ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

ENGLISH LANGUAGE

INFANT SCHOOL LEVEL
(EARLY CHILDHOOD DEVELOPMENT TO GRADE 2)

2015 - 2022

TEACHER'S GUIDE

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

PART A: ORGANISATION OF THE TEACHER'S GUIDE

This Teacher's Guide is divided into two parts, namely, Part A and Part B. Part A covers the critical documents which you the teacher must have in order to cover the curriculum effectively. The critical documents are:

- The Curriculum Framework for Primary and Secondary Education 2015-2022
- The School Syllabus
- Schemes of Work
- Lesson Plans
- Progress Records
- Register of Attendance
- Learner Profiles.

Part B deals with curriculum delivery namely the Content, Objectives, Methods and Instructional materials, Classroom Management, Assessment and Evaluation.

CRITICAL DOCUMENTS

INTRODUCTION

This Teacher's Guide assists you the teacher in handling the Infant (Early Childhood Development) to Grade 2 English Language learning area which falls under the Languages. After going through this guide, it is hoped that you will be better able to guide learners in handling this learning area. Accordingly, the guide's main thrust is on the learning and teaching of English Language for Infant learners (Early Childhood Development to Grade 2).

As a teacher it is important for you to have access to the following critical documents in order to deliver the English Language effectively:

- Curriculum Framework
- National Syllabus
- School Syllabus
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Learner Profiles
- Progress Records
- Register of Attendance

RATIONALE

This Teacher's Guide covers the learning and teaching of English Language from ECD to grade 2 taking into account the importance of English as a tool for communication and cultural, political, religious, social and economic development. It seeks to utilise Information and Communication Technologies (ICTS) to enhance teaching and learning of English Language. The Teacher's Guide seeks to help the teacher to prepare learners to use English in studying other learning areas across the curriculum while also offering opportunities for lifelong learning. It develops skills of critical thinking, problem solving, leadership and self-esteem, Information and Communication Technology (ICT) and resource management leading to social and economic development. Therefore, critical documents give you important guidelines to enable you to deliver the new curriculum effectively.

OBJECTIVES

It is hoped that after going through this unit, you will be able to:

- implement the English Language Syllabus
- manage your class effectively
- mobilise the teaching and learning resources
- prepare appropriate, engaging teaching aids
- track the learner's progress during the learning process

UNIT 1

CURRICULUM FOR PRIMARY AND SECONDARY EDUCATION (2015 -2022)

INTRODUCTION

The Curriculum Framework 2015-2022 gives a vision and direction of the education system of Zimbabwe and the kind of a school graduate that Zimbabwe needs. It is important for you as a teacher to read and be familiar with the contents of the Curriculum Framework as a policy document to guide you through the implementation of the New Curriculum.This policy document outlines underpinning principles, national philosophy, learning areas, the description and expectations of MoPSE at policy level. It prescribes what the government expects you to deliver as you go about your duties.

OBJECTIVES

By the end of this unit you should be able to:

- understand the contents of the Curriculum Framework

- comprehend the contents of the Primary School Curriculum as a policy to guide you through the implementation of the New Curriculum

- understand the principles underpinning the New Curriculum

- read and understand the key competencies expounded in the Curriculum Framework

KEY ELEMENTS OF CURRICULUM FRAME WORK
Here are some of the key elements/components that are covered in the Curriculum Framework:

- Principles and values guiding the curriculum. These include the following among others:

    - Philosophy underpinning the curriculum

    - Policy guidelines

    - Generic principles guiding the curriculum

    - Learner exit profiles

    - Knowledge

    - Skills

    - Values

    - National identity

- Goals of the curriculum
    - Organisation of the school curriculum
    - Infant school goals

- Junior school goals

- Learning outcomes

- Learning areas

-The learning areas at Infant School Level

- Visual and Performing Arts

- Physical Education

- Mass Displays

- Indigenous Languages

- Mathematics and Science

- Heritage - Social Studies

- Information and Communication Technology (ICT)

- Cross-cutting and emerging issues at Infant School Level and Junior school curriculum

-Languages

- Science and Technology

- Mathematics

- Heritage - Social Studies and (LOP) Life Orientation Programme

- Visual and Performing Arts

- Physical Education, Sport and Mass Displays

- Agriculture

- Family, Religion and Moral Education (FAREME)

