

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



ENGLISH LANGUAGE SYLLABUS FOR PRIMARY SCHOOL EDUCATION
(English Medium Schools)
STANDARD III–VII

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Foreword

Quality education is the right of every Tanzanian. The Ministry of Education, Science and Technology has been improving the primary school education curriculum to ensure that it provides quality education to prepare the pupil to cope with his or her environment. This goal has necessitated the Ministry to improve teaching and learning the English language subject using this syllabus. The syllabus has been prepared based on the 2019 edition of the 2015 Standard I–II and 2016 Standard III–VI curricula. This syllabus emphasises teaching and learning that focus on developing the pupil’s competencies. It contains competencies required to help the upper primary school learner to grow into a competent user of the English language by the end of Standard VII.

The syllabus consists of various components, namely main competencies, specific competencies, student assignments, criteria and assessment standards as well as the number of periods for each specific competency. These components will help the teacher to determine how to teach and measure the pupil’s performance based on their ability to demonstrate the competencies. However, Reading, Writing and Arithmetic (3Rs) are emphasised in the English language subject.

The teacher is expected to use this syllabus by adhering to the given instructions. However, they can plan how to implement this syllabus depending on their surroundings.

The Ministry of Education, Science and Technology continues to receive useful suggestions from teachers and other stakeholders for improving this syllabus. All suggestions should be directed to the Director General of the Tanzania Institute of Education.



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Dr Lyabwene M. Mtahabwa
Acting Commissioner for Education
Ministry of Education, Science and Technology

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1.0 Introduction

This English language syllabus is meant for English medium schools. The syllabus is divided into three parts: the introduction, the curriculum overview, and the syllabus content.

The English language syllabus has been prepared following the introduction of the Basic Education Curriculum of 2015 that introduces the English language subject in primary schools from Standard III. Pupils in Standards I and II are taught literacy and numeracy competencies. The teaching of the English language subject aims to develop 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 teaching and learning the English language. Teachers are advised to be creative by providing more activities which will suit and enable the learner to acquire the intended competencies.

2.0 Relationship between the syllabus and the curriculum

The curriculum for basic education comprises of various interrelated aspects. These aspects include objectives of primary school education, competencies of primary school education, objectives of the English language subject, the main and specific competencies, the teaching and learning of the English language, and the assessment of learning. In line with these aspects, the syllabus analyses competencies, activities to be performed by the pupil, assessment criteria, benchmarking, and the number of periods. The description provided enables the teacher to interpret and use this syllabus for teaching and learning the English language subject effectively.

2.1 Objectives of primary school education

The objectives of primary school education are to enable the pupil to

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

- j) recognise, value, and use science and technology; and
- k) prepare for the next level of education and enhance the spirit of lifelong learning.

2.2 Competencies in primary school education for Standard III–VII

The primary school education intends to enable the pupil to demonstrate the ability to

- a) communicate correctly in Kiswahili and English in both speech and writing;
- b) read confidently and understand specified texts;
- c) apply theoretical and mathematical principles in real-life situations;
- d) apply scientific, technological and vocational skills in real-life situations;
- e) value their culture and that of others in daily-life situations;
- f) respect the diverse beliefs and ideologies of the community in which he/she lives;
- g) participate in games and sport activities and artistic activities;
- h) respect oneself and others;
- i) do patriotic duties in daily life situations;
- j) participate in different age-appropriate activities;
- k) participate in various activities which enhance his/her logical and analytical thinking; and
- l) cooperate with others in doing acceptable activities in the community.

2.3 Objectives of learning the English language subject

The objectives of teaching and learning the English language subject in primary school 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 (or lip-reading), speaking, reading and (braille) writing through the 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 similar 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 Tables 1 and 2). It is necessary to include these competencies to ensure that the pupil has a strong foundation in English language learning.

Table 1: English language subject competencies for Standard III

	Main competencies	Specific competencies
1.0	Comprehending oral and written information	1.1 Listening and comprehending oral information 1.2 Listening and comprehending phonemic symbols 1.3 Listening, pronouncing, and reading phonemic symbols
2.0	Communicating in speech and writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas through writing
3.0	Acquiring and using vocabulary through the four language skills (listening, speaking, reading, and writing)	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing vocabulary through reading 3.3 Using appropriate vocabulary in writing

Table 2: English language subject competencies for Standard IV-VII

	Main competencies	Specific competencies
1.0	Comprehending oral and written information	1.1 Listening and comprehending information presented orally 1.2 Reading and comprehending written information
2.0	Communicating in speech and writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas through writing
3.0	Acquiring and using vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing vocabulary through reading 3.3 Using appropriate vocabulary in writing

2.5 Teaching and learning the English language subject

The teaching and learning of the English language subject focus on three main competencies, namely comprehension, communication, vocabulary development and use. The English language subject in primary school education is designed for beginners; therefore; it starts with simple concepts (concrete objects in the immediate surrounding) to complex concepts (abstract ideas and those beyond the immediate surrounding).

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

Teaching and learning emphasizes pupils' ability to perform tasks by applying all four aspects of language. The outcome of the process foresees the learner who can communicate simple ideas in speaking and writing, while comprehending oral and written information. The teaching and learning of the English language subject in primary school education is important because English is used as an official language besides 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: communicating in speech and writing, comprehending oral and written information, and acquiring and using vocabulary through the four language skills. Therefore, assessment will involve the competencies achieved in teaching and learning the subject. Assessing comprehension competency will involve listening to information presented orally to explain the speech and reading written information to explain the content. 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 listening, speaking, reading, and writing skills.

3.0 Syllabus content

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

3.1 Main competencies

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

3.2 Specific competencies

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

3.3 Activities to be performed by the pupil

These are tasks that the pupil is expected to perform in achieving specific competencies based on his/her class level and ability.

3.4 Assessment criteria

These are levels of efficiency in the 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 Standards 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 Contents for Standard III

Table 3: Competencies to be developed by a Standard III Pupils

Main competencies		Specific competencies	
1.	Comprehending oral and written information	1.1	Listening and comprehending oral information
		1.2	Listening and comprehending phonemic symbols
		1.3	Listening, pronouncing, and reading phonemic symbols
2.	Communicating in speech and writing	2.1	Communicating simple ideas through speech
		2.2	Communicating simple ideas through writing
3.	Acquiring and using vocabulary through the four language skills of listening, speaking, reading and writing	3.1	Developing and using appropriate vocabulary through listening and speaking
		3.2	Developing vocabulary through reading
		3.3	Using appropriate vocabulary in writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. Specific competencies 3.1, 3.2 and 3.3 of the main competency: “Acquiring and using vocabulary through the four language skills” are embedded within listening, speaking, reading and writing related activities,” as shown in the arrangement of the syllabus contents.

