

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION SCIENCE TECHNOLOGY AND
VOCATIONAL TRAINING



ENGLISH LANGUAGE SYLLABUS
FOR BASIC EDUCATION STANDARD III – VI

THE UNITED REPUBLIC OF TANZANIA
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ENGLISH LANGUAGE SYLLABUS
FOR BASIC EDUCATION STANDARD III – VI

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FOREWORD

The revised 2014 education policy has changed the structure of basic education. Some reforms in the curriculum have been introduced to facilitate its implementation. Some old subjects have been retained or reorganized while new ones have been introduced in the Standard III- VI curriculum. In the curriculum reforms, English now begins in Standard III in public schools instead of Standard 1 in the previous syllabus. This is to allow young pupils to learn language skills first in Kiswahili before they apply the same skills to learn English.

English language is the medium of instruction in secondary schools and tertiary institutions. As much as possible, every child should acquire a good mastery of English language to excel academically and in other social endeavours in the upper levels. Clearly, the quality of English instruction in our schools is affected by the quality of curriculum programmes that are presented throughout syllabi and support materials. The preparation of this syllabus is such a milestone. This is why The Ministry of Education, Science, Technology and Vocational Training is eager to make it available to the schools and other stakeholders.

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

The Ministry of Education, Science, Technology and Vocational Training takes this opportunity to thank all organizations, the coordinators and experts who contributed to the designing and writing of this syllabus. The Ministry of Education, Science, Technology and Vocational Training also expresses its gratitude to the teachers for their inputs and regular feedback which contributed significantly to the development of this syllabus. We will appreciate to receive any relevant feedback from all stakeholders for continued improvement of the English language curriculum. All recommendations should be sent to the Director of Tanzania Institute of Education.

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



Commissioner for Education
Ministry of Education Science, Technology and Vocational Training

1.0 INTRODUCTION

This English subject syllabus is a product of the 2016 curriculum for Standard III – VI. The syllabus is divided into three parts. The first part is the introduction, the second part is curriculum overview and the third part is the syllabus content.

2.0 CURRICULUM OVERVIEW

The 2014 Education and Training Policy (ETP) introduced reforms that reduced the duration of primary education from seven to six years. This led to preparation of curriculum for primary education for Standard I and II in basic education and foundational skills development. The curriculum for primary education paved the way for development of English language syllabus for Standard I and II. The curriculum and syllabus for Standard I and II were then followed by the preparation of the curriculum for primary education Standard III - VI to complete the initial six years in primary education. Therefore, the Standard III - VI syllabus also is aligned with, and maintains the organizational structure and learning environmental expectations reflected in Standard I & II syllabi.

There are some important new aspects to this syllabus namely main competences and specific competences. The main competences provide an overview of the global goals for English language learning. The specific competences are a set of competences that provide details to teachers about the specific skills pupils need to meet. In designing this syllabus, special attention has been paid to the prevailing linguistic situation in Tanzania and the need to enhance the teaching and learning of English language.

2.1 Basic Education Objectives for Standard III - VI

Basic education for standard III-VI are the purposes of imparting knowledge, skills and activities which are required for the development of Tanzanian pupils. The following are general aims of basic education, standard III- VI.

- a) To facilitate a pupil to develop reading, writing (literacy) skills and arithmetic(numeracy) skills
- b) To enable a pupil to acquire Swahili language to use and value it.
- c) To enable a pupil to know fundamentals of rules of laws.
- d) To enable a pupil to value and appreciate Tanzanians and foreign cultures.

- e) To develop pupils' ability in thinking creating and problem solving
- f) To enable a pupil to know the importance of ethics, morals and accountability as essential of a good citizen.
- g) To enable a pupil to participate in sports and arts activities to value products of artistic works
- h) To enable a pupil to realize and develop his or her talents.
- i) To enable a pupil to value and like work.
- j) To enable a pupil to know, value and apply technological skills.
- k) To prepare a pupil for further education and lifelong learning.

2.2 Primary Education Competences for Standard III - VI

Primary education competences focus on preparing standard III –VI pupil to be able to:

- a) Communicate effectively in Swahili and English language orally and in writing.
- b) Read simple texts for comprehension with confidence.
- c) Apply Mathematical concepts and rules in everyday life.
- d) Apply scientific and technological skills in real life situations.
- e) Value his/her own culture and other communities' culture.
- f) Respect and tolerate differences in ideologies and faiths.
- g) Participate in sports and arts activities.
- h) Self-respect and respect others.
- i) Act with patriotism.
- j) Participate in recognized legal work according to his/her age.
- k) Participate in activities which develop his/her practical and logical thinking.
- l) Cooperate with others in socially acceptable deeds

2.3 English Subject Competences

The main competences for Standard III – VI are the same, as are the specific competences. One exception is the inclusion of competences at Standard III, focused on listening and comprehending phonemic symbols (1.2), and listening, pronouncing, and reading English phonemic symbols (1.3). It is necessary to include these competencies to ensure that pupils have a strong foundation in English language learning.

2.3.1 English Competences for Standard III

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

2.3.2 English Competences for Standard IV – VI

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

2.4 English Subject Objectives

The objectives of teaching and learning English in primary education are:

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

2.5 Teaching and Learning of English Subject

Teaching and learning of English subject focuses on the three main competences namely; comprehension, communication, development and use of vocabulary. English subject in primary education is designed for beginners; therefore; it starts with simple concepts (concrete objects and immediate surroundings) to complex concepts (abstract ideas and distant surroundings). In addition, the specific competence expectations change from Standard III to Standard VI, beginning with an emphasis on Listening and Speaking as a first step toward mastery of the language. These competencies are supported by beginning efforts at Reading and Writing in a supported setting. This follows research-based best practices in second-language learning, and provides a strong set of foundational skills for real-world applied use of the English language. As pupils master spoken language, the curriculum gradually moves in Standard IV - VI toward a balance of Reading, Writing, Speaking, and Listening to support development of well-rounded English users.

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

2.6 Subject Assessment

The assessment of English subject for Standard III - VI will be done along with three main competences namely; Communicating orally and through writing, Comprehending oral and written information and Acquire and use vocabulary through the four language skills. Therefore; the assessment will focus on specific competences that enable the main competences achieved in teaching and learning the subject. Assessing comprehension competence will involve assessing listening to information presented orally and reading information in texts. Assessing communication competence will involve speaking and writing. Both comprehension and communication competences include the development and use of vocabulary in the four language skills (listening, reading, speaking and writing)

3.0 SYLLABUS CONTENT

This content is comprised of information on main competences, specific competences, task to be performed by the pupils, assessment criteria, the bench marking and number of periods.

3.1 Main Competences

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

3.2 Specific Competences

These are enabling competences that are developed by a pupil in performing small different tasks within a specific time.

3.3 Tasks to be Performed by the Pupil

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

3.4 Assessment Criteria

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

3.5 Assessment Levels of Performance

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

3.6 Number of Periods

This is an appropriately estimated length of instructional time estimated against the complexity of the specific competence and tasks. Generally pupils should engage with English instruction for 40 minutes during each instructional day. Recommended number of periods per week is 6. However, the number of periods can be changed depending on the teaching and learning contexts.

