



MINISTRY OF EDUCATION

PRIMARY ENGLISH SYLLABUS

STANDARDS ONE TO SIX

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Foreword

The development of this English syllabus rose from the desire to make English teaching and learning more natural and relevant to the needs of children in Solomon Islands.

The syllabus reflects the principle that children learn any new language through exposure to and use of its vocabulary and grammatical rules through activities that promote reading, writing, speaking and listening in the target language.

The whole language approach to English teaching allows teachers to use locally produced learning materials which reflect the environment, customs, values and life experiences of the children and therefore places English learning firmly within a relevant, natural and meaningful context.

I regard the development of this teaching and learning approach as another important step in our efforts to provide meaningful learning experiences for our children.

As the Minister responsible for the provision of education services in the Solomon Islands, I now endorse the approval of this syllabus for use in primary schools throughout the Solomon Islands.



Honourable William Gigini
Ministry of Education and Training

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Rationale for the inclusion of English in the primary curriculum

English is one of the international languages of the world, the official language of Solomon Islands and the recommended medium of instruction throughout the formal education system.

By the time children enter the formal education system they will have already acquired one or more languages. English should be gradually introduced as an additional language in a classroom environment which allows children to gain confidence through the use of other languages as well as English.

From Standard One onwards, children must hear and see English used naturally throughout the school day so that they can develop their own reading and writing (literacy) skills and listening and speaking (oracy) skills in English.

Through developing their literacy and oracy skills in English, children will be able to find pleasure and interest in stories, poems and other forms of written and spoken English. They will be able to read and listen to stories and other forms of writing about their own culture and the cultures of others. They will also be able to use their literacy and oracy skills to succeed in other areas of the school curriculum as they proceed through their formal education.

Later, as they grow to adulthood, they will gain access to a wealth of knowledge in business, science and technology in English, and to the achievement of their economic, social, political and cultural potential.

Aims of English language education

English is used as the medium of instruction in Solomon Islands' school textbooks and by teachers in all areas of the primary curriculum. Children learn much of their English through immersion in an English-rich environment.

Daily English lessons, based on a whole language approach, should further develop children's ability to communicate confidently and effectively, in both speech and writing, through encouraging the active involvement of children in developing their listening and speaking (oracy) and reading and writing (literacy) skills.

Teachers need to expose their pupils to as much English as possible, in natural contexts which are relevant and appropriate to the age and experience of the children.

Using Nguzu Nguzu story books, teacher's guides and other materials, teachers are encouraged to plan and implement a programme of varied learning activities to meet the specific needs of their pupils.

Aims in Oracy

To develop effective **listening and speaking skills** pupils should learn to:

1. listen, understand and respond to English instructions, directions and questions;
2. organise their ideas and present them in spoken English in a way which is appropriate to their purpose and that of their listener;
3. understand the ways in which the pronunciation of consonants and consonant blends differ in English and the languages of the Solomon Islands;
4. understand and use the vocabulary, pronunciation and grammar of standard international English;
5. understand and use the vocabulary of all subjects of the primary curriculum.

Aims in Literacy

To develop effective **reading and writing skills** pupils should learn to:

1. view reading and writing as both pleasurable and useful activities;
2. read silently, with understanding and enjoyment;
3. read, understand and respond to a wide range of texts, in a variety of styles (genres) written in natural English, across the primary curriculum;
4. read aloud, accurately, fluently, with expression and with understanding;
5. write with appropriate accuracy and precision of handwriting, spelling, punctuation and the organisation of text;
6. write confidently and expressively from their own experience and imagination using a draft-discuss-redraft process;
7. understand that different forms of writing require writers to organise their ideas in particular ways and to use the vocabulary and grammar of standard international English

Scope and sequence

These scope and sequence tables:

- ◆ guide teachers by suggesting the new words, phrases and grammatical rules of English that pupils should be exposed to, by hearing and seeing them used in natural and relevant contexts;
- ◆ help teachers to focus the pupils' learning on some of the many words, phrases and grammatical rules they have already been exposed to;
- ◆ help teachers to focus pupil's learning on the English they will use in other areas of the primary curriculum;
- ◆ help teachers to evaluate their own effectiveness;
- ◆ help teachers to assess the strengths, weaknesses and progress of their pupils' English Language oracy and literacy skills;
- ◆ enable teachers, teacher trainers and school inspectors to use the same framework for pre-service training, classroom teaching and inspection of English language teaching and learning activities;

Activities and objectives in the areas of **Awareness, Knowledge and Skills** are outlined in the scope and sequence tables. It is recommended that teachers re-teach each objective at regular times throughout the years to ensure that children have an opportunity to develop full awareness, knowledge and mastery of skills.

Standard One: Objectives

Awareness

Children should become aware of:

- A1. the pleasure and usefulness of reading and writing in English
- A2. the left to right and top to bottom orientation of letters, words and sentences in English
- A3. the way expression, or intonation in English carries meaning
- A4. the ways writing can help us remember, organise our thoughts and communicate across space and time
- A5. the relationship between punctuation and expression,
eg commas & question marks
- A6. the English narrative form of story telling, with a clear beginning, middle and end
- A7. the sound and written form of English singular and plural nouns
- A8. the ways in which verbs are changed to show when an action happened
- A9. the ways in which contractions sound when spoken and look when written,
eg I'm, I'll & didn't

Knowledge

Children should learn about:

- K1. vocabulary of common objects in their own classrooms and the local environment
- K2. selected vocabulary from reading material
- K3. vocabulary introduced in all subjects of the primary curriculum
- K4. common and useful vocabulary,
eg common greetings, days of the week, times of the day, numbers, ordinal numbers & colours
- K5. determiners,
eg a, an, the & some
- K6. pronouns,
eg he, she, it, I, we & they
- K7. regular plural forms of common nouns,
eg dog-dogs & dish-dishes
- K8. formation of past tense verbs with -ed endings,
eg walk-walked & stop-stopped
- K9. formation of some common irregular past tense verbs,
eg run-ran, buy-bought & am-was-were
- K10. subject - verb - object sentence patterns,
eg The teacher opened the book.

Standard One: Objectives

Skills

Listening

Children should learn to:

- S1. listen to and understand the main ideas of a story
- S2. listen to and understand rhymes, poems, and songs
- S3. listen and respond to simple instructions,
eg stand up, sit down
- S4. listen and wait for their turn to speak
- S5. listen to and differentiate between consonant sounds,
eg p-f, b-d, & s-sh-ch

Speaking

Children should learn to:

- S6. give simple answers to a variety of question types
- S7. give simple instructions
- S8. join in with stories, games, poems, rhymes, songs and drama
- S9. make up or retell a simple story
- S10. talk about their own experiences
- S11. ask simple questions,
eg What...? Who...? Why...?
- S12. join in and take their turn in group talk
- S13. predict how a story might continue
- S14. use vocabulary learnt in other areas of the primary curriculum
- S15. pronounce initial consonants clearly

Reading

Children should learn to:

- S16. look at and understand stories
- S17. recognise all the letters of the alphabet, upper and lower case
- S18. recognise and say common words and phrases found in their stories
- S19. recognise all the letters of the alphabet and the sounds they can produce
- S20. recognise familiar words by making use of initial letter sounds as clues
- S21. recognise alphabetical order

Writing

Children should learn to:

- S22. write their own names correctly
- S23. write common words they've discussed and understood and check them in a picture dictionary when necessary
- S24. recognise and form all the letters of the alphabet in a regular size and shape, starting and finishing in the correct place
- S25. rewrite stories they have heard or made up, in their own words, with some help from the teacher
- S26. write about their own experiences

Standard Two: Objectives

Awareness

Children should become aware of:

