KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

FRENCH

GRADE 4

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.

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

PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it corporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.

DR. BELIO R. KIPSANG, CBS
PRINCIPAL SECRETARY STATE DEPARTMENT FOR
EARLY LEARNING AND BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.

PROF. CHARLES O. ONG'ONDO, PhD., MBS.
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

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

2. **Promote social, economic, technological and industrial needs for national development**
   Education should prepare the learner to play an effective and productive role in the nation.

   a) **Social Needs**
      Education should instil social and adaptive skills in the learner for effective participation in community and national development.

   b) **Economic Needs**
      Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

   c) **Technological and Industrial Needs**
      Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. **Promote individual development and self-fulfilment**
   Education should provide opportunities for the learner to develop to the fullest potential. These include development of one's interests, talents and character for positive contribution to the society.

4   Promote sound moral and religious values

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

5.   Promote social equity and responsibility

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

6.   Promote respect for, and development of Kenya's rich and varied cultures

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

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

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

8.   Good health and environmental protection

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

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

a) Use verbal and or non-verbal cues to convey information in varied contexts.
b) Demonstrate mastery of number concepts to solve problems in day to day life.
c) Use appropriate social skills, moral and religious values to positively impact the society.
d) Develop individual talents and interests for self-efficacy.
e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
f) Devise innovative strategies for environmental conservation and sustainability.
g) Apply digital literacy skills for learning and enjoyment.
h) Appreciate Kenya's rich and diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Kenya is part of the international community and therefore the learner shall be given an opportunity to learn foreign languages in addition to the national, official and indigenous languages. These foreign languages include: Arabic, French, German and Mandarin. The Learner is expected to acquire the four language skills: listening, speaking, reading and writing at a basic level in a non-formal curriculum. This will give the learner an opportunity to acquire language competencies in an experiential, innovative and flexible programs. Foreign languages learning at this level is guided by social-constructivism and environmental theories. Learning of these languages will promote international consciousness and appreciation of one's own and other cultures. The learner will transit to senior school having acquired basic proficiency equivalent to A1/YCT2.

SUBJECT GENERAL LEARNING OUTCOMES

a) Develop the ability to use the language for purposes of practical communication.
b) Appreciate the culture of other people to promote national and international relationship for peaceful co-existence.
c) Contribute to the cognitive and affective development of the student.
d) Provide enjoyment and intellectual stimulation.
e) Promote positive attitudes and develop an appreciation of the value of language.

SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub-Strands	Time Allocation
1.0. Listening and speaking	1.1 Interactive speaking 1.2 Oral expression 1.3 Interactive listening 1.3 Active listening 1.4 Listening for information	27 Lessons
2.0. Reading	2.1 Reading aloud 2.2 Reading for understanding 2.2 Guided reading	18 Lessons
3.0. Writing	3.1 Guided writing	9 Lessons
TOTAL		54 + 6 Lessons for Showcasing

STRAND 1: LISTENING AND SPEAKING

Theme 1: Greetings and Introductions				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1. Listening and speaking	**1.1 Phonological awareness** *Phonetic awareness Vocabulary Pronunciation Recognising tone*	By the end of the sub-strand, the learner should be able to: a) recognise letter sounds in words from audio stimuli, b) articulate words correctly in oral interactions, c) appreciate the importance of correct pronunciation in interactive communication.	The learner is guided to: • greet and respond to friends in their own varied local languages, • listen to audio materials to identify greetings in French, • listen to vocabulary with the sound ($[ʒ]$ *e.g bonjour, je, jour),* • recite the French alphabet, • spell their name and their friend's using the French alphabet, • watch short video clips on greetings from digital devices, • greet as many friends as possible in a mingle-mingle activity in French.	Why is correct pronunciation important?

Core competencies to be developed:
Communication and Collaboration: These are enhanced as the learner speaks clearly and effectively using appropriate language, expression and gestures while greeting friends in a mingle-mingle activity.
Values:
Respect: This is enhanced as the learner appreciates the diversity in different languages as they greet and respond to friends in their varied local languages.
Pertinent and contemporary issues (PCIs):
Citizenship: Social cohesion is nurtured as the learner embraces the cultural differences while greeting each other in different languages.
Link to other learning areas:
The learner relates the concept of greetings to the same concept in English and Kiswahili.

Theme 2: Family				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1. Listening and speaking	**1.2 Imitative speaking** *Turn taking Non-verbal communication Active engagement*	By the end of the sub-strand, the learner should be able to: a) identify vocabulary and expressions in oral interactions, b) imitate sounds and words as articulated from the source, c) show interest towards correct pronunciation.	The learner is guided to: ● listen and repeat vocabulary on members of the nuclear family (*père, mère, enfant; mère, enfant; père, enfant),* ● role-play introduction of members of their nuclear family with peers, ● watch in turns audio visuals of different family compositions *(Qui est-ce ? C'est mon père),* ● sing songs with vocabulary related to family members.	How do you improve your pronunciation skills?
Core competencies to be developed: Communication and Collaboration: These are enhanced as the learner contributes to group decision making by recognising the value of others' ideas during discussions while carrying out drills collaboratively.				