STANDARD THREE

Competences to be Developed by Standard Three Pupil

	Competences	Specific competences
1.	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Listen and comprehend the phonemic symbols 1.3 Listen, pronounce and read phonemic symbols
2.	Communicate orally and through writing	2.1 Communicate through speaking 2.2 Communicate through writing
3.	Develop and use vocabulary through the four language skills	3.1 Develop and use vocabulary through listening and speaking 3.2 Develop and use vocabulary through reading 3.3 Develop and use vocabulary through writing

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

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
1.0 Comprehend oral and written information	1.1 Listen and comprehend oral information	a) Listen in order to recognize all familiar words and basic phrases concerning self, family and immediate surroundings	Familiar words and basic phrases concerning self, family and immediate surroundings are recognized well	Struggles to recognize familiar words and basic phrases concerning self, family and immediate surroundings	Recognizes familiar words and basic phrases concerning self, family and immediate surroundings with much teacher's support	Recognizes familiar words and basic phrases concerning self, family and immediate surroundings well	Recognizes well and independently all familiar words and basic phrases concerning self, family and immediate surroundings	21
		b) Listen in order to comprehend the main points in short, clear and simple messages and announcements	The main points in short/ clear, simple messages and announcements are captured correctly	Struggles to capture main points in short, clear, simple messages and announcements	Captures main points in short, clear, simple messages and announcements with much teacher's support	Captures main points in short, clear, simple messages and announcement correctly	Captures main points in short, clear, simple messages and announcements and attempts to add more coments	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		c) Listen to simple instructions from different situations in order to respond	Simple instructions from different situations are responded correctly	Struggles to respond to simple instructions from different situations	Responds to simple instructions from different situations with much teacher's support	Responds to instructions from different situations correctly	Responds to simple instructions from different situations and attempts to ask questions concerning the instructions	
	1.2 listen to comprehend the phonemic symbols	a) Listen to alphabetic letters to form words which begin with the selected letter	Words which begin with selected letters are listened to and formed correctly	Struggles to form words which begin with selected letters	Forms words which begin with selected letters with much teacher's support	Forms words which begin with selected letters correctly	Forms words which begin with selected letters and attempts to use the words in simple sentences	70

Main Competences	Specific Competences	Activities to be Performed by the Pupils	Assessment Criteria	Benchmarking				No. of Periods
				Beginner	Developing	Competence	Beyond competence	
		b) Listen to and pronounce different words	Different words are listened to and pronounced properly	Struggles to pronounce the words	Pronounces words with much teacher's support	Pronounces words properly	Pronounces words properly and attempts to use the words in simple sentences	
		c) Identify rhyming words in stories and poems read aloud	Rhyming words are identified correctly	Unable to identify rhyming words	Identifies simple rhyming words with much teacher's support	Identifies rhyming words that are appropriate to grade level correctly	Identifies rhyming words that show mastery of the language	
		d) Generate rhyming words based on a given rhyming pattern	Rhyming words based on a given rhyming pattern are generated correctly	Unable to generate rhyming words	Generates simple rhyming words with much teacher's support	Generates rhyming words that are appropriate to grade level correctly	Generates rhyming words that show mastery of the language	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		e) Supply words that rhymes with spoken words	Words that rhymes with spoken words are supplied correctly	Unable to supply words that rhyme with a spoken word	Supplies words that rhyme with spoken words with few errors	Supplies words that rhyme with spoken words correctly	Supplies words that rhyme with spoken words and use in sentences	
		f) Recognize similarities and differences in beginning and ending (phonemes) of words	Similarities and differences in beginning and ending sounds (phonemes) of words are recognized properly	Unable to recognizes similarities and differences in beginning and ending sounds (phonemes) of words	Recognizes similarities and differences in beginning and ending sounds (phonemes) of words with few errors	Recognizes similarities and differences in beginning and ending sounds (phonemes) of words properly	Attempts to supply words that have the same beginning and ending sounds	
		g) Supply words that have the same beginning or ending sound (phoneme) as the given words	Words that have the same beginning or ending sound (phoneme) as given words are correctly supplied	Struggles to supply correct words that have the same beginning or ending sound (phoneme) as a given words	Supplies correct words that have the same beginning or ending sound (phoneme) as given words with some difficulty	Supplies correct words that have the same beginning or ending sound (phoneme) as given words correctly	Supplies correct words that have the same beginning or ending sound (phoneme) as given words without any difficulty	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		h) Match pictures of objects whose names share the same beginning or ending sound (phonemes)	Pictures of objects whose names share the same beginning or ending sound (phonemes) are identified correctly	Matches pictures of objects whose names share the same beginning or ending sound (phonemes) with many errors	Matches pictures of objects whose names share the same beginning or ending sound (phonemes) with few errors	Matches pictures of objects whose names share the same beginning or ending sound (phonemes) correctly	Attempts to substitute the beginning consonant phonemes (sounds) to make new words	
		i) Substitute the beginning phonemes (sounds) to make new words in stories and poems read aloud	Beginning phonemes (sounds) of rhyming words are substituted to make new words correctly	Struggles to substitute beginning phonemes (sounds) of rhyming words to make new words	Substitute beginning phonemes (sound) of rhyming words to make new words with few errors	Substitute beginning phonemes (sounds) of rhyming words to form new words correctly	Attempts to substitute and create relevant rhyming words in given stories and poems to make sentences	
	1.3 Listen, pronounce and read phonemic symbols	a) Listen to recorded materials and pronounce the words they hear	Words found in the recorded materials are listened to and pronounced correctly	Struggles to listen to and pronounce words	Pronounces words found in the recorded materials with much teacher's support	Pronounces word found in the recorded materials correctly	Attempts to say simple and complete sentences listened to recorded materials with proper pronunciations	35