- A1. the pleasure and usefulness of reading and writing in English
- A2. different types of writing,
eg narrative story, list & rhyme
- A3. the many uses of writing,
eg to remember, observe, report, plan & communicate
- A4. the ways in which the purpose of writing determines the type of writing
- A5. the value of drafting, discussing and redrafting a piece of writing with improvements and changes

Knowledge

Children should learn about:

- K1. the pronouns, *his, hers, theirs, mine and yours*
- K2. vocabulary relevant to all subjects in the primary curriculum and the local community
- K3. the present simple, present continuous and past continuous tenses
- K4. when to use commas, full stops, speech marks and question marks
- K5. word order of phrases including adjectives or adverbs
- K6. the repetition of adjectives (but never verbs or nouns) as intensifiers,
eg It is very, very hot.
- K7. the formation of irregular plurals,
eg baby-babies & person-people
- K8. intonation patterns for questions and ways of using tone of voice to show different emotions
- K9. rules for forming regular comparatives and superlatives,
eg old, older & oldest
- K10. formation of more irregular past tense verbs,
eg swim-swam & break-broke

Standard Two: Objectives

Skills

Listening

Children should learn to:

- S1. listen and respond to questions, instructions and directions
- S2. listen and follow stories with understanding
- S3. listen and wait for their turn to speak
- S4. listen and hear differences between *p-f*, *b-d* & *s-sh-ch* and other consonants and consonant blends
- S5. seek out opportunities to listen to English outside the classroom
- S6. listen to and recognise English stress patterns in stories, rhymes, poems and songs

Speaking

Children should learn to:

- S7. answer a variety of question types, organise ideas and choose appropriate language
- S8. retell a known story
- S9. talk about a personal experience
- S10. finish off a story with a clear ending
- S11. tell a story they have made up themselves
- S12. explain their reasons for a choice
- S13. ask questions more confidently
- S14. take equal turns in group talk
- S15. pronounce clearly a range of vowels, initial and final consonants and consonant clusters

Reading

Children should learn to:

- S16. seek out opportunities to read with the teacher and alone
- S17. read and understand stories, rhymes, etc.
- S18. develop a range of skills to identify and read known words,
eg a sight vocabulary
- S19. develop a range of skills to identify and read new words,
eg using a picture clue
- S20. recognise all letters of the alphabet in both lower and upper case
- S21. recognise, read and understand contractions,
eg I'll, didn't & there's
- S22. recognise punctuation marks, including full stops, commas, speech and question marks and understand their purpose
- S23. recognise irregular plurals in print
- S24. use a picture dictionary

Writing

Children should learn to:

- S25. write all letters of the alphabet, upper and lower case, in a consistent style, size and shape
- S26. write common letter strings,
eg -ing & -ed and words from a range of known vocabulary
- S27. write simple words, phrases and sentences in story, list, message or letter form and check spellings in a picture dictionary
- S28. write new stories and books or rewrite known stories set in the past tense
- S29. write for an audience other than their teacher

Standard Three: Objectives

Awareness

Children should become aware of:

- A1. the many uses of reading in the local community and beyond
eg newspapers, posters, letters, shop prices
- A2. the many uses of writing in the local community and beyond
eg letters, diaries, shopping lists
- A3. the ways in which the purpose and likely listeners influence the level of formality or informality of speaking,
eg talking to friends or talking to a visiting official
- A4. the ways in which the purpose and likely readers influence the type of writing,
eg a poem, story, report, list, etc.
- A5. the value of drafting a piece of writing, talking about it and then redrafting it with improvements and changes

Knowledge

Children should learn about:

- K1. more complex vocabulary relevant to all subjects of the primary curriculum and useful in the local and wider community
- K2. future tenses
- K3. countable and uncountable nouns and agreement between the words,
eg a, some & any and the correct verb forms
- K4. conjunctions,
eg and, but, also
- K5. markers used to show cause and effect,
eg if ... then.....
- K6. markers used to show sequence,
eg first, then, after & finally
- K7. joining simple sentences together to provide a variety of sentence types
- K8. rules for forming irregular superlatives,
eg good, better & best

