KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

FRENCH

GRADE 6

Revised 2024

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.

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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.

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ACKNOWLEDGEMENT

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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

By the end of the Primary 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 1.0:LISTENING AND SPEAKING

Theme 1: Greetings and Introductions

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.1 Oral expression** *Pronunciation Intonation Vocabulary Clarity*	By the end of the sub-strand, the learner should be able to: a) exhibit acquisition of an expanded vocabulary when speaking, b) employ fluency in verbal expression for effective communication, c) use gestures and facial expressions to enhance oral communication, d) express enthusiasm to engage in oral communication.	The learner is guided to: ● participate in "Repeat-after-me" exercise to acquire vocabulary on greetings and introductions, ● listen to and sing songs on numbers (1 – 20), ● play "mirror-mirror" games for facial expressions and gestures, ● source and watch video clips with authentic dialogues on greetings and introductions for vocabulary, ● do short skits on greetings and introductions jointly,	How do you speak clearly?

			• play sound discrimination games in groups to mimic sounds.	

Core competencies to developed:
Communication and Collaboration: These are developed as the learner speaks clearly and effectively, using appropriate language, expression and gestures while doing short skits on greetings and introductions.

Values:
Respect: This is nurtured as the learner appreciates the inputs of others while doing joint activities like short skits on greetings and introductions.

Pertinent and contemporary issues (PCIs)):
Self-esteem: The learner develops confidence and self-awareness while engaging in skits to introduce oneself.

Link to other learning areas:
English and Kiswahili: The vocabulary learnt 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)
1.0 Listening and speaking	**1.2 Active listening** *Non-verbal communication Attention Vocabulary Active engagement*	By the end of the sub-strand, the learner should be able to: a) recall the main ideas and key points in spoken communication, b) interpret verbal cues from audio stimuli, c) demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: • listen to audio stimuli texts on members of a nuclear family, • play language games that will facilitate memorization of vocabulary, • introduce their family members to peers/classmates in short dialogues, • listen from audio stimuli the different compositions of nuclear families.	What do you do to pay attention while listening?

Core competencies to developed:
Communication and Collaboration: These are developed as the learners listen keenly and actively to the audio visual materials and to each other as they describe the members of their nuclear family.

Values:
Respect: The learner displays respect for diversity as they recognize the difference in compositions of nuclear families.

Pertinent and contemporary issues (PCIs):
Self-esteem: The learner exhibits self-confidence while talking about the members of their nuclear family to peers.

Link to other learning areas:
The vocabulary on members of family is tied to the concept of family in Social Studies.

Theme 3: My Surroundings				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.1 Interactive Speaking** *Turn taking Non-verbal communication Intonation Questioning*	By the end of the sub-strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) exhibit confidence to contribute actively in conversations.	The learner is guided to: • identify places and facilities in their school through watching audio-visual materials, • source from the internet, vocabulary on items and facilities around the school, (The search engine is set with "Safe Search ON") • role-play on where one is going around the school, • engage in simple skits of locating different facilities in a school, • discuss how to take care of school facilities, • participate in short dialogues about places around the school.	Why is it important to engage appropriately when speaking?

Core competencies to developed:
Communication and Collaboration: These are developed as the learner speaks clearly and effectively, using appropriate language, expression and gestures while participating in short dialogues about places around the school.
Values:
Responsibility: This is enhanced as the learner is enlightened on being careful while discussing how to take care of school facilities.
Pertinent and contemporary issues (PCIs):
Online safety: This is enhanced as the learner manipulates the internet to search for information from safe sites.
Link to other learning areas:
The concept of locating items and facilities around the school 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)
1.0 Listening and speaking	**1.4 Active Listening** *Non-verbal communication Attention Vocabulary Active engagement*	By the end of the sub-strand, the learner should be able to: a) recall the main ideas and key points in spoken communication, b) interpret verbal cues from audio stimuli, c) demonstrate a willingness to be receptive to new ideas in oral interactions.	The learner is guided to: • listen to songs about months of the year, • source from the internet the seasonal events that happen throughout the year *(nouvel an, pâques, noël),* • practice telling the dates when the seasonal events takes place*,* • watch audio-visual stimuli activities that take part during the different events throughout the year, • recite poems on months of the year jointly.	How else do you communicate without speaking?