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		b) Use simple words heard from recorded materials to pronounce them properly	Simple words heard from recorded materials are pronounced properly	Struggles to pronounce simple words heard from recorded materials	Pronounces simple words heard from recorded materials with few errors	Pronounces simple words heard from recorded materials properly	Attempts to form sentences from the words heard and pronounced	
		c) Read short and simple texts aloud in order to recognize common names, words and basic phrases on simple notices with good pronunciation (Including moral values e.g environmental issues and corruption text)	Short and simple texts with common names, words and basic phrases are read and pronounced correctly	Struggles to pronounce and read common names, words and basic phrases	Reads and pronounce common names, words and basic phrases with few errors	Reads and pronounces common names, words and basic phrases correctly	Reads and pronounce common names, words and basic phrases confidently and independently	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		d) Respond to short and simple messages on cards/flashcards, posters and catalogues	Short and simple messages on cards / flashcards, posters and catalogues are read/ and responded correctly	Struggles to respond to messages on cards/flashcard, posters and catalogues	Responds to messages on cards/ flashcards, posters and catalogues with much teacher's support	Responds to messages on cards/ flashcards, posters and catalogues correctly	Responds to messages on cards/ flashcards, posters and catalogues correctly and attempts to initiate new conversation	
		e) Read in order to explain ideas of the content of simple informational material and short simple descriptions (include moral values e.g road safety texts)	Content ideas of simple informational material and short simple descriptions are explained correctly	Struggles to explain content ideas of simple informational material and short simple descriptions	Reads and explains content ideas of simple informational material and short simple descriptions with few errors	Reads and explains content ideas of simple informational material and short simple descriptions correctly	Reads and attempts to create content ideas of simple informational material and short simple descriptions	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
	1.4 Develop and use vocabulary through reading	a) Read words with correct pronunciation	Words are read and pronounced correctly	Struggles to read words with correct pronunciation	Reads and pronounces words with few errors	Reads and Pronounces words correctly	Pronounces words and attempts to make sentences using the words	21
		b) Read various texts to develop and pronounce sufficient words for coping with survival needs	Sufficient words for coping with simple survival needs are developed and pronounced correctly	Struggles to develop and pronounce sufficient words	Pronounces and develops sufficient words with much teacher's support	Pronounces and develops sufficient words correctly	Attempts to make sentences using the words developed	
		c) Read texts to develop sufficient vocabulary to communicate in everyday simple transactions (such as family, hobbies and current events, (include moral values finance and entrepreneurship)	Sufficient words to communicate in everyday simple transactions are read and developed correctly	Struggles to read and develop sufficient words to communicate in everyday simple transactions	Reads and develops sufficient words to communicate in everyday simple transactions with much teacher's support	Reads and develops sufficient words to communicate in everyday simple transactions correctly	Attempts to read and re-write the text using other words that have the same meaning	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
2.0 Communicate orally and in writing	2.1 Communicate through speaking	a) Use cards or pictures with common topics to converse and interact in a simple way	Conversation and interaction about common topics are carried out effectively	Struggles to Converse and interact about common topics with no logic	Converses and interacts about common topics with much teacher's support	Converses and interacts about common topics effectively	Converses and interacts about common topics effectively and independently	70
		b) Ask and respond to simple questions on areas of immediate need or on selected topics	Simple questions in areas of immediate needs or on selected topics are responded correctly	Struggles to respond to simple questions	Simple questions are responded to with much teacher's support	Simple questions are responded to, correctly	Simple questions are responded to correctly and independently	
		c) Follow short and simple directions given orally	Short and simple directions given orally are followed correctly	Struggles to follow simple and short directions	Follows simple and short directions with supports	Follows simple and short directions correctly	Follows simple and short directions correctly and independently	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		d) Use dialogue to express everyday needs. (include financial and entrepreneurial matters)	Everyday needs are expressed correctly through dialogue	Struggles to express everyday needs through dialogue	Expresses everyday needs through dialogue with much support	Expresses everyday needs through dialogue correctly	Expresses everyday needs through dialogue correctly and independently	
		e) Ask how people are and respond to conversation	Questions and news about how people are, are asked and responded correctly	Struggles to ask and respond to questions about news and how people are	Asks and responds to questions about news and how people are with some difficulty	Asks and responds to questions about news and how people are correctly	Attempts to make own conversation with new words	
		f) Use conversation to make an introduction, greetings and bidding farewell expressions	Introduction, greetings and bidding farewell are made appropriately	Struggles to make introduction, greetings and bidding farewell	Makes introduction, greetings and bidding farewell with much support	Makes introduction, greetings and bidding farewell appropriately	Attempts to create own conversation using advanced words	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		g) Making and responding to requests	Requests are made and responded to correctly	Struggles to make and responds to requests	Makes and responds to requests with much support	Makes and responds to requests correctly	Makes and responds to requests correctly and independently	
		h) Discuss numbers, quantities, cost and time (Include financial and entrepreneurial matters)	Numbers, quantities, cost and time are discussed correctly	Struggles to discuss numbers, quantities, cost and time	Discusses numbers, quantities, cost and time with much support	Discusses numbers, quantities, cost and time correctly	Discusses numbers, quantities, cost and time correctly and independently	
		i) Indicate time by phrases like next week, last Friday, in November, three o'clock, etc.	Time by phrases as next week, last Friday, in November, three o'clock are indicated correctly	Indicates time by phrases as next week, last Friday, in November, three o'clock with many errors	Indicates time by phrases as next week, last Friday, in November, three o'clock with few errors	Indicates time by phrases as next week, last Friday, in November, three o'clock correctly	Indicates time by phrases as next week, last Friday, in November, three o'clock correctly and independently	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		j) Ask and answer questions about self and other people, where they live, people they know, things they have	Questions about self and other people, where they live, people they know, things they have, are asked and answered correctly	Struggles to ask and answer questions about self and other people, where they live, people they know, things they have	Asks and answers questions about self and other people, where they live, people they know, things they have with much teacher's support	Asks and answers questions about self and other people, where they live, people they know and things they have correctly	Asks and answers questions very well about self and other people, where they live, people they know, things they have correctly and independently	
	2.2 Develop and use vocabulary through speaking	c) Develop and use sufficient oral words for expressions of communicative needs, for example survival needs, routine transactions (include gender)	Sufficient oral words for expressions of communicative needs are correctly developed and used	Struggles to develop and use sufficient oral words for expressions of communicative needs	Develops and uses sufficient oral words for expressions of communicative needs with much teacher's support	Develops and uses sufficient oral words for expressions of communicative needs correctly	Develops and uses sufficient oral words for expressions of communicative needs and attempts to create short and simple conversation	7

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
	2.3 Communicate through writing	a) Use different written forms to complete personal details	Personal details on different written forms are used and completed accurately	Struggles to use different written forms to complete personal details	Uses different written forms to complete personal details with much teacher's supports	Uses different written forms to complete personal details accurately	Attempts to give clearer open ended personal details	21
		b) Write short and simple postcard on different situations	Short and simple postcards on different situations are written correctly	Struggles to write short and simple post cards	Writes short and simple post cards with much teacher's support	Writes short and simple post card correctly	Attempts to write longer and simple post	
		c) Write number words, days of the week and month, own name, nationality, address, age, date of birth or arrival in the country; such as on a hotel registration form.	Numbers and dates, own name, nationality, address, age, date of birth or arrival in the country; form are written correctly	Struggles to write numbers and days of the week and month dates, own name, nationality, address, age, date of birth or arrival in the country	Writes numbers and days of weeks and months, own name, nationality, address, age, date of birth or arrival in the country with much teacher's support	Writes numbers and days of weeks and month, own name, nationality, address, age, date of birth or arrival in the country correctly	Attempts to write a true fictitious texts with numbers and days of weeks and month, nationality, address, age, date of birth or arrival in the country	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
	2.4 Develop and use vocabulary through writing	a) Write simple vocabulary when handling familiar situations and communication needs	Simple vocabulary are written correctly when handling familiar topics and situations	Struggles to write simple vocabulary when handling familiar topics and situation	Writes simple vocabulary when handling familiar topics and situation with few errors	Writes simple vocabulary when handling familiar topics and situation correctly	Writes simple vocabulary when handling familiar topics and situation and attempts to create sentences using written words	14
		b) Write simple texts; letters, reports, orders, (including environmental issues) using appropriate vocabulary items	simple texts using appropriate vocabulary items are written correctly	Struggles to write simple texts using appropriate vocabulary items	Writes simple texts using appropriate vocabulary items with much teacher's support	Writes simple texts using appropriate vocabulary item correctly	Attempt to writes more advanced texts using appropriate vocabulary items	

