



Republic of Zambia

Ministry of Education, Science, Vocational Training and Early Education

**ZAMBIAN LANGUAGES SYLLABUS
(GRADES 5 – 7)**



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VISION

Quality, life long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum ,

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcomes - Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcomes - Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcomes - Based syllabus will greatly improve the quality of education provided at Primary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

ChishimbaNkasha

Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

Acknowledgements

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

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Director-Standard and Curriculum

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INTRODUCTION

This revised version of the syllabus reflects the educational requirements as stated in the policy document, 'Educating Our Future' (1996) which emphasises, among other things, literacy and life skills. Clear outcomes have been stated in such a way that the content is spread out to show the knowledge, skills, and values to be attained by learners in school.

The syllabus has two parts. These are Literacy and Language.

1. The Literacy Component: Grades 1-4:

This covers reading and writing at Grades 1-4 by developing and consolidating literacy skills using *Zambian Languages*.

2. The Literacy and Language Component: Grades 5-7:

The Literacy and Language Component covers spellings, listening, comprehension, vocabulary, oral and written expression, reading, information gathering, giving and following instructions, awareness of similarities between *Zambian Languages*, *Zambian culture*, life skills, literature and culture, translations and crosscutting themes.

CONTENT

This segment of the languages syllabus has three key sub-sections namely;

- Knowledge** : whatever is to be taught according to the specific outcomes; topics' scope and sequence including the required skills or Values therein.
- Skills** : The expected competences emanating from the teaching/learning processes i.e. effective communication; writing, reading; understanding, demonstrating etc, which point at the need to be applied by the learner once acquired, hence the use of the wide term, 'Application'; of the skills.
- Values** : The important phenomena which are cardinal to the learner during the teaching/learning process on each topic, hence the use of the wider term 'Knowledge'; of subject matter, actually taught values e.g. respect, love responsibility, appreciation, accuracy, empathy etc depending on the lesson taught.

METHODOLOGY

The teaching methodology should be based on Learner Centered Approach:

The approach to teaching literacy follows internationally recognized methods that include teaching the component skills that are required for reading and writing. In almost every alphabetical language in which print can be decoded into sounds, being able to read well requires a grasp of five basic skills... phonemic awareness, phonics, fluency, vocabulary and comprehension. (*Jiminez and O'Shanahan Juan, 2008*). This points to the fact that literacy broadly encompasses a combination of abilities, which when integrated by the learner, make for an effectively literate individual.

Reading Skills

Effective reading instruction is based on using both macro and micro approaches. At once, teaching explicit skills and dissecting the language to its basic elements. In order to teach reading, teachers and learners must become familiar with the practice of reading. Teachers must read all types of text, including books and short pieces of writing. Teachers must talk about what they read and draw in to what they are reading and what they are thinking by asking questions. This step precedes skill building and endures while building knowledge of component skills including;

Phonemic awareness

Phonics

Fluency

Comprehension

Vocabulary

Phonemic Awareness

Phonemic Awareness (PA) is the knowledge that words are made up of different sounds and that these sounds can be put together to make words. Therefore, we can call it “sound awareness” sound awareness is important to teach reading and writing. It is a listening skill. Teachers should recognize that phonemic awareness is a means rather than an end, important only in helping learners understand and use the alphabet to read and write.

Phonics

In the new literacy instructional techniques. Teachers will teach letter sounds. Referring to letter names will be eliminated so as not to confuse the sound of the letter name with the letter sound.

Fluency

Fluency is the effortless, automatic ability to read words in connected text. A fluent reader reads with expression and appropriate inflection. Fluent reading means a learner is reading text accurately and at a sufficient pace so that comprehension is not impeded. Learners should be taught explicit to read fluently. Fluency instruction means attention to four elements: accuracy, rate prosody, and meaning.

Comprehension

Comprehension is what separates simple decoding of text from actual reading. Being able to derive meaning from the words and the concepts they convey is the reason we read. However, explicit formal instruction in a variety of comprehension techniques has been shown to be highly effective at helping learners improve their reading comprehension. Comprehension begins for emergent readers when they are read to repeatedly. They learn the flow and structure of stories (beginning, middle and end) and the patterns of an unfolding plot.

Vocabulary

In order to develop vocabulary learners should understand (receptive) and use (expressive) words to acquire and convey meaning. Vocabulary knowledge is a key component of reading comprehension.

Writing

Writing is a key component of literacy instruction. Learners should be encouraged to write freely in the initial stages – drawing pictures, shapes and approximating spellings. Teachers should be trained to recognize that there are different stages of writing; emerging, pictorial, pre-communicative, semi- phonetic, phonetic, transitional, traditional and encourage children to move gradually from one stage to the next.

Punctuation

As learner begin to use simple words and translate oral words into written words, they will develop the need to use punctuation. Punctuation follows a general progression, for example, margins, capital and small letters, full stop, question marks, commas, exclamation marks.

RATIONALE

The Zambian Languages syllabus has left out all the components and their Specific Outcomes at Grades 1 – 4 as these are well taken care of by the National Literacy Framework and its support material namely the Learners' Book and Teachers' Guide, and supplementary readers. The teaching process at this level will therefore, concentrate on Reading and Writing following the National Literacy Framework and the prescribed Primary Literacy Programme methodology which has the above Learner Centered approaches strategically set to improve literacy within a short time e.g. Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary and Handwriting. At Grades 5 -7, the syllabus will then be key to teach both Literacy and Language. Language outcomes cover aural and oral work as stated earlier in this syllabus.

GENERAL AIM

The main aim of this syllabus is to ensure that learners become competent listeners, speakers, readers and writers of their languages so that they can learn other subjects as they apply this knowledge, skills and values.

GRADE 1 LITERACY SYLLABUS

GENERAL OUTCOMES;

- Develop, reading and writing skills.

Key competences

- Show skills of reading initial sounds i.e. letters, syllables and words.
- Demonstrate basic skills in reading and writing common words and simple sentences.

SPECIAL INFORMATION ON EARLY GRADES 1 -4 IN THE NEW CURRICULUM

Both the General and Specific Outcomes for this level have been left out as the curriculum is now highly dependent on the **National Literacy Framework**. Therefore, all teachers and interested stakeholders should get the framework and its supporting course books. The use of *New Breakthrough To Literacy*(NBTL) teaching approaches is therefore, **done away with and replaced by** this *simple and cost effective Primary Literacy Programme*(PLP). The books such as supplementary readers, will still form part of the course to practice reading and writing. Zambian languages have very high mutual intelligibility with similar or same letter sounds and blends or syllables. For example syllables like **ca ce ci co cu; ta te ti to, tu** or **ma, me, mi, mo, mu** all have the same pronunciation in *Silozi, Cinyanja, Icibemba, Chitonga, Kiikaonde, Lunda* and *Luvale* the Languages being used in schools.

Note that other Zambian Languages may therefore, adapt the materials which fall within the group of dialects forming one of the Languages above to code-switch in favour of learners whose L1 or familiar language is not one being used widely in that community. At Grades 5 to 7 and further in the school system, only the seven languages shall be taught and examined at Grade 7,9 and 12. It is hoped that communities will work together and pool resources to adapt or develop Literacy materials for the dialects. The ministry shall provide technical services to Community Language prepared to adapt the Zonal Language at Grades 1 to 4.

GRADE 5

GENERAL OUTCOMES;

- Develop listening, speaking, reading and writing skills
- Develop awareness of Zambian culture and similarities among Zambian Languages.

Key Competences;

- Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.
- Demonstrate ability to read with steady and clear comprehension.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
5.1 Listening and Speaking	5.1.1 Listening Comprehension	5.1.1.1 Listen comprehensively to a passage read aloud.	<ul style="list-style-type: none"> • phonological awareness • Six to eight sentence passage, to be listened to Aural/oral skills. Need to listen attentively. 	<ul style="list-style-type: none"> • Application of taught knowledge i.e. attentiveness 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Listening Comprehension
	5.1.2 Story telling.	5.1.2.1 Narrate fiction and non-fiction stories	Contents; <ul style="list-style-type: none"> • Character and confidence building, fluency. • Logical order of ideas 	<ul style="list-style-type: none"> • Application of taught knowledge i.e. correctly narrate 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Story telling.
	5.1.3 Information and Explanations	5.1.3.1 Ask for information and explanations.	<ul style="list-style-type: none"> • Questions, Directions, Vocabulary. 	<ul style="list-style-type: none"> • Application of taught knowledge i.e. 	<ul style="list-style-type: none"> • Knowledge Courtesy Politeness

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
				how to get and explaining information	
	5.1.4 Extracting information	5.1.4.1 Extract and relate information from conversations.	<ul style="list-style-type: none"> Content e.g. People's experiences, moods and opinions(questioning skills) 	Application of taught knowledge i.e. .extracting information from conversations	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Extracting information
	5.1.5 Life Skills	5.1.5.1 Express sympathy, interest, concern, hope, apology and forgiveness.	<ul style="list-style-type: none"> Use correct vocabulary to express feelings 	<ul style="list-style-type: none"> Communication of taught knowledge i.e. how to express feelings correctly 	<ul style="list-style-type: none"> Knowledge sympathy, interest, concern, hope, apology and forgiveness
Listened and Speaking	5.1.6 Dramatizing plays	5.1.6.1 Demonstrate the use of emphasis, irony and imitation	Emphasize action, irony, imitation	Application of taught knowledge the use of emphasis, irony and imitation	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Dramatizing plays
	5.1.7 Debate	5.1.7.1 Debate cross cutting issues such as health, gender based violence, HIV/AIDS, Child Abuse	Cross- Cutting Issues e.g. Child Abuse, Health, Gender Equity	Application of taught knowledge i.e. debating.	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Debate

