



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**UPPER PRIMARY CURRICULUM DESIGN**

**ENGLISH**

**GRADE 5**

**FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed in any form or by any means; electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN:**

Published and printed by Kenya Institute of Curriculum Development

## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade five curriculum designs for learners with visual impairments build on competencies attained by learners at Grade four. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade five curriculum furthers implementation of the CBC from Grade four to five in Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade five curriculum designs for learners with visual impairments are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade five and prepare them for smooth transition to Grade six. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG', CBS  
PRINCIPAL SECRETARY  
STATE DEPARTMENT FOR BASIC EDUCATION  
MINISTRY OF EDUCATION**

## ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade five curriculum designs for learners with visual impairments were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade five curriculum designs for learners with..... In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade five- and preparation of learners with visual impairments for transition to Grade six.

**PROF. CHARLES O. ONG'ONDO, PhD, MBS**



**DIRECTOR/CHIEF EXECUTIVE OFFICER  
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

## TABLE OF CONTENTS

FOREWORD .....	ix
PREFACE .....	x
ACKNOWLEDGEMENT .....	xi
NATIONAL GOALS OF EDUCATION .....	xiii
LESSON ALLOCATION AT UPPER PRIMARY .....	xv
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION .....	xvi
ESSENCE STATEMENT FOR ENGLISH.....	xvii
SUBJECT GENERAL LEARNING OUTCOMES.....	xvii
THEMES.....	2
1.0 CHILD RIGHTS AND RESPONSIBILITIES .....	4
2.0 NATIONAL CELEBRATIONS .....	11
3.0 ETIQUETTE-TABLE MANNERS .....	19
4.0 ROAD ACCIDENTS - PREVENTION .....	27
5.0 TRADITIONAL FOODS .....	34
6.0 JOBS AND OCCUPATIONS.....	41
7.0 TECHNOLOGY - LEARNING THROUGH TECHNOLOGY.....	49
9.0 HEALTH – COMMUNICABLE DISEASES .....	65
10.0 LEISURE TIME ACTIVITIES .....	72
11.0 SPORTS - APPRECIATING TALENTS.....	78
12.0 ENVIRONMENTAL POLLUTION .....	84
13.0 MONEY- SAVINGS AND BANKING .....	90
Suggested Formative Assessment Rubric .....	103

## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instill social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfillment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

### **4 Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

### **5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for and development of Kenya’s rich and varied cultures**

Education should instill in the learner appreciation of Kenya’s rich and diverse cultural heritage. The learner should value, own and respect other people’s culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.



**LESSON ALLOCATION AT UPPER PRIMARY**

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons per week</b>
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>35</b>

## **GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

**ESSENCE STATEMENT FOR ENGLISH**

English is a major language of education, information, trade, diplomacy, social networking, science, technology, the internet, and travel. It is also the international common tongue and the most commonly learned foreign language in today's world. In Kenya, English is learned as a second language and functions both as an official language and the medium of instruction from Grade Four. Hence, mastery of English will not only enhance learning in Junior Secondary School but will also prepare the learner to communicate appropriately in the national and international arenas.

Proficiency in English is key to the realisation of the National Goals of Education, the link to the global community, and the door to the worldwide information network. For this reason, the Upper Primary School learner must be equipped with adequate oral, reading, and writing competencies in the English language. This will enable the learner to function competently in varied national and global communicative contexts.

**SUBJECT GENERAL LEARNING OUTCOMES**

By the end of the Upper Primary Level, the learner should be able to:

- a) Listen for the main idea and specific information from a variety of print and digital texts.
- b) Speak, at the right speed, accurately, and with expression on a variety of subjects and genres.
- c) Read a variety of texts fluently, interpretively, and with comprehension for lifelong learning.
- d) Use grammatical forms to communicate ideas, opinions, and emotions appropriately in different settings.
- e) Write texts for various purposes legibly, accurately, creatively, and cohesively for self-expression.
- f) Apply Digital Literacy skills to enhance their language competency.

**STRANDS IN ENGLISH**

Listening and Speaking

Reading

Grammar in Use

Writing



**SUB STRANDS**

Listening and speaking

1. Listening comprehension
2. Pronunciation
3. Vocabulary
4. Word stress
5. Stress and intonation
6. Interactive listening
7. Tongue twisters
8. Speaking fluency
9. Listening fluency
10. Intensive listening
11. Interactive Listening

**Reading**

1. Extensive reading
2. Intensive reading
3. Reading fluency

**Grammar in Use****Word classes**

1. Nouns
2. Verbs
2. Determiners
3. Language pattern
4. Pronouns
5. Adjectives
6. Adverbs [manner, time, place, frequency]
7. Conjunctions [Correlative conjunction]
8. Prepositions
9. Quantifiers
10. Aspect
11. Statements; [Positive and negative]

12. Sentences; [Double Imperatives
13. Questions tags
14. Interrogatives

### **Writing**

1. Functional writing
2. Punctuation
3. Creative writing
4. Mechanics of writing
5. Spelling
6. Guided writing
7. Sense relations

### **THEMES**

In the Grade Five English Curriculum, the four language skills and Grammar in Use are presented through themes. The following themes will facilitate the learning of English in context:

1. Child Rights and Responsibilities
2. National Celebrations
3. Etiquette -Table Manners
4. Road Accidents - Prevention
5. Nutrition - Traditional Foods
6. Jobs and Occupations - Various Occupations
7. Technology - Learning through Technology
8. The Farm - Cash Crops
9. Diseases - Communicable Diseases
10. Leisure Time Activities
11. Sports - Appreciating Talents
12. Environmental Pollution
13. Money – Savings and Banking

**NB:** Although the curriculum design includes fixed phrases, and phrasal verbs in the **suggested vocabulary** section, these terms should not be introduced to learners because they are too complicated. Hence, learners may be exposed to appropriate examples of fixed phrases and phrasal verbs but the terms should not be mentioned at all. Further, Upper Primary learners should only be exposed to **proverbs, similes, idioms, fixed phrases, metaphors, and phrasal verbs** with straight forward meanings. Preferably, one or two examples may be used. Metaphors will be introduced at Grade Six but even then, the term metaphor should not be used. Rather, specific examples of metaphors should be incorporated into learning materials and during lesson delivery.

## **1.0 CHILD RIGHTS AND RESPONSIBILITIES**

### **Suggested Vocabulary**

responsible, food, clothing, shelter, street, duties, punish, rest, respect, needs, abuse, exercise, violence, interest, harm, rights, law, freedom, security, unfair, education, deny, protect, rescue, citizen, justice, community, equal, prison, jail, adopt, labour.

**Fixed phrase:** above all, all right, take care of, fall asleep.

**Simile:** work like a donkey; as busy as a bee.

**Idiom:** in safe hands.

**Proverbs:** All is well that ends well, Actions speak louder than words.

**Phrasal verbs:** breath in, care for, left behind.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>1.1 Listening and Speaking</b>	<b>1.1.1 Pronunciation and Listening Comprehension</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) recognise sounds /ʌ/ and /ɑ:/, words and phrases correctly,</p> <p>b) use words and phrases related to the theme in sentences correctly,</p> <p>c) listen to an oral text for the main idea and specific details for effective communication,</p> <p>d) respond to information from an oral text,</p> <p>e) adopt attentive listening for effective communication.</p>	<ul style="list-style-type: none"> <li>● Learners is guided to listen to an oral narrative.</li> <li>● Learner with low vision is guided to identify words and phrases containing the sounds /ʌ/ /ɑ:/ / from a print. Learner with blindness are guided to identify words and phrases containing the sounds /ʌ/ /ɑ:/ / from braille or audio text.</li> <li>● Learner is guided to say words and phrases related to the theme accurately.</li> <li>● Learners are guided to construct sentences using words and phrases.</li> <li>● Learners are guided to say tongue twisters containing selected sounds.</li> <li>● Learner is guided to write sentences and phrases containing the selected sounds and words.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we say the sounds in words, phrases, and sentences correctly?</li> <li>2. How can we improve our pronunciation?</li> <li>3. Why should we listen attentively?</li> </ol>
<p><b>Core Competencies developed</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: is developed as a learner works with peers to construct sentences.</li> <li>● Digital Literacy: is enhanced when a learner uses electronic devices to listen and record themselves collaboratively.</li> <li>● Learning to Learn is instilled: as a learner adopts the use of correct pronunciation in various contexts for effective communication.</li> </ul>				

<p><b>Pertinent and Contemporary Issues (PCIs):</b> Life Skills: effective communication is achieved as the learner articulates the target sounds clearly and also listens to audio of the target sound and offers leadership and guidance to others during group work.</p>	<p><b>Values:</b> Responsibility: is inculcated as the learner learns about child rights and responsibilities and practises them while making an audio recording of a poem containing the target sounds and playing the audio for effective feedback.</p>
<p><b>Link to other Subjects:</b> A learner can link the content of child rights when they learn about child rights and responsibilities to <b>Social Studies</b>.</p>	<p><b>Suggested Learning Resource:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology (audio recorders)</li> <li>● Writing materials</li> </ul> <p>Braille and print materials</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
1.2 Reading	1.2.1 Extensive Reading Use of Reference Materials	By the end of the Sub Strand, the learner should be able to: a) select relevant reference materials; dictionaries, junior encyclopaedias, and subject specific encyclopaedias on a variety of subjects, b) spell words correctly for effective communication, c) read a variety of	<ul style="list-style-type: none"> <li>● Learner with low vision is guided to select appropriate print as learners with blindness select appropriate braille and digital resources using digital devices with assistive technology, junior encyclopaedias, and subject-specific encyclopaedias.</li> <li>● Learners are guided to independently read selected reference materials.</li> <li>● Learner is guided to look for information related to the theme from reference materials.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you read books?</li> <li>2. How do we select relevant references material?</li> </ol>

		<p>materials independently for information and pleasure,</p> <p>d) use reference materials to find the required information,</p> <p>e) adopt the use of reference materials for lifelong learning.</p>	<ul style="list-style-type: none"> <li>● In groups, learners are guided to report and discuss what they have read.</li> <li>● Learner is guided to visit a library and find reference materials for information related to the theme.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: as learner us digital dictionaries as reference materials</li> <li>● Learning to Learn: is developed when the learner uses reference materials to get information and further their learning process.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Life Skills Education: Interpersonal relationship is intensified when the learner learns about child rights and responsibilities and takes upon their individual responsibilities both in school and at home.</p>		<p><b>Values:</b></p> <p><b>Responsibility:</b> developed as learners learn to select reading materials and read independently.</p>		
<p><b>Link to other Subjects:</b></p> <p>A learner uses the skill to use reference materials in all the other learning areas as they all require searching for information.</p>				
<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Print dictionaries with appropriate font and colour contrast</li> <li>● Braille reference material</li> <li>● Junior encyclopaedias</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question (s)
1.3 Grammar in Use	<b>1.3.1</b> <b>Word</b> <b>Classes :</b> <b>Demonstrative</b> <b>Determiners</b> <i>this, that, these, those</i>	By the end of the Sub Strand, the learner should be able to: a) identify demonstrative determiners; <i>this, these, that, those</i> in a variety of texts, b) use demonstrative determiners ; <i>this, these, that, those</i> , correctly, c) promote the use of the correct demonstrative determiners during communication.	<ul style="list-style-type: none"> <li>● In pairs, learners are guided to identify demonstrative determiners from a variety of texts.</li> <li>● Learner with low vision is guided to read sentences containing demonstrative determiners in print and learners with blindness in braille or from digital resources using digital devices with assistive technology.</li> <li>● In groups, learners are guided to construct sentences using demonstrative determiners.</li> <li>● Learners are guided to make sentences containing demonstrative determiners from a substitution table.</li> <li>● Learners are guided to use demonstrative determiners to fill gaps in sentences.</li> <li>● Learner is guided to search for more examples of sentences containing demonstrative determiners in print, braille and digital texts using digital devices with assistive technology.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do You Identify objects that are near or far?</li> <li>2. How do you show that objects being referred to are singular or plural?</li> </ol>

<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: as learners use demonstrative determiners in sentences correctly aloud in class.</li> <li>● Communication and Collaboration: Team work as learners work in groups and pairs to construct sentences.</li> <li>● Digital Literacy: use of technology as learners manipulate digital devices with assistive technology to search for sentences with demonstrative determiners.</li> </ul>	
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: learners' self-esteem is developed as they learn how to communicate effectively.</p>	<p><b>Values:</b> Cooperation and respect: developed as children work to accomplish tasks in groups (Team work).</p>
<p><b>Link to other Subjects: Kiswahili And Indigenous Languages</b> demonstrative determiners are learnt in these learning areas.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Braille and print substitution tables</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>1.4 Writing</b>	<b>1.4.1 Functional Writing Filling Forms</b>	By the end of the Sub Strand, the learner should be able to: a) record specific details: personal information, school information, parents/guardians, region/county information,	<ul style="list-style-type: none"> <li>● Learner is guided to search for sample forms from the internet using digital devices with assistive technology.</li> <li>● Learners are guided to select the information to be filled in a form.</li> <li>● Learners are guided to fill/complete forms related to the theme using the following details: personal information, school information, parents/guardians details, religion/ county information, favourite</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we fill forms?</li> <li>2. Why is it important to fill forms accurately?</li> </ol>

		<p>favourite sport, hobby among others In a variety of forms,</p> <p>b) design a form to obtain the required information,</p> <p>c) acknowledge the importance of filling forms correctly.</p>	<p>sport, hobby among others.</p> <ul style="list-style-type: none"> <li>● In groups, learners are guided to discuss the importance of filling forms correctly.</li> <li>● Learner with low vision is guided to download forms and fill them, learner with blindness complete braille forms with required information.</li> <li>● In groups, learners are guided to design forms to obtain information.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners discuss and fill in forms in groups (Team work).</li> <li>● Digital Literacy: as learners search and download forms from the internet (New Technology).</li> <li>● Creativity and Imagination: (originality) as learners design forms.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Life Skills Education: effective communication skills are developed through group discussions.</li> <li>● Social cohesion: is enhanced as learners work in groups to develop and fill forms with required information.</li> </ul>			<p><b>Values:</b></p> <p>Responsibility and social justice: developed as learners design a form based on the theme in groups showing equity among them.</p>	
<p><b>Link to other Subjects:</b></p> <p><b>Social Studies:</b> content related to child rights and responsibilities is learnt in social studies.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Samples of braille and print forms</li> </ul>	

## 2.0 NATIONAL CELEBRATIONS

### Suggested Vocabulary

parade, guests, heroes, heroines, leaders, crowd, security, custom, ceremony, history, decorate, gather, remember, costumes, famous, patriotic, citizens, national anthem, concert, event, entertain, unity, fireworks, ribbons, memories, national holidays, Jamhuri Day, Labour Day, independence, freedom fighter.