3

Values:
Love: Learner demonstrates love for their family as they sing songs with vocabulary related to family members.

Pertinent and contemporary issues (PCIs):
Citizenship: Social cohesion is embraced as the learner appreciates the different compositions of various families.

Link to other learning areas:
The vocabulary learned on members of a nuclear family is similar to the concept of types of families in Social Studies.

Theme 3: My Surroundings

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.Listening and speaking	**1.3 Listening for gist** *Identifying key words* *Summarising* *Vocabulary*	By the end of the sub-strand, the learner should be able to: a) identify general information from audio stimuli/texts, b) use information from audio stimuli in interactive communication contexts, c) develop a positive attitude towards listening as a skill for effective communication.	The learner is guided to: ● Listen to songs on my house and identify names of different rooms and items, ● use digital devices to source for videos on presentation of a house, ● listen to presentations on my house by fellow learners, ● play hide and seek games to locate household items as directed by audio stimuli, ● listen to instructions and put items at their right places, ● discuss with peers the need for orderliness in the house to avoid accidents.	Why is it important to pay attention while listening?

Core competencies to be developed:
Critical thinking and Problem solving: These are developed as the learner follows simple instructions to solve and complete tasks as they put items in their right places.

Values:	
Responsibility: This is achieved as the learner maintains personal discipline while sourcing videos on the internet without deviating to other sites.	
Pertinent and contemporary issues (PCIs):	
Safety and Security: As learner demonstrates orderliness for safety and to avoid damages.	
Link to other learning areas:	
Learner links the concept of prepositions and adverbs of place to the same concept in English and Kiswahili.	

Theme 4: Telling Time				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1. Listening and speaking	**1.4 Phonological awareness** *Phonetic awareness* *Vocabulary* *Pronunciation* *Intonation*	By the end of the sub-strand, the learner should be able to: a) recognise letter sounds in words from audio stimuli, b) articulate words correctly in oral interactions, c) appreciate the importance of correct pronunciation in interactive communication.	The learner is guided to: ● Sing songs about days of the week and related activities, ● listen to and repeat words with the sound [d] and [R], ● watch audio-visual clips on days of the week and related activities, ● participate in rhyming games to acquire vocabulary on days of the week with peers, ● discuss the different activities that they engage in throughout the week, ● discuss the importance of managing time.	Why is correct intonation important?

				• play the syllable-clapping game jointly for articulation.	

Core competencies to be developed:
Self-efficacy: This is developed as the learner is able to share his/her experiences with peers while discussing the different activities that s/he engages in throughout the week.

Values
Responsibility: The learner is enlightened on proper time management as they discuss the importance of spending time wisely.

Pertinent and contemporary issues (PCIs):
Social cohesion: This is enhanced as the learner appreciates each other's contributions while discussing the different activities that they engage in throughout the week.

Link to other learning areas: Learner links the concept of songs to the same concept in Creative Arts.

Theme 5: Fun and Enjoyment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.5 Listening for gist** *Skimming Vocabulary Identifying key words*	By the end of the sub-strand, the learner should be able to: a) identify general information from audio stimuli/texts, b) reproduce information from audio stimuli, c) appreciate the role of listening in oral communication.	The learner is guided to: ● listen to audio-visual materials to identify fun activities on birthdays, ● carry out short dialogues in pairs, ● listen to birthday songs and sing along, ● share the details and activities that they do on their birthdays jointly, ● create mimes and verbalise them in joint activities.	How do you identify key words in a text?

Core competencies to be developed:
Citizenship: This is developed as the learner interacts with others appropriately while creating mimes and verbalising them jointly.

Values:
Love: This is enhanced as the learner shows concern for others while they share about details and activities that they do on their birthdays.

Pertinent and contemporary issues (PCIs):
Self-esteem: This is enhanced as learners become more confident while sharing the details and the activities that they do on their birthdays.

Link to other learning areas:
Learner links the concept of birthdays to the concept of ordinal numbers in Mathematics.

Theme 6: Foods and Drinks				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1. Listening and speaking	**1.6 Imitative speaking** *Repetition Nonverbal communication Intonation Engagement*	By the end of the sub-strand, the learner should be able to: a) outline vocabulary and expressions from audio material, b) imitate pronunciation of sounds and words as articulated from source, c) show interest in speaking activities.	The learner is guided to: ● listen to and repeat names of food items and drinks, ● listen to audio-visual material relating to food items to pick out vocabulary, ● listen to and repeat sentences relating to food and drinks *(Qu'est-ce que c'est? C'est un/une + nom/ Ce sont des + nom),* ● repeat from audio stimuli the various foods found in different parts of the world and compare them with the foodstuff from their locality, ● group food items and drinks into healthy and unhealthy, ● Play games to practice vocabulary related to food and drinks.	What do you do to pronounce words clearly?

