



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

INDIGENOUS LANGUAGES

PRIMARY
(INFANT TO JUNIOR)

2015 - 2022

TEACHER'S GUIDE

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TABLE OF CONTENTS

Acknowledgements.....	1
Introduction.....	3
Aims	5
Critical documents.....	3
Syllabus interpretation	9
Scheme of work	11
Lesson plan.....	13
Record keeping	16
Curriculum delivery	19
Scope of the guide	22
Conclusion.....	24

INTRODUCTION

This Teacher's Guide is aimed at assisting the teacher in handling the Indigenous Languages Primary Learning area.

Aims of the Teacher's Guide

This teachers' guide aims to assist you to:

- Interpret the national syllabuses and translate them into meaningful and functional school syllabuses, schemes of work and record books
- Prepare relevant daily teaching notes
- Appreciate and understand the need to keep and maintain useful, comprehensive and up to date class records
- Make and use relevant teaching and learning materials in the delivery of your lessons
- Acquire and use effective teaching techniques suitable for the learning area and level of learners
- Acquire and demonstrate skills of setting reliable and valid test/examination questions
- Cope with specific problem areas in language teaching
- Design appropriate strategies for problem solving
- Manage your class effectively
- Be resourceful
- Guide learners to study effectively on their own
- Objectively evaluate your own teaching and the learners' progress

Organisation of The Teacher's Guide

The guide is divided into 2 parts:

- Part A: Critical Documents
- Part B: Curriculum Delivery (Content, Objectives, Methodology, Instructional

Material, Assessment and Evaluation)

It is important for you to constantly refer to critical documents to enhance your effectiveness and efficiency as a teacher.

PART A: CRITICAL DOCUMENTS

INTRODUCTION

This teachers' guide was created to guide you the teacher as you embark on teaching Indigenous Languages in the new curriculum. We hope that it will make your undertaking easier and clarify most aspects in the Indigenous Languages syllabus.

RATIONALE

Languages are the vehicle for communication and literacy. Indigenous languages are important avenues for fostering early literacy. Indigenous languages inculcate the values of UNHU/UBUNTU/VUMUNHU, promoting and cherishing Zimbabwean identity. The introduction of English as a second language in its alternate use with the indigenous language in the learning environment helps learners master concepts and achieve linguistic competence for learning and communicative purposes, as it is the medium of instruction across the curriculum. Languages help learners to develop communication skills and critical understanding that are necessary for meaningful and active participation in society and the world at large.

As a teacher you need to know the critical documents you should have in order to deliver the curriculum effectively. The following

documents should be at your disposal:

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

OBJECTIVES

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

- identify critical documents
- interpret the Indigenous Languages syllabus

UNIT 1

Curriculum Framework for Zimbabwe Primary and Secondary Education 2015-2022

This is a policy document that 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. You should therefore be familiar with the document. It also informs you where Indigenous Languages as Learning Areas are placed. For instance, they are the medium of instruction across the curriculum at infant stage.

It is important for you to familiarize with the curriculum framework for Zimbabwe Primary and Secondary Education 2015-2022.

Objectives

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

- use the goals of the curriculum framework to produce the desired learners

The Curriculum Framework is usually in the possession of the school head/ heads of departments who have to avail it to you whenever need for it arises.

Key Elements of the Curriculum Framework

Vision: To be the lead provider and facilitator of inclusive quality education for socio – economic transformation by 2020

Mission: To provide equitable, quality, inclusive and relevant Infant, Junior and Secondary Education.

Aims of the curriculum

1. Promote and cherish the Zimbabwean identity
2. Prepare learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment.
3. Foster life-long learning in line with the opportunities and challenges of the knowledge society.
4. Prepare learners for participatory citizenship, peace and sustainable development.
5. Prepare and orient learners for participation, leadership and voluntary service.

