



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

SENIOR PRIMARY PHASE

**ENGLISH FIRST LANGUAGE SYLLABUS
GRADE 4-7**

For implementation in 2024

Ministry of Education, Arts and Culture
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English First Language Syllabus Grade 4 - 7

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1. INTRODUCTION

This syllabus describes the intended learning and assessment for English First Language in the Senior Primary phase. As a subject, English First Language falls within the Linguistic and Literacy area of learning in the curriculum but has thematic links to other subjects across the curriculum.

2. RATIONALE

Proficiency in English is vital for learners in order to communicate in the school and in the wider world, and also for their cognitive development and academic achievement in other curriculum subjects. Learning and developing in English First Language develop the skills learners will need to participate in society, and eventually in the world of work, and will also bring about an understanding of the English culture and a primary understanding of the world. A particular feature of English First Language is literature. Literature reflects the experience of people of different cultures and eras, and studying literature allows learners to gain access to the knowledge of the world and the pleasure that reading offers, and also helps them understand how language works, and how it can be employed for special purposes and effects.

3. AIMS

The aims of teaching English First Language are to:

- promote a positive attitude towards and an appreciation of the value of the English language and English literature;
- promote competence in the functional use of English, in order for the learners to be successful in engaging with the world beyond the classroom;
- promote creativity through experimenting with language and reinterpreting ideas;
- promote critical thinking by letting learners examine how language is used for specific effects and purposes in literary and informational texts and the spoken word.

4. INCLUSIVE EDUCATION

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes 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. The English First Language teacher in the Senior Primary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education (2018)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the Handbook for Centres (2021) by the Directorate of National Examinations and Assessments (DNEA). The accommodations prescribed in this handbook are not only for external examinations but apply to learners from Grade 1 to 12.

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 a mainstream school structure, if possible.

The content of the English First Language syllabus enables both genders to participate equally, and lends itself to discussions on gender perspectives, including male and female perspectives on certain values, which will raise awareness of gender stereotyping, how limitations are set on gender equity, and how to promote gender equity in all spheres of life. Teachers can also use role-plays to show gender stereotypes and teach learners to analyse texts to determine whether they are free of gender stereotyping.

5. LINKS TO OTHER SUBJECTS AND CROSS-CURRICULAR ISSUES

The cross-curricular topics include environmental education, HIV and AIDS, population education, education for human rights and democracy, information and communication technology (ICT) and road safety. These topics 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 our society and 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; and
- understand how they 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 follows:

- The challenges and risks we face if we do not care for and manage our natural resources.
- The challenges and risks caused by Pandemics (contagious, infectious, e.g. 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 because of globalisation

The suggestions that follow in the table below are intended to guide teachers towards integrating the teaching of cross-curricular issues in their everyday language teaching. Teachers may add their own topics and activities or adapt these depending on the level and interests of their learners.

CROSS-CURRICULAR ISSUES

CROSS-CURRICULAR ISSUE	TOPIC	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING
Environmental learning	• what makes up our environment • parks and recreation • conservation • Arbour Day	• listen to a text and rearrange information provided on strips of paper	• interview a wildlife expert or conservation-ist • prepare a talk, speech, or debate on e.g. how to save water/ electricity; prevent littering/ pollution	• reading text: e.g. growing plants on the school grounds • match words with correct meaning from text while reading	• letter of appreciation to the mayor of your town who took part in the tree-planting at your school on Arbour Day
Population education	• Namibia's population/ cultural groups • Namibia's early history • living conditions in our country / villages	• listen to a text on living conditions, tick the correct answers • listen to information on population growth and life expectancy in Namibia and answer questions	• discuss: Namibia's early history: - people who made an impact on Namibia's history • debate: can we afford the present population growth?	• transfer information from a survey on Namibia's cultural groups to a table • read a map/ chart on life expectancy (see Social Studies textbooks)	• poster design: the different groups that make up Namibia's population • transfer information from maps to tables
Road safety	• responsible choices (alcohol, drugs, medicine) • becoming a good driver • causes of road accidents • road safety campaigns	• listen to adverts/texts on road safety campaigns and answer questions • listen to texts on human, vehicle and road factors as causes of accidents • listen to traffic reports and discuss	• talk about effects of alcohol, drugs, and medicine on a person's ability to use the road safely • discuss distractions such as cell phones while driving • speak about road safety measures as pedestrians, cyclists, and passengers in vehicles	• read articles with statistics on accidents caused by human error • read passages about the behaviour and attitude of a good driver and road user	• write a letter to the editor about traffic problems in your area • browse internet/search for information about factors contributing to road accidents and write an article on road safety in your area • write a drama as a group and perform to fellow learners as part of road safety campaign

CROSS-CURRICULAR ISSUE (cont.)	TOPIC	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING
Human rights and democracy	- Promoting a culture of peace - Understanding culture and diversity - Rights and responsibilities - Day of the African Child	listen to a text on rights and responsibilities and complete different tasks (e.g. True / False, Match, Short answer activities, etc.)	- speak about different cultures (language, dress, food, etc.) - speak about rights and responsibilities (charter / constitution) - discuss the Education Act No.3 of 2020 part 9(1) - compulsory school attendance	- scan different texts and identify examples of violence in each - read passages giving children a positive view of their own identities and complete different tasks (e.g. True / False, match, short and longer answer activities, etc.)	- write notes on how to be a peacemaker - write a letter about celebrations at your school - write about yourself - write about mutual respect for others (cultures / beliefs)
HIV and AIDS	- living positively with HIV and AIDS - prevention of infection - rights of those infected and affected	- listen to a text and answer true/false questions - listen to information from a video/story about HIV positive people) and organise jumbled sentences	- interview, e.g. with a local health worker about HIV and AIDS, gathering data (class activities) - debate, e.g. is it good to know your HIV status	- scan reading text for preventative measures - information transfer: map of population census - life expectancy in various regions in Namibia	- record data collected during speaking activity in a table/chart - posters with messages of prevention - answer questions on a radio talk/ audio file and write a factual essay

6. APPROACHES 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.

The aim is to develop learning with understanding, and to impart the knowledge, skills and attitudes that 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 experiences 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.

Learners 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 identify the needs of the learners and the learning that still needs to take place and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

Teaching approaches in English First Language

When teaching English First Language, the teacher should address learner motivation to read and write by using authentic material, making connections to the learners' lives, creating an atmosphere in the classroom where learners can make mistakes without fear, and by having learners interact with each other and with texts. As the language expert, teachers should model the correct use of standard British English in speech and writing. They should also model and explicitly teach reading comprehension strategies, teach understanding of text structures, and explicitly attend to vocabulary development.

Language skills should be taught in an integrated way, e.g. to improve reading comprehension involves not only reading, but writing, speaking, listening/viewing, higher-order thinking, knowledge of language and vocabulary and metacognitive skills (being aware of how you learn). Grammar principles or new vocabulary should first be introduced in context, then taught and practised explicitly, and then learners must get the opportunity to consolidate their knowledge by applying the principle or using the grammar principle or new vocabulary in context. Teachers should also avoid long explanations, but rather give step-by-step demonstrations of how to apply a principle, e.g. a reading comprehension strategy.

Literature is an essential component of English First Language, and the teacher should promote the appreciation and enjoyment of all genres, and an understanding of authors' use of language to intentionally create specific effects or impressions. The classroom should be a literature-rich environment, and have a reading corner with poetry, prose and plays, and posters displaying, for example, poems and information about well-known authors of children's literature. The teacher must use a wide variety of methods to enhance the enjoyment of literature, e.g. by letting learners enact a scene from a play or do choral reading of a poem, or by inviting a Namibian actor to school to recite poetry or give a short performance for the English classes. To help learners appreciate and enjoy poetry, teachers should guide them in understanding the content and identifying the language, imagery and other literary features used to create specific effects. Learners can also memorise poems they like, and should be guided towards the ability to read or recite with expression and interpretation of the emotions involved. Teachers who are well versed in coaching a speech chorus (choral reading) are encouraged to use this skill in the classroom, because it usually adds enjoyment to the poetry lesson.

The teacher should also pay attention to the development of critical thinking skills, which is central to all language activities, e.g. strategic reading, writing to learn, discussion, debate preparation, questioning the author, question and answer relationships, thinking aloud, and reciprocal teaching. Learners must become thinkers who grasp and apply concepts, therefore teachers should not only ask questions that test knowledge, but also ask higher-order thinking questions that encourage learners to integrate, interpret, critique and evaluate what they read and learn, and then give them time for self-assessment and reflection on what they have learnt.

The teacher must decide, in relation to the specific objectives to be achieved, when it is best to convey content directly, when it is best to let learners discover or explore information for themselves, when they need directed learning, when they need reinforcement or enrichment, when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, pairs, individually or as a whole class must be organised as appropriate to the task in hand. Collaborative learning should be encouraged wherever possible, where the teacher is the facilitator, not the imparter, of knowledge. In such cases, tasks must be designed so that collaboration with another learner or a group of learners is needed to complete the task, otherwise learners will not see the relevance of working together. As the learners in this phase have already developed personal, social and communication skills, they should be given increasing responsibility to participate in the planning and evaluation of their work, but always with the teacher's guidance.

7. END-OF-PHASE COMPETENCIES

For a description of the competencies a learner should have mastered on entering the Senior Primary phase, the end-of-phase competencies in the Junior Primary syllabus can be consulted.

In the Senior Primary phase the learners will consolidate and extend skills already learnt in the Junior Primary phase, but also acquire new skills and knowledge about how the English language works. In the Senior Primary syllabus it is important that the teachers work towards the progressive development and achievement of these competencies in the learners. In subsequent grades the learners will be required to develop the competencies with growing levels of sophistication.

A few learners might not be able to achieve all the competencies satisfactorily, and must receive learning support through adapted teaching approaches, adapted material, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completing the Senior Primary phase, learners are expected to have mastered the English language competencies described below.

Regarding listening, viewing, and speaking, learners should be able to:

- listen attentively to and view a variety of oral text types and show appropriate attitudes and behaviour when listening and viewing. They use an adequate repertoire of skills and strategies to process meaning from and evaluate oral texts and respond appropriately to show understanding and appreciation.
- communicate confidently and effectively, adapting their speech to a variety of contexts and communicative purposes. They pronounce words correctly and their speech demonstrates a good command of spoken grammar.

- select and organise information, opinions and ideas and give a fluent, focussed and logically sequenced presentation. They apply basic speaking and representing skills and strategies as appropriate for functional and creative oral purposes and for a variety of familiar audiences.
- participate effectively in a range of collaborative discussions on age-appropriate topics, demonstrating appropriate interaction skills and strategies and observing social conventions and etiquette in communication.

