

GHANA EDUCATION SERVICE  
(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

**GHANAIAN LANGUAGE  
CURRICULUM FOR PRIMARY SCHOOLS  
(BASIC 4 - 6)**

SEPTEMBER 2019



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# Ghanaian Language Curriculum for Primary schools

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Ministry of Education  
Ghana

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## FOREWORD

The new curriculum for Ghana's primary schools is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a *quality learning experience* as an entitlement for each of Ghana's school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

Dr. Matthew Opoku Prempeh (MP)  
The Honourable Minister of Education

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## **RATIONALE FOR GHANAIAN LANGUAGE**

Language is both a medium of communication and a library in which the elements of culture are stored. It remains the most reliable means through which elements of culture are preserved and transmitted from generation to generation. First, the study of learners' first language and culture will make them conscious about their identity and equip them with effective communication skills that will provide them with the ability to appreciate the values embodied in their language and culture. They will know their cultural values and practices to help them to become honest and responsible citizens in their communities.

Again, learners must be made to learn Ghanaian Language in their schools to enable them access indigenous and educational knowledge. In the light of the current global development and technological advancement, the learning of a Ghanaian Language will help learners maintain their identity as Ghanaians. It will also help learners to integrate their knowledge in Ghanaian languages into the present-day global development and technological advancement.

In addition, research has proven that learners who are very good in their first language are able to learn a second language faster and better. This implies that emphasis must be put on the teaching and learning of Ghanaian Languages to serve as a foundation block to the effective learning of English as a second language. This will therefore make learners bilinguals, which is crucial in the current global world.

## **PHILOSOPHY**

The language and culture-learning curriculum is informed by two main philosophical ideas, namely the Developmental Theory and the Social Constructivism.

Children go through developmental stages as they learn language and research. It is clear that children develop language at their own pace as they interact with the social environment around them. Therefore, when children are provided with a good social environment they develop their language and culture faster.

In teaching language and culture, the syllabus adopts the socio-constructivists dimensions to learning. Children have in-built potentials to develop and acquire new language while approximating grammatical structures as they learn to speak. They invent names for the objects in their world from the beginning but gradually as they interact, they learn the appropriate language of the community.

The Social Constructivist Theory holds the notion that reading, and writing are active processes of constructing meaning from print; hence the use of their favourite phrase "meaning making" to describe how active the reader is in learning a first language and comprehending what s/he reads or hears. In this way, the teacher serves as guide and facilitator to enhance children's ability to decode text, and support them to engage and make sense of what they read. This is to ensure that good readers constantly make hypothesis and predictions and modify them as they read along.

This calls for participatory and thematic approaches to help children to connect Ghanaian language learning in the classroom to solve real world problems. The teacher should therefore promote interaction and make learners active in constructing their own knowledge, thoughts and experiences. In this approach, teachers should recognize individual differences in language learning to ensure effective teaching of language in the classroom.

Language learning is not just listening, speaking, reading and writing, but also involves the appropriate use of the language in an appropriate context. Teachers should therefore develop the linguistic and sociolinguistic competence of the learners. Teachers should also promote effective use of verbal and non-verbal strategies in their communication. The Ghanaian language and culture curriculum, therefore, assumes that learners who are knowledgeable in their first language are able to access indigenous and educational information effectively, construct their knowledge, thoughts and experiences efficiently and appreciate their language and culture and that of others and contribute meaningfully in the development of their communities as honest and responsible citizens.

## **GENERAL AIMS**

The curriculum aims to develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible citizens, locally and globally.

## **SPECIFIC AIMS**

The overriding aim for Ghanaian Language and Culture curriculum in Basic Schools is to develop the linguistic and cultural awareness of the learner. The following aims may culminate into the achievement of this broad aim:

1. Heighten learners' sensitivity to their Ghanaian Language.
2. Acquire the basic skills that will help them decode appropriate age-level text in the Ghanaian Languages.
3. Read age level/appropriate text with ease, fluently, and with comprehension.
4. Cultivate life-long habit of reading widely for information and pleasure.
5. Acquire a wide stock of vocabulary and understand grammatical structures as well as linguistic conventions for easy listening, speaking, reading and writing.
6. Write clearly, accurately and coherently in their first language in a range of contexts for varied purposes and audience.
7. Read literary materials with pleasure, appreciate great stock of literary works, and become lifelong learners.
8. To polish existing skills and extend the learner's linguistic knowledge and experience.
9. Appreciate and value their culture and that of others.
10. Appreciate the linguistic, historical and cultural heritage of their people.