Principles underpinning the curriculum

The Ministry of Primary and Secondary Education cherishes the following principles:

- inclusivity

- life-long learning
- equity and fairness
- gender sensitivity
- respect (Ubuntu/Unhu/Vumunhu)
- responsiveness
- balance
- diversity
- transparency
- accountability

Organisation of the Curriculum

The Framework organizes the Curriculum into three learning levels which are:

- **Infant School** which covers Early Childhood Development (ECD) to Grade 2 and emphasizes the acquisition of the foundational skills for learning
- **Junior School** which covers grades 3 to 7 reinforcing the foundational skills and provides learners with life and work skills
- **Secondary School** which covers Forms 1 to 6 which prepares learners for various pathways including university education, technical and vocational training or entering the professions in various training programs such as teaching, nursing, army and police training and various forms of apprenticeship and on-the-job training.

Learner exit profiles

The Curriculum Framework prepares graduates of the education system to have the following exit profiles:

- Critical thinking
- Problem-solving
- Leadership
- Communication and team building
- Technological
- Self-managing
- Ability to plan and organize

Learning Areas for the New Learning Levels

The Framework outlines the following learning areas for the three learning levels:

Infant School (ECD-Grade 2)

- Indigenous Language as medium of instruction
- Visual and Performing Arts (Expressive Arts)

- Physical Education
- Mass Displays
- Mathematics and Science
- Family and Heritage Studies
- Information and Communication Technology

Junior School (Grade 3-7)

- Languages including foreign
- Mathematics
- Heritage and LOP – Social Studies
- Science and Technology
- Agriculture
- Information and Communication Technology
- Visual and Performing Arts
- Family, Religion and Moral Education(FAREME)
- Physical Education, Sport and Mass Displays

Secondary School (Forms 1 to 4)

- Heritage Studies (embracing Zimbabwe Constitution)
- Mathematics
- Sciences: Physics, Chemistry, Geography, Biology, option Gen Science
- Humanities including History, Religious Studies, Sociology, Economic History
- Literature in Indigenous Languages and in English
- Indigenous Languages and English Language
- Foreign Languages: French, Swahili, Chinese, Portuguese
- ICT: Programming Language and Packages
- Agriculture: (Agriculture Engineering, Livestock, Cropping, Horticulture)
- Commercials: Accounting, Commerce, Economics, Business Enterprise Skills
- Practical subjects: Wood, Metal, Textile Technologies
- Physical Education, Sport and Mass Displays

Life-skills Orientation Programme

As a requirement for completing form four, learners engage in a Life Skills Orientation Programme that will encompass general and specific life skills training through placement in various work related programs in the private sector, the service sectors such as health and education and the uniformed forces for a period of five months.

Pathways for Forms 5 & 6

Figure 1: Pathways

<p>STEM Disciplines e.g</p> <p>Additional Maths, Physics, Chem, Bio, Geo, ICT, Agric, Art, Physical Education, Sport</p>	<p>Visual & Performing Arts e.g.</p> <p>Film, Theatre arts, Music, Art, Physical Education, ICT, Agric, Sport</p>	<p>Humanities & Languages e.g.</p> <p>English & Indigenous Literatures, Foreign Language, Heritage, ICT, Agric, Art, Physical Education, Sport</p>	<p>Design and Technology e.g.</p> <p>Wood, Metal, Food, Building, Technical Graphics, Textile, ICT, Agric, Art, Physical Education, Sport</p>	<p>COMMERCIALS e.g.</p> <p>Economics, Principles of Accounts, Business Studies, ICT, Agric, Art, Physical Education, Sport</p>
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Conclusion

As a teacher it is important for you to read and understand the key elements of the curriculum framework so that you are guided on your operations. It will also help you to know policy areas of emphasis and you will in turn emphasize those areas as you deliver in the teaching and learning process.

UNIT 2

SYLLABUS INTERPRETATION

INTRODUCTION

Syllabuses are key documents to you the teacher. A syllabus is a plan that states exactly what learners should learn at school in a particular learning area. You are required to teach from the syllabus because examinations are set from the syllabus.

Objectives

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

- interpret the syllabus
- teach as expected by the curriculum
- articulate the parameters of each topic
- break down the national syllabus into a school syllabus

Syllabus Interpretation is the process of making sense of the syllabus, finding meaning, unpacking the syllabus, analysing it, synthesising it. As a professional teacher you need to learn how to interpret the syllabus correctly.

Types of Syllabuses

There are two types of Syllabuses that you should be in possession of which are the National Syllabus and the School Syllabus.