- Learning Areas at Secondary School Level (Form 1 to Form 4)
- Learning Areas at Forms 5 and 6
- Teaching and learning methods
- Assessment and learning

- Assessment of skills, abilities and knowledge

- Relevance of school-based continuous assessment

- Assessment of learning (formative assessment)

- Assessment of learning (summative assessment)

- Performance - based assessment (PBA)

- Strategies for effective curriculum implementation

UNIT 2

SYLLABUS INTERPRETATION

INTRODUCTION

As a teacher you constitute the backbone of any education system and as such your ability to deliver lessons depends on careful planning. Planning begins with syllabus interpretation, which form the basis for the development of a National Syllabus, School Syllabus, Scheme of Work and a Lesson Plan. You need to learn how to interpret the syllabus correctly

Understanding Syllabus Interpretation

- Simply, it is the process of making sense of the syllabus.

- Interpretation is about finding meaning.

- It is the process of unpacking the syllabus, analysing it and synthesising it.

Interpreting the Syllabus

Syllabus interpretation focuses on the following:

- **The National Philosophy/Vision** as spelt out in the preamble (as derived from the Framework).

- **The Syllabus Aims and Objectives:** This is what the syllabus intends to achieve within the learners.

- **The Oontent:** This refers to the knowledge, skills, attitudes and competences. Content constitutes the heart of the syllabus. Therefore, syllabus interpretation facilitates breaking down of content into teachable units.

OBJECTIVES

By the end of this unit you should be able to interpret the English Language National Syllabus

TYPES OF SYLLABUSES

Syllabuses are key documents for every teacher. There are two types of syllabuses namely the:

- National Syllabus
- School Syllabus

OFFICIAL OR NATIONAL SYLLABUS

As a teacher, you should be able to interpret the National and the School Syllabus and these contain the following components:

Aims, Content, Assessment objectives, Methodology and the Assessment or examination - format.

Types of Syllabuses

NATIONAL SYLLABUS

Definition

It is a policy document that outlines and specifies the Learning Area Philosophy, Aims and Objectives,Llearning / Teaching Concepts and content, Suggested Methodology and Assessment criteria at every grade level. You should always have it and use it to guide you in your day to day teaching and learning activities.

FACTORS INFLUENCING DRAFTING

When drafting a school syllabus, we must consider the following factors;

- National goals and subject options available on national curriculum list. This states the national identity and philosophy as well as address national needs.

- The learners physical, mental and emotional state:

    - **Physical:** Consider disabilities, complexity of manipulative skills.

    - **Mental:** Consider level of maturity and cognitive development.

    - **Emotional state:** Consider values and attitudes to be developed.

- **Resource availability:** Consider the facilities and materials available. Consider the qualifications, number, experience   and   level of training of personnel available.

- **Community influences:** consider the religion, beliefs and values of local people.

- **Evaluation system and strategies:** consider how the curriculum is evaluated and whether it will be possible to evaluate it effectively in a particular school environment.

- Time allocation in the official syllabus.

- Local conditions that affect the choice and sequencing of topics.

- Education technology.

- Elements

The National Syllabus consists of:

- Cover page
- Acknowledgements
- Contents page
- Preamble
- Introduction

- Rationale
- Summary of content
- Assumptions
- Cross Cutting Issues
- Aims
- Objectives
- Methodology and Time Allocation
- Topics
- Competence Matrix
- Content Matrix
- Assessment

Elements (Structure of School syllabus)

- **Aims:** Are broad indications of what the learners should learn
- **Objectives:** Learner behavior at the end of the teaching learning experience (competencies).
- **Topics/content and activities**
- **Methodology:** This must be learner centred. Therefore, teaching approaches to achieve desired learning outcomes must be learner centred. Learner centred approaches allow learners to practice skills and to display their key competencies.
- **Instructional or teaching materials**
- **Assessment**

    To interpret the syllabus one needs to identify its components and establish links between and among them. Components of the syllabus include:

    Cover page

    This is the front cover of the syllabus that states the learning area and level.

    Acknowledgements

    This is the list of those who participated in the development of the syllabus. Names are not mentioned but the organisation that the members represented. Funders of the syllabus, experts or consultants are also acknowledged.

    Contents page

    This lists the contents of the syllabus and page numbers.

    Preamble

    The preamble consists of introductory notes to the syllabus. It has five sub-titles.

Introduction: Gives a brief insight into the Learning Area.

