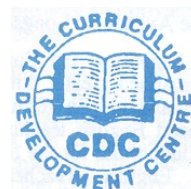


Republic of Zambia

MINISTRY OF EDUCATION
ZAMBIAN SIGN LANGUAGE SYLLABUS
GRADE 1 – 3



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MINISTRY OF EDUCATION

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ZAMBIAN SIGN LANGUAGE SYLLABUS
[GRADE 1-3]



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Vision

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

Preface

The Lower Primary Syllabi has been reviewed by the need to provide a national age-appropriate curriculum for children at Lower Primary level. The syllabi aim to provide quality education that is aligned with the Competence-Based Curriculum and 21st Century Skills. It also aims to impart the knowledge, skills, values and positive attitudes that should enable children live and grow into productive and useful members of their communities and the *Zambian society*.

The syllabus is for Literacy and Language in *Zambian Sign Language (ZSL)*. This learning area has integrated necessary content for early learning stimulation and accomplishment of the child's developmental milestones. The content provided in this syllabus are aimed at facilitating holistic development of children. The suggested activities are designed to offer children hands-on experiences through manipulation of real objects, interaction with nature and learning through play. Thus, the children will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

Cross cutting themes and emerging issues have been incorporated in the syllabus to ensure that children cultivate a mindset, skills, values and positive attitudes that prepare them to live responsible lives and be protected from life threatening vices. It is hoped that the syllabus will make learning at Lower Primary level more meaningful and enjoyable and allow for a smooth transition from Early Childhood Education to Lower Primary.

Joel Kamoko (Mr.)
Permanent Secretary- Education Services
MINISTRY OF EDUCATION

Acknowledgements

This syllabus is designed to provide the scope and sequence of topics in Literacy and Language in Zambian Sign Language at Lower Primary level.

It is intended to guide teachers and other experts in the field and appropriately offer relevant lessons for Lower Primary.

Many thanks go to individuals, institutions and organisations that provided the technical input to the successful development of this syllabus. These include; the teachers, lecturers from colleges, public universities in Zambia and the Directorate of Primary Education in the Ministry of Education.

Last but not least, I recognise the commitment and hard work of all my staff at the Curriculum Development Centre in ensuring that this syllabus comes to reality.

Charles Ndakala (Dr.)
Director – Curriculum Development
MINISTRY OF EDUCATION

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GRADE 1

LIST OF ACRONYMS

Transcription conventions: symbols used to write ZSL

fs-	Fingerspelling
--	Fingerspelling
__ <i>wh-q</i>	WH-questions
__ <i>rh-q</i>	Rhetorical questions
__ <i>q</i>	Questions requiring yes/no answer
__ <i>t</i>	Topicalisation
<i>ix</i>	Indexing
__ <i>neg</i>	Negation
__ <i>nod</i>	Nodding/ assertion
__ <i>cond</i>	Conditional sentence
+ or ^	Compound signs and contractions
++	Repetition of signs
!!	Exclamation marks-stressing emphasis
/	Slash –used when one sign has two different English equivalents
CL:	Classifier
PRO-	Proforms
POSS	Possessive pronouns
<u>stress</u>	Maker of intensity
YOU-all	Plural form “all of you”
PLP	Primary Literacy Programme
ZSL	Zambian Sign Language

ZAMBIAN SIGN LANGUAGE

INTRODUCTION

The Zambian Sign Language (ZSL) and Literacy Syllabus for Lower Primary (Grade 1-3) is designed to help learners consolidate and extend the four language skills of observing, signing, reading and writing introduced at Early Childhood Education level. The aim of this syllabus is to develop the necessary literacy skills and competences in Zambian Sign Language to facilitate learning across the curriculum. Learners will be taught signs of Zambian Sign Language systematically, including *vowels, consonants, digraphs and consonant blends*. This knowledge is then applied to developing the skills of building known letters together, to read and identifying known letters in words and to spell. This enables learners begin signing, reading and writing at an early stage of their schooling.

Handwriting, using the Marion Richardson style (*Print in Grades 1, tailed in 2, transitioning to cursive writing in Grade 3 term 1*), has been enhanced. It will be taught from Grade 1 – 3, emphasising the concept of print, letter formation, sizing, spacing, consistency and the use of punctuation.

Structure of the Syllabus

This syllabus is divided into three components: Observing and Signing, Reading, and Writing. Each of these components includes a range of topics and corresponding sub-topics. To ensure a uniform and cohesive delivery of content, specific competences and their corresponding learning activities have been identified to facilitate effective learning. Additionally, a clear expected standard of performance serves as a benchmark for the desired level of proficiency and achievement. This structured approach ensures a consistent and organised learning experience for all learners at this level.

Methodology

Observing and Signing Lessons: The teaching method in this syllabus follows the **three Ps' strategy - Present, Practice and Produce**, tailored to observing and signing skills. The approach includes various methods such as pair work, group activities, role play, language games, songs, stories, dialogue, conversation and interactive games. Teachers are encouraged to use a variety of teaching methods and approaches that enhance the development of observing and signing skills. Teachers are also encouraged to use accommodation strategies such as total communication particularly in instances where learners are not exposed to Zambian Sign Language as their first language.

Reading and Writing Lessons: These two skills will be addressed within single lesson. Reading lessons will follow the Primary Literacy Programme (PLP), focusing on **Letter Awareness, signs, Fluency, Vocabulary, and Comprehension**. Also, integrated skills, such as **Handwriting and Punctuation**, will be emphasised during the writing portion of a literacy lesson.

Time Allocation

Regarding time, 5 hours and 30 minutes per week (11 periods) are dedicated to language and literacy in Zambian Sign Language at the lower primary level. Each period for a reading and writing lesson is 1 hour, and for observing and signing lesson is 30 minutes:

- Observing and signing -1 hour 30 minutes (30 minutes each)
- Reading and Writing - 4 hours (one hour each)

The separation of focus in the observing and signing lessons, reading and writing is intended to provide ample practise for vocabulary and allow learners to engage in reading and writing skills for comprehensive language learning in Zambian Sign Language.

Competences to be Developed

S/N	COMPETENCE	DESCRIPTORS
1	Analytical Thinking	<ul style="list-style-type: none"> Analyse collected data in an orderly manner Analyse simple poems, songs, stories and texts Order words in sentences Order sentences in paragraphs
2	Communication	<ul style="list-style-type: none"> Apply good observing, signing and writing skills Use appropriate language in different situations Express oneself using different media and symbols Express oneself clearly and effectively
3	Creativity and Innovation	<ul style="list-style-type: none"> Apply language in different situations Construct simple sentences Compose simple poems, stories, prayers and songs
	Collaboration	<ul style="list-style-type: none"> Complete shared tasks in pairs or groups
5	Critical Thinking	<ul style="list-style-type: none"> Answer comprehension questions Ask and respond to questions Work in groups and engage in discussion Classify items according to their attributes
6	Emotional Intelligence	<ul style="list-style-type: none"> Understand self-awareness and self-management Recognise personal emotions and that of others Cope with personal emotions and those of others
7	Financial Literacy	<ul style="list-style-type: none"> Use language to demonstrate simple economic concepts like buying and selling Role – play simple entrepreneurial activities
8	Problem Solving	<ul style="list-style-type: none"> Use language to solve real life problems

GRADE 1

OBSERVING AND SIGNING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1 CONVERSATION	1.1.1 Greetings	1.1.1.1 Use appropriate greetings at different times of the day	<ul style="list-style-type: none"> • Observing and signing greetings using appropriately attention getting strategies • Demonstrating greetings at different times of the day (<i>MORNING: GOOD MORNING</i>) (<i>AFTERNOON: GOOD AFTERNOON</i>) (<i>EVENING: GOOD EVENING</i>) • Responding to greetings at different times of the day. 	<ul style="list-style-type: none"> • Greetings at different times of the day used correctly
	1.1.2 Family	1.1.2.1 Identify members of a nuclear family	<ul style="list-style-type: none"> • Identifying members of a nuclear family (<i>FATHER, MOTHER, CHILD/CHILDREN</i>) • Telling the relationships that exist within the nuclear family (<i>PARENT, BROTHER, SISTER...</i>) 	<ul style="list-style-type: none"> • Members of a nuclear family identified correctly
	1.1.3 Simple Commands	1.1.3.1 Observe simple commands and respond	<ul style="list-style-type: none"> • Role-playing giving and responding to simple commands (<i>FOLLOW</i> 	<ul style="list-style-type: none"> • Simple commands given and responded to correctly