Core competencies to developed:
Communication and Collaboration: These are developed as the learner listens keenly and actively to songs about months of the year.
Values:
Unity: This is nurtured as the learner appreciates the need for collaboration in learning, while reciting poems on months of the year jointly.
Pertinent and contemporary issues (PCIs):
Social cohesion: The learner appreciates the value of unity when relating with others, as they collaboratively recite poems on the months of the year.
Link to other learning areas:
Creative Arts: Recitation of poems is linked to the concept of performing arts in Creative Arts.

Theme 5: Fun and Enjoyment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.5 Active Listening** *Non-verbal communication* *Attention* *Vocabulary* *Active engagement*	By the end of the sub-strand, the learner should be able to: a) recall the main ideas and key points in spoken communication, b) interpret verbal cues from audio stimuli, c) demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: • listen to audio-visual materials and repeat the names of sports and games to acquire vocabulary, • engage in dialogues on their preferred sports and games, • complete sentences by filling in the blanks with the names of sports and games that they hear as they listen to audio materials, • simulate how the different sports and games are played collaboratively, • write down dictated sentences with specific grammatical structures related to sports and games *(jouer à /au/ aux… + jeu).*	Why is paying attention important when listening?

Core competencies to be developed:
Communication and Collaboration: These are developed as the learners listen keenly and actively to audio-visual materials on the names of sports and games.
Values:
Unity: The learner appreciates collaboration in learning while collaboratively simulating how the different sports and games are played.
Pertinent and contemporary issues (PCIs):
Self-esteem: Learners exhibit self-awareness as they speak about their preferences in games and sporting activities.
Link to other learning areas:
Creative Arts: The vocabulary learned on sports and games is linked to the concept of physical health education in Creative Arts.

Theme 6: Foods and Drinks

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.6 Interactive Speaking** *Turn taking Non-verbal communication Intonation Questioning*	By the end of the sub-strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) exhibit confidence to contribute actively in conversations.	The learner is guided to: • source from digital sources vocabulary on food, • listen to audio-visual material relating to likes and dislikes concerning foods and drinks • listen to, and repeat sentences relating to likes and dislikes, *(J'aime le poulet parceque c'est délicieux, Je n'aime pas le porc parceque c'est dégoutant)* • role-play on likes and dislikes about foods and drinks jointly, • discuss heathy and unhealthy food, • engage in simple skits on likes and dislikes of food.	Why should you not interrupt others when they are speaking?

Core competencies to be developed:
Communication and Collaboration: These are developed as learners speak clearly and effectively, using appropriate language expressions and gestures while role-playing on likes and dislikes of foods and drinks.
Values:
Unity: The learner appreciates collaboration in learning while collaboratively engaging in simple skits on likes and dislikes of food.
Pertinent and contemporary issues (PCIs):
Responsibility: The learner develops a sense of responsibility by differentiating between healthy and unhealthy foods and drinks.
Link to other learning areas
Agriculture and Nutrition: The concept of healthy and unhealthy foods is similar to that in Agriculture and Nutrition.

Theme 7: My Body				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
1.0 Listening and speaking	**1.7 Oral Expression** *Vocabulary Clarity Intonation Pronunciation*	By the end of the sub-strand, the learner should be able to: a) exhibit acquisition of a range of vocabulary when speaking, b) employ fluency in verbal expression for effective communication, c) use gestures and facial expressions to enhance oral communication, d) express enthusiasm to engage in oral communication.	The learner is guided to: • listen to audio materials to pick out vocabulary on grooming, • listen to and repeat sentences with vocabulary grooming, • watch video clips on grooming. • talk on how to groom and take care of the body, • practice rhymes with vocabulary grooming, • record himself/herself talking about grooming.	Why is it important to use proper vocabulary when speaking?

Core competencies to developed:
Communication and Collaboration: These are developed as the learner speaks clearly and effectively, using appropriate language expressions and gestures while talking about how to groom and take care of their body.
Values:
Responsibility: This is nurtured as the learner recognizes the need to be self-conscious while discussing about how to groom and take care of their body.
Pertinent and contemporary issues (PCIs):
Self-awareness: This is developed as the learner is conscious about how to take care of oneself and personal hygiene.
Link to other learning areas:
Agriculture and Nutrition: The concept of personal hygiene and grooming is linked to the concept of hygiene in Agriculture and Nutrition.

