Approaches as well as principles of individualisation, concreteness, totality and wholeness are recommended, operating within the spiral framework. Using these approaches, language forms and structures are taught by using them in various contexts rather than as isolated forms. All activities and methods should be participatory and learner centred starting from simple to complex.

The following methods are recommended:

- communicative language teaching (CLT)
- demonstration
- debate and discussion
- individual and group presentations
- drama
- role play/ imitation/miming

- poetry
- educational tours/excursions
- e-learning
- case study
- animation
- situational language teaching/learning
- individual learning plans (IPS)
- diorama
- resource persons
- classroom-based project
- story telling / signing
- games and quizzes
- simulation
- puppetry
- experimentation
- discovery
- gamification

5.2 Time allocation

For effective teaching of English Language, the following time allocation is recommended: **Grade 3 to 7:** 9 periods of 30 minutes per week.

6.0 SYLLABUS TOPICS

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

- Listening/Observing
- Speaking/Signing
- Reading
- Writing / Brailling

7.0 SCOPE AND SEQUENCE

7.1 TOPIC 1: LISTENING / OBSERVING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• The 44 English phonemes • Silent consonants and vowels • Instructions in a row • News and stories told from electronic media • News and short stories from the local environment. • Dictation and spelling • True / False or Yes / No statements	• The 44 English phonemes • Homophones (words with same sound but different spelling and meanings) such as *heal/heel, knit/ neat, herd / head*. • Cardinal vowel sounds, that is, 8 diphthongs such as: *take, make, road* and 12 monophthongs *such as: rod, pot, bend, gate* (compared to the 5 sounds in the indigenous language) • Commands and instructions • Statements which require True / False answers either absolutely (such as: *the earth is flat*), or relative to a story or description • Texts / stories from various sources • Dictated / Signed words, short sentences and stories	• The 44 English phonemes • A series of consecutive commands or instructions • Intensive listening: • Information retention: Short responses and statements such as true/false or yes/no responses • Dictation: • Words and sentences from various texts • Listening to various texts for comprehension • Listening to incomplete stories and complete them logically • Dipthongs • Triphthongs	• The 44 English phonemes • Words that have the same initial sound • Words that have the same terminal sound • Stress and intonation • Long and short vowel sounds • Diphthongs • Triphthongs • Intensive listening such as listening to utterances or extended speech from texts • Responses to utterances with statements such as, "*I agree/strongly agree, definitely/absolutely, true/false."* • Dictation words and sentences • Stories and news told from electronic media • Aural comprehension	• The 44 English phonemes • Listening to a variety of texts • Responses to utterances with emphasis on responses such as, *"I agree/strongly agree, definitely/absolutely,"* and justifying responses • Dictation words and sentences from a variety of texts • Summary writing • Aural comprehension • News and stories from electronic media and re-telling them • Diphthongs • Triphthongs

7.2 TOPIC 2: SPEAKING / SIGNING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• Articulating / signing and understanding words with: - silent consonants such as *know, calm, often* • silent vowels such as *feather, fruit, group* • Asking and answering the WH- questions. • Parts of speech • News and storytelling e.g short stories, folktales and news • Appropriate forms of greeting, thanking, apologising, requesting and instructing. • Conversation on cross-cutting themes such as, the environment and natural phenomena like weather and seasons • Expressing mood, attitude and emotion using stress and intonation or non-verbal features. • Dialogues • Descriptions of people, animals and objects.	• Articulating / signing :stress patterns for single words • Direct and indirect questions • Public speaking such as; *debates, drama, impromptu speeches and recitations.* • Appropriate register for social interactions. • Processes such as cooking sadza and baking • Sequence of events related to other learning areas on the curriculum such as Prize Giving Day • Descriptions of a person, place or an object • Dialogue • Conversation on cross-cutting themes such as, the environment and natural phenomena like weather and seasons	• Articulation: Stress patterns for single words - Intonation patterns - Non-verbal features • Public speaking skills - Short prepared and impromptu speeches on cross-cutting themes and emerging issues • Debate • Appropriate register in functions such as apologising, requesting, agreeing and disagreeing • Processes or sequence of events related to other learning areas on the curriculum • Descriptions of events, scenes and places • Appropriate use of grammatical structures to convey messages • Summarising aural or read stories	• Articulation: Fluency markers such as tone, pauses, pace, stress and intonation in speech • Pronouncing words often confused such as bird/bed, sat/set • Appropriate registers for online and physical interactions • Instructions and directions • Public speaking: - Prepared speeches - impromptu speeches - Emerging issues • Story telling such as factual and imaginary • Debate • Description of a person, place, object, process or sequence of events • Summarising aural or read stories • dialogue	• Articulation: Fluency markers such as tone, pauses, pace, stress and intonation in speech • Appropriate register for communicative situations such as greetings, online and physical interactions, introductions, requests and condolences • Public speaking: - Prepared speeches - Impromptu speeches - Emerging issues • Debate • Description of a person, a place, an object, an experience, a scene/event • Summarising aural or read stories • Dialogue

7.3 TOPIC 3 READING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• Phonics: reading words with silent consonants such as *knife, knock, know, bomb, light, night* • Reading a range of suitable texts with numbers and pictures for understanding and answering of questions • Silent reading • Retelling texts read • Reading fluently and with expression • Reading for enrichment • Punctuation marks such as *capital letters, full stops and question marks* in a paragraph.	• Phonics: reading homophones such as; *fair/fare, bought/boat.* • Reading to an audience with clarity and expression • Reading silently and answering comprehension questions, retelling, miming or dramatising passages • Skimming and scanning • Referencing skills such as: use of the dictionary, atlas, directory and internet for information. • Instructions on packets and containers of common commodities • Reading for comprehension.	• Phonics: words with similar ending sounds but different spellings such as *teacher/signature write/right* • Reading for fluency and understanding • Intensive reading of various texts • Extensive reading of a variety of texts • Skimming and scanning • Referencing skills: the use of the dictionary, atlas, directory and internet for information • Instructions and warnings on packets and containers of common commodities	• Intensive reading of various texts • Extensive reading of a variety of texts • Reading for fluency, understanding and answering questions • Skimming and scanning - Words in context • Referencing skills: the use of the dictionary, atlas, directory, glossary and internet for information • Instructions and warnings on packets and containers of common commodities	• Intensive reading of a variety of texts • Extensive reading of a variety of texts • Reading for fluency, understanding and answering questions • Skimming and scanning through a variety of texts such as books, magazines, newspaper, telephone directory, brochures and internet • Referencing skills: the use of the dictionary, atlas, directory, glossary and internet for information • Instructions and warnings on packets and containers of common commodities

7.4 TOPIC 4: WRITING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
• Grade 3 to 7 Nelson Script / relevant Braille contractions • Practising hand-eye coordination • Parts of speech such as; *nouns, verbs, prepositions and adjectives in sentences* • Guided and controlled	• Grade 3 to 7 Nelson Script / relevant Braille contractions • Parts of speech such as nouns, verbs, prepositions and adjectives in sentences • Sentence construction • Comprehension questions • Multiple choice questions and answers on vocabulary and grammatical structures and comprehension.	• Grade 3 to 7 Nelson Script / relevant Braille contractions • Parts of speech such as nouns, pronouns, verbs, adverbs, prepositions, conjunctions and adjectives in sentences and paragraphs • Sentence construction • Formal / business and Informal / friendly letters • Comprehension questions	• Grade 3 to 7 Nelson Script / relevant Braille contractions • Parts of speech such as nouns, pronouns, verbs, adverbs, prepositions, conjunctions and adjectives in sentences and paragraphs • Sentence construction • Formal / business and	• Grade 3 to 7 Nelson Script / relevant Braille contractions • Parts of speech such as nouns, pronouns, verbs, adverbs, prepositions, conjunctions, adjectives, interjections and articles in sentences and paragraphs • Sentence construction • Comprehension questions • Multiple choice

composition of different types such as; *descriptive and narrative* • Free compositions • Description of people, objects, pictures and places. • Friendly letter • WH- comprehension questions • Dictation: words and short sentences. • Punctuation marks such as; capital letter, full stop, question mark, exclamation mark and apostrophe in sentences and paragraphs	• Summarising given texts. • Formal / business and Informal / friendly letters • Composition -controlled / guided composition -free descriptive and narrative compositions -creative writing: *stories, poems, and wall newspapers.* • Punctuation marks such as; capital letter, full stop, question mark, exclamation mark and apostrophe in sentences and paragraphs • Dictated / signed words or short sentences	- Multiple choice - Literal and inferential questions in complete and correct sentences • Language structures (Refer to section 8.0) • Composition writing: - controlled, guided, free narrative and descriptive compositions - Report , dialogue, speech, diaries, poetry, wall newspapers • Completing various forms such as indemnity, confirmation forms, bank slips, vetting forms, and passport forms. • Summarising a variety of text • Punctuation marks such as full stop, question mark, comma, semi-colon, apostrophe, exclamation mark • Dictation and spelling	Informal / friendly letters • Comprehension questions • Multiple choice • Literal and inferential questions in complete and correct sentences • Language structure(Refer to section 8.0) • Composition: controlled, guided, free narrative and descriptive compositions • Report, dialogue, speech, diaries, poetry, wall newspapers • Summarising a variety of text • Completing various forms such as indemnity, confirmation forms, bank slips, vetting forms • Punctuation marks such as full stop, question mark, comma, semi-colon, apostrophe, exclamation mark, opening and closing inverted commas, hyphen • Dictation and spelling	• Literal and inferential questions in complete and correct sentences • Language structures (Refer to section 8.0) • Composition: controlled, guided, free narrative and descriptive compositions • Report, dialogue, speech, diaries, poetry, wall newspapers • Summarising a variety of text • Completing various forms such as indemnity, passport forms, confirmation forms, bank slips, vetting forms • Announcements for different purposes • Punctuation marks such as full stop, question mark, comma, semi-colon, apostrophe, exclamation mark, opening and closing inverted commas, hyphen, colon, semi-colon • Dictation and spelling

