



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR PRIMARY PHASE

ENGLISH SECOND LANGUAGE

SYLLABUS

GRADE 1 - 3

For implementation in 2024

Ministry of Education, Arts and Culture
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English Second Language syllabus Grade 1-3

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for English Second Language in Grades 1 to 3 of the Junior Primary Phase. As a subject, English Second Language is within the 'linguistic and literary' area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

The aims, learning objectives, and competencies which overlap between subjects are amongst the essential learning within the curriculum as a whole. Under optimal circumstances, this subject would need 5 (Grades 1 and 2) and 9 (Grade 3) number of periods per week.

2. RATIONALE

English is the official language of Namibia and its acquisition is an essential life skill and unifying force in the multi-lingual and multi-cultural society of Namibia. It therefore has a special place and function in education. English Second Language is taught as a subject from Grade 1 to Grade 3 and, during upper primary, English becomes the medium of instruction and learning. It is therefore essential for all learners who are not home language speakers of English, to learn the language to enable them to cope with the demands of education and real life in Namibia.

The particular features of English Second Language at this phase are the four language skills of listening and responding, speaking and communicating, reading and viewing, and writing. A fifth area of language structure, grammar and language use is integrated into the four skills in order to develop the learners' abilities to use English correctly. The emphasis at this stage is on language learning for communication, reading with understanding, and creative writing.

Introducing learners to English Second Language as a subject in Grade 1 should be done in an informal and gradual way and should be based on informal approaches, such as carefully structured play-like activities, games rhymes and song which focus on specific language functions, notions, structures, sounds or skills. As learners progress through Grades 2 and 3, the subject will focus closely on developing what they need to use in English as a medium of instruction in future grades but in an engaging and motivational way.

3. AIMS

The aims of English Second Language are to:

- enable learners to function adequately in English as a medium of instruction in later grades;
- give learners the skills to consolidate and extend basic English for further progression in education;
- start developing learners' competence in English as the official language in public life.

4. INCLUSIVE EDUCATION

Inclusive Education is the right of every learner and promotes participation in, or access to, the full range of educational programs and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among ALL learners and removing ALL barriers to learning.

Basic Education prepares the society, as envisaged in Namibia's Vision 2030, by promoting inclusivity. Learners experiencing barriers to learning and other individual needs will be included in a mainstream school and their needs will be attended to through differentiation of teaching methods and materials as required. Learners, who are so severely impaired that they cannot benefit from attending mainstream schools, will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join the mainstream school where applicable. The curriculum, teaching methods

and materials Individual Learning Support Plans (ILSP) should be in place to guide and evaluate the individual learning process for learners with special learning needs.

Further guidelines on planning for learning and teaching in an inclusive classroom can be found in the Curriculum Framework for Inclusive Education: A Supplement to the National Curriculum for Basic Education 2014. These guidelines will help to equip ALL learners with knowledge, skills and attitudes to help them succeed in the world that is increasingly complex, rapidly changing and rich in information and communication technology.

The Junior Primary Phase promotes equal opportunity for males and females, enabling both to participate equally. Teachers should know and understand how to treat learners equally, and all materials should support gender fairness.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular issues including Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to Road Safety measures
- the challenges and risks we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus there are more examples of other links to cross-curricular issues, but only one example for each cross-curricular issue is provided below:

Environmental Learning	HIV and AIDS	EHRD	ICT	Road Safety
<i>Grade 1</i> <i>Listening and Responding:</i> Listen to and learn a poem about the weather	<i>Grade 2</i> <i>Listening and Responding:</i> Listen to a story about caring for a sick person. Answer simple questions	<i>Grade 3</i> <i>Writing:</i> Write a story about a family custom	<i>Grade 3</i> <i>Reading:</i> Use the Internet to find information	<i>Grade 1</i> <i>Speaking and Communicating:</i> Use a picture to answer yes/no questions, e.g. Can he cross the road?

6. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of Learner-Centred Education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice. Furthermore, the thematic/integrated approach remains a focal point of Junior Primary teaching and learning.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Students learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons. Although the language skills have been separated within this syllabus, teachers should be aware that these skills are to be taught in an integrated manner.

The communicative approach is the ideal method to use when teaching English Second Language. Emphasis is on creating situations where learners practise listening to and using functional, conversational English. Short, structured dialogues and role-plays can be used frequently to transform passive language into active vocabulary. Listening and responding, and speaking and communicating activities are an important foundation for the other language skills. Guessing what might be said, or what is missing, and anticipating what might come next in a story or dialogue, are among the techniques that stimulate language development. Many of the language skills developed in First Language can be transferred to English Second Language, but within a more restricted range of vocabulary and grammar.

The contrast between the home languages of each learner and English is an important factor when deciding on a teaching/learning approach. Sounds, rhythms, intonations, structures and language concepts in mother tongue are often very different from English. The choice of which sounds and grammatical structures to practise more frequently in the English Second Language classroom will depend on what is most difficult for the learners according to their language background and teachers must consider this before deciding on an appropriate approach.