Table 4 Detailed syllabus Contents

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
1.0 Comprehending oral and written information	1.1 Listening and comprehending oral information	a) Listening to recognise all familiar words and basic phrases concerning the self, the family and immediate surroundings	Familiar words and basic phrases concerning the self, the family and immediate surroundings are recognised well	Recognises some familiar words and basic phrases concerning the self, the family and immediate surroundings.	Recognises the most familiar words and basic phrases concerning the self, the family and immediate surroundings.	Recognises familiar words and basic phrases concerning the self, the family and immediate surroundings with relevant examples.	Uses familiar words and basic phrases concerning the self, the family and immediate surroundings to identify new words.	18
		b) Listening 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 the main points in short, clear, simple messages and announcements with omissions.	Captures most of the main points in short, clear, simple messages and announcements.	Captures all the main points in short, clear, simple messages and announcements.	Captures the main points in short, clear, simple messages and announcements and attempts to add some comments.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Listening to simple instructions in different situations to respond accordingly	Simple instructions in different situations are responded to correctly	Responds to simple instructions in different situations with errors.	Responds to simple instructions in different situations with some errors.	Responds to simple instructions in different situations correctly.	Responds to simple instructions in different situations correctly and attempts to ask questions concerning the instruction.	
	1.2 Listening and comprehending phonemic symbols	a) Identifying rhyming words in stories and poems read out 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.	30
		b) Generating 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.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Supplying words that rhyme with spoken words	Words that rhyme with spoken words are supplied correctly	Supplies a limited range of words that rhyme with spoken words.	Supplies words that rhyme with spoken words with few errors.	Supplies a range words that rhyme with spoken words correctly.	Supplies words that rhyme with spoken words and uses them in sentences.	
		d) Supplying words that have the same beginning or ending sound (phoneme) as the given words	Words that have the same beginning or ending sound (phoneme) as given words are correctly supplied	Struggles to supply correct words that have the same beginning or ending sound (phoneme) as given words.	Supplies correct words that have the same beginning or ending sound (phoneme) as given words with some difficulty.	Supplies correct words that have the same beginning or ending sound (phoneme) as given words with ease.	Supplies correct words that have the same beginning or ending sound (phoneme) as given words and creates more words besides these provided.	
		e) Substituting the beginning phonemes (sounds) to make new words in stories and poems read out aloud	Beginning phonemes (sounds) of rhyming words are substituted to create new words correctly	Substitutes the beginning phonemes (sounds) of rhyming words to make new but irrelevant words.	Substitutes the beginning phonemes (sound) of rhyming words to make relevant new words with a 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	1.3 Listening, pronouncing and reading phonemic symbols	a) Listening to recorded materials and pronouncing the words they hear	Words in the recorded materials are listened to and pronounced correctly	Pronounces words they hear from recorded materials with omissions of the 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) Using 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 recorded materials with a few grammatical errors.	Constructs sentences using words from recorded materials correctly.	Constructs compound sentences using words heard from recorded materials.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Reading short and simple texts aloud to recognise common names, words and basic phrases in 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) Responding to short and simple messages on cards/ flashcards, posters and catalogues	Short and simple messages on cards / flashcards, posters and catalogues are read/ and responded to correctly	Responds to messages on cards/flashcards, posters and catalogues with minimal success.	Responds to messages on cards/ flashcards, posters and catalogues with less support.	Responds correctly to messages on cards/ flashcards, posters and catalogues.	Responds correctly to messages on cards/ flashcards, posters and catalogues and attempts to initiate new conversation based on the messages.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		e) Reading to explain ideas of the content of simple informational material and short simple descriptions (including on moral values e.g. road safety texts)	Content of simple information material and short simple descriptions are explained correctly	Reads and explains the content of simple informational material and short simple descriptions with much support.	Reads and explains the content of simple informational material and short simple descriptions with less support.	Reads and explains correctly the content of simple information material and short simple descriptions.	Reads and explains the content of simple informational material and short simple descriptions correctly and attempts to create their own content of simple information material and short descriptions.	
	1.4 Developing vocabulary through reading	a) Reading 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 a few errors and develop vocabulary in different fields.	Reads aloud fluently a text correctly and develops vocabulary in different fields.	Reads aloud more fluently texts correctly and develops vocabulary in different fields with explanations.	24

