



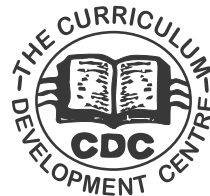
Republic of Zambia

MINISTRY OF EDUCATION

INTELLECTUAL DISABILITY

ENGLISH LANGUAGE SYLLABUS

LEVEL I-3



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2024

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VISION

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs

PREFACE

The Adapted English Language syllabus for learners with Intellectual Disability has been designed specifically for learners at Levels I to III, recognizing the unique needs and strengths of these learners. The syllabus is designed to be both flexible and inclusive, offering a curriculum that is tailored to the developmental stages and cognitive capacities of learners with Intellectual Disability. It emphasizes practical skills, communication, and social interaction, which are essential for the holistic development of these learners. By focusing on these areas, this syllabus aims at equipping learners with the necessary tools to navigate everyday life, fostering independence and self-confidence.

We trust that educators will find the syllabus to be a valuable resource in their teaching practice, and we are confident that it will make a significant impact in the lives of learners with Intellectual Disability. The Ministry of Education remains steadfast in its commitment to providing inclusive education that leaves no learner behind. Together, we are making strides toward a more inclusive and equitable education system.



Joel Kamoko (Mr.)

Permanent Secretary- Education Services
MINISTRY OF EDUCATION

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The syllabus was developed and adapted through a consultative and participatory process. Numerous individuals, institutions, and organizations were engaged to provide valuable input on the content to be included. I extend my sincere gratitude to all individuals, institutions, and organizations that contributed their technical expertise to the successful development of this syllabus. These include teachers, lecturers from colleges and public universities across Zambia and the Directorate of Primary Education in the Ministry of Education

Finally, I acknowledge the dedication and hard work of the staff at the Curriculum Development Centre, whose efforts were instrumental in ensuring the successful completion of the syllabus development process.



Charles K. Ndakala, (Dr.)
Director Curriculum Development
Ministry of Education

INTRODUCTION

The adapted English Language and Literacy Syllabus for learners with Intellectual Disability (Levels I to III) is designed to help children aged three and above to develop the four language skills: listening, speaking, reading, and writing which are essential for effective communication. Recognizing the diverse learning styles and challenges the learners with Intellectual Disability face, the syllabus is designed to be flexible, engaging, and supportive, enabling every learner to achieve their full potential. The syllabus emphasizes a holistic approach, integrating language skills with social and emotional development. It offers a range of interactive and hands-on activities that encourage participation, foster self-expression, and build confidence. The syllabus is not just a tool for learning English; it is a pathway to greater independence, social integration, and personal growth. By equipping children with the language skills they need, we aim to empower them to communicate effectively, develop stronger relationships, and participate fully in their communities. The syllabus has been developed to ensure consistent exposure to and practice of language, thereby helping learners become fluent and successful in academics as they progress to 16+.

STRUCTURE OF THE SYLLABUS

The syllabus is divided into three components namely; listening and speaking, reading and writing. Each of these components has a range of topics and corresponding sub-topics. In order to maintain a uniform and cohesive delivery of content to learners, specific competences and their subsequent learning activities have been identified to facilitate effective learning. Additionally, the expected standards of performance have been clearly indicated as a benchmark for the desired level of proficiency and achievement. This structured approach ensures a consistent and organized learning experience for all learners.

METHODOLOGY

The proposed language skills methodology focuses on multifaceted approach, with specific strategies tailored for listening, speaking, reading, writing and structural aspects. For listening and speaking, Communicative Language Teaching (CLT) is emphasized, prioritizing real-life communication as a primary goal. Task-Based Language Teaching (TBLT) is recommended to immerse learners in meaningful language tasks, fostering practical application skills. Role play is also suggested to provide diverse contexts for communication practice.

The methodology for the reading lessons focuses on independent reading to help cultivate a love for reading and improve comprehension. Collaborative reading experiences are also encouraged, fostering collective discussion and analysis of texts. For writing, the methodology promotes the teaching of various genres, including narrative compositions among others. This is meant to expose learners to diverse writing styles in English Language. The structural aspect involves integrating grammar lessons into real language use contexts, making the learning experience meaningful and applicable.