English is the language of globalisation, and is present in the everyday life of most Namibian learners. To some extent, it has become part of the learners' culture even in the most remote areas of the country. Therefore, teachers should capitalise on learners' prior English competency level to support academic language teaching. However, this should not oppose or threaten the learners' home culture. By balancing local context and content, and identifying with aspects of the English language that appeal to them, learners can discover how to 'be themselves' when using English.

Following are specific skills to consider when teaching the English Second Language:

Listening and Responding

Of all areas of language learning, listening develops first. Young learners are generally good listeners and they apply this skill equally well in a second language. It is therefore crucial that opportunities for listening and responding are maximised in English Second Language.

Most of this subject time in Grade 1 should be devoted to listening activities including emphasis on phonological awareness. Listening should also be a large part of Grade 2 and Grade 3 activities.

Speaking and Communicating

Speaking is a productive skill and develops more slowly than the skills of listening. Learners need to be encouraged to experiment, mimic and play with English. Their attempts may not always be grammatically correct and teachers should be careful not to inhibit spontaneity by over-correcting errors. Learners usually know and understand more than they can say in a second language so speaking should not play too dominant a role in making decisions about the ability of the learner to make meaning of English. This is particularly true in the early stages of learning the language. However, speaking is an important skill and learners should be encouraged to try new English vocabulary, engage in greetings, courtesies and everyday language, play language games and learn songs, rhymes and poems.

Reading and Viewing

The process of teaching reading in English Second Language is similar to the process used for teaching reading in First Language. However, reading in a second language tends to develop more slowly. The classroom should be an English print-rich environment and learners should be able to consult this material, as it is an important source of information to support the reading process. There should be a wide variety of reading texts at the appropriate level in the classroom so that learners can develop a culture of reading English as well as in mother tongue, and access to technology, particularly computers and the Internet should be used if available. Learners should develop reading strategies such as visual cues to help them make meaning.

Reading awareness becomes evident when they begin to recognise sound-symbol relationships (phonics). The teaching of phonics is a vital aspect of reading and should be taught systematically, sequentially and in context. However, teaching reading should not start until learners have a good grasp of the sounds of English and how they can be manipulated (phonological awareness).

Writing

Like speaking and communicating, writing is a productive skill and develops more slowly than other skills. When young learners start to learn to write creatively they construct short and simple texts which may not be grammatically or syntactically correct. They should be encouraged to use the knowledge they have gained from lessons targeting language structure, grammar and language use. Writing activities should centre on familiar experiences including writing labels, the date, the weather, captions, descriptions and stories. In Grades 2 and 3 learners need to maintain a list of new vocabulary to use when writing. Formal handwriting in English is also important but in most cases the skills can be practised in First Language.

Language Structure, Grammar and Language Use

It is important that the concepts of English language structure, grammar and correct usage are taught in an integrated manner within the skills of listening and responding, speaking and communicating, reading and viewing, and writing. In order for learners to use English effectively it is vital that they continue to build up a bank of vocabulary words.

7. END-OF-PHASE COMPETENCIES

On entry to Grade 1 in the Junior Primary phase, nearly all learners will have acquired some English skills (e.g. oral skills), from their home and local environments. The majority, however, will have a mother tongue other than English. Therefore, most learners will be exposed to English in a more 'formal' manner for the first time when they enter Grade 1.

On completing Grade 3 English in the Junior Primary Phase, learners are expected to be able to demonstrate the following competencies:

7.1 Listening and Responding

Learners listen attentively and actively and respond in various ways to show understanding and appreciation of spoken texts and media. They distinguish between different sounds and tones in English when presented with similar words and they respond appropriately to informal and formal social greetings, questions and instructions. They show comprehension of spoken texts by correctly answering questions.

7.2 Speaking and Communicating

Learners communicate clearly and coherently using varied vocabulary, correct grammar and sentence structure, and accurate pronunciation. They show sufficient command of spoken English when retelling stories, talking about everyday occurrences, reciting rhymes and poems, answering questions, engaging in conversations and discussing in groups.

7.3 Reading and Viewing

Learners read simple texts for information and personal pleasure. They demonstrate good reading habits and show eagerness to read in English. They apply knowledge of phonics and word study skills to decode words in context. They read aloud with correct pronunciation and sufficient accuracy, fluency and vocabulary knowledge to support comprehension.

They retell, in sequence, the main ideas in texts, and identify the main idea of a story in order to show comprehension. They locate literal information, and make some higher-order inferences about ideas in texts. They view a range of visual material such as books, picture books, newspapers, magazines, diagrams, tables, maps, DVDs, television, films and Internet (where available) with purpose and understanding.

7.4 Writing

Learners print letters and numbers correctly using uniform size and spacing, demonstrating rhythm, good speed, correct posture and pencil grip. They write creative texts on familiar topics using appropriate vocabulary, and they generally use correct grammar, tenses and spelling. They sequence ideas, use simple and compound sentences, and correct punctuation.