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		b) Reading texts to develop sufficient vocabulary to communicate in everyday simple transactions (such as family, hobbies and current events, which 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.	Attempt to read and re-write the text using other words that have the same meaning.	
		c) Using texts to identify words with similar and opposite meanings	Words with similar and opposite meanings are identified correctly	Identifies words with similar and opposite meanings from the text with many errors.	Identifies words with similar and opposite meanings from the text with minimal errors.	Identifies words with similar and opposite meanings from the text correctly.	Can identify words with similar and opposite meanings and uses them properly in sentences.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
2.0 Communicating in speech and writing	2.1 Communicating simple ideas through speech	a) Using 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 on common topics.	Converses and interacts on common topics with less support.	Converses and interacts on common topics effectively.	Converses and interacts on common topics effectively and attempts to converse about unfamiliar topics.	52
		b) Asking and responding 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 to 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) Following 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 a few errors.	Follows simple and short directions effectively.	Follows simple and short directions more effectively and promptly.	
		d) Using dialogue to express every day needs. (including on financial and entrepreneurial matters)	Everyday 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 fluently and with ease.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		e) Using conversation to make an introduction, greetings and bid farewell	Conversation on introduction, greetings and bidding farewell is appropriately done	Introduces, greets and bids farewell with many omissions.	Introduces, greets and bids farewell with less omissions.	Introduces, greets and bids farewell appropriately.	Attempts to create own conversation in making introductions, greetings and bidding farewell.	
		f) Making and responding to requests	Requests are made and responded to flawlessly	Makes and responds to requests with many errors.	Makes and responds to requests with few errors.	Makes and responds to a range of requests flawlessly.	Makes and responds to a wide range of requests flawlessly and independently.	
		g) Discussing numbers, quantities, cost and time (first, second, last, one, two, three, many, now, etc. including 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 example.	Discusses numbers, quantities, cost and time with many relevant examples.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		h) Indicating time using phrases such as next week, last Friday, in November, three o'clock, etc	Time is indicated correctly using phrases such as next week, last Friday, in November, three o'clock, etc	Indicates time using phrases such as next week, last Friday, in November, three o'clock with many errors.	Indicates time using phrases such as next week, last Friday, in November, three o'clock with few errors.	Indicates time using phrases such as next week, last Friday, in November, three o'clock correctly.	Indicates time using phrases such as next week, last Friday, in November, three o'clock and adds more phrases time.	
		i) Conversing about the self and other people, where they live, people they know, and things they have	Conversation about the self and other people, where they live, people they know and things they have is carried out clearly	Converses about the self and other people, where they live, people they know and things they have unclearly.	Converses about the self and other people, where they live, people they know and things they have with some clarity.	Converses about the self and other people, where they live, people they know and things they have clearly.	Converses very well about the self and other people, where they live, people they know, and things they have and attempts to begin a new conversation.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.2 Developing and using vocabulary through listening and speaking	a) Developing and using sufficient words for expressions of communicative needs, for example, survival needs, routine transactions (including gender issues)	Sufficient words for expressions of communicative needs are correctly developed and used	Develops and uses sufficient oral words for expressing communicative needs ineffectively.	Develops and uses words for expressing communicative needs less effectively.	Develops and uses sufficient words for expressing communicative needs effectively.	Develops and uses sufficient oral words for expressing communicative needs more effectively.	12
		b) Using 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.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.3 Communicating simple ideas through writing	a) Using different written forms to complete personal details	Personal details on different written forms are completed accurately	Uses 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) Writing short and simple post-card messages for different occasions		Short and simple post-card messages for different occasions are written correctly	Writes short and simple post-card messages with much support.	Writes short and simple post-card messages with less support.	Writes short and simple post-card messages correctly.	Attempts to write longer post-card messages.		
c) Writing 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 or filled out correctly	Writes numbers in words and days of the week and month dates, own name, nationality, address, age, date of birth or arrival in the country form 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 form 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 form 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 form.		

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.4 Using appropriate vocabulary when writing	a) Writing simple words when handling familiar situations and communication needs (traveling, settling quarrels, transactions/ shopping, greetings, asking for permission)	Simple words are written effectively when handling familiar topics and situations	Struggles to write simple words when handling familiar topics and situations.	Writes simple words when handling familiar topics and situations with a few errors.	Writes simple words when handling familiar topics and situations effectively.	Attempts to create clear complete sentences.	12
		b) Writing simple texts: letters, reports, orders (including on environmental issues)	Simple texts using appropriate vocabulary are written correctly	Writes simple texts using appropriate words with much difficulty.	Writes simple texts using appropriate word with less difficult.	Writes simple texts using appropriate words correctly.	Attempts to write more advanced texts using appropriate words.	

3.8 Contents for Standard IV

Table 5 The competencies to be developed by a Standard IV Pupil

Main competencies		Specific competencies
1.	Comprehending oral and written information	1.1 Listening and comprehending oral information 1.2 Reading and comprehending written information
2.	Communicating in speech and writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas through writing
3.	Acquiring and using vocabulary through the four language skills of listening, speaking, reading and writing	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing vocabulary through reading 3.3 Using appropriate vocabulary in writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. Specific competencies 3.1, 3.2 and 3.3 of the main competency: “Acquiring and using vocabulary through the four language skills” are embedded within listening, speaking, reading and writing related activities,” as shown in the arrangement of the syllabus contents.

Table 6: Detailed syllabus Contents

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
1.0 Comprehending oral and written information	1.1 Listening and comprehending oral information	a) Listening to words/ phrases which give orders and obey those orders	Phrases which give orders are listened to and the orders are obeyed	Understands minimally oral phrases which give orders and hence obeys a few orders.	Understands to a good extent oral phrases which give orders and obeys a good number of those orders.	Understands well oral phrases which give orders and obeys most of the orders.	Understands very well oral phrases which give orders and obeys all the orders accordingly.	24
		b) Listening to oral or recorded announcements and identifying the main idea	Recorded announcements are listened to and the main ideas are identified successfully	Identifies a 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.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Listening to narration about general topics and listing the main ideas (for example on Good Governance and the Rule of Law)	Main ideas of narrations are listened to and listed well	Understands and lists the main ideas narrated about general topics.	Listens to narrations and lists some of the main ideas about general topics.	Listens to narrations and lists the main ideas about general topics competently.	Listens to the narrations, then lists and explains the main ideas about general topics competently and attempts to work on longer texts.	
	1.2 Reading and comprehending written information	a) Reading simple texts to interpret the contents (timetables, menu, directions, instructions in public places and simple manuals)	Contents of various simple texts are read and interpreted properly	Interprets the contents of the simple texts with many errors.	Interprets correctly the contents of various simple texts with a few errors.	Interprets the contents of various simple texts well.	Attempts to interpret the contents of various simple texts with details and some examples.	51