Regarding reading and writing, learners should be able to:

- read grade-level texts silently and aloud with accuracy, fluency and understanding.
- read with understanding a variety of high quality, grade-level literary and informational texts from print, non-print, and electronic sources.
- analyse informational and literary texts with a degree of critical thinking, identify basic text structures and a range of literary features, describe some of the author's craft, and explain literal and inferential meaning and how lexical items are used in context.
- write with fluency and effect, using language with some degree of creativity, and producing narrative and descriptive texts of at least one page. Their writing demonstrates a good command of language and spelling rules.
- produce a variety of shorter written texts for a range of creative, personal, and functional purposes, using the correct format, and appropriate register and tone where applicable.

Regarding grammar and vocabulary, learners should be able to:

- apply the general conventions of the grammar and usage of the language when writing or speaking.
- use the correct grammatical terms to talk about language taught in this phase.
- use many familiar and some less familiar idiomatic expressions and figures of speech correctly and with ease when writing or speaking.
- use accurately and with ease a range of general, academic, and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at junior secondary school-readiness level.
- spell and pronounce a significant range of general, academic, and domain-specific words correctly.

8. SUMMARY OF THE LEARNING CONTENT

Listening and speaking

The purpose of listening to oral texts is to develop phonological skills (i.e. word recognition), to enrich vocabulary (including figures of speech and collocations), to acquire a sense of correct sentence construction, and to acquire knowledge of the world, cultures, and language use in different contexts. Therefore the listening content demands that the learner be given the opportunity to experience a variety of speakers' use of challenging vocabulary and sentence construction, collocations, figures of speech and various styles. Where possible, audio-visual texts like excerpts from films and documentaries and TV advertisements should also be used.

The specific objectives regarding speaking cover the following: general expression of ideas, thoughts and feelings, skills in planning and presenting information, and meaningful interaction in discussions.

Reading and writing

The reading content does not only include silent reading skills and the skill of reading aloud in an engaging manner, but also the study of literature and informational texts. (A detailed description of informational texts can be found in the glossary.)

Learners should read a variety of texts for enjoyment and information in order to acquire knowledge and an understanding of the world and of different cultures, to increase reading fluency and comprehension, and to enrich their vocabulary and acquire a sense of the correct sentence construction. Through a wide exposure to rich forms of language in use, learners will also increasingly become more aware of correct and meaningful language and correct uses of grammatical structures.

Both fiction and non-fiction texts must be of high quality i.e. be interesting and engaging, and rich and substantial enough to offer scope for learners to explore and analyse the language, structure, themes and ideas. Teachers should ensure that a variety of texts are studied in this phase, choosing from Namibian, African and international stories, poems and plays, and both contemporary and classic texts. The school should also provide opportunities for the learners to read proficiently and independently, and to become involved in activities that inspire reading, e.g. Book Week, Poetry Day, readathons, visits to libraries.

The writing content gives learners the opportunity to discover language as a tool for effectively expressing their ideas, thoughts and feelings, and should thus be an enjoyable exercise for learners. Writing tasks should be age-appropriate, and a critical awareness of the process of writing should be encouraged by means of, amongst others, peer assessment and self-assessment. Learners must gradually be brought to understand that the purpose and audience of a piece of writing determines not only the content, but also the structure and level of formality of the language used. It is also important that learners understand the difference between spoken and written language. With regard to essays, the focus in the Senior Primary phase will be to train the learners to write well-planned and interesting narrative essays, using a variety of suitable topics, e.g. the retelling of fables and stories from history, significant events in their own lives or those of others, biographies, mysteries and adventures. Specific characteristics of each type of narrative should also be taught to the learners.

Grammar and vocabulary

The purpose of the content of the grammar and vocabulary section is to ensure that a solid foundation in all the basic grammatical rules are laid and can be applied in writing and speaking, and to ensure a purposive enrichment of learners' general and topic-specific vocabulary grade by grade. Both these are imperative in order for learners to be prepared for the demands of the syllabuses in the secondary phase. Learners should also know and use the grammatical terms of the grammar taught in their grade.

Although the content is divided into sections for reasons of convenience and clarity, the various skills should not be taught in isolation, but should be taught in an integrated and holistic way.

9. LEARNING CONTENT

Although the specific objectives in certain areas might be the same for each grade, the skills and knowledge should be taught in more depth and complexity in each grade. Texts and tasks should be chosen on a 1+ level, i.e., always slightly above the current knowledge and skills of the learners, in order to be challenging but not too difficult, and the questions and tasks must increase in length and difficulty as the learners progress from grade to grade.

9.1. Listening and speaking

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Listening 1. listen attentively to a wide range of imaginative and informative oral and/or audio-visual texts and respond appropriately and constructively	In poems and a variety of short oral and/or audio-visual imaginary texts (performances, plays, fables, fairy tales, songs): • retell the story • recall significant words or phrases • identify character and setting • point out basic emotions	In poems and a variety of short oral and/or audio-visual literary or other imaginary texts: • identify the main idea(s) or event(s) • identify problem and solution • identify character and setting • identify and discuss emotions • recognise sequence of events • identify cause and effect	In poems and a variety of short oral and/or audio-visual literary or other imaginary texts: • determine the audience and theme • identify some elements that establish plot, character and setting • discuss emotions and attitudes • identify words and tone of voice of the speaker • offer a personal response	In poems and a variety of short oral and/or audio-visual literary or other imaginary texts: • determine the audience/ theme and/or message • describe both explicit and implied meanings in texts • identify and discuss specific elements that establish character and setting • identify and comment on words and tone of voice • identify and comment on the emotions, intentions, and attitude of the speaker in texts such as plays and stories

9.1 Listening and speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
Listening 1. listen attentively to a wide range of imaginative and informative oral and/or audio-visual texts... (continued)	<i>At the end of the grade learners should be able to:</i> In poems and a variety of short oral and/or audio-visual imaginary texts (continued): • identify and interpret auditory and visual cues that enhance understanding or appreciation in audio-visual texts or performances	<i>At the end of the grade learners should be able to:</i> In poems and a variety of short oral and/or audio-visual literary or other imaginary texts (continued): • identify and interpret auditory and visual cues that enhance understanding or appreciation in audio-visual texts or performances • identify and discuss the use of music and sound effects in recitals, performances and/or audio-visual texts	<i>At the end of the grade learners should be able to:</i> In poems and a variety of short oral and/or audio-visual literary or other imaginary texts (continued): • identify and interpret significant auditory and visual cues that enhance understanding or appreciation in audio-visual texts or performances • identify and discuss the use of music, sound effects and non-verbal clues in recitals, performances and/or audio-visual texts	<i>At the end of the grade learners should be able to:</i> In poems and a variety of short oral and/or audio-visual literary or other imaginary texts (continued): • identify and interpret significant auditory and visual cues that enhance understanding or appreciation in audio-visual texts or performances • identify and analyse the techniques used in recitals, performances and/or audio-visual texts to achieve a variety of effects

9.1 Listening and speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
Learners will:	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Listening 1. listen attentively to a wide range of imaginative and informative oral and/or audio-visual texts... (continued)	In short selections of oral and/or audio-visual informational texts: • identify facts • carry out simple instructions and follow short, clear directions • write down a dictation of about four to seven mixed simple and compound sentences	In short selections of oral and/or audio-visual informational texts: • identify verifiable facts • carry out slightly detailed instructions and directions accurately • write down a dictation of about four to seven mixed simple and compound sentences • determine the credibility of the message/speaker and advertisements aimed at young children	In short oral and/or audio-visual informational texts: • identify verifiable facts and supporting evidence, distinguish between facts and opinions • carry out detailed instructions and directions • write down a dictation of about ten to fifteen sentences • determine the credibility of the message/speaker and advertisements aimed at young children • describe characteristic features of familiar oral texts, e.g. folktales • identify different points of view, e.g. in a debate • paraphrase ideas from oral texts and present information in a clear and structured form	In a variety of oral and/or audio-visual informational texts: • describe a speaker's argument, distinguishing between facts and opinions • carry out slightly challenging instructions and directions accurately • write down a dictation of about ten to fifteen sentences • describe characteristic features of a variety of oral informational texts (e.g. weather forecasts and news broadcasts) • recognise emotions and attitudes in conversations, debates and talks • comment critically on persuasive messages in the media • recognise different types of language, (formal and informal language)

9.1 Listening and speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Listening 1. listen attentively to a wide range of imaginative and informative oral and/or audio-visual texts (continued)		In short selections of oral and/or audio-visual informational texts (cont.): - recognise features of language used for a specific audience and/or purpose - recognise familiar American words and slang - discuss the use of visual and/or sound effects in radio and/or TV advertisements and posters	In short selections of oral and/or audio-visual informational texts (cont.): - recognise and comment on persuasive techniques and misleading information in persuasive messages (e.g. in the media) - recognise familiar American words and slang - identify and discuss the use of music, sound effects and non-verbal clues (e.g. colour, choice of colour and visual images) in radio and/or TV advertisements, documentaries and other audio/visual presentations	In a variety of oral and audio-visual informational texts (cont.): - recognise and comment on persuasive techniques and misleading information in persuasive messages, (e.g. in speeches, talks and the media) - recognise different types of spoken English, e.g. American and British English and identify reasons for such language use - identify and analyse the techniques used in audio/visual texts to achieve a variety of purposes (e.g. images, sound effects, colour) - identify and comment on words, body language and tone of voice that portray the emotions, intentions and attitude of the speaker, e.g. in speeches

9.1 Listening and speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
Learners will:	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Speaking 2. communicate confidently and effectively in both formal and informal settings, demonstrating a good command of standard English	• speak everyday English with satisfactory fluency, correct intonation and standard British English pronunciation • express themselves clearly and coherently in familiar contexts, using the appropriate register and tone • use the correct language to socialise, recount, explain, apologise, thank, request and draw conclusions • use appropriate vocabulary and sentence construction to communicate ideas and experiences clearly	• speak everyday English with satisfactory fluency, correct intonation and standard British English pronunciation • express themselves clearly and coherently in familiar formal and informal contexts, using the appropriate register and tone • use the correct language to entertain, enquire, describe, demonstrate, sequence, instruct, and compare • use appropriate vocabulary, sentence construction and linking words to communicate ideas, experiences and opinions clearly	• speak everyday English fluently, with the correct intonation and standard British English pronunciation • express themselves clearly, coherently and with growing confidence in familiar and some unfamiliar contexts, using the appropriate register and tone • use the correct language to define, clarify, evaluate, speculate, generalise, interpret, summarise, compare and contrast • use specific vocabulary, syntax and linking words to communicate ideas, experiences and opinions effectively	• speak everyday English fluently, with the correct intonation and standard British English pronunciation • express themselves clearly, fluently and with growing confidence in fairly challenging contexts, using the appropriate register and tone • use the correct language to elaborate, classify, argue and report • use specific vocabulary, syntax and linking words to communicate more sophisticated ideas, experiences, and opinions effectively