Standard Three: Objectives

Skills

Listening

Children should learn to:

- S1. listen and respond to more complex questions and sequences of instructions, *eg Why...? What if...?*
- S2. listen and identify the main point of a story as well as supporting details
- S3. listen and differentiate between story and fact
- S4. listen and differentiate between the sounds of English and the sounds of Pijin, especially all vowel sounds, initial and final consonants and consonant clusters
- S5. seek out opportunities to listen to English outside school

Speaking

Children should learn to:

- S6. give a sequence of instructions or directions
- S7. answer a variety of question types, organise ideas and choose appropriate answers quickly and with precision
- S8. ask questions including those beginning with, *How.....? & Why.....?*
- S9. express an opinion
- S10. develop confidence in the ability to adapt what is said to a specific audience
- S11. give their reasons for making a choice
- S12. use tone of voice and appropriate rhythm and stress to convey meaning

Reading

Children should learn to:

- S13. seek out opportunities to read alone
- S14. read silently and with understanding
- S15. develop a wider range of skills to identify and understand new words, *eg context clues & phonic clues*
- S16. look for and recognise prefixes, suffixes, and roots to help with new text
- S17. read known stories aloud, with confidence and expression
- S18. use a simple word dictionary

Writing

Children should learn to:

- S19. write all letters of the alphabet clearly and consistently in size, shape and spacing
- S20. use the appropriate upper and lower case letters in free writing
- S21. write and illustrate short books, stories, diaries, reports of their own experiences, letters or messages in draft form and then rewrite following advice from the teacher
- S22. spell a wider range of known words in their free writing and use a dictionary to check
- S23. spell correctly words with a prefix or suffix in their free writing
- S24. use commas, full stops, apostrophes, question and speech marks correctly in their writing
- S25. write for audiences outside the classroom
- S26. use contractions appropriately in their writing

Standard Four: Objectives

Awareness:

Children should become aware of:

- A1. the ways in which listening and speaking in English will help them in a range of local and national contexts at the present time and in their adult lives
- A2. the ways in which reading and writing in English will help them in a range of local and national contexts, at the present time and in their adult lives
- A3. a range of different types of spoken and written English, including; stories, reports of local events, news reports, timetables and forms and the ways in which their style is determined by the proposed audience and purpose
- A4. the different ways in which we alter our reading skills according to the type of reading activity and our reasons for reading
- A5. the value of talking about writing in English before writing a first draft and again before writing an improved final draft
- A6. the ways in which English differs from the languages of the Solomon Islands including Pijin, in terms of word order, pronunciation, intonation, rhythm and stress

Knowledge

Children should learn about:

- K1. more complex vocabulary as used locally and nationally
- K2. common acronyms and abbreviations,
eg am, pm, PM, MP, cm, m, UN
- K3. words of direction and place,
eg north, south, east, west, closer to, further from, not far, a long way
- K4. prepositions for place and time
eg in, at, by, on, to
- K5. words used to explain a period of time,
eg not long, half an hour, half a day, too long
- K6. linking words,
eg and, but, also, however, although, either, nor
- K7. question tags,
eg Today's Friday, isn't it?.....You like fish, don't you?.....You're sleepy, are you?
- K8. words used to form questions,
eg Can.....?, Will.....?, Do.....? Is.....?
- K9. past and present tenses
- K10. prefixes, suffixes and roots of words
- K11. the spelling of a range of words with silent letters
eg knife, write, yolk, debt
- K12. uncountable and countable nouns,
eg much or many, anybody, somebody or nobody

Standard Four: Objectives

Skills

Listening

Children should learn to:

- S1. listen and identify the main points of stories, short informative talks and news reports of local events
- S2. listen and differentiate between story and informative talk, news reporting, commands and warnings
- S3. listen to and understand an informative talk
- S4. take and deliver oral messages directly from a speaker or by telephone
- S5. listen and differentiate between the intonation used in a statement and a question
- S6. listen and differentiate between the sounds of English and the sounds of Solomon Island languages including Pijin, especially vowel sounds and initial or final consonants