			<p><i>LEADER, YOUR HAND CLAP, SIT, JUMP...</i>)</p> <ul style="list-style-type: none"> • Playing games on giving and responding to commands such as; (<i>SIMON SIGN ... YOUR EAR TOUCH</i>) 	
	1.1.4 Classroom Rules	1.1.4.1 Observe and follow classroom rules.	<ul style="list-style-type: none"> • Discussing classroom rules (<i>LANGUAGE BAD USE NOT, FIGHT NOT, LITTER NOT...</i>) • Observing classroom routines • Asking for permission (<i>TEACHER PRO-ME ROOM LEAVE, TEACHER PRO-ME PERMISSION+ (POINTING SIGN) (TEACHER PRO-ME PERMISSION TOILET, TEACHER PLEASE TOILET GO...</i>) 	<ul style="list-style-type: none"> • Classroom rules followed using correct vocabulary accordingly
	1.1.5 Home Chores and Responsibilities	1.1.5.1 Use appropriate vocabulary to discuss chores and responsibilities of family members	<ul style="list-style-type: none"> • Describing chores of family members (<i>TABLE-SET, PLATE CLEAN, CLOTH WASH, THING CLEAN, DIRTY PICK...</i>) • Describing responsibilities of family members (<i>CARE, OBEY</i>) • Discussing responsibilities of 	<ul style="list-style-type: none"> • Chores and responsibilities of family members described appropriately

			family members (<i>PARENT FAMILY THING PROVIDE, PARENT RESPECT- OBEY, SICK PEOPLE CARE, FOOD SHARE...</i>)	
1.1.6 Time	1.1.6.1 Use appropriate language to tell time of the day, days of the week and months of the year	<ul style="list-style-type: none"> • Telling time of the day (<i>MORNING, AFTERNOON, NIGHT</i>) • Signing and sequencing days of the week (<i>SUNDAY, MONDAY, TUESDAY...</i>) • Signing and sequencing months of the year (<i>JANUARY TO DECEMBER</i>) 	• Times of the day described correctly	
1.1.7 Food and Meals	1.1.7.1 Use appropriate vocabulary to identify different foods and meals of the day	<ul style="list-style-type: none"> • Identifying different types of foods (<i>FRUIT, VEGETABLE, GRAIN...</i>) • Mentioning types of meals (<i>BREAKFAST, LUNCH, DINNER, SUPPER</i>) • Reciting prayer before meals 	• Different types of foods of the day identified correctly	
1.1.8 Occupations	1.1.8.1 Name different occupations found in the community	<ul style="list-style-type: none"> • Naming occupations in the community (<i>TEACHER, NURSE, POLICE OFFICER, SHOP KEEPER, DRIVER, WATCHMAN, FARMER ...</i>) 	• Occupations in the community named correctly	

			<ul style="list-style-type: none"> • Describing the role played by people in different occupations in the community (<i>TEACHER – TEACH, POLICE OFFICER – PROTECT, NURSE – SICK PEOPLE CARE...</i>) • Role-play recording of different occupations in play situations 	
	1.1.9 Things Found at Home	1.1.9.1 Use appropriate language to identify things found at home	<ul style="list-style-type: none"> • Identifying things found at home (<i>KITCHEN – PLATE, SPOON... SITTING ROOM - TELEVISION, SOFA, TABLE..., BEDROOM: BED, BLANKET...</i>) 	• Things found at home identified correctly
	1.1.10 Things Found at School	1.1.10.1 Use appropriate language to name things found at school	<ul style="list-style-type: none"> • Naming things found at school (<i>DESK, CHAIR, BOOK, CHALKBOARD, FLAG, PENCIL, ERASER, PLAYGROUND, RULER...</i>) 	• Things found at school named correctly
	1.1.11 Domestic Animals	1.1.11.1 Use appropriate language to identify domestic animals	<ul style="list-style-type: none"> • Identifying domestic animals (<i>DOG, CAT, COW, PIG, GOAT, CHICKEN...</i>) • Describing domestic Animals (<i>FRIENDLY, LOYAL, DEPENDENT ON HUMANS, USEFUL TO HUMANS,</i> 	• Domestic animals identified accurately

			<i>PRODUCE DIFFERENT SOUNDS...)</i>	
	1.1.12 The Market	1.1.12.1 Use appropriate vocabulary for buying and selling at the market	<ul style="list-style-type: none"> • Role-playing buying and selling (<i>PRICE WHAT, HOW-MUCH, COST WHAT, PRO-ME... BUY, PRO-ME PAY ..., PRO-ME SELL..., THANK-YOU</i>) 	<ul style="list-style-type: none"> • Vocabulary for buying and selling used appropriately
	1.1.13 Community Practices	1.1.13.1 Use appropriate vocabulary to discuss community practices	<ul style="list-style-type: none"> • Mentioning good community practices (<i>ENVIRONMENT CLEAN, ENVIRONMENT GREEN KEEP, TREE PLANT, SHARE...</i>) • Acts of kindness; <i>KIND HAVE, HONEST HAVE AND FAIR HAVE...</i>) 	<ul style="list-style-type: none"> • Good community practices described correctly
	1.1.14 Statements	1.1.14.1 Use appropriate sign language to deny, confirm, correct and express statements or propositions	<ul style="list-style-type: none"> • Using dialogue to practise appropriate language to deny, confirm, correct and express statements or propositions (<i>Deny: PRO-ME HAVE NOT ..., Confirm: YES, BALL MINE... Correct: SORRY, PRO-ME SAY ..., Express: IF SISTER COME, ME HAPPY...</i>) 	<ul style="list-style-type: none"> • Appropriate language to deny, confirm, correct and express statements or propositions used appropriately

	1.1.15 Plurals	1.1.15.1 Demonstrate correct use of the plural forms of regular nouns	<ul style="list-style-type: none"> • Changing regular nouns from singular to plural forms: (<i>singular: CAT, BOOK, plural: CAT-CAT, BOOK-BOOK...</i>) • Note: in ZSL repetition of signs show pluralisation 	• Plural forms of regular nouns used correctly
1.2 ETIQUETTE	1.2.1 Manners	1.2.1.1 Demonstrate good manners and behavior	<ul style="list-style-type: none"> • Describing table manners: (<i>IF EAT, SIGN NOT, BEFORE EAT HAND WASH, BEFORE EAT PRAY OR PRAY BEFORE EAT...</i>) • Discussing good behaviour: (<i>PEOPLE RESPECT, HONEST HAVE, TIME KEEP, APOLOGISE (SORRY), GRATITUDE SHOW (THANK-YOU)</i>) • Role-play table manners and behaviour 	• Good manners and behaviour described appropriately
1.3 STORIES AND TEXTS	1.3.1 Simple Stories and Texts	1.3.1.1 Sign simple stories	<ul style="list-style-type: none"> • Signing simple stories (<i>folk tales, fables, traditional stories, fairytales...</i>) • Re-telling simple stories (<i>sequencing events in a story</i>) • Answering questions based on the story (<i>main character(s),</i> 	• Simple stories signed accordingly