COMPETENCY MATRIX

7.5 GRADE 3 TOPIC 1: LISTENING / OBSERVING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
LONG AND SHORT VOWEL SOUNDS	• distinguish words with long and short vowel sounds	• Long and short vowel words such as: *ship / sheep, dip / deep, slip / sleep, fill / feel, pull / pool, full / fool and cut / cart.*	• Listening to words with long and short vowel sounds • Sounding the long and short vowel sounds made by the teacher/audio materials. • Distinguishing words with long vowel sounds from those with short vowel sounds	• Vowel chart • Flash cards • ICT tools
WORDS WITH SILENT CONSONANTS AND VOWELS	• identify silent consonants and vowels in given words • articulate / sign words with silent consonants and vowels	• Silent consonants such as*; **k**not, **k**nife, **k**nee and **k**now.* • Silent vowel sounds such as*; la**u**gh, lo**a**d and co**a**t.*	• Identifying words with silent consonants. • Grouping words with the same silent vowels.	• Flashcards • Phonetic alphabet • ICT tools • Resource persons
SIMPLE INSTRUCTIONS	• follow two simple instructions in a row.	• Two simple instructions such as; *Thandi, kneel and greet your grandmother.* • Instructions for games and puzzles.	• Following two simple instructions in a row. • Listening and responding accurately to instruction. • Giving each other instructions. • Dramatising / role playing given instructions. • Playing games(traditional and	• Sentence strips • ICT tools • Sign posts • Game environment • Newspapers and Magazines

			contemporary)	
NEWS AND STORY TELLING	• retell stories heard on living heritage.	• News • Stories.	• Listening to stories -from the local environment. -about Zimbabwean heroes and heroines. • Retelling heard stories • Role playing • Dramatising stories	• Field trips • Recorded stories • Resource persons • Pictures of heroes and heroines. • ICT tools • Story books • Blissy Symbolics
DICTATION AND SPELLING	• write dictated/signed words and sentences	• Spellings • Sentences	• Listening to dictated/signed words or sentences • Writing dictated/signed words or sentences • Playing various spelling or word games	• ICT tools • Flash cards • Sentence strips • Work cards
RESPONSES TO UTTERANCES	• respond to statements which require a true / false answer. • respond to questions which require a yes / no answer.	• Questions and statements	• Answering questions which require yes / no • Responding to statements with true / false.	• ICT tools • Sentence strips • Work cards • Games

GRADE 3 TOPIC 2: SPEAKING / SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIESAND NOTES	SUGGESTED RESOURCES
WORDS WITH SILENT CONSONANT AND VOWEL SOUNDS	• identify words with silent consonant sounds • pronounce words with silent vowel sounds	• Words with silent consonants such as; *sign and often.* • Words with silent vowels such as; *feather, fruit and*	• Articulating / signing words with silent consonant sounds • Grouping words with the same silent vowel • Reciting rhymes	• Phonetic alphabet • THRASS chart and sing along audio book. • ICT tools • Rhymes

		group.		• Flash cards
PARTS OF SPEECH	• use appropriate forms of parts of speech in different contexts	• Parts of speech such as*; nouns, pronouns, verbs, adverbs, prepositions and adjectives*	• Practising parts of speech through activities such as; *drills, games, songs and rhymes.* • Conducting dialogues • Presenting prepared and impromptu speeches on topical issues such as; pollution, gender roles, children's rights and responsibilities using appropriate structures. • Completing cloze passages	• Charts with different language structures • Flash cards • Games • Work cards • Cloze passages • ICT tools
NEWS AND STORIES	• tell stories in sequence • report news from their community	• Short stories and news • Reports on local events.	• Narrating stories • Retelling stories • Reporting news and events • Commenting on news, stories and events	• Picture stories • Newspapers • Story books • ICT tools • Rhymes • Resource persons • Cloze passages
MOOD, ATTITUDE AND EMOTIONS / NON- VERBAL FEATURES	• express mood, attitude and emotions.	• Use of stress, intonation or non-verbal features to express mood, attitude and emotions.	• Expressing mood, attitude and emotions through stress, intonation and non-verbal features • Dramatising relevant scenes to show mood, attitude and emotions. • Role playing relevant scenes to show mood, attitude and emotions	• Video clips • Pictures • Smileys on cards • Sentence strips.
QUESTIONS AND ANSWERS	• ask oral questions • answer oral questions	• WH- questions and their answers	• Asking oral questions in a given context • Responding to WH questions orally	• Question strips • Flash cards • Arbitrary sound charts • Story books • Magazines • Newspapers

				• Liberation war literature • ICT tools
DIALOGUES	• express their opinions on identified cross cutting themes • use correct English to talk about tangible and intangible resources in their environments • use correct English to discuss the importance of conserving Zimbabwe's natural heritage.	• Cross-cutting themes • Natural resources • Weather and seasons • Tangible and intangible heritage such as, hot springs, and totems	• Expressing their opinion on selected cross-cutting themes • Talking about tangible and intangible heritage in the environment. • Conducting educational tours to sacred places and landforms.	• Pictures of sacred places • Weather chart • Weather instruments • Historical write-ups of sacred places
LANGUAGE FUNCTIONS	• use appropriate language structures for different situations	• Appropriate language for greeting, thanking, instructing, apologizing and requesting.	• Demonstrating the appropriate forms of greeting, thanking, instructing, apologising and requesting • Simulating use of appropriate forms of language for greeting, instructing, thanking, apologising and requesting. • Distinguishing formal and informal forms of greeting, thanking, apologising and requesting.	• ICT tools • Picture stories • Resource persons
DESCRIPTIONS	• describe people, animals, plants and objects.	• Descriptive words of size, colour, shape including their opposites and comparative forms where applicable	• Describing people, animals, plants and objects. • Drawing/ feeling real objects, people and animals. • Completing cloze passages.	• Pictures, pointers • Variety of objects in the environment • chart • Sentence strips

GRADE 3 TOPIC 3: READING / SIGNING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
WORDS WITH SILENT CONSONANTS AND VOWELS	• pronounce words correctly	• Words with silent letters: - Silent consonants: ***K****nife,* ***k****nock,* ***k****now, bom****b****, li****gh****t and ni****gh****t* - Silent vowels: *co****u****gh, me****a****sure and bre****a****d.*	• Listing words with silent consonants • Reading words with silent vowels • Constructing sentences using words with silent consonants and vowels • Reading sentences using words with silent consonants and vowels	• Sentence strips • Word lists • Flash cards • ICT tools • Braille texts
COMPREHENSION	• read a range of texts for understanding	• Variety of texts • Silent reading skills	• Reading a variety of texts • Role playing characters or events in texts read • Answering comprehension questions • Retelling texts read	• Reading texts • Story books • E-books • Reading cards • Braille texts
FLUENT READING / PROFICIENT SIGNING	• read fluently / sign proficiently with expression.	• Fluent reading with emphasis on voice projection, correct word pronunciation, word to word intonation, stress, observation of punctuation marks and appropriateness of speed. • Proficient signing with emphasis on hand shapes, hand movement and non-	• Reading aloud • Observing punctuation marks when reading • Pronouncing / signing words with stress and intonation • Simulating news reading	• Reading text • Story books • Reading cards • Reading texts on ICT gadgets • Pointers • Punctuation marks chart • Braille texts

		manual features		
ENRICHMENT READING	• read a variety of texts for enrichment	• Variety of texts	• Playing reading games • Retelling texts read • Dramatising texts read	• Newspapers / magazines • Storybooks • E-books • Braille texts • Large print books
PUNCTUATION MARKS	• observe punctuation marks when reading	• Capital letters, full stops, question marks, commas and paragraphs.	• Observing punctuation marks in a text. • Punctuating sentences and paragraphs	• Charts with punctuation marks • Variety of texts • E-books, braille text • Large print books

GRADE 3 TOPIC 4: WRITING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP	• write letters with loops • join looped letters in continuous writing	• Grade 3 – 7 Nelson Script / relevant Braille contractions	• Practising Grade 3 – 7 Nelson Script / relevant Braille contractions	• Grade 3 – 7 Nelson script chart • Braille contraction chart

	• write legibly using the Grade 3 – 7 Nelson Script / relevant Braille contractions			• Braille alphabet chart • Slate and stylus • ICT tools (jaws software)
HAND-EYE COORDINATION / TACTILE RIGHT TO LEFT COORDINATION	• practise left to right hand-eye coordination / tactile right to left Braille script writing movement	• Texts for transcription • Accuracy in writing	• Transcribing texts accurately with emphasis on hand-eye coordination / tactile right to left coordination.	• Texts • Slate and stylus • ICT tools (Jaws software)
PARTS OF SPEECH	• identify parts of speech in given texts • construct meaningful sentences using parts of speech	Parts of speech: nouns, pronouns, verbs, prepositions and adjectives (refer to section 8.0 of this syllabus)	• Listing parts of speech • Using parts of speech in context	• Charts • Word cards • Sentence strips • Cloze passages ICT gadgets
COMPOSITION	• write controlled, guided, picture and free narrative and descriptive compositions	• Samples of controlled compositions such as filling in : The name of my teacher is _____ My teacher is _____ (male / female) • Or guided such as: What is the name of your teacher? Is your teacher male or female? • Picture composition • Free composition – writing on a given topics	• Writing controlled, guided, picture and free narrative and descriptive compositions	• Picture or recorded guidelines • Cloze compositions
PUNCTUATION MARKS	• identify punctuation marks in sentences • insert appropriate punctuation marks in sentences	• Punctuation marks such as capital letters, question marks, commas and full stops	• Identifying punctuation marks • Discussing the use of punctuation marks • Punctuating given work	• Charts with punctuation marks • Chart with sign language punctuation marks • A variety of texts • E-books
LETTER WRITING	• outline features of an informal/friendly letter	• Informal / friendly letter format: address, date,	• Stating components of an informal / friendly letter	• ICT tools • Sample letters

	• write / braille the letter using correct format • write / braille an informal / friendly letter using correct format	salutation, body, closure and signature line • Informal / friendly letter	• Writing a short informal / friendly letter of at least five sentences using correct format.	
COMPREHENSION	• answer WH- comprehension questions	• WH- questions: what, when, who, why, and which together with expected answers • A variety of texts • Sample questions	• Discussing WH- questions • Reading texts • Answering WH- questions	• A variety of texts • Chart with WH- questions • Sentence strips • Work cards • Dictionary
DICTATION AND SPELLING	• write / braille dictated / signed words correctly • write / braille dictated / signed sentences correctly	• Words • Sentences	• Writing / brailling dictated / signed words correctly • Filling in blank spaces in sentences with correctly spelt words.	• Flash cards • Sentence strips • Dictionary • ICT tools