9.1 Listening and speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Speaking 2. communicate confidently and effectively in both formal and informal settings, demonstrating a good command of standard English (continued)	• know and use idiomatic language and collocations • ask for and give information	• know and use idiomatic language and collocations • ask for and give information and directions	• know and use figures of speech, idiomatic language, and collocations • ask for and give information, directions and instructions	• know and use figures of speech, idiomatic language, and collocations correctly and effectively • ask for and give information, directions, instructions, and demonstrations

9.1 Listening and speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
Learners will:	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Speaking 3. present information, opinions, and ideas fluently, concisely and in logical sequence, as appropriate for the purpose and audience	- plan oral presentations for a variety of purposes and familiar contexts - select content that is appropriate to the audience and purpose of the presentation - organise the content in logical sequence, with an introduction and conclusion - rehearse and deliver oral presentations using some verbal and non-verbal techniques to attempt to engage the audience	- plan oral presentations for a variety of purposes and familiar contexts - select language, content and visual displays appropriate to the audience and purpose of the presentation - organise the content in a logical sequence, with a clear introduction and conclusion - rehearse and deliver coherent oral presentations using some verbal and non-verbal techniques to engage the audience	- plan oral presentations for a variety of purposes and familiar and some unfamiliar contexts - select language, content, and multimodal tools appropriate to the audience and purpose of the presentation - organise the content in logical sequence, with an interesting introduction, relevant details that support the main theme, and a clear conclusion - rehearse and deliver focussed and coherent oral presentations using verbal and non-verbal techniques with some success in engaging the audience	- plan oral presentations for a variety of purposes and audiences - select language, content, and multimodal tools appropriate to the audience and purpose of the presentation - purposely organise the content to gain and maintain the attention of the audience, with an interesting introduction, focussed details, facts and examples, and a clear conclusion - rehearse and deliver focussed and coherent oral presentations using appropriate verbal and non-verbal techniques competently to engage the audience

9.1 Listening and speaking (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Speaking 4. participate effectively and politely in a range of collaborative discussions on age-appropriate topics and issues	- demonstrate appropriate interaction skills by - contributing to conversations and discussions - withholding comments until appropriate - sharing information and ideas - considering and exploring the ideas of others - providing reasons for arguments - interact respectfully, with a positive listening attitude, and with sensitivity to the rights and feelings of others	- demonstrate appropriate interaction skills by - participating in and contributing to discussions - withholding comments until appropriate - clarifying understanding - considering and exploring the ideas of others - presenting and justifying a point of view - accepting challenges - interact respectfully, with a positive listening attitude, showing interest and sensitivity to the rights and feelings of others	- demonstrate appropriate interaction skills by - participating in and contributing to discussions - withholding comments until appropriate - clarifying understanding - reasoning, investigating, exploring and persuading with an open-minded attitude - accepting challenges - interact respectfully according to socially acceptable conventions and sensitivity to the rights and feelings of others	- demonstrate appropriate interaction skills by - reasoning, investigating, and persuading convincingly and with an open-minded attitude - withholding comments until appropriate - clarifying understanding - accepting criticism and challenges - interact respectfully according to socially acceptable conventions, taking cultural differences into account, and showing interest and sensitivity to the rights and feelings of other

9.2. Reading and Writing

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to</i>	<i>At the end of the grade learners should be able to</i>	<i>At the end of the grade learners should be able to</i>	<i>At the end of the grade learners should be able to</i>
Reading 1. read prepared grade-level prose, poetry, and informational texts aloud and silently with accuracy, fluency and understanding	• use correct intonation and expression that convey understanding of the text • pronounce words correctly • respond correctly to all punctuation marks in the passage • read silently more or less 130 to 150 words per minute • provide evidence of fiction and non-fiction they read silently and independently for knowledge and enjoyment • employ several appropriate reading comprehension strategies to enhance their understanding (see Annexe B)	• use correct intonation and expression that convey understanding of the text • pronounce words correctly • read with appropriate volume and speed, pausing where necessary • read silently more or less 150 to 160 words per minute • provide evidence of fiction and non-fiction they read silently and independently for knowledge and enjoyment • employ several appropriate reading comprehension strategies to enhance their understanding (see Annexe B)	• use expression to entertain the audience and convey the meaning of the text • pronounce words correctly • describe the key features and text organisation of different kinds of texts • read silently more or less 160 to 175 words per minute • provide evidence of a range of fiction and non-fiction read silently and independently for knowledge and enjoyment • employ a range of reading comprehension strategies (see Annexe B) • use stress, pitch variations, intonation, rate and pausing for expressive reading	• use expression to entertain the audience and convey the meaning of the text • pronounce words correctly • describe the key features and text organisation of different kinds of texts • read silently more or less 175 to 185 words per minute • provide evidence of a range of fiction and non-fiction read silently and independently for knowledge and enjoyment • employ a range of reading comprehension strategies (see Annexe B) • use stress, pitch variations, intonation, rate and pausing for expressive reading

9.2 Reading and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
	Grade 4	Grade 5	Grade 6	Grade 7
<i>Learners will:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Reading 1. read prepared grade-level prose, poetry, and informational texts aloud and silently with accuracy, fluency and understanding... (continued)	identify the purpose and target audience of different kinds of texts	- identify the different structures, purposes and audiences of different kinds of texts - identify simple literary devices (figures of speech) - interpret the information given in more complex graphics (tables / maps / illustrations) and reproduce the information in another form	- identify the different structures, language use, purposes and audiences of different kinds of texts - identify simple literary devices (figures of speech) - interpret and analyse the information given in graphical texts (tables/ charts / bar and line graphs) and reproduce the information in another form - identify the techniques used to create effect in multimodal and/or visual texts	- describe the key features and text organisation of different kinds of texts - identify and comment on the use of language, simple literary devices - interpret and analyse the information given in graphical texts (tables/ charts / bar and line graphs) and reproduce the information in another form - describe the purpose, register, audience and context of a text

9.2 Reading and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Reading 1. read prepared grade-level prose, poetry, and informational texts aloud and silently with accuracy, fluency and understanding... (continued)	- locate information and key words in texts they have read - extract general and specific information - deduce information about the text from text organisational features, e.g. headings and sub-headings link a statement with evidence that supports the statement - use explicit information from texts to produce short directed writing tasks, e.g. listing specific information	- scan for and locate information - extract general and specific information on explicit and implicit level - analyse texts that are organised in sequential or chronological order - quote accurately from a text when explaining what the texts says explicitly and when making deductions from the text - write down outlines, make notes of or paraphrase a text or section of a text	- skim and scan for information - extract general and specific information on both explicit and implicit level - analyse texts that use compare-and-contrast organisational pattern - draw conclusions or generalisations from a text and support them with textual evidence - paraphrase, make notes of or summarise the main ideas and/or key details in a text	- skim and scan for information - extract general and specific information on both explicit and implicit level - analyse texts that use compare-and-contrast organisational pattern - make inferences with textual evidence of what the text says explicitly or implicitly - paraphrase, make notes of or summarise the main ideas and/or key details in a text

9.2 Reading and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
1. read prepared grade-level prose, poetry, and informational texts aloud and silently with accuracy, fluency and understanding... (continued)		• use information from texts to produce short directed writing tasks • execute fairly complex instructions and directions	• extract relevant information from one or two texts and reproduce it in another form to suit a different purpose and/or audience • trace and evaluate the argument(s) and specific claims in an age-appropriate argumentative text, assessing whether the reasoning is sound, and the evidence is accurate, relevant and sufficient to support the claims • analyse and compare two texts on the same topic or event	• analyse, integrate and adapt selected information from one or more texts to suit a different purpose and/or audience • trace and evaluate the argument(s) and specific claims in an age-appropriate argumentative text, assessing whether the reasoning is sound, and the evidence is accurate, relevant and sufficient to support the claims • analyse and compare two texts on the same topic or event • collate short pieces of information from several sources and summarise them • note instances of obvious bias or stereotyping in texts

9.2 Reading and writing (continued)

GENERAL OBJECTIVES		SPECIFIC OBJECTIVES			
Learners will:	Grade 4	Grade 5	Grade 6	Grade 7	
	At the end of the grade learners should be able to:	At the end of the grade learners should be able to:	At the end of the grade learners should be able to:	At the end of the grade learners should be able to:	
Literature 2. read, understand, and reflect critically on a variety of high-quality grade-level literature and literary non-fiction , and demonstrate knowledge of text structures and author's craft	• identify the main elements of a traditional children's story, a fairy tale/folktale, and a fable • identify the basic features of free verse and simple poems: <i>shape/form, print size, repetition, rhyme, similes, repetition of sound</i> • identify the title, author/poet, illustrator, and publisher • identify the narrator, describe the setting, characters and main event(s) of a story or play, and make simple inferences about the characters' actions	• identify the main elements of a historical story, a myth/legend and a play • identify the following features of free verse and simple poems: <i>simple rhyme schemes, onomatopoeia, similes, alliteration/sound patterns</i> • identify the title, author/poet, illustrator, and publisher • identify the narrator, describe the setting, characters (also protagonist and antagonist) and main event(s) of a story or play, and make obvious inferences about characters by analysing and combining information from various parts of a text	• describe the main elements of a fantasy, an animal story (e.g. The Call of the Wild) and a play • identify and describe the effects of elementary literary devices (e.g. <i>metaphors, personification, and the use of punctuation</i>) • identify and describe the title, author/poet, illustrator, publisher and synopsis of a literary text • identify the narrator, describe the setting(s), main theme and storyline of a novel, play or short story within its social, historical and/or cultural context, and make reasonable inferences about the storyline, theme(s) and characters by analysing and combining information from various parts of a text	• describe the main elements of various types of narratives, and a drama • identify, interpret and evaluate the effect of word pictures and other literary devices and figures of speech in poems • identify and describe the title, author/poet, illustrator, publisher and synopsis of a literary text • identify and make logical inferences about the themes, plot, setting(s) and the relationship between the characters themselves and the characters and plot of a novel, drama, or short story within its social, historical and/or cultural context by analysing and combining information from various parts of a text	