7.5 Language Structure, Grammar and Language Use

Learners correctly use uppercase letters, full stops and question marks when writing. They name, identify and use common and proper nouns, pronouns, verbs, prepositions and adjectives. They apply the simple present, present continuous, simple past and future tenses correctly and they use statements, questions and exclamations.

They construct compound sentences using some conjunctions, and use subject-related vocabulary appropriately and with correct pronunciation. They apply their knowledge of phonics, word study skills, and a few basic spelling rules and strategies.

8. SUMMARY OF LEARNING CONTENT

GRADE 1	GRADE 2	GRADE 3
SKILLS/TOPICS		
SKILLS/TOPICS: LISTENING AND RESPONDING		
• Stories, rhymes and songs - <i>attentive listening and appropriate responding</i> • Instructions, courtesies and greetings • Vocabulary in context	• Stories, rhymes and songs - <i>attentive listening and appropriate responding</i> • Instructions, courtesies and greetings • Vocabulary in context	• Stories, rhymes and songs - <i>attentive listening and appropriate responding</i> • Instructions, courtesies and greetings • Vocabulary in context
SKILLS/TOPICS: SPEAKING AND COMMUNICATION		
• Pronunciation and expression - <i>fluent, confident and imaginative</i> - <i>purpose of language</i> - <i>presenting information</i>	• Pronunciation and expression - <i>fluent, confident and imaginative</i> - <i>purpose of language</i> - <i>presenting information</i>	• Pronunciation and expression - <i>fluent, confident and imaginative</i> - <i>purpose of language</i> - <i>presenting information</i>
SKILLS/TOPICS: READING AND VIEWING		
• Preparatory exercises and Incidental reading • Phonological Awareness and articulation • Phonics • Sight words • Reading for understanding/comprehension and for enjoyment • Reading for information	• Preparatory exercises and Incidental reading • Phonological Awareness and articulation • Phonics • Sight words • Reading for understanding/comprehension and for enjoyment • Reading for information	• Preparatory exercises and Incidental reading • Phonological Awareness and articulation • Phonics • Sight words • Reading for understanding/comprehension and for enjoyment • Reading for information
SKILLS/TOPICS: WRITING		
• Handwriting • Forms of writing) creative writing • spelling and dictation	• Handwriting • (Forms of writing) creative writing • spelling and dictation	• Handwriting • Forms of writing) creative writing • spelling and dictation
SKILLS/TOPICS: LANGUAGE STRUCTURE, GRAMMAR AND LANGUAGE USE		
• Capitals and punctuation • Parts of speech • Tenses - <i>simple present, simple past and using regular and irregular verbs</i> - <i>Present continuous and future tense</i> • Sentence construction - <i>conventions and rules</i> • Word study	• Capitals and punctuation • Parts of speech • Tenses - <i>Simple present, simple past and using regular and irregular verbs</i> - <i>Present continuous and future tense</i> • Sentence construction - <i>conventions and rules</i> • Word study	• Capitals and punctuation • Parts of speech • Tenses - <i>Simple present, simple past and using regular and irregular verbs</i> - <i>Present continuous and future tense</i> • Sentence construction - <i>conventions and rules</i> • Word study

9. LEARNING CONTENT

Grade 1 learners should be exposed to at least five weeks of readiness activities in Semester 1 before formal learning starts. Refer to the document, *A School Readiness/Preparatory Programme (5 weeks)*, published by NIED in 2023.

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
1. LISTENING AND RESPONDING			
1.1 Stories, rhymes and songs			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
	Within a passive vocabulary range of at least 500 words:	Within a passive vocabulary range of at least 1000 words:	Within a passive vocabulary range of at least 1 500 words:
develop oral skills (listening and responding) to distinguish English from other languages	- distinguish English phonemes and tones - identify words that have the same sound - retell the stories by listening to stories, - reciting rhymes and poems presented by the teacher or from tape, radio, TV or video - answer simple questions from the story	- distinguish English phonemes and tones - group words that share the same phonetic pattern - retell the stories by listening to stories, - reciting rhymes and poems presented by the teacher or from tape, radio, TV or video - retell and role-play the story, sing songs and do presentations	- distinguish English phonemes and tones - identify words that share the same phonetic pattern and silent letters - retell the stories by listening to stories, - reciting rhymes and poems presented by the teacher or from tape, radio, TV or video - listen and discuss for details in stories and other oral text
1.2 Instructions, courtesies and greetings			
develop listening and responding skills appropriately and apply them	- perform various tasks from oral instructions - respond appropriately to simple questions courtesies and greetings	- follow/give simple instructions - respond appropriately to questions, courtesies and greetings and apply them routinely	- follow/give slightly complex instructions - respond appropriately to courtesies, greetings and simple to high-order questions