			<p><i>setting, and important events in a story)</i></p> <ul style="list-style-type: none"> • Answering questions based on the text - expository (<i>Cholera, HIV/AIDS...</i>) • Retelling recorded signed simple story 	
1.4 SONGS	1.4.1 Simple Songs	1.4.1.1 Sign simple songs	<ul style="list-style-type: none"> • Observing and singing simple songs (<i>Greeting song, Alphabet song, Number song, Days of the Week, National Anthem...</i>) • Answering questions based on songs (<i>lessons/message/moral drawn from song...</i>) • Signing recorded signed simple songs 	• Simple songs signed correctly
1.5 DRAMA	1.5.1 Role-playing	1.5.1.1 Use appropriate signs to depict real-life situations	<ul style="list-style-type: none"> • Role-playing simple stories, events (<i>Birthdays – present, cake, Christmas – merry Christmas, Independence Day – Zambia, freedom, happy Independence Day...</i>) and cross-cutting issues- (<i>corruption, gender, entrepreneurship...</i>) 	• Appropriate signs to depict real-life situations used correctly
1.6 POETRY	1.6.1 Simple Poems	1.6.1.1 Sign simple poems	<ul style="list-style-type: none"> • Reciting simple poems on animals, colours, friendship, family... 	• Simple poems recited accurately

			<ul style="list-style-type: none"> • Signing recorded simple poems 	
1.7 PUZZLES	1.7.1 Simple Puzzles	1.7.1.1 Interpret simple puzzles	<ul style="list-style-type: none"> • Solving simple puzzles <i>THREE LETTER WORD (C-T, D-G, P-T...)</i> • Interpreting simple puzzles 	<ul style="list-style-type: none"> • Simple puzzles interpreted correctly
1.8 DESCRIPTIONS	1.8.1 Describing People and Objects	1.8.1.1 Use appropriate vocabulary to describe people and objects	<ul style="list-style-type: none"> • Describing people using appropriate adjectives <i>(TALL, FAT, THIN, DARK, SHORT)</i> • Describing objects using appropriate adjectives <i>(BIG, SMALL, LONG, SHORT, RED, BLUE...)</i> 	<ul style="list-style-type: none"> • People and objects described using appropriate vocabulary correctly
1.9 GAMES	1.9.1 Language Games	1.9.1.1 Use appropriate signs in playing games	<ul style="list-style-type: none"> • Playing language games <i>(I spy...)</i> 	<ul style="list-style-type: none"> • Appropriate signs in playing games used correctly

GRADE 1

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.10 VOWELS AND CONSONANTS	1.10.1 Short Vowels	1.10.1.1 Identify the five major vowels	<ul style="list-style-type: none"> Identifying the short vowel (<i>a/e/i/o/u</i>) Signing short vowel; (<i>a/e/i/o/u</i>) 	<ul style="list-style-type: none"> Five major vowels identified correctly
	1.10.2 Consonants	1.10.2.1 Identify consonants in a text.	<ul style="list-style-type: none"> Identifying consonants; (<i>s,t,p,n,c,k,h,r,m,d,g,l,f,b,j,z,w,v,y,x</i>) Signing consonants; (<i>s,t,p,n,c,k,h,r,m,d,g,l,f,b,j,z,w,v,y,x</i>) Blending and segmenting decodable words with consonants Vowel-Consonants (<i>VC</i>) (<i>it, at...</i>), Consonant Vowel Consonant (<i>CVC</i>) (<i>pot, jam...</i>) Identifying initial, middle and end letters in words (<i>hit</i>, <i>mat</i>, <i>pot</i>) Adding (<i>F_t – Fat</i>), deleting (<i>Fat – _at</i>) and substituting (<i>Fat-Fit</i>) and isolating (<i>Fat-at letters</i>) Reading decodable words (<i>fat, cat...</i>) 	<ul style="list-style-type: none"> Consonants identified in a text correctly.
	1.10.3 Long vowels	1.10.3.1 Form words using the five major vowels	<ul style="list-style-type: none"> Identifying the long vowel (<i>/ai, ee, ie, oa, ue/</i>) Blending and segmenting decodable words with long vowels VC (<i>aid...</i>) CVC (<i>boat</i>...) 	<ul style="list-style-type: none"> Words formed using the five major vowels correctly

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Identifying initial, middle and end letters in words (<i>oat</i>, <i>rain</i>, <i>tie</i>) Adding, deleting and substituting and isolating letters Reading decodable words (<i>FAT</i>, <i>CAT</i>) Reading decodable phrases (<i>SIX GOAT FAT</i>) 	
	1.10.4 Grapheme Phoneme Correspondence	1.10.4.1 Sign words with grapheme phoneme correspondence	<ul style="list-style-type: none"> Signing grapheme phoneme correspondences <i>CH, SH, TH, QU, NG, WH, QU, NG, WH, OR, ER, OO, AR...</i> Blending and segmenting decodable words with pair of letters VC (<i>ash</i>) CVC (<i>Book, Farm...</i>) Identifying initial, middle and end pair of letters in words (<i>wheel, moon, ring...</i>) Note: Grapheme phoneme correspondences are recommended to the deafened and hard or hearing. 	<ul style="list-style-type: none"> Grapheme phoneme correspondences signed correctly
1.11 SENTENCES	1.11.1 Sight Words	1.11.1.1 Read sight words with automaticity	<ul style="list-style-type: none"> Recognising sight words: (<i>DO, I, ALL, YOU, HE, SHE, WE, ME...</i>) Reading sight words 	<ul style="list-style-type: none"> Sight words read with automaticity correctly
	1.11.2 Logical Order	1.11.2.1 Re-arrange words within a phrase in Zambian Sign Language logical order	<ul style="list-style-type: none"> Re-arranging words within a phrase in Zambian Sign Language logical order (<i>the</i> 	<ul style="list-style-type: none"> Words within a phrase re-arranged in logically

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>dog is big — BIG DOG OR DOG BIG</i>)	
		1.11.2.2 Re-arrange words within a sentence in Zambian Sign Language logical order	<ul style="list-style-type: none"> • Re-arranging words within a sentence in logical order (<i>the cat is sick - CAT SICK</i>) 	<ul style="list-style-type: none"> • Words within a phrase re-arranged in logically

GRADE 1

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
1.12 HANDWRITING (manuscript/print)	1.12.1 Sitting Posture	1.12.1.1 Demonstrate correct sitting posture	<ul style="list-style-type: none"> • Practising sitting upright versus slouching over (<i>sit like Leo/jumbo, feet flat on the floor, back straight, elbows at 90 degrees</i>) 	<ul style="list-style-type: none"> • Correct sitting posture demonstrated correctly
	1.12.2 Fine Motor Skills	1.12.2.1 Demonstrate increased finger control and dexterity	<ul style="list-style-type: none"> • Practising finger manipulation exercises (<i>making shapes in the air, clutching, finger snapping, moulding</i>) • Holding pencil with the tripod grip (<i>the pencil rests against the hand and the middle finger while thumb and the index finger controls the pencil</i>) 	<ul style="list-style-type: none"> • Increased finger control and dexterity demonstrated correctly
	1.12.3 Concepts of Print	1.12.3.1 Demonstrate knowledge of the basic concepts of print	<ul style="list-style-type: none"> • Identifying parts of a book (<i>front cover, back cover, title page</i>) • Moving top to bottom and left to right on a page, returning to the beginning of the next line • Distinguish letters from words within sentences • Identifying all upper and lowercase letters of the alphabet 	<ul style="list-style-type: none"> • Knowledge of basic concepts of print demonstrated correctly

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Handling books correctly (<i>gently turning pages, shelving, keeping books away from water and food, no chewing of paper and tearing of pages</i>) 	
	1.12.4 Copying Patterns	1.12.4.1 Draw a variety of patterns	<ul style="list-style-type: none"> • Drawing patterns (<i>strokes; horizontal, vertical, right-slanting, left-slanting, semi-circle all directions, zig-zag, curves, loops</i>) • Copying shapes (<i>circles, triangles, rectangular and squares</i>) • Copying Arabic numbers (<i>numbers 0-9</i>) • Copying short word in word families (<i>at, fat, cat, sat, mat, rat...</i>) 	<ul style="list-style-type: none"> • Variety of patterns drawn correctly
	1.12.5 Letters of the Alphabet	1.12.5.1 Form correct upper and lowercase letters in print	<ul style="list-style-type: none"> • Practising letter formation of lowercase letters - ascenders (<i>b, d, l, f, h, t, k</i>), descenders (<i>g, j, p, q, y</i>) and square letters (<i>a, c, e, i, m, n, o, r, s, u, v, w, x</i>) • Practising letter formation of uppercase letters - ascenders (<i>A - Z</i>) 	<ul style="list-style-type: none"> • Upper and lowercase letters in print formed correctly
	1.12.6 Own Name	1.12.6.1 Write own name	<ul style="list-style-type: none"> • Fingerspelling own names • Copying own name from name cards (<i>John Mwale...</i>) 	<ul style="list-style-type: none"> • Own name written correctly