STANDARD FOUR

The Competences to be Developed by Standard Four Pupil

	Competences	Specific Competences
1.	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Read and comprehend written information
2.	Communicate orally and through writing	2.1 Communicate through speaking 2.2 Communicate through writing
3.	Acquire and use vocabulary through the four language skills	3.1 Develop and use vocabulary through listening and speaking 3.2 Develop and use vocabulary through reading 3.3 Develop and use vocabulary through writing

Note: Vocabulary, in the teaching and learning process, is imbedded in all four language areas. The specific competences 3.1, 3.2 and 3.3 in Standard IV, V and VI of the main competence “Develop and use vocabulary through the four language skills” are imbedded in all skills depending on what skill is in the process. The arrangement of the syllabus content therefore shows how these specific competences are imbedded following the skills. For example, the specific competences 3.2 appear as 1.3 in the matrix table, 3.1 appears as 2.2 and 3.3 appears as 2.4 in the matrix table.

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
1.0 Comprehend oral and written information	1.1 Listen and comprehend information presented orally	a) Listen to words/ phrases which give orders in order to perform	Phrases which give orders are listened to and performed correctly	Struggles to listen to phrases which give orders and performs	Listens to phrases which give orders and performs with much teacher's support	Listens to words and phrases which give orders and performs correctly	Listens to simple sentences which give orders and performs	28
		b) Listen to oral or recorded announcements and identify main ideas	Main ideas are listened to and identified successfully	Struggles to listen to and identify main ideas of announcement	Listens to and identifies main ideas of announcement with much teacher's support	listens to and identifies main ideas of announcement successfully	Listens to and comprehends the whole announcement thoroughly	
		c) Listen to narration about general topic and list main ideas (include Good Governance and the Rule of Laws)	Main ideas of narrations are listened and listed well	Struggles to narrate and list main ideas about general topic	Listens to narrations and lists main ideas about general topic with much teacher's support	Listens to narrations and lists main ideas about general topic well	Listens to narrations then lists and explains the main ideas about general topic	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
	1.2 Read and comprehend written information	a) Read simple various texts to interpret the contents (time tables, menu, directions, instructions in public places and simple manuals)	Contents of various simple texts are read and interpreted well	Struggles to interpret contents of various simple texts	Reads and interpretes contents of various simple texts with much teacher's support	Reads and interpretes contents of various simple texts well	Reads and attempts to interpretes contents of various simple texts with more details	65
		b) View warning signs and match them with their corresponding simple and short descriptions (include road signs)	Warning signs are viewed and matched with their corresponding descriptions successfully	Struggles to view and match warning signs with their corresponding descriptions	Views and matches warning signs with their corresponding descriptions with much teacher's support	Views and matches warning signs with their corresponding descriptions successfully	Views and matches warning signs with their corresponding descriptions and attempts to give simple explanations	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		c) Read simple and short personal letters to identify necessary parts of the letter	Necessary parts of the letter are identified correctly	Struggles to identify necessary parts of the letter	Reads and identifies necessary parts of personal letter with much teacher's support	Reads and identifies necessary parts of the letter correctly	Reads and attempts to explain the significance of the necessary parts of the letter	
		d) Read simple and short personal letters and make relevant replies	Relevant replies to personal letters are made well	Struggles to read personal letters and make relevant replies	Reads and makes relevant replies to letters with much teacher's support	Reads and makes relevant replies to letters well	Reads and attempts to compose original simple letters	
		e) Read simple texts from different topics for comprehension	Simple texts from different topics are read and comprehended well	Struggles to read and comprehend simple texts from different topics	Reads and comprehends simple texts from different topics with much teacher's support	Reads and comprehends simple texts from different topics well	Reads and attempts to compose simple texts of different topics	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		f) Read information and summarize ideas in writing	Informations are read and summarised correctly in writing	Reads correctly but struggles to summarise information	Reads and summarises information in writing with much teacher's supports	Reads and summarises information in writing correctly	Reads and attempts to summarise more difficult information in writing	
		g) Read simple texts to describe events in different topics (school, home) (including Road Safety issues)	Events in simple texts are read and described correctly	Struggles to read and describe events in simple texts	Reads and describes events in simple texts with much teacher's support	Reads and describes events in simple texts correctly	Reads and attempts to write simple texts with some more descriptions of events	
	1.3 Develop and use vocabulary through reading	b) Read and use vocabulary related to time telling through reading	Vocabulary related to time telling are read and used correctly	Struggles to read and use vocabulary related to time telling	Reads and uses vocabulary related to time telling with much teacher's support	Reads and uses vocabulary related to time telling correctly	Reads and attempts to use vocabulary related to time telling and other in constructing sentences	28