## **CORE COMPETENCIES**

The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

### **CRITICAL THINKING AND PROBLEM SOLVING (CP)**

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skills enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

### **CREATIVITY AND INNOVATION (CI)**

Creativity and Innovation promotes entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

### **COMMUNICATION AND COLLABORATION (CC)**

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

### **CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)**

This competence involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, COMPETENCIES and attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

### **PERSONAL DEVELOPMENT AND LEADERSHIP (PL)**

This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

### **DIGITAL LITERACY (DL)**

Digital Literacy develop learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

### **LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)**

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

### **KNOWLEDGE, UNDERSTANDING AND APPLICATION**

Under this domain, learners may acquire some knowledge through some learning experiences. They may also show an understanding of concepts by comparing, summarising, re-writing etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much more higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to

explain, summarise, and give examples etc. means that the learner has understood the concept taught. Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context.

You will notice that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as knowledge application.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have to teach. The focus is to move teaching and learning from the didactic acquisition of knowledge where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills, explain reasoning, and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the point at which learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

- Knowing:** The ability to remember, recall, identify, define, describe, list, name, match, state principles, facts, concepts. Knowledge is the ability to remember or recall material already learned and this constitutes the lowest level of learning.
- Understanding:** The ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.
- Applying:** This dimension is also referred to as “Use of Knowledge”. Ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover etc.
- Analysis:** The ability to break down material/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts etc.
- Synthesising:** The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions etc.
- Evaluating:** The ability to appraise, compare features of different things and make comments or judgment, compare, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.
- Creating:** The ability to use information or materials to plan, compose, produce, manufacture or construct other products. From the foregoing, creation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills beginning right from the Upper primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.

## SKILLS AND PROCESSES

These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning. It is evidently clear from the definition that four skills are to be developed. These skills are **Listening, Reading, Speaking** and **Writing**. Explanation of the meaning of the four skills is as follows:

- Listening:** This is the ability to listen to, understand and follow directions, instructions etc. given in a language
- Reading:** The ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently and must be able to answer questions arising from the passage read. They should also be able to summarise passages read their own words to show understanding of the passage.
- Speaking:** The ability to speak the language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practice to perfection.
- Writing:** The ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

## ATTITUDES AND VALUES

To be effective, competent and reflective citizens, who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners therefore need to acquire positive attitudes, values and psychosocial skills that will enable them participate in debates and take a stand on issues affecting them and others. The geography curriculum thus focuses on the development of attitudes and values.

### Attitudes

- i. **Curiosity:** The inclination or feeling toward seeking information about how things work in a variety of fields.
- ii. **Perseverance:** The ability to pursue a problem until a satisfying solution is found.
- iii. **Flexibility in ideas:** Willingness to change opinion in the face of more plausible evidence
- iv. **Respect for Evidence:** Willingness to collect and use data in one's investigation, and also have respect for data collected by others.
- v. **Reflection:** The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above scientific attitudes and process skills as a prelude to effective work in Ghanaian Language.

## VALUES

At the heart of this curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values:

- i. **Respect:** This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.
- ii. **Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for national development. The curriculum promotes social cohesion.
- iii. **Equity:** Socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, and require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.
- iv. **Commitment to achieving excellence:** Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.
- v. **Teamwork/Collaboration:** Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.
- vi. **Truth and Integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences, and be morally upright with the attitude of doing the right thing even when no one is watching. Also, learners are taught to be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

The action verbs provided under the various profile dimensions should help you to structure your teaching to achieve desired learning outcomes. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

## ASSESSMENT

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learner's response to instruction. Assessment is both formative and summative.

Formative assessment is viewed in terms of Assessment **as** learning and Assessment **for** learning.

**Assessment as learning:** Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility of their own learning to improve performance. Learners set their own goals and monitor their progress.