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Writing own name (<i>John Mwale...</i>) 	
1.13 PUNCTUATION	1.13.1 Punctuate sentences	1.13.1.1 Use punctuation marks in sentences	<ul style="list-style-type: none"> • Punctuating sentences using capital letters (<i>The, Mary</i>), spacing and full stop (.) 	<ul style="list-style-type: none"> • Punctuation marks used in sentences correctly
1.14 WORD BUILDING	1.14.1 Decodable Words	1.14.1.1 Use the alphabet to build words	<ul style="list-style-type: none"> • Building words with VC and CVC (VC: IN, ON, UP..., CVC: PIG, PEN, MAT ...) • Building word families with same ending letters (<i>at, it, ot, ut: mat, bat, pit, hit, hot, pot, put, hut...</i>) 	<ul style="list-style-type: none"> • Word patterns using the alphabet built correctly
1.15 DICTATION	1.15.1 Decodable Texts	1.15.1.1 Take dictation of decodable words	<ul style="list-style-type: none"> • Fingerspelling decodable words from a given picture (<i>cup; C-U-P, cat; C-A-T ...</i>) • Fingerspelling decodable words (<i>cup; C-U-P, tap; T-A-P...</i>) • Fingerspelling decodable words in phrases (<i>SIX RED C-U-P...</i>) • Fingerspelling word in sentences (<i>DOG BIG M-A-T SIT...</i>) 	<ul style="list-style-type: none"> • Dictation of decodable words taken correctly

GRADE 2

GRADE 2

OBSERVING AND SIGNING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<p>2.1 CONVERSATION</p>	<p>2.1.1 Family</p>	<p>2.1.1.1 Use appropriate vocabulary to discuss composition of an extended family</p>	<ul style="list-style-type: none"> Identifying members of an extended family using pictures Discussing the composition of an extended family (<i>AUNT, UNCLE, COUSIN, GRANDMOTHER, GRANDFATHER...</i>) 	<ul style="list-style-type: none"> Composition of an extended family discussed correctly
	<p>2.1.2 Time</p>	<p>2.1.2.1 Describe seasons of the year using appropriate vocabulary</p>	<ul style="list-style-type: none"> Mentioning seasons of the year in Zambia (<i>COLD SEASON; DRY SEASON; RAINY SEASON</i>) Describing the conditions associated to the seasons of the year (<i>RAINY SEASON-RAIN; COLD SEASON – COLD; DRY SEASON-HOT ...</i>) 	<ul style="list-style-type: none"> Seasons of the year described correctly
	<p>2.1.3 Places in the Community</p>	<p>2.1.3.1 Use appropriate vocabulary to name places found in the community</p>	<ul style="list-style-type: none"> Naming places in the community (<i>SCHOOL, CLINIC, HOSPITAL, POLICE STATION, MARKET, SHOP, CHURCH...</i>) 	<ul style="list-style-type: none"> Places found in the community named correctly
	<p>2.1.4 Community Practices</p>	<p>2.1.4.1 Use appropriate vocabulary to identify good practices in the community</p>	<ul style="list-style-type: none"> Mentioning good practices in the community (<i>LITTER/DIRTY NO, RULE FOLLOW, KIND, HONEST, FAIR ...</i>) 	<ul style="list-style-type: none"> Good practices in the community identified correctly
	<p>2.1.5 Instructions</p>	<p>2.1.5.1 Observe instructions and respond</p>	<ul style="list-style-type: none"> Observing and responding to instructions (Teacher signs; <i>LEADER FOLLOW...</i>) 	<ul style="list-style-type: none"> Instructions observed and responded to appropriately

OBSERVING AND SIGNING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	<p>2.1.6 Occupations</p>	<p>2.1.6.1 Identify the occupations found in the community</p>	<ul style="list-style-type: none"> • Naming different occupations in the community (<i>NURSE, FARMER, DRIVER, TEACHER ...</i>) • Discussing the roles played by different workers in the community (<i>TEACHER-TEACH, NURSE-SICK PEOPLE CARE, FARMER CROP GROW...</i>) • Interpreting pictures showing different occupations in the community. 	<ul style="list-style-type: none"> • Different occupations in the community named appropriately
	<p>2.1.7 Expressing Feelings</p>	<p>2.1.7.1 Use appropriate language to express feelings</p>	<ul style="list-style-type: none"> • Discussing feelings expressed in given pictures (<i>SAD, HAPPY...</i>) • Expressing feelings (<i>PRO-me HAPPY SEE YOU...</i>) • Note: Expressing of feelings must be accompanied by correct facial expressions 	<ul style="list-style-type: none"> • Appropriate language to express feelings used correctly
	<p>2.1.8 Expressing Opinions</p>	<p>2.1.8.1 Use appropriate sign language to express personal opinions</p>	<ul style="list-style-type: none"> • Discussing pictures depicting different activities and expressing which one they like and why (<i>OUTSIDE PLAY, BOOK READ, FOOD, ANIMAL, COLOUR...</i>) • Expressing personal opinions and giving reasons (<i>TELEVISION LIKE WATCH, CARTOON NICE...</i>). 	<ul style="list-style-type: none"> • Personal opinions expressed accordingly.

OBSERVING AND SIGNING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.1.9 Wild Animals	2.1.9.1 Describe wild animals using appropriate vocabulary	<ul style="list-style-type: none"> • Naming wild animals using pictures (<i>MONKEY, ZEBRA-white-black; LION-big, RHINO-horns...</i>) • Discussing what the learners know about wild animals (<i>ANIMAL OTHER BUSH LIVE, ANIMAL SIZE DIFFERENT HAVE (OTHER BIG, OTHER SMALL. ANIMAL OTHER GRASS EAT, ANIMAL OTHER DANGEROUS...</i>) 	<ul style="list-style-type: none"> • Wild animals described correctly
	2.1.10 Etiquette	2.1.10.1 Demonstrate good manners and behaviour	<ul style="list-style-type: none"> • Discussing respect, honesty and empathy based on a text (<i>identify honest, respect, empathetic characters from the text...</i>) • Discussing good behavior (<i>GREET, LANGUAGE GOOD USE, PLEASE, SORRY, ME EXCUSE, THANK-YOU...</i>) 	<ul style="list-style-type: none"> • Good manners and behaviour demonstrated accordingly.
2.2 STORIES	2.2.1 Simple Stories	2.2.1.1 Analyse simple stories.	<ul style="list-style-type: none"> • Observing signing of simple traditional stories on different themes (<i>animals, legends...</i>) • Re-telling simple stories (<i>animals, legends ...</i>) • Answering questions based on the story (<i>main character(s), setting, plot, and important events in a story</i>) -wh q 	<ul style="list-style-type: none"> • Simple stories analysed correctly.
2.3 DRAMA	2.3.1 Simple Plays	2.3.1.1 Depict elements of simple plays	<ul style="list-style-type: none"> • Dramatising simple plays (<i>observing parameters of the</i> 	<ul style="list-style-type: none"> • Elements of simple plays depicted appropriately

OBSERVING AND SIGNING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>sign, stage movement, signing, confidence...</i> <ul style="list-style-type: none"> • Answering questions based on the play (<i>theme, plot, setting, characterisation...</i>) • Recording simple plays in playful situations 	
2.4 POETRY	2.4.1 Simple Poems	2.4.1.1 Sign simple poems	<ul style="list-style-type: none"> • Signing simple poems (<i>poems on cross cutting issues; Cholera, good practices in the community- ENVIRONMENT CLEAN KEEP...</i>) 	• Poems signed correctly.
2.5 SONGS	2.5.1 Simple Songs	2.5.1.1 Sing simple sign language songs	<ul style="list-style-type: none"> • Observing and singing simple songs (<i>National Anthem, Hymns, praise and worship songs Road Safety Songs, the Alphabet Song, Twinkle, Twinkle, Little Star", Head, Shoulders, Knees, and Toes, If You're Happy and You Know It", Five Little Monkeys Jumping on the bed...</i>) • Answering questions based on the song 	• Simple sign language songs sang accordingly
2.6 DESCRIPTIONS	2.6.1 Describing people	2.6.1.1 Use appropriate vocabulary to describe people	<ul style="list-style-type: none"> • Describing people using appropriate adjectives (<i>TALL, SHORT, FAT, SLIM...</i>) 	• People described appropriately
2.7 GAMES	2.7.1 Language Games	2.7.1.1 Use appropriate language in playing games	<ul style="list-style-type: none"> • Playing language games (<i>Simon Says, story chain, I spy, what am I ...</i>). 	• Appropriate language in games used correctly.