GRADE 4 TOPIC 1: LISTENING / OBSERVING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTEDLEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• identify the 44 phonemes in English • distinguish long and short vowel sounds such as: pull / pool, full / fool, cut / cart / distinguished signed words • list words that sound the same.	• 20 vowel sounds 24 consonant sounds • short vowel sounds • Long vowel sounds • Cardinal vowels such as; u, e, i , o, ea, oo, ee, ai	• Identifying the 44 phonemes in English. • Exploring the phoneme machine. • Listening to words with various sounds • Identifying words with long and short sounds	• THRASS chart • Phoneme machine • Chart with cardinal vowels • Word cards • Chart with word signs • Pictures

			• Saying out words with long and short vowel sounds. • Playing rhyming games	• Rhyming words on cards • ICT tools
HOMOPHONES	• identify words with same sound but different spelling and meaning such as; *weak /week / wick* • group words with same sound but with different spelling and meaning	• Words with the same sounds but different spelling and meaning • Homophones in sign language	• Listening to recorded words with same sounds but different meaning / observe signed words • Identifying words with different meaning but same sound • Grouping words with same sound but different spelling and meaning.	• ICT tools • Word cards • Sign language dictionary • Chart with homophones • Cardinal vowel charts
SERIES OF INSTRUCTIONS	• respond to given instructions in a row	• A series of instructions such as: *Open the cupboard, collect the red books from the top shelf and give them to the class monitor.*	• Following a series of instructions • Giving a series of instructions in a row and following them • Dramatising / miming or role playing given instructions	• Instruction cards • Multimedia resources
RETENTION OF INFORMATION	• respond appropriately to statements basing on prior knowledge using words *true / false, correct / incorrect, yes / no* • retell news and stories heard	• Statements which require true / false answers correct / incorrect, yes / no • Various texts • News and stories from local environment	• Listening to text read • Generating statements from texts read • Responding appropriately to statements using the words true / false, correct / incorrect, yes / no • Listening to news and stories • Playing listening games such as: *the Chinese whisper game*	• A variety of texts • ICT tools • Sentence strips with statements • Resource persons
COMPREHENSION	• retell stories read • answer / sign comprehension questions	• Various stories / texts reflecting our heritage Key words and phrases Comprehension questions	• Listening to stories / texts being read based on our heritage • Retelling stories read • Discussing stories read • Answering questions from	• A variety of texts • ICT tools • National Anthem • Story books • Resource books • Multimedia tools.

			stories read.	
DICTATION AND SPELLING	• write /braille dictated words • write /braille dictated sentences • spell dictated words	• Words for dictation • Short sentences for dictation • Short stories for dictation	• Discussing meanings and usage of words to be dictated • Writing dictated words and stories • Peer dictation • Word sorting	• Recorded texts • Sentence strips • Flash cards • ICT tools

GRADE 4 TOPIC 2: SPEAKING / SIGNING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• pronounce words with correct stress and intonation • blend sounds to form words. • segment words to identify vowel and consonant sounds	• Various texts • Selected words for stress and intonation	• Practising pronunciation • Identifying different combinations of vowels and consonants in words such as: *au, ei, ea, bl- -lb, sk- -ks* • Segmenting words to identify vowel and consonant sounds.	• Word cards • Dictionaries • ICT tools
DIRECT AND INDIRECT QUESTIONS	• ask direct and indirect questions in long and short forms • respond to direct and indirect questions in long and short forms	• Questions based on the National Heritage • Direct questions such as *What is your name? / What's your name?* • Indirect questions such as *I want to know your name*	• Discussing the structure of direct and indirect questions • Asking and answering direct and indirect questions.	• National Flag • Calendar with public holidays • Coat of Arms • ICT tools • Local Heritage Sites
PUBLIC SPEAKING	• express opinions on topical issues using correct English	• Debate topics • Discussion topics • Impromptu speech topics	• Identifying topical issues • Holding / engaging in debates • Conducting discussions on topical issues • Participating in public speaking on topical issues • Reciting poems on topical issues • Presenting on various topics.	• Pictures of informal traders • Charts • Recordings • Video clips • Pamphlets • Resource person
REGISTERS	• use appropriate registers for various functions such as	• Appropriate registers for various social interactions	• Demonstrating appropriate registers in given situations online or physical interactions.	• ICT tools • Pictures

	greeting, making introductions, apologising, requesting and congratulating	such as; *greetings, introductions, apologies, requests and congratulations*	• Practising dialogues • Role playing social interactions	• Social media platforms • Cards such as Christmas cards
SEQUENCING	• narrate events and processes logically	• Appropriate experiments such as: transpiration and filtration of water • Processes such as cooking sadza and baking • Appropriate time connectors eg; *firstly, secondly, lastly and finally*	• Explaining experiments and processes • Outlining stages of a process using time connectors • Reporting logically on public occasions relating to their own experiences	• ICT tools • Resource persons • Appropriate apparatus and ingredients • Pictures • Recipes
DESCRIPTION	• describe people, places, scenes and events	• Descriptive words and phrases (adjectives) • Description of people, places, scenes and events	• Listing descriptive words and phrases • Describing people, scenes, events and places such as heritage sites.	• Pictures of heritage sites • Pictures / video clips of National events • Pictures / video clips of social gatherings • Audio clips • Resource persons
DIALOGUE	• dialogue confidently using appropriate registers on given topics	• Dialogue on a variety of real life situations eg; *First day at school between teacher and learner, nurse and a patient*	• Practising conversations on given real life situations. • Demonstrating turn taking skills in a dialogue. • Articulating issues confidently. • Demonstrating empathy and other emotions appropriately.	• Pictures • Videos • ICT tools • Chart with dialogues • Props for different occupations

GRADE 4 TOPIC 3: READING / SIGNING

CONCEPT	OBJECTIVES Learners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• identify words with same sounds but different	• Homophones such as *fair / fare and boat/ bought*	• Reading words with same sounds but different spellings and meanings.	• Word cards • Charts

	meanings		• Grouping words with same sounds.	• ICT tools • Language sign charts • Cardinal vowels charts
FLUENT READING	• read a variety of texts fluently with appropriate expressions and emotions	• A variety of texts - Fluent reading skills such as voice projection, pronunciation, intonation, stress, speed and observation of punctuation marks. - Proficient signing skills such as, hand shapes, hand movements and non-manual features.	• Demonstrating fluent reading / proficient signing • Identifying punctuation marks in texts • Pronouncing words correctly in given texts	• Word cards • ICT tools • Story books • Sentence strips • Chart with punctuation marks • A variety of texts • Braille texts
COMPREHENSION	• read a range of suitable texts with understanding • answer comprehension questions correctly	• A variety of texts • Skimming and scanning skills • Comprehension questions • Key words and phrases	• Skimming to get the gist of texts. • Reading a variety of heritage related texts. • Scanning for given information in a text. • Retelling stories in sequence • Answering comprehension questions. • Role playing characters in a text.	• Story books • A variety of texts • Braille texts • Large print books • Brailler / Embosser
REFERENCING	• apply referencing skills for various purposes	• Use of the directory, internet, dictionary, atlas and maps for information	• Finding information from a directory, dictionary, atlas, maps, glossary and internet. • Scanning for information from reference materials	• ICT tools • Dictionary • Atlas / Maps • Directory
FUNCTIONAL READING	• read instructions on packets and containers such as pesticides and medication • apply functional reading skills in daily life. • observe symbols on packets and containers	• Instructions, symbols and warnings on different containers • Functional reading from the local environment e.g. instructions on packets and containers of commodities.	• Reading symbols, warnings and instructions • Interpreting symbols and instructions • suggesting ways of storing dangerous packages	• Packets and containers • Charts • Multimedia resources • Large prints • Braille texts

GRADE 4 TOPIC 4: WRITING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING)	• write legibly using Grade 3 – 7 Nelson Script	• Grade 3 – 7 Nelson Script.	• Practising writing letters of the alphabet using Grade 3 – 7 Nelson Script • Writing words and sentences using the Grade 3 - 7 Nelson Script	• Grade 3 – 7 Nelson Script handwriting chart • Braille chart • Brailler / Embosser
PARTS OF SPEECH	• construct sentences using a variety of parts of speech • identify parts of speech in a given text	• Parts of speech such as: *verbs, nouns, adverbs and adjectives in context. (refer to section 8.0 of this syllabus*)	• Identifying parts of speech in a given text • Using parts of speech in context • Writing correct sentences using selected parts of speech.	• A variety of texts • Chart with parts of speech • Word cards • ICT tools
SENTENCE CONSTRUCTION	• construct grammatically correct sentences (subject + verb + object)	• Basic sentence pattern (subject + verb + object) • Sentence construction	• Identifying the basic elements of a sentence (subject + verb + object) • Constructing simple sentences	• Sentence strips • ICT tools • Games • Scrambled / jumbled sentences.
COMPREHENSION	• read given texts or pictures • answer a variety of comprehension questions	• A variety of texts • Comprehension questions.	• Reading comprehension passages • Listening to passages read • Answering comprehension questions.	• Story books • Comprehension passages • Dictionary • ICT gadgets
SUMMARY	• read given passages. • identify main ideas from texts • summarise given texts	• A variety of texts	• Reading given texts • Listening to passages read / stories told • Writing summaries of given texts or stories told.	• Word cards • Story books • E-books • ICT tools • A variety of texts
COMPOSITION	• write / braille controlled,	• Controlled compositions such as:	• Arranging main ideas in	• Charts

	guided, free narrative and descriptive compositions	*The name of our school head is ___. Our head is____. (female / male)* • Guided compositions e.g. pictures, charts and guidelines. • Free compositions- writing about topical issues such as aspects of our heritage issues • Poems	chronological order • Writing topic sentences and supporting developers. • Writing controlled, guided and free compositions	• Samples of compositions • Pictures • Sentence strips • ICT tools
LETTER WRITING	• outline features of a formal/business letter • identify the differences and similarities between formal and informal letters • write/braille informal/friendly and formal/business letter using correct format	• Features of formal and informal letters - **Informal letter layout** One address, date, salutation, body, ending, block paragraphing - **Formal letter layout** - Two addresses, date, salutation, reference, body, ending (Yours faithfully/sincerely), block paragraphing	• Stating components of informal / friendly and formal/business letter • Stating differences and similarities between formal and informal letter writing • Writing informal / friendly and formal/ business letters using correct format.	• ICT tools • Sample letters • Charts
PUNCTUATION	• identify punctuation marks in written text • explain appropriate use of punctuation marks • use punctuation marks appropriately	• Punctuation marks such as: *question marks, capital letters, commas, exclamation marks, apostrophe and full stops.* • Punctuation marks and their uses • Punctuation marks in context.	• Identifying punctuation marks in written texts. • Discussing the use of punctuation marks • Punctuating sentences.	• Charts with punctuation marks • Written texts • Sentence strips • ICT tools
DICTATION AND SPELLING	• dictated / signed words correctly • write dictated / signed sentences correctly.	• Words and sentences.	• Dictating words and sentences • Writing correct spellings of dictated words and sentences.	• ICT tools • Flash cards • Sentence strips