Speaking

Children should learn to:

- S7. give more detailed directions using points of a compass and a variety of words and phrases showing the relationship between places
- S8. use relevant language related to time
eg in half an hour, the day before yesterday, the day after tomorrow
- S9. agree and disagree politely and appropriately
- S10. develop a wide range of skills to identify, understand and pronounce new words
- S11. ask a wider range of questions
- S12. use intonation, rhythm, stress and tone to convey meaning clearly
eg use intonation to show when making a statement or asking a question
- S13. explain an idea in greater detail

Reading

Children should learn to:

- S14. read silently, identify main points and supporting details and understand the writer's purpose
- S15. read and identify sufficient detail to achieve their purpose
- S16. read for enjoyment and pleasure
- S17. develop a wider range of skills to identify and understand more complex new words
- S18. read and understand directions, instructions, commands and warnings
- S19. read a wider range of known texts aloud, with understanding, confidence and expression
- S20. seek out opportunities to read alone by selecting materials of interest

Writing: Children should learn to;

- S21. use appropriate upper and lower case letters in all their free writing
- S22. use punctuation (commas, full stops, apostrophes, question and speech marks) in all their free writing such as stories, letters and news reports
- S23. use a range of sentence types including short simple sentences and longer complex ones
- S24. use redrafting as an opportunity to improve their writing
- S25. select vocabulary appropriate for the type of writing, its purpose and audience
- S26. write brief and concise messages,
eg reminders, shopping lists
- S27. write for audiences outside the classroom and outside the local community

Standard Five: Objectives

Awareness

Children should become aware of:

- A1. the many ways in which using English, spontaneously and confidently in a range of local, national and international contexts will help them at the present time and in their adult lives
- A2. a wider range of different types of spoken and written English such as speeches, radio requests, service messages and reports and the ways in which their form and style is determined by the proposed audience and purpose
- A3. the value of talking about their own ideas in English before writing a first draft and again before writing an improved final draft
- A4. the many ways in which spoken and written English can differ in terms of style, organisation and appropriate vocabulary

Knowledge

Children should learn about:

- K1. a wider range of vocabulary as used nationally and in a limited number of international contexts such as sport, the environment and current affairs, including complex vocabulary from subjects across the primary school curriculum
- K2. a range of words with similar meanings (synonyms) and opposites (antonyms) and words which sound the same but are spelt differently (homonyms)
- K3. comparatives and superlatives
- K4. a range of prepositions as used in different contexts
eg on Monday morning... they arrive at... he's angry with me... the reason for.....
- K5. a range of structures used to agree and disagree whilst talking in small groups,
eg I can see your point but I think you're right
Yes, but I don't agree with that because.....
- K6. a range of structures used to persuade people to agree during small group discussions,
eg. Don't you think I believe that don't you? The fact is
- K7. a wider range of cues to talk at length
eg Tell me about..... Explain what happens if.....
- K8. all common tenses
- K9. the use of the correct articles for countable and uncountable nouns,
eg any water, some water, much water
any beans, some beans, many beans
- K10. the spelling of a wider range of words with silent letters and consonant clusters
eg Christmas, taught, enough, edge
- K11. the meaning of the terms noun, pronoun, adjective, adverb, verb and preposition
- K12. ways of linking two short sentences (or phrases) in speech and writing to make a longer complex sentence which is easy to understand
- K13. terms such as author, title, contents page, index, catalogue, chapter, title and subheading

Standard Five: Objectives

Skills

Listening

Children should learn to:

- S1.** listen, identify and differentiate between the main points and relevant details of stories, talks, radio requests, service messages and news reports of local and national events
- S2.** listen to speakers who are happy, angry, irritated, frightened, amused, etc. and identify the mood correctly
- S3.** listen to and differentiate between the sounds of English which they find most difficult, particularly consonants and consonant clusters,
eg the and this; wealth, truth and weather; sea and she; sell and shell; very, ferry and berry; through and three