GRADE 2

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.8 READING	2.8.1 Consonant Blends	2.8.1.1 Read words with consonant blends (clusters)	<ul style="list-style-type: none"> Identifying initial consonant blends (<i>pl-, sl-, br-, cr-, dr-, fr-, pr-, tr-, sc, sm-, tw-...</i>) and final consonant blends (<i>lb, -ld, -lf, -lk, -lm, -ln, -lp, -lt, -ft, -nt, -pt, -xt...</i>) 	<ul style="list-style-type: none"> Words with consonant blends read correctly

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Reading words with consonant blends (<i>plate, slow, brown...</i>) (<i>Bulb, half, left...</i>) 	
2.9 SENTENCES	2.9.1 Sight Words	2.9.1.1 Read sight words in sentences with automaticity	<ul style="list-style-type: none"> • Recognising sight words: (<i>COME, SOME, HERE, THERE, GO, NO, ONLY, YOUR, ONE, MY, HAVE, LIVE, GIVE, LITTLE, DOWN...</i>) • Reading sight words • Reading sight words in sentences; <ul style="list-style-type: none"> <i>Subject + verb (SV)</i> <i>MARY COME</i> <i>Object +Verb (OV)</i> <i>BOOK READ</i> <i>Subject +Object+ verb (SOV)</i> <i>MARY BOOK READ</i> <i>Object +Subject + Verb (OSV)</i> <i>BOOK MARY READ</i> 	<ul style="list-style-type: none"> • Sight words in sentences read with automaticity correctly
2.10 STORY READING	2.10.1 Reading Comprehension (Intensive Reading)	2.10.1.1 Read text with understanding	<ul style="list-style-type: none"> • Reading simple stories (<i>folk tales, fables, traditional stories, fairytales...</i>) 	<ul style="list-style-type: none"> • Text read with comprehension appropriately

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Re-telling simple stories (<i>sequencing events in a story</i>) • Answering questions based on the story (<i>main character(s), setting, and important events in a story</i>) • Answering comprehension questions (<i>WH-Questions</i>) 	
	2.10.2 Supplementary Reading (Extensive Reading)	2.10.2.1 Explore a variety of reading materials	<ul style="list-style-type: none"> • Carrying out book-reviews (<i>re-telling, identify characters of the story</i>) 	<ul style="list-style-type: none"> • A variety of reading materials explored accordingly

GRADE 2

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.11 HANDWRITING (tailed writing)	2.11.1 Copying	2.11.1.1 Demonstrate legible formation of both lower- and upper-case letters	<ul style="list-style-type: none"> • Practising letter formation of lowercase letters - ascenders (<i>b, d, l, f, h, t, k</i>), descenders (<i>g, j, p, q, y</i>) and square letters (<i>a, c, e, i, m, n, o, r, s, u, v, w, x</i>) • Practising letter formation of uppercase letters - ascenders (A - Z) 	<ul style="list-style-type: none"> • Legible formation of both lower- and upper-case letters demonstrated correctly
		2.11.1.2 Demonstrate legible writing of words	<ul style="list-style-type: none"> • Practising writing words (<i>decodable and sight words carrying ascenders, descenders and square letters – BAG, BRIDGE, FLY...</i>) 	<ul style="list-style-type: none"> • Legible writing of words demonstrated correctly
		2.11.1.3 Demonstrate legible writing of phrases	<ul style="list-style-type: none"> • Practising writing phrases (THREE BLUE BAG, CAT FAT ...) • Drawing and labelling pictures depicting the phrases to be written (DOG <i>HAPPY</i> – <i>Picture</i>, FISH <i>BIG</i> – <i>Picture...</i>) 	<ul style="list-style-type: none"> • Legible writing of phrases demonstrated correctly
		2.11.1.4 Demonstrate correct writing of sentences	<ul style="list-style-type: none"> • Practising writing sentences paying attention to capital letters, comma, spacing, full stop and question mark (<i>PRO-she SPOON CARRY; - NAME YOUR WHAT? MARY PENCIL, PEN, RUBBER-BOOK BUY</i>) 	<ul style="list-style-type: none"> • Correct writing of sentences demonstrated accordingly

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Drawing pictures depicting the sentences to be written (<i>LION SLEEP – Picture of a Lion sleeping, TREE BIG- Picture of a Big Tree...</i>) 	
		2.11.1.5 Write paragraphs	<ul style="list-style-type: none"> • Practising writing paragraphs with three to four sentences (<i>DAY BEAUTIFUL. SUN SKY SHINE. BIRD TREE HAPPY SING. ...</i>) 	<ul style="list-style-type: none"> • Paragraphs written correctly
2.12 SENTENCE CONSTRUCTION	2.12.1 Words, Phrases and Sentences	2.12.1.1 Write words, phrases and simple sentences independently	<ul style="list-style-type: none"> • Writing words independently (<i>using a picture, real objects ...</i>) • Filling in crossword puzzles (<i>cross and down words</i>) • Write phrases based on pictures and real objects independently (<i>picture of big ball, picture of red dress...</i>) • Write sentences based on pictures such as conversation posters and picture strips independently (<i>CAT BLACK. BUS ME SEE...</i>) 	<ul style="list-style-type: none"> • Words, phrases and simple sentences written independently
2.13 ALPHABETICAL ORDER AND SEQUENCING	2.13.1 Alphabetical Order	2.13.1.1 Sequence words according to alphabetical order.	<ul style="list-style-type: none"> • Arranging given words in the alphabetical order (<i>SKY, HIPPO, PEAR, BEANS, ZEBRA ...</i>) 	<ul style="list-style-type: none"> • Words arranged in alphabetical order correctly
	2.13.2 Logical Order: Sentences	2.13.2.1 Sequence sentences logically.	<ul style="list-style-type: none"> • Rearranging sentences logically; 1. <i>FISH MARKET SELL.</i> 2. <i>BANDA FISH CATCH.</i> 3. <i>BANDA FISHERMAN.</i> 	<ul style="list-style-type: none"> • Sentences sequenced logically

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.14 SPELLINGS	2.14.1 Word Spellings	2.14.1.1 Use spelling rules	<ul style="list-style-type: none"> • Completing given words by writing missing letters/graphemes (<i>b—d - <u>bird</u> tr—n - <u>train</u></i>) • Playing spelling games Word building-learners use cards to build words that follow a specific spelling pattern...) • Searching for words in a text (<i>Learners search for words in a text that follow a certain spelling rule...</i>) • Keeping a spelling journal – (<i>learners keep a journal where they write sentences or short paragraphs using their writing spelling</i>) 	<ul style="list-style-type: none"> • Spelling rules applied correctly
	2.14.2 Dictation	2.14.2.1 Write dictated words, phrases and sentences	<ul style="list-style-type: none"> • Writing dictated words (<i>DOG, CAT, BOY, CHURCH...</i>) • Writing dictated phrases (<i>FLOWER RED, MAN TALL...</i>) • Writing dictated sentences (<i>GIRL FLOOR SIT...</i>) 	<ul style="list-style-type: none"> • Dictated words, phrases and sentences written correctly
2.15 WORD RELATIONSHIPS	2.15.1 Synonyms	2.15.1.1 Demonstrate word relationships in synonyms	<ul style="list-style-type: none"> • Mapping given words with their synonyms (<i>LARGE – BIG, SMALL-LITTLE...</i>) • Matching words with similar meanings (<i>FAR -DISTANT, GOOD-FINE, HARD-DIFFICULT...</i>) 	<ul style="list-style-type: none"> • Word relationships in synonym demonstrated appropriately