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		d) Read and use frequently used vocabulary related to personal letters , menu, directions in public places, such as banks, hotels, hospital and library, quantifiers in written texts . through reading	Frequently used vocabulary related to personal letters , menu, directions in public places, such as banks, hotels, hospital and library, quantifiers in written texts are read and used through reading sufficiently	Struggles to read and use vocabulary related to personal letters , menu, directions in public places, such as banks, hotels, hospital and library, quantifiers in written texts.	Reads and uses vocabulary related to personal letters , menu, directions in public places, such as banks, hotels, hospital and library, quantifiers in written texts with much teacher's support	Reads and uses vocabulary related to personal letters , menu, directions in public places, such as banks, hotels, hospital and library, quantifiers in written texts sufficiently	Reads and creates more vocabulary related to related letters , menu, directions in public places, such as banks, hotels, hospital and library, quantifiers in written texts	
		f) Read short and simple occupational text to acquire occupation related vocabulary	Short and simple occupational texts are read to acquire occupation related vocabulary correctly	Struggles to read short and simple occupational texts	Reads short and simple occupational texts to acquire occupation related vocabulary with much teacher's support	Reads short and simple occupational texts to acquire occupation related vocabulary correctly	Attempts to read short complex occupational texts	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
2.0 Communicate orally and through writing	2.1 Communicate through speaking	a) Use conversation to make invitations to ceremonies, apologies to invitation and to express preferences	Invitations to ceremonies, apologies to invitation and expression of preferences are made in conversation appropriately	Struggles to make invitations, apologies to invitations and to express preferences	Makes invitations, and apologies to invitations and expresses preferences with much teacher's support	Makes invitations, and appologies invitations and to expresses preferences appropriately	Attempts to converse about any familiar topic	28
		b) Use conversation to talk about familiar topics, ask and respond to questions about travel, shopping and eating, goods, services, (including Education of Finance)	Familiar topics are talked about and responded to in conversation accurately	Struggles to talk about familiar topics, ask and respond to questions in conversation	Talks about familiar topics, asks and responds to questions in conversation with much teacher's support	Talks about familiar topics, asks and responds to questions in conversation accurately	Attempts to converse about any familiar topic	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		d) Participate and contribute points in debate about general topics in life (include Child Rights and Responsibility and Drug Abuse)	General topics in life are debated with contribution of points successfully	Struggles to contribute points in debates about general topics in life	Contributes points in debates about general topics in life with much teacher's support	Contributes points in debates about general topics in life successfully	Attempts to contribute points in debates about complex topics in life	
	2.2 Develop and use vocabulary through speaking	a) Use prefixes and suffixes orally in different situation to form words	Prefixes and suffixes are used to form words correctly	Struggles to form words using prefixes and suffixes	Forms words using prefixes and suffixes and with much teacher's support	Forms words using prefixes and suffixes in different situation correctly	Attempts to form complex words using prefixes and suffixes correctly and independently	28
		b) Create simple words to express preferences	Simple words that express preferences are created correctly	Struggles to create simple words that express preferences	Creates simple words that express preferences with much teacher's support	Creates simple words that express preferences correctly	Attempts creates complex words that express preferences	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		c) Create and express words related to apologies, countable and non-countable nouns and ceremonies.	Words related to apologies, countable and non-countable and ceremonies. are created and expressed properly	Struggles to create and express words related to apologies, countable and non-countable and ceremonies.	Creates and expresses vocabulary related to apologies, countable and non-countable and ceremonies. with few errors	Creates and expresses words related to apologies, countable and non-countable and ceremonies properly	Attempts to create and expresses complex words related to apologies, countable and non-countable and ceremonies	
	2.3 Communicate through writing	a) Use picture cards or visual support to write words/texts related them	Words/texts related to picture cards and visual support are written correctly	Struggles to write words/texts related to picture cards and visual support	Writes words/texts related to picture cards and visual support with few errors	Writes words/texts related to picture cards and visual support correctly	Attempts to writes a well organised texts related to picture cards and visual support with more ideas	28
		b) Write simple and personal notes expressing various purposes	Personal notes expressing various purposes are written accurately	Struggles to write personal notes to express various purposes	Writes Personal notes to express various purposes with teacher's difficult	Writes Personal notes to express various purposes accurately	Writes personal letters to express various purposes sequentially	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		c) Write simple and short texts which express different events in different situations (using instructed word formations)	Texts which express different events in different situations are written correctly	Struggles to write texts that express different events in different situations	Writes simple and short texts that express different events in different situations with much teacher's support	Writes simple and short texts that express different events in different situations correctly	Writes complex, short texts that express different events in different situations	
	2.4 Develop and use vocabulary through writing	a) Reads and writes words related to quantifiers	Words related to quantifiers are read and written correctly	Struggles to read and use words related to quantifiers	Develops and uses vocabulary related to quantifiers with much teacher's support	Reads and writes words related to quantifiers correctly	Reads and writes more words related to quantifiers independently	28
		b) Use the verb to be words (positive/negative) in short and simple texts through writing (eg. is, am, are, was, were)	Verb to be words are used in short and simple texts correctly	Struggles to use verb to be words in simple and short texts	Uses verb to be words in simple and short texts with much teacher's support	Uses verb to be in simple and short texts correctly	Uses verb to be words in complex and short texts	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		d) Write short and simple sentences which express routines, obligation and apologies.	Short and simple sentences which express routines, obligation and apologies are written correctly	Struggles to write short and simple sentences which express routines, obligations and apologies.	Writes short and simple sentences which express routines, obligation and apologies with much teacher's support	Writes short and simple sentences which express routines, obligation and apologies correctly	Attempts to write longer and more difficult sentences/ texts which express routines, obligation and apologies.	

STANDARD FIVE

The Competences to be Developed by Standard Five Pupil

	Main Competences	Specific competences
1.	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Read and comprehend written information
2.	Communicate orally and in writing	2.1 Communicate through speaking 2.2 Communicate through writing
3.	Acquire and use vocabulary through the four language skills	3.1 Develop and use vocabulary through speaking 3.2 Develop and use vocabulary through reading 3.3 Develop and use vocabulary through writing

Note: Vocabulary in the teaching and learning process is imbedded in all four language areas. The specific competences 3.1, 3.2 and 3.3 in Standard IV, V and VI of the main competence “Develop and use vocabulary through the four language skills” are imbedded in all skills depending on what skill is in the process. The arrangement of the syllabus content is therefore showing how these specific competences are imbedded following the skills. For example the specific competences 3.2 appears as 1.3 in the matrix table, 3.1 appears as 2.2 and 3.3 appears as 2.4 in the matrix table.