TIME ALLOCATION

English Language for Intellectual Disability levels I to III, has a weekly allocation of two (2) hours forty (40) minutes, equivalent to four (4) periods is recommended. Duration for a single period at this level is 40 minutes. It is advised that teachers consider a balanced approach when planning, ensuring an equitable focus on all skills to foster the development of all the three components of Listening and Speaking, Reading and Writing in the syllabus.

Each period is 40 minutes and allocated as follows:

- a) Listening and Speaking – 2 periods
- b) Reading – 1 period
- c) Writing – 1 period

This time allocation gives enough practice for vocabulary and allows learners to engage in activities for a well-rounded language learning experience

ASSESSMENT

Assessment for learners with Intellectual Disability for English Language at levels I to III is essential for teachers to monitor learners attainment of developmental milestones and identify areas needing support. The key assessment procedures at this level include:

Observations: teachers watch learners engage in conversations, play and activities noting their abilities to understand and use language

Speaking and Listening: this involves evaluating learners' abilities to understand spoken language and assessing their capabilities to use language effectively in communication.

Vocabulary: teachers assess learners' understanding of basic vocabulary such as colours, shapes and common objects.

Storytelling and Dramatization: Observing learners' ability to sequence events, evaluating their use of language to communicate ideas, and noting their engagement in role playing activities are key components.

Writing and Drawing: Teachers evaluate learners' ability to scribble and write their names, as well as their attempts to write short sentences.

Phonological Awareness: This involves assessing learners' understanding of sounds, rhyming and word families.

Games and Activities: interactive games and activities are used to assess language skills. Examples include: matching games, sorting objects and following directions.

Parent and Teacher Feedback: collaborating with parents and teachers to gather insights into children’s language development helps identify areas where learners need additional support.

Assessment for learners with Intellectual Disability for English language for (Levels I to III) is essential for teachers to monitor learners’ attainment of developmental milestones and identify areas needing support. School based assessment shall be a continuous activity for all learners to monitor the learning progress in the classroom and out-door activities. SBA and the age of a learner will be determinants for learners to progress from level III to 16+. At 16+ learners will be subjected to TEVETA assessment as a preferred mode of determining achievement of the intended life vocational skills depending on the previous strength in the SBA as recommended by the previous teacher/school.

Competencies to be developed

COMPETENCES	DESCRIPTORS
Communication	<ul style="list-style-type: none"> • Demonstrate good listening, speaking and writing skills • Use appropriate language in different situations • Express oneself clearly and effectively • Take turns in conversing with others
Collaboration	<ul style="list-style-type: none"> • Work with peers in group work
Critical Thinking	<ul style="list-style-type: none"> • Ask simple questions • Work in groups and engage in discussion • Classify items according to their attributes • Manipulate different objects
Creativity and Innovation	<ul style="list-style-type: none"> • Communicate one’s ideas to others • Ask questions
Problem Solving	<ul style="list-style-type: none"> • Use knowledge of the alphabet to construct simple words and sentences
Analytical Thinking	<ul style="list-style-type: none"> • Identify patterns
Emotional Intelligence	<ul style="list-style-type: none"> • Communicate with others • Work together to show sympathy
Digital Literacy	<ul style="list-style-type: none"> • Develop simple eye-hand coordination with digital devices

Entrepreneurship

- Use language to demonstrate simple economic concepts like buying and selling
- Role – play simple entrepreneurial activities

LEVEL I SYLLABUS

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
LISTENING AND SPEAKING				
1.1. STORIES	1.1.1. Listening to stories	1.2.1.1. Listen to and tell simple stories	<ul style="list-style-type: none"> • Listening to short stories that are told or read (legends, folk tale, fairy tales...) • Telling own short stories (telling stories, what learners like ...) 	• Simple stories listened to and told accordingly
1.2. CONVERSATIONS	1.2.1. Information	1.2.1.1. Use pictures to construct oral sentences	<ul style="list-style-type: none"> • Constructing oral sentences using pictures (pictures of animals, people, market...) 	• Pictures used to construct oral sentences correctly
1.3. DESCRIPTION	1.3.1. People	1.3.1.1. Describe people	<ul style="list-style-type: none"> • Describing people using descriptive words (tall, short, dark ...) 	• People described accordingly
	1.3.2. Places	1.3.2.1. Describe places	<ul style="list-style-type: none"> • Identifying places to be described • Describing places according to their functions (playing ground, school-learning, church-praying...) 	• Places described accordingly
	1.3.3. Objects	1.3.3.1. Describe objects in the local environment	<ul style="list-style-type: none"> • Describing objects found in the home (Cups, chair, spoon...) 	• Objects in the local environment described accordingly
READING				
1.4. PRINT CONCEPTS	1.4.1 Book handling	1.4.1.1. Demonstrate Correct handling of a book	<ul style="list-style-type: none"> • Demonstrating the correct way of handling a book (front/back cover, Open and close a book, handling the spine of a book, turning pages, care for the books.....) 	• Handling of a book demonstrated correctly
	1.4.2. Print identification	1.4.2.1. Differentiate prints	<ul style="list-style-type: none"> • Differentiating prints by identifying, matching and sorting according to their shapes, sizes and colours (pictures, shapes, letters, numbers...) • Playing games to practice left to right eye movement and top/down (spider to the web, bird to the nest...) 	• Prints differentiated accordingly