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Sorting words into categories of synonyms. (<i>BIG, LARGE, HUGE, GIANT...</i>) 	
	2.15.2 Antonyms	2.15.2.1 Demonstrate word relationships in antonyms	<ul style="list-style-type: none"> • Mapping given words with their antonyms (<i>LARGE – SMALL, LITTLE, THIN...</i>) • Matching words with opposite meanings (FAR - NEAR) • Sorting words into categories of antonyms. (<i>LARGE – SMALL, LITTLE, THIN...</i>) • Drawing pictures to depict antonyms (big ball and a small dish to represent big and small) 	<ul style="list-style-type: none"> • Word relationships in antonyms demonstrated appropriately
2.16 GRAMMATICAL CATEGORIES	2.16.1 Nouns	2.16.1.1 Use nouns	<ul style="list-style-type: none"> • Circling proper nouns from a list of words (<i>JOHN, LUSAKA, BOY, SCHOOL, BOOK ...</i>) • Writing two or three nouns found in the classroom (BOOK, PENCIL, RULER ...) • Creating a list of nouns found in a picture. • Drawing pictures next to appropriate nouns to illustrate the meaning. • Writing a short story using at least two to three different nouns and underlining them. 	<ul style="list-style-type: none"> • Nouns used accordingly

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Using duplication to show plural nouns (<i>CAT: CAT-CAT, DOG: DOG-DOG...</i>) 	
	2.16.2 Verbs	2.16.2.1 Apply knowledge of using verbs	<ul style="list-style-type: none"> Identifying verbs depicted in pictures on different animals (<i>BIRD FLY, CAT JUMP, RABBIT HOP...</i>) Writing sentences with action words represented in a picture (<i>JOHN FLOOR SWEEP or FLOOR JOHN SWEEP; BOY BALL KICK or BALL BOY KICK...</i>) 	<ul style="list-style-type: none"> Knowledge of verbs applied correctly
	2.16.3 Prepositions	2.16.3.1 Use prepositions correctly	<ul style="list-style-type: none"> Identifying prepositions (position of things) in given sentences (<i>IN, ON, UNDER, AT, NEXT, BEHIND, FRONT...</i>) Using prepositions in simple sentences (<i>BALL TABLE UNDER, BOOK TABLE ON...</i>) 	<ul style="list-style-type: none"> Prepositions applied appropriately
	2.16.4 Conjunctions	2.16.4.1 use conjunctions	<ul style="list-style-type: none"> Identifying conjunctions in given sentences (<i>but, and</i>) Writing two simple sentences and join them using 'but' or 'and' (<i>ME FOOTBALL PLAY LIKE BUT BROTHER MY BASKETBALL PLAY LIKE; TOMORROW BANANA AND ORANGE ME EAT...</i>) 	<ul style="list-style-type: none"> Conjunctions applied accordingly

WRITING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.16.5 Possessive Pronouns	2.16.5.1 Use possessive pronouns	<ul style="list-style-type: none">• Identifying Possessive Pronouns in given sentences (<i>MY, MINE, YOUR...</i>)• Using correct pronouns to fill in the blank spaces in given sentences <i>MY, MINE, YOUR (NAME POSS-my John; BOOK POSS-my; BAG POSS-your ...)</i> <i>NAME PRO-me JOHN</i> <i>BOOK MINE</i> <i>BAG YOUR</i>	<ul style="list-style-type: none">• Possessive pronouns used appropriately

GRADE 2

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.17 PUNCTUATION MARKS	2.17.1 Comma and Question Mark	2.17.1.1 Use punctuation marks in sentences	<ul style="list-style-type: none"> • Punctuating a list of items with a comma (<i>BANANA, APPLE, MANGO ...</i>) • Adding question marks to interrogative statements (<i>YOUR NAME WHAT? YOU LIVE WHERE?</i>) <i>PRO-your NAME ^{wh-q}WHAT</i> <i>PRO-you LIVE ^{wh-q}WHERE</i> • Using punctuation marks in given text (<i>capital letter, full stop, spacing, question mark Comma</i>). 	<ul style="list-style-type: none"> • Punctuation marks in sentences used correctly

GRADE 3

ZAMBIAN SIGN LANGUAGE

GRADE 3

OBSERVING AND SIGNING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.1 CONVERSATION	3.1.1 Time	3.1.1.1 Use appropriate vocabulary to tell seasons of the year	<ul style="list-style-type: none"> • Mentioning seasons of the year in Zambia: (<i>COLD SEASON; DRY SEASON; RAINY SEASON</i>) • Describing the activities done in the seasons of the year (<i>Rain Season- UMBRELLA CARRY, CROP PLANT...; Cold Season- WARM CLOTH WEAR; Dry Season-CROP HARVEST ...</i>) 	<ul style="list-style-type: none"> • Seasons of the year described using appropriate vocabulary accordingly.

OBSERVING AND SIGNING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> • Role-playing activities done in different seasons 	
	<p>3.1.2. Places in the Community</p>	<p>3.1.2.1 Use appropriate vocabulary to discuss places found in the community</p>	<ul style="list-style-type: none"> • Naming places in the community (<i>SCHOOL, CLINIC AND HOSPITAL, POLICE STATION, MARKET, SHOP...; Places of worship; CHURCH, MOSQUE, TEMPLE, SHRINE...</i>) • Describing the activities that are done in various places of the community (<i>Places of worship: PRAY..., hospital: TREATMENT, CARE... Police station – SECURITY...</i>) 	<ul style="list-style-type: none"> • Places found in the community discussed using appropriate vocabulary correctly
	<p>3.1.3. Community Responsibilities</p>	<p>3.1.3.1. Use appropriate vocabulary to discuss community responsibilities</p>	<ul style="list-style-type: none"> • Mentioning community responsibilities (<i>THING/PROPERTY CARE, WORK COMMUNITY PARTICIPATE, CHARITY WORK HAVE...</i>) • Discussing the importance of community responsibilities (<i>COMMUNITY HEALTH AND SAFETY PROMOTE...</i>) • Role-playing various community responsibilities (<i>LITTER PICK, ENVIRONMENT SWEEP...</i>) 	<ul style="list-style-type: none"> • Community responsibilities discussed correctly

OBSERVING AND SIGNING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.1.4. Directions	3.1.4.1 Ask for and give simple directions using appropriate vocabulary	<ul style="list-style-type: none"> • Discussing vocabulary for asking for and giving simple directions (<i>FORWARD, BACKWARD, LEFT, RIGHT, TURN, OPPOSITE, NEXT, NORTH, SOUTH, EAST, WEST...</i>) • Asking for directions (<i>POLICE STATION</i> _____ <i>wh-q</i> <i>WHERE,</i> _____ <i>wh-q</i> <i>HOSPITAL WHERE,</i> <i>THANK-YOU</i>) • Giving directions (<i>ROAD WALK, LEFT/RIGHT TURN</i>) 	<ul style="list-style-type: none"> • Asking and giving simple direction using appropriate vocabulary demonstrated accordingly
	3.1.5. Instructions	3.1.5.1 Give and follow a series of instructions using appropriate vocabulary	<ul style="list-style-type: none"> • Identifying vocabulary for giving and following instructions (<i>FIRST, SECOND, ADD, STIR, NEXT, THEN, GET, PUT...</i>) • Role-playing giving and following instructions (how to make a paper boat) (<i>FIRST, PAPER HALF FOLD; NEXT, ALL CORNER FOLD...</i>) 	<ul style="list-style-type: none"> • Giving and following a series of instructions using appropriate vocabulary demonstrated correctly
3.2 ETIQUETTE	3.2.1 Manners	3.2.1.1 Demonstrate good manners and behavior	<ul style="list-style-type: none"> • Demonstrate communication etiquette (<i>OBSERVE BEFORE SIGN, PERSON SIGN INTERRUPT NOT, WAIT PERSON SIGN FINISH, YOU SIGN (turn-</i> 	<ul style="list-style-type: none"> • Good manners and behavior demonstrated appropriately