Rationale: This is a justification of why this particular learning area is included in the curriculum.

Summary of content: This is a summary of what should be learnt in a particular Learning Area.

Assumptions: Learners do not come tabularasa into the classroom. That knowledge that we assume they already have is what we call

assumptions.

Cross- cutting themes: These are emerging and contemporary issues that cut across all Learning areas. Teachers should find ways of incorporating them in their teaching whenever possible. These are:

- ICT

- Gender

- Children rights and responsibilities

- Disaster risk management

- Financial literacy

- Sexuality, HIV and AIDS education

- Child protection

- Human rights

- Collaboration

- Environmental issues

N.B Not all Cross-cutting themes can be applied in all Learning Areas, some are more applicable to particular learning Areas than others.

Presentation of the syllabus

This is a description of how the syllabus is presented.

Aims

These are general statements of what the Learning area intends to achieve (major outcomes). They are long term and therefore broad. They generally cover the whole Learning area for example from ECD A to Grade 2. They may differ from level to level for the same learning area for example Grade 3 -7. They cover all domains of Bloom's Taxonomy and should carter for all learners (inclusivity).

Syllabus objectives

These are specific competencies of the Learning areas and are derived from the aims. In curriculum they should be SMART (Specific, Measurable, Achievable, Result oriented and Time framed).

Methodology and Time allocation

Methodologies are broad approaches that are suggested for a given Learning area. They are guided by the Curriculum Framework's thrust i.e. skills or competence based, promoting critical thinking and problem solving. They are also child centred rather than teacher centred.

Time allocation This reflects the number of periods and their duration for a particular Learning area.

Topics

These are the main posts or pillars of the content for the levels given in itemised form. They form the core of a given learning area. In some subjects topics may be based on broad skills for example Languages and Practicals. Topics are broken into sub-topics in the competency matrix depending on the Learning area.

Scope and sequence

It shows the depth and breadth of the content. Sequence refers to ordering of the information. Information is arranged according to logical ordering of the subject from the simple to difficult concepts. Generally, the same concept cuts across all levels differing in depth as children progress to higher levels. (Spiral approach)

Competency matrix

It is a table that gives the concepts/content to be taught or competencies to be acquired. It is developed from the Scope and Sequence. It includes Topic/Skill, Objectives, Unit/Competence, and Content, Suggested Learning Activities and Suggested Resources.

Assessment

This section gives information on how the learning area will be assessed, the Weighting and Skills to be tested, Types of Questions and Duration of each Paper. It gives information on how the three forms of assessments namely; Formative, Continuous, and Summative will be conducted and the percentage allocated to each. It also includes information on profiling. This section also has Assessment Objectives, Scheme of Assessment, Specification Grid and Assessment Model.

Content

The content for English Language include:

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

- Literacy and numeracy

School Syllabus (A breakdown of the National/ Official Syllabus)

Introduction

It is a breakdown of the National Syllabus and is drafted at the school level with experts from the Learning area. This must be drawn at school level from the National Syllabus by reorganising content taking into account local factors (see unit 2 on Syllabus Interpretation).

Thus a School syllabus is a plan that states exactly what learners should learn at school in a particular Learning area for example in English Language. It is a major curriculum document which:

- Prescribes what government would like to see taught in all schools as spelt out in the Curriculum Framework.
- Outlines the experiences that learners should undergo in a particular course of study for example Infant, Junior and Secondary levels.
- You are required to derive teaching concepts from the syllabus.
- Examinations are set from the syllabus.

Glossary / Appendices

In some syllabuses, there will be a list of explanations of terms and additional information at the end. A list of equipment and reference books might also be found here. As a teacher, it is important to have a copy of a School Syllabus that is derived from the National Syllabus because public examinations are derived from the syllabus.

UNIT 3

SCHEMES OF WORK

DEFINITION

This is a document that you should draw from the National and School Syllabus. You should outline the Objectives, Activities, Content, and Methods. You should prepare your scheme cum plans two weeks ahead of the lesson delivery date (You can use ICT tools to make your plans)

A Scheme of Work is a plan for something. Your Scheme of Work is a plan of action which should enable you to organize teaching activities ahead of time. It is a summarized forecast of work which you consider adequate and appropriate for the class to cover within a given period from those topics which are already in the syllabus. A well prepared Scheme of Work does the following:

- Gives an overview of the total course content.

- Provides for a sequential listing of learning tasks.