9.2 Reading and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Literature 2. read, understand, and reflect critically on a variety of high-quality grade-level literature and literary non-fiction , and demonstrate knowledge of text structures and author's craft (continued)	explain explicit meaning by referring to details and examples in the text	explain explicit and implicit meaning, giving the correct information from the text that supports their interpretation	- explain explicit and implicit meaning, giving textual evidence to support their analysis of what the texts say - place a text within its social, historical and/or cultural context - identify the effect of language used in a text, e.g. humour, exaggeration, and words or phrases that evoke emotions like sadness or anger	- explain explicit and implicit meaning, giving several pieces of textual evidence to support their analysis of what the texts say - place a text within its social, historical and/or cultural context - identify the effect of language used in a text e.g. humour, exaggeration, and words or phrases that evoke emotions like sadness or anger

9.2 Reading and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Writing 3. produce a variety of texts in a range of forms for creative, personal, and functional purposes, using appropriate register and tone	- organise ideas in paragraphs and choose language that suits the purpose of the writing task - select relevant information from one source (provided by the teacher) for a specific task, and integrate the information in writing or a multimodal text while trying to avoid plagiarism - plan, draft, revise, and rewrite tasks, intentionally focussing on grade-appropriate grammatical accuracy and correct spelling, and produce a neat and legible final product	- organise ideas in paragraphs with a logical sequence and choose language that suits the purpose and audience - select relevant information from two or more print sources for a specific task (with the teacher's assistance), and integrate the information in writing or a multimodal text while trying to avoid plagiarism - plan, draft, revise, and rewrite tasks, intentionally focussing on grade-appropriate grammatical accuracy, correct spelling, and effective vocabulary, and produce a neat and legible final product	- organise ideas in paragraphs linked with connectives, and intentionally choose language that suits the purpose and audience - select relevant information for a specific task from multiple print sources, and integrate the information in writing while avoiding plagiarism - plan, draft, revise, and rewrite tasks, intentionally focussing on grade-appropriate grammatical accuracy, correct spelling, and effective vocabulary, and produce a neat and legible final product	- organise ideas in well-constructed paragraphs that are clearly linked, and intentionally choose language that suits the purpose and audience - select relevant information for a writing task from multiple print and digital sources, consider the credibility of each source, and integrate the information in writing, acknowledging their sources and avoiding plagiarism - plan, draft, revise, and rewrite tasks to write for maximum impact and with accuracy in grammar and spelling, and produce a neat and legible final product

9.2 Reading and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
Learners will:	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Writing 3. produce a variety of texts in a range of forms for creative, personal, and functional purposes, using appropriate register and tone (continued)	• use statements, commands, questions and exclamations in writing	• use statements, commands, questions and exclamations appropriately • use transitional words and phrases (e.g. first of all, next, then) to link ideas and paragraphs	• use grammatical features, cohesive devices, punctuation, vocabulary and idioms/ idiomatic expressions correctly and for effect • use transitional words and phrases (e.g. firstly, secondly, in conclusion) to link ideas and paragraphs • vary sentence patterns for meaning, style and interest	• use grammatical features, cohesive devices, punctuation, vocabulary, and idioms/ idiomatic expressions correctly and for effect • use transitional words and phrases (e.g. therefore, besides, however) for cohesive writing • vary sentence patterns for meaning, style and interest

9.2 Reading and writing (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Writing 3. produce a variety of texts in a range of forms for creative, personal, and functional purposes, using appropriate register and tone (continued)	- compose texts for creative, narrative, and descriptive purposes, including short texts for everyday personal and functional purposes and for familiar audiences: - poster - invitation - recipe - friendly letter - descriptive paragraph with vocabulary provided by teacher - narrative essays	- compose texts for creative, narrative, descriptive and informative purposes, including a variety of shorter texts for everyday personal and functional purposes and for familiar audiences: - notes - poster - general instructions/ directions - informal letter - descriptive paragraphs - narrative essays - basic rhyming poem	- compose a range of interesting texts for creative, narrative, and descriptive purposes, including shorter texts for personal and functional purposes and for familiar and less familiar audiences in the school and community: - book review - email/informal letter - basic report - dialogue - small advertisement - more complex instructions - descriptive paragraphs - narrative essays	- compose a range of interesting and engaging texts for creative, narrative, and informative purposes, including shorter texts for a range of personal and functional purposes, using the correct form and register to suit the purpose and audience: - review - formal letter - formal request - email (formal and informal) using a suitable form of register to suit the audience - eyewitness account report - article - dialogue/interviews - detailed, complex instructions - descriptive paragraphs - narrative essays

9.3. Grammar and vocabulary

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Grammar 1. demonstrate knowledge and command of the conventions of the grammar and usage of English when writing and speaking, and use grammatical terms to learn and talk about language	• use the following grammatical terms when speaking about language: • noun, adjective, verb, adverb, pronoun, preposition, article, Simple Present, Past and Future Tense, prefix, suffix, conjunction, idiom, etc. • capitalise the following words correctly: • names of pets, people, days of the week, months of the year, special days (e.g. <i>Christmas, Youth Day</i>), places, streets, mountains, rivers, continents, oceans, companies, titles - the pronoun "I" - the first word of a sentence - the most commonly used abbreviations with capitals, e.g. <i>Mr, Mrs</i> - initials, etc.	• use the following grammatical terms when speaking about language: Present, Past and Future Continuous Tense, part/s of speech, synonyms, antonyms, etc. • capitalise words correctly, including: - names of groups and events - commonly used abbreviations written with capitals - the first word in direct speech, etc.	• use the following grammatical terms when speaking about language: Present, Past and Future Perfect Tense, affixes, relative pronouns, homonyms, homophones, subject, verb, object, etc. • capitalise words correctly, including: - well-known acronyms - abbreviations written with capitals, etc.	• use the following grammatical terms when speaking about language: Present, Past and Future Perfect Tense, affixes, relative pronouns, homonyms, homophones, subject, verb, object, etc. • use capitals correctly

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
Learners will:	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Grammar 1. demonstrate knowledge and command of the conventions of the grammar and usage of English when writing and speaking, and use grammatical terms to learn and talk about language (continued)	• use the following punctuation marks correctly: - full stop - question mark - exclamation mark - comma when listing nouns - colon when writing dialogue - apostrophe in contractions (only in direct speech) and to show possession	• use the following punctuation marks correctly: - comma when listing adjectives or verbs - comma in direct address, e.g. Ms Coetzee, may I be excused? - comma after yes/no - comma before but - punctuation in direct speech - apostrophes	• use the following punctuation marks correctly: - comma for appositives - punctuation in direct speech - comma after a signal word that introduces a sentence e.g. firstly, however - colon to introduce a list - hyphens in hyphenated words, e.g. back-up - quotation marks for titles - quotation marks and ellipses when quoting directly from a text - single quotation marks - apostrophes	• use the following punctuation marks correctly: - semicolon in the place of a conjunction - hyphens - quotation marks for titles - quotation marks and ellipses when quoting directly from a text - single quotation marks - apostrophes

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Grammar 1. demonstrate knowledge and command of the conventions of the grammar and usage of English when writing and speaking, and use grammatical terms to learn and talk about language (continued)	- identify and use the following grammatical features correctly: - common and proper nouns, countable and uncountable nouns, collective nouns, singular and plural nouns, gender, diminutives - adjectives, order of adjectives, degrees of comparison - regular and irregular verbs, modal verbs, e.g. can, may, should	- identify and use the following grammatical features correctly: - possessive form - irregular plurals - adjectives with -ed and -ing endings - comparison of adjectives - basic imperative verbs - present participles, auxiliary verbs and modals used in the present and continuous tenses	- identify and use the following grammatical features correctly: - abstract nouns, nouns used as adjectives - position of adjectives - linking verbs - infinitives - adverbs of reason, frequency, degree and duration, adverbial phrases - interrogative, demonstrative, relative pronouns	- identify and use the following grammatical features correctly: - adjectives used as nouns - adverbs vs. adjectives - omission of articles - infinitives - participles - main and subordinate clauses - relative clauses and relative pronouns - sentence structures - consistency of verb tenses

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
	Grade 4	Grade 5	Grade 6	Grade 7
<i>Learners will:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Grammar 1. demonstrate knowledge and command of the conventions of the grammar and usage of English when writing and speaking, and use grammatical terms to learn and talk about language (continued)	- identify and use the following grammatical features correctly (cont.): - adverbs (also changing adjectives into adverbs) - pronouns - prepositions - definite and indefinite articles - simple tenses - prefixes and suffixes - conjunctions - opposites - quantifiers - apply knowledge of sentence construction rules in speaking and writing: - place subject, verbs, adverbs, adjectives and direct and indirect object correctly in sentences	- identify and use the following grammatical features correctly (cont.): - adverbs of manner, time and place - personal, reflexive, possessive pronouns, - prepositions, prepositional phrases - articles and omission of articles with uncountable nouns - simple tenses - continuous tenses - prefixes and suffixes - conjunctions - antonyms and synonyms - indirect speech - quantifiers - apply knowledge of sentence construction rules in speaking and writing: - place subject, verbs, adverbs, adjectives and direct and indirect object correctly in sentences	- identify and use the following grammatical features correctly (cont.): - prepositions - articles - simple tenses - continuous tenses - perfect tenses and past participle - prefixes and suffixes - conjunctions - indirect speech - apply knowledge of sentence construction rules in speaking and writing: - place subject, verbs, adverbs, adjectives and direct and indirect object correctly in sentences	- identify and use the following grammatical features correctly (cont.): - connectives (cohesive devices that create links between clauses, sentences and paragraphs) - passive voice - apply knowledge of English sentence construction rules in speaking and writing: - place subject, verbs, adverbs, adjectives and direct and indirect object correctly in sentences

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Grammar 1. demonstrate knowledge and command of the conventions of the grammar and usage of English when writing and speaking, and use grammatical terms to learn and talk about language (continued)	• apply knowledge of sentence construction rules in speaking and writing (continued): In simple tenses: - construct yes/no questions and answers and negative statements - construct <i>wh-</i> and <i>how</i> questions Simple sentences - construct simple sentences correctly - identify subject and predicate in a simple sentence - apply the rules of subject-verb agreement	• apply knowledge of sentence construction rules in speaking and writing (continued): - construct <i>yes/no</i> questions and answers and negative statements using the simple tenses - construct <i>wh-</i> and <i>how</i> questions in the simple and continuous tenses - identify subject, verb and direct object in a sentence or clause - apply the rules of concord	• apply knowledge of sentence construction rules in speaking and writing (continued): - construct <i>yes/no</i> questions and answers and negative statements using the simple, continuous and perfect tenses - construct <i>wh-</i> and <i>how</i> questions in the simple and continuous tenses - construct tag-questions - identify direct and indirect object in a sentence and clause - apply the rules of concord	• apply knowledge of sentence construction rules in speaking and writing (continued): - construct <i>yes/no</i> questions and answers and negative statements correctly in all tenses - construct <i>wh-</i> and <i>how</i> questions using perfect tenses - construct complex sentences - apply the rules of concord