2.1: National Syllabus

The national syllabus is a major curriculum document which prescribes what government would like to see taught in all schools as spelt out in the curriculum framework. It outlines the experiences that learners should undergo in a particular course of study for example, infant, junior and secondary. Therefore, you are strongly advised to have it and avoid scheming from the text books.

The syllabus consists of:

- Cover page
- Acknowledgements
- Contents page
- Preamble
 - Introduction
 - Rationale
 - Summary of content
 - Assumptions
- Cross-cutting themes: These are emerging and contemporary issues that cut

them across all learning areas. As a teacher you should find ways of incorporating in your teaching whenever possible. These are:

- ICT
 - Heritage studies
 - Gender
 - Children's rights and responsibilities
 - Disaster risk management
 - Financial literacy
 - Sexuality, HIV and AIDS education
 - Child protection
 - Human rights
 - Collaboration
 - Environmental issues
- Presentation of the syllabus
 - Aims
 - Syllabus objectives
 - Methodology and Time allocation
 - Topics
 - Scope and sequence
 - Competence matrix
 - Assessment
 - Glossary/Appendices

Each school is expected to break down the national syllabus into a school syllabus.

2.2 School Syllabus

This is the breakdown of the national syllabus drafted at the school and derived from the national syllabus. It is influenced by the following factors:

- level of learner performance
- facilities and funds available
- time allocation in the official syllabus
- local conditions that affect choice and sequencing of topics
- supply of textbooks and other teaching materials
- education technology
- community influence

As a teacher you should make sure that you have a school syllabus from which you will derive your schemes of work.

UNIT 3

SCHEME OF WORK

A scheme of work is derived from the school syllabus. Your scheme of work is therefore, 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 set in the syllabus. The scheme should be done in a form that allows for adjustments and should be drawn for at least two weeks in advance.

Objectives

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

- familiarise with the components of the scheme of work
- break down syllabus topics into teachable units
- draw up a detailed scheme of work
- scheme according to the level of learners
- scheme according to locally available resources

Components of a scheme of work:

These include the following:

- Level of learners: state the level (grade/ form) of learners you are scheming for example Grade 3C
- Subject: indicate the learning area you are scheming for (For example, IsiNdebele)
- Week ending: clearly indicate the forecast date (15 January 2017)
- Topic/ Content: topics should follow the order they are supposed to be taught- from simple to complex
- Aims: each topic should have aims which pinpoint the anticipated learning behaviour.
- Competencies: indicate the competencies that are expected to be achieved at the end of the topic under focus.
- Methods and activities: you should state activities that learners and you the teacher will perform while in the class as well as homework and assignments, for example, answering comprehension questions, reading passages, punctuating sentences.
- Sources/ References/ Media: this is where the teaching material is derived from. It should complement the syllabus expectations. A dedicated teacher will use more than one source to broaden learners' horizons and understanding of the concept.
- Evaluation: this should be done immediately after the lesson. You are supposed to indicate whether what was planned for has been achieved, whether there was over planning, under planning or failure of a lesson and reasons for either case to help you in future planning. Make use of constructive comments and avoid meaningless comments.

Below is a sample of a scheme of work.

Layout is usually horizontal and comprises the following columns:

WEEK ENDING	CONTENT/ TOPIC	AIMS: BY THE END OF THE WEEK, PUPILS SHOULD BE ABLE TO:	COMPETENCIES/ SKILLS/ KNOWLEDGE	METHODS/ ACTIVITIES	SOURCES/ REFERENCES/ MEDIA	Evaluation
15 January 2017	Punctuation marks	<ul style="list-style-type: none"> -Identify different punctuation marks -Observe punctuation marks when writing 	Punctuation : capital letter, fullstop, question mark and comma	<ul style="list-style-type: none"> -Playing punctuation games -Identifying punctuation marks -Reading passages with punctuation marks 	<ul style="list-style-type: none"> Punctuation chart Story books ICT tools Newspaper cuttings Magazines Sentence strips 	

UNIT 4

LESSON PLANS

This is a written account of the preparation for a lesson that shows in summary form, how your lesson is going to proceed. It is your immediate translation of the scheme of work into action, showing us what you are going to teach, for how many minutes, to whom, how and why.