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	5.1.8 Meaning of proverbs and sayings	5.1.8.1 Tell and explain the actual meanings	Proverbs and sayingse.g. <i>Imiti ikula empanga</i> (Bemba)	Application of taught knowledge i.e. of proverbs and sayings	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Meaning of proverbs and sayings
	5.1.9 Business Plan	5.1.9.1 Prepare business plans	-Income generation (Planning, marketing and Accounting)	Application of taught knowledge i.e. entrepreneurship (plan a business)	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Business Plan
5.1Listening andSpeaking	5.1.10 Reporting	5.1.10.1 Report personal experiences	Tense, Content, Vocabulary, experience	Application of taught knowledge i.e. reporting	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Reporting
		5.1.10.2 Report briefly on a Conversation, speech or Scenery by giving the main point.	Tense, contents ,main point	Application of taught knowledge i.e. giving the main points	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Reporting
	5.1.11 Ways of Raising money	5.1.12.1 Identify sources of income generation	Sources of income generation e.g. Potential organizations offering financial assistance.	Application of taught knowledge i.e. fund raising	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Ways of Raising money
	5.1.12 Denying Affirming and correcting	5.1.12.1 Express agreement and disagreement	Express agreement and disagreement formulate different vocabulary for denying e.g. <i>not true, never, not at all</i>) Affirming (yes welcoming, I accept,	Application of taught knowledge i.e. correctly affirming and	<ul style="list-style-type: none"> Knowledge and Appreciation of content; 12 Denying Affirming and

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			go ahead)	denying	correcting
5.1 Listening and Speaking	5.1.13 Types of Business	5.1.13.1 Identify types of business	Types of business e.g. basket making door mats pottery.	Application of taught knowledge i.e. identifying business opportunities	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Types of Business
	5.1.14 Requests, Instructions, Warnings', Suggestions	5.1.14.1 Correct use of language to express respect, responsibility, leadership.	Wider vocabulary, express leadership, respect	Application of taught knowledge i.e. Requesting, Instructing, Warning and Suggesting	<ul style="list-style-type: none"> Knowledge leadership, respect, responsibility and Appreciation of content; Requests, Instructions, Warnings', Suggestions
	5.1.15 Quantity ,capacity and factual information	5.1.15.1 Express area, mass, capacity weight and height in quantity.	Area, mass, weight, capacity height, factual information	Application of taught knowledge i.e. quantifying things	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Quantity ,capacity and factual information
5.2 Reading	5.2.1 Comprehension	5.2.1.1 Read fiction and non-fiction passages with understanding	<ul style="list-style-type: none"> Read and understand content from passage(semantic value of articles in sentences i.e. <i>a, the</i> etc) 	<ul style="list-style-type: none"> Application of taught knowledge i.e. (<ul style="list-style-type: none"> Knowledge and Appreciation of content; Comprehension

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
				semantic value of articles in sentences i.e. <i>a, the</i> etc)	
	5.2.2 Summary	5.2.2.1 Explain the meaning of summary. 5.2.2.2 Identify content and non - content words 5.2.2.3 Compose different summaries.	<ul style="list-style-type: none"> • i.e. Writing of main ideas from a passage. • Content words (words that give meaning on their own) Non-content words (words that need the support of other words to give meaning) • Word and sentence summaries 	<ul style="list-style-type: none"> • Application of taught knowledge e.g. summary; content and non- content word • Composing summaries 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Summary
	5.2.3 Oral reading	5.2.3.1 Read aloud with acceptable pronunciation and appropriate expression.	<ul style="list-style-type: none"> • Pronunciation, expression, punctuation marks, voice projection 	<ul style="list-style-type: none"> • Application of taught knowledge i.e. reading aloud correctly 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Oral reading
	5.2.4 Paraphrasing	5.2.4.1 Paraphrase what has been	<ul style="list-style-type: none"> • Content (vocabulary, sentence 	<ul style="list-style-type: none"> • Application of 	<ul style="list-style-type: none"> • Knowledge and

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	passages	read.	construction) from narratives, passages, tables, graphs, maps, plans and mathematical diagrams • Gender,(names for animals and people, e.g. dog/bitch)	taught knowledge i.e. Paraphrasing • Application of gender names, gender names for animals and people e.g. <i>nasikuku</i> (Lozi)	Appreciation of content; Paraphrasing passages
	5.2.5 Idioms	5.2.5.1 Show an understanding of idiomatic language.	• Language usage, vocabulary, idioms	• Application of taught knowledge(idioms) • Interpreting figurative language.	• Knowledge and Appreciation of content; Idioms
	5.2.6 Summary	5.2.6.1 Summarize a story.	• Summary types; compressed, thematic (related ideas from a text) and vocabulary skills	• Application of taught knowledge i.e. related ideas for thematic summary and compressing skills	• Knowledge and Appreciation of content; Summary
	5.2.7 Extensive Reading	5.2.7.1 Locate information from print sources	• Skimming, scanning note making	• Application of taught knowledge i.e.	• Knowledge and Appreciation of content;

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
				Skimming, scanning note making Skimming, scanning note making	Extensive Reading
	5.2.8 Phonology	5.2.8.1 Locate phonic patterns	<ul style="list-style-type: none"> Locating diagraphs and blends(syllables) 	<ul style="list-style-type: none"> Application of taught knowledge i.e. phonic patterns 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Phonology
5.3 Writing	5.3.1 Composition	5.3.1.1 Write compositions. Structure i.e. introduction, body and conclusion Handwriting	<ul style="list-style-type: none"> Structure i.e. introduction, body and conclusion, Handwriting, logic, clarity, neatness 	<ul style="list-style-type: none"> Application of taught knowledge i.e. structure of a written composition and good handwriting 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Composition
	5.3.2 Reports	5.3.2.1 Write reports on events and situations in the local community.	<ul style="list-style-type: none"> Tense, vocabulary, sentence construction Note taking 	<ul style="list-style-type: none"> Application of taught knowledge i.e. correctly writing a report(note taking and tense usage) 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Reports
	5.3.3 Reporting	5.3.3.1 Report personal	<ul style="list-style-type: none"> Tense content (Vocabulary 	<ul style="list-style-type: none"> Application of 	<ul style="list-style-type: none"> Knowledge and

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		experiences.	experience) on own experiences	correct tense	Appreciation of content; Reporting
		5.3.3.2 Report briefly on a conversation, speech or scene by giving the main points.	<ul style="list-style-type: none"> • Tense, Content (main points) 	<ul style="list-style-type: none"> • Application of taught knowledge 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Reporting
	5.3.4 Notices and advertisement	5.3.4.1 Write notices and advertisements.	<ul style="list-style-type: none"> • Summary, Vocabulary, size of letters, spellings, Heading, clarity 	<ul style="list-style-type: none"> • Application of taught knowledge i.e. writing notices and advertisements 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Notices and advertisement
	5.3.5 Translation	5.3.5.1 Translate short, paragraphs from English into Zambian languages	<ul style="list-style-type: none"> • Content vocabulary terminologies punctuation, logic and orthography 	<ul style="list-style-type: none"> • Application of taught knowledge i.e.translating. 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Translation
	5.3.6 Free writing	5.3.6.1 Use a variety of writing styles e.g. personal, imaginative and functional.	<ul style="list-style-type: none"> • Essay writing, writing, logic, neatness, styles, synthesis. 	<ul style="list-style-type: none"> • Application of taught knowledge i.e. use free writing skills 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Free writing
	5.3.7 Handwriting	5.3.7.1 Demonstrate how to use cursive writing respecting lines and margins	<ul style="list-style-type: none"> • Cursive writing <i>MarionRichardson</i>(manuscript) e.g. when writing ascendants and descendants by observing margins and lines 	<ul style="list-style-type: none"> • Application of taught knowledge i.e. good cursive handwriting 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Handwriting

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	5.3.8 Sequencing	5.3.8.1 Arrange sentences in logical order.	<ul style="list-style-type: none"> Logical sentence arrangement; making a paragraph(not broken sentences) 	<ul style="list-style-type: none"> Application of taught knowledge i.e. sentence sequencing 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Sequencing
	5.3.9 Dictation	5.3.9.1 Write from dictation	<ul style="list-style-type: none"> Dictation; words, sentences, spellings 	<ul style="list-style-type: none"> Application of taught knowledge;d dictation 	<ul style="list-style-type: none"> Application of content; Dictation
5.4 Language	5.4.1 Use of Tenses	5.4.1.1 Write a paragraph using a selected tense	<ul style="list-style-type: none"> Present, Past, Future Vocabulary, Sentence arrangement 	<ul style="list-style-type: none"> Application of taught knowledge; use of tenses 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Use of Tenses
	5.4.2 Grammar	5.4.2.1 Build- up words using different infixes, stems and suffixes.	<ul style="list-style-type: none"> Word building (Affixation) e.g. Akudya (Cinyanja) A - prefix, - ku- infix -dy- stem -a suffix 	<ul style="list-style-type: none"> Application of taught knowledge;grammar affixes 	<ul style="list-style-type: none"> Knowledge and Appreciation of content;Grammar
	5.4.3 Praises/ Poems	5.4.3.1 Recite common praises and poems	<ul style="list-style-type: none"> Recite praises and Poems about God, Chiefs, heroes and natural beauties 	<ul style="list-style-type: none"> Application of taught knowledge; recitingpraises and poems 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Praises/Poems
	5.4.4 Denying affirming and correcting	5.4.4.1 Deny, affirm and correct propositions, and note discrepancies and anomalies.	<ul style="list-style-type: none"> Content of Express agreement and disagreement Formulate different questions 	<ul style="list-style-type: none"> Application of taught knowledge;d enying 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Denying affirming and