- Shows a relationship between content and resource materials.

- Provides a basis for long range planning, training and evaluation of the learning area.

A Scheme of Work can be made to cover even one term. Each year is divided into three terms, each with approximately three months or thirteen weeks. A Scheme of Work should be made for each term, ideally before lessons begin. When you are preparing a Scheme of Work, you should consider the following:

Understanding the syllabus

- You may not have been involved in curriculum development but you are expected to interpret and implement it correctly. This calls for a thorough understanding of the syllabus and the content in order to achieve the stated objectives. Your role is simply to implement the syllabus as it is. It is important for you to be thoroughly conversant with the curriculum in order to implement it successfully.

Syllabus content

- Topics in the syllabus may not be arranged in the order they are supposed to be taught. Some topics need to be linked, while others are quite independent. You should both identify essential learning content and arrange it in a logical order. Related subjects should also be considered when scheming. Subject integration should be prioritised where possible.

Reference materials

- You should be familiar with available reference material necessary for effective coverage of the topics in the scheme of work. You should effectively make use of learning resources in your environment.

Assessment

- Learners will be assessed in both Continuous and Summative methods. Your scheming should reflect this.

Time allocation

- Your scheme should be contextual. That is, it should take context of disturbances that may occur during the course of term, such a public holidays, internal examinations, open days, sports days, visits from district, and province.

Objectives

- Each lesson should have objectives which pinpoint the anticipated learning behaviour of the learners. The objectives must be SMART, for example learners should be able to name types of transport in their area.

Methods

You should state specific activities that you and the learners will perform, for example naming objects and pictures at home and school discussing, identifying and distinguishing.

Resources

- Resources necessary for content coverage should be noted down with relevant page numbers, for ease of referencing during lesson planning. References include books, journals, handouts, magazines etc. Teaching resources also include equipment or apparatus that is available and appropriate. You should not indicate a teaching aid that will not be available.

Evaluation

- This should be done immediately and timely, well before the next lesson. Indicate whether what was planned for has been covered, whether there was over planning or failure of a lesson and reasons for either case to help you in consequent and future planning. Avoid remarks like excellent, O.k, because they are not relevant. Indicate strengths and weaknesses of the lessons taught.

COMPONENTS OF A SCHEME OF WORK

The components of a Scheme of Work are:

- **Level of learners** - state the level (grade) of learners you are scheming for.
- **Subject** - indicate the learning area you are scheming for.
- **Week ending** - the date should be clearly indicated

● **Topic** - topics should follow the order which they are supposed to be taught, from simple to complex.

The layout of a Scheme of Work is usually horizontal and comprises the following column

WEEK ENDING	TOPIC/CONTENT	OBJEC-TIVES: By the end of the week learners should be able to	COMPE-TENCES/SKILLS	METHODS/ACTIVITIES	RE-SOURCES/REFER-ENCES/MEDIA	SUG-GESTED METHODS/ACTIVITIES	EVALUA-TION
15/01/17	Names and contact details	●Say/sign their names ●State where they stay	●Speaking fluently ●Learners names ●Learners address	●Singing songs ●Playing games ●Telling each other their names and addresses	-ICT tools -Resource persons -Charts -Pictures	Crayons Name tags ICT tools Games	

LESSON EVALUATION:

Strength: Learners were able to say out their names

Weaknesses: Learners were not able to state where they came from. This took time as the teacher helped them.

Way forward: The teacher will write name tags with their names and where they come from after researching

You can incorporate a Lesson Plan into a Scheme of Work and come up with a Scheme-Cum Plan.

UNIT 4

LESSON PLANS

DEFINITION

This is a detailed daily plan of what you intend to deliver during the lesson. This is to be used in the event of you having drawn a Scheme of Work rather than a Scheme Cum Plan.

By the end of this Unit, you should be able to:

- draw up a Lesson Plan

- identify relevant teaching-learning materials/ Media

- identify appropriate teaching methods

- evaluate the lesson delivery

COMPONENTS OF A LESSON PLAN

The lesson plan involves:

- Preparation (Objectives, Media)

- Execution

  - Introduction

  - Lesson development

  - Written work

  - Conclusion

  - Lesson evaluation

Below is an example of a detailed Lesson Plan:

DETAILED LESSON PLAN

Date: 22 January 2017

Grade   ECD A

Time: 11.30 -12.00

Learning Area: English Language

Topic/Content: Names and contact details

S.O.M: - National English Language Syllabus Topic 1 page 19

                                          - Teacher's Resource Book for the above.