Core competencies to be developed:
Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas while grouping food and drinks into healthy and unhealthy.
Values:
Respect: This is enhanced as the learner respects diversity while comparing foodstuff from around the world to their own.
Pertinent and contemporary issues (PCIs):
Health promotion (healthy and unhealthy eating): This is enhanced as the learner is sensitised on healthy and unhealthy foods.
Link to other learning areas:
The learner links the concept of healthy and unhealthy foods to the similar concept in Agriculture and Nutrition.

Theme 7: My Body

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1. Listening and speaking	**1.7 Phonological awareness** *Phonetic awareness* *Repetition* *Intonation* *Pacing*	By the end of the sub-strand, the learner should be able to: a) recognise letter sounds in words from audio stimuli, b) articulate words in oral interactions, c) appreciate the importance of correct pronunciation in interactive communication.	The learner is guided to: ● listen to audio materials and pick out vocabulary on the different parts of the body, ● listen to, and repeat sentences related to parts of the body *(J'ai + number + parts of the body p.e. J'ai deux mains),*	What do you do to improve your listening skills?
			● discuss about the different physical features in people, ● source for audio-visual material from the internet with vocabulary on parts of the body, ● sing songs about parts of the body.	

Core competencies to be developed: Digital literacy: This is developed as the learner uses digital learning platforms for continuous learning and development while sourcing texts on the parts of the body.
Values: Respect: The learner shows respect for others while discussing about the different physical features in people.
Pertinent and contemporary issues (PCIs):   Self-awareness: The learner is made aware of self while learning about the parts of the human body.
Link to other learning areas: The learner links the concept of parts of the human body to the same concept in Integrated Science.

Theme 8: Weather and Environment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1. Listening and speaking	**1.8 Phonological awareness** *Phonetic awareness Intonation Chunking*	By the end of the sub-strand, the learner should be able to: a) identify letter sounds from audio stimuli, b) articulate words correctly in oral interactions, c) appreciate the importance of correct pronunciation in communication.	The learner is guided to: ● watch and listen to audio-visual materials on weather and identify weather features *(soleil, vent, nuage),* ● listen to songs about weather features and pick out related vocabulary, ● group weather features into friendly and harsh categories and how to avoid them, ● recite poems on weather features with specific sounds *(nuage, orage, neige, déluge, gèle),* ● research vocabulary on weather features from digital devices and other sources, ● recite tongue-twisters collaboratively.	How do you differentiate letter sounds?

Core competencies to be developed:
Learning to learn: This is developed as the learner builds on his/her own learning experiences as they research vocabulary on physical features from digital devices.
Values:
Responsibility: This is nurtured as the learner is aware of the harsh weather conditions and measures and how to avoid them.
Pertinent and contemporary issues (PCIs):
Disaster risk reduction: The learner is made aware of friendly and harsh weather conditions and how to avoid them.
Link to other learning areas:
Learner links the concept of weather features to the same concept in Social Studies.

Theme 9: Getting Around				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1. Listening and speaking	**1.9 Imitative speaking:** *Phonetic awareness Modeling Engagement Pronunciation*	By the end of the sub-strand, the learner should be able to: a) identify vocabulary and expressions from audio stimuli, b) imitate pronunciation of sounds and words as articulated from source, c) show enthusiasm towards speaking activities.	The learner is guided to: ● recite poems on areas in a home, ● listen to and sing songs on objects found in a home, ● play games jointly to state the location of areas in a home, ● discuss on proper storage of items at home to avoid damages and accidents, ● listen and follow instructions on putting items in their right places, ● participate in simple simulations on asking for and giving direction.	How do you engage your listener in oral communication?

Core competencies to be developed: Critical thinking and Problem solving: These are developed as the learner demonstrate that they can follow simple instructions to complete tasks while putting items in their right places.
Values: Unity: This is nurtured as the learner appreciates the need for collaboration while playing games jointly to state the location or position of areas in a home.
Pertinent and contemporary issues (PCIs):   Safety and security: This is enhanced as the learner is sensitized on the proper placement of items in the house to avoid accidents.
Link to other learning areas: The learner links the concept of prepositions of place with the same concept in English and Kiswahili.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to recognize sounds from letter combinations.	Learner recognizes all the targeted sounds from a given audio stimuli and in more complex context.	Learner recognizes all the targeted sounds from a given audio stimuli.	Learner recognizes most of the targeted sounds from a given audio stimuli.	Learner recognizes a few of the targeted sounds from a given audio stimuli.
Ability to articulate given words.	Learner articulates more than the given words correctly.	Learner articulates all the given words correctly.	Learner articulates most of the given words correctly.	Learner articulates some of the given words correctly.
Ability to communicate fluently in social interactions.	The learner is fluent in communication with a fast pace and correct intonation.	The learner is fluent in communication maintaining good pace and correct intonation.	The learner attempts to communicate but is hindered by wrong intonation.	The learner attempts to communicate but is hindered by slow pace and wrong intonation.
Ability to demonstrate mastery of vocabulary and expressions in oral interactions.	Learner demonstrates mastery of extensive vocabulary and expressions.	Learner demonstrates mastery of all familiar vocabulary and expressions.	Learner demonstrates mastery of most familiar vocabulary and expressions.	Learner demonstrates mastery of a few words and expressions.