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
				affirming and correcting	correcting
	5.4.5 Noun classes	5.4.5.1 List nouns according to noun prefixes.	<ul style="list-style-type: none"> • Noun classes 1-6 (singular and plural prefixes) • Listing in correct order(Mu-,Ba-(a-),etc up Class 6 	<ul style="list-style-type: none"> • Application of taught knowledge;No un Classes 1-6 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Noun classes
	5.4.6 Figures of speech.	5.4.6.1 Use various figures of speech	<ul style="list-style-type: none"> • i.e. Smiles, metaphors, satire vocabulary 	<ul style="list-style-type: none"> • Application of taught knowledge;use of smiles, metaphors, satire and vocabulary 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Figures of speech.
	5.4.7 Language Use	5.4.7.1 Influence other people through making requests and giving instructions, warnings, advice and suggestions.	<ul style="list-style-type: none"> • Correct use of language; wider vocabulary to express respect, responsibility, leadership 	<ul style="list-style-type: none"> • Application of taught knowledge;correct use of language 	<ul style="list-style-type: none"> • Knowledge;respect, responsibility, leadership and Appreciation of content; Language Use
	5.4.8 Quantity and facts	5.4.8.1 Talk about quantity and seek factual information	<ul style="list-style-type: none"> • In area, mass, capacity, weight and height) factual information 	<ul style="list-style-type: none"> • Application of taught knowledge; Quantity and facts 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Quantity and facts
	5.4.9 Play	5.4.9.1 Dramatize various activities in a play.	<ul style="list-style-type: none"> • Role play • Emphasis • Irony 	<ul style="list-style-type: none"> • Application of taught knowledge; 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Play

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			<ul style="list-style-type: none"> • Imitation 	use dramatizing skills	
	5.4.10 Debates	5.4.10.1 Debate cross-cutting issues.	<ul style="list-style-type: none"> • Debate Theme (cross cutting issues such as health, gender, HIV/AIDS, and child abuse) using and selecting vocabulary and facts with evidence- references 	<ul style="list-style-type: none"> • Application of taught knowledge; debating skills 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Debates
	5.4.11 Proverbs and sayings	5.4.11.1 Use and give meanings of proverbs, and sayings.	<ul style="list-style-type: none"> • Proverbs and sayings; according to situations i.e. stress a point, demand for analysis or critical thinking 	<ul style="list-style-type: none"> • Application of taught knowledge; use and meaning of proverbs and Sayings 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Proverbs and sayings
	5.4.12 Sentence construction	5.4.12.1 Construct meaningful sentences	<ul style="list-style-type: none"> • Use given vocabulary, observing Semantic aspects in statements ; i.e. word order > subject, verb and object 	Application of taught knowledge; correct sentence construction	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Sentence construction
	5.4.13 Tenses	5.4.13.1 Change word forms to suitable tenses.	<ul style="list-style-type: none"> • Vocabulary, past, present and future tenses 	<ul style="list-style-type: none"> • Application of taught knowledge; tenses 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Tenses
	5.4.14 Punctuation	5.4.14.1 Punctuate a given passage	<ul style="list-style-type: none"> • Punctuation; comma, full stop, exclamation and question marks etc. 	<ul style="list-style-type: none"> • Application of taught knowledge; Punctuation 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Punctuation

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
5.5 Writing	5.4.15 Direct and indirect speech	5.3.15.1 Change direct into indirect speech and vice versa.	<ul style="list-style-type: none"> • (Interchanging) • Tense charge, quotes. 	Application of taught knowledge; Direct and indirect speech	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Direct and indirect speech
	5.4.16 Dictation	5.4.16.1 Write dictated short paragraphs	<ul style="list-style-type: none"> • Vocabulary (words and sentences) • Use of simple and complex sentences • Attentiveness, and legible handwriting 	<ul style="list-style-type: none"> • Application of taught knowledge; Dictation for a paragraph 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Dictation
	5.4.17 Verb forms	5.5.17.1 Identify the positive and indicate the negative form of a verb in a sentence.	<ul style="list-style-type: none"> • Negative form of verb e.g. <i>hani</i> – (will not) in Silozi 	<ul style="list-style-type: none"> • Application of taught knowledge; negative form of verb 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Verb forms
	5.4.18 Negative form	5.4.18.1 Change sentences from positive to negative form and vice versa.	<ul style="list-style-type: none"> • Positive and negative forms; correct reversal 	<ul style="list-style-type: none"> • Application of taught knowledge; 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Negative form
	5.4.19 Reduplicated and compound words	5.4.19.1 Write reduplicated and compound nouns.	<ul style="list-style-type: none"> • Reduplicated and compound/words; to show new meaning. 	<ul style="list-style-type: none"> • Application of taught knowledge; writing reduplicated and compound words 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Reduplicated and compound words

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	5.4.20 Homographs	5.4.20.1 Write words that are spelt the same but with different meanings.	<ul style="list-style-type: none"> • Intonation/ vocabulary (Similarly spelt words with different meanings) e.g. ca- (eat) ca- (burn) (Silozi) 	<ul style="list-style-type: none"> • Application of taught knowledge; writing homographs 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Homographs
	5.4.21 Vowel doubling	5.4.21.1 Write words whose meanings are differentiated by double vowels.	<ul style="list-style-type: none"> • Double vowel words e.g. <i>mata</i> (run) <i>maata</i> (strength) in Silozi. <i>tola</i> (stuntedness) <i>toola</i> (pick) in Kiikaonde. • 	<ul style="list-style-type: none"> • Application of taught knowledge; correctly doubling vowels in written work 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Vowel doubling
	5.4.22 Affixes	5.4.22.1 Use negative prefixes or suffixes of a verb.	<ul style="list-style-type: none"> • Negative suffixes & prefixes e.g. <i>te</i> – in <i>teyo</i> (it is not) etc. 	<ul style="list-style-type: none"> • Application of taught knowledge 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Affixes

GRADE 6

General Outcomes;

- Develop listening, speaking, reading and writing skills.
- Develop appreciation of literature, culture and life skills.

Key Competences;

- Demonstrate skills and knowledge to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing at this level.
- Demonstrate ability to read with steady and clear comprehension.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.1 Listening and Speaking	6.1.1 Aural Comprehension	6.1.1.1 Answer questions based on a story or play.	<ul style="list-style-type: none"> • Answering surface, inference and vocabulary questions appropriately. 	<ul style="list-style-type: none"> • Application of taught knowledge; correctly answering aural questions 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Aural Comprehension
	6.1.2 Story/Play	6.1.2.1 Discuss main episodes in a story or play.	<ul style="list-style-type: none"> • Main features of a story / play; literacy analytical sequence Scenes, events • And sub-themes 	<ul style="list-style-type: none"> • Application of taught knowledge; elementary literary analysis 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Story/Play

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	6.1.3 Miming	6.1.3.1 Mime words or a play.	<ul style="list-style-type: none"> Miming (imitate) correctly 	<ul style="list-style-type: none"> Application of taught knowledge; Miming 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Miming
	6.1.4 Conversation	6.1.4.1 Identify the main points of a conversation and give a logical conclusion.	<ul style="list-style-type: none"> Main points of a convention theme sub-themes logical conclusion. 	<ul style="list-style-type: none"> Application of taught knowledge; Main points of a convention 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Conversation
	6.1.5 Reporting	6.1.5.1 Report facts on an issue e.g. HIV/AIDS, Human Rights, Democracy.	<ul style="list-style-type: none"> Facts on HIV/AIDS Human Rights 	<ul style="list-style-type: none"> Application of taught knowledge; Reporting facts 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Reporting
	6.1.6 Debates/ Speech	6.1.6.1 Reproduce information from a speech or debate and give an opinion about it.	<ul style="list-style-type: none"> Agreeing and disagreeing on the debate Speech. 	<ul style="list-style-type: none"> Application of taught knowledge; Agreeing and disagreeing 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Debates/ Speech
	6.1.7 Processes	6.1.7.1 Describe processes and activities.	<ul style="list-style-type: none"> Steps or stages of processes Events. 	<ul style="list-style-type: none"> Application of taught knowledge; Steps or stages of processes 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Processes
	6.1.8 Descriptions	6.1.8.1 Describe a location.	<ul style="list-style-type: none"> Proximity Directions, position (i.e. right, front, 	<ul style="list-style-type: none"> Application of taught knowledge; Steps or stages of processes 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Descriptions