Theme 8: Weather and Environment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	**1.8 Active Listening** *Non-verbal communication Attention Vocabulary Active engagement*	By the end of the sub-strand, the learner should be able to: a) recall the main ideas and key points in spoken communication, b) interpret verbal cues from audio stimuli, c) demonstrate willingness to be receptive to new ideas in oral interactions.	The learner is guided to: ● listen from audio stimuli about the weather of a particular place and answer simple questions, ● participate in "Headline creation" activity, where they listen to audio clips or passages and capture the essence of the content, ● group weather conditions into friendly and unfriendly in relation to their immediate surroundings, ● play digital games to relate weather patterns to different places, ● source vocabulary on local weather patterns from digital devices,	What do you do to ensure you understand information while listening?

			● jointly play games on vocabulary search using digital devices.	

Core competencies to developed:
Communication and Collaboration: These are developed as the learner listens keenly and actively to audio clips about the weather of a particular place and answers simple questions.

Values:
 Unity: The learner appreciates collaboration in learning while collaboratively playing vocabulary search games on weather.

Pertinent and contemporary issues (PCIs):
Disaster risk reduction: The learner understands concepts of friendly and unfriendly weather conditions and are made aware of ways to avoid disasters caused by weather pattern changes.

Link to Other Subjects:
Social Studies: The vocabulary learned about weather 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)
1.0 Listening and speaking	**1.9 Interactive speaking** *Turn-taking Non-verbal communication Intonation Questioning*	By the end of the sub-strand, the learner should be able to: a) respond to questions and prompts to show comprehension and engagement, b) use vocabulary and expressions appropriately to probe and engage in oral interactions, c) exhibit confidence to contribute actively in conversations.	The learner is guided to: ● listen to, and sing songs on items and areas in school. ● participate in "Repeat-after-me" exercise to acquire vocabulary, ● play mimicry games to acquire non-verbal communication skills, ● source and watch video clips with authentic dialogues on locating items, ● play games collaboratively to state the location or position of buildings and facilities in the school, ● participate in simple skits on asking for, and giving directions to different facilities in a school.	What do you do to ensure proper intonation when speaking?

Core competencies to developed:
Communication and Collaboration: These are developed as the learner speaks clearly and effectively, using appropriate language expressions and gestures while participating in simple skits on asking for, and giving directions.
Values:
Responsibility: This is nurtured as the learner is able to guide other people while playing games by giving directions on location of facilities around the school.
Pertinent and contemporary issues (PCIs):
Social cohesion: The learner appreciates the value of unity when relating with others, as they collaboratively play games to state the location or position of buildings and facilities in the school.
Link to other subjects:
English: The concept of locating objects in the classroom is linked to the concept of adverbs of place and prepositions in English.

Suggested Assessment Rubrics

Levels / Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to use vocabulary and expressions to probe and engage in oral interactions.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions; attempts to use a variety of vocabulary and expressions synonymous to the targeted ones.	The learner uses all targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses some of the targeted vocabulary and expressions to probe and engage in oral interactions	The learner uses very few of the targeted vocabulary and expressions to probe and engage in oral interactions
Ability to maintain correct spoken language patterns (*pronunciation, intonation, rhythm and pacing*) in oral expression.	The learner maintains correct pronunciation, intonation, rhythm and pacing at all times in oral expression. The communication is clear and error free.	The learner maintains correct pronunciation, intonation, rhythm and pacing most of the time in oral expression.	The learner maintains correct pronunciation, intonation, rhythm and pacing some of the time in oral expression, and makes a few errors that interfere with communication to a limited extent.	The learner maintains correct pronunciation, intonation, rhythm and pacing in very few instances in oral expression. Makes many errors most of the time that interfere with communication.