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
1. LISTENING AND RESPONDING (cont.)			
1.3 Vocabulary in context			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
know the ability of using basic and new words in context	- distinguish objects shown, displayed or mentioned and learn new vocabulary - repeat short prepared sentences of 3 to 4 words on everyday classroom situations	- present 6 to 10-word prepared sentences on everyday vocabulary learnt - retell parts of stories and tell own stories in 5 to 10 simple sentences	- use new vocabulary in activities and assignments and practise them in a variety of ways e.g. stories, form sentences - retell/explain parts of stories and tell own stories in 10 to 15 short sentences (about 50 words)
2. SPEAKING AND COMMUNICATING			
2.1 Pronunciation and expression			
demonstrate correct pronunciation and expression	- pronounce words, phrases and contractions - tongue twisters, songs, imitating sounds, rhyming games, retell stories - use and pronounce the indefinite articles 'a' and 'an' e.g. 'a' before a consonant sound and 'an' before a vowel) and definite ('the' before a consonant sound and 'thee' before a vowel sound) - recite simple rhymes and songs - role-play greetings, instructions and commands	- pronounce words, phrases and contractions - rhymes and songs, word stress games, retell and tell stories, pronunciation station - use and pronounce the indefinite articles 'a' and 'an' e.g. 'a' before a consonant sound and 'an' before a vowel and definite 'the' before a consonant sound and 'thee' before a vowel sound - recite fairly complex rhymes and songs - identify and role-play greetings, instructions and commands	- pronounce words, phrases and contractions with ease - create and tell own stories- aloud session, pronunciation challenge game, poetry recitation, pronunciation station - use and pronounce the indefinite articles 'a' and 'an' e.g. 'a' before a consonant sound and 'an' before a vowel and definite 'the' before a consonant sound and 'thee' before a vowel sound - compose and recite rhymes and songs with increased vocabulary design a classroom poster and routinely recite the greetings, instructions and commands

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
2.1 Pronunciation and expression (cont.)			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
	- participate in free discussion - use new vocabulary in context	- participate in free discussion and give chances to share ideas freely - use new vocabulary in context	- participate with own presentation and lead in free discussions - use new vocabulary in context
3. READING AND VIEWING			
3.1 Preparatory exercises Incidental reading			
understand the good way of handling books and develop good reading habits	- show respect for books and handle them with care - demonstrate good 'reading' habits through eagerness to 'read' frequently during the reading period, at the reading corners in the classroom or library	- show respect for books and handle them with care - demonstrate good reading habits through eagerness to read frequently during the reading period, at the reading corner in the classroom or library	- show respect for books and handle them with care - demonstrate good reading habits through eagerness to read <i>frequently</i> during the reading period, <i>at the reading corner in the classroom or library and own books</i>
3.2 Phonological awareness and articulation			
develop and demonstrate the understanding of phonological awareness	- identify number of sounds in words, and omit or replace sounds within words - clap and count syllables in simple words - identify rhyming words in rhymes and songs - identify short and long vowel sounds in single-syllable words	- clap and count syllables in words delete and replace syllables in words to make new or nonsense words - identify and list rhyming words in rhymes, songs, poems - distinguish between short and long vowel sounds in single-syllable and two syllable words	- clap and count syllables in multisyllabic words delete and replace syllables in words to use them in sentences - identify and substitute rhyming words in rhymes, poems and stories - distinguish between short and long vowel sounds in multi-syllabic

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
3.2 Phonological awareness and articulation (cont.)			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
develop and demonstrate an understanding of phonological awareness (cont.)	- identify beginning sounds (phonemes) in single-syllable words and replace phonemes to form new words - blend and split onsets and rimes	- identify beginning and end sounds (phonemes) in single-syllable words, and replace phonemes to form new words in sentences - blend and split onsets and rimes, including two-letter blends	- identify beginning, middle and end sounds (phonemes) in multi-syllabic words, and replace and delete phonemes - blend and split onsets and rimes, including three-letter blends
3.3 Phonics			
develop reading skills and demonstrate the use of correct phonic patterns	- read/repeat all single and digraph sounds and give the symbol for all sounds - combine letters to make two-letter or three-letter CVC (consonant-vowel-consonant) words - identify and read words with familiar blends, in isolation and in simple sentences, e.g. bl, pl, sn, -nk (find word families)	- read/repeat all single and digraph sounds and give the symbol for all sounds in sentences - construct and read two-letter or three-letter CVC (consonant-vowel-consonant) in isolation and in simple sentences - list and read words with familiar/unfamiliar blends, in isolation and in simple sentences, e.g. bl, pl, sn, -nk (find word families) - read words with familiar/unfamiliar digraphs and diphthongs in isolation and in simple sentences, e.g. /ee/, /ch/, /-ll/, /-ck/ and oa, ay (find word families)	- construct and read digraphs and higher frequency sight words in isolation and in simple sentences - construct and read three-letter CVC (consonant-vowel-consonant) words, in isolation and grade-level stories - group words with familiar/unfamiliar blends and use them in short stories - read words with familiar/unfamiliar digraphs diphthongs and in isolation and in a story e.g. gr, -mp, spl and /ou/, /o-e/, /oy/ (find word families)