			behind, above).		
6.1.9 Customs and Traditions	6.1.9.1 Talk about customs and traditions.	<ul style="list-style-type: none"> • Customs and traditions. (Value, occasions and appropriacy) 	<ul style="list-style-type: none"> • Application of taught knowledge; Customs and traditions 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Customs and Traditions 	
6.1.10 Proverbs	6.1.10.1 Give correct meaning of proverbs.	<ul style="list-style-type: none"> • Proverbs; correct meaning and usage (advise, warning, praise) 	<ul style="list-style-type: none"> • Application of taught knowledge; ; correct meaning and usage 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Proverbs 	
6.1.11 Composing	6.1.11.1 Compose and use appropriate songs, praises and poems on crosscutting issues.	<ul style="list-style-type: none"> • Songs • Praises • Poems, e.g. food, nutrition, environmental issues • (Rhyming, stanza, theme) 	<ul style="list-style-type: none"> • Creativity • Application of taught knowledge; Rhyming, stanza, theme 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Composing 	
6.1.12 Dramatizing	6.1.12.1 Dramatize stories, legends and famous folklores.	<ul style="list-style-type: none"> • Dramatizing stories legends. • Folklores (role. Playing, purpose and value) 	<ul style="list-style-type: none"> • Creativity • Application of taught knowledge; Dramatizing stories legends 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Dramatizing 	
6.1.13 Debating	6.1.13.1 Debate issues of the day in a logical manner.	<ul style="list-style-type: none"> • Debating skills (Vocabulary, voice projection, clarity and protocol) 	<ul style="list-style-type: none"> • Critical thinking • Application of taught knowledge; Debating skills 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Debating 	
6.1.14 Social	6.1.14.1 Identify, classify and	<ul style="list-style-type: none"> • Identification 	Application of taught	<ul style="list-style-type: none"> • Knowledge and 	

	information	use information.	<ul style="list-style-type: none"> • Classification (about countries, people, customs, law and order, agriculture, conservation, current affairs, Historic subjects and topical issues such as HIV and AIDS, democracy, gender and governance) 	knowledge; Social information	Appreciation of content; Social information
	6.1.15 Scientific information	6.1.15.1 Identify, classify and use information about Maths, measurement of time, Science, communication sight and light.	<ul style="list-style-type: none"> • Identification • Classification 	Application of taught knowledge; Scientific information	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Scientific information
	6.1.16 Descriptions	6.1.16.1 Describe and report experiences, pastevents, arrangements and intentions.	<ul style="list-style-type: none"> • Describing Reporting, (nature, time, reason etc) 	<ul style="list-style-type: none"> • Application of taught knowledge; Describing and Reporting 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Descriptions
	6.1.17 Intensifiers	6.1.17.1 Use intensifiers correctly.	<ul style="list-style-type: none"> • Intensifiers (very much), Mbiri – Nyanja(Hahulu – (Silozi) • (Kapati – (Chitonga) 	<ul style="list-style-type: none"> • Application of taught knowledge; Intensifiers 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Intensifiers
	6.1.18 Inquiring	6.1.18.1 Find out about opinion,	<ul style="list-style-type: none"> • Probing people’s 	<ul style="list-style-type: none"> • Application of taught 	<ul style="list-style-type: none"> • Knowledge and

		feelings and beliefs of other people.	opinions, feelings and beliefs. counseling	knowledge; Inquiring	Appreciation of content; Inquiring
6.1.19 Denying and Affirming	6.1.19.1 Make statements that deny, or affirm		<ul style="list-style-type: none"> • Vocabulary for; denying(no, not true, never, not at all), • affirming (yes, welcome, I accept, go ahead) 	<ul style="list-style-type: none"> • Application of taught knowledge; Denying and Affirming 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Denying and Affirming
6.1.20 Opinions	6.1.20.1 Express opinions		<ul style="list-style-type: none"> • Vocabulary for expressing; Necessity, Criticism, Probability, Certainty, Doubt, Inducement, deductions 	Application of taught knowledge; Expressing opinions	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Opinions
6.1.21 Meaning	6.1.21.1 Express personal meaning		<ul style="list-style-type: none"> • Vocabulary for expressing; Prediction, Satisfaction, Surprise, Regret, Gratitude, Speculation 	Application of taught knowledge; Expressing personal meaning	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Meaning
6.1.22 Politeness	6.1.22.1 Use polite expressions		<ul style="list-style-type: none"> • Vocabulary for expressing 	<ul style="list-style-type: none"> • Application of taught knowledge; Vocabulary 	<ul style="list-style-type: none"> • Knowledge and Appreciation of

			politeness in; <ul style="list-style-type: none"> • Requests, • Suggestions, • Instructions, • Directions, • Warnings, • Advice 	for expressing politeness	content; Politeness
	6.1.23 Language use	6.1.23.1 Use language socially in different situations	<ul style="list-style-type: none"> • Vocabulary appropriate for; • Seeking, agreement, permission, • responding to directions, • expressing concern, • Sympathy, • planning co-operative activities 	<ul style="list-style-type: none"> • Application of taught knowledge; appropriate social register 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Language use
	6.1.24 Interpreting information	6.1.24.1 Talk about information set out in charts, maps, diagrams, plans, graphs etc.	<ul style="list-style-type: none"> • Various forms of print form e.g. ; Maps, Graphs, Diagrams, Charts, Tables. 	Application of taught knowledge; Interpreting information	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Interpreting information
	6.1.25 Concepts	6.1.25.1 Express ideas in the form of concepts.	<ul style="list-style-type: none"> • Factual values and justifications 	<ul style="list-style-type: none"> • Application of taught knowledge; Factual values and justifications 	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Concepts
	6.1.26 Decision	6.1.26.1 Give an appropriate	<ul style="list-style-type: none"> • Vocabulary for 	<ul style="list-style-type: none"> • Application of taught 	<ul style="list-style-type: none"> • Knowledge and

	making	logical conclusion to a conversation e.g. on water conservation.	making conclusion e.g. In conclusion. To sum up.	knowledge; appropriate logical conclusion	Appreciation of content; Decision making
	6.1.27 Quality and Quantity	6.1.27.1 Talk about quality and quantity.	<ul style="list-style-type: none"> Vocabulary suitable for expression of quality and quantity e.g. good, better, best more, most, few, less. 	Application of taught knowledge; Quality and Quantity	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Quality and Quantity
	6.1.28 Speech	6.1.28.1 Discussion contents of a speech e.g. on human rights, citizenship education.	<ul style="list-style-type: none"> Vocabulary suitable for making oral speech. (Salutation and sequence/order). 	<ul style="list-style-type: none"> Application of taught knowledge; Vocabulary suitable for making oral speech. 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Speech
	6.1.29 Songs	6.1.29.1 Classify different types of songs and occasions at which they are sang.	<ul style="list-style-type: none"> Types of songs (modern and traditional) and occasions (e.g. funeral ceremony, religious, war) harvesting, hunting, pounding 	<ul style="list-style-type: none"> Application of taught knowledge; different types of songs 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Songs
	6.1.30 Praises and Poems	6.1.30.1 Recite praises and poems	<ul style="list-style-type: none"> Songs and praises e.g. food, nutrition, environmental 	<ul style="list-style-type: none"> Application of taught knowledge; Recite praises and poems 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Praises and Poems

			issues • Rhyming, stanza, theme		
6.2 Reading	6.2.1 Reading comprehension	6.2.1.1 Read different types of text and demonstrate understanding.	• Reading and making correct personal responses from what has been read (scanning)	Application of taught knowledge; Reading comprehension	• Knowledge and Appreciation of content; Reading comprehension
	6.2.2 Extensive reading	6.2.2.1 Read materials from other subject areas with understanding.	• Application of language patterns and skills in other subject	Application of taught knowledge; Extensive reading	• Knowledge and Appreciation of content; Extensive reading
	6.2.3 Book reference	6.2.3.1 Use a reference book.	• Skimming and scanning	• Application of taught knowledge; Skimming and scanning	• Knowledge and Appreciation of content; Book reference
	6.2.4 Reading comprehension	6.2.4.1 Answer multiple, surface and inference on any topic of the cross-cutting issues.	Answering inference, surface and vocabulary questions (passage on cross-cutting issues)	• Application of taught knowledge; Answering inference, surface and vocabulary questions	• Knowledge and Appreciation of content; Reading comprehension
	6.2.5 Oral Reading	6.2.5.1 Read aloud with appropriate expression, correct punctuation and other markers.	Reading aloud with appropriate expression and correct punctuations.	• Application of taught knowledge; Oral Reading	• Knowledge and Appreciation of content; Oral Reading
	6.2.6 Extracting information	6.2.6.1 Extract information from various print	Extracting information from	• Interpretation of taught knowledge; Extracting	• Knowledge and Appreciation of content;

		resources.	various print resources; Maps, Graphs, Tables, Charts, Plans, Diagrams.	information	Extracting information
6.3 Keeping a diary Writing	6.3.1 Composition	6.3.1.1 Write short compositions on any given topics using appropriate structures.	Writing compositions e.g. Descriptive, narrative and Argumentative etc	<ul style="list-style-type: none"> Application of taught knowledge; Descriptive, narrative and Argumentative types of composition 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Composition
	6.3.2	6.3.2.1 Keep a diary.	Keeping a record of daily occurrences	<ul style="list-style-type: none"> Application of taught knowledge; Keeping a diary 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Composition
	6.3.3 Letter writing	6.3.3.1 Write formal and informal letters .	Letter writing indicating address/es, date, salutation body (punctuations, paragraphing), conclusion	<ul style="list-style-type: none"> Application of taught knowledge; writing formal and informal letters 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Letter writing
	6.3.4 Dictation	6.3.4.1 Take dictation.	Writing from dictation (punctuations, orthography).	<ul style="list-style-type: none"> Application of taught knowledge; Taking dictation 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Dictation
	6.3.5 Paragraphing	6.3.5.1 Demonstrate an understanding of paragraphing.	Paragraphing (Value of margin, indicating, upper and lower case letters etc)	<ul style="list-style-type: none"> Application of taught knowledge; Paragraphing 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Paragraphing

