

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



**ENGLISH LANGUAGE SYLLABUS
FOR PRIMARY EDUCATION
(Kiswahili Medium Schools)
Standard III - VII**

© Ministry of Education, Science and Technology, 2015

First edition, 2015

Second edition, 2016

Third edition, 2019

ISBN 978-9987-09-057-0

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This syllabus should be cited as: Tanzania Institute of Education. (2015). English language syllabus for Primary Education; Kiswahili medium schools. Dar es Salaam: Ministry of Education, Science and Technology.

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Foreword

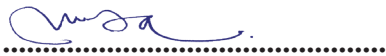
The English Language Syllabus has been prepared following the introduction of Primary Education Curriculum of 2015, 2016 and 2019 that introduces English Language Subject in primary schools from Standard III. Some reforms in the curriculum have been introduced to facilitate its implementation. Some old subjects have been retained or reorganised while new ones have been introduced in the Standard III- VII curriculum. In the curriculum reform, now English Language Subject begins in Standard III in public schools instead of Standard I in the previous syllabus. This is to allow young pupils to learn language skills first in Kiswahili before they apply the same skills to learn English.

English language is the medium of instruction in secondary schools and tertiary institutions. As much as possible, every child should have good mastery of English Language Subject to excel academically and in other social endeavours in the upper levels. Clearly, the quality of English language instruction in our schools is affected by the quality of curriculum programmes that are presented throughout syllabi and support materials.

This syllabus contains competencies required to help the upper primary school learner to grow into competent user of the English language by the end of Standard VII. Thus, this syllabus also provides teachers with guidance on how to assess learners' progress at every stage of learning. I believe this syllabus will be a handy tool in the hands of teachers.

The Ministry of Education, Science and Technology takes this opportunity to thank all organisations, coordinators and experts who contributed to designing and writing of this syllabus. The Ministry of Education, Science and Technology expresses its gratitude to teachers for their input and regular feedback which contributed significantly to the development of this syllabus. We will appreciate to receive relevant feedback from all stakeholders so as to improve the English language syllabus. All recommendations should be sent to the Director of Tanzania Institute of Education.

The Ministry of Education, Science and Technology urges all teachers of English to make the syllabus their companion and a useful resource in the planning and teaching of English.



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Dr. Lyabwene M. Mtahabwa

Acting Commissioner for Education
Ministry of Education, Science and Technology

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1. Introduction

This English Language syllabus is for Kiswahili medium schools. It is prepared based on the 2015 Primary Education Curriculum, third edition of 2019. The syllabus is divided into three parts. The first part is the introduction; the second part is the curriculum overview and the third part is the syllabus content.

The English Language Syllabus has been prepared following the introduction of Basic Education Curriculum of 2015 that introduces English Language Subject in primary schools from Standard III. Pupils in Standard, I and II are taught literacy and numeracy competencies. The teaching of English Language Subject aims at developing the four language skills namely Listening, Speaking, Reading and Writing according to class level. It is based on the communicative approach to language teaching and learning.

In designing this syllabus, special attention has been paid to the prevailing linguistic situation in Tanzania, and the need to enhance the teaching and learning of English language. Teachers are advised to be creative by providing more activities which will suit and enable the learner to acquire the intended competencies.

2. Relationship between the syllabus and the curriculum

The curriculum for basic education comprises of various aspects which shows that, the curriculum is an inclusive concept of various aspects that correlate. The curriculum aspects includes; objectives of Primary Education, competencies of primary education, the English Language Subject objectives, the main and specific competencies, teaching and learning the English language and assessment of learning. In line with these aspects, the syllabus deeply analyses competencies, activities to be performed by the pupil, assessment criteria, the benchmarking and number of periods. The description provided, enables the teacher to interpret and use this syllabus for effective teaching and learning English language.

2.1 Basic education objectives in Standard III-VII

The objectives of Basic Education are to enable the pupil to:

- a) develop skills in reading, writing, arithmetic and oral communication;
- b) know, use and appreciate the Kiswahili language;
- c) know the foundation of the rule of law;
- d) appreciate the Tanzanian culture and those of other countries;
- e) think, create and solve problems;
- f) recognize the importance of ethics, integrity and accountability as being the qualities of a good citizen;
- g) participate in games and sports and appreciate artistic activities;
- h) discover and develop talents and abilities;

- i) appreciate and like to work;
- j) recognise, appreciate and make use of science and technology; and
- k) get prepared for the next level of education and enhance a spirit of lifelong learning.

2.2 Basic education competencies for Standard III-VII

- a) communicate correctly in Kiswahili and English orally and in writing;
- b) read confidently and understand specified texts;
- c) use theoretical and mathematical principles in daily life situations;
- d) apply scientific, technological and vocational skills in real life situations;
- e) use their culture and that of other communities in daily life situations;
- f) respect the diverse beliefs and ideologies of the community in which he/she lives;
- g) participate in games and sports and artistic activities;
- h) respect oneself and others;
- i) use patriotic duties in daily life situations;
- j) participate in different activities which are in line with his/her age;
- k) participate in activities which enhance his/her logical and analytical thinking; and
- l) collaborate with other people to perform acceptable activities in the community.

2.3 English Language Subject objectives

The objectives of teaching and learning English language in Basic Education Standard III-VII are to:

- a) enable the pupil to express him/herself appropriately in a given situation;
- b) develop the pupil's basic skills in listening (lip reading, for the deaf), speaking, reading and writing (writing into Braille for the blind) through English language;
- c) acquire and use vocabulary through the four language skills;
- d) enable the pupil to acquire and apply correct English grammar; and
- e) provide the pupil with a sound base for higher education and further personal advancement through English language use.

2.4 English Language Subject competencies

The main and specific competencies for Standard III – VII are the same except for the inclusion of competencies in Standard III. These competencies focus on listening and comprehending phonemic symbols (1.2), listening, pronouncing, and reading English phonemic symbols (1.3) (See table 1 and 2). It is necessary to include these competencies to ensure that pupils have a strong foundation in English language learning.

Table 1: English Language Subject competencies for Standard III

	Main competencies	Specific competencies
1.0	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Listen and comprehend phonemic symbols 1.3 Listen, pronounce and read phonemic symbols
2.0	Communicate orally and through writing	2.1 Communicate simple ideas through speaking 2.2 Communicate simple ideas through writing
3.0	Acquire and use vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Develop and use appropriate vocabulary through listening and speaking 3.2 Develop vocabulary through reading 3.3 Use appropriate vocabulary when writing

Table 2: English Language Subject competencies for Standard IV – VII

	Main competencies	Specific competencies
1.0	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Read and comprehend written information
2.0	Communicate orally and through writing	2.1 Communicate simple ideas through speaking 2.2 Communicate simple ideas through writing
3.0	Acquire and use vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Develop and use appropriate vocabulary through listening and speaking 3.2 Develop vocabulary through reading 3.3 Use appropriate vocabulary when writing

2.5 Teaching and learning of English Language Subject

Teaching and learning of English Language focuses on the three main competencies namely; comprehension, communication, development and use of vocabulary. The English language in basic education is designed for beginners; therefore; it starts with simple concepts (concrete objects in the immediate surroundings) to complex concepts (abstract ideas and beyond surroundings).

In addition, the specific competency expectations change from Standard III to Standard VII, beginning with an emphasis on listening and speaking as a first step toward mastery of the language. These competencies are supported by putting efforts at reading and writing in a supported setting. This follows research-based best practices in second-language learning, and provides a strong set of foundational skills for real-world applied use of the English language. As pupils master spoken language, the curriculum gradually moves to Standard IV - VII toward a balance of reading, writing, speaking, and listening to support development of well-rounded English users.

Teaching and learning emphasises on pupils ability to perform tasks by applying all four aspects of any language. The outcome of the process foresees a learner who is able to communicate simple ideas, speaking and writing, while comprehending oral and written information. The teaching and learning of English Language in primary education is important because English Language is used as an official language alongside Kiswahili in Tanzania. It is a dominant business language and it opens the door to learn different cultures and get more knowledge.

2.6 Assessment of learning

Assessment of the English language subject for Standard III - VII, focuses on three main demonstrations of learning namely, communicating orally and through writing, comprehending oral and written information and acquisition and the use of vocabulary through the four language skills. Therefore; assessment will involve competencies achieved in teaching and learning the subject. Assessing comprehension competency will involve assessing listening using information presented orally with ability to explain the speech and reading information in texts with ability to explain the content of the text. Assessing communication competency will involve direct use of speaking and writing skills. Both comprehension and communication competencies include the development and use of vocabulary in the four language skills (listening, speaking, reading and writing)

3. Syllabus content

This content comprises of information on main competencies, specific competencies, activities to be performed by the pupil, assessment criteria, the benchmarking and number of periods for each specific competency.

3.1 Main competencies

Main competencies represent the long-term language skills, pupils develop over time. They are enabled by several specific competencies that are developed within direct instructional experiences, and build on each other to create a large set of usable skills.

3.2 Specific competencies

These are enabling competencies that are developed by a pupil in performing small different tasks.

3.3 Activities to be performed by the pupil

These are tasks that a pupil is expected to perform in achieving specific competencies based on the pupil's class level and ability.