**Fixed phrase:** do your best, come to an end, far away, enjoy yourself, and go to sleep.

**Simile:** as happy as a king, as happy as a lark.

**Idiom:** around the corner, with open arms.

**Proverbs:** Practice makes perfect.

**Phrasal verb:** come along, get away; move on.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Pronunciation and Vocabulary: Listening Comprehension: Dialogue	By the end of the Sub Strand, the learner should be able to: a) identify words, phrases, and sentences containing the target sounds <i>/p/b/and</i> from texts, b) construct sentences orally using words related to the theme,	<ul style="list-style-type: none"> <li>• Learner is guided to identify words with these sounds: <i>/p//b/</i> from print/braille materials.</li> <li>• Learners are guided to listen to audio-visual recordings of dialogue containing the sounds <i>/b/ /p/</i>.</li> <li>• Learners are guided to practise saying tongue twisters with the sounds <i>/b/ /p/</i>.</li> <li>• In groups, learners are guided to discuss the vocabulary used in the text.</li> <li>• Learner is guided to construct sentences using the vocabulary.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we listen carefully?</li> <li>2. Why do we take turns when talking?</li> </ol>

		<p>c) listen for the main idea and specific details for effective communication,</p> <p>d) interrupt a speaker's emotions and feelings (nonverbal cues) correctly during an oral presentation,</p> <p>e) realise the importance of nonverbal cues and appreciate word choice in communication, respond to Information from an oral text,</p> <p>f) interpret a speaker's feelings and emotions (non-verbal cues) correctly during an oral presentation,</p> <p>g) appreciate the importance of non-verbal cues/verbal cues and appropriate</p>	<ul style="list-style-type: none"> <li>● Learner is guided to respond correctly to questions based on the dialogue.</li> <li>● Learner is guided to write the main points from the listened text.</li> <li>● Learner is guided to role plays the events depicted in the dialogue.</li> <li>● Learners with low vision are guided to Interpret gestures, eye contacts, and facial expressions correctly while learners with blindness are given one on one demonstrations to interpret nonverbal cues like gestures and body movements correctly.</li> </ul>	
--	--	--	---	--



		word choice in communication.		
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: as learners role play and construct sentences using learnt vocabulary.</li> <li>● Learning to Learn: as a learner takes short notes from the text they have listened to.</li> <li>● Digital Literacy: as learners listen to audio-visual recordings <i>clips of a dialogue</i>.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Life Skills Education: effective communication and self- awareness through group tasks.</li> <li>● Citizenship: social cohesion is enhanced as learners listen to texts on national celebrations.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity, respect, and peace: as learners engage in role play and answer questions related to the theme in pairs or small groups <i>showing their cooperation</i>.</li> </ul>				
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● <b>Kiswahili and Indigenous Languages:</b> listening comprehension is learnt in these subjects.</li> <li>● <b>Social Studies:</b> the learning area deals with National celebrations.</li> </ul>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Textbook dialogues</li> <li>● Audio-visual recordings</li> </ul>	
<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested key Inquiry Question(s)</b>

<p><b>2.2 Reading</b></p>	<p><b>2.2.1 Intensive Reading: Comprehension Oral Narrative of (about 400 words) Poem of about 5 stanzas</b></p>	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify characters, places, and events, in a story for comprehension,</li> <li>predict events in a text for comprehension,</li> <li>respond correctly to factual and inferential questions for comprehension,</li> <li>use contextual clues to infer the meaning of words for comprehension,</li> <li>recommend appropriate reading techniques to peers.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to identify characters and settings from an audio recording of a story or teacher read aloud stories.</li> <li>● Learners with low vision are guided to make predictions of what a story is about; what happens next in a story using the title, pictures while learners with blindness picture descriptions in a story.</li> <li>● Learners are guided to infer the meaning of words from the context.</li> <li>● Learners are guided to use their imagination to visualise the events in a story.</li> <li>● Learners with low vision are guided to draw pictures, diagrams, or make posters of events in the story. Learners with blindness to write a short story of about 100 Words from picture descriptions they have read.</li> <li>● In groups, learners are guided to read poems of not more than five stanzas.</li> <li>● Learner is guided to read a narrative of up to 400 <b>words</b> silently</li> <li>● Learners are guided to answer factual and inferential questions from a story.</li> <li>● Learners are guided to retell a narrative or recite a poem and create a</li> </ul>	<ol style="list-style-type: none"> <li>Why do poems or stories have titles?</li> <li>How do we predict events in a story or poem?</li> <li>How do we tell the meaning of unknown words in a story?</li> </ol>
---------------------------	--	--	---	---

			video or audio recording of the story.	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners discuss the title of the narrative or poems a show of teamwork.</li> <li>● Digital Literacy: learners watch or listen to a video on National celebration.</li> <li>● Learning to Learn: retelling the narrative and reciting the poem.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: effective communication through discussion and collaboration</p>			<p><b>Values:</b> Unity, love, patriotism, and peace: enhanced as learners sing songs or recite poems related to National Celebrations in groups.</p>	
<p><b>Link to other Subjects:</b> <b>All languages:</b> learners read for comprehension</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio recorded stories</li> <li>● Digital devices with assistive technology</li> <li>● Textbook stories and poems</li> </ul>	

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
2.3 Grammar in Use	2.3.1 Word Classes Collective Nouns Reflexive Pronouns	By the end of the Sub Strand, the learner should be able to: a) identify Collective nouns and reflexive pronouns in texts, b) use collective nouns and reflexive pronouns in sentences correctly, c) adopt the use of collective and reflexive pronouns in communication.	<ul style="list-style-type: none"> <li>● Learner with low vision is guided to identify reflexive pronouns and collective nouns from appropriate print while learners with blindness braille and digital texts.</li> <li>● Learners with low vision are guided to watch as learners with blindness listen to audio visual clips in which collective nouns and reflexive pronouns (myself, ourselves) have been used in sentences.</li> <li>● Learners are guided to work in pairs, pick out collective nouns and reflexive pronouns, and list them.</li> <li>● Learners are guided to give more examples of collective nouns and reflexive pronouns.</li> <li>● Learners are guided to construct sentences using collective nouns and reflexive pronouns.</li> <li>● Learner with low vision is guided to create and complete crossword puzzles using collective nouns and reflexive pronouns.</li> <li>● In groups, learners with blindness are guided to identify collective</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you identify collective nouns from other nouns in a text?</li> <li>2. How do you identify reflexive pronouns in a text?</li> </ol>

			nouns and reflexive pronouns from crossword puzzles and write them down.	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: is enhanced as the learner works with peers to pick out collective nouns and reflexive pronouns, and use them to construct sentences.</li> <li>● Digital Literacy: as learners watch an audio - visual clip featuring nouns and pronouns.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Citizenship: group activities enhance social cohesion.</li> <li>● Life Skill Education: as learners communicate effectively.</li> </ul>			<p><b>Values:</b> Unity, responsibility, respect: developed through answering questions and creating crossword puzzles in pairs.</p>	
<p><b>Link to other Subjects:</b> Learner can apply the knowledge gained in learning collective nouns and reflexive pronouns to the same concepts taught in <b>Kiswahili</b>.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Braille crossword puzzles</li> </ul>	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Questions(s)
--------	------------	----------------------------	--------------------------------	------------------------------------

<b>2.4 Writing</b>	<b>2.4.1 Creative Writing: Open ended Compositions (100-150 words)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>select relevant points when planning a composition,</li> <li>write an open ended composition creatively,</li> <li>advocate for the use of creativity in writing among peers.</li> </ol>	<ul style="list-style-type: none"> <li>Learners are guided to brainstorm and discuss possible points to include in their composition.</li> <li>Learner is guided to write the first paragraph while observing correct punctuation and spelling.</li> <li>Learner is guided to complete a composition individually.</li> <li>In pairs, learners are guided to proofread their compositions.</li> <li>Learner is guided to suggest suitable a title for their compositions.</li> <li>Learner is guided to display their completed composition in class.</li> <li>Learners are guided to conduct a gallery walk and give feedback.</li> <li>Learner is guided to search and read compositions online from digital devices with assistive technology.</li> </ul>	<ol style="list-style-type: none"> <li>How do we express ideas on different topics?</li> <li>Why do we share ideas?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>Communication and Collaboration: as the learner works collaboratively with peers to proofread compositions.</li> <li>Critical Thinking and Problem Solving: as learners suggest ideas to complete a story.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>Life Skill Education: as learners express ideas effectively.</li> <li>Citizenship - patriotism: as learners write composition about national celebrations.</li> </ul>			<p><b>Values:</b> Cooperation, responsibility: enhanced as learners collaborate to plan and create a composition.</p>	

<p><b>Link to other Subjects:</b> Composition writing is practised when learning any language</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Masking tape</li> <li>● Thumb pins</li> </ul>
---	---

### 3.0 ETIQUETTE-TABLE MANNERS

#### Suggested Vocabulary

Neat, plate, cutlery, choke, chew, serve food, gesture, mouthful, order, host, restaurant, belch, lick, delicious, disgusting, dining room, good manners, habit, set the table, dessert, appetizer, polite, table, napkin, dinner, table cloth, glass, saucer, serviette, cloth, pass the salt.

**Fixed phrase:** I beg your pardon, wash the dishes, good appetite, more than enough, feel at home and forgive me.

**Simile:** as hungry as a wolf, as greedy as a hyena.

**Idiom:** eat like a horse.

**Proverbs:** Courtesy costs nothing.

**Phrasal verb:** throw away.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
3.1 Listening and Speaking	3.1.1 Pronunciation and Vocabulary: Polite Words	By the end of the Sub Strand, the learner should be able to: a) identify polite words, phrases, and expressions in oral contexts,	<ul style="list-style-type: none"> <li>● Learners are guided to listen to correct pronunciation of sounds, phrases, and expressions from the teacher, audio-visual recordings among others.</li> <li>● Learners are guided to practice</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you use polite expressions when talking to others?</li> <li>2. Why should you</li> </ol>

	<p><b>Phrases and Expressions</b></p>	<p>b) construct sentences orally using words related to them,  c) listen to specific sounds in words, phrases, and expressions,  d) use polite words, phrases, and expressions to compliment others,  e) value the use of polite words and phrases in their day to day life communication.</p>	<p>saying the sound /ɔɪ/ in words.</p> <ul style="list-style-type: none"> <li>● Learners are guided to say words containing the sound /ɔɪ/ in words and phrases.</li> <li>● Learners are guided to write down the specific sounds, words, phrases, and expressions, from an oral text and pronounce them correctly.</li> <li>● In groups, learner are guided to practise using polite words and phrases.</li> <li>● In groups, learners are guided to role play the use of polite words, phrases, and expressions during meals. Learners with blindness be given hands on demonstration on the roles they are to role play.</li> <li>● Learners are guided to access correct pronunciation of sounds, words, phrases, and expressions from digital texts using digital devices with assistive technology.</li> <li>● Learners are guided to listen to/recite poems with words featuring the target sounds.</li> </ul>	<p>listen to others attentively?</p> <p>3. How do the use of polite words and phrases help us to improve the relationship with people we speak to?</p>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: as learners engage in role play using polite words, phrases, and expressions.</li> <li>● Digital Literacy: as learners use digital devices with assistive technology to listen to the pronunciation of sounds, words, and phrases.</li> </ul>				



<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: effective communication through the proper articulation of sounds.</p>	<p><b>Values:</b> Love, responsibility, respect: developed through role play as well as listening/reciting poems related to the theme.</p>
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Home science: This learning area focuses on etiquette- table manners.</li> <li>● Kiswahili and other language areas: proper articulation of sounds is emphasised.</li> </ul>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Braille and print word cards</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
--------	------------	----------------------------	--------------------------------	-----------------------------------

<b>3.2 Reading</b>	<b>3.2.1 Intensive Reading Comprehension (Narrative of about 400 words)</b>	<p>By the end of the Sub Strand, the learner should be to:</p> <ul style="list-style-type: none"> <li>a) relate events in the story with their life experiences,</li> <li>b) predict events in a text for comprehension,</li> <li>c) create mental images from the events in the story,</li> <li>d) respond to factual and inferential questions correctly,</li> <li>e) relate events in a reading text to their real life experiences.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners are guided to make predictions on the story when reading.</li> <li>● Learners are guided to use their imagination to visualise the events in the story.</li> <li>● Learners are guided to scan and skim texts for new words and information.</li> <li>● Learners are guided to answer factual and inferential questions from the texts.</li> <li>● In groups, learners are guided to use digital devices with assistive technology to read online stories for comprehension.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you get information from a text?</li> <li>2. How do we predict events in a story?</li> </ol>
<b>Core Competencies</b> <ul style="list-style-type: none"> <li>● Self-Efficacy - as learners predict and visualise stories from texts.</li> <li>● Communication and Collaboration - as learners work in groups and share information.</li> </ul>				
<b>Pertinent and Contemporary Issues(s):</b> <ul style="list-style-type: none"> <li>● Life Skills Education: learners acquire skills of living with others.</li> <li>● Citizenship: as learners learn to share their experiences.</li> </ul>			<b>Values:</b> Integrity and social justice: developed as learners read stories/narratives featuring these values.	
<b>Link to other Subjects: Home science:</b> Etiquette is an area covered in this learning area			<b>Suggested Learning Resources:</b> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> </ul>	

- Textbook stories (narratives of about 400 words)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>3.3 Grammar in Use</b>	<b>3.3.1 Language Pattern Use of too...to/for and use of Must/should with an Adverb /Adverbial</b>	By the end of the Sub Strand, the learner should be able to: a) identify sentences featuring the target language patterns: use of too ... to/for and use of must/should with an adverb/adverbial, b) use the language patterns in sentences correctly, c) challenge others to use sentence patterns correctly for clarity of communication.	<ul style="list-style-type: none"> <li>• Learners are guided to identify the targeted language pattern in a written paragraph.</li> <li>• Learners are guided to make sentences using too, to/for, from a substitution table. <i>For example, 'The stone is too heavy for Nanjala to lift.'</i></li> <li>• Learners are guided to construct sentences using: '<i>must/should with an adverb/ adverbial</i>' for example, <i>We must brush our teeth every day.</i></li> <li>• In groups, learners are guided to recite poems with target language patterns.</li> <li>• In groups, learners are guided to discuss instances when the sentence patterns are used.</li> <li>• Learners are guided to fill in blank spaces in sentences/complete sentences using the patterns.</li> <li>• Learners are guided to search for</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you identify sentences that are correctly constructed?</li> <li>2. Why is it important to use sentences correctly?</li> </ol>

			examples of sentences with the language patterns from the internet, newspapers, magazines <i>and braille materials</i> among others.	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Citizenship: as learners work in groups.</li> <li>● Learning to Learn: as learners search for examples of sentences in newspapers, internet, and magazines among others.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Life Skills Education: effective communication.</li> <li>● Citizenship: social cohesion is enhanced as learners work in groups.</li> </ul>			<p><b>Values:</b></p> <p>Responsibility, respect: developed through listening to poems based on the theme and answering questions in pairs or small groups.</p>	
<p><b>Link to other Subjects:</b></p> <p>Etiquette is learnt in all languages, Home Science and Religious Education.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Braille and print substitution tables</li> <li>● Braille and print magazines</li> <li>● Newspapers</li> </ul>	

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>3.4 Writing</b>	<b>3.4.1 Mechanics of Writing Handwriting</b> <i>Joined/Cursive script</i> ( For learners with low vision) <b>Legible And Neat Braille writing.</b> (For learners with blindness)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify text written in joined letters or cursive script for effective communication( for learners with low vision),</li> <li>b) identify neatly and legibly written braille texts ( for learners with blindness),</li> <li>c) write legibly using joined letters/cursive script (for low vision),</li> <li>d) write braille scripts legibly and neatly for clarity in communication (for learners with blindness),</li> <li>e) use visuals to create a story for creativity (for learners with low vision),</li> <li>f) use visuals descriptions</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to copy words, sentences, and paragraphs in their books while learners with blindness braille papers.</li> <li>● Learners with low vision are guided to observe pictures and listen to audio-visuals and compose a story of about (120 -160 words). Learner with blindness listens to descriptions of the pictures, audio clips and compose a story of about 120-160 words)</li> <li>● In groups, learners are guided to discuss the importance of writing legibly and neatly.</li> <li>● Learners are guided to search for information from the internet. Learners with low vision use appropriate print while learners with blindness braille sources and make notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we write legibly and neatly?</li> <li>2. How can you improve your handwriting/braille writing skill?</li> </ol>

		<p>to create a story for creativity (for learners with blindness),</p> <p>g) recommend ways of improving legibility and neatness in written communication.</p>		
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: as learners use visuals to write notes.</li> <li>● Digital Literacy: as learners use internet resources.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Life skills Education: Self-esteem and confidence enhanced as learner becomes more proficient in self-expression.</li> <li>● Citizenship: Social cohesion and integration developed through pair and group work.</li> </ul>			<p><b>Values:</b></p> <p>Respect and social justice: developed as learners search for material featuring these values and write compositions based on the characters, places or events.</p>	
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Legible handwriting is emphasised in all learning areas.</li> </ul>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Print and braille reference materials eg magazines and journals</li> </ul>	

**4.0 ROAD ACCIDENTS - PREVENTION****Suggested Vocabulary**

skid, speed, hit and run, reckless, block, traffic, speed, fatal, first aid, rescue, ambulance, road signs, zebra crossing, bump, pedestrian, risk, slide, smog, brake, emergency, police, license, prevent, safety, vehicle, prevention, fracture, risk, crowd, victim, brake, collision, crash.