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
1. Comprehend oral and written information	1.1 Listen and comprehend oral information	a) Listen to words presented orally in order to pronounce them	Words presented orally are listened to and pronounced correctly	Struggles to pronounce presented words	Pronounces presented words with much teacher's support	Pronounces presented words correctly	Pronounces presented words in sentences coherently	
		b) Listen to recorded materials, radio, TV broadcast, explanations, orally presented, instructions which require demonstration to interpret important messages	Important messages from recorded materials, radio, TV broadcast and orally presented instructions which require demonstration are listened to and interpreted correctly	Struggles to interpret important messages from recorded materials, radio, TV broadcast, orally presented instructions which require demonstration	Interpretes important messages from recorded materials, radio, TV broadcast, explanations, orally presented instructions which require demonstration with teacher's support	Interpretes important messages from recorded materials, radio, TV broadcast, explanations, orally presented instructions which require demonstration correctly	Attempts to interpret indirectly connected messages from recorded materials, radio, TV broadcast, explanations, orally presented instructions which require demonstration	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		c) Listen to explanation about the process of making and operating things in order to describe the processes (radio, phones, music system, TV, and kitchen equipment)	Processes of making and operating things are described correctly	Struggles to describe the process of making and operating things	Describes the process of making and operating things with much teacher's support	Describes the process of making and operating things correctly	Describes better the process of making and operating things	
		d) Listen to dialogue on common matters and identify main ideas (include environmental issues)	Main ideas on common matters are listened to identified correctly.	Struggles to listen to dialogue on common matters and identify main ideas	Listens to dialogue on common matters and identifies main ideas with much teacher's support	Listens to dialogue on common matters and identifies main ideas correctly	Attempts to listen to dialogue on common matters and identifies main ideas	
		e) Listen to recorded discussion on everyday activities in order to make comments	Recorded discussions are listened to and comments on everyday activities are made correctly	Unable to comment to discussion on everyday activities	Comments on discussion on everyday activities with much teacher's support	Comments on discussion on everyday activities correctly	Comments and attempts to argue widely about everyday activities	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		f) Listen to recorded conversation in order to learn sentence constructions and use in different contexts.	Sentence construction and use in different contexts are made correctly through listening to recorded materials	Listens to recorded conversation and struggles to make and use sentences in different contexts	Listens to recorded conversation in order to learn and use sentences construction in different contexts with much teacher's support	Listens to recorded conversation and makes sentences correctly	Listens to recorded conversation and attempts to use sentences in more contexts	
		h) Listen to announcements, messages on concrete topics to show directions of place and time (prepositions).	Directions of place and time are shown correctly through announcements and messages	Struggles to show direction of place and time	Shows direction of place and time with few errors	Listens to announcements, messages on concrete topics and shows direction of place and time correctly	Attempts to comprehend some abstract topics with different directions	
		i) Listen to a speech on a given topic to identify main details (Include Road Safety issues)	Main details from the listened speech are identified correctly	Struggles to listen to a speech on a given topic and identify main details	Listens to a speech and identifies main details with much teacher's support	Listens to a speech and identifies main details correctly	Listens to more complex speech and identifies main details	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
	1.2 Read and comprehend written information	a) Read sentences that tell more about present, past and future events to practice language use	Sentences that tell more about present, past and future events are read correctly	Struggles to read sentences that tell more about present, past and future events	Reads sentences that tell more about present, past and future events with much teacher's support	Reads sentences that tell more about present, past and future events correctly	Attempts to read texts that tell more about present, past and future events	41
		b) Read to get meaning of announcements, messages, posters, brochures and texts which show directions (to home, market, bus stop)	The announcements, messages, posters, brochures and texts which show directions are read correctly to get meaning.	Struggles to read and get meaning of announcements, messages, posters, brochures and texts which show directions	Reads to get meaning of announcements, messages, posters, brochures and texts which show directions with much teacher's support	Reads to get meaning of announcements, messages, posters, brochures and texts which show directions correctly	Reads to get meaning of various texts and attempts to follow directions	
		c) Read texts about familiar content to respond to questions orally (including corruption text)	The texts about familiar content are read and questions are responded to orally correctly	Struggles to read texts and respond to questions orally	Reads texts and responds to questions orally with much teacher's support	Reads texts and responds to questions orally correctly	Reads texts and attempts to explain the texts contents clearer	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		d) Read and summarize description of events, feelings, wishes in personal letters in order to correspond with friends	Description of events, feelings, wishes in personal letters are read and summarized correctly	Reads and struggles to summarize description of events, feelings and wishes in personal letters	Reads and summarizes description of events, feelings and wishes in personal letters with much teacher's support	Reads and summarizes description of events, feelings and wishes in personal letters correctly	Reads and attempts to describe events, feelings and wishes in personal letters in a more organised way	
		e) Read factual text, passages, paragraph on common school subjects in order to retell the messages (include Child Rights)	Factual text, passages, paragraph on common school subjects are read and messages are retold correctly	Struggles to read and retell messages related to factual texts, passages and paragraph	Reads and retells messages related to factual text, passages and paragraph with much teacher's support	Reads and retells messages related to factual text, passages and paragraphs correctly	Reads and retells messages related to factual text, passages and paragraph correctly and independently	
		f) Read grade appropriate texts with accuracy and speed (leveled text)	Grade appropriate texts are read with speed and accuracy appropriately	Struggles to read grade appropriate texts fluently, accurately and with speed	Reads grade appropriate texts accurately and with speed with few errors	Reads grade appropriate texts accurately and appropriately	Attempts to read higher grade texts accurately and with speed appropriately	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		g) Scan texts to explain relevant ideas Include entrepreneurship texts (lexical, syntactical, semantic, dictionary use)	Relevant ideas in texts are scanned and explained appropriately	Struggles to scan and explain relevant ideas in texts	Scans and explains relevant ideas in texts with much teacher's support	Scans and explains relevant ideas in texts appropriately	Scans and explains relevant ideas in texts and attempts to clarify comments	
		h) Read texts for comprehension to identify specific information	Specific information is identified correctly	Struggles to read and identify specific information from the text.	Reads and identifies specific information from the texts with much teacher's support.	Reads and identifies specific information from the texts correctly	Reads better and identifies specific information from the text with strong support of argument	
	1.3 Develop and use vocabulary through reading	a) Reads the selected antonymous and synonym words	Selected antonymous and synonym words are read and correctly	Struggles to read antonymous and synonym words	Reads antonymous and synonym words with much teacher's support	Reads antonymous and synonym words correctly	Reads antonymous and synonym words in their multiple possible meanings	20

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		b) Read and write varieties of words by using word formation strategies (simple prefixes and suffixes, plurals).	Variety of words are read and written correctly	Struggles to read and write variety of words	Reads and writes variety of words with much teacher's support.	Reads and writes variety of words correctly	Attempts to read and use more words to form sentences	
		c) Read and write words related to selected subject areas through reading	Words related to the selected subject areas are read and written correctly	Struggles to read and write words related to selected subject areas	Reads and writes words related to selected subject areas with few errors	Reads and writes words related to selected subject areas correctly	Reads and attempts to write sentences using the words related to selected subject areas	
2.0 Communicate orally and in writing	2.1 Communicate through speaking	a) Ask and respond to questions orally in various situation	Questions are asked and responded to correctly	Struggles to ask and respond to questions orally	Asks and responds to questions orally with much teacher's support	Asks and responds to questions orally correctly	Attempts to create a simple conversation	26

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		b) Use dialogue in selected contexts to express personal views and ideas	Personal views and ideas in selected contexts are expressed correctly	Struggles to expresses personal views and ideas in selected contexts	Expresses personal views and ideas in selected contexts with much teacher's support	Expresses personal views and ideas in selected contexts correctly	Attempts to expresses personal views and ideas better in selected contexts	
		c) Debate on the common matters around the school, home, works places in order to identify main ideas (including Sex and Reproduction Health Education)	Main ideas on the common matters around the school, home, works places are identified correctly through debate	Struggles to identify main ideas on the common matters around the school, home, works places through debate	Identifies main ideas on familiar matters around the school, home, works places through debate with much teacher's support	Identifies main ideas on familiar matters around the school, home, works places through debate correctly	Attempts to explain y main ideas better on familiar matters around the school, home, works places through debate correctly and independently	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		d) Re-tell stories that express past events (focus on words when/ while)	The stories that express past events are retold correctly	Struggles to retell stories that express past events	Retells stories that express past events with much teacher's support	Retells stories that express past events correctly	Attempts to create own stories that express past events	
		e) Use short speech to explain relevant information (include drug abuse)	Relevant information is explained correctly using short speech	Struggles to explain relevant information through short speech	Explains relevant information through short speech with much teacher's support	Explains relevant information through short speech with correctly	Attempts to create own speech and explain important information	
	2.2 Develop and use vocabulary through speaking	a) Read words related to familiar context to express personal experiences, weather and season and every day activities	Words related to familiar context to express personal experiences, weather and season and every day activities are read correctly	Struggles to read words related to familiar context to express personal experiences, weather and season and every day activities	Reads words related to familiar context to express personal experiences, weather and season and every day activities orally with few errors	Reads words related to familiar context to express personal experiences, weather and season and every day activities correctly	Reads and attempts to create a story using words related to familiar context to express personal experiences	20