3.4 Assessment criteria

These are levels of efficiency in a pupil's performance towards achieving specific competencies.

3.5 Benchmarking

These are levels of achievements in each task against the assessment criteria.

3.6 Number of periods

This is an appropriate length of instructional time estimated against the complexity of the specific competency and tasks. Generally, pupils should engage in English instruction for 40 minutes during each instructional time. The recommended number of periods for Standard III and IV is 7 per week while for Standard V to VII is 6 periods. However, the number of periods can be changed depending on the teaching and learning contexts.

3.7 Syllabus content for Standard III

Table 3: Competencies to be developed by Standard III pupil

	Competencies	Specific competencies
1.	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Listen and comprehend phonemic symbols 1.3 Listen, pronounce and read phonemic symbols
2.	Communicate orally and through writing	2.1 Communicate simple ideas through speaking 2.2 Communicate simple ideas through writing
3.	Acquire and use vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Develop and use appropriate vocabulary through listening and speaking 3.2 Develop vocabulary through reading 3.3 Use appropriate vocabulary when writing

Note: Vocabulary in the teaching and learning process is embedded in all four language skills. The specific competencies 3.1, 3.2 and 3.3 of the main competency, “Develop and use vocabulary through the four language skills” are embedded in all skills depending on what skill is in the process. The arrangement of the syllabus content therefore shows how these specific competencies are embedded following the skills. For example, the specific competency 3.2 appears as 1.4 in the matrix table, 3.1 appears as 2.2 and 3.3 appears as 2.4 in the matrix table.

Table 4: Detailed syllabus content

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
1.0 Comprehend oral and written information	1.1 Listen and comprehend information presented orally	a) Listen in order to recognise all familiar words and basic phrases concerning self, family and immediate surroundings	Familiar words and basic phrases concerning self, family and immediate surroundings are recognised well	Recognises some familiar words and basic phrases concerning self, family and immediate surroundings	Recognises most familiar words and basic phrases concerning self, family and immediate surroundings	Recognises familiar words and basic phrases concerning self, family and immediate surroundings with relevant examples	Uses familiar words and basic phrases concerning self, family and immediate surroundings to identify new words	18
		b) Listen in order to comprehend the main points in short, clear and simple messages and announcements	The main points in short/clear, simple messages and announcements are captured correctly	Captures main points in short, clear, simple messages and announcements with omissions	Captures most main points in short, clear, simple messages and announcements	Captures all main points in short, clear, simple messages and announcement	Captures main points in short, clear, simple messages and announcements and attempts to add comments	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Listen to simple instructions in different situations in order to respond	Simple instructions in different situations are responded to correctly	Struggles to respond to simple instructions in different situations	Responds to simple instructions in different situations with much teacher's support	Responds to instructions in different situations correctly	Responds to simple instructions in different situations and attempts to ask questions concerning the instructions	
	1.2 Listen and comprehend phonemic symbols	a) Listen to alphabetic letters to form words which begin with the selected letter	Words which begin with selected letters are listened to and formed correctly	Forms some words which begin with the selected letters with support	Forms a range of words which begin with selected letters	Forms a wide range of words which begin with selected letters correctly	Forms words which begin with selected letters and attempts to use the words in simple sentences	68
		b) Listen to and pronounce different words	Different words are listened to and pronounced accurately	Listen to and pronounces very few words accurately	Pronounces words with much support	Listens to attentively and pronounces accurately a variety of words	Pronounces words accurately and attempts to use the words in simple sentences	

Main competencies	Specific competencies	Activities to be performed by the Pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Identify rhyming words in stories and poems read aloud	Rhyming words are identified correctly	Identifies rhyming words with difficulty	Identifies rhyming words with some support	Identifies rhyming words that are appropriate to grade level correctly	Identifies rhyming words that are appropriate to grade level and attempts to add more rhyming words	68
		d) Generate rhyming words based on a given rhyming pattern	Rhyming words based on a given rhyming pattern are generated	Generates very few rhyming words	Generates a range of rhyming words	Generates a wider range of rhyming words that are appropriate to grade level correctly	Generates rhyming words that show mastery of the language in any given pattern	
		e) Substitute the beginning phonemes (sounds) to make new words in stories and poems read aloud	Beginning phonemes (sounds) of rhyming words are substituted to make new words correctly	Substitutes the beginning phonemes (sounds) of rhyming words to make new irrelevant words	Substitutes the beginning phonemes (sound) of rhyming words to make relevant new words with few errors	Substitutes the beginning phonemes (sounds) of rhyming words to form new words correctly	Attempts to create simple stories/poems by substituting words in a given story/poem	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	1.3 Listen, pronounce and read phonemic symbols	a) Listen to recorded materials and pronounce the words you hear	Words in the recorded materials are listened to and pronounced correctly	Pronounces words heard from recorded materials with omissions of required sounds and additions of unrequired sounds	Pronounces words from the recorded materials with less support	Pronounces words from the recorded materials correctly	Able to pronounce words and repeats complete sentences heard from recorded materials	30
		b) Use words heard from recorded materials to construct simple sentences	Sentences are constructed correctly using words heard from recorded materials	Struggles to construct sentences using words heard from recorded materials	Constructs sentences using words heard from the recorded materials with few grammatical errors	Constructs sentences using words from the recorded materials correctly.	Constructs compound sentences using words heard from the recorded materials	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Read short and simple texts aloud in order to recognise common names, words and basic phrases on simple notices with good pronunciation (Including moral values e.g. environmental issues and corruption texts)	Short and simple texts with common names, words and basic phrases are read and pronounced correctly	Struggles to pronounce and read common names, words and basic phrases	Reads and pronounces common names, words and basic phrases with some supports	Reads and pronounces common names, words and basic phrases correctly with slight hesitation	Reads and pronounces common names, words and basic phrases fluently	
		d) Respond to short and simple messages on cards/flashcards, posters and catalogue	Short and simple messages on cards / flashcards, posters and catalogue are read/ and responded to correctly	Responds to messages on cards/flashcard, posters and catalogue with minimal success	Responds to messages on cards/ flashcards, posters and catalogue with less supports	Responds correctly to messages on cards/ flashcards, posters and catalogue	Responds to messages on cards/ flashcards, posters and catalogue and attempts to initiate new conversation based on the messages	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		e) Read in order to explain ideas of the content of simple information material and short simple descriptions (include moral values e.g road safety texts)	Content of simple information material and short simple descriptions are explained correctly	Reads and explains content ideas of simple informational material and short simple descriptions with much support	Reads and explains content of simple informational material and short simple descriptions with less supports	Reads and explains correctly content of simple information material and short simple descriptions	Reads and explains content of simple informational material and short simple descriptions correctly and attempts to create her/his own content of simple information material and short descriptions	
	1.4 Develop and use vocabulary through reading	a) Read words with correct pronunciation	Words are read and pronounced correctly	Pronounces word read in a text with omissions of required sounds and additional of unrequired sounds	Pronounces words with less support	Pronounces words read in a text correctly	Pronounces words read in a text and attempt to make sentences using these words	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Read various texts aloud to develop vocabulary in different fields (family, surroundings, etc	Texts are read aloud and vocabulary in different fields is developed correctly	Struggles to read various texts aloud to develop vocabulary in different fields	Reads aloud and pronounces texts with few errors and develops vocabulary in different fields	Reads a text aloud correctly, develop vocabulary in different fields	Reads a text aloud more correctly and develops vocabulary in different fields	
		c) Read texts to develop sufficient vocabulary to communicate in everyday simple transactions (such as family, hobbies and current events, (include moral values finance and entrepreneurship	Sufficient vocabulary to communicate in everyday simple transactions are read and developed appropriately	Reads and develops vocabulary to communicate in everyday simple transactions with difficulty	Reads and develops vocabulary to communicate in everyday simple transactions with some support	Reads and develops sufficient vocabulary to communicate in everyday simple transactions appropriately	Attempts to read and re-write the text using other words that have the same meaning	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
2.0 Communicate orally and through writing.	2.1 Communicate simple ideas through speaking	a) Use cards or pictures with common topics to converse and interact in a simple way	Conversation and interaction about common topics are carried out effectively	Struggles to converse and interact about common topics	Converses and interacts about common topics with less support	Converses and interacts about common topics effectively	Converses and interacts about common topics effectively and attempts to converse about unfamiliar topics	75
		b) Ask and respond to simple questions in areas of immediate need or on selected topics	Simple questions in areas of immediate needs or on selected topics are responded logically	Responds to simple questions in selected topics with a lot of inconsistency	Responds to simple questions in selected topics with some inconsistency	Responds to simple questions in selected topics logically	Responds to some questions conversantly	
		c) Follow short and simple directions given orally	Short and simple directions given orally are followed effectively	Follows simple and short directions with many errors	Follows simple and short directions with few errors	Follows simple and short directions effectively	Follows simple and short directions more effectively and promptly	
		d) Use dialogue to express every day needs. (include financial and entrepreneurial matters)	Every day needs are expressed correctly through dialogue	Expresses everyday needs through dialogue, with many errors	Expresses everyday needs through dialogue with some errors	Expresses everyday needs through dialogue correctly with sufficient fluency	Expresses everyday needs through dialogue with more fluency	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		e) Ask how people are and respond to conversation	Questions and news about how people are, are asked and responded correctly	Struggles to ask and respond to questions about news and how people are	Asks and responds to few questions about news and how people are with some difficulty	Asks and responds correctly to a range of questions about news and how people are	Attempts to make own conversation with new words	
		f) Use conversation to make an introduction, greetings and bidding farewell expressions	Conversation on Introduction, greetings and bidding farewell is appropriately done	Makes introduction, greets and bids farewell with many omissions	Makes introduction, greets and bids farewell with less omissions	Makes introduction, greets and bids farewell appropriately	Attempts to create own conversation in introduction, greetings and bidding farewell	
		g) Make and respond to requests	Requests are made and responded to flawlessly	Makes and respond to requests with many errors	Makes and responds to requests with less errors	Makes and responds to a range of requests flawlessly	Makes and responds to a wide range of requests flawlessly and independently	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		h) Discuss numbers, quantities, cost and time (first, second, last, one, two, three, many, now, etc.) (Include financial and entrepreneurial matters	Numbers, quantities, cost and time are discussed correctly	Minimally discusses numbers, quantities, cost and time with much difficulty	Discusses numbers, quantities, cost and time with less difficulty	Discusses numbers, quantities, cost and time with some relevant examples	Discusses numbers, quantities, cost and time with many relevant examples	
		i) Indicate time by phrases like next week, last Friday, in November, three o'clock, etc	Time by phrases as next week, last Friday, in November, three o'clock are indicated correctly	Indicates time by phrases as next week, last Friday, in November, three o'clock with many errors	Indicates time by phrases as next week, last Friday, in November, three o'clock with few errors	Indicates time by phrases as next week, last Friday, in November, three o'clock correctly	Indicates time by phrases as next week, last Friday, in November, three o'clock and adds more time phrases	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		j) Converse about self and other people, where they live, people they know and things they have	Conversation about self and other people, where they live, people they know and things they have is carried out clearly	Converses about self and other people, where they live, people they know and things they have unclearly	Converses about self and other people, where they live, people they know and things they have with some clarity	Converses about self and other people, where they live, people they know and things they have clearly	Converses very well about self and other people, where they live, people they know and things they have and attempts to begin new conversation	
	2.2 Develop and use vocabulary through listening and speaking	(a) Develops and use sufficient words for expressions of communicative needs, for example, survival needs, routine transactions (include gender)	Sufficient words for expressions of communicative needs are correctly developed and used	Develops and uses sufficient oral words for expressions of communicative needs ineffectively	Develops and uses words for expressions of communicative needs less effectively	Develops and uses sufficient words for expressions of communicative needs effectively	Develops and uses sufficient oral words for expressions of communicative needs more effectively	8