                                          - Text books.

Suggested Media: -Attendance register -ICT tools -Name tags   - Crayons.   - Games

15

Number of students: 40

Assumed knowledge: Learners know their names

Lesson Objectives
- say /sign their names
- state where they stay
- give parents' contact details

STAGE	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Introduction	-Introducing oneself	The teacher introduces self-(name and address)	- ICT tools - Name tags - Charts
Step 1	-The teacher asks learners to say out their names and addresses	-Learners take turns to say out their names and address	- ICT tools - Name tags - Charts - Attendance register
Step 2	-Telling each other their names and addresses in pairs	- Learners tell each other their names and addresses in pairs	-ICT tools -Name tags -Charts
Step 3	-Games on names and addresses	-Learners play games on names and addresses	- Name tags
Step 4	-Saying out their full names and addresses to the class	Several learners say out their names to the class	Name tags
Conclusion	-Homework on family members	Teacher gives homework to go and find names for family members	

LESSON EVALUATION:

Strengths:

....
....
....

Weaknesses:

....
....
....

Way Forward

....
....
....

UNIT 5

RECORD KEEPING

DEFINITION
Records are critical documents about the teaching and learning process.

INTRODUCTION

Records are critical documents about the teaching and learning process which you must keep as a teacher

They include:

- Syllabuses (National and School)

- Learners' details

- Examination documents

- Mark lists

- Inventory

OBJECTIVES

By the end of this unit, you should be able to:

- identify the various records you are expected to keep.

- Prepare accurate records.

- Interpret information from records to promote learning.

- Maintain and keep records safely.

- Appreciate the need to update records regularly.

RECORDS TO BE KEPT

- Official Syllabuses

- School Syllabuses

- Records of learner details

- Supervision records

- Learner Profiles

- Attendance Register

- Progress Records

All these records are very important and you should constantly administer and upgrade them. They should be readily available for supervision.

PART B: CURRICULUM DELIVERY

INTRODUCTION

English Language is an important tool for communication, cultural, political, religious, social and economic development. It also develops in the learner skills of critical thinking, problem solving, leadership and self-management, Information and Communication Technology (ICT) and resources management leading to social and economic development. Therefore, for effective curriculum delivery of this learning area, learner centred learning methods and activities are encouraged. The use of Instructional teaching learning aids will create virtual realities thereby helping the learners to learn fast and capture their interest.

OBJECTIVES

By the end of this unit, you should be able to:

- select appropriate teaching methods for your lessons

- design meaningful and effective instructional material

- use a variety of learner-centered approaches

- plan and organise educational tours

- help pupils carry-out projects or experiments

- make good quality aids from available resources (Types: charts, puppets, models, drawings slides, videos, pictures)

CONTENT

This refers to the Subject matter, Topics, Key concepts or Skills to be covered in a Learning area. Topics are the main posts or pillars of content for the levels given in an itemised form and are core to the Learning area.

METHODOLOGIES

As a teacher it is important for you to use problem solving and learner–centred approaches. You are the facilitator and the learner is the performer. You should select appropriate teaching methods for your lessons. They should be varied and motivating. The following methods are suggested for you and you should select one or several depending on:

- The subject matter

- Instructional objectives

- The learner

- Your personality

- Learner's level of development (cognitive, affective and psychomotor)

- Content to be covered

- The time

- Instructional materials

- The environment

- Competencies to be developed

It is advisable that the learner be exposed to more than one method in a lesson. Teaching methods can be grouped under three main categories:

a) Cognitive development methods

 b) Affective development methods

c) Psychomotor development methods

a) COGNITIVE DEVELOPMENT METHODS

These are mainly didactive

- Discussion Method

- Questioning/Socratic Method

- Team Teaching Method

- Talk Show/Recitation Method

- Field Trip/Educational tours Method

- Futures wheel

- Group work

b) AFFECTIVE DEVELOPMENT METHODS

- Modelling Method

- Simulation Method

- Dramatic Method

- Simulation Games

- Role-Playing Method

- Gallery walk

- Observation

c) PSYCHOMOTOR DEVELOPMENT METHODS

These are more learner activity based and heuristic:

- Gallery

- Inquiry Method

- Interactive e-learning

- Discovery Method

- Process Approach Method

- Demonstration Method

- Programmed Learning Method

- Project Method, case studies, research

- Games

- Mastery Learning

- Song and dance

- Your subject matter should determine the most suitable teaching method/methods to use.