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		b) Read and use words related to common subject matters in conversation	Words related to common subject matters in conversation are read and used correctly	Struggles to read and use words related to common subject matters in conversation	Reads and uses words related to common subject matters in conversation with much teacher's support	Reads and uses words related to common subject matters in conversation correctly	attempts to create own conversation by using words related to common subject matters	
	2.3 Communicate through writing	a) Write a short text in selected subject matters in given contexts	Short texts in selected subject matters are written in given contexts correctly	Struggles to write short texts in selected subject matter in given contexts	Writes short texts in selected subject matter in given contexts with much support	Writes short texts in selected subject matter in a given contexts correctly	Attempts to write long texts in selected subject matter in a given context	52
		b) Write texts about the impacts of the selected subject matters (include enviromental degradation caused by change of weather around the school, home, travel, drug abuse, corruption, culture and traditions, etc)	Texts about impacts of selected subject matters are written well	Struggles to write texts about impacts of selected subject matters	Writes texts about impacts of selected subject matters with much teacher's support	Writes texts about impacts of selected subject matters well	Writes better texts about impacts of selected subject matters	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		c) Write sentences that express present, past and future events in order to practice language use	Sentences that express present, past future events are written correctly	Struggles to write sentences that express present, past and future events	Writes sentences that express present, past and future events with few errors	Writes sentences that express present, past and future events correctly	Attempts to write a short passage that express present, past and future events	
		d) Write a personal letter to a friend to convey sad /happy information	Personal letters to friends conveying sad /happy information are written correctly	Struggles to write personal letter to friends conveying sad /happy information	Writes personal letter to friends conveying sad /happy information with few errors	Writes personal letter to friends conveying sad/ /happy information correctly	Attempts to writes better personal letter to friends conveying sad/ /happy information	
		e) Write compositions with specific information about school, travel, home, festivals (include Child Right, Drug Abuse)	Compositions with specific information are written correctly	Struggles to write compositions with specific information	Writes compositions with specific information with few errors	Writes compositions with specific information correctly	Attempts to writes better compositions with specific information	

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<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		f) Compose stories with suggested endings:(Include eg moral values drug abuse compositions)	Stories with given endings are composed correctly	Struggles to compose stories with the given endings	Composes stories with the given endings with much teacher's support	Composes stories with the given endings correctly	Attempts to compose better stories with the given endings	
		g) Write short stories to describe cultural subject matters(festivals, dances, clothing, food, language, initiations)	Short stories describing cultural subject matters are written correctly	Struggles to write short stories describing cultural subject matters	Writes short stories describing cultural subject matters with much teacher's support	Writes short stories describing cultural subject matters correctly	Attempts to write long stories describing other subject matters	
		h) Write notes conveying simple personal information (to friends, service, people, teachers and others who feature in everyday life)	Notes conveying simple personal information are written correctly	Struggles to writes notes conveying simple personal information	Writes notes conveying simple personal information with much teacher's support	Writes notes conveying simple personal information correctly	Attempts to write letters conveying other relevant information	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		i) Compose guided texts with proper use of punctuations; full stop, comma, question mark, and exclamation mark (include women participation in decision making)	Guided texts with proper use of punctuations: full stop, comma, question mark, and exclamation mark are composed correctly	Struggles to compose texts with proper use of punctuations	Composes texts with proper punctuations: full stop, comma, question mark, and exclamation mark with few errors	Composes texts with proper use of punctuations: full stop, comma, question mark, and exclamation mark correctly	Attempts to compose texts with more and high level punctuations: full stop, comma, question mark, and exclamation mark and inverted comma	
		j) Sumarize main ideas from various levelled texts	Summaries of main ideas from various levelled texts are written correctly	Struggles to summarize main ideas from various levelled texts	Summarizes main ideas from various levelled texts with few errors	Summarizes main ideas from various levelled texts correctly	Summarizes main ideas better from various levelled texts by using own and enough vocabulary	
	2.4 Develop and use vocabulary through writing	a) Read and write prefixes and suffixes to acquire grade appropriate vocabulary	Grade appropriate vocabulary are read and written using prefixes and suffixes correctly	Struggles to read and write grade appropriate vocabulary using prefixes and suffixes	Reads and writes grade appropriate vocabulary using prefixes and suffixes with few errors	Reads and writes grade appropriate vocabulary using prefixes and suffixes correctly	Attempts to create and to use word with prefixes and suffixes in sentences	20

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		b) Reads and writes appropriate vocabulary through plural forms	Appropriate words in plural forms are read and written correctly	Struggles to read and write appropriate vocabulary in plural forms	Reads and writes appropriate vocabulary in plural forms with much teacher's support	Reads and writes appropriate vocabulary in plural forms correctly	Reads and attempts to write more appropriate vocabulary in plural forms	
		c) Group words into different appropriate classes/categories	Words are grouped into appropriate different classes/categories correctly	Struggles to group words into different appropriate classes/categories	Groups words into different appropriate classes/categories with much teacher's support.	Groups words into different appropriate classes/categories correctly	Attempts to relate and differentiate the groups of words	
		d) Reads and writes words of subject matter related to public services (Schools, hospitals, home, and community).	Words of subject matter related to public services are read and written correctly	Struggles to read and write words of subject matter related to public services	Reads and writes words of subject matter related to public services with much teacher's support	Reads and writes words of subject matter related to public services correctly	Reads and attempts to write more words of subject matter related to public services	

STANDARD SIX

The Competences to be Developed by Standard Six Pupil

	Main Competences	Specific competences
1.	Comprehend oral and written information	1.1 Listen and comprehend information presented orally 1.2 Read and comprehend written information
2.	Communicate effectively orally and in writing	2.1 Communicate through speaking. 2.2 Communicate through writing.
3.	Acquire and use vocabulary through the four language skills	3.1 Develop and use vocabulary through speaking. 3.2 Develop and use vocabulary through reading. 3.3 Develop and use vocabulary through writing

Note: Vocabulary in the teaching and learning process is imbedded in all four language areas. The specific competences 3.1, 3.2 and 3.3 in Standard IV, V and VI of the main competence “Develop and use vocabulary through the four language skills “are imbedded in all skills depending on what skill is in the process. The arrangement of the syllabus content therefore shows how these specific competences are imbedded following the skills. For example, the specific competences 3.2 appears as 1.3 in the matrix table, 3.1 appears as 2.2 and 3.3 appears as 2.4 in the matrix table.