EXAMPLE OF A LESSON PLAN

Level of learners: (form/ grade, indicate the specific class, for example, Grade 3 C)

Date: 15 January 2017

Time: 0900 - 9.30

Subject: (State an indigenous language, for example, IsiNdebele)

Topic and or Content: Punctuation marks

Source of material/ Instructional media: Punctuation chart, Story books, ICT tools, Newspaper cuttings, Magazines, Sentence strips

Assumed knowledge: Learners have encountered punctuation marks in their readings

Lesson objective(s): By the end of the lesson, learners should be able to:

- identify different punctuation marks
- observe punctuation marks when writing

Introduction

Answering recap questions

Step 1

Showing a chart on punctuation

Step 2

Naming different punctuation marks

Step 3

Teacher explains on punctuation marks.

Step 4

Learners practice using punctuation marks in groups.

Step 5

Group presentations.

Conclusion

Teacher summarises and gives homework

Evaluation

- what work was covered?
- how well was it done?
- what remains to be done?
- any strengths and weaknesses in the approach used?
- how are the weaknesses to be remedied?
- what was the progress of the class as well as individuals?
- was the lesson successful?
- what contributed to the success or failure of the lesson?

4.1 SCHEME CUM PLAN

You might opt for a scheme-cum-plan, which is a scheme of work, coupled with a lesson plan all in one. Lessons in the scheme-cum-plan are planned for and indicated individually capturing each period separately from each other, even if it is a double period. Here is a sample of a scheme-cum-plan.

WEEK ENDING	CONTENT/ TOPIC	AIMS: BY THE END OF THE WEEK, PUPILS SHOULD BE ABLE TO:	COMPETENCIES/ SKILLS/ KNOWLEDGE	METHODS/ ACTIVITIES	SOURCES/ REFERENCES/ MEDIA	Evaluation
15 January	Lesson 1 Listening Phonic sounds	-identify given letter sounds and syllables -distinguish letter sounds and syllables	Letter sounds Syllables Words	-listening to sounds of letters, syllables and words -repeating letter sounds -playing phonetic games	Letters Work cards Sentence strips Number line Storybooks ICT tools	
	Lesson 2 Speaking: Pronunciation	-say words correctly	Speaking	-articulating words -playing games	Word cards ICT tools Charts Pictures	
	Lesson 3 Reading: Phonetic sounds	-identify phonetic sounds -say phonetic sounds correctly	Phonetic sounds Reading	-Identifying phonetic sounds -Saying phonetic sounds -Playing phonetic games	Phoneme cards Picture cards ICT tools Games Sign Language chart	
	Lesson 4 Reading syllables and words	-identify given letter sounds and syllables -Distinguish letter sounds and syllables	Letter sounds Syllables Words	-Identifying phonetic sounds -Saying phonetic sounds -Playing phonetic games	Phoneme cards Picture cards ICT tools Games Sign Language chart	
	Lesson 5 Writing/ Braille: Penmanship	Write using Nelson's script/ Braille	Handwriting contractions	Writing using Nelson's script	Nelson's script chart Alphabet chart	

UNIT 5

RECORD KEEPING

Definition

Records are critical documents about teaching-learning process which you must keep as a teacher. They should be accurate and up to date. They must be kept safely for continuity. The following are some of the reasons why you should keep records:

- Records help guide you on your day-to-day operations
- Help you to track learner's performance
- Planning and re-adjustment of plans
- Source documents for reference
- Basis for profiling
- Basis for counselling

Types of Records

You are expected to keep the following documents:

- Curriculum Framework for Primary and Secondary Education 2015-2022
- Syllabuses (National and School)
- Schemes of work, lesson plans/scheme cum plans
- Class attendance register
- Social record
- Progress record
- Remedial record
- Performance Lag Address Programme (PLAP) record
- Learner profile
- Asset and stock control registers
- Circulars
- Minutes

Attendance Register

This is a critical document you should have as a teacher to track/ record your learner's class or lesson attendance. Over and above this, the register contains information on address, contact numbers, names of guardians/ parents, dates of birth, religion and birth registration numbers. The attendance register should be up-dated daily and accordingly. The school usually provides registers.