			Neatness/ Accuracy.		
6.3.6	Composition writing	6.3.6.1 Use a variety of writing styles; personal, imaginative, narrative and descriptive.	Writing styles for; Personal, Imaginative, Narratives, Descriptive.	<ul style="list-style-type: none"> Application of taught knowledge; personal, imaginative, narrative and descriptive 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Composition writing
6.3.7	Documents	6.3.7.1 Filling in forms correctly	Official documents such as swift cash forms, money order, application forms etc Accuracy in completion.	Application of taught knowledge; Filling in forms correctly	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Documents
6.3.8	Notices and Advertisements	6.3.8.1 Write notices, advertisements and tables.	Writing in summary form (Attractiveness, Clarity/ Vividness, Accessibility); brevity	<ul style="list-style-type: none"> Application of taught knowledge; Writing in summary form 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Notices and Advertisements
6.3.9	Translation	6.3.9.1 Translate sentences, paragraphs and passages from a Zambian Language into English and vice versa.	Translation rules;e.g. (internal parts of the human body)Knowledge of both the source and receptor language, culture and vocabulary	<ul style="list-style-type: none"> Application of taught knowledge; Knowledge of both the source and receptor language, culture and vocabulary 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Translation

	6.3.10 Summary	6.3.10.1 Summarizing; using wider vocabulary to cover sentence meaning.	Summarizing/critical thinking	<ul style="list-style-type: none"> Application of taught knowledge; Summarizing a given story 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Summarize a given story.
	6.3.11 Cursive writing (Hand writing)	6.4.11.1 Write legibly with good cursive handwriting.	Writing legibly in cursive form.	<ul style="list-style-type: none"> Application of taught knowledge; Cursive writing 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Cursive writing (Hand writing)
	6.3.12 Free writing	6.1.12.1 Write using a variety of styles e.g. Personal Imagination, narrative and descriptive.	Writing styles ,Personal imaginative narrative	Writing styles ,Personal imaginative narrative	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Free writing
			descriptive		
6.4 Language	6.3.13 Active and Passive Forms	6.3.13.1 Use of active and passive forms of the verbs.	Active and passive forms of the verbs e.g. <i>Mwanaubenakuja kajo.</i> <i>Kajokabenakujiwa</i>	<ul style="list-style-type: none"> Application of taught knowledge; Using active and passive forms 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Active and Passive Forms
	6.3.14 Note Making	Make notes from given points	Note making ,clarity, main points	<ul style="list-style-type: none"> Application of taught knowledge; Making notes from given 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Note Making

				points	
6.3.15 Conversions of writing	6.3.15.1 Convert different forms of writing	Conversions of writing from Tables to graphs identify topics, themes and content words.	<ul style="list-style-type: none"> Application of taught knowledge; Conversions of writing from Tables to graphs 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Conversions of writing 	
6.3.16 Spelling	6.3.16.1 Spell words following rules	Spelling rules, correct use of orthography	<ul style="list-style-type: none"> Application of taught knowledge; Spelling rules, correct use of orthography 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Spelling 	
6.4.1 Word forms (grammar)	6.4.1.1 Analyse, identify and use various word forms.	Word forms e.g. plural, singular, tense.	<ul style="list-style-type: none"> Application of taught knowledge ; Word forms e.g. plural, singular, tense. 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Word forms (grammar) 	
6.4.2 Word building	6.4.2.1 Build up words using affixes.	Word building; prefixes e.g. <i>mu- talima</i> infixes e. - <i>talim- (lusalima)</i> suffixes e.g. <i>-ile (Mutalimile)</i>	<ul style="list-style-type: none"> Application of taught knowledge; Build up words using affixes 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Word building 	
6.4.3 Parts of speech	6.4.3.1 Identify and use nouns, verbs, adjectives, conjunctions, adverbs and pronouns in sentences.	Parts of speech; nouns (abstract e.g beauty, love) adjectives (dark, small, tall) pronouns (<i>he, I she, the, there, it</i>) verbs (eat, run, sing, dance)	<ul style="list-style-type: none"> Application of taught knowledge; use nouns, verbs, adjectives, conjunctions, adverbs and pronouns in sentences. 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Parts of speech 	

			adverbs (slowly, fast, quickly inside) conjunctions (and, but, therefore,)		
6.4.4 Sentence Construction	6.4.4.1 Build up correct sentences using appropriate vocabulary and structural items.	Sentence building using S + V+ D sentence pattern and correct parts of speech syntax.	<ul style="list-style-type: none"> Application of taught knowledge; Build up correct sentences 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Sentence Construction 	
6.4.5 Homographs and Homonyms	6.4.5.1 Identify and use homographs, and homonyms in sentences.	e.g. Homographs (same spelling but different meaning) (same meaning sound and same spelling but different meaning) homonyms	<ul style="list-style-type: none"> Application of taught knowledge; homographs, and homonyms 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Homographs and Homonyms 	
6.4.6 Positive and Negative forms	6.4.6.1 Identify parts of the verbs that denote negation and use of positive and negative terms in sentences.	The verb. Positive (going) and negative (not going) terms in sentences e.g. <i>Ndaona, tandooni</i> (Chitonga).	<ul style="list-style-type: none"> Application of taught knowledge; Positive and Negative forms 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Positive and Negative forms 	
6.4.7 Tenses	6.4.7.1 Change sentences from one tense to another.	Verbs (is, was, come). Tenses(present, past)	<ul style="list-style-type: none"> Application of taught knowledge ; changing verbs in sentences 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Tenses 	

6.4.8 Regular and irregular nouns	6.4.8.1 Change singular to plural for both regular and irregular nouns.	Singular or plural nouns e.g. . Regular (person, people) and irregular nouns (water).	<ul style="list-style-type: none"> Application of taught knowledge; regular and irregular noun 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Regular and irregular nouns
6.4.9 Nominalization	6.4.9.1 Make nouns from verbs.	Changing verbs into nouns <i>ca</i> (eat) <i>sico</i> (food) in Silozi	<ul style="list-style-type: none"> Application of taught knowledge; Make nouns from verbs 	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Nominalization
6.4.10 Noun Classes	6.4.10.1 List nouns according to noun prefixes	Noun prefixes .e.g. <i>mu -</i> , <i>ba -</i> , and <i>ka -</i> in <i>muntu</i> , <i>bantu</i> , <i>kantu</i> up to class 8 classifying.	Application of taught knowledge; Noun prefixes .e.g. <i>mu -</i> , <i>ba -</i> , and <i>ka -</i> in <i>muntu</i> , <i>bantu</i> , <i>kantu</i> up to class 8	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Noun Classes
6.4.11 Compound and Reduplicated nouns	6.4.11.1 Identify and use compound words and reduplicated words.	Compound words and reduplicated words e.g. <i>Mfumukazi</i> (Chieftainess) <i>Kabotu – Kabotu</i> (carefully)	Application of taught knowledge; using compound words and reduplicated words	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Compound and Reduplicated nouns
6.4.12 Orthography	6.4.12.1 Write conjunctive and disjunctive words.	Conjunctive e.g. <i>Kulima</i> . Disjunctive ; <i>kulima</i> (to till the land).	Conjunctive e.g. <i>Kulima</i> . Disjunctive ; <i>ku lima</i> (to till the land).	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Orthography
6.4.13 Interrogatives	6.4.13.1 Identify and use interrogative forms of verbs.	Interrogatives e.g. (Why, how, when, what, where, how come) ; avoid literal	Application of taught knowledge; Interrogatives e.g. (Why, how, when, what, where, how come)	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Interrogatives

	6.4.14 Punctuation	6.4.14.1 Punctuate accurately using higher forms.	Punctuation marks e.g. inverted commas, colon, and exclamation marks.	Application of taught knowledge; .inverted commas, colon, and exclamation marks.	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Punctuation
	6.4.15 Short and Long vowels (Vowel doubling)	6.4.15.1 Write two words whose meanings are differentiated by double vowels.	Words e.g. <i>mata</i> (run) <i>maata</i> (strength) in Silozi; <i>mali</i> (money) <i>maali</i> (polygamous) in Chitonga	Application of taught knowledge; Vowel doubling	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Short and Long vowels (Vowel doubling)
	6.4.16 Positive and negative forms	6.4.16.1 Change sentences from positive to negative forms and vice versa.	Positive to negative forms of sentences.	Application of taught knowledge; 16 Positive and negative forms	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Positive and negative forms

	6.4.17 Vocabulary	6.4.17.1 Give meanings of words from a given context.	Giving meanings of words from context.	Application of taught knowledge; Giving meanings of words from context.	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Vocabulary
	6.4.18 Adjectives	6.4.18.1 Use adjectives to qualify nouns.	Adjectives; e.g. good, tall dark, sweet, cold etc to describe nouns.	Application of taught knowledge; Adjectives	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Adjectives
	6.4.19 Borrowed terms	6.4.19.1 Write words or names that have been adapted from other languages.	Examples of words that have been adapted from other languages e.g. spoon	Application of taught knowledge; Borrowed terms	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Borrowed terms

			(<i>supuni/sipunu</i>) Bemba/Chitonga).		
	6.4.20 Concord/ Agreement	6.4.20.1 Use prefixes and their concord.	Prefixes /concord e.g. <i>Basimbibaleenda</i> (g irls arewalking) Chitonga. <i>Jiikejaata</i> <i>ma</i> (a bad egg) Kiikaonde	Application of taught knowledge; Prefixes and their concord	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Concord/ Agreement

GRADE 7

GENERAL OUTCOME(S);

- Develop listening, speaking, reading and writing skills.
- Develop appreciation of literature and culture and life skills.