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
3.4 Sight Words			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
develop understanding of sight words in sentences and paragraphs	recognise and read sight words in isolation or in sentences	identify and use sight words in sentences	identify, read and use sight words in their own stories
3.5 Reading for understanding/comprehension and for enjoyment			
demonstrate the ability to read words, phrases and identify story elements and answer different questions about the text	- read words phrases, word card games, reading games - read sentences/texts of 5 or more words and demonstrate the understanding by - answer simple comprehension questions of who, what, where and when - arrange and retell story in sequence - connect the story to personal experience - use variety of vocabulary in simple stories	- reading with increased accuracy, expression and appropriate pacing - read short texts of about 10 or more sentences and demonstrate the understanding by - retell the story - correctly answering simple and higher-order questions - recognise story elements like plot, characters - making prediction about what might happen - connect the story to personal experience - use the learnt vocabulary in short stories	- read fluently with appropriate expression, accuracy and pacing - read texts of about 50 words from fictional and factual texts and demonstrate understanding by - answering higher-order questions - drawing conclusions beyond what is stated in the text - making prediction about what might happen - connect the story to personal experience - use fairly complex (grade-level) words and phrases in own stories
3.6 Reading for information			
demonstrate the ability of finding basic information from factual texts	look at pictures, title and find information	look at the chapters table of contents, and find information about pages, reference, and text	find and extract information in classroom books/library using tables of content, page references, chapters and text

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
4. WRITING			
4.1 Handwriting			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
demonstrate the ability to print script accurately showing correct body posture, using correct letter formation, spacing and adequate speed	- demonstrate fine motor control, e.g. handle tiny objects, scissors and brushes, draw lines and patterns, scribble and colour pictures correctly - demonstrate the use of the dominant hand - trace and copy 3 or more patterns, words and sentences in print script showing correct spacing and letter formation	- copy 5 or more lines of sentences showing correct pattern, formation, spacing and rhythm - demonstrate the use of the dominant hand - write familiar words, phrases and sentences of 7 or more words (e.g., write on posters) using correct spacing, rhythm and formation of letters	- copy 10 or more lines of sentences showing the correct pattern, formation, spacing and rhythm - use correct formation, size of letters, rhythm and spacing by writing 10 sentences (about 50 words)
4.2 Creative writing			
develop writing skills creatively by expressing their ideas and experiences through writing simple sentences and drawing comics	- draw pictures and add grade-level captions - write a story of about 2-5 simple sentences using full stops and capital letters - write and keep an up-to-date list of new vocabulary to use when writing	- draw pictures and add grade-level captions - write a story containing 6- to 10-word sentences legibly with correct spelling, punctuation and basic grammar rules - present a collection of own stories in a booklet for others to read - write and keep an up-to-date list of new vocabulary to use when writing	- draw pictures and add grade-level captions - write prepared paragraphs of about 100 words in length on familiar topics (e.g. my family) using grammar rules and focus on clear beginning, middle and end - write stories, comics and articles on given topics and present in a booklet for others to read - write and keep an up-to-date list of new vocabulary to use them

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
4.3 Spelling and Dictation			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
know the basic spelling rules by using different spelling strategies and how to do dictation	- trace, copy and write words (e.g. vocabulary, high-frequency/sight words) - identify and produce the individual sound in words - spell and dictate words and phrases (oral and written)	- spell basic words (e.g., vocabulary, high-frequency/sight words) - apply more spelling patterns of words with silent letters including diagraphs/diphthongs - dictate sentences using slightly challenging words paying attention to basic punctuation - write spelt words in a 'self-made' dictionary or 'have-a-go' pad for use when writing	- spell words (e.g. vocabulary, high-frequency/sight words) - apply advanced spelling patterns including prefixes, suffixes and homophones - dictate longer sentences using slightly challenging words paying attention to basic punctuation - write spelt words in a 'self-made' dictionary or 'have-a-go' pad for use when writing
5. LANGUAGE STRUCTURE, GRAMMAR AND LANGUAGE USE			
5.1 Capitals and punctuation			
know capitals and basic punctuation when writing	use capital letters, commas and a full stop in simple sentences	use capital letters, commas, full stops and question marks in longer sentences	use capital letters, full stop, commas, question marks, and exclamation mark in paragraphs