OBSERVING AND SIGNING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>taking) ...), BEHAVIOUR GOOD AND BAD (CULTURE RESPECT, HONEST SHOW, EMPATHY SHOW...) AND APROPRIATE/CORRECT DRESS (CLEAN...)</i></p> <ul style="list-style-type: none"> • Making polite requests using appropriate vocabulary (<i>PLEASE, EXCUSE...</i>) 	
3.3 STORIES AND TEXTS	3.3.1 Simple Stories and Texts	3.3.1.1 Analyse simple stories and texts	<ul style="list-style-type: none"> • Observing and signing simple stories and texts on different themes (<i>GENDER ISSUES, HUMAN RIGHT, HEALTH AND NUTRITION...</i>) • Re-telling simple stories and texts on different themes (<i>sequencing events in a story or text</i>) • Answering questions based on the story (<i>main character(s), setting, plot, and important events in a story</i>) • Answering questions based on the text - expository (<i>summarising; gender issue, human right, health and nutrition...</i>) 	<ul style="list-style-type: none"> • Simple stories and texts analysed accordingly
3.4 SONGS	3.4.1 Simple Songs	3.4.1.1 Analyse simple sign language songs	<ul style="list-style-type: none"> • Observing and singing simple songs (<i>National</i> 	<ul style="list-style-type: none"> • Simple sign language songs analysed correctly

OBSERVING AND SIGNING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>Anthem, Road Safety Songs...</i> <ul style="list-style-type: none"> • Answering questions based on the songs (<i>theme, rhythm, characterization...</i>) 	
3.5 DRAMA	3.5.1 Simple Plays	3.5.1.1 Depict elements of simple plays	<ul style="list-style-type: none"> • Dramatising simple plays (<i>observing the parameters of a sign, stage movement, confidence...</i>) • Answering questions based on the play (<i>theme, plot, setting, characterisation...</i>) 	<ul style="list-style-type: none"> • Elements of simple plays depicted correctly.
3.6 POETRY	3.6.1 Simple Poems	3.6.1.1 Recognise basic elements of poetry	<ul style="list-style-type: none"> • Identifying basic elements of poetry (<i>imagery, stanza...</i>) • Reciting poems 	<ul style="list-style-type: none"> • Basic elements of poetry recognized correctly
3.7 DESCRIPTIONS	3.7.1 Describing People and Objects	3.7.1.1 Use appropriate vocabulary to describe people and objects	<ul style="list-style-type: none"> • Describing people using appropriate adjectives (<i>SMART, KIND, SLOW, HELP, POLITE, SELFISH/GREEDY...</i>) • Describing objects using appropriate adjectives (<i>STRIPE, ROUND, FLORAL...</i>) 	<ul style="list-style-type: none"> • People and objects described using appropriate vocabulary correctly
	3.7.2 Describing Events	3.7.2.1 Use appropriate vocabulary to describe events	<ul style="list-style-type: none"> • Describing events using appropriate adjectives (<i>FUN, INTERESTING, COLOUR, WONDERFUL, UNIQUE</i>) 	<ul style="list-style-type: none"> • Appropriate vocabulary used to describe events accordingly

GRADE 3

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.8 SPELLINGS	3.8.1 Consonant Blends	3.8.1.1 Read words with consonant blends (clusters)	<ul style="list-style-type: none"> • Identifying three-letter consonant blends (<i>str-</i>, <i>spr-</i>, <i>thr-</i>, <i>shr-</i>, <i>scr-</i>, <i>spl-...</i>) • Reading words with three-letter consonant blends (<i>STREAM</i>, <i>SPRING</i>, <i>THRONE</i>, <i>SHRINE</i>, <i>SCREW</i>, <i>SPLASH</i>) 	<ul style="list-style-type: none"> • Words with consonant blends (clusters) read correctly
3.9 SENTENCES	3.9.1 Sight Words	3.9.1.1 Read sight words in sentences with automaticity	<ul style="list-style-type: none"> • Recognising sight words: (<i>EVERY</i>, <i>GO</i>, <i>DO</i>, <i>MAKE</i>, <i>THEIR</i>, <i>ONCE</i>, <i>UPON</i>, 	<ul style="list-style-type: none"> • Sight words in sentences read with automaticity accordingly.

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>ALWAYS, ALSO, EIGHT, LOVE, COVER, AFTER, WANT...</i>)</p> <ul style="list-style-type: none"> • Reading sight words in sentences <i>Subject + object + verb (SOV – JOHN BALL KICK; JANE FLOOR SWEEP...)</i> 	
3.10 READING	3.10.1 Fluency and Expression	3.10.1.1 Read text with fluency	<ul style="list-style-type: none"> • Reading complex words, longer sentences and simple books with fluency • Asking questions, making predictions, and discussing key concepts • Discussing new vocabulary within the context of the story or text. • Modelling fluent reading by using appropriate pacing and expression 	<ul style="list-style-type: none"> • Text read with fluency accordingly.
3.11 SHARED READING	3.11.1 Simple Stories and Texts	3.11.1.1 Enhance shared reading experiences with peers	<ul style="list-style-type: none"> • Reading in peer-reading sessions – different genres (<i>fiction and non-fiction</i>) • Re-telling stories or texts to enhance comprehension • Asking and responding to comprehension questions based on main elements (<i>story – characters, setting, plot and central idea and</i> 	<ul style="list-style-type: none"> • Shared reading experiences with peers enhanced accordingly

READING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>relevant details: informational text – theme, main points...)</i>	
3.12 INDEPENDENT READING	3.12.1 Stories and Texts	3.12.1.1 Decode words independently	<ul style="list-style-type: none"> • Independent reading of fiction and non-fiction genres • Reading passages on various themes (<i>cultural celebrations and festivals, traditional ceremonies entrepreneurship, health...</i>) 	<ul style="list-style-type: none"> • Words decoded independently
3.13 EXTENSIVE READING	3.13.1 Extensive Reading	3.13.1.1 Read a variety of texts with comprehension	<ul style="list-style-type: none"> • Reading texts and supplementary books with comprehension • Comprehending new words in context • Answering follow up questions on read texts • Reporting main messages on the texts read 	<ul style="list-style-type: none"> • A variety of texts read with comprehension appropriately
3.14 INTENSIVE READING	3.14.1 Silent Reading	3.14.1.1 Read given passages	<ul style="list-style-type: none"> • Practicing good reading habits (<i>avoiding signing, mouthing and pointing at words with fingers...</i>) • Identifying themes and main elements in stories and texts • Reading passages • Answering the WH-questions (<i>who, where, when, why and how ...</i>) 	<ul style="list-style-type: none"> • Passages given read silently and follow-up activities done accordingly

READING

TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
<p>3.15 REFERENCE SKILLS</p>	<p>3.15.1 Skimming and Scanning</p>	<p>3.15.1.1 Extract information from a text by skimming and scanning</p>	<ul style="list-style-type: none"> • Reading quickly over the text to get a general idea - skimming (<i>for title, pictures, ...</i>) • Searching for specific information in a short story or informational text – scanning and answering a list of questions (<i>MAIN CHARACTER LIVE WHERE?...</i>) <p><i>Identifying the story, topic/ themes(s) ...</i></p> <ul style="list-style-type: none"> • Discussing new or unfamiliar vocabulary in context 	<ul style="list-style-type: none"> • Information extracted from a text by skimming and scanning accordingly
	<p>3.15.2 Charts, Graphs, Diagrams, Tables and Maps</p>	<p>3.15.2.1 Extract information from Charts/Visual Elements</p>	<ul style="list-style-type: none"> • Interpreting information from charts/visual elements (<i>bar charts, line charts, pie charts...</i>) • Extracting information from charts/visual elements (<i>interpreting process flows and relationships</i>) 	<ul style="list-style-type: none"> • Information from charts/visual elements extracted correctly.