Key Competences

- Demonstrate high level skills, knowledge and values in a Zambian Language to express feelings, thoughts, experiences and convictions clearly and effectively in speech and writing.
- Demonstrate high level skills, knowledge and values by integrating life skills in academic and challenges in life while at this level and the other levels.

COMPONENT	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.1 Listening and Speaking	7.1.1 Themes	7.1.1.1 Identify themes of plays and stories	What theme is? (main lesson taught) main theme, sub- theme	Application of taught knowledge; What theme is? (main lesson taught) main theme, sub- theme	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Listening and Speaking
	7.1.2 Songs	7.1.2.1 Use and explain riddles, proverbs, satire and idioms in songs.	Song with Riddles, proverbs, satire and idioms. (lyrics)	Application of taught knowledge; Use and explain riddles, proverbs, satire and idioms in songs.	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Songs
	7.1.3 Customs and Traditions	7.1.3.1 Identify and discuss the customs of a particular group of people.	Customs; artifacts and ceremonies	Application of taught knowledge of taught knowledge; Customs; artifacts and ceremonies	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Customs and Traditions

	7.1.4 Speeches	7.1.4.1 Make a speech, an apology, an introduction and vote of thanks.	Speeches, apology, an introduction and vote of thanks(use of tense and format of written ones)	Application of taught knowledge; Speeches, apology, an introduction and vote of thanks(use of tense and format of written ones)	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Speeches
	7.1.5 Complex messages transfer	7.1.5.1 Deliver a complex message.	Main message (instruction with main and correct information) e.g. birth of child, funeral message, summon message, Reporting brevity.	Application of taught knowledge; Delivering a complex message	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Complex messages transfer
	7.1.6 Budgeting (Business Plan)	7.1.6.1 Demonstrate understanding of budgeting (business Plan)	Planning (costs, expenditure)	Application of taught knowledge; Planning (costs, expenditure)	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Budgeting (Business Plan)
	7.1.7 Debate	7.1.7.1 Debate issues of national importance	Debate formalities. Indication, opposing or proposing motions, points, and opinions, facts on issues such as corruption, governance and child abuse	Application of taught knowledge; Debate formalities. Indication, opposing or proposing motions, points, and opinions, facts on issues such as corruption, governance and child abuse	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Debate
	7.1.8 Plays	7.1.8.1 Act in a play	Voice projection articulation and annunciation.	Application of taught knowledge; Voice projection articulation and annunciation	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; play
	7.1.9 Simple research	7.1.9.1 Identify, carry out a simple research project and report findings	Simple research ethics; requesting information, Probing on tact on issues that affect them in their local community	Application of taught knowledge; Simple research ethics; requesting information,	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Simple research

				Probing on tact on issues that affect them in their local community	
7.1.10 Description and narration	7.1.10.1 Describe and narrate own and other people's experiences	Beliefs, past events, experiences, arrangements and intentions.	Application of taught knowledge; Beliefs, past events, experiences, arrangements and intentions.	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Description and narration 	
7.1.11 Personal opinion	7.1.11.1 Express personal opinions	Stating preferences, approval and disapproval, indifference, enthusiasm, intentions and future arrangements.	Application of taught knowledge; Stating preferences, approval and disapproval, indifference, enthusiasm, intentions and future arrangements.	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Personal opinion 	
7.1.12 Income generation	7.1.12.1 Keep record of income and expenditure	Costing/Spending/Accountability/Profit/Loss/Record keeping/Accounting	Application of taught knowledge	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Income generation 	
7.1.13 Relationships	7.1.13.1 Express concepts about relationships.	Relationships to do with cause and effect, comparisons and contrasts	Application of taught knowledge; Expressing concepts about relationships	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Relationships 	
7.1.14 Quality and quantity	7.1. 14.1 Talk about quality and quantity.	Terms used for quality and quantity such as good, better, best, more, most	Application of taught knowledge; Terms used for quality and quantity such as good, better, best, more, most	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Quality and quantity 	
7.1.15 Parts of speech	7.1. 15.1 Demonstrate understanding of all parts of speech.	Parts of speech such as adverbs, adjectives, interjections.	Application of taught knowledge; Parts of speech such as adverbs, adjectives, interjections.	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Parts of speech 	
7.1.16 Persuasion	7.1. 16.1 Persuade other people	Persuade other people through polite request,	Application of taught knowledge; Persuade other	<ul style="list-style-type: none"> Knowledge and Appreciation of content; 	

			persuasions and giving advice using volitional terms like could, may please	people through polite request, persuasions and giving advice using volitional terms like could, may please	Persuasion
	7.1.17 Conversation	7.1.17.1 Identify main points of a conversation.	Main points of a conversation e.g. theme, main points and conclusion, major highlights	Application of taught knowledge; theme, main points and conclusion, major highlights	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Conversation
	7.1.18 Leadership	7.1.18.1 Discuss leadership qualities	Humility/Patience/Honesty/Assertiveness	Application of taught knowledge;	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Leadership
	7.1.19 Social Information	7.1.19.1 Narrate stories tales, legends and myths on cross cutting issues.	Cross- cutting issues such as HIV/AIDS, Gender, street kids, empathy etc.	Application of taught knowledge; Social Information	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Social information
7.2 Reading	7.2.1 Comprehension	7.2.1.1 Read a given passage and do follow up activity	Understanding contents i.e. theme, Vocabulary, Reading, Scanning, Skimming	Application of taught knowledge; theme, Vocabulary, Reading, Scanning, Skimming	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Comprehension
	7.2.2 Extensive reading	7.2.2.1 Read passages silently	Good reading habits i.e. holding of book, not pointing not moving lips and/but with speed	Application of taught knowledge; Good reading habits	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Extensive reading
	7.2.3 Reading aloud (Oral Reading)	7.2.3.1 Read aloud in a lively and expressive manner.	How to read with emotions/ Reading expressively (i.e. intonation, stress,	Application of taught knowledge; Reading aloud	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Reading aloud (Oral

			punctuation marks).		Reading)
	7.2.4 References	7.2.4.1 Use reference and textbooks effectively.	Reference and textbooks (use of reference materials e.g. index, table of content, Skimming Scanning Referencing	Application of taught knowledge; use of reference materials e.g. index, table of content, Skimming, and Scanning	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; References
	7.2.5 Extensive reading	7.2.5.1 Read materials from other subject areas with understanding.	Materials from other subject materials.	Application of taught knowledge; Extensive reading	<ul style="list-style-type: none"> • knowledge and Appreciation of content; Extensive reading
	7.3.1 Compositions	7.3.1.1 Write compositions or essays on a given topic.	Layout of a composition essay e.g. introduction, main body and conclusion (punctuation).	Application of taught knowledge; essay e.g. introduction, main body and conclusion (punctuation	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Compositions
	7.3.2 Sentence construction	7.3.2.1 Write sentences in active and passive forms.	Active and passive forms of the verbs. Active forms e.g. <i>Kaonde-Mwanaubenakujakajo. Kajo kabana kujiwa</i>	Application of taught knowledge; writing sentences in active and passive forms	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Sentence construction
	7.3.3 Letter writing	7.3.3.1 Write formal and informal letters.	Types of letters e.g. informal and formal. (address, salutation main body conclusion) formal;- two addresses date, salutation, body, conclusion and ending.	Application of taught knowledge. Writing formal and informal letters	<ul style="list-style-type: none"> • Knowledge. and Appreciation of content; Letter writing
	7.3.4 Story summary	7.3.4.1 Summarize any given story.	Summary skills. Note making putting points together. Content words, objectivity.	Application of taught knowledge.	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Story summary