GRADE 5 TOPIC 1: LISTENING / OBSERVING

CONCEPT	OBJECTIVES	CONTENT (Knowledge, Skills	SUGGESTED LEARNING ACTIVITIES AND	SUGGESTED

	Leaners should be able to:	and Attitudes)	NOTES	RESOURCES
PHONICS	• distinguish the 44 phonemes in English. -20 vowel sounds -24 consonant sounds. • articulate words with diphthong and triphthong sounds • pronounce words with correct stress and intonation	• The 44 phonemes in English. -20 vowel sounds such as /oo/ /ae/ /ee/ -24 consonant sounds such as /b/, /m/, /f/, /g/, /n/ /gr/, /br/ • Stress patterns for two or more syllabic words. • diphthongs and triphthongs.	• Differentiating the 44 phonemes in English. • Listening to different texts read • Exploring the phoneme machine. • Articulating words with diphthong and triphthong sounds	• Phonetic alphabet • A variety of texts • ICT tools • Phoneme machine
SERIES OF INSTRUCTIONS/ COMMANDS	• respond to more than three given instructions/ commands in a row	• A series of instructions/ commands such as: *Stand up, jump around, clap your hands and sit*	• Listening to/observing a set of given instructions/ commands • Responding appropriately to a set of given instructions/ commands • Role playing	• Pictures • Recordings of instruction/ commands • Instruction cards • ICT tools
INTENSIVE LISTENING	• respond appropriately to questions using words such as true/false, yes/no, correct/incorrect	• Short responses such as true/false, it's true/it isn't true, yes/no, yes it is/no it isn't, correct/ incorrect e.g *Mbuya Nehanda took part in the first Chimurenga. (True/false)*	• Answering questions using short responses	• Recordings • Charts • Pictures
LISTENING COMPREHENSION	• read a variety of texts and stories or audio materials. • respond appropriately to questions from different texts heard.	• A variety of texts and stories or audio materials. • Key words and phrases • Comprehension questions	• Listening to a variety of texts read or played including those depicting aspects of our tangible and intangible heritage • Answering questions • Miming actions from texts read.	• Various texts • ICT tools • Reading cards • Question strips
DICTATION AND SPELLING	• write dictated words and sentences correctly.	• Words and sentences.	• Listening and writing dictated words and sentences • Playing spelling games such as the Spelling Bee game and the Treasure hunt game	• Dictionary • Crossword puzzles • A variety of texts • ICT tools
LISTENING TO INCOMPLETE STORIES	• complete stories logically	• Incomplete stories	• Listening to incomplete stories including those depicting aspects of our tangible and intangible heritage.	• Pictures • ICT tools • Story books

			• Completing stories • Dramatising possible endings of the story	

GRADE 5 TOPIC 2: SPEAKING / SIGNING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ARTICULATION	• pronounce words correctly/sign words accurately	• Stress patterns for single words such as factory, driver, doctor • Intonation patterns • Non-verbal features	• Pronouncing/signing words correctly • Practising reading news • Recording learners speaking/signing and playing back the recordings.	• Sign language charts • Sign language alphabet • ICT tools • Multimedia tools
PUBLIC SPEAKING	• express themselves confidently before an audience • present prepared and impromptu speeches.	• Public speaking skills such as self-expression, clarity, posture, voice projection, gestures and confidence • Prepared and impromptu speeches on cross-cutting themes and topical issues	• Displaying public speaking skills • Making notes for prepared speech • Rehearsing for public speaking • Reciting poems • Researching on topical issues.	• A variety of texts • Recordings • Resource persons • ICT tools
DEBATE	• express themselves in correct English through debate on topical and other issues	• Debating procedures • Debating skills such as confidence, clarity, coherence of ideas, eye contact, tone, strategic competence and guiding notes • Non-verbal features	• Outlining debate procedures • Discussing topical and other issues • Analysing views of other learners • Holding debates and shows on topical and other issues • Engaging in school-based or cluster-based debate seminars	• A variety of texts • Resource persons • Recordings • ICT tools
REGISTERS	• use appropriate registers to express themselves in different situations	• Appropriate registers for communicative situations such as persuading, complimenting and requesting e.g. *May I…., Please…..*	• Demonstrating the appropriate ways of expressing ideas in different communicative situations such as persuading, complimenting, requesting and resolving conflicts.	• Pictures • Comic books • Magazine/ newspaper articles • ICT tools
SEQUENCING	• describe various processes	• Processes such as vegetable	• Identifying appropriate linking words	• Resource persons

	using cohesive devices appropriately e.g firstly, secondly, then, after that, lastly	growing, broiler rearing, cooking and compost making	• Describing different processes using appropriate cohesive devices	• Pictures • A variety of texts • Multimedia tools.
DESCRIPTIONS	• use correct adjectives to describe events, scenes and places.	• Descriptive words of events, scenes and places and their comparatives and superlatives	• Outlining descriptive words, their comparatives and superlatives • Describing events, scenes and places • Completing cloze passages	• Pictures • Chart with descriptive words and signs • Recorded descriptions of places, events and scenes
CONVEYING MESSAGES	• use the correct language structures to convey messages	• Direct and indirect speech. - *He/she wants (someone) to go to town* - *He/she says (that)…….* - *He/she means…….* - *He/she is saying that……*	• Practising direct and indirect speech • Conveying messages in pairs/groups • Games on conveying messages.	• Picture stories • Instruction cards • ICT tools
SUMMARISING STORIES	• summarise stories	• A variety of texts and audio materials.	• Identifying main ideas/points • Organizing information logically • Retelling stories • Paraphrasing	• ICT tools • Story books • Resource persons

GRADE 5 TOPIC 3: READING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
WORDS WITH THE SAME ENDING SOUND AND DIFFERENT SPELLING	• read words with the same ending sound but different spelling • read given texts	• Words with the same ending sounds but different spellings such as *signature/teacher, stationery/stationary*	• Reading texts • Identifying words with the same ending sound but different spelling • Grouping words with the same	• A variety of texts • Reading cards • ICT tools • Braille text

	• identify words with same ending sounds but different spellings from given passages		ending sound but different spelling	• Talking books • Large print texts
READING FOR FLUENCY	• read texts fluently	• Fluent reading skills such as intonation, stress, punctuation, word recognition, word attack and pronunciation/hand shape, movement and location when signing	• Identifying and observing punctuation marks in a text • Pronouncing words from a given text accurately • Imitating a news reader • Demonstrating reading accurately, confidently, fluently with appropriate speed	• A variety of texts • Chart with punctuation marks • Braille texts • Talking books • Large print texts • ICT tools
SKIMMING AND SCANNING	• skim and scan through a text • surf information • answer comprehension questions	• A variety of texts • A variety of question types such as closed, open ended and multiple choice	• Identifying main points in read texts. • Evaluating • Answering comprehension questions	• A variety of texts • Braille texts • Talking books • Large print texts • ICT tools
INTENSIVE READING	• read texts silently • identify new words in texts • give contextual meanings of words	• A variety of texts • Contextual meaning of words • Key words and phrases	• Reading texts silently • Identifying new words in given texts • Giving contextual meanings of words read	• A variety of texts • ICT tools • Braille texts • Talking books • Large print texts • Word cards
EXTENSIVE READING	• read a variety of texts for leisure • give contextual meanings of words from a variety of texts	• A variety of texts • Contextual meaning of words • Key words and phrases	• Reading a variety of texts silently including those depicting aspects of our tangible and intangible heritage • Identifying new words in given texts • Giving contextual meanings of words read	• A variety texts • ICT tools • Word cards • Large print books • Braille texts
REFERENCING	• use referencing skills to find information from different sources	• Information from: directories, dictionaries, atlases, maps, encyclopedias, internet, table of contents, indices and glossary sections	• Finding information from various reference materials • Applying referencing skills in different learning areas and situations e.g when looking up a contact in the phonebook or when giving/looking for	• Reference sources such as dictionaries, directories, atlases, maps, encyclopedias, internet, table of contents, indices and

			directions	glossary sections • ICT tools
WARNINGS AND INSTRUCTIONS	• read instructions, warnings and symbols on containers and packets • explain the meanings of instructions, warnings and symbols on containers and packets	• Warnings on containers and packets of different commodities • Instructions on containers and packets of different commodities	• Reading warnings and instructions on packets of different commodities • Interpreting instructions and warnings on packets of different commodities • Answering questions on instructions and warnings on packets of different commodities	• Pictures of containers • ICT tools • Charts • Empty packets of commodities

GRADE 5 TOPIC 4: WRITING / BRAILLING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING)	• write legibly following the Grade 3-7 Nelson Script/ relevant braille contractions	• Letters of the alphabet • Grade 3-7 Nelson Script/ Braille alphabet and contractions	• Shaping letters of the alphabet • Demonstrating letter formation • Observing the Grade 3-7 Nelson script handwriting on the charts • Practising the Grade 3-7 Nelson script/ modelling braille writing	• Alphabet chart • Braille alphabet • Nelson script chart • Braille contraction sheets • Sign language alphabet
PARTS OF SPEECH	• identify parts of speech in a given text • construct sentences using parts of speech	• Parts of speech such as: *verbs, nouns, pronouns, prepositions, conjunctions, adverbs and adjectives in context. (refer to section 8.0 of this syllabus*)	• Identifying parts of speech in a given text • Using parts of speech in context • Writing correct sentences using selected parts of speech.	• A variety of texts • Charts • Word cards • ICT tools • Multimedia tools
SENTENCE CONSTRUCTION	• construct grammatically correct sentences (subject + verb + object)	• Basic sentence pattern (subject + verb + object) • Compound and complex sentences	• Identifying the basic elements of a sentence (subject + verb + object) • Constructing simple sentences • Constructing sentences incorporating various parts of speech e.g *(The tall boy is sitting on a small chair)* • *Constructing compound and complex sentences*	• Word cards • Sentence strips • ICT tools • Games • Scrambled / jumbled sentences.