**Fixed phrase:** by accident, catch fire, heavy traffic, in a hurry, jump the queue, in a minute, a narrow escape, lose control.

**Simile:** as fast as a hare, as fast as a deer.

**Idiom:** in a fraction of a second, in the twinkling of an eye.

**Proverb:** Prevention is better than cure.

**Phrasal verbs:** run over, roll over.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>4.1 Listening and Speaking</b>	<b>4.1.1 Pronunciation and Vocabulary.</b>	By the end of the Sub- Strand, the learner should be able to: a) list words whose meaning differs according to pronunciation( word stress ( contrast between, nouns/verbs, verb/adjectives), b) construct sentences orally using words related to the theme, c) pronounce words using the correct stress,	<ul style="list-style-type: none"> <li>● In groups, learners are guided to recite a poem and apply the correct stress on words.</li> <li>● Learners with low vision are guided to watch while learners with blindness listen to audio-visual material on pronunciation.</li> <li>● Learners are guided to list the words with stress.</li> <li>● Learners are guided to classify nouns, verbs, and adjectives from the list.</li> <li>● Learners are guided to practise saying words using the correct stress, in pairs or small groups for example; <i>conflict (verb)/conflict (noun) subject (verb)/subject (noun)</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce words correctly?</li> <li>2. Why do words differ in meaning according to pronunciation ?</li> </ol>

		<p>d) use vocabulary related to the theme correctly,</p> <p>e) advocate for the importance of correct use of stress in communication.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to say words containing the sounds /t/ and /d/.</li> <li>● Learners are guided to construct sentences orally using the new vocabulary.</li> <li>● Learners are guided to take part in a language game involving word stress.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: as learners practise correct pronunciation of sounds and words in small groups.</li> <li>● Self-Efficacy: as learners recite poems and stress words correctly.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skill Education: as learners learn content on accident prevention.</p>			<p><b>Values:</b> Love, peace, respect: is enhanced as learners help one another to improve their pronunciation.</p>	
<p><b>Link to other Subjects:</b> Home Science, Science and Technology and Physical and Health Education: the concept of accidents is learnt in these learning areas.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> </ul>	



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
4.2 Reading	4.2.1 Intensive Reading Comprehension ( Visuals)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) describe main happenings communicated by visuals for comprehension (learners with blindness),</p> <p>b) describe main happenings communicated by described visuals ( learners with blindness),</p> <p>c) make predictions based on visuals for comprehension (learners with low vision),</p> <p>d) make predictions based on described visuals (learners with blindness),</p> <p>e) create mental images from text they have viewed, read or heard,</p> <p>f) answer factual and inferential questions correctly,</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to observe pictures, illustrations, posters, videos, maps, and symbols among others. Learners with blindness are guided to read picture descriptions/descriptions of visuals in the corresponding pages of their braille textbooks or listen to picture descriptions or descriptions of visuals from the teacher or peers.</li> <li>● Learners are guided to describe and interpret visuals correctly.</li> <li>● Learners with low vision are guided to preview and make predictions based on pictures and illustrations while learners with blindness preview and make predictions based on picture descriptions, titles and experiences.</li> <li>● Learners with low vision are guided to compose songs, stories, poems or dialogues based on visuals. Learners with blindness are guided to compose songs, stories, poems and dialogues based on described visuals.</li> <li>● Learners with low vision are guided to answer questions based on the visuals while learners with blindness picture</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you like pictures?</li> <li>2. How can you use pictures to communicate?</li> <li>3. How do pictures communicate to us?</li> </ol>

		g) appreciate the roles of visuals in communication	<p>descriptions.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to present their own stories using pictures or videos or audios while learners with blindness picture descriptions, audio visual clips or audios.</li> <li>● Learners with low vision are guided to create visuals based on their experiences. Learners with blindness are guided to give a summary of the main ideas communicated by descriptions of visuals or picture descriptions.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: as learners read visuals.</li> <li>● Digital Literacy: as learners look or watch visuals in digital format.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: effective communication through interpreting visuals.</p>			<p><b>Values:</b> Cooperation, responsibility, unity: developed as learners compose poems and answer questions related to the theme in pairs or groups.</p>	
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Art and craft: drawing is a skill learnt in this subject.</li> <li>● Social studies: interpreting maps and charts.</li> </ul>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Textbook pictures/picture descriptions</li> </ul>	

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested key Inquiry Question(s)
4.3 Grammar in Use	4.3.1 Word Classes Possessive Pronouns	By the end of the Sub Strand, the learner should be able to: a) identify possessive forms in print or digital texts.(For learners with low vision), b) identify possessive forms in braille or digital texts. (For learners with blindness), c) use possessive forms correctly in sentences, d) advocate the correct use of possessive forms among peers.	<ul style="list-style-type: none"> <li>● Learners are guided to engage in online/offline games involving pronouns such as dice, goofy cards and word search using digital devices with assistive technology.</li> <li>● In groups, learners are guided to simulate, dramatise or role play a conversation featuring possessive forms.<i>in groups</i>. Learners with blindness are given verbal descriptions of the aspects that require sight in the role play.</li> <li>● Learners with low vision are guided to watch while learners with blindness listen to audio visuals or songs involving the use of possessive pronouns (<i>belong to</i>). Learner with blindness be given verbal descriptions of the aspects that require sight in the video.</li> <li>● Learners are guided to compose songs based on the use of personal and possessive pronouns.</li> <li>● Learners are guided to fill gaps in sentences correctly using <i>possessive pronouns and belong to</i>.</li> <li>● Learners are guided to create a list of</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we use possessive pronouns correctly?</li> <li>2. How do we use possessive pronouns correctly?</li> </ol>

			sentences with possessive and personal pronouns for display with peers.	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners work in pair or groups.</li> <li>● Self-Efficacy: confidence and self-esteem is developed as learners create display charts.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Citizenship: social cohesion and integration as learners play language games.</p>			<p><b>Values:</b> Responsibility, integrity, love: is developed as learners use pronouns in spoken and written sentences to show possession.</p>	
<p><b>Link to other Subjects:</b> Pronoun is an aspect learnt in all language areas.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Textbook exercises</li> <li>● Braille references</li> </ul>	

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
4.4 Writing	4.4.1 Functional Writing: A Reply to a Friendly Letter	By the end of the Sub- Strand, the learner should be able to: a) identify the components of a friendly letter from a sample letter, b) write a friendly letter using the correct format, c) appreciate the role of friendly letters in day to day communication.	<ul style="list-style-type: none"> <li>● Learners are guided to read a sample friendly letter and identify the parts such as address, salutation, date, complimentary close among others.</li> <li>● Learners are guided to write a reply to a sample friendly letter using the correct format.</li> <li>● In pairs, learners are guided to proofread/edit the letter.</li> <li>● In groups, learners are guided to present the edited version to other groups.</li> <li>● Learners are guided to search for more examples of friendly letters on the internet using digital devices with assistive technology.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you communicate with people who are far away?</li> <li>2. Why do we write letters?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: is enhanced as learners respond to letters.</li> <li>● Creativity and Imagination: is promoted as learners compose friendly letters.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: effective communication enhanced through letter writing.</p>			<p><b>Values:</b> Love, social justice: is enhanced as learners read and write friendly letters which reflect the theme and these values.</p>	

<p><b>Link to other Subjects:</b> Letter writing is learnt in all languages.</p>	<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Samples of braille and print friendly letters</li> </ul>
--	---

## 5.0 TRADITIONAL FOODS

### Suggested Vocabulary

dish, flavour, smell, delicious, appetite, nature, culture, herbs, grains, junk food, obesity, *ugali*, recipe, tasty, Kenyan, wild, digest, home-made, cereals, mix, energy, berries, vegetables, healthy, diet, *githeri*, *pilau*, *matoke*, *muthokoi*, avocado, yams, sweet potatoes, arrow roots, cassava, millet, porridge, nutrients.

**Fixed phrase:** more than, more and more, long ago, a long time ago.

**Simile:** as sweet as sugar, as sweet as honey, as bitter as herbs.

**Idiom:** in hot soup.

**Proverb:** Charity begins at home.

**Phrasal verbs:** hurry up, feed on.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Listening Comprehension: -Sound _Adjective	By the end of the Sub Strand, the learner should be able to: a) recognise sounds, words and phrases correctly, b) listen for the main idea	<ul style="list-style-type: none"> <li>● Learners are guided to listen to a speech and pick out words containing sound /e/.</li> <li>● Learners with low vision are guided to interpret non-verbal cues such as</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce sounds correctly?</li> <li>2. How do we describe things, people or</li> </ol>

		<p>and specific details for effective communication,</p> <p>c) use adjectives to construct sentences orally,</p> <p>d) respond appropriately to a speech related to the theme,</p> <p>e) display varied emotions and feelings during an oral presentation.</p>	<p>gestures, facial expressions, and eye contact correctly.</p> <p>Learners with blindness are guided in pairs to interpret nonverbal cues such as gestures and body movements by being given a one on one demonstrations</p> <ul style="list-style-type: none"> <li>● Learners are guided to prepare and make a speech.</li> <li>● Learners are guided to listen to correct pronunciation of sounds, words and phrases from the teacher or audio-visual recordings. Learners with blindness are given verbal descriptions of the aspects that require sight from the video.</li> <li>● Learners are guided to practice saying the words and phrases with the sound /e/.</li> <li>● Learners are guided to listen to a poem with various adjectives describing traditional foods.</li> <li>● In groups, learners are guided to recite the poem and identify adjectives.</li> <li>● Learners with low vision are guided to search examples of adjectives in newspapers, appropriate print newspapers, journals, story books and magazines and the internet while learners with blindness use digital</li> </ul>	<p>events?</p>
--	--	--	--	----------------

			devices with assistive technology to search for newspapers, journals, story books and magazines.	
<p><b>Core Competency:</b></p> <ul style="list-style-type: none"> <li>● Citizenship: as learners discuss traditional foods from different communities.</li> <li>● Self-Efficacy: as learner confidence is enhanced as they recite poems and make speeches.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Citizenship: is enhanced learners learn about traditional foods from different communities.</p>			<p><b>Values:</b> Patriotism, social justice: is developed as learners perform various tasks based on the theme and featuring these values.</p>	
<p><b>Link to other Subjects:</b> All language areas: listening comprehension is emphasised in all learning areas.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Print magazines and journals with appropriate print and font size</li> <li>● Newspapers.</li> <li>● Braille reference materials</li> </ul>	



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question (s)
5.2 Reading	5.2.1 Extensive Reading Fiction and Non Fiction Materials	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) select relevant reading materials from a collection of books,</li> <li>b) scan a text to obtain specific information,</li> <li>c) skim through digital or print text to establish appropriateness and relevance.(for learners with low vision),</li> <li>d) skim through a digital or braille text to establish the appropriateness and relevance. (for learners with blindness),</li> <li>e) read a variety of materials for fluency,</li> <li>f) judge the appropriateness of a reading text on the basis of language and interest.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners are guided to preview a text to determine suitability.</li> <li>● Learners are guided to skim through reading materials.</li> <li>● Learners are guided to select <b>fiction and non-fiction reading materials</b> (both print or braille and non-print).</li> <li>● Learners are guided to read selected materials independently.</li> <li>● In groups, learners are guided to set up an after school reading club where they meet regularly.</li> <li>● Learners are guided to share reflections on the books read.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we select relevant reading materials from a collection of books?</li> <li>2. Why is it necessary to read many books?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: enhanced through after school reading clubs.</li> <li>● Digital Literacy: reading a variety of offline and online materials.</li> <li>● Learning to Learn: independent reading enhances sourcing for information.</li> </ul>				

<p><b>Pertinent and Contemporary Issues(s):</b> Citizenship: as learners practise living together through establishment of after school reading clubs.</p>	<p><b>Values:</b> Unity and responsibility: developed as learners engage in pair and group work.</p>
<p><b>Link to other Subjects:</b> Kiswahili and Indigenous languages - extensive reading learnt in these learning areas.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Braille and print fiction and non-fiction materials</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<p><b>5.3 Grammar in Use</b></p>	<p><b>5.3.1</b> Word Classes Comparatives and Superlatives forms of Regular and Irregular adjectives Order of Adjectives (<b>Size, shape and age</b>)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify comparative and superlative forms of adjectives in a text,</li> <li>b) order adjectives in terms of size, shape and age appropriately,</li> <li>c) use the comparative and superlative forms of adjectives accurately,</li> <li>d) advocate the importance of using adjectives correctly in communication.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to describe items using the comparative and superlative forms of adjectives e.g. that window is bigger than this one.</li> <li>● Learners are guided to change positive forms of regular and irregular adjectives to their comparative and superlative forms.</li> <li>● Learners are guided to select adjectives of size, shape and from a narrative or poem.</li> <li>● Learners are guided to construct sentences featuring adjectives of size, shape and age.</li> <li>● Learners with low vision are guided to fill gaps using adjectives</li> </ul>	<ol style="list-style-type: none"> <li>1. How do We Compare things, people or events?</li> <li>2. How do we identify comparative and superlative forms of adjectives in a written or oral text?</li> </ol>

			<p>in the correct order, learners with blindness are guided to complete sentences using the correct order of adjectives.</p> <ul style="list-style-type: none"> <li>● In groups, learners with low vision are guided to create a crossword puzzle using adjectives. Learners with blindness are guided to find adjectives from simple crossword puzzles either horizontal or vertical and write them down.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: as learners create crossword puzzles and make sentences based on adjectives.</li> <li>● Digital Literacy: as learners search for various adjectives on the internet.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Environmental Education: as learners are exposed to information on traditional foods.</p>		<p><b>Values:</b> Unity: is enhanced as learners perform pair and group tasks.</p>		
<p><b>Link to other Subjects:</b> Adjectives are an aspect learnt in all languages.</p>		<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Objects found in classroom e.g. window, door desk</li> <li>● Simple braille crossword puzzles</li> </ul>		

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
5.4 Writing	Creative Writing Narrative Compositions	By the end of the Sub Strand, the learner should be able to: a) identify the parts of a narrative composition, b) write coherently on different topics, c) create a narrative composition for self-expression, d) promote creativity in writing among peers.	<ul style="list-style-type: none"> <li>● Learners are guided to brainstorm ideas from a narrative composition.</li> <li>● Learners are guided to read samples of narrative compositions.</li> <li>● Learners are guided to identify the parts of a narrative composition.</li> <li>● Learners are guided to compose a narrative of <b>(120 -160 words)</b></li> <li>● Learners are guided to practise writing their own narratives.</li> <li>● Learners are guided to listen or view a recording of a narrative and rewrite it in their own words.</li> <li>● Learner is guided to proofread each other's work and give feedback.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you read stories?</li> <li>2. How do you make your composition interesting?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: as learners create stories.</li> <li>● Learning to Learn: as learners access digital resources.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Citizenship: as learners work in groups.</p>			<p><b>Values:</b> Social justice and patriotism: as learners create narratives compositions featuring these values.</p>	

**Link to other Subjects:**

Both Home Science and Science and Technology expose learner to knowledge about traditional food crops.