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Use word cards/ charts to identify words with similar and opposite meaning	Words with similar and opposite meanings are identified correctly using word cards/ charts	Identifies words with similar and opposite meanings on word cards/ charts with many errors	Identifies words with similar and opposite meanings on word cards/ charts with less errors	Identifies words with similar and opposite meanings on word cards/ charts correctly	Identifies words with similar and opposite meanings on word cards/ charts correctly and uses them in sentences	
	2.3 Communicate simple ideas through writing	a) Use different written forms to complete personal details	Personal details on different written forms are completed accurately	Use some written forms to complete personal details with difficulty	Uses different written forms to complete personal details with less difficulty	Uses different written forms to complete personal details accurately	Attempts to give clearer open ended personal details	18
		b) Write short and simple postcard for different occasions	Short and simple postcards for different occasions are written correctly	Writes short and simple post cards with much support	Writes short and simple post cards with less support	Writes short and simple post card correctly	Attempts to write longer post-cards	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	very Good	
		c) Write numbers in words, days of the week and month, own name, nationality, address, age, date of birth or arrival in the country; such as on a hotel registration form	Numbers in words and dates, days of the week and month, own name, nationality, address, age, date of birth or arrival in the country; form are written correctly	Write numbers in words and days of the week and month dates, own name, nationality, address, age, date of birth or arrival in the country with many errors	Writes numbers in words and days of the week and months, own name nationality, address, age, date of birth or arrival in the country with less errors	Writes numbers in words and days of the week and months, own name, nationality, address, age, date of birth or arrival in the country correctly	Attempts to write a true/fictions text with numbers and days of the week and months, nationality, address, age, date of birth or arrival in the country	
	2.4 Use appropriate vocabulary when writing	a) Write simple words when handling familiar situations and communication needs (traveling, settling quarrels, transaction/ shopping, greetings, asking for permission)	Simple words are written effectively when handling familiar situations and communication needs	Struggles to write simple words when handling familiar topics and situations	Writes simple words when handling familiar topics and situations with few errors	Writes simple words when handling familiar topics and situations effectively	Attempts to create clear complete sentences	12

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Write simple texts; letters, reports, orders, (including environmental issues) using appropriate vocabulary	Simple texts using appropriate vocabulary are written correctly	Write simple texts using appropriate words with much difficulty	Writes simple texts using appropriate word with less difficulty	Writes simple texts using appropriate words correctly	Attempts to write more advanced texts using appropriate words	

3.8 Syllabus content for Standard IV

Table 5: The competencies to be developed by Standard IV pupil

	Competencies	Specific Competencies
1.	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Read and comprehend written information
2.	Communicate orally and through writing	2.1 Communicate simple ideas through speaking 2.2 Communicate simple ideas through writing
3.	Acquire and use vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Develop and use appropriate vocabulary through listening and speaking 3.2 Develop vocabulary through reading 3.3 Use appropriate vocabulary when writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. The specific competencies 3.1, 3.2 and 3.3 of the main competency, “Develop and use vocabulary through the four language skills” are embedded within listening, speaking, reading and writing. The arrangement of the syllabus content shows the embedded feature.

Table 6: Detailed syllabus content

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
1.0 Comprehend oral and written information	1.1 Listen and comprehend information presented orally	a) Listen to words/phrases which give orders and obey the orders	Phrases which give orders are listened to and the orders are obeyed	Understands minimally oral phrases which give orders and hence obeys few orders	Understand to a good extent oral phrases which give orders and hence obeys a number of the orders	Understands well oral phrases which give orders and hence obeys most of the orders	Understands very well oral phrases which give orders and hence obeys the orders excellently	24
		b) Listen to oral or recorded announcements and identify main ideas	Recorded announcements are listened to and main ideas are identified successfully	Identifies few main ideas of recorded announcements	Identifies some of the main ideas of recorded announcements	Identifies many of the main ideas of recorded announcements successfully	Comprehends the whole announcement thoroughly	
		c) Listen to narration about general topics and list main ideas (include Good Governance and the Rule of Laws)	Main ideas of narrations are listened to and listed well	Understand and list main ideas narrated about general topics	Listens to narrations and lists some main ideas about general topics	Listens to narrations and lists main ideas about general topics competently	Listens to narrations then lists and explains the main ideas about general topics competently and attempts to work on longer texts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	1.2 Read and comprehend written information	a) Read simple texts to interpret the contents (time tables, menu, directions, instructions in public places and simple manuals)	Contents of various simple texts are read and interpreted well	Interprets contents of the simple texts with many errors	Interprets correctly contents of various simple texts with less errors	Interprets contents of various simple texts well	Attempts to interpret contents of various simple texts with more details giving some examples	51
b) View warning signs and match them with their corresponding simple and short descriptions (include road signs)		Warning signs are viewed and matched with their corresponding descriptions successfully	Matches warning signs with their corresponding descriptions with many errors	Matches warning signs with their corresponding descriptions with less errors	Matches warning signs with their corresponding descriptions successfully	Matches warning signs with their corresponding descriptions successfully and attempts to give simple explanations for each		
c) Read simple and short personal letters to identify necessary parts of the letter		Necessary parts of the letter are identified correctly	Identifies few necessary parts of the letter with little success	Identifies a range of necessary parts of personal letter	Identifies all necessary parts of the letter	Attempts to explain the significance of each part of the letter		

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		d) Read simple and short personal letters and make relevant replies	Simple and short personal letters are read and relevant replies to personal letters are made well	Minimally understands personal letters and hence makes irrelevant replies	Reads and makes some relevant replies to personal letters	Reads and makes relevant replies to personal letters	Adds details to the replies of personal letters	
		e) Read simple texts on different topics for comprehension	Simple texts on different topics are read and comprehended well	Reads and comprehends simple texts on different topics with difficult	Reads and comprehends simple texts on different topics with less difficult	Reads and comprehends well simple texts on different topics	Reads and comprehends simple texts well and attempts to compose simple texts on different topics	
		f) Read information and summarise ideas in writing	Information is read and summarised correctly in writing	Reads correctly but minimally summarises the information in writing	Reads and summarises information in writing to a sufficiently ample length	Reads and summarises information in writing to a nearly appropriate length	Reads and summarises information in writing to the right length	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	average	good	Very good	
		g) Read simple texts to describe events on different topics (school, home) (including Road Safety issues)	Simple texts describing events are read correctly	Reads and struggles to describe events in simple texts	Reads and describes events in simple texts with less support	Reads and describes events in simple texts correctly	Reads and describes events in simple texts correctly and attempts to write simple texts with descriptions of events	
	1.3 Develop vocabulary through reading	a) Read and use vocabulary related to time reading	Vocabulary related to time reading is read and used correctly	Reads and uses vocabulary related to time reading with many errors	Reads and uses vocabulary related to time reading with few errors	Reads and uses vocabulary related to time reading correctly	Reads and uses vocabulary related to time reading and attempts to construct correct sentences	24