LETTER WRITING	• identify the differences and similarities between formal/business and informal/friendly letters • write/braille informal/friendly and formal/business letters • amplify given guidelines	• Features of formal and informal letters - **Informal letter layout** One address, date, salutation, body, ending, block paragraphing - **Formal letter layout** - Two addresses, date, salutation, reference, body, ending (Yours faithfully/sincerely), block paragraphing • Formal and informal letters on issues such as invitations, requests, applications, complaints etc • Letter guidelines	• Stating components of informal / friendly and formal/business letters • Identifying differences and similarities between formal and informal letter writing • Writing informal / friendly and formal/ business letters using correct format. • Amplifying given guidelines to write a letter	• ICT tools • Sample letters • Charts
COMPOSITION	• write controlled, guided and free compositions using correct language structures • write poems, stories, reports, speeches, dialogues and diaries using appropriate language structures	• Structure of a composition: Introduction, body (developmental paragraphs) and conclusion • Paragraphing skills such as use of topic sentences, developers and terminators • Cohesive devices (words that make a paragraph flow such as at first, and later, then, finally) • Format and elements of: - Poems - Reports - Speeches -Dialogues	• Outlining a composition framework • Writing controlled, guided and free compositions including those depicting aspects of our tangible and intangible heritage • Sequencing given pictures and writing compositions based on the pictures • Recording significant activities in diaries • Composing poems on topical issues and reading or reciting them to others • Compiling school magazine articles • Writing reports, dialogues and speeches	• Sample poems • Sample compositions • Pictures • ICT tools • Diaries • Magazines
COMPLETING FORMS	• complete various forms accurately	• A variety of forms such as deposit and withdrawal slips, vetting, bio data, indemnity, medical aid, application forms and online	• Reading instructions on a variety of forms • Completing various forms	• ICT tools • A variety of forms

		surveys		
COMPREHENSION	• read a variety of texts for comprehension • give contextual meaning of new words • answer multiple choice questions • answer questions in complete and correct sentences • use new words in own sentences	• A variety of texts • Comprehension questions • Meanings of words in context • Unfamiliar words	• Reading various texts • Answering comprehension questions in complete and correct sentences • Answering multiple choice questions • Working out contextual meanings of words and using them in own sentences	• A variety of texts • Charts • Braille books • Pictures • Work cards • Large print books • Talking book
SUMMARY WRITING	• identify main points from a variety of texts • summarise a variety of texts	• Note making • Summary aspects such as - Appropriate title for a given passage - The main ideas of a passage - Grammatical accuracy and punctuation - Sequencing of ideas - Length of the summary as given in words	• Reading a variety of texts • Identifying main ideas from texts read • Making notes using the main ideas from texts read • Providing titles for passages • Writing summaries of short stories and newspaper articles in sequential order	• A variety of texts • Samples of summaries • Charts on punctuation marks • Note books • Braille texts • Work cards • Word cards • Talking books • Large print texts
PUNCTUATION	• punctuate sentences using inverted commas, exclamation marks, capital letters, question marks, apostrophe and hyphen	• Punctuation marks - Inverted commas - Exclamation mark - Hyphen - Capital letters - Question marks - Apostrophe	• Identifying punctuation marks in texts • Reading texts and observing the use of punctuation marks • Demonstrating use of punctuation marks • Punctuating given paragraphs and sentences	• Charts with punctuation marks • A variety of texts • Sentence strips • Braille books
LANGUAGE STRUCTURES	• use various language structures in a variety of context	• Conjunctions, quantifiers, intensifiers, question tags, neither…nor/either…or *(Refer to section 8.0 of this syllabus)*	• Identifying the language structures in texts • Explaining how the various language structures are used in sentences • Writing sentences using the language structures correctly	• A variety of texts • Sentence strips • Charts • Work cards • Braille texts • Word cards

				• Multimedia resources
DICTATION AND SPELLING	• write /braille dictated words • write /braille dictated sentences • spell dictated words	• Words, sentences and short stories	• Listening to texts or audio material • Reading texts • Writing dictated words, sentences and stories	• Dictionary • A variety of texts • Flash cards • Braille punctuation mark sheet • Recorded text • Sentence strips • ICT tools • Spelling games

GRADE 6 TOPIC 1: LISTENING / OBSERVING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PHONICS	• distinguish the 44 English phonemes • distinguish different sounds in a set of given words • classify words according to initial sounds • identify words with the same terminal sounds • identify rhyming words • pronounce words with correct stress and intonation • contrast words with long and	• The 44 English phonemes 20 Vowel sounds 24 consonant sounds • words that have the same initial sound such as **pi**ck/**pi**nk • words that have the same terminal sound such as si**nk**/thi**nk**, dre**ss**/che**ss** • long and short vowel sounds such as fill/feel, sit/seat, bit/beat • stress and intonation • diphthongs such as side, gate, why	• differentiating various phonetic sounds • listening to different texts • listing words with long and short vowel sounds • listening to different stress and intonation patterns • identifying diphthongs and triphthongs from a list of words • playing rhyming games	• various texts • braille books • recordings • ICT tools • Phonic programmes • Rhyming games • Phoneme machine

	short vowel sounds • articulate words with diphthong and triphthong sounds	• triphthongs such as quiet, choir		
INTENSIVE LISTENING	• respond appropriately to an utterance • repeat utterances • recite heard poems, rhymes and lyrics • ask questions for clarity	• Poems, rhymes, utterances and instructions	• Listening to utterances/observing signs and responding appropriately • Retelling stories heard • Reciting poems and rhymes including those depicting aspects of our tangible and intangible heritage • Reciting and singing words of songs • Asking questions seeking clarification on content from other learning areas	• Songs • Large print books • Recordings • ICT tools • Poems and rhymes • Audio content
RESPONSES TO STATEMENTS AND QUESTIONS	• respond appropriately to given statements • justify responses given • identify purpose, tone and attitude of statements	• Responses using words such as surely, definitely, absolutely, agree e.g. *it is cold today, I agree/I strongly agree/disagree* • Justification of responses given e.g. Is Mr. Moyo a good teacher? - **Response:** *Definitely!* - **Justification:** *His learners are always passing.* - Evaluation of statements	• Listening and responding to statements appropriately • Giving reasons for their responses	• ICT tools • Recordings • Work cards
DICTATION AND SPELLING	• spell words and sentences correctly	• Words and sentences	• Listening and writing dictated words and sentences • Playing spelling games	• Flash cards • Dictionary • Crossword puzzles • A variety of texts • ICT tools
LISTENING TO ELECTRONIC MEDIA	• narrate topical issues heard over the electronic media • rephrase sentences from audio or video texts	• Topical issues	• Listening to electronic media programmes • Articulating information heard over electronic media • Discussing issues heard on electronic media	• Electronic media • Recordings

LISTENING COMPREHENSION	• read stories or texts • answer comprehension questions	• Variety of texts • Questions	• Listening to stories told or texts read including those depicting aspects of our tangible and intangible heritage • Responding to comprehension questions • Dramatising texts heard	• A variety of texts • Question strips • Resource persons

GRADE 6 TOPIC 2: SPEAKING / SIGNING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ARTICULATION	• pronounce or sign words correctly • Use appropriate gestures in speech	• Fluency markers such as tone, pauses, intonation, stress and pace • Communicative competencies such as non-verbal and socio-cultural features	• Discussing/signing topical issues • Conducting debates • Reciting poems • Presenting impromptu speeches on topical issue using appropriate gestures	• Sign language charts • Sign language alphabet • Multimedia tools • Word Cards
REGISTERS	• use appropriate register to express themselves in different situations	• Appropriate register for communicative situations using word such as: *May I…., Excuse me…., Please…..., I'm sorry…*	• Demonstrating the appropriate ways of expressing ideas in different communicative situations either online or physical interactions • Applying registers in simulations of real life situations	• Pictures • Comic books • Magazine/ newspaper articles • Multimedia resources
PRONUNCIATION	• pronounce/sign distinctly pairs of words often confused	• Homophones such as *steal/steel/still, bad/bird/bed, pat/pet,*	• Reading and extracting confusing words from texts • Correctly pronouncing words that are often confused e.g bad/bird	• ICT tools • Word cards • Sign language charts • Pictures
INSTRUCTIONS AND DIRECTIONS	• give instructions and directions • follow instructions and directions	• Directions and instructions using phrases such as - turn left, - go straight, - turn south, - south of, - to the north of	• Giving each other directions to follow • Following given directions and instructions	• Compasses • Chart with compass points • Google maps • Maps • ICT tools • Local environment

		- on the left-hand side		
PUBLIC SPEAKING	• express themselves confidently before an audience • research on topical issues • structure content • present prepared and impromptu speeches	• A variety of topics • Cross-cutting themes and topical issues	• Reciting poems • Researching on topical issues. • Structuring content chronologically. • Displaying public speaking skills • Rehearsing for public speaking	• A variety of texts • Recordings • Resource persons • Multimedia resources.
DEBATE	• express themselves confidently before an audience • research on topical issues • structure content • sustain discussions or arguments on topical and other issues.	• A variety of topics • Cross-cutting themes and topical issues • Debating procedures • Debating skills such as confidence, clarity, coherence of ideas, eye contact, tone, gestures, strategic competence and guiding notes • Argument sustenance markers such as: - *Therefore,* - *Thus,* - *Subsequently,* - *Nevertheless,* - *Apparently,*	• Outlining debate procedures • Discussing topical and other issues • Analysing views of other learners • Holding debates and shows on topical and other issues • Engaging in school-based or cluster-based debate seminars	• A variety of texts • Resource persons • Recordings • Multimedia resources.
STORY TELLING	• tell stories in a coherent manner • re-tell stories • summarising stories	• Stories: factual, narrative or imaginary • Aspects of a story - Story telling skills such as: - Voice modulation - Gestures - Sequencing - Coherence • Summary	• Narrating folktales, factual narratives with appropriate expressions (paralinguistic skill) • Re-telling stories from a variety of texts • Discussing aspects of stories such as plot, theme, setting, title and character • Paraphrasing using own words in brief and to the point • Organising information logically.	• Various texts • Pictures • Charts • Multimedia resources