Ability to respond to questions and prompts to show comprehension and engagement in oral interactions.	The learner responds to all questions and prompts to show comprehension and engagement and goes further to give appropriate illustrations and examples.	The learner responds to all questions and prompts to show comprehension and engagement.	The learner responds to some questions and prompts to show comprehension and engagement.	The learner responds to very few questions and prompts to show comprehension and engagement.
Ability to employ gestures and facial expressions to enhance oral interactions	The learner employs adequate gestures and facial expressions in oral expressions whenever required. Is sensitive to cultural diversity and adapts non-verbal cues to diverse cultural contexts.	The learner employs adequate gestures and facial expressions to complement oral expressions whenever required.	The learner employs some relevant gestures and facial expressions to complement oral expressions when required.	The learner employs very few relevant gestures and facial expressions to complement oral expressions when required.
Ability to display willingness to participate in oral interactions.	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings. Encourages others to engage in oral interactions.	The learner is always willing to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is at times hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.	The learner is mostly hesitant to start and/or participate in meaningful oral interactions with people in their surroundings.

STRAND 2.0 READING

Theme 1: Greetings and Introductions				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.1 Guided reading** *Vocabulary* *Fluency* *Phonics* *Articulation*	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 greetings and introductions features from digital devices for reading groups, • echo read texts in class with the teacher for pronunciation practice, • read texts jointly to acquire vocabulary *(Bonjour, Bonsoir, Tu t'appelles comment? Tu as quel âge* ?), • respond to simple questions collaboratively from reading texts on greetings, • rearrange jumbled words to make meaningful sentences, • use dramatic reading for developing fluency, • use picture stimuli to introduce another person.	What can make the reading of greetings fun and enjoyable?

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 greetings.
Values:
Respect: This is nurtured as the learner appreciates teamwork in learning, while responding to simple questions collaboratively from reading texts on greetings.
Pertinent and contemporary issues (PCIs):
Self-esteem: The learner develops confidence in self while reading about greetings and introducing self to others.
Link to other learning areas:
English and Kiswahili: The vocabulary learnt 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)**
2.0 Reading	**2.2 Guided reading** *Vocabulary Fluency Phonics Articulation*	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: - read selected passages with phrases describing a person's name and age, - echo read texts from visual stimuli with vocabulary on the nuclear family, - read texts on various compositions of nuclear family members, - write and read to peers texts about their nuclear family, - read highlighted sections of the passages to extract grammatical structures and key information,	How do you read to ensure fluency?

			through simple interactive exercises done in groups.	

Core competencies to developed:
Communication and Collaboration: These are developed as the learner reads clearly and effectively, using the appropriate articulation, pronunciation, intonation, rhythm and pacing while engaging in letter art reading.

Values:
Respect: This is nurtured as the learner displays respect for diversity while reading about the various compositions of nuclear family members.

Pertinent and contemporary issues (PCIs):
Self-esteem: The learner exhibits self-fulfilment and pride as they read to peers, texts about 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)
2.0 Reading	**2.3 Reading aloud** *Repetition Vocabulary Pacing Pronunciation*	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: • recognize the formation of interrogative sentences with the subject-verb inversion (*Où vas-tu? Où allez-vous?*), • repeat recorded texts with vocabulary on the school facilities, • source texts from digital devices on the school facilities and read them loudly, • read in turns flashcards with vocabulary on the facilities in school, • engage in a reading activity where reading is paused for question-and-answer breaks.	Why is it important to read words with proper speed?

Core competencies to be developed: Citizenship: This is developed as the learner appropriately interacts with others while reading in turns flashcards with vocabulary in the school facilities.
Values Respect: This is nurtured as the learner shows patience and tolerance to others while reading without interfering with them when reading.
Pertinent and contemporary issues (PCIs): Social cohesion: This is enhanced as the learner appreciates collaboration in doing tasks while jointly engaging in language games that facilitate vocabulary acquisition.
Link to other learning areas English and Kiswahili: The learner is able to apply the skills of reading aloud to the same activity in English and Kiswahili.

Theme 4: Time				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.4 Reading aloud** *Pronunciation* *Rhythm* *Pacing* *Phonics*	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 aloud the months of the year, • read short texts on months of the year and seasonal events, • recite poems on months of the year collaboratively, • in turns, read from flashcards activities that take place during the seasonal events throughout the year, • source for the French calendar of events from the internet collaboratively.	Why is it important to read French words with proper pronunciation?