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		b) Viewing warning signs and matching 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 correctly warning signs with their corresponding descriptions with a few 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 one.	
		c) Reading simple and short personal letters to identify necessary parts of a letter	Necessary parts of a letter are identified correctly	Identifies a few necessary parts of a letter with little success.	Identifies a range of necessary parts of a personal letter.	Identifies all the necessary parts of the letter.	Attempts to explain the significance of each part of the letter.	
		d) Reading simple and short personal letters and making relevant and appropriate replies	Relevant and appropriate replies to personal letters are made well	Minimally understand personal letters and hence makes irrelevant and appropriate replies.	Reads and makes some relevant and appropriate replies to personal letters.	Reads and makes relevant and appropriate replies to personal letters.	Adds details to the replies of personal letters.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		e) Reading 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 topic.	
		f) Reading information and summarising 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.	
		g) Reading simple texts to describe events on different topics for example, school and home (include Road Safety issues)	Simple texts describing events are read correctly	Reads but 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.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	1.3 Developing vocabulary through reading	a) Reading and using vocabulary related to time	Vocabulary related to time is read and used correctly	Reads and uses vocabulary related to time with many errors.	Reads and uses vocabulary related to time with a few errors.	Reads and uses vocabulary related to time correctly.	Reads and uses vocabulary related to time and attempts to construct correct sentences.	24
		b) Reading and using familiar vocabulary related to personal letters, menu, directions in public places, such as banks, hotels, hospitals and libraries in written texts through reading	Familiar vocabulary related to personal letters, menu, directions in public places, such as banks, hotels, hospitals and libraries in written texts are read and used through reading successfully	Reads and uses vocabulary related to personal letters, menu, directions in public places, such as banks, hotels, hospitals and libraries in written texts with many errors.	Reads and uses vocabulary related to personal letters, menu, directions in public places, such as banks, hotels, hospitals and libraries in written texts with a few errors.	Reads and uses vocabulary related to personal letters, menu, directions in public places, such as banks, hotels, hospitals and libraries in written texts successfully.	Reads and uses more vocabulary related to letters, menu, directions in public places, such as banks, hotels, hospitals and libraries in written texts competently and creates more vocabulary related to them.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Reading short and simple texts 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 acquires occupation with much difficult, thus acquiring minimal vocabulary related to occupations.	Reads short and simple texts on occupations with less difficult, thus acquiring a number of related to occupations 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.	
2.0 Communicating in speech and writing	2.1 Communicating simple ideas through speech	a) Using conversation to create 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	Creates invitations, apologies to invitations and express preferences with many errors.	Creates invitations, apologies to invitations and expresses preferences with a few errors.	Creates invitations, apologies to invitations and expresses preferences appropriately.	Attempts to carry, further the respective conversation and any other familiar topics.	24

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		b) Using conversation to talk about familiar topics, asking and responding to questions on travel, shopping and eating, goods, services, (include 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.	
		c) Contributing points during debate on familiar topics in life (include Child Rights, Responsibilities and Drug Abuse)	Contribution of points on familiar topics in life are made successfully	Contributes points during debates on general topics in life with little success.	Contributes points during debates on familiar topics in life with some clarity.	Contributes points during debates on familiar topics in life clearly.	Attempts to contribute points during debates on less familiar topics.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.2 Developing and using vocabulary through listening and speaking	a) Using 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) Using 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.		
c) Using 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.		

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.3 Communicating simple ideas through writing	a) Using 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 a 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 many ideas.	24
b) Writing simple personal notes expressing various feeling		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 feeling.		
c) Writing simple short texts which explain different events in different situations (using guided text)		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 a few 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.		

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.4 Using appropriate vocabulary in writing	a) Reading and writing words related to quantifiers	Word 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 attempt to use them in sentences.	24
b) Using the verb 'to be' words (positive/negative) in short and simple texts through writing (e.g. is, am, are, was, were)		Verb 'to be' words are used in short and simple texts correctly	Struggles to use the verb 'to be' words in simple and short texts with much difficulty.	Uses the verb 'to be' words in simple and short texts with less support.	Uses the verb 'to be' in simple and short texts correctly.	Uses the verb 'to be' words in simple and short text correctly as well as in long and complex ones.		
c) Writing 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 a few 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 Contents for Standard V

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

Main competencies		Specific competencies
1.	Comprehending oral and written information	1.1 Listening and comprehending oral information 1.2 Reading and comprehending written information
2.	Communicating in speech and writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas through writing
3.	Acquiring and using vocabulary through the four language skills (listening, speaking, reading and writing)	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing vocabulary through reading 3.3 Using appropriate vocabulary when writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. Specific competencies 3.1, 3.2 and 3.3 of the main competency: “Acquiring and using vocabulary through the four language skills” are embedded within listening, speaking, reading and writing related activities,” as shown in the arrangement of the syllabus contents.