**Assessment *for* learning:** It is an approach used to monitor learner’s progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners’ performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

**Assessment *of* learning:** This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner’s cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, try to select indicators in such a way that you will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When you develop assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a “Criterion-Referenced Assessment”. In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure you use i.e. class assessments, homework, projects etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

### **SUGGESTED TIME ALLOCATION**

A total of five periods a week, each period consisting of thirty minutes, is allocated to the teaching of Ghanaian Languages at the Upper Primary level.

### **PEDAGOGICAL APPROACHES**

These include the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes. The curriculum emphasises the following:

- The creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning.
- The positioning of inclusion and equity at the centre of quality teaching and learning.
- The use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind.
- The use of Information Communications Technology (ICT) as a pedagogical tool.
- The identification of subject specific instructional expectations needed for making learning in the subject relevant to learners.
- The integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy.
- Using questioning techniques that promote deeper learning.

### **LEARNING-CENTRED PEDAGOGY**

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana’s young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KGI – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas, and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

- Learners feel safe and accepted.
- Learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- The teacher assumes the position of a facilitator or coach who helps learners to identify a problem suitable for investigation via project work.
- Problems are connected to the context of the learners’ world so that it presents authentic opportunities for learning.
- Subject matter around the problem, not the discipline.
- Learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- Learners collaborate whilst learning.
- Demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

## **INCLUSION**

Inclusion entails access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners’ right to equal access to quality education are being met. The curriculum suggests a variety of approaches that address learners’ diversity and their special needs in the learning process. These approaches when used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:

- learning that is linked to the learner’s background and to their prior experiences, interests, potential and capacities;
- learning that is meaningful because it aligns with learners’ abilities (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance in the process and also enabling them to assess their own learning outcomes.

## **DIFFERENTIATION AND SCAFFOLDING**

This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

**Differentiation** is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all students in a group have the best possible chances of learning. Differentiation could be by task, support and outcome. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through:

- Task
- One-on-one support
- Outcome

**Differentiation by task** involves teachers setting different tasks for learners of different ability e.g. in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan of the classroom.

**Differentiation by support** involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

**Differentiation by outcome** involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

**Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards a stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episode, experience or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, then guiding them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher include:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time.
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding.
- giving learners an exemplar or model of an assignment, they will be asked to complete.
- giving learners a vocabulary lesson before they read a difficult text.
- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve.
- explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

## **INFORMATION COMMUNICATIONS TECHNOLOGY**

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

- improved teaching and learning processes;
- improved consistency and quality of teaching and learning;
- increased opportunities for more learner-centred pedagogical approaches;
- improved inclusive education practices by addressing inequalities in gender, language, ability;
- improved collaboration, creativity, higher order thinking skills;
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool helps to provide learners access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once pupils have made their findings, ICT can then help them organize, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them such as calculators, radios, cameras, phones, television sets, and computer and related software like Microsoft Office packages – Word, PowerPoints and Excel as teaching and learning tools. The exposure that learners are given at the Primary School level to use ICT in exploring learning will build their confidence and will increase their level of motivation to apply ICT use in later years, both within and outside of education. ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

## ORGANISATION OF THE CURRICULUM

The curriculum has been structured into four columns which are Strands, Sub-strands, Content standards and indicators and exemplars. A unique annotation is used for numbering the learning indicators in the curriculum for the purpose of easy referencing. The notation is indicated in table 2.

**Example: KGI.2.3.4.1**

ANNOTATION	MEANING / REPRESENTATION
KGI	Year Or Class
2.	Strand Number
3.	Sub-Strand Number
4.	Content Standard Number
5.	Learning / Performance indicator Number

**Strands** are the broad areas/sections of the Ghanaian Language content to be studied.

**Sub-strands** are the topics within each strand under which the content is organised.

**Content standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

**Indicator** is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

**Exemplar:** support and guidance which clearly explains the expected outcomes of an indicators and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