- The instructional objectives to be achieved by the end of the lesson also determine the choice of teaching methods.

- You must be very familiar with the teaching methods you want to use and be convinced they are the most appropriate for that lesson.

- You must consider the age, interest, level of development of the learners and ensure that all learners will benefit from the method you have chosen.

- You must consider time in relation to the methods chosen.

- You should consider the environment and the size of the class in settling for methods to employ.

TEACHING-LEARNING MATERIALS

These are materials that enhance the teaching and learning process. They assist you the teacher to achieve desired objectives while enabling learners to grasp concepts. They help learners learn better and faster, motivating them and stimulating interest.

SELECTING APPROPRIATE INSTRUCTIONAL MEDIA

When selecting instructional media, you have to consider the following;

- Topic

- Level of learners

- Available resources

- Environment

- Number of learners

This teaching-learning media should be of good quality and user friendly considering the available resources in the school. Examples of teaching and learning media appropriate in English Language are;

- charts
- flash cards
- ICT tools
- newspapers
- magazines
- resource person
- mobiles
- work cards

Instructional media should be used effectively. It must serve the purpose it is meant for, rather than be mere window dressing. You should design your media with the topic in mind. Charts and cards must be clearly written, with visible colours and correct size of script for the level of learners. Electronic equipment should be checked before the lesson so that it is in good working condition. If you are going to use complicated technical media, make sure you practise beforehand so that you do not embarrass yourself in front of the class.

ASSESSMENT AND   EVALUATION

This is the measuring of the success of teaching in terms of teacher and learner performance. It provides you with feedback on the acquisition of knowledge, skills and attitudes by learners.

Evaluation Methods

- tests and exercises
- examinations
- homework

The syllabus scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both Continuous and Summative Assessment to enable candidates with special needs to also access assessments.

ASSESSMENT OBJECTIVES

By the end of the ECD A to Grade 2 English language l level, learners should be able to:

SPEAKING/ SIGNING

- Greet and respond to greetings
- Describe events and situations
- Make polite requests
- Carry out a short conversation

LISTENING/ OBSERVING

Learners should be able to understand:

- Dialogue both formal and informal

- Narratives up to a maximum 100

- News items and respond to question

READING/ SIGNING

Learners should be able to read:

- dialogues

- narratives

- descriptions

- authentic materials

WRITING/BRAILLING

- Write legibly using the appropriate Nelson Script

- Construct correct sentences

- Write a coherent short narrative or dialogue

- Write a story based on a picture or sequence of pictures

COMPREHENSION

- Answer questions based on an oral or written text

- Follow conversation and respond/interject appropriately

- Read a short story and be able to retell and summarise it

SCHEME OF ASSESSMENT

English Language will be assessed through Continuous Assessment at

Infant Level (ECD A to Grade 2)

Continuous Assessment

Continuous Assessment shall involve Projects, Written Tests, Assignments and

Practicals.

NOTE: A profile system has to be developed for every child to capture those attributes that cannot be measured such as the soft skills. A folio comprises Projects, Written Tests, and Practicals collated termly, from ECD A to Grade 2.Observation Schedules, Checklists, Tests and Project Tasks are to be set at school, cluster, district and national

levels.

CLASS MANAGEMENT

This is the process of planning, organizing, leading and controlling class activities to facilitate learning.

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

This covers classroom organization from:

- Physical environment:

    - Clean, tidy and airy classroom and furniture arranged carefully for safety and teaching aids that are visible to learners.

- Emotional environment:

    - You need to be firm yet warm and pleasant. As a teacher you must set the right tone, telling your learners what behaviour you expect from them.

- Grouping:

    - You may group your learners according to needs, abilities, problems but never by sex. Encourage them to share ideas in groups.

- Class control and discipline:

    - You must be knowledgeable of the school policy on discipline. A teacher must always be firm but fair. Good behaviour must be acknowledged and punishments must be corrective not cruel. You should create an atmosphere of trust and honesty in your class and aim for intrinsic discipline.