**Suggested Learning Resources.**

- Samples of braille and print narratives
- Audio recorded narratives
- Braille reference materials

**6.0 JOBS AND OCCUPATIONS****Suggested Vocabulary**

job, occupation, accountant, actor, doctor, engineer, actress, banker, babysitter, captain, dentist, gardener, garbage collector, hairdresser, butcher, chemist, cobbler, security officer, police officer, judge, teacher, lecturer, lawyer, mason, model, musician, architect.

**Fixed phrase:** how much, make friends, by the way.

**Simile:** as busy as an ant, as sober as a judge, as free as a bird.

**Idiom:** call a spade a spade.

**Proverb:** A bad workman quarrels with his tools, The early bird catches the worm, Make hay while the sun shines.

**Phrasal verbs:** stand up, hurry up.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>6.1 Listening and Speaking</b>	<b>6.1.1 Pronunciation and Vocabulary: -Stress - Intonation</b>	<p>By the end of the Sub- Strand, the learner should be able to:</p> <p>a) sort statements and questions based on rising and falling intonation,</p> <p>b) pronounce words and phrases with the target sounds /f/and/v/ correctly,</p> <p>c) construct sentences orally using words related to the theme,</p> <p>d) use stress and intonation appropriately in statements and questions.)</p> <p>e) appreciate the need for correct stress and intonation in varied contexts.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to reproduce appropriate patterns of stress and intonation in speech.</li> <li>● In groups, learners are guided to sort the statements and questions on the basis of rising or falling intonation.</li> <li>● Learners are guided to practise saying words, phrases and sentences with the sounds/f/and/v/.</li> <li>● Learners are guided to say tongue twisters with the sounds /f/ and /v/.</li> <li>● Learners with low vision are guided to watch while learners with blindness listen to a video with audio of a dialogue in which statements and questions are used. Learners with blindness are given verbal descriptions of the aspects that need the use of sight.</li> <li>● In groups, learners are guided to recite a choral verse.</li> <li>● Learners are guided to use the right intonation on a role play in telephone conversation.</li> <li>● Learners are guided to sing songs featuring stress and intonation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce words correctly?</li> <li>2. Why do we raise our voices when asking questions?</li> <li>3. How can you change your voice to show different expressions?</li> </ol>

<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: as learners reproduce speech in pairs or groups.</li> <li>• Self-Efficacy: as learners' role play telephone conversations.</li> </ul>	
<p><b>Pertinent and Contemporary Issues(s):</b></p> <p>Life Skills Education: effective communication promoted through group and pair activities.</p>	<p><b>Values:</b></p> <p>Cooperation and respect: enhanced as learners practise asking questions in the right way</p>
<p><b>Link to other Subjects:</b></p> <p>Kiswahili and other languages expose learners to stress and intonation</p>	<p><b>Suggested Learning Resources.</b></p> <ul style="list-style-type: none"> <li>• Digital devices with assistive technology</li> <li>• Braille and print cards with target sounds</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.2 Reading</b>	<b>6.2.1 Intensive Reading Comprehension (Dialogues)</b>	By the end of the Sub -Strand, the learner should be able to: a) select unfamiliar words and phrases from a reading text, b) use contextual clues to infer the meaning of words, c) respond to direct and inferential questions for comprehension, d) relate events in the story to their own experiences, e) enjoy answering indirect and inferential questions from read dialogue .	<ul style="list-style-type: none"> <li>● Learners are guided to make connections between the characters in the text and the people they know.</li> <li>● Learners are guided to relate events in a dialogue to their experiences.</li> <li>● In groups, learners are guided to read and role play a dialogue. Learners with blindness to be given verbal descriptions of the aspects that require sight in the role play.</li> <li>● Learners are guided to select main ideas from the dialogue.</li> <li>● Learners are guided to answer direct and inferential questions based on the dialogue.</li> <li>● Learners are guided to infer the meaning of words from the context (for example, from words occurring before or after).</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we tell the meaning of unfamiliar words as used in a comprehension?</li> <li>2. How do we respond to direct and inferential questions in a comprehension?</li> </ol>
<p><b>Core Competencies:</b> Communication and Collaboration: as learners engage in role playing dialogues.</p>				



<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Learner Support Programmes: career guidance is emphasised when learners discuss job occupations.</li> <li>● Citizenship: social cohesion is enhanced as learners work together in small groups.</li> </ul>	<p><b>Values:</b> Responsibility, unity: developed as learners role play dialogues related to the theme.</p>
<p><b>Link to other Subjects:</b> <b>All language areas:</b> learners read for comprehension.</p>	<p><b>Suggested Learning Resources.</b></p> <ul style="list-style-type: none"> <li>● Audio recorded dialogues</li> <li>● Textbooks dialogues with appropriate font size and colour contrast</li> <li>● Digital devices with assistive technology</li> </ul>

Strand	Sub Strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
<p><b>6.3 Grammar in Use</b></p>	<p><b>6.3.1 Word Classes</b> <b>Determiners:</b> <b>quantifiers:</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify quantifying determiners in a variety of texts,</li> <li>use quantifying determiners appropriately in a variety of contexts,</li> <li>judge the appropriateness of quantifying determiners in and written texts.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to read a passage related to the theme featuring quantifying determiners.</li> <li>● Learners are guided to identify determiners from the passage.</li> <li>● Learners are guided to match quantifying determiners with corresponding countable and uncountable nouns.</li> <li>● Learners are guided to list quantifying determiners that can be used with both countable and</li> </ul>	<ol style="list-style-type: none"> <li>How do we identify quantifying determiners in written and oral texts?</li> <li>Why should we use quantifying determiners appropriately in both written and oral text?</li> </ol>

			<p>uncountable nouns.</p> <ul style="list-style-type: none"> <li>● Learners are guided to read/listen to sentences containing quantifying determiners from internet using digital devices with assistive technology</li> <li>● In groups, learners are guided to construct sentences using determiners with nouns.</li> <li>● Learners are guided to complete sentences using correct quantifying determiners.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: as learners use quantifying determiners in sentences correctly.</li> <li>● Communication and Collaboration: as learners work in groups and pairs.</li> <li>● Digital Literacy: as learners use the internet.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: effective communication promoted as learners practice using quantifiers correctly.</p>			<p><b>Values:</b> Cooperation, respect: is enhanced as learners' complete pair and group tasks involving the use of quantifiers.</p>	
<p><b>Link to other Subjects:</b> <b>All language areas:</b> learners construct sentences..</p>			<p><b>Suggested Learning Resources.</b></p> <ul style="list-style-type: none"> <li>● Digital device with assistive technology</li> <li>● Textbooks dialogues</li> <li>● Internet</li> </ul>	

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>6.4 Writing</b>	<b>6.4.1 Creative Writing pictorial Composition</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) choose possible topics for pictorial compositions,</p> <p>b) create a composition based on the visuals or pictures ( for learners with low vision),</p> <p>c) create a composition based on picture descriptions or described visuals ( for learners with blindness),</p> <p>d) judge visuals, pictures / picture descriptions appropriately for creativity in writing.</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to interpret pictures while learners with blindness are guided in pairs to interpret picture descriptions in their corresponding braille textbooks or read to them by the teacher.</li> <li>● Learners with low vision are guided to arrange pictures logically to create a pictorial composition with beginning, middle and end parts, while learners with blindness are guided to arrange logically the main ideas communicated by the picture descriptions to create a pictorial composition with beginning, middle and end parts.</li> <li>● Learners with low vision are guided to watch a variety of animations, and write samples of pictorial composition. Learners with blindness are guided to listen to audio clips and write a sample short composition of about 100 words.</li> <li>● Learners with low vision are guided to arrange different pictures logically to write a story coherently. Learners with blindness are guided to logically</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we enjoy looking at pictures?</li> <li>2. How do pictures communicate to us?</li> </ol>

			<p>arrange sentences used in the picture descriptions to write a story coherently.</p> <ul style="list-style-type: none"> <li>● Learners are guided to write pictorial composition.</li> <li>● Learners are guided to proofread pictorial composition.</li> <li>● Learners are guided to display their compositions in the classroom.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners work in groups.</li> <li>● Creativity and Imagination: as learners interpret pictures or picture descriptions and write stories.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skill Education: Effective communication expressed in writing.</p>			<p><b>Values:</b> Unity, responsibility, respect: is promoted through creation of narrative compositions featuring these values.</p>	
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Art and craft: drawing is a skill in this learning area.</li> <li>● Social studies: features interpretation of maps and charts.</li> </ul>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Pictures and picture descriptions.</li> </ul>	

**7.0 TECHNOLOGY - LEARNING THROUGH TECHNOLOGY**

**Suggested Vocabulary** browse, browser, cartoon, internet, search, bundle, email, video chat, Bluetooth, key in, boot, shutdown, login, logout, download, upload, delete, attach, create, website, wireless, online, laptop, tablet, desktop, research, source, projector, network, email, discover, connect.

**Fixed phrase:** make use of.

**Simile:** as wise as Solomon, as wise as an owl.

**Idiom:** make yourself at home, in broad daylight.

**Proverbs:** Slow but sure wins the race.

**Phrasal verb:** put down, pick up.

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested key Inquiry Question (s)
7.1 Listening and Speaking	7.1.1 Pronunciation and Vocabulary: n Interactive Listening	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify Words, phrases or sentences with the target sound. ə/ and the diphthongs: /ɪə/ and /eɪ/ from a dialogue,</p> <p>b) construct sentences orally using words related to the theme,</p> <p>c) pronounce sounds correctly for accuracy in speech,</p> <p>d) use words and nonverbal cues to express different moods,</p> <p>e) challenge others to listen interactively for effective communication.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to select words with the sound: /ə/ and the diphthongs: /ɪə/ and /eɪ/.from a dialogue.</li> <li>● Learners are guided to take turns to read a dialogue.</li> <li>● Learners are guided to interrupt a conversation appropriately.</li> <li>● Learners with low vision are guided to watch while learners with blindness listen to audio visual clips of a conversation and list words or phrases used to interrupt politely.</li> <li>● Learners are guided to say the target sounds as modelled from a recording.</li> <li>● Learners are guided to make sentences with words containing the sound: /ə/ and the diphthongs: /ɪə/ /eɪ/.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should we pronounce sounds and words correctly?</li> <li>2. Why should you give others a chance to speak?</li> <li>3. How do you tell if someone is happy or sad?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: as learners improve their pronunciation skills.</li> <li>● Digital Literacy: as learners interact with digital devices with assistive technology.</li> </ul>				

<p><b>Pertinent and Contemporary Issues(s):</b> Personal safety: promoted through responsible use of technology.</p>	<p><b>Values:</b> Cooperation, respect, patriotism: enhanced as learners practise listening interactively, turn taking and correct use of non-verbal cues.</p>
<p><b>Link to other Subjects:</b> All language areas emphasise correct pronunciation.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Audio recorded dialogues</li> <li>● Print and braille cards</li> <li>● Appropriate print materials</li> <li>● Braille reference materials</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>7.2 Reading</b>	<b>7.2.1 Extensive Reading Fiction and Non-Fiction Texts (1000-1250 words)Poems (not more than 5 stanzas)</b>	By the end of the Sub Strand, the learner should be able to: a) select relevant reading materials from a collection of books, b) read a variety of materials for information and pleasure, c) judge the appropriateness of reading materials on the basis of interest, complexity and subject.	<ul style="list-style-type: none"> <li>● Learners are guided to skim through reading materials to obtain the main idea.</li> <li>● Learners are guided to preview texts to determine suitability and relevance.</li> <li>● Learners are guided to scan materials for specific details.</li> <li>● Learners are guided to select appropriate reading materials from a library.</li> <li>● Learners are guided to read the selected materials.</li> <li>● In groups, learners are guided to share reflections on the books read.</li> <li>● Learners are guided to keep a record of materials read.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we select relevant reading materials from a collection of books?</li> <li>2. Why is it necessary to read a variety of materials?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: is enhanced by setting up after school clubs for reading purposes.</li> <li>● Digital Literacy: is achieved as learners read materials from electronic sources.</li> <li>● Learning to Learn: independent reading enhances sourcing for information on their own.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Citizenship: Social cohesion as learners work together.</p>			<p><b>Values:</b> Unity, social justice, integrity: enhanced as learners assist one another to select appropriate reading materials.</p>	



<p><b>Link to other Subjects:</b> Extensive reading skills are applied in all learning areas.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Braille reading materials</li> <li>● Appropriate print reading materials</li> </ul>
---	--

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<p><b>7.3 Grammar in Use</b></p>	<p><b>7.3.1 Tens Future Time using will/ shall</b></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify words that indicate future time in sentences,</li> <li>b) use <b>will</b> and <b>shall</b> to express future time correctly,</li> <li>c) collaborate with others to determine the correctness and appropriateness of the tense used in own or provided texts.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to pick out sentences which express future time from a text.</li> <li>● Learners are guided to make sentences from a substitution table.</li> <li>● Learners are guided to answer questions on <b>future time will/shall</b>.</li> <li>● Learners are guided to construct sentences using <b>will/shall</b>.</li> <li>● In groups, learners are guided to role play activities they plan or wish to do in future. Learners with blindness are given one on one demonstrations of the roles they are to play.</li> <li>● Learners with low vision are guided to watch while learners with blindness listen to audio visual clips offline or online and identify sentences featuring future time.</li> <li>● Learners are guided to use computers,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we use will and shall in sentences to show future time?</li> <li>2. How do you tell the time something happened?</li> </ol>