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Read and use familiar vocabulary related to personal letters , menu, directions in public places, such as banks, hotels, hospitals and libraries, quantifiers in written texts through reading	Familiar vocabulary related to personal letters , menu, directions in public places, such as banks, hotels, hospital and libraries, quantifiers in written texts are read and used through reading successfully	Reads and uses vocabulary related to persona letters, menu, directions in public places, such as banks, hotels, hospital and libraries, quantifiers in written texts with many errors	Reads and uses vocabulary related to personal letters, menu, directions in public places, such as banks, hotels, hospital and library, quantifiers in written texts with less errors	Reads and uses vocabulary related to personal letters , menu, directions in public places, such as banks, hotels, hospitals and libraries, quantifiers in written texts successfully	Reads and uses more vocabulary related to letters, menu, directions in public places, such as banks, hotels, hospitals and libraries, quantifiers in written texts competently and creates more vocabulary related to them	
		c) Read short and simple text on occupations to acquire occupation related vocabulary	Short and simple texts on occupations are read to acquire occupation related vocabulary correctly	Reads short and simple texts on occupations and acquire occupation with much difficult thus acquiring minimal vocabulary related to occupations	Reads short and simple texts on occupations with less difficult thus acquiring are a number occupations related vocabulary	Reads short and simple texts on occupations correctly and hence acquires sufficient occupation related vocabulary	Reads short and simple texts on occupations correctly to acquire occupation related vocabulary and attempts to read short complex texts on occupations	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
2.0 Communicate orally and through writing	2.1 Communicate simple ideas through speaking	a) Use conversation to make invitations to ceremonies, apologies to invitations and to express preferences	Invitations to ceremonies, apologies to invitations and expression of preferences are made in conversation appropriately	Makes invitations, apologies to invitations and expresses preferences with many errors	Makes invitations, apologies to invitations and expresses preferences with less errors	Makes invitations, apologies to invitations and expresses preferences appropriately	Attempts to carry further; the respective conversation and any other familiar topics	24
		b) Use conversation to talk about familiar topics, ask and respond to questions about travel, shopping and eating, goods, services, (including Education of Finance)	Familiar topics are talked about and responded to in conversation accurately	Talks about familiar topics, asks and responds to questions in conversation with much support	Talks about familiar topics, asks and responds to questions in conversation with less support	Talks about familiar topics, asks and responds to questions in conversation accurately	Attempts to carry further; the respective conversation and any other familiar topics.	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Participate and contribute points in debate about familiar topics in life (include child rights, responsibilities and drug abuse)	Familiar topics in life are debated about with contribution of points successfully	Contributes points in debates about general topics in life with little success unclearly	Contributes points in debates about familiar topics in life with some clarity	Contributes points in debates about familiar topics in life clearly	Attempts to contribute points in debates about less familiar	
	2.2 Develop and use vocabulary through listening and speaking	a) Use prefixes and suffixes orally in different situations to form words	Prefixes and suffixes are used to form words correctly	Forms a few words using prefixes and suffixes with multiple errors	Forms a narrow range of correct words using prefixes and suffixes	Forms a wide range of correct words using prefixes and suffixes	Forms a wider range of correct words using prefixes and suffixes	24
		b) Use simple words to express preferences	Simple words that express preferences are created correctly	Creates simple words that express preferences with much support	Creates simple words that express preferences with much some support	Creates correct simple words that express preferences independently	Attempts to create difficult words that express preferences	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Use simple words to express apologies, countable and non-countable nouns, and ceremonies	Words related to apologies, countable and non-countable nouns and ceremonies are expressed properly	Expresses properly a small number of words related to apologies, countable and non-countable nouns and ceremonies	Expresses properly a number of words related to apologies, countable and non-countable nouns and ceremonies	Expresses properly a wide range of words related to apologies, countable and non-countable nouns and ceremonies	Attempts to express complex words related to apologies, countable and non-countable nouns and ceremonies	
	2.3 Communicate simple ideas through writing	a) Use picture cards or visual support to write words/texts related to them	Words/texts related to picture cards and visual support are written correctly	Writes words/texts related to picture cards and visual support with many errors	Writes words/texts related to picture cards and visual support with few errors	Writes words/texts related to picture cards and visual support correctly	Writes well organised texts related to picture cards and visual support with more ideas	24
		b) Write simple personal notes expressing various feelings	Personal notes expressing various feelings are written accurately	Writes personal notes to express various feelings inaccurately	Writes personal notes to express various feelings with some accuracy	Writes personal notes to express various feelings accurately	Writes more accurate and comprehensive personal notes to express various feelings	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Write simple short texts which explain different events in different situations (using instructed word formations)	Texts which explain different events in different situations are written correctly	Writes simple short texts that explain different events in different situations with many errors	Writes simple short texts that explain different events in different situations with less errors	Writes simple short texts that explain different events in different situations correctly	Writes longer texts that explain different events in different situations using more precise words	
	2.4 Use appropriate vocabulary when writing	a) Reads and writes words related to quantifiers	Words related to quantifiers are read and written correctly	Reads and writes words related to quantifiers with much support	Reads and writes vocabulary related to quantifiers with less support	Reads and writes a good number of words related to quantifiers correctly	Reads and writes many words related to quantifiers independently and attempts to use them in sentences	24
		b) Use the verb 'to be' words (positive/negative) in short and simple texts through writing (eg. is, am, are, was. were)	Verb 'to be' words are used in short and simple texts correctly	Struggles to use verb 'to be' words in simple and short texts	Uses verb 'to be' words in simple and short texts with less support	Uses verb 'to be' in simple and short texts correctly	Uses verb 'to be' words in simple and short text correctly as well as in long and complex texts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Write short and simple sentences which express routines, obligations and apologies	Short and simple sentences which express routines, obligations and apologies are written correctly	Writes short and simple sentences which express routines, obligations and apologies with many errors	Writes short and simple sentences which express routines, obligations and apologies with less errors	Writes short and simple sentences which express routines, obligations and apologies correctly	Attempts to write long and difficult sentences/ texts which express routines, obligation and apologies	

3.9 Syllabus content for Standard V

Table 7: The competencies to be developed by Standard V Pupil

	Main competencies	Specific competencies
1.	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Read and comprehend written information
2.	Communicate orally and through writing	2.1 Communicate simple ideas through speaking 2.2 Communicate simple ideas through writing
3.	Acquire and use vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Develop and use appropriate vocabulary through listening and speaking 3.2 Develop vocabulary through reading 3.3 Use appropriate vocabulary when writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. The specific competencies 3.1, 3.2 and 3.3 of the main competency, “Develop and use vocabulary through the four language skills” are embedded within listening, speaking, reading and writing. The arrangement of the syllabus content shows the embedded feature.