Table 8: Detailed Syllabus Contents

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
1.0 Comprehending oral and written information	1.1 Listening and comprehending oral information	a) Listening to words presented orally to pronounce them correctly	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) Listening to recorded materials, radio, TV broadcasts, explanations, orally presented instructions which require demonstration of the interpretation of important messages	Important messages from recorded materials, radio, TV broadcasts and orally presented instructions which require demonstration are listened to and interpreted correctly	Poorly interprets important messages from recorded materials, radio, TV broadcasts, explanations, orally presented instructions which require demonstration.	Interprets important messages from recorded materials, radio, TV broadcasts, explanations, orally presented instructions which require demonstration interpretation with some errors.	Interprets correctly important messages from recorded materials, radio, TV broadcasts, explanations, orally presented instructions which require demonstration.	Attempts to interpret remotely connected messages from recorded materials, radio and TV broadcasts.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Listening to explanations on the process of making and operating things and describing 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 a few errors.	Describes the process of making and operating things correctly.	Attempts to describe more equipment more correctly.	
		d) Listening to dialogue on common issues and identifying the 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 the main ideas.	Listens to dialogue on common issues and identifies the main ideas with a few errors.	Listens to dialogue on common issues and identifies the main ideas correctly.	Listens to dialogue on common issues and identifies the main ideas easily and attempts to listen and work on more dialogues.	
		e) Listening to recorded discussion on everyday activities to make comments	Recorded discussions are listened to and comments on everyday activities are made correctly	Comments on the discussion of everyday activities with much support.	Comments on the discussion of everyday activities with less support.	Comments on the discussion of everyday activities correctly.	Can elaborate correctly on a range of discussions heard from recorded materials.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		f) Listening to recorded conversation to learn sentence construction for use in different contexts	Sentence construction and use in different contexts are learned correctly through listening to recorded materials	Listens to recorded conversation but struggles to learn and use sentences in different contexts because of multiple errors.	Listens to recorded conversation to learn and use sentence construction in different contexts with a 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 to many other contexts.	
		g) Listening 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.	Comprehends and shows direction of place and time with a few errors.	Comprehends and shows direction of place and time correctly.	Attempts to comprehend some orally presented abstract topics with different directions accurately.	
		h) Listening 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 the main ideas from speech with minimal success.	Listens to a speech and identifies main ideas with a 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	1.2 Reading and comprehending written information	a) Reading sentences that tell about present, past and future events as part of language usage practice	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) Reading to get information from announcements, messages, posters, brochures and texts which show directions (to the home, market, bus stop)		Announcements, messages, posters, brochures and texts which show directions are read correctly to get information	Reads and gets information from announcements, messages, posters, brochures and texts which show directions with many errors.	Reads to gets information from announcements, messages, posters, brochures and texts which show directions with a few errors.	Reads to gets information from announcements, messages, posters, brochures and texts which show directions correctly.	Attempts to read and comprehend more complex work which show directions.		
c) Reading texts on familiar issues then answers questions orally (include text on corruption)		Texts on familiar issues are read and questions are answered correctly	Reads texts and answers questions orally with multiple errors.	Reads texts and answers questions orally with a 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		d) Reading and summarise description of events, feelings, wishes in personal letters to correspond with friends	Description of events, feelings, wishes in personal letters are read and summarised correctly	Reads and summarises the description of events, feelings and wishes in personal letters with many errors.	Reads and summarises the description of events, feelings and wishes in personal letters with less support.	Reads and summarises the description of events, feelings and wishes in personal letters correctly.	Attempts to correspond with friends in letters written somehow comprehensively.	
		e) Reading factual texts, passages, paragraphs on common school subjects to retell the messages (include one on Child Rights)	Factual texts, passages, paragraphs on common school subjects are read and messages are retold clearly	Reads and retells 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) Reading grade appropriate texts with accuracy and speed (level led text)	Grade appropriate texts are read with speed and accuracy	Reads grade appropriate texts accurately but with hesitation.	Reads grade appropriate texts accurately.	Reads completely grade appropriate texts accurately and with speed.	Attempts to read higher grade texts fluently.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		g) Scanning texts to get the main ideas from them (include a entrepreneurship text lexical, syntactical, semantic, dictionary use)	Texts are scanned and the main ideas are picked correctly	Scans for and explains the main ideas in texts with some errors.	Scans for and explains the main ideas in texts with a few errors.	Scans for and explains the main ideas in texts correctly.	Attempts to add carefully arguments and comments on the main points of the text.	20
		h) Reading 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 on the information very well.	
	1.3 Developing vocabulary through reading	a) Reading the selected synonyms and antonyms of words	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.	
		b) Reading and writing variety of words using word formation strategies (simple prefixes and suffixes, plurals)	Variety of words are read and written correctly	Reads and writes a variety of words with multiple errors.	Reads and writes a variety of words with a few errors.	Reads and writes a variety of words correctly.	Attempts to form correct sentences independently.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Reading and writing words related to the selected subject areas through reading	Words related to the selected subject areas are read and written correctly	Reads less fluently and writes a few words related to the selected subject areas.	Reads somehow fluently and writes a range of words related to the selected subject areas with a few errors.	Reads a wide range of words and writes many words related to the selected subject areas correctly.	Can read simple sentences fluently and writes very clearly.	
2.0 Communicating in speech and writing	2.1 Communicating simple ideas through speech	a) Asking and answering questions orally in various situations	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 question orally correctly.	Attempts to create a well argued simple conversation.	26
		b) Using 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 constructed 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 dialogues.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Debating on the common matters around the school, home, workplaces to identify main ideas (include Sex and Reproduction Health Education)	Main ideas on the common matters around the school, home, workplaces are identified clearly through the debate	Identifies the main ideas on the common matters around the school, home, workplaces through debate unclearly.	Identifies main ideas on familiar matters around the school, home, workplaces through debate with some clarity.	Identifies clearly the main ideas on the familiar matters around the school, home, work places through debate.	Identifies main ideas on familiar matters around the school, home, workplaces through the debate independently, and attempts to give very clear explanations.	
		d) Re-telling 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 some errors in tenses.	Retells stories about past events correctly.	Retells stories about past events and attempts to create own stories combining past and perfect tenses.	
		e) Using short speech to explain relevant information (include drug abuse)	Relevant information is explained clearly using a short speech	Explains unclearly relevant information through short speech.	Explains relevant information through short speech with some clarity.	Explains relevant information clearly through short speech.	Explains relevant information very clearly in an organised long speech.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.2 Developing and use appropriate vocabulary through listening and speaking	a) Reading words related to familiar context to explain personal experiences, weather, season and every day activities	Words related to familiar context to explain personal experiences, weather, season and every day activities are read correctly	Reads words related to familiar contexts to explain personal experiences, weather, season and everyday activities unclearly.	Reads words related to familiar contexts to explain personal experiences, weather, season and everyday activities with less clarity.	Reads words related to familiar contexts to explain personal experiences, weather season, and everyday activities clearly.	Attempts to create stories using words related to familiar contexts more clearly.	20
		b) Reading and using words related to common subject matters in a conversation	Words related to common subject matters in a 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 a conversation with some accuracy.	Reads and uses words related to common subject matters in a conversation accurately.	Can create accurate own conversation using words related less to the common subject matters.	
	2.3 Communicating through writing	a) Writing short texts on selected subject matters in given contexts	Short texts on selected subject matters in given contexts are written clearly	Writes unclearly short texts on selected subject matters in given contexts.	Writes less clearly short texts on selected subject matters in given contexts.	Writes clearly short texts on selected subject matters in given contexts.	Attempts to write more clearly long texts on selected subject matters in given contexts.	55