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Grammar 1. demonstrate knowledge and command of the conventions of the grammar and usage of English when writing and speaking, and use grammatical terms to learn and talk about language (continued)	<u>Compound sentences</u> - Construct compound sentences correctly using the conjunctions: <i>and, but</i> and <i>because</i>	- expand simple sentences using adjectives, adverbs and phrases - construct more sophisticated compound sentences using the conjunctions <i>and, but, because</i> - construct complex sentences using <i>while</i> and <i>when</i> - construct sentences in direct speech, using the correct punctuation - convert direct speech in the Simple Present and Continuous Tense into indirect speech	- construct compound and complex sentences - join sentences using relative pronouns - join sentences using the following conjunctions: - and, but, because and so - conjunctions that express a reason or purpose - conjunctions that express cause and effect - neither...nor/ either...or/ both...and/as well as - convert direct speech into indirect speech	- identify complements in sentences, and subject, verb and direct and indirect object in clauses - identify phrases, clauses and infinitives, and use them correctly in sentence construction - construct compound and complex sentences using appropriate conjunctions and the correct tense - construct Simple Present and Simple Past Tense sentences in passive voice - convert passive voice sentences to active voice

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Vocabulary 2. know and use a range of general, academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at junior secondary phase readiness level accurately and with ease, spelling and pronouncing them correctly	• apply in speaking and writing an increased vocabulary in: - subject- and topic-specific words - derivatives (love, lovely, loveless, lovable) - words for gender (actor-actress) - words for quantities (a grain of sugar) - names of sounds (the chime of a clock) - diminutives (seedling) - words for the young of animals (bear - cub) - collective nouns - names of places (theatre, cemetery) and people (missionary, pianist) - homophones and homonyms - compound words - familiar antonyms - phrasal verbs - collocations, idioms and idiomatic expression	• apply in speaking and writing an increased vocabulary in: - subject- and topic specific words - derivatives - words for gender - words for quantities - names of sounds - diminutives - words for the young of animals - collective nouns - names of places and people - homophones and homonyms - words adapted from other languages - compound words - familiar synonyms and antonyms - phrasal verbs - collocations, idioms and idiomatic expressions	• apply in speaking and writing an increased vocabulary in: - subject and topic -specific words and technical terms - derivatives - words for gender - words for quantities - names of sounds - diminutives - words for the young of animals - collective nouns - names of places and people - homophones and homonyms - creative comparisons and metaphors - words adopted from other languages - compound and other multisyllabic words - less familiar synonyms and antonyms - phrasal verbs - collocations, idioms and idiomatic expressions	• apply in speaking and writing an increased vocabulary in: - subject and topic - specific words and technical terms - derivatives - words for gender - words for quantities - names of sounds - diminutives - words for the young of animals - collective nouns - names of places and people - homophones and homonyms - figurative language - words adopted from other languages - compound and other multisyllabic words - synonyms and antonyms - phrasal verbs - collocations, idioms and idiomatic expressions

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Vocabulary 2. know and use a range of general, academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at junior secondary phase readiness level accurately and with ease, spelling and pronouncing them correctly (continued)	• use the dictionary for: - meaning and origin of words - correct spelling • demonstrate knowledge of and use well-known and commonly used: - affixes (prefixes and suffixes) and roots acronyms and abbreviations • spell grade-level words correctly using dictionaries, knowledge of phonics and word study • know and apply the spelling rules and strategies for the following: - level-appropriate high frequency sight words - syllables - contractions - ie or ei - the soft and hard c and g (cat vs cent, giraffe vs gate)	• also use the dictionary for: - word derivatives - parts of speech • demonstrate knowledge of and use familiar: - affixes (prefixes and suffixes) and roots acronyms and abbreviations • spell grade-level words correctly using dictionaries, knowledge of phonics and word study • know and apply spelling rules and strategies, including those for: - level-appropriate high frequency sight words - words often confused - long and short vowels - ie or ei (sieve, receive) - silent letters(bomb, know, often) - the silent e (gave, came)	• also use the dictionary for: - pronunciation - stress in compounds - irregular plurals - finding prefixes and suffixes • demonstrate extended knowledge of and use: - affixes (prefixes and suffixes) and roots acronyms and abbreviations • know and use banks of known words, word origins, root words, affixes, spelling patterns and generalisations to learn and spell new words • know and apply spelling rules and strategies, including those for: - ie or ei - adding vowel-suffixes to longer words (industry – industrious) - silent letters - the silent e - c or s	• also use the dictionary and thesaurus for: - synonyms, antonyms - meaning of idioms/ idiomatic expressions - correct preposition for phrasal verbs • demonstrate extended knowledge of and use: - affixes (prefixes and suffixes) and roots acronyms and abbreviations • use spelling rules, affixes, word origins, spelling patterns and generalisations to learn and spell new words

9.3 Grammar and vocabulary (continued)

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES			
<i>Learners will:</i>	Grade 4	Grade 5	Grade 6	Grade 7
	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>	<i>At the end of the grade learners should be able to:</i>
Vocabulary 2 know and use a range of general, academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at junior secondary phase readiness level accurately and with ease, spelling and pronouncing them correctly (continued)	• apply the spelling rules and strategies for the following correctly (cont.): - silent letters - the silent e - changing y to i (carry-carrying) - changing f to v - double consonants - words ending in l, not -le - choosing the correct ending: - [-ical,-icle,-acle] - [-er, -or, -ar, -re] - [-ary,-ory,-ery,-ury] - [-tion, -sion] - [-ous, -ious] - [-ent, -ant, -ence, -ance, -ense] - [-able, -ible, -ably, -ibly] - words frequently confused (their, there) - plurals: words ending in y, o, f and fe - suffixes -ly, -ous, -tion, -er - words that end in: -pple, -ttle, -ffle, -tion, -sion, -tial, -cial, -ian, -ous, -ious	• apply spelling rules and strategies, including those for (cont.): - c or s (practise vs practice, license) - dropping a vowel within words (dance-dancing) - changing f to v (wolf-wolves, wife-wives) - double consonants (fat-fatter, run-running) - words ending in l, not -le (label) - forming adverbs: exceptions - choosing the correct ending: [-ssion, -cian] [-eous] [-ability, -ibility] [-ise, -ize]	• apply spelling rules and strategies, including those for (cont.): - adding a c to a k (e.g. mimic – mimicking) - dropping a vowel within words - changing f to v - double consonants - words ending in l, not -le - forming adverbs: exceptions - choosing the correct ending: [-ssion, -cian] [-eous] [-ise, -ize]	• apply all spelling rules

10. ASSESSMENT

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate because of a teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1. Types and methods of assessment

10.1.1. Continuous assessment

As a way to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple, and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where, how, and why they need to try harder. The parents should be informed regularly about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support the child's learning activities.

The learner's progress and achievements in this subject must be reported to parents in the school report.

10.1.2. Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study,
- assessment tasks help learners to solve problems intelligently by using what they have learned,
- the teacher uses the information to improve teaching methods and learning materials.

Summative assessment is an assessment made at the end of the school year based on the accumulation of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

10.1.3. Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus and, from this, gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way and in their participation in general, through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similarly to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.1.4. Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

10.1.5. Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the specific objectives and are not related to how well other learners are achieving these objectives or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

10.2. Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. The relation between the letter grades and specific objectives is shown in the table below. As far as possible a letter grade should be used as the mark instead of a percentage.

Grade	% Range (Gr 4 - 7)	Competency descriptions
A	80%+	Achieved specific objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved specific objectives 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 specific objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved specific objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may need learning support in some areas.
E	40-49%	Achieved the minimum number of specific objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner needs learning support in most areas.
U	0-39%	Not achieved the minimum number of specific objectives. The learner has not been able to reach a minimum level of competency in the specific objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.3. Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework, and short tests may be recorded for continuous assessment.

10.4. Assessment objectives

The assessment objectives for English First Language are:

10.4.1. Listening and speaking

The Learners should be able to:

1. listen attentively to and view a wide range of oral texts and respond appropriately and constructively to show understanding and appreciation,
2. communicate confidently and effectively, adapting speech to a variety of contexts and communicative purposes, and participating effectively in collaborative discussions,
3. present information, opinions, and ideas fluently, concisely and in logical sequence, as appropriate to audience and purpose

10.4.2. Reading and writing

The Learners should be able to:

1. read aloud with accuracy, fluency and understanding of the text,
2. demonstrate understanding of and reflect critically on literary and informational texts, text structures and author's craft,
3. produce a variety of texts in a range of forms for creative, personal, and functional purposes, using appropriate register and tone and a variety of sentence structures in well-structured paragraphs.

10.4.3. Grammar and vocabulary

The Learners should be able to:

1. exercise accuracy in spelling, punctuation, and grammar
2. use appropriate and imaginative vocabulary and idioms
3. use different parts of speech and tenses correctly
4. apply a variety of sentence structures

10.5. Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded, and recorded. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by candidates, who achieved good, average, and low marks, as well as the written assignment and mark scheme, must be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus.

10.5.1. Listening and speaking

Learners' listening comprehension should be assessed formally at least once per trimester. For this purpose, teachers will have to set a listening test that should be answered in writing. The marks are recorded in the column for Listening Comprehension on the Assessment Record Sheet.

Learners' speaking proficiency should be graded at least once per trimester. (*Not only communication, but also presentation and interaction skills*). The marks are recorded in the appropriate column on the Assessment Record Sheet.

10.5.2. Reading and writing

Reading aloud

Reading aloud proficiency should be assessed at least once per trimester. It should be done by means of a text that the learners have prepared beforehand. The teacher may assess reading comprehension by asking a few questions which the learner should answer orally, but please note that the formal assessment of reading comprehension is done in the reading comprehension exercises.

Literature

At least one short task on the prescribed literature should be marked per trimester and the marks recorded in the appropriate column on the assessment record sheet.

The study of literature comprises three components: prose, drama, and poetry. All three genres may form part of the formal oral assessment as well as being assessed in written form.

- (i) Prose (either a novel or short stories)

The content should be studied as to characters and sequence of events, plot, actions, and consequences. Written questions should be contextual. Learners should be able to work out the answers themselves using the texts. In the Senior Primary phase, the texts should be studied in some depth.