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 short texts on months of the year and seasonal events.
Values: Unity: The learner appreciates collaboration and teamwork while learning as they recite poems on months of the year collaboratively.
Pertinent and contemporary issues (PCIs): Digital literacy: The learner uses the internet to accomplish tasks and learn while sourcing for the French calendar of events.
Link to other learning areas: Creative Arts: Recitation of poems is linked to the concept of performing arts in Creative Arts.

Theme 5: Fun and Enjoyment

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	**2.5 Guided reading** *Vocabulary* *Fluency* *Phonics* *Articulation*	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: • read silently texts with vocabulary on games and sporting activities, • echo read texts with vocabulary on preferences of gaming and sporting activities, • practice reading skills to understand textual information related to sports and games, • read texts about sports and games from newspapers and magazines collaboratively.	Why is the use of proper vocabulary important when reading French 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 while echo reading texts with vocabulary on gaming and sporting activities.

Values:
Unity: The learner appreciates collaboration in learning while collaboratively reading texts about sports and games from newspapers and magazines.

Pertinent and contemporary issues (PCIs):
Learner support programs: This is through the learner appreciating the need of taking part in sports and games as they read texts on preferences of gaming and sporting activities.
Link to other learning areas:
Creative Arts: The vocabulary learned on sports and games is linked to the concept of physical health education in Creative Arts.

Theme 6: Foods and Drinks				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.6 Reading aloud** *Pronunciation* *Rhythm* *Pacing* *Phonics*	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 flashcards with vocabulary on food and drinks, • read aloud texts with vocabulary on likes and dislikes of food, • take turns reading short texts relating to likes and dislikes with vocabulary on food without interfering with others, • play word games on vocabulary related to likes and dislikes of food, • read on texts with vocabulary on healthy and unhealthy food, • read without guidance texts with vocabulary on food and drinks, • read other learner's text on likes and dislikes related to foods.	Why is proper rhythm when reading important?

Core competencies to be developed:
Learning to learn: This is developed as the learner builds their own learning experiences while reading texts on foods and drinks independently.
Values:
Respect: This is nurtured as the learner appreciates patience and tolerance in others through taking turns in reading short texts on food without interfering with others.
Pertinent and contemporary issues (PCIs):
Self-esteem: The learner develops confidence by being able to let others read their texts on likes and dislikes of food.
Link to other learning areas
Agriculture and Nutrition: The concept of healthy and unhealthy foods is similar to that in Agriculture and Nutrition.

Theme 7: My Body				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.7 Reading aloud** *Pronunciation* *Rhythm* *Pacing* *Phonics*	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 short texts on grooming for information. • source for and read short texts about grooming from the internet, • read texts with vocabulary on how to groom, • recite poems about grooming, • echo read texts with vocabulary on the importance of upholding personal hygiene.	How do you read aloud effectively?
Core competences to be developed: Digital literacy: This is developed as the learner uses digital learning platforms for continuous learning and development, while sourcing for and reading texts about grooming from the internet.				

Values:
Responsibility: This is nurtured as the learner recognizes the need to be self-conscious while reading texts about how to groom and take care of the body.
Pertinent and contemporary issues (PCIs):
Self-awareness: This is developed as the learner is conscious about how to take care of oneself and personal hygiene.
Link to other learning areas:
Agriculture and Nutrition: The concept of personal hygiene and grooming is linked to the concept of hygiene in Agriculture and Nutrition.

Theme 8: Weather and Environment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
2.0 Reading	**2.8 Guided reading** *Vocabulary* *Fluency* *Phonics* *Articulation*	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 weather patterns from digital devices in groups. • read texts jointly to acquire vocabulary. • engage in interactive read-aloud activity where reading is paused for question-and-answer breaks. • respond to simple questions from reading texts. • Jointly read texts and categorize weather patterns into friendly and harsh, • use picture stimuli to read weather patterns of a place.	What makes one a good reader?

| **Core competences to be developed:** |
| Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas by using picture stimuli to read weather patterns. |

| **Values:** |
| Unity: This is nurtured as the learner appreciates the importance of collaboration in learning through reading texts on weather jointly. |

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

| **Link to other subjects:** |
| Social Studies: The vocabulary learnt 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)**
2.0 Reading	**2.9 Guided reading** *Vocabulary* *Fluency* *Phonics* *Articulation* *Chunking*	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 different items in school from digital devices in groups, • echo read texts on locating different facilities in school collaboratively, • read flashcards with vocabulary on different areas in a school (*la bibliothèque, la cantine, les toilettes, salle de professeurs*) • engage in interactive read-aloud activity where reading is paused for question-and-answer breaks. • read texts and answer questions on location of	Does reading enhance the understanding of texts?