Social Record

This is a child study record where information pertaining to the learner is entered. It is an important record because it informs you the teacher on the following aspects about the learner:

- The learner's socio-economic status
- Health aspects
- Learner's position in the family
- Learner's physical address and contact numbers
- Names of guardians/ parents
- Learner's behaviour
- Number of meals per day
- Distance from school

Progress Record

You should have a progress record to capture learner performances. This record gives you an insight into the actual academic performance level of the learner. The following are included:

- Theory tests
- Practical tests
- Projects and
- Any other exercises that you think are important in assessing learner performance.

The progress record also includes continuous assessment records and PLAP records. The template on continuous assessment will be provided to the school by ZIMSEC.

Remedial Record

This is a record where learners with difficulties in certain concepts are entered and helped accordingly. Remediation is not done to a group but should be on individual basis and you need to record progress. It is done over a stipulated time frame.

Learner profile

The learner profile will comprise those aspects that cannot be assessed through the Continuous Assessment model. The profiling will include soft skills and other aspects. The profile of the learner will be compiled by the teacher and passed on to the next teacher throughout the junior course. The profile will not contribute to the final mark at the end of the Grade 7 as shown on the assessment model but will assist to give a full picture of the learner's competency.

Asset and stock control registers

This is a record of non-perishable assets of the institution and the control register is used to monitor the distribution and use of material.

Circulars

This is the record of communication done in and outside the school but have to be in line with the department.

Minutes

These are recordings of deliberations of meetings that would have taken place in the departmental or staff meetings.

Conclusion

All these documents are equally important and you should administer them honestly and constantly. They should also be readily available for supervision. Records should be accurate and constantly be up-dated. You should also keep them safely. Record keeping is something that you cannot do without as it plays a vital role in the day to day running of institutions. If well kept and maintained, they provide the required information whenever demand for it arises.

6.0 PART B: CURRICULUM DELIVERY

UNIT 6

Introduction

This unit covers content, objectives, learning-teaching materials, methodologies, assessment/evaluation and class management.

6.1 Content

It is what the syllabus prescribes has to be covered over a given time frame. It includes skills, knowledge and competences that have to be acquired by learners.

6.2 Objectives

These are statements outlining what learners should have achieved after a taught concept. For example, by the end of the lesson learners should be able to identify punctuation marks.

6.3 Methodologies

These are the means and ways of getting a concept to the learner. 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 doer. 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
- The teacher
- The time
- Instructional materials
- The environment

It is advisable that the learner be exposed to more than one method in a lesson.

- Debate
- Team Teaching Method
- Recitation Method
- Field Trip/Educational tours
- Modelling Method
- Imitation and Simulation Method
- Role-Playing Method
- Story telling
- Exploration
- Research
- Projects
- Games and quizzes
- Question and answer
- Problem solving

- Resource persons
- Educational tours
- Drama, song, poetry
- Demonstration
- Group discussion
- Debate
- Gallery walk

6.4 Instructional (teaching-learning) aids

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

6.4.1 Selecting appropriate instructional aids

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

- Topic
- Level of learners
- Available resources
- Environment
- Number of learners

These teaching-learning aids should be of good quality and user friendly considering the available resources in the school. Examples of teaching-learning aids appropriate in language teaching are;

- Charts
- Flash cards
- ICT tools
- Textbooks
- Newspapers
- Magazines
- Mobiles
- Work cards

Instructional aids should be used effectively, they must serve the purpose they are 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 order. If using complicated technical aids, make sure you practice beforehand so that you do not embarrass yourself in front of the class.

6.5 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 and 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, as well as 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 your class. 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.

6.6 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. At junior level, learners will be assessed through continuous and summative assessment.

For **continuous assessment (30%)**, specific tasks and assignments will be administered throughout the course and the marks collated. Assessment tasks are outlined at the end of the syllabus and include drawing, speaking, written exercises, theory exercises, research projects on culture and heritage and any other appropriate ones depending on your school syllabus.

Summative assessment (70%) will constitute two components. Paper 1(40marks) will have 40 multiple-choice questions based on register, aspects of culture, comprehension, language usage and language structure. Paper 2 (30marks) has two sections. Section A comprises 5 composition questions and candidates are required to choose one. Section B is comprehension and summary and each carries 5marks.