Table 8: Detailed syllabus content

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
1. Comprehend oral and written information	1.1 Listen and comprehend information presented orally	a) Listen to words presented orally in order to pronounce them	Words presented orally are listened to and pronounced correctly	Struggles to pronounce presented words	Pronounces presented words with teacher's support	Pronounces presented words correctly	Pronounces presented words correctly and uses them in sentences coherently	52
		b) Listen to recorded materials, radio, TV broadcast, explanations, orally presented instructions which require demonstration to interpret important messages	Important messages from recorded materials, radio, TV broadcast and orally presented instructions which require demonstration are listened to and interpreted correctly	Struggles to interpret important messages from recorded materials, radio, TV broadcast, explanations and orally presented instructions	Interprets with less support important messages from recorded materials, radio, TV broadcast, explanations and orally presented instructions which require demonstration	Interprets correctly important messages from recorded materials, radio, TV broadcast, explanations and orally presented instructions which require demonstration	Attempts to interpret remotely connected messages from recorded materials, radio, TV broadcast, explanations and orally presented instructions which require demonstration	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Listen to explanation about the process of making and operating things in order to describe the processes (radio, phones, music system, TV, and kitchen equipment)	Processes of making and operating things are described correctly	Describes the process of making and operating things with multiple errors	Describes the process of making and operating things with few errors	Describes the process of making and operating things correctly	Attempts to describe more equipments more correctly	
		d) Listen to dialogue on common issues and identify main ideas (include environmental issues)	Main ideas on common issues are listened to and identified correctly	Struggles to listen to dialogue on common issues and unable to identify main ideas	Listens to dialogue on common issues and identifies main ideas with few errors	Listens to dialogue on common issues and identifies main ideas correctly	Listens to dialogue on common issues and identifies main ideas easily and attempts to listen and work on more dialogue	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		e) Listen to recorded discussion on everyday activities in order to make comments	Recorded discussions are listened to and comments about everyday activities are made correctly	Comments on discussion on everyday activities with much support	Comments on discussion about everyday activities with less support	Comments on discussion about everyday activities correctly	Can elaborate correctly on a range of discussions heard from recorded materials	
		f) Listen to recorded conversation in order to learn sentence constructions and use in different contexts	Sentence construction and use in different contexts are learnt correctly through listening to recorded materials	Listens to recorded conversation and struggles to learn and use sentences in different contexts with multiple errors	Listens to recorded conversation in order to learn and use sentence construction in different contexts with few errors	Listens to recorded conversation and learns to construct and use sentences correctly	Listens to recorded conversation and attempts to transfer applications of sentences in many other contexts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		g) Listen to announcements, messages on concrete topics to show directions of place and time (prepositions)	Directions of place and time are shown correctly through announcements and messages	Comprehends and shows direction of place and time with many errors	Comprehend and shows direction of place and time with few errors	Comprehends and shows direction of place and time correctly	Attempts to comprehend some orally presented abstract topics with different directions accurately	
		h) Listen to a speech on a given topic to identify main ideas (include road safety issues)	Main ideas from the speech are identified correctly	Struggles to identify main ideas from speech with minimal success	Listens to a speech and identifies main ideas with few errors	Listens to a speech and identifies main ideas correctly	Attempts to paraphrase correctly the whole speech	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	1.2 Read and comprehend written information	a) Read sentences that tell about present, past and future events to practice language use	Sentences that tell about present, past and future events are read correctly	Reads sentences that tell about present, past and future events with much support	Reads sentences that tell about present, past and future events with much less support	Reads sentences that tell about present, past and future events correctly	Attempts to read more difficult texts that tell about present, past and future events fluently	41
		b) Read to get information from announcements, messages, posters, brochures and texts which show directions (to home, market, bus stop)	Announcements, messages, posters, brochures and texts which show directions are read correctly to get information	Reads and get information from announcements, messages, posters, brochures and texts which show directions with many errors	Reads to get information from announcements, messages, posters, brochures and texts which show directions with few errors	Reads to get information from announcements, messages, posters, brochures and texts which show directions correctly	Attempts to read and comprehend more complex work which show directions	
		c) Read texts on familiar issues then answers questions orally (including corruption text)	Texts on familiar issues are read and questions are answered correctly, orally	Reads texts and answers questions orally with multiple errors	Reads texts and answers questions orally with few errors	Reads texts and answers questions orally correctly	Attempts to explain the contents of the text on familiar issues competently	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	average	Good	Very good	
		d) Read and summarise description of events, feelings, wishes in personal letters in order to correspond with friends	Description of events, feelings, wishes in personal letters are read and summarised correctly	Reads and summarises description of events, feelings and wishes in personal letters with many errors	Reads and summarises description of events, feelings and wishes in personal letters with less support	Reads and summarises description of events, feelings and wishes in personal letters correctly	Attempts to correspond with friends in letters written somehow comprehensively	
		e) Read factual text, passages, paragraph on common school subjects in order to retell the messages (include Child Rights)	Factual text, passages, paragraph on common school subjects are read and messages are retold clearly	Reads and retell messages from passages and paragraph related to factual texts and retells the message unclearly	Reads and somehow retells clearly the messages from passages and paragraph related to factual text	Reads and retells clearly messages from passages and paragraph related to factual text	Reads and retells very well the messages from passages with details of the subject	
		f) Read grade appropriate texts with accuracy and speed (leveled text)	Grade appropriate texts are read with speed and accuracy	Reads grade appropriate texts accurately but with hesitation	Reads grade appropriate texts accurately and fluently	Reads grade appropriate texts accurately and with speed, completely	Attempts to read higher grade texts fluently with accuracy	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		g) Scan texts to pick the main ideas in them (Include entrepreneurship texts) lexical, syntactical, semantic, dictionary use	Texts are scanned and main ideas picked correctly	Scans and explains main ideas in texts with some errors	Scans and explains main ideas in texts with few errors	Scans and explains main ideas in texts correctly	Attempts to add carefully argued comments in the point of the text	
		h) Read texts for comprehension to identify specific information	Specific information is identified correctly	Reads and identifies poorly specific information from the text	Reads and identifies better specific information from the texts	Reads and identifies correctly specific information from the texts	Attempts to elaborate about the information very well	
	1.3 Develop vocabulary through reading	a) Read the selected synonyms and antonyms	Selected synonyms and antonyms of words are read correctly	Reads synonyms and antonyms of words with much difficulty.	Reads synonyms and antonyms of words with less difficulty	Reads synonyms and antonyms of words correctly	Reads synonyms and antonyms of words correctly and attempts to find their multiple meanings	20

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Read and write varieties of words by using word formation strategies (simple prefixes and suffixes, plurals)	Variety of words are read and written correctly	Reads and writes variety of words with multiple errors	Reads and writes variety of words with few errors	Reads and writes variety of words correctly	Attempts to form correct sentences independently	
		c) Read and write words related to selected subject areas through reading	Words related to selected subject areas are read and written correctly	Reads less fluently and writes few words related to selected subject areas	Reads somehow fluently and writes a range of words related to selected subject areas with few errors	Reads a wide range of words and writes many words related to selected subject areas correctly.	Can read simple sentences fluently and write very clearly	
2.0 Communicate orally and through writing	2.1 Communicate simple ideas through speaking	a) Ask and answer questions orally in various situation	Questions are asked and answered correctly	Asks and answers questions orally with less relevance	Asks and answers questions orally with some relevance	Asks and answers questions orally correctly	Attempts to create well argued a simple conversation	26

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No of periods
				Below average	Average	Good	Very good	
		b) Use dialogue in selected contexts to express personal views and ideas	Personal views and ideas in selected contexts are expressed correctly	Expresses personal views and ideas in selected contexts in isolated words or phrases	Expresses personal views and ideas in selected contexts in poorly made sentences	Expresses personal views and ideas in selected contexts in clear sentences	Attempts to express personal views and ideas in selected contexts with clear supporting examples and evidence in dialogue	
		c) Debate on the common matters around the school, home, work places in order to identify main ideas (including Sex and Reproduction Health Education)	Main ideas on the common matters around the school, home, work places are identified clearly through debate	Identifies main ideas on the common matters around the school, home, work places through debate unclearly	Identifies main ideas on familiar matters around the school, home, work places through debate with some clarity	Identifies clearly main ideas on familiar matters around the school, home, work places through debate	Identifies main ideas on familiar matters around the school, home, work places through debate independently, and attempts to give very clear explanation	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		d) Re-tell stories about past events (focus on words when/ while)	Stories about past events are retold correctly	Retells stories about past events with many errors in tenses	Retells stories about past events with errors in tenses	Retells stories about past events correctly	Retells stories about past events and attempts to create own stories combining past and perfective tense	
		e) Use short speech to explain relevant information (include drug abuse)	Relevant information is explained clearly using a short speech	Explains relevant information through short speech unclearly	Explains relevant information through short speech with some clarity	Explains relevant information clearly through short speech	Explains relevant information very clearly in long speech	
	2.2 Develop and use appropriate vocabulary through listening and speaking	a) Read words related to familiar context to express personal experiences, weather, season and every day activities	Words related to familiar context to express personal experiences, weather, season and every day activities are read correctly	Reads words related to familiar context to express personal experiences, weather, season and every day activities unclearly	Reads words related to familiar context to express personal experiences, weather, season and every day activities with less clarity	Reads words related to familiar context to express personal experiences, weather, season, and every day activities clearly	Attempts to create stories using words related to familiar context more clearly	20