GRADE 3

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.16 HANDWRITING (joined writing/cursive)	3.16.1 Cursive Writing	3.16.1.1 Use cursive writing skills	<ul style="list-style-type: none"> • Writing in cursive (<i>all lowercase letters - ascenders (b, d, l, f, h, t, k), descenders (g, j, p, q, y) and square letters (a, c, e, i, m, n, o, r, s, u, v, w, x)</i>) • Copying words and sentences in cursive writing 	<ul style="list-style-type: none"> • Legible cursive writing skills used correctly
3.17 SPELLING	3.17.1 Word Spellings	3.17.1.1 Develop spelling proficiency	<ul style="list-style-type: none"> • Re-arranging letters to spell selected words (<i>mpuj – jump, thero – other...</i>) • Writing words with the same spelling pattern – word families (<i>ood – good, food</i>) 	<ul style="list-style-type: none"> • Spelling proficiency developed accordingly

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>ough – rough, tough, plough...</i>)</p> <ul style="list-style-type: none"> • Playing the ‘Clap and Spell’ game to fingerspell words (<i>F-O-O-D...</i>) • Keeping a spelling journal – (<i>learners keep a journal where they write sentences or short paragraphs using their writing spelling</i>). • Word building (<i>learners use cards to build words that follow a specific spelling pattern...</i>) 	
	3.17.2 Dictation	3.17.2.1 Take dictation	<ul style="list-style-type: none"> • Writing dictated words (<i>MORNING, SCHOOL, TEACHER...</i>) • Writing dictated phrases (<i>TEACHER MINE GOOD...</i>) • Writing dictated sentences (<i>CHILDREN HERE SOME HAPPY...</i>) 	<ul style="list-style-type: none"> • Dictated words written correctly • Dictated phrases written correctly
3.18 WORD RELATIONSHIPS	3.18.1 Synonyms	3.18.1.1 Use synonyms	<ul style="list-style-type: none"> • Matching words with similar meanings (<i>CLEAN – TIDY, THIN - SKINNY</i>) • Mapping given words with their synonyms (<i>EXPENSIVE – COSTLY, PRICEY, HIGH...</i>). • Completing sentences using suitable synonyms (<i>ANNIE GIRL BEAUTIFUL (PRETTY)</i>) 	<ul style="list-style-type: none"> • Synonyms used correctly

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.18.2 Antonyms	3.18.2.1 Use antonyms	<ul style="list-style-type: none"> • Matching words with opposite meanings (<i>QUIET – LOUD, SLOW – FAST...</i>) • Mapping given words with their Antonyms (<i>SAD – HAPPY, EXCITED, JOYFUL, CHEERFUL...</i>). • Sorting words into categories of antonyms (<i>BIG – SMALL, LITTLE, SHORT...</i>) 	<ul style="list-style-type: none"> • Antonyms used correctly
3.19 SENTENCES	3.19.1 Sentence Construction	3.19.1.1 Construct Simple Sentences	<ul style="list-style-type: none"> • Constructing sentences using <i>Subject + Verb (PATRICK SLEEP.)</i> <i>Subject + Object +Verb (BOY BALL KICK.)</i> <i>Subject + Indirect Object +Direct Object +Verb (JANE MOTHER CAKE BUY...)</i> 	<ul style="list-style-type: none"> • Simple sentences constructed correctly.
3.20 GRAMMATICAL CATEGORIES	3.20.1 Nouns	3.20.1.1 Use nouns	<ul style="list-style-type: none"> • Identifying countable nouns (<i>BALL-BALL MANY, PEN-PEN MANY, BOOK-BOOK FIVE</i>) and uncountable nouns (<i>SALT-SALT, SUGAR-SUGAR, WATER-WATER...</i>) • Classifying nouns into countable and uncountable (<i>countable nouns-BOOK, PEN...; uncountable nouns, SALT, SUGAR, WATER...</i>) 	<ul style="list-style-type: none"> • Nouns used correctly

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Construct sentences using countable and uncountable nouns 	
	3.20.2 Verbs	3.20.2.1 Use verbs	<ul style="list-style-type: none"> Conjugating verbs by placing a personal pronoun before the verb (<i>jump...</i>) (<i>ME JUMP</i> <i>YOU JUMP</i> <i>HE/SHE/ JUMP</i> <i>WE JUMP</i> <i>THEY JUMP...</i>) 	<ul style="list-style-type: none"> Verbs used correctly
	3.20.3 Tenses	3.20.3.1 Use verb tenses	<ul style="list-style-type: none"> Identifying the simple present tense (<i>NOW WALK, NOW COOK</i>), the simple continuous tense (<i>NOW ME WALK, NOW ME COOK...</i>) and the simple past tense (<i>YESTERDAY WALK, YESTERDAY COOK...</i>) Using simple present tense (<i>NOW WALK, NOW COOK</i>), the simple continuous tense (<i>NOW ME WALK, NOW ME COOK...</i>) and the simple past tense (<i>YESTERDAY WALK, YESTERDAY COOK...</i>) 	<ul style="list-style-type: none"> Verbs tenses used correctly
	3.20.4 Adjectives	3.20.4.1 Use adjectives	<ul style="list-style-type: none"> Describing nouns using adjectives (<i>DOG BLACK – WOMAN OLD, COAT RED, ANIMAL VICIOUS/DANGEROUS, GIRL BEAUTIFUL...</i>) 	<ul style="list-style-type: none"> Adjectives used appropriately

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.20.5 Adverbs	3.20.5.1 Use adverbs of manner	<ul style="list-style-type: none"> Describing verbs using adverbs of manner (<i>WALK SLOWLY, EAT HUNGRILY, WALK QUIETLY...</i>) 	<ul style="list-style-type: none"> Adverbs of manner applied correctly
	3.20.6 Reflexive Pronouns	3.20.6.1 Use reflexive pronouns	<ul style="list-style-type: none"> Describing reflexive pronouns singular (<i>MYSELF, YOU/YOURSELF, HIM/HIMSELF, HER/HERSELF, IT/ITSELF</i>) and reflexive pronouns plural (<i>WE/OURSELVES, YOU/YOURELVES, THEM/THEMSELVES</i>) Identifying reflexive pronouns in a text Filling in the blanks with appropriate reflexive pronouns 	<ul style="list-style-type: none"> Reflexive pronouns used correctly
3.21 PUNCTUATION	3.21.1 Sentences and Short Paragraphs	3.21.1.1 Use punctuation marks in sentences and paragraphs	<ul style="list-style-type: none"> Punctuating sentences and paragraphs using exclamation marks (!) 	<ul style="list-style-type: none"> Sentences punctuated correctly
3.22 ALPHABETICAL ORDER AND SEQUENCING	3.22.1 Arranging Words and Sentences	3.22.1.1 Arrange words according to alphabetical order	<ul style="list-style-type: none"> Arranging words in alphabetical order (<i>sun, stove, ship, sink - ship, sink, stove, sun</i>) Rearranging given sentences in logical order <ol style="list-style-type: none"> <i>MWANSA MORNING WAKE UP.</i> <i>SHE FACE WASH.</i> <i>MWANSA MARKET GO</i> 	<ul style="list-style-type: none"> Punctuation marks in sentences and paragraphs used correctly

WRITING				
TOPIC	SUB TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.22.2 Using a Dictionary	3.22.2.1 Locate words in a dictionary	<ul style="list-style-type: none"> • Scanning through a dictionary to locate specific words • Extracting definitions of specific words from a dictionary 	<ul style="list-style-type: none"> • Words located in a dictionary accordingly
3.23 SUMMARY	3.23.1 Simple sentences	3.23.1.1 Identify main points of a given text	<ul style="list-style-type: none"> • Reading texts to identify the main points using WH-questions. 	<ul style="list-style-type: none"> • Main points of a given texts identified correctly
3.24 COMPOSITION	3.24.1 Guided Composition	3.24.1.1 Write stories using given vocabulary	<ul style="list-style-type: none"> • Writing stories from picture strips – topical issues (<i>HIV/AIDS, human rights, corruption, substance abuse...</i>) • Composing stories using given vocabulary 	<ul style="list-style-type: none"> • Stories written using given vocabulary correctly

REFERENCES

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