			<p>tablets or mobile phones with assistive technology to listen to audio materials featuring future time.</p> <ul style="list-style-type: none"> <li>● Learners are guided to make predictions (events, weather among others using will and shall.</li> <li>● Learners with low vision are guided to create appropriate print while learners with blindness braille charts with sentences which feature will and shall and display them in class.</li> </ul>	
<p><b>Core Competency:</b> Communication and Collaboration: as learners express future plans using will/shall in pairs.</p>				
<p><b>Pertinent and Contemporary Issues(s):</b> Citizenship: group activities promote cohesion and integration.</p>			<p><b>Values:</b> Social justice and unity: developed as learners engage in role play.</p>	
<p><b>Link to other Subjects:</b> Future time is learnt in <b>Arabic, Indigenous languages, Chinese, Kiswahili, German and French.</b></p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Braille and print substitution tables</li> </ul>	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
7.4 Writing	<b>7.4.1 Mechanics of Writing: Punctuation_</b> Use of _Comma _Double Quotation Mark	By the end of the Sub Strand, the learner should be able to: a) identify the comma and the double quotation marks in written texts, b) use the comma and double quotation marks correctly in sentences, c) advocate the use of correct punctuation in written communication.	<ul style="list-style-type: none"> <li>● Learners are guided to read a short text.</li> <li>● Learners are guided to identify punctuation marks used in the text.</li> <li>● Learners are guided to use a comma to show pauses between words, phrases or clauses.</li> <li>● Learners are guided to complete sentences using double quotation marks and the comma.</li> <li>● Learners with low vision are guided to pick out sentences with double quotation marks in appropriate print newspapers, magazines, articles or internet resources while learners with blindness use digital devices with assistive technology.</li> <li>● Learners are guided to play punctuation games. Learners with blindness to be paired with their sighted peers and given verbal descriptions of the aspects that require sight in the game.</li> <li>● In groups, learners are guided to create posters or charts with sentences with the double quotation marks and the comma and display them in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to punctuate sentences correctly?</li> <li>2. Why do we punctuate sentences?</li> </ol>

<p><b>Core Competency:</b> Learning to Learn: as learners explore internet resources on the use of the comma and the double punctuation marks.</p>	
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills education: effective communication as learners work in groups.</p>	<p><b>Values:</b> Responsibility, cooperation, love: enhanced through correct use of punctuation marks in groups.</p>
<p><b>Link to other Subjects:</b> Correct use of punctuation marks is emphasised in all subjects.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Print and braille magazines</li> <li>● Newspapers</li> </ul>

**8.0 THE FARM: CASH CROPS**

**Suggested Vocabulary** acre, harvest, worker, cooperative, fertilizer, greenhouse, machine, season, agriculture, plantation, labourer, swamp, highland, subsistence, sell, commercial, harvest, equipment, fertile, yield, nursery, seedling, climate, sow, cash crop, sugarcane, coffee, cultivate, estate, granary, irrigate, plough, rice paddy, scarecrow, cotton, wheat, sisal, tea.

**Fixed phrase:** go away, go on.

**Similes:** as busy as a bee, as faithful as a dog, strong like a horse.

**Idiom:** at the end of the day, not the end of the world.

**Proverbs:** Unity is strength, The early bird catches the worm, a bad workman quarrels with his tools.

**Phrasal verb:** search for.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>8.1 Listening and Speaking</b>	<b>8.1.1 Pronunciation and Vocabulary Oral Narrative Featuring Proverbs and Sayings</b>	By the end of the Sub Strand, the learner should be able to: a) list proverbs and sayings in a narrative, b) construct sentences orally using words related to the theme, c) pronounce words with the target sounds /k/ /g/, correctly, d) use words, proverbs and sayings appropriately in oral communication, e) anticipate what is likely to happen as a story	<ul style="list-style-type: none"> <li>Learners are guided to listen to a narrative and select proverbs and sayings.</li> <li>Learners are guided to match the vocabulary with their meanings.</li> <li>Learners are guided to make oral sentences using vocabulary.</li> <li>Learners are guided to practise saying words with the sounds /k/ /g/.</li> <li>Learners are guided to create tongue twisters with the sounds /k/ /g/.</li> <li>Learners are guided to search for vocabulary, proverbs and sayings on the internet using digital devices</li> </ul>	<ol style="list-style-type: none"> <li>Why should we pronounce words correctly?</li> <li>Why are proverbs and sayings important in speech?</li> </ol>

		<p>unfolds, f) display varied emotions and feelings when listening to an oral presentation.</p>	<p>with assistive technology.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to listen while learners with blindness watch audio visual videos stories and songs featuring proverbs and sayings.</li> <li>● Learners are guided to listen to a narrative and select proverbs and sayings.</li> <li>● Learners are guided to match the vocabulary with their meanings.</li> <li>● Learners are guided to make oral sentences using vocabulary.</li> <li>● Learners are guided to practise saying words with the sounds /k/ /g/.</li> <li>● Learners are guided to create tongue twisters with the sounds /k/ /g/.</li> <li>● Learners are guided to search for vocabulary, proverbs and sayings on the internet using digital devices with assistive technology.</li> <li>● Learners with low vision are guided to listen while learners with blindness watch audio visual videos stories and songs featuring proverbs and sayings.</li> <li>● In groups, learners with low vision are guided to create appropriate</li> </ul>	
--	--	---	---	--

			print while learners with blindness braille posters and charts with common proverbs and sayings that the learner can relate to and display them in the classroom.	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Digital Literacy: as learners search for proverbs and sayings from the internet.</li> </ul> <p>Learning to Learn: as they appreciate using correct pronunciation in various contexts.</p>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <p>Environmental Education: as the learner is exposed to information about cash crops.</p>			<p><b>Values:</b></p> <p>Unity and cooperation: as learners practise using proverbs which encourage cooperation and unity among people.</p>	
<p><b>Link to other Subjects:</b></p> <p>Agriculture and Social Studies: Learners are exposed to information on cash crops.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Teacher read aloud narrative /audio recorded narrative</li> <li>● Digital devices with assistive technology</li> <li>● Braille chart</li> <li>● Charts with appropriate font size and colour contrast</li> </ul>	

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>8.2 Reading</b>	<b>8.2.1 Fluency in Reading ( Texts of about 400 words)</b>	By the end of the Sub Strand, the learner should be able to: a) identify unfamiliar Words in texts for fluency, b) read a text accurately and with expression for fluency, c) read a text at the right speed for fluency, d) challenge peers and parents to read accurately, at the right speed and without hesitation.	<ul style="list-style-type: none"> <li>● Learners are guided to skim and scan through paragraphs for information.</li> <li>● Learners are guided to search for an article on a topic they enjoy, select a portion to read.</li> <li>● Learners are guided to set a goal on the number of words to be read per minute.</li> <li>● Learners are guided to gauge the number of words read per minute.</li> <li>● Learners are guided to find a word or phrase from a word - chart within a stipulated time.</li> <li>● Learners are guided to read a text in unison, as a class or small group (choral reading).</li> <li>● In groups, learners are guided to participate in a reader's theatre using a short text from a poem or short play.</li> <li>● Learners are guided to select a story or poem that can be divided into parts or characters.</li> <li>● Learners are guided in groups to assign a portion to each member of the group.</li> <li>● Learners are guided to read a portion of the script orally for practice.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you improve your reading skills?</li> <li>2. How long do you take to read a text?</li> </ol>



			<ul style="list-style-type: none"> <li>● Learners are guided to read the assigned parts in groups.</li> <li>● Learners are guided to echo or imitate a model intonation and expression as they read a short paragraph or sentence at a time.</li> </ul>	
<p><b>Core Competency:</b> Learning to Learn: is promoted as learners practise reading texts at the right speed and pace.</p>				
<p><b>Pertinent and Contemporary Issues(s):</b> Environmental Activities: as the learner interacts with information about cash crops.</p>			<p><b>Values:</b> Respect and unity: enhanced through group tasks and pair work.</p>	
<p><b>Link to other Subjects:</b> Agriculture and Social Studies: both learning areas deal with cash crops.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Braille chart</li> <li>● Print word charts with appropriate font size and colour contrast</li> <li>● Written poems or plays with parts or characters</li> </ul>	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
8.3 Grammar in Use	8.3.1. Sentences Use of Double Imperatives: Question Tags on the Verb to be	By the end of the Sub Strand, the learner should be able to: a) identify sentences with question tags and double imperatives from a text, b) use question tags and double imperatives correctly in sentences, c) advocate the correct use of double imperatives and question tags in communication.	<ul style="list-style-type: none"> <li>● Learners are guided to complete sentences using double imperatives.</li> <li>● Learners are guided to select question tags from a story, dialogue or poem.</li> <li>● Learners are guided to match statements with the correct question tag to make a question.</li> <li>● Learners are guided to practise giving instructions using double imperatives.</li> <li>● Learner is guided to practise giving instructions related to the theme using double imperatives such as: <i>Shut down your tablets and listen to the teacher. Type this word in your tablet and look up its meaning.</i></li> <li>● In groups, learners are guided to role play giving and receiving of instructions at home using double imperatives.</li> <li>● Learners are guided to use double imperatives to make rules for their classroom and display them in braille/appropriate print charts or posters.</li> <li>● Learners are guided to write correct sentences using double imperatives.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you give instructions?</li> <li>2. Why do we ask questions?</li> </ol>

<p><b>Core Competency:</b> Self-Efficacy: as learners formulate school or class rules using double.</p>	
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: effective communication as learners practise asking question.</p>	<p><b>Values:</b> Cooperation, respect, patriotism: as learners practise using question tags and giving of instructions in different contexts</p>
<p><b>Link to other Subjects:</b> All languages feature question tags and double imperatives.</p>	<p>Suggested Learning Resources:</p> <ul style="list-style-type: none"> <li>● Braille and print posters with appropriate font size and colour contrast with question tags</li> <li>● Textbooks exercises with appropriate font size and colour contrast</li> <li>● Braille reference material</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question (s)
8.4 Writing	8.4.1 Creative Writing Narrative Composition (120-160) Similes and proverbs	By the end of the sub strand, the learner should be able to: a) identify similes and proverbs in a variety of texts, b) use similes and proverbs correctly, c) create a narrative composition featuring similes and proverbs, d) advocate the use of similes and proverbs to enhance creativity in writing.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to read narratives with formulaic expressions in print with appropriate font size and colour contrast while learners with blindness braille and digital format using digital devices with assistive technology.</li> <li>● In groups, learners are guided to list similes and proverbs in texts.</li> <li>● In pairs, learners are guided to create a clear and coherent storyline using proverbs and similes.</li> <li>● Learners are guided to engage in a dialogue to advance the plot and storyline.</li> <li>● Learners are guided to compose a story featuring similes and proverbs.</li> <li>● Learners are guided to write creative compositions featuring similes and proverbs.</li> <li>● In groups, learners are guided to create and display charts with proverbs and similes.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you make our compositions interesting?</li> <li>2. Why do we use similes and proverbs when writing compositions?</li> </ol>

<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-Efficacy: enhanced as learners become more proficient in writing.</li> <li>● Creativity and Imagination: creating and composing narratives on various topics.</li> </ul>	
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Citizenship: group activities promote cohesion and integration</li> <li>● Life Skills Education: writing compositions enhances effective communication skills.</li> </ul>	<p><b>Values:</b></p> <p>Responsibility and unity: could be enhanced through the use of similes such as ‘<i>as busy as a bee</i>’ ‘<i>as faithful as a dog</i>’ and proverbs such as ‘<i>The early bird catches the worm.</i>’</p>
<p><b>Link to other Subjects:</b></p> <p>All languages expose learners to creative writing.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Print with appropriate font size and colour contrast</li> <li>● Braille charts with similes and proverbs</li> </ul>

## 9.0 HEALTH – COMMUNICABLE DISEASES

**Suggested Vocabulary:** virus, hygiene, bacteria, tuberculosis, measles, pneumonia, cold, mumps, cholera, typhoid, parasite, infect, germs, illness, symptoms, vomit, pharmacy, treat, dose, blood pressure, weight loss, injection, tablet, vaccine, fever, medicine, syrup, tablet, laboratory, cure, outbreak, epidemic, immunity.

**Fixed phrase:** at last, from time to time, in future

**Simile:** as helpless as a baby, as patient as job.

**Idiom:** spread like wildfire.

**Proverb:** An apple a day keeps the doctor away, Cleanliness is next to godliness.

**Phrasal verb:** pass on, pass by.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
--------	------------	----------------------------	--------------------------------	-----------------------------------

<b>9.1 Listening and Speaking</b>	<b>9.1.1 Speaking Fluency : Pronunciati on Narrative of about 150 words</b>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) list words with sound /h/ from an oral text.</p> <p>b) construct sentences orally using words related to the theme.</p> <p>c) speak accurately, at the right speed and with expression on a given topic.</p> <p>d) use vocabulary related to the theme correctly.</p>	<ul style="list-style-type: none"> <li>• Learners are guided to construct sentences.</li> <li>• Learners are guided to listen to a poem or narrative and identify words with the /h/ sound.</li> <li>• Learners are guided to retell a narrative in their own words.</li> <li>• Learners are guided to listen to graded texts with audio recordings of whole narratives.</li> <li>• Learners are guided to listen to music and select sounds and vocabulary.</li> <li>• Learners with low vision are guided to watch while learner with blindness listen to news at home for fun and retell the interesting to peers and friends in the classroom.</li> <li>• Learners are guided to practice delivering the news highlights in the classroom.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to speak accurately and express the right feelings?</li> <li>2. How can you listen more attentively?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: as learners make short speeches in small groups.</li> <li>• Creativity and Imagination: as learners create speeches on topical issues.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <p>Health Related Issues: communicable diseases.</p>		<p><b>Values:</b></p> <p>Love And Responsibility: as learners acquire and share information about communicable diseases</p>		

<p><b>Link to other Subjects:</b> Fluency in listening and speaking is emphasized in all languages.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio recorded narrative</li> <li>● Television sets</li> <li>● Braille reference materials</li> <li>● Digital devices with assistive technology</li> </ul>
---	---

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>9.2 Reading</b>	<b>9.2.1 Intensive Reading</b> <b>Descriptive: Fictional or Non-Fictional Texts (about 4400 words)</b>	By the end of the sub strand, the learner should be able to: a) identify the main idea in each paragraph. b) visualize events, characters and descriptions in texts for comprehension. c) summarize the main points in a text. d) answers factual and inferential questions for comprehension. e) challenge others to focus on detail when reading a text.	<ul style="list-style-type: none"> <li>● Learners are guided to make connections between events in the text and their experiences.</li> <li>● In groups, learners are guided to retell the story.</li> <li>● Learners with low vision are guided to use illustrations, introduction and title of a text to make predictions. Learners with blindness are guided in to use picture descriptions, introduction and title to make predictions.</li> <li>● Learners are guided to describe the characters, episodes and places in a text.</li> <li>● Learners are guided to scan a text for specific details.</li> <li>● Learners are guided to answer questions from a text.</li> <li>● Learners are guided to say the main ideas</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you describe things?</li> <li>2. How can you tell what will happen in a story?</li> </ol>

			<p>from a text.</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to watch while learners with blindness listen to audio visual clips related to the theme and pick specific information. Learners with blindness are given verbal description of the aspects that require sight in the video.</li> </ul>	
<p><b>Core Competency:</b> Learning to Learn: as learner read for information from a text.</p>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Health Education: enhanced through exposure to information on communicable disease.</li> <li>● Environmental Education: as learners read texts about diseases.</li> </ul>			<p><b>Values:</b> Responsibility, unity: developed as learners read texts which feature these values.</p>	
<p><b>Link to other Subjects:</b> Communicable diseases are learnt in Environmental Studies, Science and Technology, Physical Education.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio visual clips related to the theme</li> <li>● Textbooks stories with pictures/picture descriptions</li> <li>● Braille reference materials</li> <li>● Print reference material with appropriate font size and colour contrast</li> </ul>	



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
9.3 Grammar in Use	<b>9.3.1 Word Classes:</b> _Use of <b>could, would and how many</b> _Adverbs of (manner, time, place, frequency) _How <b>many...could/ would</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify adverbs of manner, time, place and frequency in a text,</li> <li>use adverbs correctly in oral and written contexts,</li> <li>use the modals could and would and How many... Could/Would the phrase how many in sentences correctly,</li> <li>judge the appropriateness of adverbs used in oral and written text.</li> </ol>	<ul style="list-style-type: none"> <li>Learners with low vision are guided to identify adverbs from a digital or appropriate print /braille text.</li> <li>Learners are guided to make sentences from a Substitution table using the pattern <i>how many...could/ would</i>.</li> <li>Learners with low vision are guided to fill in while learners with blindness complete blank spaces with appropriate adverbs.</li> <li>Learners are guided to construct sentences using adverbs of manner, time place and frequency.</li> <li>Learners are guided to recite poems containing adverbs.</li> <li>Learner with low vision is guided to create a crossword puzzle using different types of adverbs. Learner with blindness is guided in groups to find different types of adverbs from simple crossword puzzles horizontally or vertically and read them to their group members.</li> </ul>	<ol style="list-style-type: none"> <li>How do we describe when, how, where and how frequent an action takes place?</li> <li>How do we identify adverbs of manner, time, place and frequency in a text?</li> </ol>
<b>Core Competency:</b> Self-Efficacy: enhanced as learners recite poems.				