UNIT 7:

SCOPE OF THE GUIDE

Take note that the topics in the languages section are found from ECD A – Grade 7, but they gain in breadth and depth as you go up the ladder. The list below is a sample of the topics, but you have to see the syllabus for the spiral nature of the topics as pasted in annexure 1.

TOPICS COVERED IN THE SYLLABUS

Listening
Speaking
Reading
Writing

LISTENING/OBSERVING

Objectives

By the end of the junior course, learners should be able to

- retell folktales
- identify moral lessons from folktales
- demonstrate understanding through answering questions

Activities

Story telling.
Retell stories and news
Answering questions
Drama
Role playing
Play memory games
Sing songs and rhymes to strengthen their listening skills.

Media

Percussion instruments
Radios
Telephone relieves
ICT tools
Play store

SPEAKING/ SIGNING

Objectives

By the end of the junior course, learners should be able to

- tell stories on emerging and cross cutting themes
- debate, dramatise, recite poems/rhymes, answer quiz questions
- retell folktales

Activities

Retelling stories
Debates

Drama
Reciting poems/rhymes
Quizzes
Telling folktales

Media

Story books
Poems, rhymes and songs
ICT tools
Puppets

READING

Objectives

By the end of the junior course, learners should be able to

- read a variety of materials
- demonstrate understanding of material read through answering questions
- comment on emerging and cross cutting issues read

Activities

Reading various texts
Comprehension exercises
Debates
Drama
Quizzes
Telling stories

Media

Story books
Poems
Song books
Magazines
Newspapers
Journals
ICT tools

WRITING/ BRAILING

Objectives

By the end of the junior course, learners should be able to

- write creative works
- write in appropriate register
- write with grammatical accuracy, correct spelling and appropriate punctuation

Activities

- writing creative work
- writing compositions
- answering comprehension questions

Media

Story books

Poems
Song books
Magazines
Newspapers
Journals
ICT tools

CONCLUSION

We hope this guide will help you as you undertake the new curriculum. It should guide you on interpreting the syllabus, making your own school syllabus, deriving a scheme and a lesson plan or scheme-cum plan, choosing appropriate methods and instructional aids, managing your class and making and maintaining records and finally evaluating yours and your learners progress.

ANNEXURE 1
SCOPE AND SEQUENCE
1.1 LISTENING/ OBSERVING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Sounds made by objects, animals and materials • Word sounds • Rhymes, jingles, poems and riddles • Dialogue News, stories and folktales • Instructions, questions and sentences • Times of the day 	<ul style="list-style-type: none"> • Phonetic sounds • News, stories, folk tales • Totems • Questions and sentences • Instructions and commands • Sustained dialogue • Rhymes, jingles, songs, poems and riddles 	<ul style="list-style-type: none"> • Phonic and syllabic words • Phonic sounds • Minimal pairs • Stories, folk tales and news and retell the main points • Engage in sustained dialogue • Stress and intonation in • Oral questions • Rhymes, jingles, riddles and poems • Debates in cross cutting themes 	<ul style="list-style-type: none"> • Phonic and syllabic words • Phonic sounds • Excerpt of a story • Sustained dialogue and discussion • Stress and intonation • Story or news and folktales • Oral questions and instructions • Debates on cross cutting issues • Rhymes, jingles, songs, riddles and poems 	<ul style="list-style-type: none"> • Phonic sounds Stress and tone from minimal pairs such as guru/guru/guru • News, stories and folktales • Messages or information • Sustained dialogue • Rhymes, poems, songs, jingles and riddles • Instructions and questions • Debates • Voice and mood • Messages and information