	7.3.5 Translation	7.3.5.1 Translate paragraphs from English into Zambian Languages and vice versa.	Translation techniques. (knowing source and receptor languages for example) whole sentence meaning conformity	Application of taught knowledge; comparing source and receptor languages	<ul style="list-style-type: none"> • Knowledge and Appreciation of content;
	7.3.6 Notices and Advertisement	7.3.6.1 Write notices, announcements, advertisements, obituaries.	Features of notices, advertisements, obituaries or announcements e.g. clarity, brevity.	Application of taught knowledge; Notices and Advertisement	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; 6 Notices and Advertisement
	7.3.7 Information extraction	7.3.7.1 Extract information from various sources	Extract information such as; charts, tables, maps and graphs.	Application of taught knowledge; Extract information such as; charts, tables, maps and graphs	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Information extraction
	7.3.8 Free writing	7.3.8.1 Use a variety of writing styles.	Reflective use a variety of writing styles such as letters, notes; imaginative, narrative, descriptive (stories).	Application of taught knowledge; Reflective use a variety of writing styles such as letters, notes; imaginative, narrative, descriptive (<ul style="list-style-type: none"> • Knowledge and Appreciation of content;. Free writing
	7.3.9 Note-taking	7.3.9.1 Write notes about a meeting attended and brief others about the main issues discussed.	Note-taking. Attentiveness	Application of taught knowledge;	<ul style="list-style-type: none"> • Knowledge and Appreciation of content;. Note-taking
	7.3.10 Conversions of writing	7.3.10.1 Tabulate, indent, title and paraphrase a passage.	Conventions of writing e.g. from table to graph, identify, topics, themes and content words	Application of taught knowledge; Conventions of writing e.g. from table to	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Conversions of writing

				graph, identify, topics, themes and content words	
	7.3.11 Dictation	7.3.11.1 Take dictation.	Dictation/ Punctuation/ Corrects spelling.	Application of taught knowledge;	<ul style="list-style-type: none"> Knowledge and Appreciation of content;
	7.3.12 Spellings	7.3.12.1 Spell words correctly.	Spelling rules , correct use of orthography	Application of taught knowledge; Spelling rules , correct use of orthography	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Spellings
7.4 Language	7.4.1 Direct and indirect speeches	7.4.1.1 Write sentences in both direct and indirect speech.	Features of both direct and indirect speeches e.g. punctuation, transforming statements, types of reporting verbs.	Application of taught knowledge;	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Direct and indirect speeches
	7.4.2 Interrogatives	7.4.2.1 Write interrogatives	Examples and use of interrogatives e.g. <i>Lozi;ñi, fi</i>	Application of taught knowledge; Write interrogatives	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Interrogatives
	7.4.3 Nouns	7.4.3.1 Write nouns in both plural and singular forms.	Forms of both singular and plural nouns and those that do not effect for plural or singular e.g. <i>Tonga;nyemu</i>	Application of taught knowledge;	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Nouns
	7.4.4 Types of nouns	7.4.4.1 Identify different types of nouns.	Types of nouns; concrete nouns, abstract nouns, compound nouns.	Application of taught knowledge; concrete nouns, abstract nouns, compound nouns.	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Types of nouns
	7.4.5 Noun classes	7.4.5.1 List nouns in each noun class prefixes	Noun structure and classes e.g. affixes, noun classes(9-18).	Application of taught knowledge; , noun classes(9-18).	<ul style="list-style-type: none"> Knowledge and Appreciation of content; Noun classes
	7.4.6 Compound	7.4.6.1 Identify	Identify of compound and		

	and reduplicated words	compound and reduplicated words.	reduplicated words e.g. nouns, adverbs, adjectives and verbs.	Application of taught knowledge;	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Compound and reduplicated words
	7.4.7 Parts of speech	7.4.7.1 Identify and use parts of speech correctly.	Parts of speech learnt e.g. nouns, verbs, adjectives and pronouns.	Application of taught knowledge; Identifying and using parts of speech correctly.	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Parts of speech
	7.4.8 Punctuation	7.4.8.1 Punctuate sentences and paragraphs correctly.	Different punctuation marks e.g. inverted commas, exclamation marks, questions, commas and full stops.	Application of taught knowledge; using inverted commas, exclamation marks, questions, commas and full stops	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Punctuation
	7.4.9 Figures of speech	7.4.9.1 Use proverbs, sayings, praises, idioms, satire, simile and metaphor in writing.	Meanings and examples of different figures of speech like proverbs, sayings, idioms and any others.	Application of taught knowledge; of different figures of speech	<ul style="list-style-type: none"> • Knowledge and Appreciation of content; Figures of speech

INITIAL LITERACYSCOPE AND SEQUENCE CHART: GRADES 1-4

Note:*The chart is in the National Literacy Framework and should be followed as such.*

LITERACY AND LANGUAGES SCOPE AND SEQUENCE CHART: GRADES 5-7

COMPONENT	TOPIC	GRADE 5	GRADE 6	GRADE 7
5.1 Listening and Speaking	Listening Comprehension	Content of passage	Answering surface, inference and vocabulary questions appropriately.	
	Story/Play	Contents (characters) episodes, acts or scenes	Main features of a story/play; sequence Scenes, events And sub-themes	
	Drama (Acting)	Emphasis Irony Imitation	Dramatizing stories legends. Folklores (role- playing, purpose and value)	Voice projection articulation and annunciation.
	Debates	Theme debate (cross cutting issues such as health, gender based	Debating skills (Vocabulary, voice projection, clarity and protocol).	Debate formalities; Indication, opposing or proposing motions,

		violence, HIV/AIDS, and child abuse.		points, and opinions, facts on issues such as corruption, governance and child abuse.
	Meanings of proverbs and sayings	Proverbs and sayings	Proverbs; correct meaning and usage (advise, warning, praise).	
	Business plan (Budgeting)	Income generation (planning, marketing, accounting).		Planning (costs, expenditure).
	Debates/Speech		Agreeing and disagreeing on the debate Speech	
	Reporting	Tense, content (main points)	Facts on HIV/AIDS, Human Rights	
	Praises/ Poems	Recite praises and poems about God, Chiefs, heroes and natural beauties	Songs Praises Poems, e.g. food, nutrition, environmental issues (Rhyming, stanza, theme)	
	Reporting	Tense content (Vocabulary experience)		
	Asking for information and explanations	Questions, directions, vocabulary; courtesy, politeness		
	Ways of raising money (Income generation)	Sources of income generation (e.g. potential organizations offering financial assistance)		Costing/Spending/ Accountability/ Profit/Loss/ Record keeping/

				Accounting
	Extracting information	Content (People's moods and opinions)		
	Denying affirming and correcting.	Expressing agreement and disagreement (Formulate different questions).	Vocabulary for; denying(no, not true, never, not at all), affirming (yes, welcome, I accept, go ahead)	
	Composing		Use appropriate songs, praises and poems on cross cutting issues.	
	Types of business	Types of businesses		
	Life Skills	Correct vocabulary usage to express feelings		
	Requests, Instructions, Warnings, Suggestions	Correct use of language; wider vocabulary to express respect, responsibility, leadership		
	Quantity impact and factual information	In area, mass, capacity, weight and height) factual information		
	Miming		Miming (imitating) correctly	
	Conversation		Main points of a conversation (theme, sub-themes logical conclusion).	Main points of a conversation e.g. theme, main points and conclusion, major highlights.

	Processes		Steps or stages of processes/ Events.	
	Descriptions		Proximity Directions, position (i.e. right, front, behind, above).	
	Customs and Traditions		Customs and traditions. (Value, occasions and appropriacy).	Customs; artifacts and ceremonies.
	Debating		Debating skills (Vocabulary, voice projection, clarity and protocol).	
	Social Information (cross cutting issues)		Identification/ Classification (about countries, people, customs, law and order, agriculture, conservation, current affairs, Historic subjects and topical issues such as HIV and AIDS, democracy, gender and governance).	Cross cutting issues such as HIV/AIDS, Gender Based Violence etc.
	Scientific information		Identification/ Classification	
	Descriptions and Narration		Describing Reporting, (nature, time, reason etc)	Beliefs, past events, experiences, arrangements and intentions
	Intensifiers		Intensifiers (very much), mbiri – (Nyanja)hahulu – (Silozi)	

			(kapati – (Chitonga))	
	Inquiring		Probing people’s opinions, feelings and beliefs. (counseling)	
	Opinions		Vocabulary for expressing; Necessity, Criticism, Probability, Certainty, Doubt, Inducement, Deductions	Stating preferences, approval and disapproval, indifference, enthusiasm, intentions and future arrangements.
	Meaning		Vocabulary for expressing; Prediction, Satisfaction, Surprise, Regret, Gratitude, Speculation	
	Politeness		Vocabulary for expressing politeness in; Requests, Suggestions, Instructions, Directions, Warnings, Advice	
	Language Use		Vocabulary appropriate for; Seeking agreement or	

			permission, responding to directions, expressing concern or sympathy, planning co-operative activities	
	Interpreting information		Various forms of prints e.g. ; Maps, Graphs, Diagrams, Charts, Tables.	
	Concepts		Factual values and justifications	
	Decision- making		Vocabulary for making conclusion e.g. In conclusion. To sum up.	
	Quality and Quantity		Vocabulary suitable for expression of quality and quantity e.g. good, better, best more, most, few, less.	Terms used for quality and quantity such as good, better, best, more, most
	Speech		Vocabulary suitable for making oral speech. (Salutation and sequence/ order).	Speeches, apology, an introduction and vote of thanks(use of tense and format of written ones)
	Classification		Types of songs (modern and traditional) and occasions (e.g. funeral ceremony,	

			religious, war) harvesting, hunting, pounding	
	Challenges			What theme is. (main lesson taught) main theme, sub- theme
	Songs			Songs with riddles, proverbs, satire and idioms. (lyrics)
	Complex message transfer			Main message (instruction with main and correct information) e.g. birth of child, funeral message, summon message, reporting brevity.
	Simple research			Simple research ethics; Requesting information, Probing on facts on issues that affect them in their local community
	Relationships			Relationships to do with cause and effect, comparisons and contrasts.
	Parts of Speech			Parts of speech such as adverbs, adjectives,

				interjections.
	Persuasion			Persuade other people through polite requests, persuasions and giving advice using volitional terms like could, may, please
	Leadership			Humility/Patience/ Honesty/ Assertiveness
READING	Comprehension	Types of questions based on a story or passage e.g. Surface, inference, multiple choice questions		Understanding contents i.e. theme, Vocabulary, Reading, Scanning, Skimming
	Reading Comprehension	Content (Opinions and values)	Reading and making correct personal responses from what has been read (scanning)	
	Aural Comprehension	Content facts from books. Themes, Characters, Episodes, Plots, Setting	Answering inference surface and vocabulary questions (passage on cross-cutting issues)	
	Summary	Use of skimming, scanning, table of contents, indices, dictionaries and directories		