- (ii) Drama

A short play, or only one scene of a play, may be studied. The content should be studied as to characters and sequence of events, actions, and consequences. Written questions should be contextual. Learners should be able to work out the answers themselves using the texts.

- (iii) Poetry

Both seen and unseen poems can be used for assessment, and the questions should be contextual. The learners should not only be assessed regarding their understanding of the content of a poem, but also on their ability to identify and describe the effect of imagery and other language and literary features taught to them during the trimester.

Minimum prescribed reading per grade:

Grade 4: 3 poems **AND** 1 short play/scene **AND** 1 novel **OR** 3 short stories per annum

Grade 5: 4 poems **and** 1 short play/scene **AND** 1 novel **OR** 4 short stories per annum

Grade 6: 5 poems **and** 1 short play **AND** 1 novel **OR** 5 short stories per annum

Grade 7: 6 poems **and** 1 short play **AND** 1 novel **OR** 6 short stories per annum

Reading and directed writing

Reading texts with a variety of question types testing understanding of both explicit and implicit meaning should be assessed regularly throughout the trimester. At least one reading comprehension task per trimester should be recorded by the teacher for purposes of formal continuous assessment and entered on the assessment record sheet.

Tasks should also be set where learners' ability to reproduce information from one or more texts and/or visual material in another form is tested. Examples of such directed writing are transferring information from a description to a form, from an informational text to columns listing similarities and differences, or from graphs, maps, weather reports, etc. to notes or a summary.

Continuous writing

At least one essay and one shorter piece of writing should be marked per trimester and the marks recorded on the assessment record sheet. (Learners in grade 4 and 5 should not be severely restricted regarding the number of words in an essay; the focus should rather be on the enjoyment of creative writing.)

The length of writing tasks should be as follows:

Essays:

Grade 4:	100 - 120 words
Grade 5:	120 - 150 words
Grade 6:	150 - 180 words
Grade 7:	180 - 200 words

Shorter tasks:

Grade 4:	60 - 80 words
Grade 5:	80 - 100 words
Grade 6:	100 - 120 words
Grade 7:	120 - 150 words

In the Senior Primary phase the learners will write narrative essays only, in order to gain solid skills in planning and composing various types of narratives, starting with the retelling of a story or recounting a personal experience, and moving on to other types of narratives, amongst others traditional stories (fairy tales, fables, folk tales, legends), adventure stories, historical stories, fantasy stories, real-life stories (including biographies), suspense stories, travel stories, etc. The teacher should teach and assess the development of the storyline in a narrative (opening, build-up, climax, resolution, ending).

10.5.3. Grammar and vocabulary

Grammar

A strong foundation in grammar will enable learners to use the language accurately, fluently, and appropriately. Grammatical rules should be assessed using a variety of methods (cloze tests, multiple choice, matching items, etc.), but it is important that their ability to apply these rules in context should also be assessed. The results of at least one grammar test per trimester should be recorded by the teacher for purposes of formal continuous assessment and entered on the assessment record sheet.

Spelling

Spelling tests in various forms, and dictations in the form of sentences or a paragraph which is read to the learners, will assess learners' spelling proficiency in the language. It is important that learners get regular exercise in writing spelling and dictation tests. Spelling tests and dictations should test vocabulary that were encountered and taught during the week/ trimester/ year. It could be marked by the learners themselves or by peers. At least one spelling test per trimester should be marked by the teacher for purposes of formal continuous assessment and the marks recorded on the assessment record sheet.

10.5.4. Summary of Continuous Assessment (CA) per trimester:

Skills area	Marks	Total
1. Listening and speaking		
Listening comprehension	10	
Speaking activity	10	
Total		20
2. Reading and writing		
Reading aloud	10	
Literature	10	
Reading and directed writing	20	
Essay	10	
Shorter task	10	
Total		60
3. Grammar and vocabulary		
Grammar	10	
Spelling	10	
Total		20
TOTAL		100

10.5.5. End-of- term mark for the report

The Continuous Assessment (CA) marks for one trimester add up to 100. This mark together with the end of term test should be used for the report at the end of the trimester (see Annexe H and I). The end-of-term test is not an examination and is ONLY applicable at the end of term 1 and 2.

Please note:

Grade 4&5 should be set out of a total **30 marks**, testing the following:

- Reading comprehension questions (10 marks)
- Grammar questions based on aspects taught during the term/s (10 marks)
- A question on shorter writing pieces covered in the term/s (10 marks).

Grade 6&7 should be set out of a total of **50 marks**, testing the following:

- Reading comprehension questions (20 marks) and a directed writing task (10 marks) should be set on two unseen narrative, informative or descriptive texts.

- Grammar questions based on aspects taught during the term/s (10 marks)
- Literature: contextual questions on a literary text that was studied during that term, testing the specific objectives of literature as set out in the learning content (10 marks).

10.6. End-of-year examinations: detailed guidelines

An internal end-of-year examination will be written in English First Language. The purpose of this examination is to assess the extent to which each learner has mastered the objectives for that year. Preparing for and conducting this examination should not take up more than two weeks altogether right at the end of the year.

The end-of-year written examination will consist of two papers.

Paper	GRADE 4	Duration	Marks
Paper 1: Reading Comprehension	Paper 1 consists of two parts. The range of questions could include multiple choice, true/false and matching questions, and questions requiring sentence-length answers. Part 1: Reading comprehension (20 marks) Questions should be set on one or two unseen narrative, informative or descriptive texts. The number of words per text should be 150-200. Visual material (e.g. cartoons, advertisements, tables and graphs) may also be used in addition to the texts. Do not use two texts of the same type. Questions will assess comprehension and will include a range of question types testing understanding of both explicit and implicit meaning on various levels of difficulty. Part 2: Grammar (10 marks) Questions should be set on grammar taught during the term/year, e.g. punctuation, parts of speech, tenses, sentence construction, etc.	1 hour 15 min.	30
Paper 2: Continuous writing	Paper 2 consists of one part only. Writing task (20 marks) Learners will write a real or fictitious narrative on one of four topics (15 – 20 sentences). Stimulus material will be provided where necessary but should be limited.	45 min.	20
TOTAL			50

Paper	GRADE 5	Duration	Marks
Paper 1: Reading Comprehension	Paper 1 consists of two parts. The range of questions could include multiple choice, True/False and matching questions, and questions requiring sentence-length answers. Part 1: Reading and directed writing (20 marks) Both reading comprehension questions and a directed writing task should be set on one or two unseen narrative, informative or descriptive texts. The length per text should be 200-250 words. Do not use two texts of the same type. Visual material (e.g. cartoons, advertisements, tables, and graphs) may also be used in addition to the texts. Comprehension questions will include a range of question types testing understanding of both explicit and implicit meaning on various levels of difficulty. Part 2: Grammar (10 marks) Questions should be set on grammar taught during the year, e.g. punctuation, parts of speech, tenses, sentence construction, etc.	1 hour 15 min.	30
Paper 2: Continuous Writing	Paper 2 consists of one part only. Essay (20 marks) Learners will write a narrative essay of 120 to 150 words on one of four topics.	1 hour.	20
TOTAL			50

Paper	GRADE 6 & 7	Duration	Marks
Paper 1: Reading Comprehension	Paper 1 consists of three parts. The range of questions could include multiple choice, true/false and matching questions, and questions requiring sentence-length answers. Part 1: Reading and Directed Writing (50 marks) Comprehension questions (40 marks) and a directed writing task (10 marks) should be set on two or three unseen narrative, informative or descriptive texts. The length per text for Grade 6 should be 250-300 words and 350-400 words per text for Grade 7. Visual material (e.g. cartoons, advertisements, tables and graphs) may also be used in addition to the texts. Do not use two texts of the same type. Comprehension questions will include a range of question types testing understanding of both literal and inferred meaning on various levels of difficulty. Part 2: Literature (10 marks) Contextual questions should be set on a literary text that was studied during the third trimester. The questions should test the specific objectives of literature as set out in the learning content. Part 3: Grammar (20 marks) Questions should be set on grammar taught during the year, e.g. punctuation, parts of speech, tenses, sentence construction, etc. during the year, e.g. punctuation, parts of speech, tenses, sentence construction, etc.	1 hour 45 min.	80
Paper 2: Continuous writing	Paper 2 consists of one part only. Essay (20 marks) Learners will write a narrative essay (Grade 6: 150-180 words; Grade 7: 180-200 words) on one of four topics.	1 hour	20
TOTAL			100÷2=50

In order to create a more positive attitude towards essay writing, schools should refrain from the practice of letting learners write essays and shorter pieces of continuous writing on the last school day in an attempt to keep them at school.

10.7. Promotion marks

Continuous Assessment will contribute 50% towards the final year grade and an internal end-of-year examination will contribute 50 %. [50 marks + 50 marks = 100].

The weighting of each assessment component is as follows:

Grade 4 and 5

Component	Description	Marks	Weighting
Continuous assessment	Various language skills	100	50%
Written examination	Paper 1	30	30%
	Paper 2	20	20%
Total:			100%

Grade 6 and 7

Component	description	Marks	Weighting
Continuous assessment	Various language skills	100	50%
Written examination	Paper 1	80	40%
	Paper 2	20	10%
Total:			100%

10.8. Specification grid

Assessment objective	Continuous assessment	Paper 1	Paper 2
Listening & speaking 1			
Listening & speaking 2	✓		
Listening & speaking 3	✓		
Reading & writing 1	✓	✓	
Reading & writing 2	✓	✓	
Reading & writing 3	✓	✓	
Grammar & vocabulary 1	✓	✓	✓
Grammar & vocabulary 2	✓	✓	✓
Grammar & vocabulary 3	✓	✓	✓
Grammar & vocabulary 4	✓	✓	✓

10.9. Assessment rubrics/criteria

The assessment rubrics and assessment record sheets are provided in annexes C – I. When using the assessment rubrics, teachers must consider the learners' expected abilities and competencies for that specific grade.