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of Periods
				Below average	Average	Good	Very good	
		b) Read and use words related to common subject matters in conversation	Words related to common subject matters in conversation are read and used correctly	Reads well and uses words related to common subject matters in conversation inaccurately	Reads and uses words related to common subject matters in conversation with some accurate	Reads and uses words related to common subject matters in conversation accurately	Can create accurate own conversation by using words related to less common subject	
	2.3 Communicate simple ideas through writing	a) Write short texts in selected subject matters in given contexts	Short texts in selected subject matters in given contexts are written clearly	Writes unclear short texts in selected subject matters in given contexts	Writes less clear short texts in selected subject matters in given contexts	Writes clear short texts in selected subject matters in given contexts	Attempts to write more clear and long texts in selected subject matters in given contexts	55
		b) Write texts about the impacts of the selected subject matters (include environmental degradation caused by change of weather around the school, home, travel, drug abuse, corruption, culture and traditions, etc)	Texts about impacts of selected subject matters are clearly written	Writes unclear texts about impacts of selected subject matters	Writes with some clarity texts about impacts of selected subject matters	Writes clearly texts about impacts of the selected subject matters	Attempts to write clearly about impacts of a range of subject matter with vivid examples	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Write sentences that express present, past and future events in order to practice language use	Sentences that express present, past future events are written correctly	Writes sentences that express present, past and future events with many tense errors	Writes sentences that express present, past and future events with few tense errors	Writes sentences that express present, past and future events correctly	Attempts to write clearly a short passage expressed in combination of tenses	
		d) Write a personal letter to a friend to convey sad /happy information	Personal letter to a friend conveying sad /happy information is written correctly	Writes a personal letter to a friend conveying sad /happy information with much support	Writes a personal letter to a friend conveying sad /happy information with less support	Writes a personal letter to a friend conveying sad/ happy information correctly	Attempts to write a detailed personal letter to a friend conveying sad/ happy information with more precise words	
		e) Write compositions with specific information about school, travel, home, festivals (include Child rights, Drug abuse)	Compositions with specific information are written clearly and relevant	Writes unclear and irrelevant a composition with specific information	Writes less clearly and irrelevantly composition with specific information	Writes a composition with specific information clearly and relevantly	Attempts to write clearly and relevantly a detailed composition with specific information	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		f) Write stories with suggested endings:(Include e.g. moral values drug abuse etc)	Stories with given endings are written with a matching beginning	Writes short stories with mismatching beginning to the given endings	Writes short stories with given endings with less matching beginning	Writes short stories with matching beginnings to the given endings	Attempts to write his/her own attractive stories with the beginnings and endings	
		g) Write short stories to describe cultural matters (festivals, dances, clothing, food, language, initiations)	Short stories describing cultural matters are written correctly	Writes short stories describing cultural matters. incorrectly	Writes short stories describing cultural matters with some support	Writes short stories describing cultural matters correctly	Attempts to write long stories describing cultural matters with vivid examples	
		h) Write notes conveying simple personal information (to friends, service, people, teachers and others who feature in every day life)	Notes conveying simple personal information are written correctly	Writes notes conveying simple personal information with many errors	Writes notes conveying simple personal information with few errors	Writes notes conveying simple personal information correctly	Can correspond well about personal information	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		i) Write guided texts with proper use of punctuations; full stop, comma, question mark, and exclamation mark (include women participation in decision making)	Guided texts with proper use of punctuation marks (full stop, comma, question mark, and exclamation mark) are written	Writes texts with improper use of punctuation marks	Writes texts with less proper use of punctuation marks	Writes texts with proper use of punctuation marks	Attempts to use more punctuation and quotation marks properly	
		j) Write summaries of main ideas from various leveled texts	Summaries of main ideas from various leveled texts are written relevantly	Writes summaries of main ideas from various leveled texts irrelevantly	Writes summaries of main ideas from various leveled texts less relevantly	Writes summaries of main ideas from various leveled texts relevantly	Write summaries of main ideas from various leveled texts by using own words	
	2.4 Use appropriate vocabulary when writing	a) Read and write prefixes and suffixes to acquire grade appropriate vocabulary e.g. redo unable undo, unlawful spoonful invisible	Grade appropriate vocabulary are read and written using prefixes and suffixes correctly	Reads and write grade appropriate vocabulary using prefixes and suffixes	Reads and writes grade appropriate vocabulary using prefixes and suffixes with few errors	Reads and writes grade appropriate vocabulary using prefixes and suffixes correctly	Reads and write grade appropriate vocabulary and attempts to create and to use words with prefixes and suffixes in sentences	20

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Read and write appropriate vocabulary through plural forms	Appropriate words in plural forms are read and written correctly	Reads and writes appropriate vocabulary in plural forms	Reads and writes appropriate vocabulary in plural forms with teacher's support	Reads and writes appropriate vocabulary in plural forms correctly	Reads and writes more appropriate vocabulary in plural forms	
		c) Group words into different appropriate classes	Words are grouped into appropriate classes correctly	Groups words into appropriate classes with difficulty	Groups words into appropriate classes with less support	Groups words into appropriate classes correctly	Groups words into appropriate classes correctly and attempts to relate and differentiate the groups of words	
		d) Read and write words of topic related to public services (Schools, hospitals, home, and community)	Words of topic related to public services are read and written correctly	Reads with hesitation and writes incorrectly words of topic related to public services	Reads with less hesitation and writes with some errors words of topic related to public services	Reads and writes words of topic related to public services correctly	Reads fluently and writes a wide range of words correctly from other fields besides school, home, hospital and community	

3.10 Syllabus content for Standard VI

Table 9: The Competencies to be developed by Standard VI Pupil

	Main Competencies	Specific competencies
1.	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Read and comprehend written information
2.	Communicate orally and through writing	2.1 Communicate simple ideas through speaking 2.2 Communicate simple ideas through writing
3.	Acquire and use vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Develop and use appropriate vocabulary through listening and speaking 3.2 Develop vocabulary through reading 3.3 Use appropriate vocabulary when writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. The specific competencies 3.1, 3.2 and 3.3 of the main competency, “Develop and use vocabulary through the four language skills” are embedded within listening, speaking, reading and writing. The arrangement of the syllabus content shows the embedded feature.

Table 10: Detailed syllabus content

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
1.0 Comprehend oral and written information	1.1 Listen and comprehend information presented orally	a) Listen to recorded materials about common issues and answer questions orally (related to family planning and surroundings cleanliness)	Questions related to common issues are answered orally correctly	Answers orally questions related to common issues with many errors	Answers orally questions related to common issues with few errors	Answers orally questions related to common issues correctly	Asks questions for more clarification	37
		b) Listen to and retell information on school matters	Information on school matters is retold correctly	Retells information on school matters with much support	Retells information on school matters with less support	Retells information on school matters correctly	Can retell a range of information precisely	
		c) Listen to recorded conversation and identify main ideas about everyday matters	Main ideas about everyday matters are identified in a recorded conversation correctly	Listens to recorded conversation and identifies main ideas about everyday matters with much support	Listens to recorded conversation and identifies main ideas about everyday matters with less support	Listens to recorded conversation and identifies main ideas about everyday matters correctly	Attempts to make own conversation and makes a summary of it	

Main competencies	Specific competencies	Activities to be Performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		d) Listen to announcements and give personal views (Include environmental conservation and road safety issues)	Personal views about announcements are given correctly	Gives personal views about announcements irrelevantly	Gives personal views about announcements with less relevance	Gives personal views about announcements correctly	Attempts using his/her own words to make a wide range of announcements	
	1.2 Read and comprehend written information	a) Read and comprehend various texts on familiar topics (hunting wild animals, keeping animals, village life, town life, sports, traveling, disasters, family issues and personal letters)	Various texts on familiar topics (hunting wild animals, keeping animals, village life, town life, sports, traveling, disasters, family issues and personal letters) are read and comprehended appropriately	Reads various texts on familiar topics but comprehends various topics with difficulty	Reads various texts on familiar topics comprehends various topics with less difficulty	Reads various texts on familiar topics comprehends most of the text appropriately	Reads various texts on familiar topics and comprehends about the texts very well	28

Main competencies	Specific competencies	Activities to be Performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Scan texts and explain relevant ideas (include corruption text, lexical, syntactical, semantic, dictionary use)	Texts are scanned and relevant ideas explained correctly	Struggles to scan texts and misses out to explain many ideas	Scans texts and misses out to explain few ideas	Scans texts and explains relevant ideas correctly	Scans texts and explains relevant ideas correctly and gives opinion about the text	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	1.3 Develop vocabulary through reading	a) Read and use selected synonyms and antonyms	Selected synonyms and antonyms are read and used correctly	Struggles to read and use synonyms and antonyms	Reads and uses synonyms and antonyms with few errors	Reads and uses synonyms and antonyms correctly	Reads and attempts to identify the synonyms and antonyms in other texts	28
		b) Read and use varieties of words by using word formation (compound words)	A variety of words are read and used through word formation correctly	Reads and uses a variety of words through word formation with much support	Reads and uses a variety of words through word formation with less support	Reads and uses a variety of words through word formation correctly	Reads and uses a variety of words through word formation in sentences	
		c) Read and use multiple meaning words	Multiple meaning words are read and used correctly	Reads and uses multiple meaning words with many errors	Reads and uses multiple meaning words with less errors	Reads and uses multiple meaning of words correctly	Reads and attempts to use multiple meaning words in sentences	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
2.0 Communicate orally and through writing	2.1 Communicate simple ideas through speaking	a) Use simple conversation to narrate different events in various topics, ask and answer questions orally in order to exchange personal views on various topics such as traveling, festivals, games, football matches, school day, family day (include cross cutting issues e.g. corruption, drug abuse, entrepreneurship and environmental conservation.)	Different events in various topics are narrated in simple conversation, questions are asked and answered orally on various topics such as traveling, festivals, games, football matches, school day, family day, etc. appropriately	Narrates different events in various topics, asks and answers questions orally to exchange personal views on the various topics with much support	Narrates different events in the various topics, asks and answers questions orally to exchange personal views on the various topics with less support	Narrates different events in the various topics, asks and answers questions orally to exchange personal views on various topics correctly	Attempts to narrate more events and asks extra questions on various topics	28