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
5.2 Parts of speech (speaking, reading and writing)			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
understand the grammar features of the different parts of speech	- identify and use common, proper nouns and pronouns - identify possessive pronouns our/ours, their/theirs and its - recognise and use common verbs as action words	- identify and use common, proper nouns and pronouns in short stories - use possessive pronouns (my/mine, your/yours, his, her/hers) - use and demonstrate common verbs as action words in isolation and sentences	- apply common, proper nouns and pronouns correctly in stories - list possessive pronouns and apply them in own sentences (my/mine, your/yours, his, her/hers) - list and use common verbs as action words in short stories
understand and use the grammar features of the different parts of speech	- identify and use prepositions (speaking and writing), e.g., <i>in, under, on, behind, between, in front, above, down</i> - identify adjectives as words that describe nouns (speaking and writing), e.g. <i>the <u>hungry</u> dog; the <u>yellow</u> flower</i> - identify comparison of regular adjectives e.g. <i>fast/faster/fastest</i>	- use prepositions in isolation and sentences (e.g., <i>in, under, on, behind, between, in front, above</i>) - use adjectives as words that describe nouns in isolation and sentences (speaking and writing), e.g., <i>the <u>hungry</u> dog; the <u>yellow</u> flower</i> - apply comparison of regular adjectives in daily use and poems e.g. <i>long/longer/longest,</i>	- apply prepositions in daily activities (, e.g., <i>behind, between, in front, above, down, near, against</i>) - use adjectives as words that describe nouns (speaking and writing), e.g., <i>the <u>hungry</u> dog; the <u>yellow</u> flower</i> - apply comparison of regular adjectives in daily use and poems e.g. <i>big/bigger/biggest</i>

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
5.3 Tenses			
• know how to use tenses	• identify and use common regular and simple irregular verbs in isolation and in context (simple present tense) e.g. <i>I <u>run</u>, you <u>run</u>, she/he/it <u>runs</u>,</i> • identify familiar regular and irregular verbs, e.g. helped, showed, washed, and wrote kept, ate (simple past) • recognise and use actions that are happening <u>now</u> , e.g. <i>I am drawing (present continuous tense)</i> • use familiar verbs to describe what will happen e.g. I will see my dad next week (simple future tense)	• use common regular and simple irregular verbs in isolation and in context (speaking and writing) (simple present tense e.g., <i>I swim, you swim, she/he/it swims. I <u>have</u> a dog, he <u>has</u> a dog</i> • use familiar regular and irregular verbs in speaking and writing, e.g. jumped, opened and went, drank, told (simple past) • use and describe actions that are happening <u>now in</u> speaking and reading, e.g. <i>She's sleeping in the house (present continuous tense)</i> • use familiar verbs to describe what will happen e.g. I will talk to my teacher (simple future tense)	• discuss and use common regular and simple irregular verbs in speaking and writing (simple present tense) e.g., <i>we <u>learn</u>, I <u>do</u> the washing, he/she <u>does</u> the washing</i> • identify and list familiar regular and irregular verbs (speaking and writing), e.g. dressed, enjoyed and swam, stood caught (simple past) • use and describe actions that are (are not) happening <u>now in</u> speaking, reading and writing (present continuous tense) • use familiar verbs to describe what will happen e.g. I will write tomorrow (simple future tense)

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
5.4 Sentence construction (speaking, reading and writing)			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
construct sentences	- use a variety of sentence types: statements: I like my doll. questions: Do you have a sister? - answer closed questions (Yes/No answers), e.g. <i>Do you like sweets?</i> - recognise open-ended questions and use the question words "what and where, e.g. <i>Where do you live?</i> - use the conjunction 'and' in simple sentences e.g. <i>My name is Patrick and I am a boy.</i> - apply rules for subject-verb agreement	- identify and form a variety of sentence types: statements: We go to church on Sundays. questions: What do you do after school? - construct closed questions (Yes/No answers), e.g. <i>Did you run home?</i> - construct 5 open-ended questions with the words who, what, when and where (speaking), e.g. <i>When do you play with your friends?</i> - construct sentences using conjunctions and clauses: 'and' 'but' 'because, <i>I stayed home 'because' I was sick</i> - apply rules for subject-verb agreement, e.g. The <u>dog sleeps</u> on the floor. The <u>dogs sleep</u> on the floor.	- compose a variety of sentence types: - statements: <i>It is raining</i> - exclamations: <i>It's hot!</i> - design a list of closed questions (Yes/No answers) in simple present and simple past tense - design interview questions who, what, when, where, why and how, e.g. <i>How did you come to school? Why were you late?</i> - use conjunctions to construct simple and compound sentences that express time/sequence (firstly, next, then, while, before, after), e.g. Mary and Martin wash their hands <u>after</u> using the toilet - apply rules for subject-verb agreement, e.g. The <u>elephant waves its trunk</u>. The <u>elephants wave their trunks</u>