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.5. PHONOLOGICAL AWARENESS	1.5.1. Phonemic Awareness	1.5.1.1. Sound out letters orally	<ul style="list-style-type: none"> Identifying letter heads (a, b c...) Sounding out letters (/a/b/c/...) 	<ul style="list-style-type: none"> letters sound out correctly
	1.5.2. Syllables	1.5.2.1. Identify and manipulate syllables	<ul style="list-style-type: none"> Identifying syllables in oral words (ba/na/na...) Playing syllables, counting games (syllable clapping ...) Building oral words using syllable (ba/na/na... banana) 	<ul style="list-style-type: none"> Syllables identified and manipulated accordingly
1.6. READING FLUENCY	1.6.1.Oral Reading	1.6.1.1. Read syllables and simple words	<ul style="list-style-type: none"> Reading syllable (syllable diary, slide, relay, symbol, bingo...) Reading simple syllable words (ba/ na / na.....) 	<ul style="list-style-type: none"> Syllables and simple words read correctly
VOCABULARY				
1.7. WORDS	1.7.1 word recognition	1.7.1.1 Recognize simple words	<ul style="list-style-type: none"> Recognizing simple words using word boundaries (sentence segmentation, word puzzle...) 	<ul style="list-style-type: none"> Simple Words recognized correctly
1.8. NOUNS	1.8.1. singular nouns	1.8.1.1. identify singular nouns	<ul style="list-style-type: none"> Identifying singular nouns (a boy, girl, school, book, dog....) Using singular nouns in a sentence (A girl is walking...) 	<ul style="list-style-type: none"> Singular nouns identified correctly
	1.8.2. plural nouns	1.8.2.1. identify plural nouns	<ul style="list-style-type: none"> Identifying plural nouns (cats, girls, books, boys...) Using plural nouns in a sentence (The boys are playing. 	<ul style="list-style-type: none"> Plural nouns identified correctly

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
COMPREHENSION				
1.9. READING COMPREHENSION	1.9.1. Story facts	1.9.1.1. Provide simple information in a given story	<ul style="list-style-type: none"> • Stating or narrating what has been read (characters in the story Kalulu and tortoise...) • Answering question from what has been read (what, who...) 	• Simple information in a given story provided accordingly
WRITING				
1.10. WRITING	1.10.1. Sitting posture	1.10.1.1. Use correct posture when writing	• Practicing sitting posture (sit like Leo. Sit like jumbo)	• Correct sitting posture when writing used accordingly
	1.10.2. Writing Tools	1.10.2.1. Handle writing tools	• Handling writing tools (pencil/crayon, book...)	• Writing tools handled correctly
1.5.2.1.2. Trace shapes, patterns and letters		<ul style="list-style-type: none"> • Tracing shapes (plain shapes...) • Tracing pattern (ziz-zag wave lines...) • Tracing letters (a,b,c...) 	• Shapes, patterns and letters traced correctly	
1.11. HANDWRITING	1.11.1. Letter formation	1.11.1.1. Copy shapes	<ul style="list-style-type: none"> • Copying shapes (plain shapes...) • Copying pattern (ziz-zag wave lines...) • Copying letters (a,b,c...) 	• Shapes copied correctly
1.12. COMPOSITION	1.12.1. Punctuation Marks	1.12.1.1 Use main punctuation marks	• Using main punctuation marks (full stop and capital letter)	• Main punctuation marks used correctly
	1.12.2. letters	1.12.2.1. Trace capital letters.	• Tracing capital letters (A,B,C...)	• Capital letters traced correctly