DESCRIPTIONS	• use correct adjectives to describe processes, events, scenes and places.	• Descriptive words of processes, events, scenes and places and their comparatives and superlatives • Words depicting sequence such as after, later, firstly, finally • Processes such as compost making, harnessing donkeys, baking	• Completing cloze passages • Describing processes, events, scenes and places • Demonstrating processes such as compost making, baking, harnessing donkeys	• Pictures • Chart • Multimedia resources • Recipes • Large print books

GRADE 6 TOPIC 3: READING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
INTENSIVE READING	• read various texts for detail • increase their sight vocabulary for information and knowledge • analyse and evaluate information from texts read	• A variety of texts • Vocabulary • Aspect of a story such as: - Theme(s) - Main idea(s) - Plot (sequence of events) - Characters - Setting (time and place)	• Reading a variety of texts for detail • Identifying the setting, main theme, plot, main and minor characters from texts • Outlining the sequence of events in the text • Constructing sentences using vocabulary and structures selected from texts • Compiling vocabulary notebooks • Writing notes and summaries of texts • Analysing texts.	• A variety of texts • ICT tools • Braille texts • Talking books • Large print texts • Word cards • Dictionaries • Glossaries • Atlases • Indices
EXTENSIVE READING	• read a variety of texts for leisure • infer contextual meanings of words from a variety of texts	• A variety of texts • Contextual meaning of words	• Reading a variety of texts silently • inferring contextual meanings of words read	• A variety texts • ICT tools • Word cards • Large print books • Braille texts • Multimedia resources.
SKIMMING AND SCANNING	• skim through a text • scan through a text • answer comprehension questions	• A variety of texts • A variety of question types such as closed, open ended and multiple choice	• Skimming through texts to get the gist • Scanning through texts for main points • Playing reading games	• A variety of texts • Braille texts • Talking books • Large print texts

			• Answering comprehension questions	• ICT tools
READING FOR FLUENCY	• read texts fluently within a specified time • read with expression. • observe punctuation marks when reading • read passages without regressing • read with stress and intonation	• A variety of texts	• Identifying and observing punctuation marks in a text • Pronouncing words from a given text accurately • Expressing feelings when reading through the use of intonation and non-verbal cues • Imitating a news reader • Demonstrating reading accurately, confidently, fluently with appropriate speed	• A variety of texts • Chart • Braille texts • Talking books • Large print texts • ICT tools
INSTRUCTIONS AND WARNINGS	• read instructions, warnings and symbols on containers and packets • explain the meanings of instructions, warnings and symbols on containers and packets	• Warnings on containers and packets of different commodities • Instructions on containers and packets of different commodities	• Reading warnings on packets of different commodities • Reading instructions on packets of different commodities • Interpreting instructions and warnings on packets of different commodities • Answering questions on instructions and warnings on packets of different commodities	• Pictures • ICT tools • Empty containers • Multimedia resources
REFERENCING	• use referencing skills to find information from different sources	• Referencing sources	• Finding information from various reference materials • Applying referencing skills in different learning areas and situations e.g when looking up a contact in the phonebook or when giving/looking for directions	• Reference sources such as dictionaries, directories, atlases, maps, encyclopedias, internet, table of contents, indices and glossary sections • ICT tools

GRADE 6 TOPIC 4: WRITING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING)	• write legibly following the Grade 3-7 Nelson Script/ relevant braille contractions	• Letters of the alphabet • Grade 3-7 Nelson Script/ Braille alphabet and contractions	• Shaping letters of the alphabet • Demonstrating letter formation • Observing the Grade 3-7 Nelson script handwriting on the charts • Practising the Grade 3-7 Nelson script/ modelling braille writing	• Alphabet chart • Braille alphabet • Nelson script chart • Braille contraction sheets • Sign language alphabet
PARTS OF SPEECH	• identify modals in texts • use modals in sentences	• Modals such as may, might, can, could, will, shall and ought to (refer to section 8.0 of this syllabus)	• Writing sentences using modals correctly	• charts • a variety of texts • braille books • large print books • ICT Tools
PARTS OF SPEECH	• identify parts of speech in a given text • construct sentences using parts of speech	• Parts of speech such as: *verbs, nouns, pronouns, prepositions, conjunctions, adverbs and adjectives in context. (refer to section 8.0 of this syllabus*)	• Identifying parts of speech in a given text • Using parts of speech in context • Writing correct sentences using selected parts of speech.	• A variety of texts • Charts • Word cards • ICT tools • Multimedia tools
LETTER WRITING	• write/braille informal/friendly and formal/business letter of the required length • compose an email	• Formal and informal letters • E-mail. -components of an email.	• Writing informal / friendly and formal/ business letters using correct format. • Responding to letters and advertisements using appropriate language structures (registers) • Composing e-mails	• ICT tools • Sample letters • Letter format charts
COMPOSITION	• write controlled, guided and free compositions using correct language structures • use appropriate language structures to write poems, stories, reports, speeches, dialogues and diaries	• Structure of a composition: Introduction, body (developmental paragraphs) and conclusion • Paragraphing skills such as use of topic sentences, developers and terminators • Cohesive devices (words that	• Outlining a composition framework • Writing controlled/guided and free compositions • Sequencing given pictures and writing compositions based on the pictures • Recording significant activities in	• Sample poems • Sample compositions • Pictures • ICT tools • Diaries • Magazines

		make a paragraph flow such as at first, and later, then, finally) • Format and elements of: - Poems - Reports - Speeches - Dialogues	diaries • Composing poems on topical issues and reading or reciting them to others • Compiling school magazine articles • Writing reports, dialogues and speeches	
COMPREHENSION	• read a variety of texts for comprehension • give contextual meaning of unfamiliar • answer multiple choice questions • answer questions in complete and correct sentences • use new words in own sentences	Variety of texts • Key words and phrases	• Reading various texts including those depicting aspects of our tangible and intangible heritage • Answering comprehension questions in complete and correct sentences • Answering multiple choice questions • Working out contextual meanings of words and using them in own sentences	• A variety of texts • Charts • Braille books • Pictures • Work cards • Large print books • Multimedia Tools
SUMMARY WRITING	• identify main points • summarise a variety of texts	• Variety of texts	• Reading a variety of texts • Identifying main ideas from texts read • Making notes using the main ideas from texts read • Sequencing of ideas • Providing titles for passages • Maintaining stipulated length of the summary as given in words • Writing summaries of short stories and newspaper articles in sequential order	• A variety of texts • Samples of summaries • Charts on punctuation marks • Notebooks • Braille texts • Work cards • Word cards • Talking books • Large print texts
LANGUAGE STRUCTURES	• use various language structures for effective communication	• Conjunctions, quantifiers, intensifiers, question tags, neither…nor/either…or	• Identifying language structures • Demonstrating how the various language structures are used in	• A variety of texts • Sentence strips • Charts

		• *(Refer to section 8.0 of this syllabus)*	sentences • Writing sentences using the language structures correctly	• Work cards • Braille texts • Word cards • Multimedia resources
PUNCTUATION	• punctuate sentences and paragraphs appropriately.	• Punctuation marks - Full stop - Inverted commas - Exclamation mark - Hyphen - Capital letters - Semi colon - Colon - Question mark	• Punctuating given paragraphs and sentences	• Charts • A variety of texts • Sentence strips • Braille books • Multimedia resources
COMPLETING FORMS	• complete various forms accurately	• Various forms such as deposit and withdrawal slips, vetting, bio data, indemnity, medical aid and application forms.	• Reading instructions on a variety of forms • Completing various forms	• ICT tools • A variety of forms
DICTATION AND SPELLING	• spell dictated words	• Words, sentences and short passages.	• Writing dictated words, sentences and passages.	• A variety of texts • Flash cards • Braille punctuation mark sheet • Sentence strips • ICT tools • Spelling games

GRADE 7 TOPIC 1: LISTENING / OBSERVING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES

PHONICS	• differentiate the 44 English phonemes • distinguish different sounds in a set of given words • classify words according to initial sounds • identify words with the same terminal sounds • identify rhyming words • pronounce words with correct stress and intonation • contrast words with long and short vowel sounds • articulate words with diphthong and triphthong sounds	• 44 English phonemes -20 vowel sounds -24 consonant sounds. • words that have the same initial sound such as ***br****ain/****br****aid, ****pi****cks/****pi****gs* • words that have the same terminal sound such as *st****ream****/c****ream****, dre****ss****/che****ss*** • rhyming words such as *clay/play, night/light* • long and short vowel sounds such as *fill/feel, sit/seat, bit/beat* • stress and intonation • diphthongs such as *side, gate* • triphthongs such as *quiet, choir*	• differentiating various phonetic sounds • listening to different texts • listing words with long and short vowel sounds • reading different sentences with correct stress and intonation for fluency and meaning • identifying words with the same terminal sounds • identifying diphthongs and triphthongs from a list of words • playing rhyming games	• various texts • braille books • phoneme machine • Multimedia resources • THRASS chart • Rhyming games
INTENSIVE LISTENING	• respond appropriately to an utterance • repeat utterances • recite heard poems, rhymes and lyrics • ask questions for clarity	• Poems, rhymes, utterances and instructions	• Listening to utterances/observing signs and responding appropriately • Retelling stories heard • Reciting poems and rhymes including those depicting aspects of our tangible and intangible heritage • Reciting and singing words of songs • Asking questions seeking clarification on content from other learning areas	• Songs • Large print books • Recordings • ICT tools • Poems and rhymes • Audio content
RESPONSES TO STATEMENTS and QUESTIONS	• respond appropriately to given statements • justify responses given • identify purpose, tone and attitude of statements	• Responses using words such as surely, definitely, absolutely, agree e.g. *it is cold today, I agree/I strongly agree/disagree.* • Justification of responses given e.g. *Would you like to visit the Great Zimbabwe Monuments?* - **Response:** *Definitely, certainly,*	• Listening and responding to statements appropriately • Giving reasons for their responses	• Multimedia resources. • Work cards

		absolutely! - *No; No I wouldn't* - **Justification** - *I would like to learn more about our heritage.* - *I have been there before.* - Evaluation of statements		
DICTATION AND SPELLING	• spell words • write sentences and passages correctly	• Words, sentences and passages.	• Listening and writing dictated words and sentences • Playing spelling games	• Flash cards • Dictionary • Crossword puzzles • A variety of texts • ICT tools
LISTENING COMPREHENSION	• retell stories read • answer comprehension questions	• Variety of texts • Comprehension questions	• retelling stories • Responding to comprehension questions • Dramatising stories.	• A variety of texts • Question strips • Resource persons