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		b) Writing texts on 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 on impacts of selected subject matters are clearly written	Writes unclearly texts on the impacts of selected subject matters.	Writes with some clarity texts on the impacts of selected subject matters.	Writes clearly texts on the impacts of the selected subject matters.	Attempts to write clearly on the about impacts of a range of subject matters with vivid examples.	
		c) Writing sentences that express the present, past and future events to practise language usage	Sentences that express the present, past and future events are written correctly	Writes sentences that express the present, past and future events with many tense errors.	Writes sentences that express the present, past and future events with a few tense errors.	Writes sentences that express the present, past and future events correctly.	Attempts to write clearly a short passage that expresses a combination of tenses.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		d) Writing 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) Writing compositions with specific information on the school, travel, home, festivals (include Child rights, Drug abuse)	Compositions with specific and relevant information are written clearly	Writes an unclear and irrelevant composition with specific information.	Writes less clear and less relevant composition with specific information.	Writes a clear and relevant composition with specific information.	Attempts to write a relevant and detailed composition with specific information more clearly.	
		f) Writing 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 beginning that are incongruent with the endings.	Writes short stories with given endings with less matching beginning.	Writes short stories with matching beginnings to the given endings.	Attempts to write attractive stories with appropriate beginnings and endings through own creativity.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		g) Writing 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) Writing notes conveying simple personal information (to friends, service people, teachers and others who feature in everyday 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 a few errors.	Writes notes conveying simple personal information correctly.	Can correspond well about personal information.	
		i) Writing guided texts using proper punctuations: fullstop, comma, question mark, and exclamation mark (include women's participation in decision-making)	Guided texts with proper use of punctuation marks (full stop, comma, question mark, and exclamation mark)	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.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		j) Writing summaries of main ideas from texts of various levels	Summaries of the main ideas from texts of various levels are written as required	Writes summaries of the main ideas from texts of various levels out of context.	Writes summaries of the main ideas from texts of various levels less relevantly.	Writes summaries of the main ideas from texts of various levels correctly.	Writes summaries of the main ideas from texts of various levels using own words.	
	2.4 Using appropriate vocabulary in writing	a) Reading and writing 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 writes grade appropriate vocabulary using prefixes and suffixes with many errors.	Reads and writes grade appropriate vocabulary using prefixes and suffixes with a few errors.	Reads and writes grade appropriate vocabulary using prefixes and suffixes correctly.	Reads and writes grade appropriate vocabulary and attempts to create and use words with prefixes and suffixes in sentences.	20
		b) Reading and writing 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.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Grouping words into different appropriate classes	Words are grouped into appropriate classes correctly	Groups words into appropriate classes wrongly.	Groups words into appropriate classes with teacher's support.	Groups words into appropriate classes correctly.	Groups words into appropriate classes correctly and attempts to relate and differentiate the groups of words.	
		d) Reading and writing words of topic related to public services (schools, hospitals, homes, and the community)	Words on topic related to public services are read and written correctly	Reads with hesitation and writes incorrectly words on the topic related to public services.	Reads with less hesitation and writes with some errors words on topic related to public services.	Reads and writes words on topic related to public services correctly.	Reads fluently and writes a wide range of words correctly from other fields besides the school, the home, the hospital and community.	

3.10 Contents for Standard VI

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

Main competencies		Specific competencies
1.	Comprehending oral and written information	1.1 Listening and comprehending information 1.2 Reading and comprehending written information
2.	Communicating in speech and writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas through writing
3.	Acquiring and using vocabulary through the four language skills listening, speaking, reading and writing	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing vocabulary through reading 3.3 Using appropriate vocabulary in writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. Specific competencies 3.1, 3.2 and 3.3 of the main competency: “Acquiring and using vocabulary through the four language skills” are embedded within listening, speaking, reading and writing related activities,” as shown in the arrangement of the syllabus contents.

Table 10: Detailed Syllabus Contents

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
1.0 Comprehending oral and written information	1.1 Listening and comprehending oral information	a) Listening to recorded materials on common issues and answer questions orally (include family planning, surroundings and cleanliness)	Questions related to common issues are answered correctly orally	Answers orally questions related to common issues with many errors.	Answers orally questions related to common issues with much less errors.	Answers orally questions related to common issues correctly.	Asks questions for more clarification.	37
		b) Listening to and retelling 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.	Retells a range of information precisely.	
		c) Listening to recorded conversation and identify the main ideas on everyday matters	Main ideas on everyday matters are identified in a recorded conversation correctly	Listens to recorded conversation and identifies the main ideas on everyday matters with much support.	Listens to recorded conversation and identifies the main ideas on everyday matters with less support.	Listens to recorded conversation and identifies the main ideas on everyday matters correctly.	Attempts to make own conversation and makes a summary of it.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		d) Listening to announcements and giving personal views (include environmental conservation and road safety issues)	Personal views on announcements are given correctly	Gives personal views on announcements with no relevance.	Gives personal views on announcements with less relevance.	Gives personal views on announcements correctly.	Attempts to use his/her own words to make a wide range of announcements.	
	1.2 Reading and comprehending written information	a) Reading and comprehending various texts on familiar topics (e.g. hunting wild animals, keeping animals, village life, town life, sports, travelling, disasters, family issues and personal letters)	Various texts on familiar topics (e.g. hunting wild animals, keeping animals, village life, town life, sports, travelling, disasters, family issues and personal letters) are read and comprehended appropriately	Reads various texts on familiar topics but with little comprehension.	Reads various texts on familiar topics and comprehends about half of the text.	Reads various texts on familiar topics and comprehends most of the text appropriately.	Reads various texts on familiar topics and comprehends the whole text very well.	28
		b) Scanning the texts and explaining relevant ideas (include corruption text, lexical, syntactical, semantic, dictionary use)	Texts are scanned and relevant ideas explained correctly	Struggles to scan over texts and fails to explain many ideas.	Scans over the texts and fails to explain a few ideas.	Scans over the texts and explains relevant ideas correctly.	Scans over texts and explains relevant ideas correctly and gives opinion regarding the texts.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	1.3 Developing vocabulary through reading	a) Reading and using 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) Reading and using variety of words using word formation (compound words)		A variety of words are read and used through word formation correct	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) Reading and using 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 a few 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
2.0 Communicating in speech and writing	2.1 Communicating simple ideas through speech	a) Using simple conversation to narrate different events on various topics. Ask and answer questions orally to exchange personal views on various topics such as travelling, festivals, games, football matches, school day, family day (include cross-cutting issues e.g. corruption, drug abuse, entrepreneurship and environmental conservation)	Different events on various topics are narrated in simple conversation; questions are asked and answered orally and appropriately on various topics such as travelling, festivals, games, football matches, school day, family day, etc	Narrates different events on various topics. Asks and answers questions orally to exchange personal views on the various topics with much support.	Narrates different events on various topics; asks and answers questions orally to exchange personal views on the topics with less support.	Narrates different events on the various topics; asks and answers questions orally and correctly to exchange personal views on various topics.	Attempts to narrate more events and asks extra questions on various topics.	28
		b) Participating 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 the ideas.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.2 Developing and using vocabulary through listening and speaking	a) Creating and using 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	Has a little word power 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
	2.3 Communicating simple ideas through writing	a) Writing 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 a 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) Writing an application letter with a specific purpose; notes to people who are close to convey simple information; texts to inquire for information related to school requirements	Application letter with a specific purpose is written correctly	Writes an application letter with a specific purpose with many errors.	Writes an application letter with a specific purpose with a few errors.	Writes an application letter with a specific purpose correctly.	Attempts to write several letters with various specific purposes.	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.4 Using appropriate vocabulary in writing	a) Reading and writing words with suffixes and prefixes to enrich the acquisition of grade appropriate vocabulary	Words with suffixes and prefixes are read and written to enrich the acquisition of grade appropriate vocabulary correctly	Hardly uses words with suffixes and prefixes to enrich the acquisition of grade appropriate vocabulary.	Uses a number of words with suffixes and prefixes to enrich the acquisition of grade appropriate vocabulary.	Uses a wide range of words with suffixes and prefixes to enrich the acquisition of grade appropriate vocabulary.	Uses a wide range of words with suffixes and prefixes to enrich the acquisition of grade appropriate vocabulary and uses them in sentences.	29
b) Grouping 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.		
c) Reading and writing words related to school and home contexts		Word related to school and home context are read and written correctly	Reads and writes some words related to the 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 the school and home context and attempts to make sentences.		