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
1.0 Comprehend oral and written information	1.1 Listen and comprehend information presented orally.	a) Listen to recorded materials about common subject matter to respond to questions orally (related to family planning and surroundings cleanliness)	Questions related to common subject matter are responded orally correctly	Struggles to respond orally to questions related to common subject matter	Responds orally to questions related to common subject matter with much teacher's support	Responds orally to questions related to common subject matter correctly	Attempts to make own questions by writing	37
		b) Listen to and retell information on school subject matters	Information on school subject matters is retold correctly	Struggles to retell information on school subjects matters	Retells information on school subjects matters with much teacher's support	Retells information on school subjects matters correctly	Attempts to read a simple story and retell the story read with own words	
		c) Listen to recorded conversation and identify main ideas about everyday matters	Main ideas about everyday matters are identified orally correctly	Listens to recorded conversation and struggles to identify main ideas about everyday matters	Listens to recorded conversation and identifies main ideas about everyday matters with much teacher's support	Listens to recorded conversation and identifies main ideas about everyday matters correctly	Attempts to make own conversation and pick main ideas	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		d) Listen to announcements to give personal views (Include environmental conservation and road safety issues)	Personal views about announcements are given correctly	Struggles to give personal views about announcements	Gives personal views about announcements with much teacher's support	Gives personal views about announcements correctly	Attempts to give personal views about announcements using own words	
	1.2 Read and comprehend written information	a) Read different texts related to \family issues., personal letters,	Different texts related to family issues are read correctly	Struggles to read different texts related to family issues	Reads different texts related to family issues with much teacher's support	Reads different texts related to family issues correctly	Reads different texts related to family issues and attempts to re-write	28
		b). Read for Scanning texts to explain relevant ideas (include corruption text) (lexical, syntactical, semantic, dictionary use)	Relevant ideas are scanned and explained appropriately	Struggles to scan and explain relevant ideas	Scans and explains relevant ideas with much teacher's support	Scans and explains relevant ideas correctly	Scans and gives opinion concerning the text	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
	1.3 Develop and use vocabulary through reading	a) Read and use selected antonyms and synonyms	Selected antonyms and synonyms are read and used correctly	Struggles to read and use antonyms and synonyms	Reads and uses antonyms and synonyms with few errors	Reads and uses antonyms and synonyms correctly	Reads and attempts to use antonyms and synonyms	28
		b) Read and use varieties of words by using word formation (compound words)	Variety of words are read and used through word formation correctly	Struggles to read and use variety of words through word formation	Reads and uses variety of words through word formation with much teacher's support	Reads and uses variety of words through word formation correctly	Reads and attempts to use variety of words through word formation in sentences	
		c) Read and use multiple meaning words	Multiple meaning words are developed and used correctly	Struggles to read and use multiple meaning words	Reads and uses multiple meaning words with much teacher's support	Reads and uses multiple meaning of words correctly	Reads and attempts to use multiple meaning words in sentences	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
2.0 Communicate orally and through writing	2.1 Communicate through speaking	a) Use simple conversation to narrate different events in various situations, ask and respond to questions orally in order to exchange personal views on various situations such as travelling, festivals, games, football matches, school day, family day (include cross cutting issues e.g corruption, drug abuse, entrepreneurship and environmental conservation.)	different events in various situations, ask and respond orally to exchange personal views on various situations such as travelling, festivals, games, football matches, school day, family day, etc	Struggles to narrate different events in various situations, ask and respond orally to exchange personal views on various situations such as travelling, festivals, games, football matches, school day, family day, etc	Narrates different events in various situations, ask and respond orally to exchange personal views on various situations such as travelling, festivals, games, football matches, school day, family day with much teacher's support	Narrates different events in various situations, ask and respond orally to exchange personal views on various situations such as travelling, festivals, games, football matches, school day, family day correctly	Attempts to narrate short stories that with full of vocabulary found within the surrounding	28

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		b) Participate in conversations of common subject matters (include financial management, entrepreneurship, hobbies, travell, current event and child labour)	Participation in conversations of common subject matters is done actively	Struggles to participate in conversations of common subject matters	Participates in conversations of common subject matters with much teacher's support	Participates in conversations of common subject matters actively	Participates in conversations of common subject matters and attempts to give views to support ideas	
	2.2 Develop and use vocabulary through listening and speaking	a) Create and use words related to daily interactions, personal events and experiences, objects found at school, home, hotels, playing ground, etc	Words related to daily interactions, personal events and experiences, objects found at school, home, hotels, playing ground, are created and used correctly	Struggles to create and use words related to daily interactions, personal events and experiences, objects found at school, home, hotels, playing grounds,	Creates and uses words related to daily interactions, personal events and experiences, objects found at school, home, hotels, playing ground, with much teacher's support	Creates and uses words related to daily interactions, personal events and experiences, objects found at school, home, hotels, playing ground correctly	Attempts to use difficulty words related to daily interactions to create a short story	28

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
	2.3 Communicate through writing	a) Write to express news and views related various contexts.	News and views related to various contexts are written correctly	Struggles to write news and views related to various context	Writes news and views related various contexts with few errors	Writes news and views related various contexts correctly	Attempts to provide views related to various contexts beyond the level	57
		b) Write application letters with specific purpose, notes to immediate people in order to convey simple information, texts to inquire for information related to school requirements	Application letter with specific purpose is written correctly	Struggles to write application letters with specific purpose	Writes application letters with specific purpose with few errors	Writes application letters with specific purpose correctly	Writes application letters with specific purpose and more relevant phrases and attempts to write other official letters	

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		c) Write paragraphs with correct flow of ideas using appropriate punctuation marks and connectives. (but., and, also, ...), sequence markers (moreover, in addition to, critically, above all, lastly, etc)	Paragraphs with correct flow of ideas using appropriate punctuation marks and connectives are written correctly	Struggles to write paragraphs with correct flow of ideas with appropriate punctuation marks and connectives	Writes paragraphs with correct flow of ideas with appropriate punctuation marks and connectives with few errors	Writes paragraphs with correct flow of ideas with appropriate punctuation marks and connectives correctly	Writes paragraphs with correct flow of ideas with appropriate punctuation marks and attempts to use other unlearned punctuations in paragraphs	
		d) Compose simple and short stories to express personal/ ones feelings	Simple and short stories to express personal/ ones feelings are composed correctly	Struggles to compose simple and short stories to express personal/ ones feelings	Composes simple and short stories to express personal/ ones feelings with few errors	Composes simple and short stories to express personal/ ones feelings correctly	Attempts to create short stories with high vocabullatry use	
	2.4 Develop and use vocabulary through writing	a) Read and write suffixes and prefixes to enrich acquisition of grade appropriate vocabulary	Suffixes and prefixes are read and written to enrich acquisition of grade appropriate vocabulary correctly	Struggles to develop and use suffixes and prefixes to enrich acquisition of grade appropriate vocabulary	Reads and writes suffixes and prefixes to enrich acquisition of grade appropriate vocabulary with few errors	Reads and writes suffixes and prefixes to enrich acquisition of grade appropriate vocabulary correctly	Reads and writes suffixes and prefixes to enrich acquisition of grade appropriate vocabulary and above level words	29

<i>Main Competences</i>	<i>Specific Competences</i>	<i>Activities to be Performed by the Pupils</i>	<i>Assessment Criteria</i>	<i>Benchmarking</i>				<i>No. of Periods</i>
				<i>Beginner</i>	<i>Developing</i>	<i>Competence</i>	<i>Beyond competence</i>	
		b) Group words into different classes/ categories appropriate for the grade level	Words are grouped into different classes/ categories appropriately	Struggles to group words into different classes/ categories	Groups words into different classes/ categories with teacher's support	Groups words into different classes/ categories appropriately	Groups words into different classes/ categories and attempts to make sentences using the words	
		c) Read and write words related to common school subjects and home contexts	Words related to common school subjects and home context are read and written correctly	Struggles to read and write words related to common school subjects and home contexts	Reads and writes words related to common school subjects and home context with much teacher's support	Reads and writes words related to common school subjects and home context correctly	Reads and writes more words related to common school subjects and home context	