- Motivation:

    - As a teacher you must make your learners feel important through recognizing and rewarding achievements, and encouraging those who are lagging behind. Rewards should not be food, but positive remarks, or items related to learning like pencils and crayons or even displaying their work on the wall. Calling pupils by their names creates good rapport with learners. You should also be a role model to your learners by the way you handle yourself.

- Supervision:

    - You must check learners' work in order to guide and correct them in all areas from group discussions, games, field trips and even when they are going to the convenience rooms.

UNIT 6

COMPENTENCY MATRIX

Brunner's Spiral approach will be adopted where the same topics are taught at every level ECD A to Grade 2, but gaining in breadth and depth as one goes up the ladder. As reflected in the Scope and Sequence Chart, the same topics are covered at each level but the difference is in breadth and content coverage. The level of complexity increases as the learner progresses from one level to the other. Refer to the Syllabus for Topic Objectives, Content Suggested Learning Activities and Suggested Resources.

The following topics are to be covered at ECD A to Grade 2

ECD A	ECD B	GRADE 1	GRADE 2
SKILL 1: LISTENING/ OBSERVING - Animal and object sounds - Sounds and sources - Voices of people - Musical instruments - Following instructions - Story telling - Yes /No responses	**SKILL 1: LISTENING/ OBSERVING** - Writing - Scribbling - Drawing - Patterns - Tracing - Animal and object sounds - Sounds and sources - Voices of people - Musical instruments - Following instructions - Story telling - Yes/No responses	**SKILL 1: LISTENING/ OBSERVING** - Animal and object sounds - Phonic sounds - Radio and television stories - Following oral instructions - Stories - Yes/No statements	**SKILL 1: LISTENING/ OBSERVING** - Instructions - Phonics - Terminal sounds - Diphtong sounds - Instructions - Short stories - Radio and tevelvision stories - Dictation/ Spellings - Responding to Yes/No statements
SKILL 2: SPEAKING/ SIGNING - Greetings - Names and contact details - News and stories - Likes and dislikes - Yes/ No questions	**SKILL 2: SPEAKING/ SIGNING** - Greetings - Names and contact details - News and stories - Likes and dislikes -Y es/No Questions	**SKILL 2: SPEAKING/ SIGNING** - Phonic sounds - Interpersonal communication - Family links - Feelings - Oral questions	**SKILL 2: SPEAKING/ SIGNING** - Phonic sounds - Langauge structures - Fluency - News and stories - Oral questions

			- Language functions
- Actions with words	- Actions with words	- Fluency	- Descriptions
- People, animals and objects	- People, animals and objects	- Greetings and requests	- Attitudes, feelings, opinions and interests
SKILL 3: READING/ SIGNING	**SKILL 3: READING/ SIGNING**	**SKILL 3: READING/ SIGNING**	**SKILL 3: READING/ SIGNING**
- Orientation - Photographs and name tags	- Orientation - Photographs and name tags	- Orientation - Phonic sounds	- Phonics - Comprehension
- Games	- Games	- Punctuation	- Reading for leisure
- Objects	- Objects arrangement	- Word attack	- Retell stories
Arrangement	- Picture stories	- Reading words	- Punctuation
- Picture stories	- Phonics		- Referencing
- Phonics	- Naming		- Extensive reading
- Naming			
SKILL 4: WRITING/ BRAILING	**SKILL 4: WRITING/ BRAILING**	**SKILL 4: WRITING/ BRAILING**	**SKILL 4: WRITING/ BRAILING**
- Writing	- Writing	Extensive reading	- Permanship/ handwriting
- Scribbling	- Scribbling	- Penmanship/ Handwriting	- Conjunctions
- Drawing	- Drawing	- Words	- Description
- Patterns	- Patterns	- Descriptions	- Language structures
- Tracing	- Tracing	- Creative writing	- Punctuation
		- Spelling and dictation	- Comprehension
		- Punctuation	- Spelling and dictation
		- Comprehension	

Methodology (learner centredness)

 Remember as the teacher you facilitate the learning process. Learner centred participatory methodologies are encouraged. These among others include role play, group work, discussions and singing songs.

MEDIA

- ICT tools
- Pictures of family members and different people

26

- Balls
- Different types dolls of
- Skipping ropes
- Toys
- Resource Persons
- Blocks
- School buildings

Assessment

Learners must be assessed continuously throughout the learning process. The teacher has to profile learners as well.

