

ENGLISH LANGUAGE SYLLABUS - GRADE 6

Competencies/ competency levels

1. Identifies the sound system of English language

1.1 Discriminates sounds properly

Content and activities

Students should by now be familiar with the sound system of the English language and be able to discriminate between long and short vowel sounds, and to distinguish in speaking and listening between letters that are subjected to confusion (i.e. /f/,/p/ – /v/,/w/). They should also be clear about the need to sound consonant clusters that are not common in the mother tongue (i.e., final /s/ after consonants and word initial /s/)

Reading aloud, with concentration also on observing marks of punctuation, should be practised. Fun rhymes that provide opportunities to practise unfamiliar sounds should also be used.

Skills involved: Speaking and reading (loud reading)

2. Uses mechanics of writing with understanding

2.1 Writes capital and simple letters properly

2.2 Uses the full stop and question mark appropriately

Content and activities

Students should write capital and simple letters properly and use full stops and question marks correctly. They should understand the use of apostrophes and inverted commas. They should appreciate the need for consistency, in making lists for instance.

Copy writing and dictation where emphasis has to be on spelling should be used, while some imaginative writing, for instance making poems, where consistent use of capitals and other punctuation can be practised.

Skills involved: writing

3. Engages in active listening and responds appropriately

3.1 Answers basic questions while listening to a text

3.2 Listens to a short message and acts accordingly

3.3 Listens and follows instructions

Content

Students should engage in active listening and respond appropriately, and in particular

- answering basic questions while listening to a text
- understanding and giving short messages
- participating in conversations
- listening to and following instructions

Students should be given much practice in listening and answering / acting, with extracts from manuals and guides in addition to other texts. Games involving the transmission of messages may be employed. Note that texts at appropriate language levels should be employed.

Skills involved: listening and speaking

4. Builds up vocabulary using words appropriately and accurately to convey precise meaning

4.1 Uses English words accurately and appropriately

4.2 Infers meaning of unfamiliar words

Content

Vocabulary level should encompass about 1500 (250 words should be in the *productive vocabulary) words at this stage, with the ability to differentiate between nouns and verbs. They should be familiar with **proper nouns, common nouns, count and mass nouns**, as well as **link verb 'be' and transitive and intransitive verbs**. Students should also be willing to try to infer the meaning of unfamiliar words, for which practice should be provided through texts where sufficient clues for this purpose are available. Attention to accuracy and appropriacy should be encouraged, with encouragement, however, of students willing to use their own language in writing and speaking.

*** Productive vocabulary- they should know;**

- **Spelling**
- **Pronunciation**
- **How to use them in proper context**
- **Collocation**
- **Different forms**

Skills involved: listening, speaking, reading and writing

5.Extracts necessary information from various types of texts.

5.1 Selects important parts of a simple text

5.2 Extract specific information from a text

Content

Students should

- recall the main points of short passages they have read
- read paragraphs aloud with understanding
- get the main ideas / important points from a written text (skim)
- read and guess what will follow in a narrative
- extract specific information from a text (scan)
- select relevant information from a dialogue or a text and present it in their own words
- infer meanings of unfamiliar words using contextual clues

Skills involved : reading, writing

6. Uses English grammar for the purpose of accurate and effective communication

6.1 Identifies the agreement between subject and verb/ determiner and noun

6.2 Identifies the grammar of a sentence

6.4 Constructs simple sentences

6.4 Participates in conversations using language appropriately and accurately

Content

Structures - these should be taught through examples from the texts they read

Students should master -

- The subject – verb structure, with objects or complements or adverbs
- Negatives and questions using the above
- Subject – verb agreement
- Prepositional phrases, **e.g. *in the house, on the table, before school***
- Modal verbs such as ***may*** and ***can***
- Negatives and questions with modal verbs
- Sentences with coordinating conjunctions, e.g. ***and, but or***

Students should be introduced to –

- Present and Past Simple /Continuous tenses
- Possessive pronouns, **e.g. *mine, yours, his, hers*** and their usage in contrast to possessive adjectives, **e.g. *my, your, his, her***

Skills involved : reading, writing, listening and speaking

7. Uses English creatively and innovatively in written communication

7.1 Writes a simple paragraph effectively

7.2 Writes descriptions of things, places and people

Content and activities

Students should

- compose short, connected narratives
- write descriptions of things, places and people
- use paragraphs appropriately and effectively
- pay attention to spellings in writing

Activities should include wall magazines and group projects, connected with reports they may prepare for other subjects. Continuing stories of which the opening paragraphs are given should be attempted, with credit given for imagination as well as good writing and coherence. Students should be encouraged to be brief in their writing, avoiding repetition and redundancy. Assessment of letters too should reflect these aspects.

Skills involved: writing

8. Communicates clearly, fluently and concisely

8.1 Greets appropriately and responds to greetings

8.2 Takes leave appropriately

8.3 Introduces self and others

8.4 Seeks and grants permission

8.5 Makes and responds to requests properly

8.6 Describes places and people using proper adjectives

Students should communicate clearly, fluently and concisely, with particular attention to the following functions

- seek and grant permission
- understand and give short messages
- participate in conversations
- describe people, places and things, with proper use of verbs and adjectives
- introduce self and others
- make and respond appropriately to requests
- greet (and part) appropriately and responds to greetings / partings

Students should use role-plays, language games and improvisations, with emphasis on preparation and presentation. Dialogues should be used sparingly in the text, and should be designed to evoke language from students. They should be encouraged to prepare presentations for instance about their neighbourhood, or other topics learnt in other subject areas.

Skills involved: listening, speaking, reading and writing

In addition to the above, students should revise previous work and be helped to master the skills, functions and structures noted previously, especially those related to speech. Consolidation of previous work is very necessary at this stage if students are to progress.

Note that a range of structures will occur in the texts, but that **not all of these need to be taught at this stage**. A few structures are mentioned as being introduced, which means the teacher should try to make sure that students use these correctly through example and practice. The teacher need not actually teach these, except very briefly where explanations are provided in the student book. **Concentrate on making sure that students can correctly use the structures mentioned here when and where necessary.**