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			buildings and facilities in school *(à côté de, en face de, derrière, près de)* • match picture stimuli to given vocabulary.	

Core competences 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 flashcards with vocabulary on different areas in a school.

Values:
Unity: The learner appreciates teamwork and collaboration in learning while echo reading texts on objects in the classroom collaboratively.

Pertinent and contemporary issues (PCIs):
Digital citizenship: The learner appreciates technology while using digital devices to source information on different items in school.

Link to other subjects:
English: The concept of locating objects in the classroom is linked to the concept of adverbs of place and prepositions in English.

Suggested Assessment Rubrics for Reading Strand

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to pronounce words in contexts for accuracy in reading.	The learner maintains accurate pronunciation of words in simple texts on familiar and unfamiliar topics to convey the intended meaning.	The learner maintains accurate pronunciation of words in simple texts on familiar topics to convey the intended meaning.	The learner makes a few errors of pronunciation of words in simple texts on familiar topics, leading to some inability to convey the intended meaning.	The learner makes many errors of pronunciation of words in simple texts on familiar topics, leading to gross inability to convey the intended meaning.
Ability to read with fluency. (*pronunciation, smoothness, pace, pauses and intonation*)	The learner reads simple texts on familiar and unfamiliar topics with excellent pronunciation at a natural pace while paying attention to all punctuations, and applying appropriate pauses and intonation to express intention and emotions.	The learner reads simple texts on familiar topics with good pronunciation at a good pace while paying attention to most punctuations, and applying appropriate pauses and intonation to express intention and emotions.	The learner reads simple texts on familiar topics with fair pronunciation at a slow pace while paying attention to few punctuations, and applying inappropriate pauses and intonation which fail to express intention and emotions.	The learner reads simple texts with stilted and choppy flow through most parts of the texts. while paying attention to very few punctuations as pauses and intonation are misplaced.

Ability to read and understand simple texts.	The learner interprets all questions in context and gives correct answers to all the questions. Uses paraphrase when giving responses to questions.	The learner interprets most questions in context and uses good vocabulary in giving correct responses to questions.	The learner interprets few of the questions in context and gives few correct answers using limited vocabulary.	The learner interprets very few questions in context and gives correct answers to very few of them using very limited and insufficient vocabulary.

STRAND 3.0: WRITING

Theme 1: Greetings and Introductions				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.1 Guided Writing;** *Orthography Handwriting Punctuation Vocabulary*	By the end of the sub-strand, the learner should be able to**:** a) write common words with correct orthography, b) construct simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • fill crosswords and word puzzles on basic greetings, • fill gaps in simple dialogues on basic greetings jointly, • make sentences from jumbled words on basic greetings, • write down dictated simple vocabulary in locating different areas, • source from the internet and write vocabulary on basic greetings, • use visual prompts like pictures and illustrations to write simple texts.	Why do you write?

Core competences to be developed:
Communication and Collaboration: These are developed as the learner writes clearly and spells words correctly while filling crosswords and word puzzles on basic greetings.
Values:
Unity: This is enhanced as the learner appreciates teamwork and collaboration in learning while filling gaps in simple dialogues on basic greetings, jointly.
Pertinent and contemporary issues (PCIs):
Digital literacy: The learner manipulates digital devices to source for information while searching for vocabulary on basic greetings from the internet.
Link to other learning areas:
English and Kiswahili: The vocabulary learnt 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)**
3.0 Writing	**3. 2 Guided writing** *Handwriting* *Punctuation* *Grammar* *Clarity*	By the end of the sub-strand, the learner should be able to: a) spell and write common words with correct orthography, b) construct simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write coherent and grammatically correct sentences through dictation of simple sentences related to the theme of family, • write short texts about the members of their nuclear family or guardians as well as those of their classmates, • fill in missing letter on family lexicon, • write about the members of their nuclear family, • play word games by circling the members of the nuclear family.	Why should you write clearly?