3.11 Contents for Standard VII

Table 11: Competencies to be developed by a Standard VII pupil

SN	Main competencies	Specific competencies
1.0	Comprehending oral and written information	1.1 Listening and comprehending oral information 1.2 Reading and comprehending written information
2.0	Communicating in speech and writing	2.1 Communicating simple ideas through speech 2.2 Communicating simple ideas through writing
3.0	Acquiring and using vocabulary through the four language skills (Listening, speaking, reading and writing)	3.1 Developing and using appropriate vocabulary through listening and speaking 3.2 Developing vocabulary through reading 3.3 Using appropriate vocabulary in writing

Note: Vocabulary in the teaching and learning process is embedded across all four language skills. Specific competencies 3.1, 3.2 and 3.3 of the main competency: “Acquiring and using vocabulary through the four language skills” are embedded within listening, speaking, reading, and writing related activities,” as shown in the arrangement of the syllabus contents.

Table 12: Detailed syllabus contents

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
1.0 Comprehending oral and written information	1.1 Listening and comprehending oral information	a) Listening to oral sentences, identifying single word coordinators (so, or, yet, nor) and using them correctly in oral sentences in different situations	Oral sentences are listened to and single word coordinators are identified and used correctly in oral sentences in different situations.	Listens to oral sentences, identifies single word coordinators, and uses them in oral sentences, but with difficulty	Listens to oral sentences, 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) Listening to oral stories to identify multi-word coordinators (so that, in order that, so as, in order to) and using 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Listening to dialogues, identifying expressions used to seek confirmation, answering questions correctly, and using the expressions in different communicative situations	Dialogues with expressions for seeking confirmation are listened to; questions are answered correctly; and expressions are used correctly in different communicative situations.	Listens to dialogues, identifies expressions for seeking confirmation, and answers a few questions but with difficulty, and uses the expressions with mistakes	Listens to dialogues, identifies expressions for seeking confirmation, answers only some questions correctly, but faces challenges in using some expressions in different communicative situations	Listens to dialogues, identifies expressions for seeking confirmation, answers most of the questions correctly, and uses most of the expressions in different communicative situations	Listens to dialogues, identifies expressions for seeking confirmation, answers questions correctly, and uses the expressions in different communicative situations	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	1.2 Reading and comprehending written information	a) Reading written texts with expressions used to seek confirmation with correct pronunciation, identifying the expressions used to seek confirmation, answering questions, and using the expressions correctly in different communicative situations	Written texts with expressions used to seek confirmation are read with correct pronunciation; 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 the expressions for seeking confirmation but with pronunciation mistakes, identifies the expressions in the texts, answers only a few questions correctly, and uses the expressions in given communicative situations but with difficulty	Reads written texts with the 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 the 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 the 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		b) Reading simple and complex stories, identifying and using expressions for seeking confirmation, and answering questions correctly in different contexts	Simple and complex stories are read; expressions for seeking confirmation are identified and used; and questions are answered correctly in different contexts.	Reads some simple stories, identifies and uses few expressions for seeking confirmation, and answers few questions with difficulty in some contexts	Reads simple stories, identifies and uses some expressions for seeking confirmation, and answers some questions with difficulty in some contexts	Reads simple and some complex stories, identifies and uses most expressions for seeking confirmation, and 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Reading different texts, skimming for all general ideas, and writing correctly a guided summary using expressions for seeking confirmation	All general ideas from different texts are skimmed, and a guided summary is written correctly using expressions for seeking confirmation	Reads a few texts, skims the general ideas with difficulties, and writes a guided summary using expressions for seeking confirmation, with a lot of mistakes	Reads different texts, skims some of the general ideas, writes a guided summary using expressions for seeking confirmation, but with some mistakes	Reads different texts, skims most of the general ideas, and writes a guided summary using the expressions for seeking confirmation, with minimal mistakes	Reads different texts, skims all the general ideas, and writes a guided summary using expressions for seeking confirmation correctly	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		d) Reading simple and complex selected class library and class readers with required proficiency for comprehending and developing the required independent reading skills	Simple and complex selected 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 the required independent reading skills	Reads all simple and complex selected class library and class readers with considerable proficiency to comprehend and develop the required independent reading skills	Reads all simple and complex selected class library and class readers with the required proficiency to comprehend and develop the required independent reading skills	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	1.3 Developing vocabulary through listening and reading	a) Listening and reciting poems, identifying, and using figures of speech (metaphor, simile, personification, hyperbole) 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, but uses them incorrectly	Listens and recites poems, identifies some figures of speech, uses some of them in sentences, but with difficulty	Listens and recites poems, identifies and uses most of the figures of speech correctly in sentences	Listens and recites poems and identifies and uses figures of speech correctly in sentences	32
		b) Reading texts and finding the meaning of words using dictionaries and using the words correctly in different contexts	Texts are read; the meanings of the words are found using dictionaries and the words are correctly used in different contexts.	Reads texts, finds the meaning of few words using dictionaries, but uses them incorrectly	Reads texts, finds the meaning of some words using dictionaries, and uses them, but with difficulty	Reads texts, finds the meaning of most words using dictionaries, and uses them appropriately in limited contexts	Reads texts and finds the meaning of all words using dictionaries and uses them appropriately in different contexts	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Reading texts to identify and use words with similar spellings but different meanings (homographs) in different contexts	Texts are read and words with similar spellings but with different meanings are identified and used correctly in different contexts.	Reads texts, identifies words with similar spellings but different meanings, and uses few of them correctly in limited contexts	Reads texts, identifies words with similar spellings but different meanings, and uses some of them correctly in limited contexts	Reads texts, identifies words with similar spellings but different meanings, and uses most of them correctly in some contexts	Reads texts identifies words with similar spellings but different meanings, and uses all of them correctly in different contexts	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
2.0 Communicating in speech and writing	2.1 Communicating simple ideas through speech	a) Role playing a chosen dialogue with prepositions of movement (to, towards, through, into, onto, over, across), identifying the prepositions from the dialogue and using all of them correctly in different communicative contexts	The chosen dialogue with prepositions of movement are role played; and prepositions of movement are identified from the dialogue and used correctly in different communicative contexts.	Role plays the 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		b) Role playing the chosen dialogue, showing directions using cardinal points; identifying the cardinal points correctly and using them to express directions in different communicative contexts	The chosen dialogue, showing directions using cardinal points, is role played, and cardinal points are correctly identified and used in different communicative contexts.	Role plays the chosen dialogue showing directions using cardinal points but with difficulty, identifies the cardinal points correctly, and uses few of them correctly to express directions in limited contexts	Role plays the chosen dialogue showing directions using cardinal points, identifies the cardinal points, and uses some of them correctly to express directions in limited communicative contexts	Role plays the chosen dialogue showing directions 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 using 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Role playing the chosen dialogue with words that show direction (left, right, centre, straight, forward, backward, turn left, turn right) using correct pronunciation, identifying and using them correctly in various communicative contexts	A dialogue with words that show direction is role played using correct pronunciation and words that show direction are identified and used correctly in various communicative contexts.	Role plays the dialogue with words that show direction but with difficulty in pronunciation, identifies and uses few words in sentences but with some errors in limited communicative contexts	Role plays the dialogue with words that show direction but 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 the words correctly in most communicative contexts	Role plays the dialogue with words that show direction using correct pronunciation, identifies, and uses the words correctly in various communicative contexts	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.2 Communicating simple ideas in writing	a) Using relevant correlative conjunctions (so...that, too...to) 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, with difficulty and errors, to express results in sentences in guided composition in various communicative contexts	Uses relevant correlative conjunctions to express results in sentences correctly and uses words, but with some errors, in guided composition in various communicative contexts	Uses relevant correlative conjunctions correctly to express results in sentences and uses words, with a few errors, in guided composition in various communicative contexts	Uses relevant correlative conjunctions correctly to express results in sentences and in guided composition in various communicative contexts	32