<p><b>Pertinent and Contemporary Issues(s):</b> Health Education: as learners acquire information on communicable diseases.</p>	<p><b>Values:</b> Peace, love, responsibility: as learners use adverbs to talk about different actions.</p>
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Home Science: learners are exposed to information on different disease.</li> <li>● All language areas feature adverbs.</li> </ul>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Print and braille substitution tables</li> <li>● Braille simple crossword puzzles</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question (s)
9.4 Writing	<p><b>9.4.1 Mechanics of Writing:</b></p> <p><b>Punctuation Marks</b> <b>_Apostrophe</b> <b>he</b> <b>_Exclamation Mark</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the apostrophe and exclamation mark in sentences,</p> <p>b) punctuate sentences correctly using the apostrophe and the exclamation mark,</p> <p>c) collaborate with others to punctuate own or provided documents.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to listen to a short oral text and write the text with the correct punctuation marks.</li> <li>● Learner with low vision are guided to underline the apostrophe and exclamation marks in a text. Learner with blindness are guided to identify sentences with apostrophe and exclamation marks in a braille text and write them down.</li> <li>● Learners are guided to construct sentences using the apostrophe and exclamation mark.</li> <li>● Learners with low vision are guided to watch while learners with blindness listen to online slides or videos about the correct use of the apostrophe and</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we identify apostrophe and exclamation mark in sentences?</li> <li>2. Why do we punctuate sentences?</li> </ol>

			<p>exclamation mark, using digital devices with assistive technology.</p> <ul style="list-style-type: none"> <li>● Learners are guided to complete exercises related to the apostrophe and exclamation mark online and offline using digital devices with assistive technology.</li> <li>● Learners are guided to create and display print/braille charts or posters with sentences in which the apostrophe and exclamation mark are used.</li> <li>● Learners are guided to conduct a gallery walk and view the charts made by each group.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners punctuate sentences in pairs or groups.</li> <li>● Creativity and Imagination: as learners develop and display posters and charts.</li> <li>● Learning to Learn: as the learner searches for information on the internet.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Health Education: as the learner interacts with material on common communicable diseases.</p>			<p><b>Values:</b> Responsibility, love, respect: developed as learners use different types of sentences and punctuate them correctly.</p>	
<p><b>Link to other Subjects:</b> All language areas emphasize the use of punctuation marks in writing.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Teacher read aloud texts</li> <li>● Digital devices with assistive technology</li> <li>● Braille charts</li> <li>● Appropriate print charts or posters with sentences with apostrophe and exclamation marks</li> </ul>	

## 10.0 LEISURE TIME ACTIVITIES

### Suggested Vocabulary

leisure, interest, favorite, cinema, football, tennis, karate, swimming, skating, basketball, cycling, jogging, diving, fishing, picnic, hiking, gardening, hobby, entertain, enjoy, racing, talent, event, visit, park.

**Fixed phrase:** in future, from now on.

**Simile:** as free as a bird.

**Idiom:** face the music.

**Proverb:** An idle mind is the devil's workshop, Birds of a feather flock together.

**Phrasal verb:** shut up.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested k key Inquiry Question(s)
<b>10.1 Listening and Speaking</b>	<b>10.1.1 Pronunciation and Vocabulary: Interactive Listening _Choral verse _Narrative in Dialogue Format (Conversati on Narrative)</b>	By the end of the Sub Strand, the learner should be able to: a) identify different moods in narrative oral choral verse, b) use words and phrases with the selected sound /s/ and /z/ in sentences, c) interrupt politely during a conversation, c) challenge others to listen interactively during conversations.	<ul style="list-style-type: none"> <li>• Learners are guided to listen to a narrative and retell it while expressing different moods or feelings.</li> <li>• In groups, learners are guided to construct sentences orally.</li> <li>• Learners are guided to say words containing the sounds /s/and /z/.</li> <li>• Learners with low vision are guided to watch while learners with blindness listen to an audio visual video of conversational narrative or a choral verse online or offline using digital devices with assistive</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should you interrupt others politely in a conversation?</li> <li>2. How do you show different moods and feelings when listening to someone?</li> </ol>

			<p>technology.</p> <ul style="list-style-type: none"> <li>In pairs, learners are guided to take turns during a conversation.</li> </ul> <p>Learners are guided to engage in a dialogue and practice interrupting one another politely.</p>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>Communication and Collaboration: as learners work in pairs and groups.</li> <li>Creativity and Imagination: as learner create and role play conversations.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>Life Skills Education: as learners acquire the art of conversation during turn taking.</li> <li>Citizenship: social cohesion is enhanced during group activities.</li> </ul>			<p><b>Values:</b></p> <p>Peace, responsibility, social justice: promoted through recitation of choral verses and narration of narratives featuring these values.</p>	
<p><b>Link to other Subjects:</b></p> <p>Conversation is a feature in all languages.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>Audio recorded natives or teacher read aloud narrative</li> <li>Digital devices with assistive technology</li> </ul>	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>10.2 Reading</b>	<b>10.2.1 Intensive Reading Factual Texts of about 400 Words</b>	By the end of the sub strand, the learner should be able to: a) relate the ideas in a text to their experiences for comprehension, b) respond to factual and inferential questions from a text correctly. c) summarize the main ideas in a text for comprehension, d) encourage others to pay attention to detail when reading.	<ul style="list-style-type: none"> <li>● Learners are guided to skim through a braille/print text and obtain the main idea.</li> <li>● Learners are guided to scan through a braille/print text to obtain specific information.</li> <li>● In groups, learners are guided to discuss and relate ideas to their experiences.</li> <li>● Learners are guided to retell a read text in own words.</li> <li>● Learners are guided to read a text independently.</li> <li>● Learners are guided to answer direct and inferential questions from the text.</li> <li>● Learners with low vision are guided to watch while learners with blindness listen to audio visual clips on leisure time and write the main points.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we read books?</li> <li>2. How can we improve our reading skills?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Learning to Learn: as learners skim and scan texts for information.</li> <li>● Self-efficacy: as learners answer comprehension questions.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <p>Safety and Security: personal safety as learners acquire skills on proper utilisation of leisure time.</p>			<p><b>Values:</b></p> <p>Responsibility and peace: developed through reading different texts and answering questions in pairs or small groups.</p>	

<p><b>Link to other Subjects</b> Religious Education: appropriate use of leisure time is covered in this learning areas.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio visual clips related to the theme</li> <li>● Braille written text</li> <li>● Appropriate print written texts</li> </ul>
--	--

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<p><b>10. 3 Grammar in Use</b></p>	<p><b>10.3.1 Word Classes: Conjunctions</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify conjunctions: but, or, yet , because, since and also in texts for effective communication,</p> <p>b) use conjunctions: but ,or, yet because, since and also correctly in communication,</p> <p>c) judge the correctness and appropriateness of conjunctions in oral and written texts.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to listen to a short dialogue and identify conjunctions.</li> <li>● Learners are guided to make sentences from a substitution table using <b>but, or, yet, because, since</b> and <b>also</b>.</li> <li>● Learners are guided to construct sentences using Conjunctions.</li> <li>● Learners with low vision are guided to fill while learners with blindness complete blank spaces using conjunctions in sentences or paragraphs.</li> <li>● In groups, learners with low vision are guided to create and display print charts with appropriate font size and colour contrast while learners with blindness braille charts of sentences containing conjunctions.</li> <li>● Learners are guided to conduct a</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you join words or phrases?</li> <li>2. How do you join words or phrases to make sentences?</li> </ol>

			gallery walk and give feedback to each group.	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners work in groups.</li> <li>● Creativity and Imagination: as learners create a display chart.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Life Skills Education: as learners are exposed to proper use of leisure time.</li> <li>● ESD: safety education is emphasized as they learn how to use leisure time.</li> </ul>			<p><b>Values:</b></p> <p>Unity, respect, integrity, responsibility: enhanced through construction of oral and written sentences using various conjunctions.</p>	
<p><b>Link to other Subjects:</b></p> <p>All language areas emphasize the use of conjunctions.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio recorded dialogues or teacher read aloud dialogues</li> <li>● Print and braille substitution tables</li> <li>● Appropriate print</li> <li>● Chart/posters with appropriate font size and colour contrast</li> <li>● Braille charts/posters with sentences containing targeted conjunctions</li> </ul>	



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>10.4 Writing</b>	<b>10.4.1 Creative Writing: Descriptive Composition (120 -160 words)</b>	By the end of the sub strand, the learner should be able to: a) describe people or things mentioned in a text. b) create a descriptive composition related to the theme for effective communication, c) collaborate with peers to critique a composition on the choice of words, creativity, relevance to theme and logical flow. d) appreciate a well written composition.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to read a sample composition form print with appropriate font size and colour contrast while learners with blindness braille or electronic sources.</li> <li>● Learners are guided to talk about people or things in the text.</li> <li>● Learners are guided to make sentences to describe how they spent their leisure time.</li> <li>● Learners are guided to organize sentences to make a paragraph.</li> <li>● Learners are guided to write a descriptive composition individually.</li> <li>● Learners are guided to proofread the compositions.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we describe things or events?</li> <li>2. Why is it important to describe things or events clearly?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners work in groups and pairs.</li> <li>● Creativity and Imagination: as learners create their own compositions.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: as learners acquire effective communication skills.</p>			<p><b>Values:</b> Cooperation and respect: developed as learners write descriptive compositions about various characters.</p>	

<p><b>Link to other subject:</b> Descriptive writing is practiced in all language areas.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Print materials with appropriate font size and colour contrast</li> <li>● Braille samples of descriptive composition</li> <li>● Samples of descriptive composition from electronic sources</li> </ul>
--	--

### 11.0 SPORTS - APPRECIATING TALENTS

**Suggested Vocabulary** competition, cheer, score, award, medal, champion, guest, spectators, fans, courage, whistle, upper hand, walkover, celebrate, sports, ability, gift, genius, artist, magic, skill, blessing, giant, adjudicator, talent show, athletic, discover, brave.

**Fixed phrase:** at present, no problem.

**Simile:** as proud as a peacock, as simple as one, two, and three.

**Idiom:** loud and clear.

**Proverbs:** Slow but sure wins the race, The race is not to the swift.

**Phrasal verb:** breath in.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
11.1 Listening and Speaking	11.1.1 Pronunciation and Vocabulary Listening Fluency _ Listening Fluency	By the end of the sub strand, the learner should be able to: e) select words containing the target sound /aɪ/ in sentences, a) construct sentences orally using words related to the theme.	<ul style="list-style-type: none"> <li>● Learners are guided to listen to an audio recorded presentations of dialogues <i>or poems on topical issues</i> containing words with the sound /aɪ/.</li> <li>● Learners are guided to identify words with the sound /aɪ/ from texts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to listen carefully?</li> <li>2. How can we become better listeners?</li> </ol>

	<p>– <b>Non_verbal cues</b></p>	<p>b) listen to words with the sound /aI/ from an audio text, c) interpret a speaker’s emotions and feelings correctly during oral presentation, d) interpret non-verbal cues correctly, e) enjoy reciting poems in groups.</p>	<ul style="list-style-type: none"> <li>• Learners are guided to practice saying selected tongue twisters.</li> <li>• Learners are guided in groups to make a <b>three-minute speech</b>.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: as learners make short speeches in groups.</li> <li>• Self-Efficacy: as learners pick out the target sounds from poems or stories..</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>• Life Skills Education: as learners practise effective listening, they acquire effective communication skills.</li> <li>• Learner Support Programmes: games and sports provides the context for learning listening and speaking.</li> </ul>		<p><b>Values:</b></p> <p>Peace, love, social justice, unity and responsibility–enhanced as learners prepare and make speeches.</p>		
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>• Fluency in listening is learnt in all languages.</li> <li>• Physical Education: sports and games related vocabularies are covered in this theme.</li> </ul>		<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>• Audio recorded dialogues or poems with words with targeted sounds</li> <li>• Print cards with appropriate font size and colour contrast</li> <li>• Braille word cards</li> </ul>		

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Key Inquiry Questions (s)
<b>11.2 Reading</b>	<b>1.1.1 Intensive Reading:</b> Reading with technology	By the end of the sub strand, the learner should be able to: a) relate ideas in the text to personal experiences, b) creates mental images from the events, characters or places in a text, c) answer factual and inferential questions correctly, d) judge the appropriateness of digital texts on the basis of word choice, theme and interest.	<ul style="list-style-type: none"> <li>● Learners are guided to infer the meaning of words from context.</li> <li>● Learners are guided to make connections between experiences and events in the reading text.</li> <li>● In groups, learners are guided to search and read texts from the internet using digital devices with assistive technology.</li> <li>● Learners are guided to answer questions.</li> <li>● Learners are guided to dramatize or role play events or characters in stories they have read online using digital devices with assistive technology.</li> <li>● Learners with low vision are guided in to print the visuals obtained from online sources and share or display in a gallery. Learners with blindness braille picture descriptions from online sources, read them to their group members then display them in a gallery.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to relate what you read to real life experiences?</li> <li>2. Why are digital materials more interesting to read than print ones?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Critical Thinking and Problem Solving: as learners research online.</li> <li>● Digital Literacy: as learners use digital devices with assistive technology to read online and offline.</li> </ul>				