Core competencies to developed: Creativity and Imagination: These are developed as the learner undertakes collaborative activities and exchanging new ideas that inspire creative thinking through writing about the members of own family and that of others.
Values: Respect: The learner displays an appreciation of diversity in recognizing the difference in family structures of others.
Pertinent and contemporary issues (PCIs): Self-esteem: The learner exhibit self-awareness as they proudly write about own 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. 0 Writing	**3. 3 Guided writing** *Orthography Vocabulary Creativity Sentence order*	By the end of the sub-strand, the learner should be able to: a) spell and write common words with correct orthography, b) construct simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • match a set of questions related to the classroom with the correct responses, • source from the internet and write vocabulary on items and facilities found in a school, • fill crosswords with vocabulary on school collaboratively, • write down short phrases on how to locate different facilities in the school, • write texts with vocabulary on locating and placing items in their designated areas, • write simple compositions using the vocabulary about the school.	How does handwriting affect reading?

Core competencies to developed: Communication and Collaboration: These are developed as the learner writes compositions about the school fluently and in an organised manner.
Values: Responsibility: The learner appreciates orderliness when arranging items by writing texts with vocabulary on locating and placing items in their designated areas.
Pertinent and contemporary issues (PCIs): Social cohesion: This is enhanced as the learner appreciates collaboration in doing tasks while filling crosswords with vocabularies on school.
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)**
3.0 Writing	**3.4 Guided writing;** *Vocabulary Handwriting Punctuation*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) construct short simple texts, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • rearrange jumbled letters to write down the months of the year, • write texts on months of the year and seasonal events, • source from the internet and write about the seasonal events both in Kenya and France, • fill gaps in short texts on months of the year collaboratively, • play matching games with vocabulary on months of the year and seasonal events in small groups.	Why is it important to write words with the correct spelling?
Core competences to be developed: Communication and Collaboration: These are developed as the learner writes clearly and spells correctly words of the months of the year and seasonal events.				

Values: Unity: The learner appreciates teamwork and collaboration in learning by collectively filling gaps in short texts on the months of the year.
Pertinent and contemporary issues (PCIs): Diversity: The learner is aware of multi-culturalism as they learn on the different seasonal events both locally and in France.
Link to other learning areas: Social Studies: The vocabulary learnt on months of the year is related to the same concept in Social Studies.

Theme 5: Fun and Enjoyment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3. 5 Guided writing** *Handwriting Punctuation Vocabulary Grammar Clarity*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) construct short simple texts, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • participate in language games that build vocabulary on sports and games, • write short compositions with peers about their tastes and preferences in sports and games using selected vocabulary put at their disposal, • fill puzzles and crosswords with vocabulary on sports and games, • display pictures and short description of sports personalities that they know about.	What do you to ensure you write clearly?

Core competencies to developed:
Creativity and Imagination: These are developed as the learner finds hidden patterns between different ideas while filling puzzles and crosswords with vocabulary on sports and games.
Values:
Unity: The learner appreciates teamwork and collaboration in learning while writing short compositions with peers on preferences in sports and games.
Pertinent and contemporary issues (PCIs):
Self-awareness: The learner demonstrates awareness of talent while writing about their preference in sports and games.
Link to other learning areas:
Creative Arts: The vocabulary learnt on sports and games is linked to physical health education activities in Creative Arts.

Theme 6: Food and Drinks				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.6 Guided Writing** *Grammar Handwriting Punctuation Sentence structure*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) construct short simple sentences, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • match vocabulary to images relating to likes and dislikes, • source from the internet and write vocabulary on food items, • fill in gaps in short texts relating to likes and dislikes to pick out vocabulary, • write about own preferences on food items, • write short simple texts about likes and dislikes in relation to food.	Why is proper sequencing of information important while writing?

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 food items from the internet.
Values:
Respect: The learner shows appreciation of diversity as they share on preferences of foods and drinks.
Pertinent and contemporary issues (PCIs):
Self-esteem: The learner develops self-awareness by writing about their food preferences.
Link to other learning areas:
Agriculture and Nutrition: The learner is able to link the vocabulary on preferred food items to the content on food in Agriculture and Nutrition.