LEVEL II SYLLABUS

TOPIC	SUB TOPIC	SPECIFIC COMPE- TENCES	LEARNING ACTIVITIES	EXPECTED STAN- DARD
LISTENING AND SPEAKING				
2.1.CONVERSA- TION	2.1.1 Family	2.1.1.1 Use appropriate vocabulary to talk about the composition of nuclear family	<ul style="list-style-type: none"> Identifying members of nuclear family using pictures. 	<ul style="list-style-type: none"> Appropriate vocabulary used to talk about the composition of nuclear family
		2.1.1.2 Use appropriate vocabulary to talk about the composition of an extended family	<ul style="list-style-type: none"> Talking about the composition of an extended family (aunt, uncle, cousins, grandmother, grandfather) 	<ul style="list-style-type: none"> Appropriate vocabulary used to talk about the composition of an extended family
	2.1.2 Time	2.1.2.1 Describe seasons of the year	<ul style="list-style-type: none"> Mentioning seasons of the year in Zambia (Cold season, Dry season, Rainy season) Describing the conditions associated to the seasons of the year (Rainy season-it rains; Cold season-it is cold; Dry season-it is hot...) 	<ul style="list-style-type: none"> Seasons of the year described accordingly
	2.1.3 Places in the Community	2.1.3.1 Distinguish places found in the community	<ul style="list-style-type: none"> Naming places found in the community (Schools, clinics, hospitals, police stations, markets, shops places of worship (Church-Christians, Mosque-Muslims...). Differentiating places found in the community. 	<ul style="list-style-type: none"> Places found in the community distinguished appropriately
	2.1.4 Community Practices	2.1.4.1 Apply good practices in the community	<ul style="list-style-type: none"> Mentioning good practices in the community (no littering, following rules, being kind, being honest, and being fair...) Role playing good practices in the community (how to pick and place litter in pits or bins) 	<ul style="list-style-type: none"> Good practices in the community applied correctly
	2.1.5 Instructions	2.1.5.1 Give and follow simple instructions	<ul style="list-style-type: none"> Listening to instructions (Simon says, follow the leader, stand up, sit down, bring a chair....) 	<ul style="list-style-type: none"> Simple instructions given and followed accordingly

TOPIC	SUB TOPIC	SPECIFIC COMPE- TENCES	LEARNING ACTIVITIES	EXPECTED STAN- DARD
	2.1.6 Occupations	2.1.6.1 Relate different occupations found in the community	<ul style="list-style-type: none"> • Relating different occupations in the community (nursing, farming, driving, teaching...) • Role playing occupations found in the community. 	• Different occupations found in the community related appropriately
	2.1.7 Expressing Feelings	2.1.7.1 Use appropriate language to express feelings	<ul style="list-style-type: none"> • Discussing feelings expressed in given pictures (sadness, happiness, excitement) • Expressing feelings (facial expressions, words, language (I was happy to receive some sweets...)) 	• Appropriate language used to express feelings accordingly
	2.1.8 Expressing Opinions	2.1.8.1 Express personal opinions	<ul style="list-style-type: none"> • Discussing pictures depicting different activities and expressing which one they like and why (playing outside, reading a book, food, animals, colours...) • Expressing personal opinions and giving reasons (I like watching T.V because there are interesting cartoons...) 	• Personal opinions expressed accordingly
	2.1.9 Wild Animals	2.1.9.1 Describe wild animals	<ul style="list-style-type: none"> • Using pictures to name wild animals (monkey, zebra, lion rhino...) • Discussing what the learners know about wild animals (live in the bush, come in all shapes and sizes (big/small e.g. hares small, elephants-big, some animals eat grass and others eat other animals, some are dangerous...)) 	• Wild animals described appropriately