<p><b>Pertinent and Contemporary Issues(s):</b> Learner Support Programmes: enhanced through the theme of sports.</p>	<p><b>Values:</b> Responsibility, integrity: developed as learners read using technology and use technology responsibly.</p>
<p><b>Link to other Subjects:</b> Reading comprehension is applicable in <b>all learning areas</b>.</p>	<p><b>Suggested Learning Resources</b></p> <ul style="list-style-type: none"> <li>● Digital devices with assistive technology</li> <li>● Textbooks pictures and picture descriptions</li> <li>● Braille reference materials</li> <li>● Appropriate print reference materials</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p><b>11.3 Grammar in Use</b></p>	<p><b>11.3.1</b>  <b>Use of Interrogatives when, who, how, why, which, how much, what else</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify interrogatives: how, what, when, why who, what else in sentences correctly,</p> <p>b) use interrogatives accurately in sentences,</p> <p>c) collaborate with others to determine the correctness and</p>	<ul style="list-style-type: none"> <li>● Learners are guided to mention the words used to ask questions - <i>how, what, when, why, who</i>.</li> <li>● Learners are guided to use the <b>Wh-</b> words and <b>How</b> to ask questions.</li> <li>● Learners are guided to construct questions using the pattern: <b>how much more..., when/who/why/ what else</b> in small groups, for example, <i>Who else attended the ceremony?</i> <i>How much more sugar was bought?</i></li> <li>● Learners are guided to use the interrogatives with: else, much</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we ask questions?</li> <li>2. How do we ask questions?</li> </ol>

		appropriateness of interrogatives used in oral and written texts.	... to complete sentences ● Learners are guided to use digital devices with assistive technology to practice constructing questions.	
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>● Learning to Learn: as learners learn to use interrogatives correctly.</li> <li>● Communication and Collaboration: as learners work in groups and pairs.</li> </ul>				
<b>Pertinent and Contemporary Issues(s):</b> Citizenship: social cohesion is reinforced through group activities.			<b>Values:</b> Cooperation, respect and patriotism: enhanced through the use of interrogatives in pairs or small groups	
<b>Link to other Subjects:</b> All learning areas use interrogatives.			<b>Suggested Learning Resources:</b> Digital devices with assistive technology	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<b>11.4 Writing</b>	<b>11.4.1 Spelling:</b>  <b>_Commonly Misspelt Words</b> <b>_Homophones</b> <b>_Homonyms</b>	By the end of the sub strand the learner should be able to: a) Spell selected words correctly for effective communication. b) Use homophones and homonyms in sentences correctly. c) Advocate the use of correct spelling of words among peers.	<ul style="list-style-type: none"> <li>● Learners are guided to discuss in groups words they find difficult to spell.</li> <li>● Learners are guided to make a presentation on correct spelling, homophones and homonyms.</li> <li>● Learners are guided to write words from a dictation by the teacher or from an audio-visual recording.</li> <li>● In pairs, learners with low vision are guided to play spelling games; for example, scramble or scrabble, while learner with blindness play sound ball toss speller word game</li> <li>● Learners with low vision are guided to use print with appropriate font size and colour contrast puzzle to form words correctly while learners with blindness braille observe neatness when writing braille.</li> <li>● Learners are guided to make words from jumbled up letters.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we write words correctly?</li> <li>2. How do we use homophones and homonyms in sentences correctly?</li> <li>3. How do we learn to spell words?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners in groups to find the spelling of words.</li> <li>● Critical thinking and problem solving: as learners make words from jumbled up letters.</li> <li>● Learning to Learn: as learners spell words.</li> </ul>				

<b>Pertinent and Contemporary Issues(s):</b> <ul style="list-style-type: none"> <li>Life Skills Education: effective communication and interpersonal communication promoted as learners excel in spelling words correctly.</li> <li>Social cohesion: as learners work in groups.</li> </ul>		<b>Values:</b> Unity, responsibility, love: promoted as learners write examples of different words and play spelling games such as scrabble in pairs and groups		
<b>Link to other Subjects:</b> Spelling of words is useful in <b>all learning areas</b> .		<b>Suggested Learning:</b> <ul style="list-style-type: none"> <li>Print materials with appropriate font size and colour contrast</li> <li>Braille letter cards</li> <li>Teacher read dictation</li> <li>Audio recorded dictation</li> </ul>		
<b>12.0 ENVIRONMENTAL POLLUTION</b> <b>Suggested Vocabulary</b> environment, atmosphere, conserve, acid rain, recycle, sewage, poisonous, pollution, destroy, dirt, disaster, dump, erosion, famine, poison, preserve, purify, sewage, waste, flood, dirty, chemicals, sick, cancer. <b>Fixed phrase:</b> fresh air, keep a promise, excuse me. <b>Simile:</b> as white as snow, as clear as glass, as clear as the sky. <b>Idiom:</b> feel at home, fight for your life. <b>Proverbs:</b> Cleanliness is next to godliness. <b>Phrasal verb:</b> grow up.				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
<b>12.1 Listening and Speaking</b>	<b>12.2.1 Pronunciation and Vocabulary:</b>	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) pronounce words with selected sounds</li> </ul>	<ul style="list-style-type: none"> <li>Learners are guided to say words containing the sounds/f/and /v/.</li> <li>Learners are guided to pronounce the words related to the theme correctly.</li> </ul>	<ol style="list-style-type: none"> <li>Why should we speak clearly and confidently?</li> <li>Why do we make speeches?</li> </ol>



	<p><b>_Speaking Fluency (Content from other Learning areas)</b></p> <p><b>_Making a Speech)</b></p>	<p>/f/ and/v/ accurately for effective communication,</p> <p>b) construct sentences orally using words related to the theme,</p> <p>c) speak accurately without hesitation and with expression,</p> <p>d) interpret non-verbal cues correctly,</p> <p>e) enjoy reciting poems display appropriate expressions during oral presentations.</p>	<ul style="list-style-type: none"> <li>● Learners are guided to construct oral sentences using vocabulary learnt.</li> <li>● Learners are guided to listen to a recorded speech from a digital device with assistive technology.</li> <li>● Learners are guided to make short speeches using vocabulary learnt, and appropriate non-verbal cues.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners work in groups when constructing oral sentences</li> <li>● Self-Efficacy: as learners create and make speeches.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <p>Environmental Education: learner interacts with content related to environmental pollution.</p>		<p><b>Values:</b></p> <p>Responsibility, patriotism: developed as learners practise caring for the environment.</p>		
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Science and technology and Agriculture: these learning areas have content on environmental pollution which is the theme of this sub strand.</li> <li>● Public speaking is learnt in all languages.</li> </ul>		<p><b>Suggested Learning Resource:</b></p> <ul style="list-style-type: none"> <li>● Print materials with appropriate font size and colour contrast</li> <li>● Braille word cards with targeted sounds</li> <li>● Recorded speech</li> </ul>		

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>12.2 Reading</b>	<b>12.2.1 Intensive Reading: Poems, Songs and Tongue Twisters</b>	By the end of the sub strand the learner should be able to: a) creates mental images from events characters and places in a text, b) infer information and meaning of words from context, c) answer factual and inferential questions correctly for comprehension, d) relate events and characters in the reading text to personal experiences.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to watch while learners with low vision listen to an audio visual video on environmental pollution and answer questions.</li> <li>● Learners are guided to read a poem or song and role play the events, experiences or characters in the text.</li> <li>● Learners are guided to answer factual and inferential questions on the poem and song they read.</li> <li>● Learners are guided to visualize events, characters or places mentioned in a text.</li> <li>● Learners are guided in pairs or small groups to role play events or characters in the poem.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we recite poems or sing songs?</li> <li>2. How do you tell the meaning of unfamiliar words while reciting poems or singing songs?</li> </ol>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: enhanced as learners discuss the passage in groups.</li> <li>● Digital Literacy: as learners watch or listen to a video clip using digital devices with assistive technology.</li> <li>● Learning to Learn: as learners recite poems.</li> </ul>				

<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Environmental Education: as learners interact with content on environmental pollution.</li> <li>● Life Skills Education: communication skills are enhanced as learners recite poems and sing songs.</li> </ul>	<p><b>Values:</b></p> <p>Responsibility, integrity and love: promoted when learners read poems/ listen to songs and answer questions.</p>
<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Songs and poems are also learnt in music and other languages.</li> <li>● Environmental pollution which is the theme discussed in this sub strand is a concept learnt in Science and Technology.</li> </ul>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio visual video clips on environmental pollution</li> <li>● Textbooks reading texts</li> <li>● Braille reference materials</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>12. 3 Grammar in Use</b></p>	<p><b>12.3.1 Word Classes:</b></p> <p><b>Nouns which only occur in singular or plural</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify nouns which only occur in singular or plural from given sentences,</p> <p>b) use nouns which only occur in singular or plural to make sentences,</p> <p>c) collaborate with others</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to identify and underline nouns which only occur in singular or plural sentences. Learner with blindness are guided to identify and note down nouns which only occur in singular or plural sentences and say them to their group members.</li> <li>● Learners are guided to construct sentences using nouns which only occur in singular or plural such as <i>news, dirt, waste and rubbish</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to use words correctly in oral or written sentences?</li> <li>2. How do we change nouns in singular forms to plural forms?</li> </ol>

		to determine the correctness and appropriateness of nouns used in various texts.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to practice a conversation using plurals of nouns which only occur in singular or plural.</li> <li>● Learners with low vision are guided to watch while learners with blindness listen to videos with audio on nouns which only occur in singular or plural and answer questions.</li> <li>● In groups, learners with low vision are guided to create and display print charts with appropriate print and colour contrast while learners with blindness to create and display braille charts on nouns which only occur in singular or plural in sentences.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners use words correctly to construct sentences in groups.</li> <li>● Digital Literacy: as learners watch /listen to audio visual video clips using digital devices with assistive technology</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Social cohesion: group activities promote cohesion and integration.</p>		<p><b>Values:</b> Responsibility: constructing sentences related to the theme enhances learner's awareness about the need to conserve the environment.</p>		
<p><b>Link to other Subjects:</b> All language areas: these learning areas emphasize correct use of sentence patterns.</p>		<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio visual clips featuring nouns which occur in singular or plural</li> <li>● Print charts with appropriate font size and colour contrast</li> </ul>		

- Braille reference materials

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
12.4 Writing	<b>12.4.1 Functional Writing:</b>  <b>_Appointment Diary</b> <b>_ Journal</b> <b>(3 days)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify the key components of a diary/ journal. From a sample dairy/journals,</li> <li>create a journal/diary to convey desired information in the right format,</li> <li>collaborate with peers to create personal journals and diaries on varied topics.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to view a sample diary / journal and identify the components.</li> <li>● In groups, learners are guided to write journal/diary entries.</li> <li>● Learners are guided to create an appointment diary in pairs.</li> <li>● Learners are guided to create a three day journal.</li> <li>● In groups, learners are guided to display their work in class and take a gallery walk.</li> <li>● Learners are guided to give feedback to each about their work after the gallery walk.</li> <li>● Learners are guided to search for samples of diaries or journals on the internet, print with appropriate ont size and colour contrast/braille textbooks or the library.</li> <li>● Learners are guided to create a diary or journal individually.</li> </ul>	<ol style="list-style-type: none"> <li>Why should we plan our activities in advance?</li> <li>How do we identify the key components of diary/journal?</li> </ol>

<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration: as learners work in groups.</li> <li>• Creativity and imagination: as learners create diaries and journals.</li> </ul>	
<b>Pertinent and Contemporary Issues(s):</b> Life Skills Education: effective communication enhanced as learners give feedback on each other's group work after a gallery walk.	<b>Values:</b> Unity is fostered as the learners create a three days journals with peers.
<b>Link to other Subjects:</b> Creation of diaries and journals is a skill learnt in all other languages.	<b>Suggested Learning Resources:</b> <ul style="list-style-type: none"> <li>• Samples print with appropriate font size and colour contrast and braille diaries and journals</li> <li>• Digital devices with assistive technology</li> </ul>

### 13.0 MONEY- SAVINGS AND BANKING

#### Suggested Vocabulary

debt, banker, teller, lend, customer care, banking hall, queue, ATM machine, safe, save, savings, account, balance, cash, deposit, interest, internet, cheque, exchange, loan, value, credit, bank manager, a lot.

**Fixed phrase:** be in debt, make money.

**Simile:** as cheap as dirt, as good as gold.

**Idiom:** go for, money changed hands, loud and clear.

**Proverbs:** A fool and his money are soon parted, Keep something for a rainy day, Money does not grow on trees.

**Phrasal verb:** give back, give out, and give away.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested k key Inquiry Question(s)
13.1 Listening and	13.1.1 Pronunciation and	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> <li>• Learners are guided to listen to a dialogue from an audio- visual recording or read by the teacher and</li> </ul>	<ul style="list-style-type: none"> <li>• Why should we listen attentively?</li> </ul>

<b>Speaking</b>	<b>Vocabulary: Intensive Listening (Dialogue containing similes) _Making a Speech)</b>	<p>a) select words and phrases with the target sounds, /m//n/, //, digraphs and consonant clusters from a text,</p> <p>b) use similes and vocabulary related to the theme correctly in sentences, judge the appropriateness of words, similes non- verbal cues during an oral presentation,</p> <p>c) interpret a speaker's feelings and emotions correctly during oral presentations.</p>	<p>select words with the target sounds, digraphs and clusters.</p> <ul style="list-style-type: none"> <li>● Learners are guided to say words containing sound /m//n/.</li> <li>● Learners are guided to identify words featuring the target sounds.</li> <li>● Learners are guided to identify similes from an audio visual text.</li> <li>● Learners are guided to list the similes.</li> <li>● Learners are guided to use similes and words in sentences.</li> <li>● In pairs, learners are guided to discuss new words found in the dialogue.</li> <li>● Learners are guided to construct sentences using the new words.</li> <li>● Learners are guided to dramatise the dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>● How can you make someone listen to you attentively?</li> </ul>
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: enhanced as learners work in pairs and groups.</li> <li>● Digital Literacy: as learners listen to dialogues from digital devices with assistive technology.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <p>Effective communication: learners listen to a dialogue from an audio- visual recording.</p>		<p><b>Values:</b></p> <p>Responsibility is developed as each learner takes his or her role in the role play or during the dramatic of a dialogue.</p>		

<p><b>Link to other Subjects:</b></p> <ul style="list-style-type: none"> <li>● Science and technology and Agriculture: these learning areas have content on environmental pollution which is the theme of this sub strand.</li> <li>● Public speaking is learnt in all languages.</li> <li>● Intensive listening is a skill applicable in all learning areas</li> </ul>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio visual clips of a dialogues</li> <li>● Teacher read aloud dialogues</li> <li>● Audio recorded dialogues featuring similes</li> <li>● Braille reference materials</li> <li>● Print materials with appropriate font size and colour contrast</li> </ul>
---	--

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>13.2 Reading</b>	<p><b>13.2.1 Extensive Reading</b></p> <p><b>Variety of texts such as Newspapers, magazines, class readers and poems</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) select suitable reading materials from a variety of texts,</p> <p>b) read a variety of materials independently for information and pleasure,</p> <p>c) use fluency strategies such as previewing, skimming and scanning strategies to find necessary information,</p> <p>d) judge The appropriateness of a reading text on the basis of theme, interest and language complexity.</p>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to Select appropriate print while learners with blindness braille and non- print reading materials; <i>newspapers, magazines, class readers or poems.</i></li> <li>● Learners are guided to preview reading materials to determine suitability.</li> <li>● Learners are guided to scan through a text for specific details.</li> <li>● Learners are guided to skim through materials to obtain the main idea.</li> <li>● Learners are guided to scan through appropriate print/braille newspapers, magazines and journals to find specific information.</li> <li>● Learners are guided to skim through materials.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we read a variety of reading materials?</li> <li>2. How do you obtain specific information from a text?</li> </ol>