Ability to recall important information.	The learner recalls all important information even from unfamiliar texts.	The learner recalls all important information.	The learner recalls most of the important information.	The learner recalls a few ideas in the important information.
Ability to use information from audio stimuli to engage in oral interaction.	The learner uses all the information from audio stimuli appropriately and in great detail to engage in oral interactions.	The learner uses all the information from audio stimuli appropriately to engage in oral interactions.	The learner uses most of the information from audio stimuli appropriately to engage in oral interactions.	The learner uses some of the information from audio stimuli appropriately to engage in oral interactions.

STRAND 2: READING

Theme 1: Greetings and Introductions				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2. Reading	**2.1 Reading Aloud** *Phonetic awareness Pronunciation Phrasing Voice Projection Narrative flow Reflexive practice*	By the end of the sub-strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with accurate pronunciation, c) show interest in reading aloud activities.	The learner is guided to: ● read aloud simple vocabulary on greeting cards from French speaking countries *(Bonjour, salut),* ● play games jointly to read their names and their friends' aloud, ● use picture stimuli to read vocabulary aloud, ● mention the French alphabet from words on flashcards.	What do you read aloud?

Core competencies to be developed:
Citizenship: Learner develops social cultural sensitivity and awareness as they read aloud simple vocabulary on greeting cards from French speaking countries.
Values:
Unity: This is nurtured as the learner appreciates collaboration while learning as they play games jointly to read their names and their friends'.
Pertinent and contemporary issues (PCIs):
Social cohesion: This is enhanced as the learner appreciates collaboration through doing joint activities while learning.
Link to other learning areas:
The learner links the concept of greetings to the same concept in English and Kiswahili.

Theme 2: Family*:* Nuclear family				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2. Reading	**2.2 Reading aloud** *Phonetic awareness Expression markings Pronunciation Phrasing Voice projection Narrative flow Reflexive practice*	By the end of the sub-strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with the correct pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: ● read aloud words with vocabulary on the nuclear family paying attention to the correct pronunciation, ● sing songs on members of a nuclear family, ● read aloud texts on various compositions of members of a nuclear family, ● articulate correctly words related to family as they read aloud short phrases, ● identify French accent marks from texts (sa va, bébé, mère) ● pronounce words with accent marks correctly *(accent aigu / grave, circonflexe).*	Why do some French words have accents?

Core competencies to be developed:
Communication and Collaboration: These are developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm, and pacing while reading on the members of a nuclear family.
Values:
Respect: The learner demonstrates appreciation of diversity while reading flashcards with texts of different compositions of members of a nuclear family.
Pertinent and contemporary issues (PCIs):
Self-esteem: Learner exhibits self-esteem as they learn to read a new language.
Link to other learning areas:
Social Studies: The vocabulary learned on the composition of the nuclear family is linked to the concept of types of families in Social Studies.

Theme 3: My surroundings				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2. Reading	**2.3 Reading aloud:** *Phonetic awareness* *Pronunciation* *Phrasing* *Voice projection*	By the end of the sub-strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: ● follow the reading aloud of words in order to know how to pronounce them, ● source for texts on the house and rooms in the house from digital devices and read them in turns, ● read texts on household items collaboratively, ● choral read cards with texts on the need to store items safely at home, ● read texts and answer questions on location of objects and areas *(dans, derrière, entre, sur, sous).*	Which places is reading aloud done?

Core competencies to be developed:
Digital literacy: This is developed as the learner uses digital learning platforms for continuous learning and development while sourcing texts on the house and house rooms.
Values:
Unity: This is nurtured as the learner appreciates the importance of collaboration in learning while reading texts on household items collaboratively.
Pertinent and contemporary issues (PCIs):
Safety and Security: This is enhanced as the learner demonstrates the need to place objects safely to avoid damage and accidents.
Link to other learning areas:
English and Kiswahili: The learner is able to relate the vocabulary on locating items to the concept of preposition and adverbs of place in English and Kiswahili.