Theme 7: My Body				
Strand	**Sub-Strand**	**Specific Learning Outcome**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.7 Guided writing** *Orthography Vocabulary Creativity Handwriting*	By the end of the sub-strand, the learner should be able to: a) write common words with correct orthography, b) construct short simple sentences, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write short texts on grooming, • fill gaps in short texts relating to grooming, • create charts on grooming. • play matching games on grooming jointly, • source for information on grooming from the internet, • write simple texts on why proper grooming is important, • write down dictated short simple phrases on grooming.	How can you improve your handwriting?

Core competences to be developed:
Digital literacy: This is developed as the learner uses digital technology to effectively accomplish own tasks by sourcing for information on grooming from the internet.

Values:
Unity: This is nurtured as the learner appreciates collaboration and teamwork in learning activities while play matching games on grooming jointly.

Pertinent and contemporary issues (PCIs):
Online safety: The learner manipulates digital devices to source for information on grooming.

Link to other learning areas:
English and Kiswahili: The skill of filling gaps in short texts is similar to the same skill in English and Kiswahili.

Theme 8: Weather and Environment				
Strand	**Sub-Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Suggested Key Inquiry Question(s)**
3.0 Writing	**3.8 Guided writing** *Vocabulary Handwriting Creativity Clarity and conciseness*	By the end of the sub-strand, the learner should be able to: a) spell in writing common words with correct orthography, b) construct simple sentences using correct structures, c) appreciate the role of writing in interactive communication contexts.	The learner is guided to: • write down dictated simple vocabulary of weather patterns, • rearrange letters to make words on weather conditions, • fill crosswords and word puzzles, • observe and record the weather conditions in a week and make a presentation of the findings during the French club meeting, • fill gaps in simple dialogues using simple vocabulary of weather patterns, *(il fait beau à … /mauvais, il pleut, il y a du vent, il fait nuageux…)*	Why is correct orthography important?

			• make sentences on weather conditions from jumbled words, • use picture writing prompts to write weather conditions of a given place.	

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.

Values:
Unity: The learner appreciate teamwork in learning while collaboratively making sentences on weather conditions from jumbled words.

Pertinent and contemporary issues (PCIs):
Clubs and Societies: The learner actively engages in the club activities through taking part in a project while recording the weather patterns for presentation.

Link to other subjects:
Social Studies: The vocabulary learnt about the local weather 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)**
3.0 Writing	**3.9 Guided Writing** *Orthography Vocabulary Handwriting Creativity*	By the end of the sub-strand, the learner should be able to: a) spell in writing common words with correct orthography, b) construct 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 jointly, • fill gaps in simple dialogues using simple vocabulary of locating, (*à côté de, derrière, en face de, entre)* and areas in school *(bibliothèque, cantine, infirmerie, salle de classe)* • make sentences from jumbled words, • label buildings and facilities in French, • write down dictated simple vocabulary in locating areas and facilities at school,	What makes your handwriting unique?

				• use picture writing prompts to write simple texts.	

Core competences to be developed:

Communication and Collaboration: These are developed as the learner writes clearly and spells words correctly while writing down dictated vocabulary in locating facilities in school.

Values:

Unity: The learner appreciates collaboration and teamwork while filling crosswords and word puzzles jointly.

Pertinent and contemporary issues (PCIs):

Digital literacy: The learner appreciates technology while using digital devices to source information on facilities around school.

Link to other subjects:

English: The concept of locating objects in the classroom is linked to the concept of adverbs of place and prepositions in English.

Assessment Rubrics for Writing

Level Indicators	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to write words and expressions using correct spelling.	The learner writes words and expressions using the correct spelling. Can write unfamiliar words correctly.	The learner writes words and expressions using correct spelling.	The learner writes words and expressions making a few spelling errors.	The learner writes words and expressions making many errors in spelling that affects meaning.
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 GUIDELINES 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 area 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 learning area 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.

Suggested Learning Resources, Suggested Assessment Methods and NonFormal Activities that Support Learning

List of Learning Resources	List of Assessment Methods	List of Non-Formal 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.	- Physical identification of objects. - Filling in missing letters. - Filling in missing words. - Sounding words or letters. - Re-arranging 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.