GRADE 7 TOPIC 2: SPEAKING / SIGNING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
ARTICULATION	• pronounce or sign words correctly • use appropriate gestures in speech	• Fluency markers such as tone, pauses, intonation, stress and pace • Communicative competencies such as non-verbal and socio-cultural features •	• Discussing/signing topical issues • Conducting debates • Reciting poems • Presenting impromptu speeches on topical issue using appropriate gestures	• Sign language charts • Sign language alphabet • Multimedia tools • Word Cards
REGISTERS	• use appropriate register to express themselves in different situations	• Appropriate register for communicative situations such as *expressing empathy, congratulations.*	• Demonstrating the appropriate ways of expressing ideas in different communicative situations either online or physical interactions • Applying registers in simulations of real life situations	• Pictures • Comic books • Magazine/ newspaper articles • Multimedia resources

PUBLIC SPEAKING	• express themselves confidently before an audience • research on topical issues • structure content • present prepared and impromptu speeches	• A variety of topics • Cross-cutting themes and topical issues	• Reciting poems • Researching on topical issues. • Structuring content chronologically. • Displaying public speaking skills • Rehearsing for public speaking	• A variety of texts • Recordings • Resource persons • Multimedia resources.
DEBATE	• express themselves confidently before an audience • research on topical issues • structure content • sustain discussions or arguments on topical and other issues.	• A variety of topics • Cross-cutting themes and topical issues • Debating procedures • Debating skills such as confidence, clarity, coherence of ideas, eye contact, tone, gestures, strategic competence and guiding notes • Argument sustenance markers such as: - *Therefore,* - *Thus,* - *Subsequently,* - *Nevertheless,* - *Apparently,*	• Outlining debate procedures • Researching on topical issues such as *erosion of the indigenous culture* • Discussing topical and other issues • Analysing views of other learners • Holding debates and shows on topical and other issues • Engaging in school-based or cluster-based debate seminars	• A variety of texts • Resource persons • Recordings • Multimedia resources.
DESCRIPTIONS	• describe processes, events, scenes and places. • demonstrate processes.	• Descriptive words of processes, events, scenes and places and their comparatives and superlatives • Words depicting sequence such as after, later, firstly, finally • Processes such as preparing indigenous fruit juice e.g baobab juice, weaving, pottery	• Describing processes, events, scenes and places • Demonstrating processes such as preparing indigenous fruit juice e.g baobab juice, weaving, pottery	• Pictures • Chart • Multimedia resources • Recipe books • Large print books • Braille books
SUMMARISING STORIES	• select main points from stories and texts heard • paraphrase stories or texts heard	• A variety of texts	• Retelling stories • Identifying main ideas • Organizing information logically • Paraphrasing	• Story books • Resource persons • Folk stories • Multimedia resources

GRADE 7 TOPIC 3: READING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
INTENSIVE READING	• read various texts for detail • give contextual meanings of words and phrases from texts or passages • analyse texts read • evaluate ideas from texts read	• Variety of texts	• Reading a variety of texts for detail • Giving contextual meanings of words and phrases from texts or passages • Compiling vocabulary notebooks • Analysing texts read • Evaluating ideas from texts read • Commenting on read texts	• A variety of texts • Braille texts • Large print texts • Word cards • Multimedia resources
EXTENSIVE READING	• read a variety of texts for leisure • retell stories read	• A variety of texts	• Reading a variety of texts silently • Retelling stories read	• A variety of texts • ICT tools • Large print books • Braille texts • Dictionaries
SKIMMING AND SCANNING	• skim for the gist of a text • scan for specific information from the text • answer oral comprehension questions	• Skimming and scanning skills • A variety of texts • Different types of questions such as closed, open ended and multiple choice	• Skimming through texts to get the gist • Scanning through texts for specific information. • Answering oral comprehension questions	• A variety of texts • Braille texts • Talking books • Large print texts • ICT tools
READING FOR FLUENCY	• read texts fluently within a specified time -read with expression -observe punctuation marks when reading	• A variety of texts. • Fluent reading skills such as intonation, stress, observe punctuation marks, word recognition, word attack and	• Reading a variety of texts. • Observing punctuation marks in a text • Pronouncing words from a given text accurately	• A variety of texts • Charts • Braille texts • Talking books • Large print texts

	• passages without regressing • read with stress and intonation	pronunciation • Hand shape, movement and location when signing	• Expressing feelings when reading through the use of intonation and non-verbal cues	• ICT tools
INSTRUCTIONS AND WARNINGS	• read instructions, warnings and symbols in the environment. • explain the meanings of instructions, warnings and symbols in the environment.	• Warnings in the environment such as on containers, electronic devices. commodities • Instructions on containers and packets of different commodities	• Reading instructions, warnings and symbols in the environment. • Explaining the meanings of instructions, warnings and symbols in the environment.	• Pictures • Posters • Multimedia resources • Local environment • ICT tools
REFERENCING	• use referencing skills to find information from different sources	• Referencing skills	• Finding information from various reference materials • Applying referencing skills in different situations such as when looking up contacts in physical and online phonebooks.	• Reference sources such as dictionaries, directories, atlases, maps, encyclopedias, internet, table of contents, indices and glossary sections • ICT tools

GRADE 7 TOPIC 4: WRITING / BRAILLING

CONCEPT	OBJECTIVES Leaners should be able to:	CONTENT (Knowledge, Skills and Attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
PENMANSHIP (HANDWRITING)	• write legibly following the Grade 3-7 Nelson Script/ relevant braille contractions	• Letters of the alphabet • Grade 3-7 Nelson Script/ Braille alphabet and contractions	• Shaping letters of the alphabet • Demonstrating letter formation • Observing the Grade 3-7 Nelson script handwriting on the charts • Practising the Grade 3-7	• Alphabet chart • Braille alphabet • Nelson script chart • Braille contraction sheets

			Nelson script/ modelling braille writing	• Sign language alphabet
PARTS OF SPEECH	• Identify parts of speech in a given text • construct sentences using parts of speech	• Parts of speech such as: *verbs, nouns, pronouns, prepositions, conjunctions, adverbs and adjectives in context. (refer to section 8.0 of this syllabus*)	• Identifying parts of speech in a given text • Using parts of speech in context • Writing correct sentences using selected parts of speech.	• A variety of texts • Charts • Word cards • ICT tools • Multimedia tools
LETTER WRITING	• write/braille informal/friendly and formal/business letter of the required length • compose an email • attach files on composed mail	• Formal and informal letters • E-mail. -components of an email.	• Writing informal / friendly and formal/ business letters using correct format. • Responding to letters and advertisements using appropriate language structures (registers) • Composing e-mails • Attaching files	• ICT tools • Sample letters • Letter format charts
COMPOSITION	• write controlled, guided and free compositions using correct language structures • use appropriate language structures to write poems, stories, reports, speeches, dialogues and diaries	• Structure of a composition: Introduction, body (developmental paragraphs) and conclusion • Paragraphing skills such as use of topic sentences, developers and terminators • Cohesive devices (words that make a paragraph flow such as at first, and later, then, finally) • Format and elements of: - Poems - Reports - Speeches - Dialogues	• Outlining a composition framework • Writing controlled/guided and free compositions • Sequencing given pictures and writing compositions based on the pictures • Recording significant activities in diaries • Composing poems on topical issues and reading or reciting them to others • Compiling school magazine articles • Writing reports, dialogues and speeches	• Sample poems • Sample compositions • Pictures • ICT tools • Diaries • Magazines

COMPREHENSION	• read a variety of texts for comprehension • give contextual meaning of words • answer multiple choice questions • answer questions in complete and correct sentences • use new words in own sentences	Variety of texts • Key words and phrases	• Reading various texts including those depicting aspects of our tangible and intangible heritage • Answering comprehension questions in complete and correct sentences • Answering multiple choice questions • Working out contextual meanings of words and using them in own sentences	• A variety of texts • Charts • Braille books • Pictures • Work cards • Large print books • Multimedia Tools
SUMMARY WRITING	• Identify main points • summarise a variety of texts	• Variety of texts	• Reading a variety of texts • Identifying main ideas from texts read • Making notes using the main ideas from texts read • Sequencing of ideas • Providing titles for passages • Maintaining stipulated length of the summary as given in words • Writing summaries of short stories and newspaper articles in sequential order	• A variety of texts • Samples of summaries • Charts on punctuation marks • Notebooks • Braille texts • Work cards • Word cards • Talking books • Large print texts
LANGUAGE STRUCTURES	• use various language structures for effective communication	• Conjunctions, quantifiers, intensifiers, question tags, neither…nor/either…or • *(Refer to section 8.0 of this syllabus)*	• Identifying language structures • Demonstrating how the various language structures are used in sentences • Writing sentences using the language structures correctly	• A variety of texts • Sentence strips • Charts • Work cards • Braille texts • Word cards • Multimedia resources
PUNCTUATION	• punctuate sentences and paragraphs appropriately.	• Punctuation marks - Full stop	• Punctuating given paragraphs and sentences	• Charts • A variety of texts

		- Inverted commas - Exclamation mark - Hyphen - Capital letters - Semi colon - Colon - Question mark		• Sentence strips • Braille books • Multimedia resources
COMPLETING FORMS	• complete various forms accurately	• Various forms such as deposit and withdrawal slips, vetting, bio data, indemnity, medical aid and application forms.	• Reading instructions on a variety of forms • Completing physical and online forms.	• ICT tools • A variety of forms
DICTATION AND SPELLING	• spell dictated/ signed words	• Words, sentences and short passages.	• Writing dictated words, sentences and passages.	• A variety of texts • Flash cards • Braille punctuation mark sheet • Sentence strips • ICT tools • Spelling games