Speaking

Children should learn to:

- S4.** answer a wide range of question types and requests for information by responding quickly and at some length
- S5.** agree and disagree appropriately in different ways during one to one and small group debates
- S6.** use their skills of persuading, agreeing and disagreeing in small group debates
- S7.** discuss their ideas and their suggested solutions to problems confidently, taking and giving turns and avoiding being interrupted
- S8.** develop a wide range of skills to identify, understand and pronounce new words

Reading

Children should learn to:

- S9.** read an increasingly wide range of texts, including magazine articles, reports, news reports and stories, and quickly identify the main ideas and relevant details without assistance
- S10.** read and understand implied or indirect meaning
- S11.** use skimming and scanning when reading for information
- S12.** read descriptions of processes and events and identify the sequence of events and the method of organisation used such as chronological, spatial or general to detail
- S13.** seek out opportunities to read alone by selecting materials which are of interest to them

Writing

Children should learn to:

- S14.** use the conventions of upper case and lower case letters and punctuation (capital letters, commas, full stops, question and speech marks) in their free writing
- S15.** use a range of sentence types and linking devices to create a variety of text types which are clear, concise and comprehensive, redrafting where necessary to restructure long confusing sentences into shorter easier to understand ones
- S16.** use paragraphs to organise their writing
- S17.** use a talk - draft - talk - redraft process for the writing of longer texts
- S18.** write shorter texts quickly, accurately and without assistance
- S19.** choose appropriate vocabulary to label diagrams and complete charts, posters and maps

Standard Six: Objectives

Awareness

Children should become aware of:

- A1. an extensive range of different genres of spoken and written English, in different contexts and the ways in which their form and style is determined by the proposed audience and purpose
- A2. the value of discussing ideas in English before and during the drafting and redrafting process and on completion of longer pieces of writing
- A3. the value of speaking and writing, without lengthy preparation, both briefly and at length
- A4. the many ways in which spoken and written English can differ in terms of style, organisation and choice of vocabulary
- A5. the ways in which English, as the official language of the Solomon Islands, is used for communication

Knowledge

Children should learn about:

- K1. more complex vocabulary, including a range of words from across the primary curriculum
- K2. synonyms and antonyms of known words and revision of homonyms
- K3. prepositions
- K4. a wider range of words with irregular spelling
eg people, league, choir, sphere
- K5. the use of rhythm and stress in more complex sentences
- K6. additional ways of agreeing and disagreeing in small and large groups
- K7. a range of words and phrases used when finding things out, such as questions, question tags, summarising an issue and asking for confirmation and checking by comparison
eg So, its further from Honiara to Auki than it is to Tulagi, is it?
- K8. the meaning of noun, pronoun, adjective, adverb, verb and preposition

Standard Six: Objectives

Skills

Listening

Children should learn to:

- S1. identify the rhythm and stress of everyday speech and how it is used to indicate main points and subordinate detail.
eg No, it's your turn to wash the dishes!
- S2. listening to the reading of a wide range of different texts or genres from local, national and international contexts and identify their source and purpose
- S3. listen to a wide range of speech, talk or conversation to identify the speaker's mood and intention

Speaking: Children should learn to:

- S4. use a range of strategies for requesting, checking and giving information and assistance, face to face and by telephone
- S5. agree and disagree in different ways during small and large group discussions and debates
- S6. ask and answer an extensive range of question types, speaking at length where appropriate
- S7. speak at length, with and without preparation
- S8. present short plays, improvised or scripted in class
- S9. use the rules of standard international English for all pronunciation, intonation, rhythm and stress

Reading: Children should learn to:

- S10. read a wide range of texts silently, without finger pointing, and identify the main ideas
- S11. read a wide range of texts silently and quickly to pick out details as required
- S12. read and differentiate between fact and opinion
eg in advertising, newspaper editorials
- S13. read and identify the writer's point of view or bias,
eg in news reporting
- S14. read unknown texts with confidence and understanding, using a range of strategies to deal with new words and new types of text
- S15. use dictionaries and other reference books to support independent learning
- S16. seek opportunities to read informative material which will enable them to enhance their everyday lives

Writing: Children should learn to:

- S17. use a variety of sentence types, linking devices and paragraphing in all their free writing
- S18. use a talk - draft - talk - write process to write a range of different types including letters, reports on local, national and international events, descriptions of processes, poems and stories

Assessment

Teachers should continually assess the progress of the children and base their lessons on the children's needs rather than on the need to follow a prescribed programme.

Assessments should be based on the objectives contained in the English syllabus. The accompanying Nguzu Nguzu Teacher's Guides contain reminders for teachers to make assessments at regular intervals. These reminders appear as questions to the teacher, with a cross reference to a skill or knowledge from the scope and sequence tables in brackets, as in the example below.



Can all the children listen and differentiate between story and fact? (S3)

Continuous assessments should be made during lessons by observation of the children as they perform classroom tasks. In this way the teacher can be quickly alerted to children's learning difficulties and can take steps to help overcome their difficulties.

Suggested timetable for Standards One to Six

The whole language approach promoted by this syllabus recognises that learning does not take place in a fragmented, programmed way but that all aspects of language (listening, speaking, reading and writing) are interrelated. For this reason, the timetable does not divide English into prescribed lessons. The teacher must design their own timetable to suit the needs of the children and the activities they are involved in.

Teachers must provide a balanced programme to cover all the specified learning objectives.

The following timetable is recommended, although it may be adapted to suit local needs and circumstances.

Suggested timetable for Standards One to Six					
7.45 - 8.00	Assembly and Registration				
8.00 - 8.20	Christian Education				
8.20 - 9.00	Mathematics				
9.00 - 10.15	Language activities talking, poems, rhymes, shared reading, guided reading, oral activities, writing activities, handwriting, spelling, grammar, drama				
10.15 - 10.45	Break				
10.45 - 11.45	Language activities talking, poems, rhymes, shared reading, guided reading, oral activities, writing activities, handwriting, spelling, grammar, drama				
11.45 - 12.15	Community Studies				
12.15 - 12.40	Health Education	Science and Agriculture	Art and Craft	Science and Agriculture	Health Education
12.40 - 13.00	Physical Education	Health Education	Music	Health Education	Physical Education

Recommended teaching materials

Primary English In-service materials.

Materials include Nguzu Nguzu English In-service Course books, posters and booklets. The course book forms part of the in-service training offered by the Curriculum Development Centre to launch the new English Curriculum. It gives valuable advice on how to plan and conduct varied and interesting lessons and includes teaching techniques such as Shared Reading and Guided Reading. A video film entitled Teaching Reading accompanies the Primary English In-service Course.

Nguzu Nguzu English Teacher's guides for Standards One to Six.

Nguzu Nguzu English Teacher's Guides give ideas for English language learning activities based on the whole language approach recommended for Standards One to Six. The guides suggest ways in which teachers can create a stimulating learning environment in the classroom and make use of the natural environment outside the classroom.

Children's books and materials for Standards One to Six.

Nguzu Nguzu is a series of locally produced story books which reflect the natural environment, culture and experience of the children. Guided Reading books contain short rhymes and a variety of texts in different styles. English Textbooks contain varied activities based on a range of language genres found in the locality and based on the children's own experiences. The Nguzu Nguzu Picture Dictionary contains relevant vocabulary in picture and alphabetical sections.

The Nguzu Nguzu materials produced by the Curriculum Development Centre are the recommended texts for all Primary schools. Additional texts may be used as supplementary materials. Nguzu Nguzu English Teacher's Guides are carefully cross referenced with this syllabus.



Nguzu Nguzu English