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
5.4 Sentence construction (continued....)			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
know how to construct sentences (cont.)	- Identify and use modals 'can' and 'may' e.g. I <u>can</u> play football. <u>May</u> I have a sweet, please? - use determiners 'this' and 'that' <i>This is my pencil</i> <i>That is her pencil</i> - identify quantifiers e.g. a few, a little, many, much	- use modals 'can', 'may' and 'must' e.g. <u>Can</u> I help you? <u>May</u> I leave the room, please? <u>I must</u> do my homework. - use determiners 'this', 'these', 'that', and 'those' (speaking/writing) <i>use 'this and 'these' for things that are near: I like this car.</i> <i>'that' and 'those' for things that are not near</i> - identify and use quantifiers when speaking, reading and writing: e.g. a few, a little, many, much, a lot of, lots of, some, any, no, all, each, every, both	- use modals should' and 'would', e.g. <i>It <u>could</u> rain today.</i> <i>You <u>shouldn't</u> play on the busy road.</i> - use determiners 'this', 'these', 'that', and 'those' - discuss and use quantifiers when speaking, reading and writing: e.g. <i>few, a little, many, much, a lot of, lots of, some, any, no, all, each, every, both</i>

SKILLS/TOPICS	Grade 1	Grade 2	Grade 3
5.5 Word study			
LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>	COMPETENCIES <i>Learners should be able to:</i>
know how to read and write words and sentences grade --level words using word study skills	add 's' to make familiar nouns plural, e.g. <i>girl, girls; book, books</i>	- identify the suffix 'ed' where the spelling of the basic word is unchanged, e.g., <i>walked, jumped</i> - add 's' to make familiar nouns plural and use the irregular plural of some nouns, e.g., <i>men, women, children, feet, teeth</i> - use simple <i>irregular plurals</i>, e.g., <i>ladies, dishes, watches, glasses, boxes, tomatoes</i>	- add the suffix 'ed' where the spelling of the basic word is unchanged, e.g., <i>locked, and</i> prefix <i>to the beginning of the base word</i> e.g <i>un (happy-unhappy, want-unwanted)</i> - add 's' to make nouns plural, use the irregular plural of some nouns and use nouns that are the same in singular/plural form, e.g., <i>sheep, deer, scissor</i> - use simple <i>irregular plurals</i>, e.g., <i>ladies, dishes, watches, glasses, boxes, tomatoes</i>

10. ASSESSMENT

In order to capture the full range and levels of competence, a variety of continuous assessment situations is needed in Junior Primary to give a complete picture of the learner's progress and achievements. Continuous Assessment (CA) must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice.

The competencies in the syllabus state the understanding and skills a learner must demonstrate, and which will be assessed. However, it is intended that the syllabus be learning-driven, not assessment-driven.

10.1 Purpose of assessment

The purpose of CA is to elicit reliable and valid information of the learner's performance in the competencies. This information should be used to give feedback to the learners about their strengths and weaknesses, where they are doing well, and where and how they need to improve. Parents should be regularly informed about the progress of their children via a formal school report. They should be encouraged to reward achievements and support the learners' education.

Continuous assessment also helps teachers improve their teaching and provide a better learning experience for learners. The focus should be seen as assessment *for* learning rather than assessment *of* learning. We assess to get a reliable profile of each learner's achievement of the competencies in order to inform further teaching/learning, conduct learning support and evaluate our own teaching processes.

10.2 Types of assessment

Informal assessment methods: The teacher must assess how well each learner has mastered the competencies described in the mathematics syllabus and from this gain a picture of the learner's progress. To a large extent, this can be done in an informal way, through observation of each learner's progress in learning and practice situations while they are investigating, interpreting phenomena and data, applying knowledge, communicating, and making value judgements, and in their participation in general.

This means that we observe a learner's performance for assessment purposes as we teach, and record what we see. The teachers observe all the learners during the course of mathematics lessons. They notice who is paying attention and who is not, who is able to work independently, and who struggles when working on their own. By asking questions, they determine who has understood mathematical concepts and who has not. By monitoring activities, they can note who can complete the task and apply mathematical knowledge, and who cannot. The learners' participation, involvement and contributions to group work are also observed.

Formal assessment methods: This involves setting up assessment situations such as quizzes, short tests, oral tests and worksheets. Worksheets are very useful and can be presented either on the chalkboard or on paper. It is very important that teachers organise and plan in order to assess the learners and give marks which is then converted to ten (10).

The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in mathematics should be conducted within a part of a mathematics period and should be viewed as a usual mathematics activity.

10.3 Grade descriptors

The learner's level of achievement in relation to the competencies in the mathematics syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grades 1 to 3, letter grades are related to percentages. The relation between the grades awarded and competencies is shown below.

Grade	% Range	Competency descriptions
A	80%+	Achieved competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved competencies very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved competencies well. The learner has mastered the competencies satisfactorily in unknown situations and contexts.
D	50-59%	Achieved competencies satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of competencies to be considered competent. The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded. The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.4 Detailed guidelines for continuous assessment (*Details can be found in the Junior Primary National Policy Guide*)

Assessment must be part of the lesson planning and clear assessment criteria must be set. During lessons, and while learners are carrying out normal classroom activities, the teacher conducts informal and formal continuous assessments for all the various competencies and skills in all the subjects. In the Lower Primary phase, the assessment is criterion-referenced. This means that when marks or letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies.