	Oral reading (Reading aloud)	Pronunciation, expression, punctuation marks, voice projection	Reading aloud with appropriate expression and correct punctuations.	How to read with emotions/ Reading expressively (i.e. intonation, stress, punctuation marks).
	Paraphrasing passages	Content (Vocabulary, sentence construction		
	Idioms	Language usage, vocabulary, idioms		
	Summary	Summary types; compressed, thematic		
	Extensive Reading	Skimming, scanning note- making	Application of language patterns and skills in other subjects	Good reading habits e.g. no finger pointing on text, opening of mouth
	Book referencing		Skimming and scanning	Reference and textbooks (use of reference materials e.g. index, table of content).Referencing, Skimming, Scanning
	Phonology	Locating diagraphs and blends		
	Extracting information		Extracting information from various print resources; Maps, Graphs, Tables, Charts,	

			Plans, Diagrams.	
	Extensive reading			Materials from other subject materials.
WRITING	Composition	Structure i.e. introduction, body and conclusion, Handwriting, logic, clarity, neatness	Writing compositions e.g. Descriptive, narrative and Argumentative etc	Layout of a composition e.g. introduction, main body and conclusion (punctuation).
	Reports	Tense, vocabulary, sentence construction, note- taking		
	Notices and advertisement	Summary, vocabulary, size of letters, spellings, heading, clarity	Writing in summary form (Attractiveness, Clarity/ Vividness, Accessibility);	Features of notices, advertisements, obituaries or announcements e.g. clarity, brevity.
	Translation	Content vocabulary/ terminologies, punctuation, logic	Translation rules (Knowledge of both the source and receptor language culture and vocabulary	Translation techniques. (knowing source and receptor languages, for example) whole sentence meaning conformity
	Free- writing	Essay writing, writing logically, neatness, styles, synthesis.	Writing styles for; Personal, Imaginative, Narratives, Descriptive.	Reflective use of a variety of writing styles such as letters, notes; imaginative, narrative, descriptive (stories).

	Hand-writing Cursive writing	Cursive writing (MarionRichardson (manuscript))	Writing legibly in cursive form.	
	Sequencing	Logical sentence arrangement		
	Dictation	Dictation; words, sentences, spellings, punctuation	Writing from dictation (punctuations, orthography).	Dictation/ Punctuation/ Correct spelling.
	Diary		Keeping a record of daily occurrences	
	Letter Writing		Letter writing indicating address (es), date, salutation, main body (punctuations, paragraphing), conclusion	Types of letters e.g. informal; Address, date, salutation, main body conclusion) formal;- two addresses, date, salutation, main body, conclusion and ending.
	Paragraphing		Paragraphing (Value of margin, indicating, upper and lower case letters etc) Neatness/ Accuracy.	
	Documents		Official documents such as swift cash forms, money order, application forms etc Accuracy in completion.	
	Story-		Summarizing;-using wider	Summary skills. Note-

	summary		vocabulary to cover sentence meaning	making, putting points together. Content words, objectivity.
	Sentence construction		Active and passive forms of the verbs. Active forms e.g. Kaonde- <i>mwanaubenakujakajo.</i> <i>Kajokabenakujiwa</i>	Write sentences in passive and active forms.
	Information Extraction		Extract information such as; charts, tables, maps and graphs.	Extract information from various sources.
	Note-Making/Note Taking		Note-taking, (clarity, main points)	Write notes about a meeting attended and brief others about issues discussed.
	Conventions of writing		Conventions of writing (from table to graph, identify topics, themes and content words)	Tabulate indent, title and paraphrase a passage.
	Spellings		Spelling rules , correct use of orthography	Spell words correctly.
LANGUAGE	Use of Tenses	Present, Past, Future Vocabulary, Sentence arrangement		
	Grammar (word building)	Word building (Affixation) e.g. <i>Akudya</i> (<i>Cinyanja</i>) A – prefix, - ku- infix	Word building; prefixes e.g. <i>mu-talima</i> infixes e.g. –talim-	

		-dy- stem –a suffix	(lotalima) suffixes e.g. –ile (mutalimile)	
	Dramatising plays	. Emphasis . Irony . Imitation		
	Praises/Poems	Recite common praises/ poems		
	Noun Classes	Noun classes 1-6 (singular and plural prefixes) Listing in correct order	Noun prefixes .e.g. <i>mu -</i> , <i>ba -</i> , and <i>ka-</i> in <i>muntu</i> , <i>bantu</i> , <i>kantuup</i> to class 8 classifying.	Noun structure and classes e.g. prefixes (noun classes 9-18).
	Figures of Speech	Smiles, metaphors, satire vocabulary		Meanings and examples of different figures of speech like proverbs, sayings, idioms and any others.
	Sentence Construction (Sentence Building)	Given vocabulary and language	Sentence building using S + V+ O sentence pattern and correct parts of speech (syntax).	
	Tenses	Vocabulary, past, present and future tenses	Verbs (is, was, come). Tenses(present, past)	
	Punctuation	Punctuation; comma, full stop, exclamation, question marks, and	Punctuation marks e.g. inverted commas, colon, and exclamation marks.	Different punctuation marks e.g. inverted commas, exclamation

		inverted commas .		marks, questions, commas and full stops.
	Denying, Affirming and Correcting	. Express agreement and . disagreement . Formulate different questions		
	Direct and Indirect Speech	(Interchanging) Tense change, quotes.		Features of both direct and indirect speeches e.g. punctuation, transforming statements, types of reporting verbs.
	Dictation	Vocabulary (words and sentences)		
	Verb forms	Negative forms of verb e.g. hani – (will not) in Silozi		
	Negative Form	Positive and negative forms; correct reversal	The verb. Positive- (going) and negative (not going) terms in sentences e.g. Ndaona, tandooni (Chitonga).	
	Reduplicated and Compound nouns	Reduplicated and compound words; to show new meaning.	Compound words and reduplicated words e.g. Mfumukazi (Chieftainness) Kabotu – kabotu (carefully)	Identify of compound and reduplicated words e.g. nouns, adverbs, adjectives and verbs.

	Homographs	Intonation/ vocabulary(Similarly spelt words with different meanings) e.g. ca- (eat) ca- (burn)(silozi)	e.g. Homographs- (same spelling but different meaning) Antonyms- (opposite meaning) Synonyms- (same meaning but different sound) and Homonyms- (same spelling but different meaning)	
	Debates	Debate cross-cutting issues		
	Meaning of proverbs and sayings	Proverbs and sayings.		
	Vowel doubling (Short and long vowels)	Double vowel words e.g. <i>mata</i> (run) <i>maata</i> (strength) in Silozi. <i>tola</i> (stuntedness) <i>toola</i> (pick) in Kiikaonde.	Words e.g. <i>mata</i> (run) <i>maata</i> (strength) in Silozi; <i>mali</i> (money) <i>maali</i> (polygamous) in Chitonga	
	Affixes	Negative suffixes and prefixes e.g. <i>te-ni-</i> , <i>teyo</i> (it is not) etc.		
	Word Forms		Word forms e.g. plural, singular, tense.	
	Parts of Speech		Parts of speech; nouns (abstract, e.g. beauty, love)	Parts of speech learnt e.g. nouns, verbs, adjectives and

			adjectives (dark, small, tall) pronouns (he, I she, the, there, it) verbs (eat, run, sing, dance) adverbs (slowly, fast, quickly inside) (on junctions (and, but, therefore,))	pronouns.
	Regular and Irregular nouns		Singular or plural nouns e.g. Regular (person, people) and irregular nouns (water).	
	Nominalisa- tion		Changing verbs into nouns <i>ca</i> (eat) <i>sico</i> (food) in Silozi	
	Requests, instructions, warning, suggestions	Correct use of language to express respect, responsibility, leadership.		
	Orthography		Conjunctive e.g. <i>kulima</i> . Disjunctive; <i>ku lima</i> (to till the land).	
	Interrogatives		Interrogatives e.g. (Why, how, when, what, where, how come) ; avoid literal	Examples and use of interrogatives e.g. Lozi; <i>ñi, fi</i>
	Positive and Negative sentences		Positive to negative forms of sentences.	
	Vocabulary		Giving meanings of words from context.	
	Adjectives		Adjectives; e.g. good, tall	

			dark, sweet, cold etc to describe nouns.	
	Borrowed Terms		Examples of words that have been adapted from other languages e.g. spoon (<i>supuni/ sipunu</i>) Bemba/Chitonga).	
	Concord/ Agreement		Prefixes and their concord e.g. <i>Basimbibaleenda</i> (girls are walking) Chitonga. <i>Jiikejaatama</i> (a bad egg) in Kiiikaonde	
	Quantity impact and seek factual information.	Talk about quantity and seek factual information		
	Nouns		Forms of both singular and plural nouns and those that do not effect for plural or singular e.g. <i>nyemu</i> (Tonga)	
	Types of Nouns		Types of nouns; concrete nouns, abstract nouns, compound nouns.	