	2.1.10 Etiquette	2.1.10.1 Exhibit good manners and behaviour	<ul style="list-style-type: none"> • Discussing respect, honesty and empathy (telling the truth, being faithful, respecting others...) • Demonstrate good behavior (greetings, using polite language 'please', 'excuse me', 'thank you'...) 	<ul style="list-style-type: none"> • Good manners and behaviour exhibited correctly
	2.1.11 Polite Requests	2.1.11.1 Express polite requests	<ul style="list-style-type: none"> • Stating appropriate vocabulary used to ask for permission (may I..., would you ..., please..., kindly...) • Role playing asking for permission (Please, teacher, may I go outside, would you allow me to go out?) 	<ul style="list-style-type: none"> • Polite request expressed accordingly
		2.1.1.1.2 Demonstrate appropriate ways of responding to requests	<ul style="list-style-type: none"> • Discussing various ways of responding to requests (yes, you may..., No, you may not..., yes, you can, please do...) • Responding to requests • • Acknowledging responses (Thank you, All right, Madam/Sir...) 	<ul style="list-style-type: none"> □ Appropriate ways of responding to requests demonstrated
2.2 STORIES	2.2.1 Simple Stories	2.2.1.1 Analyze simple stories	<ul style="list-style-type: none"> • Listening to simple traditional stories on different themes (animals, legends) • Re-telling simple stories (animals, legends...) • Answering oral questions based on the story (main character(s), setting, plot, and important events in a story) 	<ul style="list-style-type: none"> • Simple stories analyzed correctly
2.3 DRAMA	2.3.1 Simple Plays	2.3.1.1 Dramatise simple plays	<ul style="list-style-type: none"> • Dramatizing simple plays following the basic rules (voice projection, stage movement, public speaking, confidence...) • Answering oral questions on the elements of simple plays (theme, plot, setting, characters...) 	<ul style="list-style-type: none"> • Simple plays dramatized accordingly

2.4 POETRY	2.4.1 Simple Poems	2.4.1.1 Recite simple poems and tongue twisters	<ul style="list-style-type: none"> • Reciting poems (Poems on cross cutting issues e.g. cholera, good practices in the community-cleaning the environment...) • Reciting tongue twisters (Tommy told Timmy to touch his toes, but Timmy thought Tommy told him to touch his nose...) 	• Simple poems and tongue twisters recited correctly
2.5 RIDDLES	2.5.1 Simple Riddles	2.1.5.1.1 Interpret simple riddles	<ul style="list-style-type: none"> • Reciting simple riddles (a house without a door or window...) • Interpreting simple riddles (what has hands but cannot clap?" clock") 	• Simple riddles interpreted correctly
2.6 SONGS	2.6.1 Simple songs	2.1.6.1.1 Sing simple songs	<ul style="list-style-type: none"> • Listening to and singing simple songs focusing on pronunciation and rhythm (phonics songs depending on the phoneme of the day, National Anthem, Hymns, praise and worship songs, Road safety songs, Alphabet song, Twinkle twinkle little star," Head and shoulders knees and toes, if you are happy and you know", five little monkeys jumping on the bed...) • Answering oral questions based on the song (theme, plot...) 	• Simple songs sung accordingly
2.7 DESCRIPTORS	2.7.1 Describing people	2.7.1.1 Use appropriate adjectives to describe people	<ul style="list-style-type: none"> • Stating adjectives used to describe people (tall, short, fat, slim, kind, cruel, good...) • Describing people using appropriate adjectives (My father is a good man...) 	• Adjectives used to describe people accordingly
2.8 GAMES	2.8.1 Language Games	2.8.1.1 Use appropriate language when playing games	<ul style="list-style-type: none"> • Playing language games (Simon says, story chain, quest the sounds, I spy, what am I...) 	• Appropriate language used when playing games

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
READING				
2.9 WORD FORMATION	2.9.1 Substitution of Sounds	2.9.1.1 Manipulate sounds within words	<ul style="list-style-type: none"> Manipulating sounds within words to form new words (men, man; dog, dig; book, boot...) 	<ul style="list-style-type: none"> Sounds within words manipulated correctly
	2.9.2 Long Vowels	2.9.2.1 Blend vowels and consonants to form decodable words and phrases	<ul style="list-style-type: none"> Identifying the long vowel sounds (/ai, ee, ie, oe,) Sounding out the long vowel sounds (/ai, ee, ie, oa, /) Blending and segmenting decodable words with long vowels such as VC (aid...) CVC (boat...) Identifying initial, middle and end sounds in words (goat, rain, tie...) Adding deleting and substituting and isolating sounds Reading decodable words (fat, cat...) Reading decodable phrases (e.g. six fat goats) and sentences (A red rain coat fat cat sat on a mat...) 	<ul style="list-style-type: none"> Vowels and consonants blended to form decodable words and phrases accordingly
	2.9.3 Consonant Blends	2.9.3.1 Read words with consonant blends(clusters)	<ul style="list-style-type: none"> Identifying initial consonant blends (e.g. st-, cl-, fl-, gr-, bl-...) and final consonant blends (e.g. -st, -nd,-sk,-mp,-ct...) Reading words with consonant blends CCVC words (e.g. step, clap, flip, grass...) CVCC words (e.g. fast, jump, fact, post...) 	<ul style="list-style-type: none"> Words with consonant blends(clusters) read correctly