10.4.1 Informal continuous assessment

Informal continuous assessment is conducted through careful observation and written notes. This means that while learners are engaged in lesson activities, the teacher records on class lists observations about achievements or difficulties. These notes or comments will guide future lesson planning, learning support requirements, and how to allocate marks for formal continuous assessment. It is not necessary to write a comment or note for every competency - a tick may be all that is needed to show that a learner has acquired a skill. However, written evidence is required when a learner is struggling and needs further support.

10.4.2 Formal continuous assessment

Formal continuous assessment is normally done after the conclusion of a theme or when a particular concept requires assessing before a new concept is introduced. Teachers may give several short written or oral tests or quizzes spread over the term. For these the teacher allocates marks.

During term, teachers should record the continuous assessment marks on the formal continuous assessment class list. This assessment is to be done during normal classes. This means that NO Junior Primary learners in Grades 1 to 3 classes will have a "test week" or a "test timetable" during which learners study for tests.

At the end of the term, the marks for each subject are added to the “Total” column. The “Average” is the sum of the “Total” marks divided by the number of formal assessments given, and the decimal fraction must be rounded off. For example, instead of writing 3.2, it should be 3. The mark averages should be transferred to the formal Continuous Assessment record form in appropriate columns. In this form, the teacher should calculate the total marks and indicate the percentages. The percentages should then be converted into letter grades as indicated in 10.3.

ANNEXE 1: Glossary of terms

NB The meanings given here apply to the word in the context of this syllabus only and not necessarily to any other context

Blends:	combinations of two or more letters usually at the beginning or ends of words, e.g. /st/ in star; /nd/ in bend; /str/ in strip; /spr/ in spread
Communicative approach:	teaching and learning by creating as an authentic communication situation as possible where the language itself is used rather than knowing 'about' the language, e.g. setting up a role-play conversation between two learners introducing themselves to each other
Competencies:	measurable skills that are regarded as essential in order to perform a task or meet a standard
Contraction:	when two words are shortened is put together to form one new word e.g. you are to you're
Continuous assessment:	measurement of students' progress based on work they do within the classroom or tests/quizzes they take throughout the term or year, rather than on a single examination
Cross-curricular issues:	matters concerning knowledge, skills, concepts and values that can be applied to more than one subject or area of learning
Digraph:	a pair of letters representing a single speech sound, such as the /sh/ in ship, the /ee/ in tree, the /ck/ in luck or the /ll/ in ball.
Diphthong:	a speech sound that glides from one vowel to another vowel within the same syllable, e.g. /ay/ in day, /i-e/ in kite, /oy/ in boy, /ear/ in hear, /air/ in pair, /our/ in tour, /oa/ in road and /ou/ in house. The tongue, lips or jaw usually move as the diphthong is formed
Diversity:	ethnic variety, as well as socioeconomic and gender variety, in a group, society, or institution
Explicitly:	by explaining concepts in an extremely clear way
Globalisation:	worldwide integration and development as a result of improved technology and communication; sometimes results in loss of individual cultural identities
Inclusivity:	the act of including everybody
Integrated:	a combination of parts or objects that work together well
Language structure:	the grammar and syntax of the language

Learning standards:	written statements of what learners should know and be able to do as a result of their education at the end of a period of time, e.g. at the end of Lower Primary. They are also called “Content Standards”. Learning standards describe what teachers are supposed to teach and what learners are supposed to learn
Mainstream schools:	schools that principally meet the needs of learners who do not have special educational needs. Any school which is not a special school
Onset and rime :	the division of sounds in a one-syllable word, e.g. in ‘cat’ the onset is /c/ and the rime is /at/; in ‘shop’ the onset is /sh/ and the rime is /op/; in ‘string’ the onset is /str/ and the rime is /ing/. Word families can be constructed using common onsets such as /t/ in ‘top’, ‘town’, ‘tar’, ‘tap’, or common rimes such as /at/ in ‘cat’, ‘pat’, ‘sat’, ‘rat’
Phoneme:	the smallest sound in a language that is capable of conveying a meaning, e.g. the /m/ of mat, the /ch/ in chair and the /ai/ in rain.
Phonics:	a method of teaching reading by recognising the sounds that letters or combinations of letter represent; the relationship between sounds and symbols
Phonological awareness:	an individual understands of the sound structure of spoken words. It involves the detection and manipulation of sounds and involves activities such as rhyming, syllabification, onsets and rimes and recognising phonemes. Phonological awareness relates only to speech sounds, not to written alphabet letters or phonics and is an important and reliable predictor of later reading success
Retell:	tell a story again after listening to or reading the story
School Readiness/ Preparatory Programme:	a programme devised for Grade 1 Namibian learners in recognition that many learners have not acquired school readiness before they start school. It is designed to help learners grasp those concepts and skills that are necessary for more formal learning
Syntax:	how words are arranged and connected to construct phrases and sentences
Thematic links:	connections to similar ideas or topics in other subject areas



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