1.2 SPEAKING/ SIGNING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Likes and dislikes • Roles of self and family members • Processes and events • Counting games • News, stories, folktales • Recite rhymes, jingles, poems, riddles and songs • Requests, sentences and instructions • Months and seasons of the year • Pronunciation • Totems • Myths and taboos • Artefacts 	<ul style="list-style-type: none"> • Roles of members of the community • Events in the different community • Polite requests and instructions • Stories and plays • Oral questions • Summary of a text • Processes and events • Counting • Rhymes, jingles, poems and riddles • Requests, sentences and instructions • Months and seasons • Myths and taboos • Heritage sites in the community • Natural resources found in their environment • Debate on cross cutting themes 	<ul style="list-style-type: none"> • Relationships and roles of family and community members • Important events in the community • News, stories and folk tales • Appropriate registers • Messages and information • Needs and feelings • Counting • Processes and events • Appropriate responses to questions • Appropriate directions • Prepared and unprepared speeches • Riddles, idioms, proverbs, graphs and charts • Common myths, legends and taboos • Heritage sites • Natural resources • Times of the day, months and seasons and their significance • Totems 	<ul style="list-style-type: none"> • Relationships and roles of family and community members • Debate on cross cutting themes • Stories heard or read • Summary • Questions on a variety of issues • Messages from different media • Emotions, moods and feelings in speech • Counting • Objects, people and events • Prepared and unprepared speeches • Riddles • Common myths, legends, taboos, idioms and other figurative expressions • Wants, dislikes, wishes and desires • Processes and events • Dialogue • Significance of community and national heritage sites • Totems and poems • Climate change 	<ul style="list-style-type: none"> • Relationships and roles of family and community members • Needs and feelings • Issues in the community • Debate on cross cutting themes and events • Solutions to common problems in society • Myths, legends and taboos • Causes of certain natural and unnatural happenings • Stories, news, folktales and poems • Processes and events • Counting • Celebrities, heroes and heroines • Messages from different media • Climate change • Significance of community and national heritage sites • Totems and poems

1.3 READING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Syllable sounds • Words and sentences • News, stories and folk tales • Extensive reading • Graphs, maps, tables and riddles • Idioms, similes, proverbs and idiophones • Dialogue 	<ul style="list-style-type: none"> • Fluency • Comprehension • Meanings of words from context • Referencing skills in a variety of contexts • General idea of the text • Specific information • Extensive reading • Graphs, maps, puzzles, quizzes and tables • Similes idioms, proverbs and idiophones • Dialogue 	<ul style="list-style-type: none"> • Intonation and enunciation • Oral and written responses • Inferences • Accuracy in reading • Skimming and scanning skills • Contextual meanings • Extensive reading • Graphs, maps, cartoons, puzzles, tables and quizzes • Idioms, similes, proverbs and idiophones • Summary • Dialogue 	<ul style="list-style-type: none"> • Inferences • Comprehension • Instructions • Extensive reading • Intonation and stress • Skimming and scanning • Summary • Graphs, maps, cartoons, riddles, puzzles and tables • Dialogues and speeches • Poems 	<ul style="list-style-type: none"> • Intonation and enunciation • Comprehension • Skimming and scanning • Inferences • Extensive reading • Graphs, maps, cartoons, riddles, puzzles and tables • Dialogues and speeches. • Rhymes, jingles, songs and poems • Description • Modern and ancient ways of communication

1.4 WRITING/ BRAILING

GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Nelson’s script handwriting • Punctuation marks • Comprehension questions • Creative writing • Spelling and dictation • Composition • Language structures • Idioms, riddles, similes, proverbs and idiophones • ICT 	<ul style="list-style-type: none"> • Nelson’s script handwriting • Punctuation marks • Spelling and dictation • Compositions • Idioms, riddles, similes, proverbs and idiophones • Poems and prose • Summary • ICT tools in writing • Comprehension questions 	<ul style="list-style-type: none"> • Essays, short stories and folktales • Creative work • Questions to given answers • Dialogue • Punctuation marks • Graphs, pictures, maps, cartoons, puzzles and quizzes • Language structures • Idioms, similes, riddles, proverbs and idiophones • ICT tools in writing 	<ul style="list-style-type: none"> • Business and friendly letter, telegram, e-mail, blogs, cartoons and reports • Essay or story with linking paragraphs • Comprehension • Language structures • Graphs, pictures and tables • Idioms, riddles, proverbs, ideophones and similes • Information using graphs, pictures, tables, puzzles and quizzes • Dialogue • Punctuation • Reports • Summary • Nelson Script handwriting • Spellings • Poems and prose • Dictation • Puzzles • Quizzes • ICT tools in writing 	<ul style="list-style-type: none"> • Nelson’s script handwriting • Essays, short stories and folktales • Creative work • Comprehension • Summary • Spelling and dictation • Punctuation • Idioms, similes, riddles, proverbs and ideophones • Language structures • ICT tools in writing