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.10 SOUNDS	2.10.1 Digraphs	2.10.1.1 produce digraph sounds	<ul style="list-style-type: none"> Identifying the digraph sounds (/ch, sh,th,/)) Sounding out the digraph sounds /ch,sh,th (voiced that)/,unvoiced (thin) Blending and segmenting decodable words with digraphs VC (a+sh=ash), CVC (b+oo+k=book, f+ar+m=farm...) Identifying initial, middle and end sounds in words (wheel, moon, ring...) Reading decodable phrases (fat cat...) 	<ul style="list-style-type: none"> Diagraph sounds produced correctly
2.11 SENTENCES	2.11.1 Sight Words	2.11.1.1 Read sight words in sentences	<ul style="list-style-type: none"> Reading high frequency sight words (the, to, do, is, as, are, all, you...), (He/she/we/be/me/was, they...) Reading high frequency sight words in sentences 	<ul style="list-style-type: none"> Sight words in sentences read correctly
2.12 WORD BUILDING	2.12.1 Decodable Words	2.12.1.1 Use knowledge of sounds to build words	<ul style="list-style-type: none"> Building words with, CVCC and CCVC-pig, CVCC-jump, CCVC-stop Building word families with same ending sounds such as (at family: mat, bat, hat...) 	<ul style="list-style-type: none"> Knowledge of sounds to build words used correctly
	2.12.2 Logical Order	2.12.2.1 Re-arrange letters to form meaningful words	<ul style="list-style-type: none"> Re-arranging simple letters to form a word (pgi = pig, dgo = dog, byo = boy...) 	<ul style="list-style-type: none"> Letters rearranged to form meaningful words
	2.12.3 Supplementary Reading	2.12.3.1 Explore a variety of simple reading materials	<ul style="list-style-type: none"> Choosing books or other reading materials of their choice (story books, word cards...) Reading different materials 	<ul style="list-style-type: none"> A variety of simple reading materials explored accordingly

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.3 WRITING				
2.13 HANDWRITING	2.13.1 Copying	2.13.1.1 Demonstrate shaping lower and upper-case letters	<ul style="list-style-type: none"> Practicing letter shaping of lower case letters – ascenders (b,d, i, f, h, t, k...), Descenders (g, j, p, y...) and square letters (a, c,e,i, m,n,o,r,s,u,v,w,x...) Practicing letter formation of upper-case letters-ascenders (Capital A to Z) 	<ul style="list-style-type: none"> Shaping lower and upper-case letters demonstrated correctly
2.14 PARTS OF SPEECH	2.14.1 Nouns	2.14.1.1 Use nouns in sentences	<ul style="list-style-type: none"> Mentioning common nouns things such as (table, chair, plate, book, ruler, phone...) Changing common nouns to their plural forms (table—tables, book—books, plate—plates...) Using appropriate simple nouns in sentences (our table is big; This is my ruler...) 	<ul style="list-style-type: none"> Nouns in sentences used correctly
	2.14.2 Prepositions	2.14.2 .1 Use prepositions in sentences	<ul style="list-style-type: none"> Stating prepositions (on, to, in, under, into...) Using prepositions in simple sentences (the book is on the table; The ball is in the box....) 	<ul style="list-style-type: none"> Prepositions used in sentences correctly
	2.14.3 verbs	2.14.3.1 Use verbs in sentences	<ul style="list-style-type: none"> Mentioning verbs used frequently (walk, sleep, jump, sing...) Changing verbs to the present continuous tense (-ing form). (jump—jumping, walk—waking, eat—eating...) Using verbs in sentences (I walk fast; she is eating a cake...) 	<ul style="list-style-type: none"> Verbs in sentences used correctly