Theme 4: Time				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2. Reading	**2.4 Reading Aloud** *Phonetic awareness Pronunciation Phrasing Voice projection Narrative flow*	By the end of the sub-strand, the learner should be able to: a) recognize words in context when reading, b) read aloud simple words with accurate pronunciation, c) develop confidence in their reading abilities through guided support.	The learner is guided to: ● read the days of the week from flashcards, ● read short texts in turns on days of the week without interfering with others as they read, ● individually read aloud texts on the days of the week without being interfered by others, ● recite poems on days of the week, ● jointly read texts jointly on the different activities that take place on the different days of the week.	What do we do to have harmony while reading collaboratively?

Core competencies to be developed: Learning to learn: This is developed as the learner builds his/ her own learning experiences while individually reading aloud texts on the days of the week.	
Values: Respect: This is nurtured as the learner shows patience and tolerance for others by not interfering them when they are reading.	
Pertinent and contemporary issues (PCIs): Social cohesion: This is enhanced as the learner appreciates each other's efforts while reading the different activities that they engage in throughout the week.	
Link to other learning areas: Recitation of poems is linked to the concept of performing arts in Creative Arts.	

Theme 5: Fun and Enjoyment; Birthday				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2. Reading	**2.5 Reading Aloud** *Phonetic awareness Pronunciation Phrasing Voice projection Intonation*	By the end of the sub-strand, the learner should be able to: a) identify the meaning of words from context, b) read aloud simple words for fluency, c) show enthusiasm in reading aloud to develop confidence.	The learner is guided to: • listen keenly and follow the reading aloud of texts as they pick out selected vocabulary, • in turns, read aloud selected dates of birth (*date et mois*), • read texts on the activities that take place during birthdays with peers, • sing the lyrics of birthday songs in French collaboratively.	What do you do to maintain a good pace while reading?

Core competencies to be developed: Communication and Collaboration: These are developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm, and pacing texts on the activities that take place during birthdays.
Values: Unity: This is nurtured as the learner appreciates the importance of collaboration in learning while reading the lyrics of birthday songs collaboratively.
Pertinent and contemporary issues (PCIs): Self-esteem: The learner develops confidence through being able to read to others individual dates of birth.
Link to other learning areas: The aspect of singing songs is linked to the concept of performing arts in Creative Arts.

Theme 6: Foods and Drinks

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	**2.6 Reading Aloud** *Phonetic awareness Pronunciation*	By the end of the sub-strand, the learner should be able to: a) Point out vocabulary from written texts, b) read aloud simple words from a written text, c) develop confidence in their reading abilities through guided support.	The learner is guided to: ● read aloud the names of food items and drinks, ● take turns reading short texts relating to food items to pick out vocabulary, ● match names of food and drinks to images, ● read texts on food and drinks from different parts of the world, ● read simple texts on categories of heathy and unhealthy foods and drinks, ● play word search games on vocabulary related to food and drinks.	Why do you pause while reading?

Core competencies to be developed: Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas while matching names of foods and drinks to images.
Values: Respect**:** The learner shows respect for diversity while learning about different foods and drinks from different parts of the world.
Pertinent and contemporary issues (PCIs): Health education: The learner develops an understanding of healthy living by reading about healthy and unhealthy foods and drinks.
Link to other learning areas: The concept of healthy and unhealthy foods is similar to that of healthy and unhealthy food in Agriculture and Nutrition.

Theme 7: My Body				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2. Reading	**2.7 Guided reading** *Vocabulary* *Pacing* *Repetition* *Articulation* *Rhythm*	By the end of the sub-strand, the learner should be able to: a) infer the meaning of words from texts for learning, b) read simple texts for fluency, c) appreciate the role of reading texts in learning.	The learner is guided to: ● read short texts on parts of the body and answer given questions, ● source for and read texts about parts of the human body from the internet with "Safe Search" turned ON, ● collaboratively sing simple songs on the parts of the human body, ● respond to simple questions from reading texts, ● use picture stimuli to read vocabulary on parts of the body.	How do you ensure the correct pronunciation of words?

Core competencies to be developed:
Digital literacy: The learner develops skills of interacting with technology as they source for and read on parts of the human body from the internet.
Values:
Unity: This is nurtured as the learner appreciates the importance of collaboration in learning while singing songs on parts of the body jointly.
Pertinent and contemporary issues (PCIs):
Online safety: The learner manipulates internet sources to gather information without opening inappropriate sites by putting the "Safe Search" on.
Link to other learning areas:
The vocabulary learned on the parts of the human body is linked to the content covered on the human body in Integrated Science.

Theme 8: Weather and Environment; Weather features

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2. Reading	**2.8 Guided Reading** *Pronunciation Vocabulary Intonation Word recognition*	By the end of the sub-strand, the learner should be able to: a) infer the meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading, through exposure to simple varied texts.	The learner is guided to: ● source for texts on weather features from digital devices collaboratively, ● repeat reading texts on weather patterns jointly, ● respond to simple questions from reading texts, ● read texts and categorize weather features into friendly and harsh, ● see picture stimuli to read weather features.	How do you ensure correct intonation of words?