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Participate in conversations on common topics (include financial management, entrepreneurship, hobbies, travel, current events and child labour)	Participation in conversations on common topics is done actively	Participates in conversations on common topics with much support	Participates in conversations on common topics with less support	Participates in conversations on common topics actively	Participates in conversations on common and less familiar topics actively and attempts to give views to support ideas	
	2.2 Develop and use vocabulary through listening and speaking	a) Create and use words related to daily interactions, personal events and experiences, objects found at school, home, hotels and playground, etc	Words related to daily interactions, personal events and experiences, objects found at school, home, hotels and playground, are created and used correctly	Struggles to use words related to daily interactions, personal events and experiences, objects found at school, home, hotels, and playgrounds	Uses a range of words related to daily interactions, personal events and experiences, objects found at school, home, hotels and playground	Uses a wide range of words related to daily interactions, personal events and experiences, objects found at school, home, hotels and playground correctly	Attempts to use common words related to daily interactions to create a short story with demonstration of higher word power	28

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	2.3 Communicate simple ideas through writing	a) Write to express news and views related to various contexts	News and views related to various contexts are written correctly	Writes news and views related to various context with many errors	Writes news and views related to various contexts with few errors	Writes news and views related to various contexts correctly	Attempts to provide details of the news and writes views related to various contexts	56
		b) Write an official letter with specific purpose, notes to immediate people in order to convey simple information, texts to inquire for information related to school requirements	Official letter with specific purpose is written correctly	Writes an official letter with specific purpose with many errors	Writes an official letter with specific purpose with few errors	Writes an official letter with specific purpose correctly	Attempts to write several official letters with various specific purposes	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Write paragraphs with correct flow of ideas using appropriate punctuation marks and connectives. (but., and, also, ...), sequence markers (moreover, in addition to, critically, above all, lastly, etc)	Paragraphs with correct flow of ideas using appropriate punctuation marks, connectives and sequence markers are written correctly	Writes a short paragraphs with the correct flow of ideas and inappropriate punctuation marks connectives and sequence markers	Writes several short paragraphs with correct flow of ideas with appropriate punctuation marks, connectives and sequence markers	Writes a number of paragraphs with correct flow of ideas with appropriate punctuation marks, connectives and sequence markers correctly	Writes most paragraphs with correct flow of ideas with appropriate punctuation marks, connectives and sequence markers and attempts to use other unfamiliar punctuation marks in a paragraph,	
		d) Write simple short stories to express personal feelings	Simple short stories to express personal feelings are composed correctly	Writes simple short stories to express personal feelings with much support	Writes simple short stories to express personal feelings with less support	Writes simple short stories to express personal feelings correctly and independently	Attempts to write short stories with demonstration of higher word power	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	2.4 Use appropriate vocabulary when writing	a) Read and write words with suffixes and prefixes to enrich acquisition of grade appropriate vocabulary	Words with suffixes and prefixes are read and written to enrich acquisition of grade appropriate vocabulary correctly	Hardly use words with suffixes and prefixes to enrich acquisition of grade appropriate vocabulary	Uses a number of words with suffixes and prefixes to enrich acquisition of grade appropriate vocabulary	Uses a wide range of words with suffixes and prefixes to enrich acquisition of grade appropriate vocabulary	Uses a wide range of words with suffixes and prefixes to enrich acquisition of grade appropriate vocabulary and uses them in sentences	29
		b) Group words into different classes/categories appropriate for the grade level	Words are grouped into different classes/categories appropriately	Groups words into different classes/categories with much support	Groups words into different classes/categories with less support	Groups words into different classes/categories appropriately	Attempts to make sentences using the different classes/categories of words	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Read and write words related to school and home contexts	Words related to school and home context are read and written correctly	Reads and writes some words related to school and home contexts with much support	Reads and writes a range of words related to school and home context with less support	Reads and writes a wide range of words related to school and home context correctly	Reads and writes a wider range of words related to school and home context and attempts to make sentences	

3.11 Syllabus content for Standard VII

Table 11: Competencies to be developed by Standard VII pupil

SN	Main competencies	Specific competencies
1.0	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Read and comprehend written information
2.0	Communicate orally and through writing	2.1 Communicate simple ideas through speaking 2.2 Communicate simple ideas through writing
3.0	Acquire and use vocabulary through the four language skills (Listening, speaking, reading and writing)	3.1 Develop and use appropriate vocabulary through listening and speaking 3.2 Develop vocabulary through reading 3.3 Use appropriate vocabulary when writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. The specific competencies 3.1, 3.2 and 3.3 of the main competency to “Acquire and use vocabulary through the four language skills” are embedded within listening, speaking, reading and writing related activities. The arrangement of the syllabus content shows the embedded feature.

Table 12: Detailed syllabus content

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
1.0 Comprehend oral and written information	1.1 Listen and comprehend information presented orally	a) Listen to oral sentences, identify single word coordinators and use them in oral sentences correctly in different situations	Oral sentences are listened to, single word coordinators are identified and used in oral sentences correctly in different situations	Listens to oral sentences and identifies single word coordinators and uses them in oral sentences with difficulty	Listens to oral sentences and identifies single word coordinators and uses some of them in oral sentences correctly in limited situations	Listens to oral sentences, identifies single word coordinators and uses most of them in oral sentences correctly in different situations	Listens to oral sentences, identifies single word coordinators and uses all of them in oral sentences correctly in different situations	32
		b) Listen to oral stories to identify multi-word coordinators and use them correctly in oral sentences in various contexts	Oral stories are listened to and multi-word coordinators are identified and used correctly in oral sentences in various contexts	Listens to oral stories, identifies multi-word coordinators and uses a few of them in oral sentences with difficulty	Listens to oral stories, identifies multi-word coordinators and uses some of them in oral sentences correctly in given contexts	Listens to oral stories, identifies multi-word coordinators and uses most of them in oral sentences correctly in given contexts	Listens to oral stories, identifies multi-word coordinators and uses all of them correctly in oral sentences in various contexts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Listen to dialogue, identify expressions used to seek confirmation, answer questions correctly and use the expressions in different communicative situations	Dialogue with expressions for seeking confirmation, are listened to, questions are answered correctly and the expressions are used correctly in different communicative situations	Listens to dialogue, identifies expression for seeking confirmation and answers a few questions, with difficulty and uses the expressions with mistakes	Listens to dialogue, identifies expression for seeking confirmation, answers only some questions correctly and faces challenges in using some expressions in different communicative situations	Listens to dialogue, identifies expression for seeking confirmation, answers most of the questions correctly and uses most of the expressions in different communicative situations	Listens to dialogue, identifies expression for seeking confirmation, answers questions correctly and uses the expressions in different communicative situations	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	1.2 Read and comprehend written information	a) Read written texts with expressions used to seek confirmation with correct pronunciation, identify the expressions used to seek confirmation, answer questions and use the expressions correctly in different communicative situations	Written texts with expressions used to seek confirmation are read with correct pronunciation, and the expressions used to seek confirmation are identified from the texts, questions are answered and the expressions are used correctly in different communicative situations	Reads written texts with expression for seeking confirmation with pronunciation mistakes, identifies the expressions in the texts, answers only a few questions correctly and uses the expressions in given communicative situations with difficulty	Reads written texts with expressions used to seek confirmation with a lot of pronunciation challenges, identifies the expressions in the texts, answers some questions correctly and uses a few expressions correctly in some communicative situations	Reads written texts with expressions used to seek confirmation with minimal pronunciation challenges, identifies the expressions in the texts, answers most of the questions correctly and uses most of the expressions correctly in some communicative situations	Reads written texts with expressions used to seek confirmation with correct pronunciation, identifies the expressions in the texts, answers questions and uses the expressions correctly in different communicative situations	42