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.14.4 Words	2.14.4.1 Practice writing words	<ul style="list-style-type: none"> Practicing writing words (Decodable and sight words carrying ascenders, descenders and square letters – bag, bridge, fly) 	<ul style="list-style-type: none"> Writing words practiced correctly
	2.14.5 Phrase	2.14.5.1 Practice writing simple phrases	<ul style="list-style-type: none"> Practicing writing phrases (Three blue bags, fat cat) Drawing pictures depicting the phrases to be written (Happy dog, picture, big fish – Picture...) 	<ul style="list-style-type: none"> Writing simple phrases practiced correctly

LEVEL III SYLLABUS

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
LISTENING AND SPEAKING				
3.1 DIALOGUES	3.1.1 Personal Information	3.1.1.1 Demonstrate ability to share personal information in a conversation.	<ul style="list-style-type: none"> • Demonstrating sharing personal information in a dialogue (name, age, where they live...) 	<ul style="list-style-type: none"> • Ability to share personal information and experiences demonstrated appropriately.
	3.1.2. Information Sharing	3.1.2.1. Share information in conversations	<ul style="list-style-type: none"> • Demonstrating sharing experience (Tell me how you spent your weekend...), (Commenting on events How do you feel about?). 	<ul style="list-style-type: none"> • Information shared accordingly
3.2 LANGUAGE IN A SOCIAL SETTING	3.2.1 Polite Expression	3.2.1.1 Use polite expressions in various social settings.	<ul style="list-style-type: none"> • Expressing polite expression in different social settings. Apologies: (I am sorry, please forgive me...) Requesting: (May I use your....) • Condolences and sympathy: (I am sorry for your loss....) • Appreciation : (Thank you very much...) 	<ul style="list-style-type: none"> • Polite expressions in various social settings used correctly.
3.3 PROCESS	3.3.1 Simple Processes	3.3.1.1 Describe simple processes	<ul style="list-style-type: none"> • Identifying simple processes • (Making fire, cooking, nshima, making a bed...) • Describing simple processes using active verbs (making a bed: (bedsheets, blankets, a bed, pillows...) 	<ul style="list-style-type: none"> • Simple processes described correctly
3.4 ETIQUETTE	3.4.1 Social Etiquette	3.4.1.1 Demonstrate acceptable social etiquette in various situations	<ul style="list-style-type: none"> • Identifying the acceptable social etiquette in various situation. (greeting elders, passing on an item to elders...) • Demonstration the acceptable social etiquette in various situations(decent dressing, kneeling to show respect, appropriate language....) 	<ul style="list-style-type: none"> • Acceptable social etiquette in various settings demonstrated appropriately.

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
LISTENING AND SPEAKING				
3.5 CALENDAR	3.5.1 Calendar Vocabulary	3.5.1.1 Apply appropriate calendar vocabulary	<ul style="list-style-type: none"> Applying appropriate calendar vocabulary (Dates: 1st, 2nd, 3rd...), (Days: Sunday, Monday, Tuesday...), (Weeks: week 1, week 2...), (Months: January, February, March...) (Year: 2020, 2021, 2022...) 	<ul style="list-style-type: none"> Calendar vocabulary applied correctly.
3.6 STORIES	3.6.1 Story telling	3.6.1.1 Tell stories using narrative techniques.	<ul style="list-style-type: none"> Telling stories using narrative techniques (jumbled pictures, use of ; pictorial story books, puzzles, building blocks...) Telling own stories (how they spent their weekends...) 	<ul style="list-style-type: none"> Stories told using narrative techniques correctly.
3.7 POETRY	3.7.1 Simple Poems	3.7.1.1 Recite simple poems.	<ul style="list-style-type: none"> Identifying the poem to recite (Praising God, reciting cultural rites, funeral rites...) Reciting simple poems 	<ul style="list-style-type: none"> Simple poems recited correctly.
READING				
3.8 READING FLUENCY	3.8.1 Reading letters	3.8.1.1 Read letters.	<ul style="list-style-type: none"> Classifying letters of the alphabet (Consonants and vowels) Identify letters which learners will need to come up with their names. Reading given words written on different surfaces (letter cards, word cards, name cards, slate board...) 	<ul style="list-style-type: none"> Letters read correctly.