			<ul style="list-style-type: none"> <li>● Learners are guided to read selected materials independently.</li> <li>● Learners are guided to promote extensive reading among peers and the greater community.</li> <li>● Learners are guided to collaborate with peers to determine the appropriateness of reading texts on the basis of interest, themes and complexity of language.</li> <li>● Learners are guided to look for specific information from a reading material.</li> <li>● Learners are guided to make notes on a topic they read.</li> <li>● Learners are guided to make an entry of what they have read in their creative writing diary.</li> </ul>	
<p><b>Core Competencies:</b>  Digital Literacy: as they search for online reading materials.  Learning to Learn: as learners find new information from newspapers, magazines, class readers and poems.</p>				
<p><b>Pertinent and Contemporary Issues(s):</b>  Financial literacy is enhanced as learners read material containing topics on money.</p>			<p><b>Values:</b>  Responsibility is promoted as the learner read materials about spending money wisely and the importance of saving money.</p>	
<p><b>Link to other Subjects:</b>  All learning areas: as learners read extensively for information</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Appropriate print and braille magazines and journals</li> <li>● Newspapers</li> </ul>	

- Class readers
- Digital devices with assistive technology

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Questions
13.3 Grammar in Use	13.3.1 Word Classes Prepositions	By the end of the sub strand, the learner should be able to: a) identify prepositions of time, place and direction in sentences, b) use prepositions of time, place and direction appropriately for effective communication, c) collaborate with others to judge the accuracy, appropriateness and correctness of prepositions used in varied texts.	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to underline while learners with blindness are guided to identify prepositions of time, place and direction in sample sentences (1)time such as in, on, at) (2)place such as: in, on, (3)direction such as: into, towards, to, through</li> <li>● In groups, learners are guided to play preposition games and songs online/offline using digital devices with assistive technology.</li> <li>● Learners are guided to construct sentences using prepositions.</li> <li>● Learners are guided to use prepositions to perform classroom tasks.</li> <li>● Learners with low vision are guided watch as learners with blindness listen to videos with audio and online material on prepositions using digital</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we identify prepositions of time, place and direction in a sentence?</li> <li>2. Why is it important to show time and directions?</li> </ol>

			<p>devices with assistive technology,</p> <ul style="list-style-type: none"> <li>● Learners with low vision are guided to create and display print charts with appropriate font size and colour contrast while learners with blindness braille charts containing prepositions of time and direction.</li> <li>● Learners with low vision are guided to create crossword puzzles using prepositions while learners with blindness find prepositions from provided simple crossword puzzle horizontally/vertically and read them.</li> <li>● Learners are guided to solve code words and crossword puzzles involving preposition.</li> <li>● Learners are guided to search for prepositions online, from newspapers, magazines or braille materials among others using digital devices with assistive technology.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: as learners sing and play preposition games in groups or pairs.</li> <li>● Digital Literacy: as learners watch /listen to videos or read online materials using digital devices with assistive technology.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b></p> <ul style="list-style-type: none"> <li>● Life Skills Education: effective communication as learners use prepositions accurately in communication.</li> </ul>			<p><b>Values:</b></p> <p>Responsibility: is enhanced as the learners handle the digital devices with care when searching for online information.</p>	

<ul style="list-style-type: none"> <li>Financial literacy: learners acquire information about banking.</li> </ul>	
<p><b>Link to other Subjects:</b> All language learning areas-preposition is a concept in these learning area.</p>	<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>Digital devices with assistive technology</li> <li>Simple braille crossword and code word puzzles</li> <li>Pint with appropriate font size and colour contrast</li> <li>Braille reading materials</li> </ul>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>13.4 Writing</b>	<p><b>13.4.1 Spelling:</b></p> <p><b>_Homophones words with double consonants</b> <b>_ words with double vowels</b></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify homophones, words with double consonants and words with double vowels correctly,</p> <p>b) spell homophones ,words with double consonants and words with double vowels correctly,</p> <p>c) use homophones, words with double consonants and words with double vowels in sentences correctly,</p> <p>d) recommend to peers ways</p>	<ul style="list-style-type: none"> <li>Learners are guided to identify homophones, words with double consonants and words with double vowels from a text.</li> <li>Learners are guided to listen to words read by the teacher or from audio recording for example: <ul style="list-style-type: none"> <li><i>waist/waste</i></li> <li><i>Collect or dropped</i></li> </ul> </li> <li>Learners are guided to write down from dictation correctly.</li> <li>Learners with low vision are guided to use appropriate print while learners with blindness braille puzzles to form words correctly.</li> <li>Learners are guided to make words from jumbled up letters.</li> </ul>	<ol style="list-style-type: none"> <li>Why should we write words correctly?</li> <li>How do you differentiate words with same pronunciation but different spelling?</li> </ol>

		of enhancing their spelling skills for clarity of communication.	<ul style="list-style-type: none"> <li>● Learners are guided to form sentences from the words they have spelt.</li> <li>● Learners are guided to search for homophones, words with double consonants and words with double vowels from the internet using digital devices with assistive technology.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: as learners work in groups to find the spelling of words.</li> <li>● Critical thinking and problem solving: as learners make words from jumbled up letters.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(s):</b> Financial literacy: as learners learn vocabulary about money.</p>			<p><b>Values:</b> Unity and responsibility: are developed as learners create puzzles and rearrange jumbled up sentences in pairs or small groups.</p>	
<p><b>Link to other Subjects:</b> All languages: spelling of words is learnt in these learning areas.</p>			<p><b>Suggested Learning Resources:</b></p> <ul style="list-style-type: none"> <li>● Audio recorded /teacher read aloud dictation</li> <li>● Braille cards</li> <li>● Appropriate print letter cards.</li> <li>● Digital devices with assistive technology</li> </ul>	

**SUGGESTED ASSESSMENT METHODS, NON FORMAL ACTIVITIES AND LEARNING RESOURCES**

Strand	Sub Strand	Suggested Assessment Methods	Suggested Non Formal Activities	Suggested Learning Resources
<b>1.1 Listening and Speaking</b>	<b>1.1 Pronunciation and Vocabulary</b>	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions g) Oral presentations h) Public speaking i) Teacher-made tests j) Peer assessment k) Self-assessment and standardised listening tests	<ul style="list-style-type: none"> <li>● Participation in poetry recitations during music and drama festivals.</li> <li>● Readers' theatres organised after classes where poems are read for fun.</li> <li>● Engaging in public speaking contests where knowledge on pronunciation is applied.</li> <li>● Preparing speeches and delivering them during prize giving days, school assembly, extravaganzas among others to enhance fluency.</li> <li>● Debating club contests</li> <li>● Taking part in the 4K club and young farmers association to reinforce learnt vocabulary.</li> <li>● Christian Union, Catholic Action, Muslim, Hindu associations could help nurture values in the learner and expand their vocabulary on moral issues.</li> <li>● Taking part in integrity clubs in schools to help learners hone their speaking skills.</li> </ul>	<b>Non Digital Resources</b> <ul style="list-style-type: none"> <li>· course books</li> <li>· story books</li> <li>· poetry books</li> <li>· pictures and photographs</li> <li>· newspapers</li> <li>· magazines</li> <li>· junior encyclopedia</li> <li>· journals</li> <li>· dictionaries</li> <li>· diorama</li> <li>· flash cards</li> <li>· word wheels</li> <li>· word puzzles</li> <li>· code words</li> <li>· charts and realia</li> </ul>

<b>2.0 Reading</b>	<b>2.1 Intensive Reading</b> <b>2.2 Extensive</b> <b>2.3 Reading Fluency</b>	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests f) Learner summaries of what they read g) Learner journals h) Learner portfolios i) Peer assessment j) Self-assessment and standardized reading tests k) Keeping a record of books read	<ul style="list-style-type: none"> <li>● Reading News during the Morning Assembly.</li> <li>● Conducting virtual tours using Google maps and establishing the direction of various national parks using Google Maps.</li> <li>● Collecting narratives from their community for a school magazine.</li> <li>● Performing short plays, conversational poems or choral verses within the school or during drama festivals.</li> <li>● Acting as reporters, sports commentators for journalists during sports games activities in school.</li> </ul>	<b>Digital Resources</b> <ul style="list-style-type: none"> <li>· digital story books</li> <li>· pictures and photographs</li> <li>· journals</li> <li>· electronic and digital devices</li> <li>· electronic or online dictionaries</li> <li>· flash cards</li> <li>· charts</li> <li>· video clips</li> <li>· audio-visual resources</li> <li>· other resources</li> </ul>
--------------------	--	---	--	--

<b>3.0 Grammar in Use</b>	<b>3.1 Word Classes</b> <b>3.2 Sentences</b> <b>3.3 Patterns</b> <b>3.4 Tense</b>	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation h) Matching tasks i) Substitution tables j) Word games k) Puzzles l) Teacher made tests	<ul style="list-style-type: none"> <li>● Essay writing competitions on different topics.</li> <li>● Debating club sessions to enhance their language competency.</li> </ul>	
<b>4.0 Writing</b>	<b>4.1 Creative Writing</b> <b>4.2 Functional Writing</b> <b>4.3 Mechanics of Writing</b>	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f) Standardized writing tests	<ul style="list-style-type: none"> <li>● Establishment Of Writers Clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent.</li> <li>● Spelling contests among schools.</li> <li>● Set up an after school club where they meet on a regular basis to read books and do extensive reading activities</li> </ul>	



**MASTER RUBRIC****SCORING RUBRIC****LISTENING AND SPEAKING RUBRICS**

<b>Criteria</b>	<b>Exceeding Expectation (Level 4)</b>	<b>Meeting Expectation (Level 3)</b>	<b>Approaching Expectation (Level 2)</b>	<b>Below Expectation (Level 1)</b>
Using 3 Communication skills  <i>(pronunciation, intonation and audibility)</i>	Uses 3 communication (Speaking) Skills appropriately.	Uses 2 communication (Speaking) Skills appropriately.	Uses 1 communication (Speaking) Skill appropriately.	Uses none of the communication (Speaking) Skills.
Interpreting Comprehension questions in context.  <i>(correct responses and appropriate vocabulary)</i>	Interprets all questions in context. Responds to all questions appropriately. Uses all targeted vocabularies in response to questions.	Interprets 6 to 9 in questions every 10 questions in context. Responds to 6 to 9 questions in every 10 questions appropriately. Uses 6 to 9 targeted vocabularies appropriately in response to questions.	Interprets 3 to 5 in questions every 10 questions in context. Responds to 3 to 5 questions in every 10 questions appropriately. Uses 3 to 5 targeted vocabularies	Interprets 2 or less in questions every 10 questions in context. Responds to 2 or less questions in every 10 questions appropriately. Uses 2 or less targeted vocabularies appropriately in response to questions.

			appropriately in response to questions.	
Using Non-Verbal Cues ( <i>confidence, facial expressions, body posture, eye contact, gestures</i> )	Uses 5 nonverbal cues appropriately.	Uses any 3 to 4 nonverbal cues appropriately.	Uses any 2 nonverbal cues appropriately.	Uses 1 nonverbal cue or none .

**READING ALOUD RUBRICS**

<b>Criteria</b>	<b>Exceeding Expectation (Level 4)</b>	<b>Meeting Expectation (Level 3)</b>	<b>Approaching Expectation (Level 2)</b>	<b>Below Expectation (Level 1)</b>
Reading Speed ( <i>number of words read correctly per minute</i> )	Reads smoothly and naturally more than 90 words within 1 minute.	Reads smoothly and naturally at least 90 words within 1 minute.	Reads smoothly and naturally between 45 to 89 words.	Reads smoothly and naturally below 45 words in a minute.

<p>Reading Volume and Accuracy</p> <p><i>(loudness, pronunciation and grouping of words)</i></p>	<p>Reads clearly and loudly. Pronounces correctly more than 90 words in the passage. Groups 8 to 10 words of every 10 words targeted logically throughout when reading.</p>	<p>Reads clearly and loudly enough, correctly pronounces all the 90 words. Groups 4 to 6 words of every 10 words logically when reading.</p>	<p>Reads clearly and loudly some parts of the passage. Pronounces correctly 45 to 89 words. Groups 2 to 3 words of every 10 words logically when reading.</p>	<p>Often mumbles and cannot be understood. Pronounces below 45 words. Groups to 1 word out of every 10 words or none logically when reading.</p>
<p>Reading with Expression</p> <p><i>(intonation, mood and facial expressions)</i></p>	<p>Reads with expressions showing the 3 skills.</p>	<p>Reads with expressions showing the 2 skills.</p>	<p>Reads with expressions showing 1 skill.</p>	<p>Reads without expressions.</p>

### Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches expectations	Below Expectations
Identifying prepositions in sentences.	Identifies all the prepositions in sentences.	Identifies 8 to 10 prepositions in sentences.	Identifies 4 to 7 prepositions in sentences.	Identifies 3 or less prepositions in sentences.
Using prepositions in sentences appropriately	Uses all prepositions in sentences appropriately.	Uses 8 to 10 prepositions in	Uses 4 to 7 prepositions in	Uses less than 3 prepositions in sentences appropriately.

		sentences appropriately.	sentences appropriately.	
--	--	--------------------------	--------------------------	--

**Suggested Formative Assessment Rubric**

Spelling all the targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 7 to 9 of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 5 to 6 of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.	Spells 3 or less of every 10 targeted words with double consonants while demonstrating exceptional accuracy, a high level of proficiency and keen attention to spelling conventions.
Constructing all sentences using words with double consonants While demonstrating fluency and activity, fluency and creativity, proficiency and nuanced application.	Constructs 7 to 9 of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.	Constructs 3 to 6 of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.	Constructs 2 or less of every 10 target sentences correctly using words with double consonants while demonstrating fluency and creativity, proficiency and nuanced application.

**WRITING RUBRICS**

<b>Criteria</b>	<b>Exceeding Expectation (Level 4)</b>	<b>Meeting Expectation (Level 3)</b>	<b>Approaching Expectation (Level 2)</b>	<b>Below Expectation (Level 1)</b>
Using Grammar and Mechanics of Writing (punctuation marks, spelling and capitalization)	Uses grammar, while observing punctuation marks, spelling and capitalization.	Uses grammar, while observing any 2 of punctuation marks, spelling and capitalization.	Uses grammar, while observing any 1 of punctuation marks, spelling and capitalization.	Uses grammar, while observing none of punctuation marks, spelling and capitalization.
Handwriting or braille writing (neat and easily readable, correctly spaced letters and sized within lines; spaces between words)	Writes while observing 5 skills in writing.	Writes while observing 3 to 4 skills in writing.	Writes while observing 2 skills in writing.	Writes while observing 1 skill in writing or none.
Using Vocabulary (subject-verb agreement, choice of words, and wide range of	Uses vocabulary while observing the 4 skills.	Uses vocabulary while observing the 3 skills.	Uses vocabulary while observing the 2 skills.	Uses vocabulary while observing the 1 skill or none.

vocabulary and use of varied expressions)				
---	--	--	--	--

Organising writing (clear sense of unity and order, clear sense of beginning, middle and ending and makes smooth transition between ideas)	Organises writing while showing 6 skills.	Organises writing while showing 4 to 5 skills.	Organises writing while showing 2 to 3 skills.	Organises writing while showing 1 skill or none.
--	---	--	--	--