Core competencies to be developed:
Communication and Collaboration: These are developed as the learner reads clearly and effectively using the appropriate articulation, pronunciation, intonation, rhythm, and pacing texts on weather patterns jointly.

Values: Unity: This is nurtured as the learner appreciates the importance of collaboration in learning through sourcing for texts on weather features from digital devices jointly.	

Pertinent and contemporary issues (PCIs): Disaster risk reduction: The learner is enlightened on friendly weather conditions and unfriendly weather conditions, and ways to avoid disasters caused by weather pattern changes.

Link to other learning areas: The vocabulary learned about weather patterns is linked to the concept of weather and climate in Social Studies.

Theme 9: Getting Around				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2. Reading	**2.9 Guided Reading** *Vocabulary Fluency Intonation Decoding*	By the end of the sub-strand, the learner should be able to: a) infer meaning of words from simple texts, b) read simple texts fluently using the right intonation and pace, c) show enthusiasm in reading, through exposure to simple varied texts.	The learner is guided to: ● source for texts on the different areas in a home from digital devices and other sources with safe, search, turned on *(la chambre, le salon, la cuisine),* ● echo read texts on different items in a home jointly *(le canapé, la télé, le frigo, le lit, la porte…),* ● respond to simple questions from reading texts, ● read texts and answer questions collaboratively on the location of objects and areas at home *(dans, derrière, entre, sur, sous),* ● match picture stimuli to given vocabulary.	How do you do to ensure appropriate speed while reading?

Core competencies to be developed:
Learning to learn: Learner enhances their research skills as they source for texts on the different areas in a home from digital devices and other sources.
Digital literacy: Learner enhances their skills of interacting with technology as they source for texts on the different areas in a home from digital devices and other sources.
Values:
Unity: The learner appreciates teamwork and collaboration in learning while reading texts and answering questions collaboratively on the location of objects and areas at home.
Pertinent and contemporary issues (PCIs):
Digital literacy: The learner appreciates technology while using digital devices to source information on the different areas in a home with safe search turned on.
Link to other learning areas:
The concept of locating areas and objects at home is linked to the concept of adverbs of place and prepositions in English.

Suggested Assessment Rubrics

Level \ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to recognize basic sounds in simple written vocabulary.	The learner recognizes all targeted basic sounds in simple vocabulary on greetings and introductions and makes successful attempts at more complex ones.	The learner recognizes all targeted basic sounds in simple vocabulary on greetings and introductions.	The learner recognizes most targeted basic sounds in simple vocabulary on greetings and introductions.	The learner recognizes a few targeted basic sounds in simple vocabulary on greetings and introductions.
Ability to read aloud simple words with accurate pronunciation.	The learner reads words in texts about greetings and introductions with accurate pronunciation, and reading is always fluid and meaningful even in attempts at new words.	The learner reads words in texts about greetings and introductions with accurate pronunciation, and reading is always fluid and meaningful.	The learner reads words in texts about greetings and introductions with a few errors of pronunciation, and reading is most of the time fluid and meaningful.	The learner reads words in texts about greetings and introductions with many errors of pronunciation, and reading is rarely fluid and meaningful.

Ability to use knowledge of sounds to read familiar words with accurate pronunciation.	The learner uses knowledge of sounds to read all familiar and more complex words with accurate pronunciation.	The learner uses knowledge of sounds to read all familiar words with accurate pronunciation.	The learner uses knowledge of sounds to read some familiar words with accurate pronunciation.	The learner uses knowledge of sounds to read a few familiar words with accurate pronunciation.
Ability to infer meaning of words from simple texts.	The learner infers the meaning of all new words in a text correctly and responds to all questions related to the text.	The learner infers the meaning of all new words in a text correctly. (response to questions is not progressed from EE)	The learner infers the meaning of most of the new words in a text correctly.	The learner infers the meaning of a few new words in a text correctly.

STRAND 3: WRITING

Theme 1: Greetings and Introductions; Basic Greetings				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.1 Guided writing** *Orthography Vocabulary Handwriting*	By the end of the sub-strand, the learner should be able to: a) write common words with the correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● rearrange letters to make words, ● fill crosswords and word puzzles, ● fill gaps in simple dialogues with vocabulary on basic greetings collaboratively, ● label items with names of friends as dictated in group activities, ● write short greetings to one another, ● write down dictated simple vocabulary in greetings.	Why should you write clearly?
Core competencies to be developed: Communication and Collaboration: These are developed as the learner writes clearly and spells words correctly while writing down dictated simple vocabulary on basic greetings.				