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Read simple and complex stories, identify and use expressions for seeking confirmation and answer questions correctly in different contexts	Simple and complex stories are read, expressions for seeking confirmation are identified and used, and questions about them are answered correctly in different contexts	Reads some simple stories, identifies and uses few expressions for seeking confirmation, answers few questions with difficulty in some contexts	Reads simple stories, identifies and uses some expressions for seeking confirmation, answers some questions with difficulty in some contexts	Reads simple and some complex stories, identifies and uses most expressions for seeking confirmation, answers questions correctly in simple stories, with difficulties in complex stories in different contexts	Reads simple and complex stories, identifies and uses expressions for seeking confirmation and answers questions correctly in different contexts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Read different texts, skim for all general ideas and write a guided summary using expressions for seeking confirmation correctly	All the general ideas from different texts are skimmed and guided summary using expressions for seeking confirmation are written correctly	Reads a few texts, skims the general ideas with difficulties, and writes guided summary using expressions for seeking confirmation with a lot of mistakes	Reads different texts, skims some of the general ideas, writes guided summary using expressions for seeking confirmation with some mistakes	Reads different texts, skims most of the general ideas and writes guided summary using expressions for seeking confirmation with minimal mistakes	Reads different texts, skims all the general ideas and writes guided summary using expressions for seeking confirmation correctly	
		d) Read simple and complex selected class library and class readers with required proficiency for comprehending and developing the required independent reading skills	All selected simple and complex class library and class readers are read with required proficiency for comprehending and developing the required independent reading skills	Reads some simple selected class library and class readers with limited proficiency to comprehend and develop the required independent reading skills	Reads all simple and some of the complex selected class library and class readers with some proficiency to comprehend and develop required independent reading skills	Reads all simple and complex selected class library and class readers with considerable proficiency to comprehend and develops required independent reading skills	Reads all simple and complex selected class library and class readers with the required proficiency for comprehending and developing the required independent reading skills	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	1.3 Develop vocabulary through listening and reading	a) Listen and recite poems, identify and use figures of speech correctly in sentences	Poems are listened to and recited, figures of speech are identified and used correctly in sentences	Listens and recites poems, identifies few figures of speech and uses them incorrectly	Listens and recites poems, identifies some figures of speech, uses some of them in sentences with difficulty	Listens and recites poems, identifies and uses most of the figures of speech correctly in sentences	Listens and recites poems, identifies and uses figures of speech correctly in sentences	32
		b) Read texts and find the meaning of words by using dictionaries and use the words correctly in different contexts	Texts are read and meaning of the words are found by using dictionaries and the words are correctly used in different contexts	Reads texts and finds the meaning of few words by using dictionaries and uses them incorrectly	Reads texts and finds the meaning of some words by using dictionaries and uses them with difficulty	Reads texts and finds the meaning of most words by using dictionaries and uses them correctly in limited contexts	Reads texts and finds the meaning of all the words by using dictionaries and uses them correctly in different contexts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Read texts to identify and use words with similar spellings but different meanings (homographs) in different contexts	Texts are read, words with similar spellings but with different meanings (homographs) are identified and used correctly in different contexts	Reads texts, identifies words with similar spellings but different meanings (homographs), uses few of them correctly in limited contexts	Reads texts, identifies words with similar spellings but different meanings (homographs) and uses some of them correctly in limited contexts	Reads texts, identifies words with similar spellings but different meanings (homographs) and uses most of them correctly in some contexts	Reads texts identifies words with similar spellings but different meanings (homographs) and uses all of them correctly in different contexts	
2.0 Communicate orally and through writing	2.1 Communicate simple ideas through speaking	a) Role play a chosen dialogue with prepositions of movement, identify the prepositions from the dialogue and use all of them correctly in different communicative contexts	Chosen dialogue with prepositions of movement are role played, prepositions of movement are identified from the dialogue and used correctly in different communicative contexts	Role plays a chosen dialogue with prepositions of movement, identifies the prepositions from the dialogue and uses a few of them correctly in limited communicative contexts	Role plays the chosen dialogue with prepositions of movement, identifies the prepositions from the dialogue and uses some of them correctly in some communicative contexts	Role plays the chosen dialogue with prepositions of movement, identifies the prepositions and uses most of them correctly in different communicative contexts	Role plays the chosen dialogue with prepositions of movement, identifies the prepositions from the dialogue and uses all of them correctly in different communicative contexts	32

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Role play the chosen dialogue showing directions by using cardinal points, identify the cardinal points correctly and use them to express directions in different communicative contexts	Chosen dialogue showing directions by using cardinal points is role played, cardinal points are correctly identified and used in different communicative contexts	Role plays the chosen dialogue showing directions by using cardinal points with difficulty, identifies the cardinal points correctly and uses few of them to express directions correctly in limited contexts	Role plays the chosen dialogue showing directions by using cardinal points correctly, identifies the cardinal points correctly and uses some of them correctly to express directions in limited communicative contexts	Role plays the chosen dialogue showing directions by using cardinal points, identifies the cardinal points and uses most of them correctly to express directions in some communicative contexts	Role plays the chosen dialogue showing directions by using cardinal points, identifies the cardinal points and uses all of them correctly to express directions in different communicative contexts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Role play the chosen dialogue with words that show direction (left, right, centre, straight, forward, backward, turn left, turn right) using correct pronunciation, identify and use them correctly in a variety of communicative contexts	Dialogue with words that show direction is role played using correct pronunciation, words that show direction are identified and used correctly in a variety of communicative contexts	Role plays the dialogue with words that show direction with difficulty in pronunciation, identifies and uses few words in sentences with some mistakes in limited communicative contexts	Role plays the dialogue with words that show direction with some pronunciation challenges, identifies and uses some of the words correctly in some communicative contexts	Role plays the dialogue with words that show direction with minimal pronunciation challenges, identifies and uses most of words correctly in most of communicative contexts	Role plays the dialogue with words that show direction using correct pronunciation, identifies and uses the words correctly in a variety of communicative contexts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	2.2 Communicate simple ideas through writing	a) Use relevant correlative conjunctions to express results in sentences and in guided composition correctly in various communicative contexts	Relevant correlative conjunctions that express results are used in sentences and in guided composition in various communicative contexts	Uses relevant correlative conjunctions to express results with difficulty in sentences and with many mistakes in guided composition in various communicative contexts	Uses relevant correlative conjunctions to express results in sentences correctly and uses the words with some mistakes in guided composition in various communicative contexts	Uses relevant correlative conjunctions to express results in sentences correctly and uses the words with a few mistakes in guided composition in various communicative contexts	Uses relevant correlative conjunctions to express results in sentences and in guided composition correctly in various communicative contexts	32

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Identify and use correlative conjunctions to express results from written texts and use them in writing in different situations appropriately	Correlative conjunctions that express results are identified from written texts and used appropriately in a variety of written texts in different situations	Identifies some correlative conjunctions that express results from written texts and uses some of them incorrectly in writing in different situations	Identifies correlative conjunctions that express results and uses some of them correctly in writing in different situations	Identifies and uses correlative conjunctions that express results and uses most of them correctly in writing in different situations	Identifies and uses correlative conjunctions that express results from a variety of written texts and uses all of them in writing in different situations appropriately	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Write controlled and guided compositions correctly using possessive pronouns to talk about family relationships in different communicative contexts	Controlled and guided compositions are written correctly using possessive pronouns to talk about family relationships in different communicative contexts	Writes controlled and guided compositions using possessive pronouns to talk about family relationships with difficulties in the use of possessive pronouns in most of the communicative contexts	Writes controlled and guided composition using possessive pronouns in talking about family relationships with some mistakes in some of the communicative contexts	Writes controlled and guided compositions using possessive pronouns with minimal mistakes in talking about family relationships in some communicative contexts	Writes controlled and guided compositions correctly using possessive pronouns to talk about family relationships in different communicative contexts	
		d) Write free compositions correctly with logical flow of ideas on various topics (short stories, news, views, emails, phone messages,)	Free compositions with logical flow of ideas on various topics are written correctly	Writes free compositions on various topics with flow of ideas which are not logical in most of the topics	Writes free compositions on various topics with logical flow of ideas to some extent on few topics	Writes free compositions with some logical flow of ideas on most of the topics	Writes free compositions correctly with logical flow of ideas on various topics	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
	2.3 Develop and use vocabulary through speaking and writing	a) Read vocabulary in chosen texts using correct pronunciation, develop new vocabulary by providing words with opposite and similar meanings (antonyms and synonyms), use the developed vocabulary correctly in oral sentences and in guided writing	Vocabulary in chosen texts are read using correct pronunciation, new vocabulary is developed by providing words with similar and opposite meaning, the developed vocabulary is correctly used to make oral sentences in guided writing correctly	Reads vocabulary in chosen texts using incorrect pronunciation, develops new vocabulary with difficulty and uses them wrongly in oral sentences and in guided writing	Reads vocabulary in chosen texts with some difficulties in pronunciation, develops and uses new vocabulary with some mistakes in oral sentences and in guided writing	Reads vocabulary in chosen texts with minimal pronunciation challenges, develops new vocabulary by providing words with opposite and similar meanings, and uses the developed vocabulary with minimal mistakes in oral sentences and in guided writing	Reads vocabulary in chosen texts using correct pronunciation, develops new vocabulary by providing words with opposite and similar meanings and uses the developed vocabulary correctly in oral sentences and in guided writing	32

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		b) Read texts with words that express quantity, identify and use them to make sentences and apply them to complete short texts correctly in different contexts	Texts with words that express quantity are read and identified, used to make sentences and applied in completing short texts in different contexts	Reads texts with words that express quantity, identifies the words from the texts and uses them with difficulties in making sentences and in completing short texts in a given contexts	Reads texts with words that express quantity, identifies and uses some of them incorrectly in sentences and applies them in completing short texts with some mistakes in a given contexts	Reads texts with words that express quantity, identifies and uses them to make sentences correctly and applies them in completing short texts with minimal mistakes in different contexts	Reads texts with words that express quantity, identifies and uses them to make sentences and applies them in completing short texts correctly in different contexts	

Main competencies	Specific competencies	Activities to be performed by the pupil	Assessment criteria	Benchmarking				No. of periods
				Below average	Average	Good	Very good	
		c) Read texts with words that express quality, identify and use them to construct sentences and to complete short texts correctly in different communicative situations	Texts with words that express quality are read, and identified from the texts, used to construct sentences and to complete short texts correctly in different communicative situations	Reads texts with words that express quality, identifies and uses them in sentences with mistakes in constructing sentences and in completing short texts in different communicative situations	Reads texts with words that express quality, identifies and uses the words with limited ability to construct sentences and with some mistakes in completing short texts in different communicative situations	Reads texts with words that express quality, identifies and uses the words to construct sentences with minimal mistakes to complete short texts with minor mistakes in different communicative situations	Reads texts with words that express quality, identifies and uses these words to construct sentences and to complete short texts correctly in different communicative situations	