8.0 SUPPORTING LANGUAGE STRUCTURES

The following supporting language structures should be taught in the heritage-based Junior English course. Teachers are to select what is appropriate for the level of their learners and bear in mind that the structures should be taught in context and spread across all the language skills. By the end of the Junior course, learners should be able to effectively use, among others, the following language structures:

- Nouns: proper, common, compound and collective. Nouns may be masculine, feminine or neutral, countable or uncountable, singular or plural, concrete or abstract.
- Pronouns: personal, impersonal, possessive, relative, demonstrative, reflexive
- Opposites /antonyms

- Synonyms
- Similes
- Verb tenses: simple forms of the present, past, future
  - continuous forms of the present, past, future and participles
- Adverbs and adverbial clauses
- Adjectives- with or without comparative and superlative forms
- Prepositions
- Conjunctions for example; and, so, but; subordinate conjunctions such as; because, although, though
- Punctuation marks – full stop, capital letters, comma, question mark, exclamation mark, apostrophe quotation marks, hyphen, semicolon and colon.
- Quantifiers, for example, little, a little, few, a few, less, many, much, more, enough, scarcely, hardly any, about, over, almost, nearly, all, both, least, most
- Intensifiers, for example, very, so…that…, extremely, too…to, absolutely, totally, strongly, definitely, abundantly
- Structures that show cause and effect for example, the rains came late, so the harvest was poor, the harvest was poor (because / for/ since) the rains had come late.
- Question tags, for example, she is a competent teacher, isn't she? He isn't here today, is he?
- Modals, for example, may, might, can, could, shall, should, must, ought to, will, would, is, was
- Conditional clauses, for example, If I were Rutendo, I would have shown respect to my grandmother; If we work hard, we will succeed; Unless it rains, all crops will wilt.
- Direct and indirect (reported) speeches
- The passive and the active voice e.g. The people were addressed by the Chief. The Chief addressed the people.
- Word formation (suffixes and prefixes)
- Unless/ in spite of/ despite the fact that

- Neither…nor/either…or
- Abbreviations and acronyms

NOTE: This list of language structures is not exhaustive and the teacher is urged to draw examples from tangible and intangible heritage.

9.0 ASSESSMENT

English Language learning area at Junior level shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at junior level. In addition to SBCA and SA, those aspects that cannot be assessed through the continuous and summative modes will be assessed through learner profiling. The aspects to be profiled will include soft skills among others. The macro language skills which are Listening, Speaking, Reading and Writing as well as their sub-skills will be assessed. Arrangements, accommodations and modifications must be visible to enable candidates with special needs to access assessments. This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specifications for SBCA.

9.1 Assessment Objectives

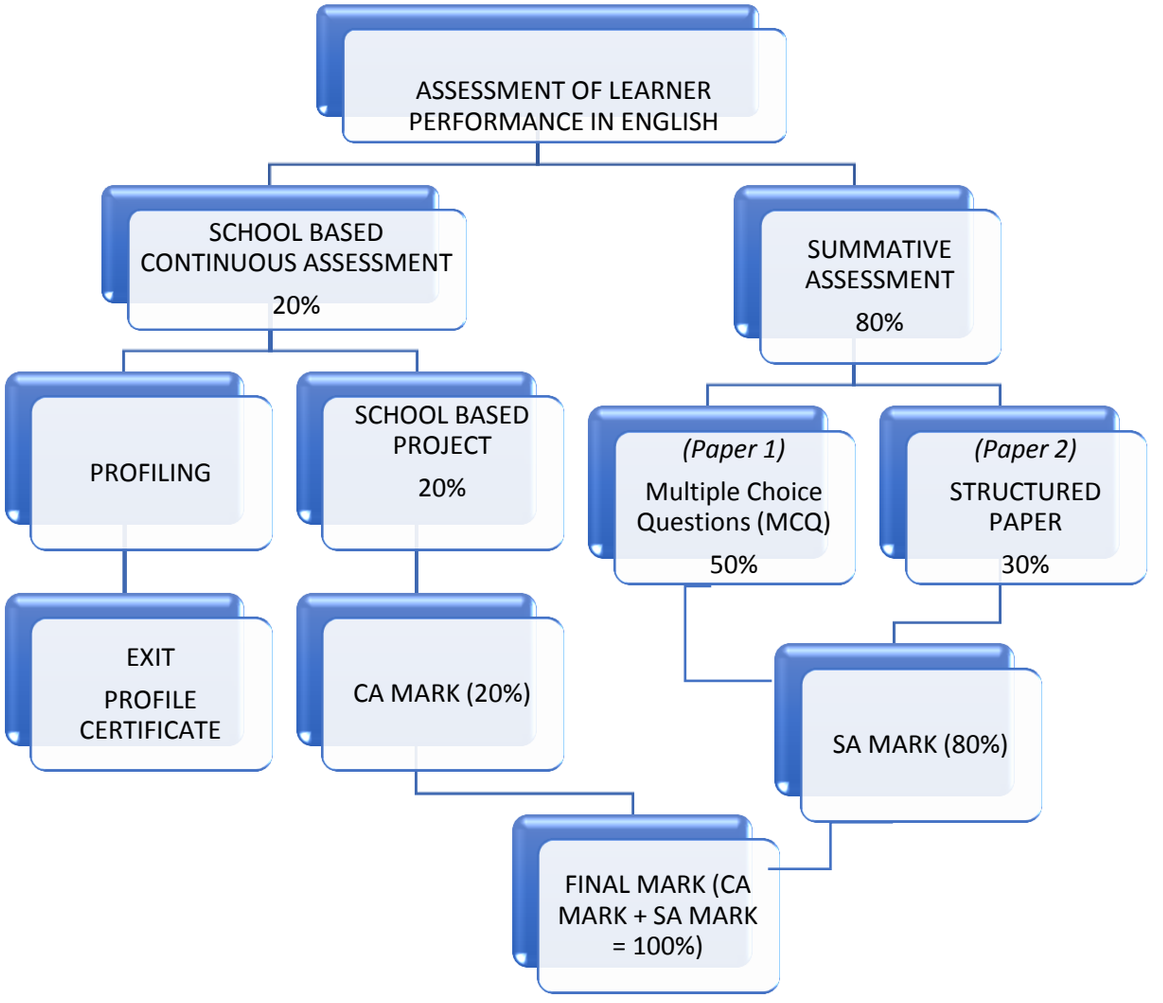
Learners will be assessed on their ability to:

1. respond appropriately to statements and questions
2. retell/sign various utterances heard
3. use appropriate registers in specific language functions
4. describe people, objects, places, scenes, processes and events
5. read a variety of texts fluently for comprehension and leisure
6. analyse information read and make inferences
7. write coherent and well organised sentences, summaries and creative work.

9.2 Assessment Model

The assessment will follow both Continuous and Summative assessment. Continuous Assessment will include recorded activities from the School Based Project and other activities done by the learners for assessment while summative will include terminal examinations; end of week, month, term, and year or check-points assessments.

ASSESSMENT MODEL AT JUNIOR LEVEL



9.3 Scheme of Assessment

Learners at Junior level will be assessed using both School Based Continuous Assessment and Summative Assessment. From grade 3 to 7, learners will do a school-based project per grade, per year and per learning area which will contribute 20% to the end of term and year mark. Public examination candidates at Junior level are expected to complete 2 school-based projects per learning area at grade 6 and grade 7 level, which will contribute 20% to the final mark at Grade 7.

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

9.3: School – Based Project: Continuous Assessment Scheme

	Project Stage	Completion Date (Year 1) by end of each stated month below:	Marks	Project Mark Weight
Project Execution Stages from Grade 3-6				
1	Problem Identification and its context	January-February	5	
2	Possible methods of solving the problem	February-March	10	
3	Selecting the most suitable method	March-April	5	
4	Development of Ideas	May-July	15	
5	Presentation of Results	July-September	10	
6	Evaluation and Recommendations	October	5	
	TOTAL		50	10%
Project Two at Grade 7		(Year 2)		
1	Problem Identification and its context	January-February	5	
2	Possible methods of solving the problem	February-March	10	
3	Selecting the most suitable method	March-April	5	
4	Development of Ideas	May-June	15	
5	Presentation of Results	June-July	10	
6	Evaluation and Recommendations	July-September	5	
	Total		50	10%
Grand Total			100	20 %

9,4 SUMMATIVE ASSESSMENT (80%)

Skills weighting chart

SKILL	WEIGHTING
Reading	30%
Writing	50%

PAPER	SECTIONS AND DESCRIPTIONS	MARKS	DURATION	PAPER WEGHTING
1	Forty multiple choice questions	40	1hr 30minutes	50%
2	Section A guided composition	20	1hr 45 minutes	30%
	Section B- Comprehension and Summary: i. Comprehension ii. Summary	 10 5		
TOTAL		75		80%

9.4 DESCRIPTION OF THE SUMMATIVE ASSESSMENT STRUCTURE

The Summative assessment comprises two components as follows:

Paper 1. (40 marks) 50%

1hr 30 minutes

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

Paper 2. (35 marks) 30%

1hr 45minutes

Paper 2 comprises sections A and B. Section A comprises 3 guided compositions and candidates are required to choose one. This section carries 20 marks. The candidate must answer any one of the questions in words between 80 and 120.Section B is a comprehension and summary section carrying 15 marks. The candidate must answer all the 10 comprehension questions with a possible total of 10 marks. The candidate must also write a summary of not more than 50 words scoring a possible total of 5 marks.

9.6 SKILLS WEIGHTING GRID

	Skill	Weight %
1	Knowledge and comprehension	50
2	Application	30
3	Analysis, Evaluation and creativity	20

9.6.1 Specification grid

Paper 1

Topic	Skill 1	Skill 2	Skill 3	Total
Comprehension	11	6	4	21
Language structures	8	5	3	16
Punctuation	1	1	1	3
Total	**20**	**12**	**8**	**40**

Paper 2

Topic	Skill 1	Skill 2	Skill 3	Total
Section A				
Creative writing	9	6	5	20
Section B				
Comprehension	5	3	2	10
Summary	4	1	0	5
Total	**18**	**10**	**7**	**35**

9.7 ASSESSMENT INSTRUMENTS/TOOLS:

The following are suggested tools

- Check list
- Observation schedules
- Tests
- Rating Scale
- Exercises
- Practical activities
- School based project