Values:
Unity: The learner appreciates teamwork and collaboration in learning while filling gaps in simple dialogues with vocabulary on basic greetings collaboratively.
Pertinent and contemporary issues (PCIs):
Self-esteem: The learner develops confidence while writing short greetings to one another.
Link to other learning areas:
The vocabulary learned on basic greetings is linked to the concept of greetings and introductions in English and Kiswahili.

Theme 2: Family				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.2 Guided Writing** *Orthography* *Vocabulary* *Handwriting*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● extract and write down information on members of a family from family trees, ● create on family members words from letters through scrabble and crosswords, ● write simple texts about the members of their family *(ma mère s'appelle… mon père s'appelle…)* ● write short sentences describing the relationships between members of a family *(Pierre est le père de …)*	What makes one to enjoy writing?

Core competencies to be developed: Creativity and Imagination: These are developed as the learner undertakes collaborative activities and exchange new ideas that inspire creative thinking, through creating words from letters through scrabble and crosswords.
Values: Patriotism: The learner takes pride in belonging while writing short texts about the members of their nuclear family.
Pertinent and contemporary issues (PCIs): Self-esteem: The learner exhibits self-awareness while writing about the members of their nuclear family.
Link to other learning areas: Social Studies: The vocabulary learned on the composition of the nuclear family is linked to the concept of types of families in Social Studies.

Theme 3: My Surroundings				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.3 Guided writing** *Orthography* *Clarity* *Handwriting*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● write words and phrases as they watch and listen to audio-visual materials on household items, ● match pictures and images with words describing different rooms in a house, ● jointly associate pictures and images with words where different objects are, ● jointly write phrases on items found at home.	How do you write words?

Core competencies to be developed:
Communication and Collaboration: These are developed as the learner writes fluently and in an organised manner, phrases on items found in a home.
Values:
Unity: The learner appreciates teamwork and collaboration in learning while associating pictures and images with words where different objects are jointly.
Pertinent and contemporary issues (PCIs):
Social cohesion: This is enhanced as the learner appreciates collaboration in doing tasks while writing phrases jointly on items found at home.
Link to other learning areas:
The concept of locating items in the classroom is linked to the concept of adverbs of place and prepositions in English.

Theme 4: Time				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.4 Guided writing** *Orthography* *Punctuation* *Handwriting*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● write down the days of the week, ● write texts on days of the week and simple activities, ● write on the board the days of the week in turns without interrupting others, ● fill in gaps in short texts with vocabulary on days of the week.	How do you write words to ensure they are legible?

Core competencies to be developed: Communication and Collaboration: These are developed as the learner writes and spells clearly words of the days of the week.
Values: Respect: The learner appreciates tolerance and patience while giving others ample time to write the days of the week without interrupting them.
Pertinent and contemporary issues (PCIs): Self-awareness: The learner is aware of the appropriate utilization of time while writing about the activities that happen in the different days of the week.
Link to other learning areas: English and Kiswahili: The learner can relate the skills used in filling in the gaps to language activities in English and Kiswahili.

Theme 5: Fun and Enjoyment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.5 Guided Writing:** *Handwriting Orthography Vocabulary*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● write short texts on days of the week and months, ● copy birthday messages from birthday cards or from other sources, ● write short dialogues with vocabulary on the birthday jointly, ● write the dates of their birthday, ● write simple birthday wishes to the peers, ● write on the activities that take place in a birthday party.	Why is good handwriting important?

Core competencies to be developed: Communication and Collaboration: These are developed as the learner writes and spells correctly words of the activities that take place in a birthday party.	

Core competencies to be developed:
Communication and Collaboration: These are developed as the learner writes and spells correctly words of the activities that take place in a birthday party.

Values:
Love: This is nurtured as the learner shows concern while writing simple birthday wishes to peers.

Pertinent and contemporary issues (PCIs):
Self-esteem is enhanced as learner shows self-awareness when writing their own birthdays.

Link to other learning areas:
English and Kiswahili: The concept of writing birthdays is linked to the idea of writing the date in English and Kiswahili

Theme 6: Foods and Drinks				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.6 Guided Writing** *Orthography Handwriting Clarity*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • draw and label images of food items and drinks, • fill in gaps in short texts relating to food items to pick out vocabulary, • source from the internet and write names of food items, • create charts on foods and drinks, • write the names of food items consumed at home.	Why do you write?

Core competences to be developed:
Leaning to learn: This is developed as the learner builds on their own learning experiences while sourcing for and writing vocabulary on meals from the internet.

Values:
Respect: The learner appreciates the diversity of food while they write about the different food items that they consume at home.
Pertinent and contemporary issues (PCIs):
Digital literacy: This is developed as the learner uses digital devices to source for information from the internet on food items.
Link to other learning areas:
Agriculture and Nutrition: The vocabulary learnt on types of food items is linked to the concept of types of food in Agriculture and Nutrition.