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.9. EXTRACTING INFORMATION	3.9.1. Pictorial Resources	3.9.1.1. Extract information from pictorial resources	<ul style="list-style-type: none"> Extracting information from pictorial resources (pictures, story books, diagrams...) 	<ul style="list-style-type: none"> Information from pictorial resources extracted appropriately.
WRITING				
3.10. SPELLINGS	3.10.1. Word spellings	3.10.1.1. Develop spelling skills	<ul style="list-style-type: none"> Developing spelling skills: Re arrange letters to spell selected words and personal names (koob =Book, tac= cat...) Building words following specific spelling patterns (word puzzle, scrabbles...) 	<ul style="list-style-type: none"> Spelling skills developed accordingly.
3.11. PUNCTUATION	3.11.1. Punctuation Marks	3.11.1.1. Use simple punctuation marks	<ul style="list-style-type: none"> Naming the punctuation marks. (comma, full stop, question mark...) Punctuating sentences using appropriate mark What is your name?, My name is Monde...) 	<ul style="list-style-type: none"> Simple punctuation marks used correctly.
3.12. GUIDED WRITING	3.12.1. Guided writing	3.12.1.1. Write short sentences.	<ul style="list-style-type: none"> Explaining the rules surrounding sentence writing (subject, verb and object) Listing words that can make a sentence. (going, I town, am, to) Writing short sentences (My name is, I am going to town...) 	<ul style="list-style-type: none"> Short sentences written accordingly.
STRUCTURE				
3.13 TENSES	3.13.1. Present Tense	3.13.1. 1 Identify word forms in present tense.	<ul style="list-style-type: none"> Identifying words forms in present tense (walk, sit, eat...). 	<ul style="list-style-type: none"> Word forms in present tense identified correctly.

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.13.2. Past Tense	3.13.2. 1 Change word forms from present to past tense.	<ul style="list-style-type: none"> • Changing word forms in past tense (walk-walked, sit-sat, eat-ate...) 	<ul style="list-style-type: none"> • Word forms changed from present to past tense correctly
3.14 NOUNS	3.14.1 Common Nouns	3.14.1.1. Identify common nouns in pictorial sentences	<ul style="list-style-type: none"> • Identifying common nouns in pictorial sentences (boy, girl, fish, chair and dog...) • Making sentences using common nouns (I saw a boy and a girl going to school). 	<ul style="list-style-type: none"> • Common nouns in pictorial sentences identified correctly.
3.15 PREPOSITIONS	3.15.1 Prepositions	3.15.1.1 Use prepositions in various context	<ul style="list-style-type: none"> • Using prepositions in pictorial sentences (at, with, for, on, in, behind, over...). • Constructing sentences using prepositions (The dog jumped over the gate.). 	<ul style="list-style-type: none"> • Prepositions in various contexts used correctly
3.16 CONJUNCTIONS	3.16.1 Connecting Phrases	3.16.1.1. Use conjunctions to connect phrases.	<ul style="list-style-type: none"> • Identifying conjunctions used to connect phrases. (and, because, also...) • Using Conjunctions to connect phrases (because, since and) (He passed the test because he studied). 	<ul style="list-style-type: none"> • Conjunctions used to connect phrases accordingly
3.17 VERBS	3.17.1 Action Verbs	3.17.1.1 Use different type of action verbs in sentences.	<ul style="list-style-type: none"> • Classifying action verbs. (cry, break, jump, run, write...) • Using different types of verbs in sentences (Chanda is jumping...). 	<ul style="list-style-type: none"> • Different types of action verbs used in sentences correctly
	3.17.2 Linking Verbs	3.17.2.1 Classify linking verbs in sentences.	<ul style="list-style-type: none"> • Identifying different linking verbs. (are, was, is, am, were) • Classifying different types of linking verbs in sentences (Ngambo is a girl...). 	<ul style="list-style-type: none"> • Linking verbs classified correctly.

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.18 PRONOUNS	3.18.1 Personal Pronouns	3.18.1.1 Identify different forms of pronouns in sentences.	<ul style="list-style-type: none"> Identifying first person singular pronouns in the text (I, me, my, mine,) (we, us, our, ours). Identifying second person in the text (you, your, yours) Identifying third person pronouns in text (it, they, she, he its, theirs, them, his, hers...). 	<ul style="list-style-type: none"> Different forms of pronouns identified in sentences correctly

REFERENCES

Curriculum Development Centre, (2023). Environmental Health and Pollution Management Education Framework, Ministry of Education, Lusaka: Zambia

Ministry of Finance and National Development, (2022). Eighth National Development Plan, Republic of Zambia