DO THE SAME FOR ALL REMAINING TOPICS

Topics are further broken down into Sub- Topics/Sub -Skills depending on the Learning area. The English Language Scope and Sequence Chart has been attached below under Annexture 1

ANNEXTURE 1

INFANT SCOPE AND SEQUENCE CHART

SKILL 1: LISTENING/ OBSERVING

ECD A/ B	Grade 1	Grade 2
• Sounds in their immediate environment - Sounds of objects - Voices of people - Musical instruments • Instructions • Stories • Yes/No responses	• Sounds made by different objects and animals in their locality • The (44) English phonic sounds • Vowel sounds between pairs of words such as cat / cart, bun/burn, bed/bird • Initial consonant sounds in pairs of words such as pin/bin, bun/gun, cat/pat • Cardinal vowels such as a e i o u and their variations • Stories • Yes/No statements • Instructions	• Long and short vowel sounds such as bit/beat, hut/heart • Pairs of words whose terminal sounds are similar such as after/ ruler, doctor/actor, measure/leisure • Diphthong sounds such as – ei- fail, pail, -au- cow, bow, --ai – fine, line • Single instructions of up to ten words • Stories • Dictation and spelling • True/False or Yes/No statements

SKILL 2: SPEAKING / SIGNING

ECD A/ B	Grade 1	Grade 2
• Verbal greetings • Names, contact numbers and home addresses • Stories and news • Likes and dislikes • Yes/No questions • Objects in their immediate environment	• English phonic sounds • Interpersonal communication in real life situations and experiences • Asking and answering questions • Responses to short questions about concrete objects and pictures • Questions and answers • Songs, jingles and rhymes • Appropriate forms of greetings and requests • Feelings and attitudes	• Consolidation English phonic sounds learnt in Grade 1 • Sentence Construction • Fluency, confidence and accuracy development through drills, dialogues, language games, songs and rhymes • Attitudes, feelings, opinions and interests • Objects and pictures at school and at home • Appropriate forms of register for functions such as greetings, thanking, apologising and requesting • News and stories

SKILL 3: READING/ SIGNING

ECD A/ B	Grade 1	Grade 2

•   Left to right and top to bottom orientation
 	
•   Picture Reading:
    - their own photographs and name tags
 	
•   Games such as jigsaw puzzles, picture dominoes
 	
•   Rear objects
 	
•   Sequencing objects and picture stories
 	
•   Picture phonics:
-     naming objects and occupations from pictures
	• Left to right and top to bottom orientation
	
	• Reading whole words whose sounds and meaning are familiar
	    - word to word matching
	    - word to picture matching
	    - simple word games
	
	• Reading simple phonic words with same initial sound such as door, dog, doll
	
	• Reading words beginning with consonant digraphs such as shoe, short, shirt, chair, chain
	
	• Word attack skills:
	    - use of flash cards, chalkboard, objects as well as picture reading books
	
	• Capital letters and full stops
	
	• Reading for enrichment
		• The relationship between spellings and sounds such as phonic families like: pull, push, look, cook, gate, late
		
		• Reading orally with expression
		
		• Reading materials for leisure and enjoyment
		
		• Reading to retell a story
		
		• Capital letters, question marks and full stops
		
		• Reading for enrichment
		
		• Referencing skills;
		
		    - use of a picture dictionary
		
		• Reading Comprehension

SKILL 4: WRITING/ BRAILILING

ECD A/ B	Grade 1	Grade 2
• Handling crayons and beginners' pencils • Left to right or right to left for slate and stylus and top to bottom orientation • Hand-eye coordination - scribbling - writing patterns • Drawing and colouring • Tracing around objects	• Penmanship skills such as handling of a pencil or crayon correctly, left to right or right to left for slate and stylus orientation • Shaping letters correctly using the Grade 1-2 Nelson Script • Writing small and capital letters of the alphabet • Writing single words using the Grade 1-2 Nelson Script • Sentences Construction : - Subject + verb + Object - use of the Simple Present and Present Continuous tenses • Punctuation marks: - Capital letters and full stops • Short sentences and stories: - descriptions of people, objects and pictures • Comprehension questions • Dictated / signed words and short sentences	• Handwriting using unjointed letters • Conjunctions 'and' and 'but' • Descriptions of people, objects and pictures • Guided compositions • Grammatical structures such as nouns, pronouns, verbs, adverbs, prepositions and adjectives • Punctuation Marks: - question marks, full stops and capital letters • Comprehension questions • Dictated / signed words and short sentences