Theme 7: My Body				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.7 Guided writing:** *Orthography Handwriting Sentence order*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: - write short texts on parts of the body, - draw and label parts of the body, - fill gaps in short texts on parts of the body collaboratively, - source charts on parts of the body from the internet :Search engine has "Safe search" turned ON.	Why should you punctuate your writing correctly?
Core competences to be developed: Digital literacy: This is developed as the learner uses digital technology to effectively accomplish own tasks by sourcing for charts of the human body from the internet.				

Values:
Unity: The learner appreciate teamwork in learning while collaboratively filling gaps in short texts on parts of the human body.
Pertinent and contemporary issues (PCIs):
Online safety: The learner manipulates digital devices to source for information online without accessing unsafe sites.
Link to other learning areas:
Integrated Science: The vocabulary learned on the parts of the human body is linked to the content covered on the human body in Integrated Science.

Theme 8: Weather and Environment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.8 Guided writing** *Orthography Vocabulary Conciseness*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● rearrange letters to make words about weather features (*le soleil, la pluie, le vent…*), ● fill crosswords and word puzzles jointly, ● fill gaps in simple dialogues with vocabulary of weather, ● source from the internet and write vocabulary on weather features, ● label images with vocabulary on weather jointly, ● write down dictated simple vocabulary on weather.	Why is correct spelling important when writing?

Core competences to be developed:
Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas by filling crosswords and word puzzles with vocabulary on weather features.
Values:
Unity: The learner appreciate teamwork in learning while collaboratively filling blanks on picture stimuli with vocabulary on weather.
Pertinent and contemporary issues (PCIs):
Digital literacy: The learner uses digital devices to source for information from the internet on weather features.
Link to other learning areas:
Social Studies: The vocabulary learned about weather patterns is linked to the concept of weather and climate in Social Studies.

Theme 9: Getting Around				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3. Writing	**3.9 Guided Writing:** *Orthography* *Grammar* *Handwriting* *Clarity*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) create simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: ● rearrange letters to make words on items in a house (*La télé, la porte, la table, le tapis*), ● fill crosswords and word puzzles with vocabulary on items at home collaboratively, ● source from the internet and write vocabulary on items in a home, ● fill gaps in simple dialogues with vocabulary of locating items and areas, ● use picture stimuli to label items and areas in a house, ● write down dictated simple vocabulary on items and areas in a house, ● write simple instructions on where to place different items in the house.	How do you write with correct orthography?

Core competences to be developed:
Communication and Collaboration: These are developed as the learner writes clearly and spells words correctly while writing down dictated simple vocabulary on items and areas in a house.
Values:
Unity: The learner appreciate teamwork in learning while collaboratively filling crosswords and word puzzles with vocabulary on items at home.
Pertinent and contemporary issues (PCIs):
Digital literacy: The learner appreciates technology while using digital devices to source information on items in a home.
Link to other learning areas:
English: The concept of locating objects at home is linked to the concept of adverbs of place and prepositions in English.

Assessment Rubrics

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write given words.	The learner writes the given words with correct orthography and even spells unfamiliar words correctly.	The learner writes the given words with correct orthography.	The learner writes most words with the correct orthography.	The learner write few given words with the correct orthography.
Ability to create short simple sentences	The learner creates short simple sentences with the correct structure and makes successful attempts at more complex sentences.	The learner creates short simple sentences with the correct structure.	The learner creates short simple sentences with a few errors in the structure.	The learner creates short simple sentences with many errors in the structure.

APPENDIX I: CSL at Upper Primary (grade 4-6)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various learning activities and the real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social Studies learning area. The implementation is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation
  • Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
  • Identify resources required for the activity (locally available materials)
  • Stagger the activities across the term (set dates and time for the activities)
  • Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
  • Identify and develop assessment tools

2) **Implementation of the CSL Activity:**
- Assign roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback**.**
- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:
- what went well and why
- what did not go well and why
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually.** The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various learning areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders

in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.

Appendix II: Suggested Learning Resources, Suggested Assessment Methods and Non formal Activities that Support Learning

Suggested Assessment Methods	Suggested Non-Formal Activities	Suggested Learning Resources
- Physical identification of objects. - Filling in missing letters. - Filling in missing words. - Sounding words or letters. - Rearranging jumbled up letters or words. - Spelling; oral and written. - Writing. - Mimicking through role-play. - Reading aloud. - Answering simple questions. - Colouring shapes and objects. - Word searches. - Word puzzles.	- Songs - Recitation of poems - Role plays and simulation - Games e.g. *hide and seek* - Peer education; practice with peers - Participation in French club activities	- Charts - Video clips - Video games - Jumbled up grids - Word puzzles - Flashcards *(words or games)* - Maps - Short stories - Real objects *(clothes, food, class objects)* - Audio recordings - Pictures - Poems - Songs - Chalkboard - Word wheel - Name tags and labels - Word searches - Journals - Computer - Cards for special occasions