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		b) Identifying and using either... or, neither... nor, not only... but also, and both...and to coordinate ideas from written texts and use them appropriately in writing in different situations	Correlative conjunctions are identified from written texts and used appropriately in various written texts in different situations.	Identifies some correlative conjunctions from written texts and incorrectly uses some of them in writing in different situations	Identifies correlative conjunctions and uses some of them correctly in writing in different situations	Identifies and uses correlative conjunctions and uses most of them correctly in writing in different situations	Identifies and uses correlative conjunctions from various written texts and uses all of them appropriately in writing in different situations	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Writing 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 compositions using possessive pronouns to talk about family relationships with some errors in some of the communicative contexts	Writes controlled and guided compositions using possessive pronouns with a few errors 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	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		d) Writing free compositions correctly with the logical flow of ideas on various topics (short stories, news, views, emails, phone text messages)	Free compositions with the logical flow of ideas on various topics are written correctly.	Writes free compositions on various topics with the flow of ideas, but they are illogical in most of the topics	Writes free compositions on various topics with the logical flow of ideas, to some extent, on a few topics	Writes free compositions with some logical flow of ideas on most of the topics	Writes free compositions correctly with the logical flow of ideas on various topics	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
	2.3 Developing and using vocabulary through speaking and writing	a) Reading vocabulary in chosen texts using correct pronunciation, developing new vocabulary by providing words with opposite and similar meanings (antonyms and synonyms), and using the developed vocabulary correctly in oral sentences and guided writing	Vocabulary in chosen texts are read using correct pronunciation; new vocabulary is developed by providing words with similar and opposite meaning; and the developed vocabulary is correctly used to make oral sentences in guided writing.	Reads vocabulary in chosen texts using incorrect pronunciation, develops new vocabulary with difficulty, but uses them wrongly in oral sentences and in guided writing	Reads vocabulary in chosen texts with some difficulty in pronunciation, develops and uses new vocabulary, but with some errors in oral sentences and in guided writing	Reads vocabulary in chosen texts with a few pronunciation challenges, develops new vocabulary by providing words with opposite and similar meanings, and uses the developed vocabulary with a few 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 pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		b) Reading texts with words that express quantity, identifying and using the words to make sentences, and applying them correctly to complete short texts in different contexts	Texts with words that express quantity are read; the words are identified and used to make sentences; and they are applied in completing short texts in different contexts.	Reads texts with words that express quantity, identifies the words from the texts, and uses them, but with difficulty, to make sentences and to complete short texts in given contexts	Reads texts with words that express quantity, identifies and uses some of them, but incorrectly in sentences, and applies them in completing short texts with some errors in given contexts	Reads texts with words that express quantity, identifies and uses the words to make sentences correctly, and applies them in completing short texts with a few errors in different contexts	Reads texts with words that express quantity, identifies and uses them to make sentence, and applies them in completing short texts correctly in different contexts	

Main competencies	Specific competencies	Activities to be performed by the pupils	Assessment criteria	Benchmarking of pupil's performance				No. of periods
				Beginning	Average	Good	Very good	
		c) Reading texts with words that express quality, identifying and using them to construct sentences and to complete short texts correctly in different communicative situations	Texts with words that express quality are read; the words are identified from the texts and used to construct sentences to complete short texts correctly in different communicative situations	Reads texts with words that express quality, identifies and uses the words in sentences, but with errors, to construct sentences and complete short texts in different communicative situations	Reads texts with words that express quality, identifies and uses the words but with some errors to construct sentences in completing short texts in different communicative situations	Reads texts with words that express quality, identifies and uses the words to construct sentences with a few errors to complete short texts with few errors in different communicative situations	Reads texts with words that express quality, identifies and uses the words to construct complete short texts correctly in different communicative situations	