For Grade 4 and 5, teachers can use only the last five categories of the assessment rubrics (annexe C - H), and adapt the marks as follows:

Good:	9-10
Satisfactory:	7-8
Adequate:	5-6
Limited:	3-4
Insufficient:	0-2

ANNEXE A: GLOSSARY OF TERMS

antagonist	a major character (the villain) in a book, play, or movie whose values or behaviour conflict with those of the protagonist or hero
author's craft	the author's use of words, expressions, figures of speech, text structure, etc. to create an intended effect
bias	an unfair preference for or dislike of something, e.g. if a female teacher tends to give higher marks to girls
collocation	the association between two words that are typically or frequently used together in a language, e.g. break the news, catch flu
connective	a word that links sentences, phrases, clauses, or words
cue (auditory and visual)	something you see or hear (sights and sounds) that creates certain reactions in the listener/viewer, or gives you some additional information e.g. the sound of waves breaking on rocks and seagulls crying makes the listener/viewer realise the setting is a place close to the sea.
explicit	expressing all details in a clear and obvious way, leaving no doubt as to the intended meaning
grammar conventions	the standard grammatical rules for writing and speaking in a language
informational texts	informational texts include, amongst others: • expositions (presents information, provides explanations and definitions, compares. Examples of expository texts = textbooks, news stories, feature articles in quality magazines, encyclopaedia entry) • argumentative and persuasive texts (that seek to influence, trying to win readers to specific beliefs. Examples = political speeches and essays, campaign literature – human rights, women's rights, etc., editorials, advertisements, letter to the editor,) • procedural texts (convey information in the form of directions, e.g. manual, directions for an art project/hobby, board game or software instructions) • multimodal texts (websites, brochures, contracts, manuals, product support material, research reports) with graphical representations like recipes, timelines, schedules, illustrations, inscriptions, maps, charts, and graphs
illustrator	the person who provides explanatory or decorative pictures to accompany a printed, spoken, or electronic text
implicit	implied, not stated, but understood in what is expressed

intonation	the rising or falling pitch of the voice when somebody says a word or syllable, or the rising and falling pattern of speech generally
multimodal presentation (song,	presentation that makes use of a combination of modes of communication, e.g. visual (pictures/photos) and auditory speech)
outlines	the essential features or main aspects of a text
paraphrase	to restate something using other words, especially in order to make it simpler
plagiarism	a piece of written work or an idea that somebody has copied and claimed as his or her own
propaganda	misinformation, half-truths, deceptive or distorted information that is systematically spread e.g. if an opposing political party spreads rumours about mismanagement in the government in order to promote their own image
protagonist	the most important character in a novel, play, story, or other literary work, the hero
register	language of a type that is appropriate to a social situation or used for communicating with a particular set of people
social conventions	the customary way in which things are done within a society
stereotyping	to categorise individuals or groups according to an oversimplified standardised image or idea e.g. to give the impression that all policemen are aggressive bullies, or that girls are not as intelligent as boys
synopsis	a short summary of the plot of a book, play, movie, or television show
text structure	the way in which different parts of the plot, themes, ideas, etc. in a text are linked together
tone	the way somebody says something as an indicator of what that person is feeling or thinking, the general quality or character of something as an indicator of the attitude or view of the person who produced it

ANNEXE B: READING COMPREHENSION STRATEGIES

comparing and contrasting	exploring likenesses and differences between texts to understand them better
connecting	think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you
contextualising	place a text in its historical, biographical, and cultural contexts
evaluating	think about the text as a whole and form opinions about what you read
evaluating an argument	test the logic of a text as well as its credibility and emotional impact
identifying	determine the author's purpose, find main ideas, the theme(s) and important details; identify the gist, the purpose and the audience of the text
inferring	use clues in the text and your own knowledge to fill in the gaps and draw conclusions
outlining and summarising	Identify the main ideas and restating them briefly in your own words
predicting	determine what you think will happen next in a text. Use the title, text, and illustrations to help you
questioning	stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information. Specific repair strategies include rereading, reading ahead, clarifying words by looking them up in a dictionary or glossary, or asking someone for help
reflecting	Examine your personal responses on challenges to your beliefs and values

retelling	Recall and retell events, information, main points, text structures, etc. from the text to share understanding with peers
skimming and scanning	Searching for key words, or information in the headings, sub-headings, illustrations, captions, etc
visualising	create mental images of the characters, setting, events, etc.

ANNEXE C: ASSESSMENT CRITERIA FOR ORAL PRESENTATION: give a mark out of 10 for each of the 3 categories; divide by 3 for total mark.

	1 (Outstanding)	2 (Very good)	3 (Satisfactory)	4 (Adequate)	5 (Limited)	6 (Insufficient)
Mark	9-10	7-8	6	5	4	1-3
Content	- captures attention of audience with new and/or fascinating information and/or thoughts/ideas - purposefully organised and timed to keep attention of audience - an attention-grabbing introduction and a strong conclusion	- interesting and fully relevant to audience and purpose of task - effectively organised with an interesting introduction and a clear conclusion - of appropriate length	- some interesting aspects, relevant to audience and purpose of task - logically organised with a clear introduction and conclusion - of appropriate length	- content average but factually correct, generally relevant to audience and purpose of task - visible effort to organise content with an introduction and conclusion - length more or less appropriate	- content limited or elementary or not completely relevant to audience and/or purpose of task - limited or unsuccessful attempt to organise content - presentation might be too short or too long	- completely unprepared - too little content - content irrelevant to task and/or audience - did not adapt copied content to make it his/her own - presentation too long or short
Delivery	- outstanding presentation: - well-rehearsed (NOT memorised) content - noticeable impact on audience - maintains eye-contact and body posture naturally - volume, pace and pitch varied to maintain interest - ideas flow logically - always expresses him/herself clearly - uses tone and body language to engage audience	- very good, smooth presentation: - evidence that content was rehearsed (not memorised) - maintains eye-contact with whole audience most of the time, body posture correct - expresses him/herself clearly most of the time - logical flow of ideas most of the time - varies tone and uses body language to help convey intended meanings or feelings	- satisfactory presentation: - all important points rehearsed - maintains eye-contact, audible voice and correct body posture in general - expresses him/herself clearly on the main points - more or less logical flow of ideas - some use of intonation and body language to convey intended meanings or feelings	- mediocre presentation: - some evidence content was rehearsed, but still reliant on notes - some effort to maintain eye-contact and correct posture - little or unsuccessful effort to use tone or body language to convey meanings or feelings - expresses main ideas more or less clearly - ideas do not always flow logically	- poor/uninteresting presentation: - reads from notes too often - doesn't always speak clearly / halting speech / too soft or monotonous - struggles to keep eye contact, or looks mostly at teacher - loses focus / strays off the topic	- no or very poor presentation / no effort to give effective delivery: - very unwilling to speak up or perform in class - reads everything from notes - bad posture (too relaxed/tense) - does not attend to audience - speaks without attending to content or meaning
Grammar, vocabulary, register	- uses excellent, idiomatic British English purposefully and with correct pronunciation - uses wide range of topic-specific vocabulary correctly and concisely - uses a variety of sentences types and connectives (linking words and phrases) correctly and with ease	- uses good, idiomatic British English and correct pronunciation, hardly any errors - uses topic-specific vocabulary - uses a variety of sentences types and linking words and phrases correctly - shows awareness of and uses the correct register / language for a wide range of interactive situations	- English mostly correct with relatively few errors - vocabulary satisfactory for task - uses complex sentences and basic linking words and phrases correctly - uses satisfactory register / language for specific purposes/audiences	- vocabulary average, some topic-specific words - correct pronunciation of grade-level words - uses mainly simple and basic compound sentences - language / register for a specific purpose and/or audience more or less correct	- regular errors in tense / sentence construction / concord, etc. - pronunciation occasionally faulty - vocabulary limited, sometimes faulty - use of appropriate register and language limited to familiar audiences and purposes, uncertainty in unfamiliar situations	- language might be faulty, with some incorrect intonation and/or pronunciation, and/or unidiomatic English - no effort to purposefully use topic-specific vocabulary - no effort to adapt language to suit purpose and/or audience

ANNEXE D: ASSESSMENT CRITERIA FOR EVERYDAY SPEAKING AND INTERACTION: give a mark out of 10 for each of the 3 categories; divide by 3 for total mark.

	1 (Outstanding)	2 (Very good)	3 (Satisfactory)	4 (Adequate)	5 (Limited)	6 (Insufficient)
Mark	9-10	7-8	6	5	4	1-3
Participation	- contributes meaningfully to conversations, keeping the conversation alive - listens without interrupting - asks questions to clarify and guides conversation to stay focussed - extends on relevant ideas and thoughts of others - argues logically and provides valid supporting evidence - interacts respectfully showing genuine interest and sensitivity to the rights and feelings of others	- makes regular relevant and sometimes meaningful contributions to conversations - listens without interrupting - supports arguments with relevant evidence - interacts respectfully showing interest and sensitivity to the rights and feelings of others	- makes relevant contributions to conversations - gives reasons for opinions / feelings / ideas / thoughts - extends on ideas of others - interacts respectfully and makes an effort to show interest and sensitivity to the rights and feelings of others	- makes some contributions to conversations, but might not always be meaningful - makes an effort to explain opinion / feeling / thought / idea and occasionally extends on ideas of others - maintains attention , but struggles if topic doesn't interest them - mostly sensitive to feelings and rights of others	- limited contributions to conversations, or very simple comments or impatient to speak (finds it difficult to wait his/her turn) - arguments not very logical and / or too simplistic - attention drifts, or sometimes gets distracted - doesn't show much awareness of the need to be sensitive to rights and feelings of others	- hardly contributes to conversations, or contributions inappropriate - constantly interrupts or takes over conversation or withdraws in silence - makes assumptions without clarifying meaning - uses emotional appeals and biased opinions rather than logical arguments - shows hardly any or no interest, and/or no or very little sensitivity to the rights and feelings of others
Fluency	- communicates independent thoughts and ideas with confidence - expresses personal feelings clearly and concisely - easy and effective flow of ideas, feelings and information, effortlessly maintains conversation	- speaks with confidence and ease - use of connectives to connect ideas - varies speed, pausing, volume and tone to convey intended meanings and feelings	- communicates at a conversational rate most of the time - develops ideas and expresses personal feelings adequately - elementary use of connectives to connect ideas	- chunks of their communication are fluent - occasional development of ideas - little use of connectives to connect ideas	- struggles to communicate ideas fluently, ideas often muddled - gives up in the middle of sentences or arguments - no use of connectives to connect ideas	- often uses only isolated words or sentence fragments to communicate - produces speech with long hesitations - speaks too slowly or with no expression

ANNEXE D: ASSESSMENT CRITERIA FOR EVERYDAY SPEAKING AND INTERACTION:

	1 (Outstanding)	2 (Very good)	3 (Satisfactory)	4 (Adequate)	5 (Limited)	6 (Insufficient)
Mark	9-10	7-8	6	5	4	1-3
Grammar, vocabulary, register	- uses an above -average vocabulary sufficient to express finer nuances of ideas, thoughts and feelings - uses excellent, idiomatic British English and correct pronunciation - uses a variety of sentences types and linking words and phrases correctly and with ease - shows confidence in switching language and register to suit a wide range of interactive situations	- uses a good range of vocabulary to express ideas, thoughts and feelings precisely - uses good, idiomatic British English and correct pronunciation, hardly any errors - uses a variety of sentence types and linking words and phrases correctly - shows awareness of and uses the correct register / language for a wide range of interactive situations	- uses satisfactory vocabulary to express some finer nuances of ideas, thoughts and feelings - English mostly correct with relatively few errors - uses complex sentences and basic linking words and phrases correctly - uses satisfactory register / language in most interactive situations	- uses basic vocabulary to express ideas, thoughts and feelings - average accuracy in grammar, but some disturbing repeated errors in concord, syntax and /or tenses - correct pronunciation of grade-level words - language / register for a specific purpose and/or audience more or less correct	- has a limited/elementary vocabulary with which to express ideas, thoughts and feelings - regular errors in tense / sentence construction / concord, etc. - pronunciation and intonation occasionally faulty - little effort to adapt language to suit audience and/or purpose, or uncertainty regarding correct register	- insufficient vocabulary to express ideas, thoughts and feelings clearly - frequent errors impede understanding - language might be faulty, with some incorrect intonation and/or pronunciation, and/or *unidiomatic English - shows little or no awareness of having to use specific language for specific purposes/audiences

ANNEXE E: READING ALOUD ASSESSMENT CRITERIA: give a mark out of 10 for each of the 4 categories; divide by 4 for total mark

	1 (Outstanding)	2 (Very good)	3 (Satisfactory)	4 (Adequate)	5 (Limited)	6 (Insufficient)
Mark	9-10	7-8	6	5	4	1-3
Pronunciation	clear and precise diction (pronunciation of words)	pronounces all words in the text correctly	satisfactory pronunciation	pronunciation and enunciation of grade-level words adequate	- pronunciation not quite satisfactory - mother tongue interference, strong accent, not British English pronunciation	incorrect pronunciation interferes with pace and clarity
Fluency	- reads with pleasing fluency - exceptional use of voice, volume, pace and pausing conveys internalisation of the text (i.e., not just a recital of facts, but made the content their own)	- fluent, reads at a conversational rate without hesitating - effective use of voice, volume, pace and pausing conveying correct interpretation of text	- mostly fluent - satisfactory use of voice, volume, pace and pausing, satisfactory conveying of correct interpretation of text	- fluency not consistent - adequate or exaggerated use of voice, volume, pace and pausing; not necessarily effective-might not always convey meaning/ interpretation correctly	- not quite fluent; needs a few prompts - reads too fast; misreads words - limited use of voice, volume, pace and pausing to convey interpretation of text	- reading is hesitant / slow; needs frequent assistance - no use of voice, volume, pace and/or pausing to convey meaning / interpretation
Tone	recreates mood / atmosphere and emotion in text effectively by tone of voice, inflections and tempo variations	uses stress, pitch variations, intonation, rate and pausing successfully for expressive reading	tone and pitch varies sufficiently to aid fluency	- few errors in intonation and phrasing - responds to most punctuation marks with correct tone and pausing	- some / limited variation in tone - does not always respond to punctuation marks with correct tone and pausing	- little or no variation in tone / monotonous - too soft / loud - no or very little audible response to punctuation marks
Performance	- excellent performance - uses poise and gestures naturally as part of interpretative reading - establishes rapport with the audience by means of eye contact every now and the	- well-prepared, successful performance - keeps the audience's interest from beginning to end	satisfactory preparation shown by correct oral interpretation and expressive reading that conveys understanding of the text	- some preparation noticeable; adequate performance - oral interpretation mostly correct, although not very entertaining – or tries too hard to entertain	- did not prepare sufficiently - poor performance - sometimes wrong oral interpretation - little entertainment value	- did not prepare – no proper delivery - no or hardly any effort to use voice and/or gestures to reflect interpretation of the text

ANNEXE F: MARKING GRID FOR NARRATIVES: Language and content must be assessed according to the learners' expected skills in the specific grade and trimester.

NARRATIVE ESSAY TOTAL: 10		1	2	3	4	5
CONTENT		LANGUAGE AND STYLE				
		- Excellent use of varied, well-structured sentences; very effective use of connectives (linking words and phrases). - Original and imaginative use of language and style. - Good control of grammar, punctuation and/or spelling	- Sentences correctly structured and in logical order, good sentence variety. - A variety of connectives (linking words and phrases) used correctly. - Good word choice, expression, and style suitable for the task. - Grammar, punctuation and/or spelling mostly correct	- Basic sentences and linking structures used correctly, some sentence variety. - More complex sentences might be faulty. - Word choice mostly clear. Some more serious/ distracting errors in grammar, punctuation and/or spelling	- Sentences constructed at an elementary level and contain errors. - Vocabulary is basic and limited and may be inaccurate. Simple and not very effective language, no sense of style. - Grammar, punctuation and/or spelling contain many errors, may sometimes cause confusion	- Wholly inappropriate language and style; errors of idiom and syntax cause confusion. - Frequent and serious errors in grammar, punctuation, and spelling.
1	- Creative /original; highly enjoyable to read. - Contains all the elements of this type of narrative; good balance of action, description and exposition enhances narrative. - Fluent development of topic in well-structured paragraphs.	9-10	8	7	6	5
2	- Narrative interesting and imaginative. - Clear beginning and end. Contains most of the elements of this type of narrative. - Mostly maintains flow of story and interest of reader. - Paragraphing in logical sequence.	8	7	6	5	4
3	- Content average but fulfils task. - Contains the main element/s of this type of narrative. - Ideas not always fully developed. - Structure, paragraphing is apparent, with a recognisable beginning and end.	7	6	5	4	3
4	- Content is limited/boring. Contains a few elements of this type of narrative. - Sometimes strays from topic. Little attempt to develop story fully. - Some repetition. Paragraphing random or no paragraphs.	6	5	4	3	2
5	- Little understanding of the topic requirements or off topic. - Ideas few, often repetitive. - Random, simple ideas. No paragraphs	5	4	3	2	1

ANNEXE G: MARKING GRID FOR SHORTER WRITING PIECES/TASKS

SHORTER PIECES TOTAL: 10		1 (Excellent)	2 (Good)	3 (Adequate)	4 (Elementary/limited)	5 (Insufficient)
TASK ACHIEVEMENT, CONTENT AND LAYOUT		LANGUAGE AND STYLE				
		- Style and tone suited to topic, audience, and purpose. - Sentences well-constructed and varied. - Appropriate and specific word choice enhances clarity of expression. - Good control of grammar, punctuation, and spelling.	- Appropriate style for audience and purpose; some sentence variety as appropriate for purpose and audience. - Linking structures used correctly. - Good word choice and expression suitable for the task. - Grammar, punctuation and/or spelling mostly correct.	- Vocabulary, sentence construction and expression ordinary but satisfactory; a little sentence variety. - Style and tone somewhat appropriate to purpose and audience - Word choice mostly clear - Some more serious and distracting errors in grammar/punctuation/ spelling.	- Expression and accuracy limited. - Sentences constructed at an elementary level and contain errors; paragraphing random. - Vocabulary is limited and may be inaccurate. - Grammar/punctuation/ spelling contain many errors, may sometimes cause confusion.	- Wholly inappropriate language and style; errors of idiom and syntax cause confusion. - Frequent and serious errors in grammar/ punctuation/ spelling.
1	Excellent achievement of task: - clear understanding of topic, purpose and audience; - focus maintained throughout; - clear, relevant ideas/thoughts organised effectively; - details and examples enhance writing; - layout faultless.	9-10	8	7	6	5
2	Task achieved: - appropriate selection of content; - supporting details mostly relevant and effective; - logical grouping of ideas; - layout correct.	8	7	6	5	4
3	Task partially achieved: - content simple but mostly relevant; - sense of purpose and/or audience lacking at times; - a few supporting details; - layout might not be completely correct.	7	6	5	4	3
4	Task not satisfactorily achieved: - content not always relevant/focussed/correct; - no clear sense of purpose and audience; - little evidence of appropriate layout.	6	5	4	3	2
5	Task only minimally achieved, or not at all: - content very simple/very little/fragmented, or off topic; - sense of presentation lacking; - layout incorrect/ inappropriate	5	4	3	2	1

ANNEXE H: ASSESSMENT RECORD SHEET: ENGLISH FIRST LANGUAGE GRADE 4 & 5
GRADE:

YEAR:

SCHOOL:

TEACHER:

NAME OF LEARNER	Trimester	Listening & speaking		Reading & Writing				Grammar & Vocabulary		CA marks (Terms 1-3)	End-of-term test Term 1	End of term Report card mark Term 1 (130÷1.3)	End-of-term test Term 2	End-of-term Report card Term 2 CA + Exam mark (130÷1.3)	Total CA marks terms 1-3	Final CA mark (300 ÷ 6)	Final Examination mark Term 3	PROMOTION MARK (CA 50 + Exam 50 = 100)	
		Listening comprehension	Speaking activity	Reading aloud	Literature	Reading and directed writing	Essay	Shorter task	Grammar	Spelling									
		10	10	10	10	20	10	10	10	10	100	30	100	30	100	300	50	50	100
	1																		
	2																		
	3																		
	1																		
	2																		
	3																		
	1																		
	2																		
	3																		
Trimester 1: Moderated by HOD/SEO.....				Trimester 2: Moderated by HOD/SEO.....							Trimester 3: Moderated by HOD/SEO.....								
Date.....				Date.....							Date.....								

ANNEXE I: ASSESSMENT RECORD SHEET: ENGLISH FIRST LANGUAGE GRADE 6 & 7
GRADE:

YEAR:

SCHOOL:

TEACHER:

NAME OF LEARNER	Trimester	Listening & speaking		Reading & Writing					Grammar & Vocabulary		CA marks (Terms 1-3)	End-of-term test Term 1	End of term Report card mark Term 1 (150 ÷ 1.5)	End-of-term test Term 2	End-of-term Report card mark Term 2 CA + Exam mark (150÷1.5)	Total CA marks terms 1- 3	Final CA mark (300 ÷ 6)	Final Examination mark Term 3 (100 ÷ 2 = 50)	PROMOTION MARK (CA 50 + Exam 50 = 100)	
		Listening comprehension	Speaking activity	Reading aloud	Literature	Reading and directed writing	Essay	Shorter task	Grammar	Spelling										
																				10
	1																			
	2																			
	3																			
	1																			
	2																			
	3																			
	1																			
	2																			
	3																			
Trimester 1: Moderated by HOD/SEO..... Date.....				Trimester 2: Moderated by HOD/SEO..... Date.....								Trimester 3: Moderated by HOD/SEO..... Date.....								



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