**ILLUSTRATION**

Year/Class

Content Standards

Learning/Performance indicators

<b>STRAND 1: Oral Language: Listening and Speaking</b>			
<b>SUB-STRAND 4: Listening and Story Telling</b>			
<b>KG1</b>	<b>KG2</b>	<b>B1</b>	<b>B2</b>
<b>KG1.1.4.1: Exhibit knowledge of listening to and appreciating simple stories.</b>	<b>KG2.1.4.1: Exhibit knowledge of listening to and appreciating simple stories.</b>	<b>B1.1.4.1: Exhibit knowledge of listening to and appreciating simple stories.</b>	<b>B2.1.4.1: Exhibit knowledge of listening to and appreciating simple stories.</b>
KG1.1.4.1.1. Discuss the characters in the story	KG2.1.4.1.1 Recognise and discuss the characters in the story.	B1.1.4.1.1 Discuss the characters of the story.	B2.1.4.1.1 Retell part of the story

## **NOTE TO THE TEACHER**

### **Integration of Skills**

A fundamental component of this syllabus is its integrated approach to the teaching of language skills and cultural values. In the sense that Listening, Speaking (cultural values), Reading and Writing are integral in building the grammatical and communicative competence of the learner. Grammar simply sets the rules for speaking, reading and writing correctly. This is not to shift the focus of language lessons to preaching these values. Small doses of these values are fused into literature and composition as well as reading and oral work. It is, therefore, advantageous at this level to adopt an integrated approach in the teaching of language skills and cultural values.

This means, for example, that as you teach a writing/composition lesson, relevant grammatical and cultural issues must be raised and explained in relation to the writing task. Similarly, such a lesson must have significant aural and oral components.

### **Approach to Grammar**

It is important to point out that at the primary school, grammar is basically internalized. It must be seen as an integral part of listening and speaking and treated as such. The main task is to assist learners to learn to **use** the listed language/grammatical items correctly and fluently. These should be introduced in meaningful situations in the context of everyday activities, modelled adequately and practised orally by every child. As much as is possible, the children must not be bothered with grammatical terminologies, definitions and lengthy explanation of abstract grammatical concepts.

### **Oral Language (Listening and Speaking)**

The section on Oral Work referred to as “Listening and Speaking” in this syllabus has the following segments: songs, rhymes, poems, talking about (oneself, family people and places), storytelling, dramatisation, conversation, listening comprehension, asking and answering questions, giving and following commands/instructions and presentation. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing and carry out instructions in the Ghanaian language. In KG1 to B3, the Grammar has been integrated into the Listening and Speaking as well as Writing aspects of the lessons. The teacher must give the segments their due weight, balance and influence in the teaching process.

### **Reading Material**

To help the teacher to achieve the indicators of the strand “Reading”, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of

current interest. The teacher is further encouraged to use his/her initiative in improvising and planning new reading materials. It is a requirement that each learner should read three books on different topics each term, that is, nine books per year. Apart from the prescribed books, the teacher should also encourage learners to read any Ghanaian Language book they find interesting.

### **Supplementary Material**

The teacher is further encouraged to constantly look for other supplementary material which will enhance the teaching/learning especially of the sections on “Listening and Speaking” and “Reading”; Material that focus on comprehensive sexuality education, moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

### **List of Topics for Reading**

The following list of topics has been selected to be used in developing materials for reading from Basic 4 to Basic 6. The teacher is encouraged to look for materials that may be relevant to these topics or select passages from other sources that will be of interest to learners at each class level. Materials for reading must also include the basic types of prose: narrative, creative, persuasive, descriptive, informative/academic writing, literary writing, letter writing and argumentative as well as bits of drama and verse.

#### **BASIC 4 – BASIC 5**

1. Drug Abuse
2. Natural Disasters – Earthquakes, floods, tremors, hurricanes, etc.
3. Road Accidents – Causes and prevention
4. Water – Sources, importance and uses
5. Leisure
6. Historical events – Independence day, February shootings, Formation of UGCC and struggle for independence, etc
7. Communication – Letters, telephones, E-mail, print and electronic media
8. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property
9. Comprehensive Sexuality education

## BASIC 6

1. Comprehensive Sexuality Education
2. Teenage Pregnancy
3. Marriage
4. HIV/AIDS
5. Energy – Sources, importance and conservation
6. Inventions
7. Computers
8. Forest Depletion
9. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property.
10. Entrepreneurship

## SCOPE AND SEQUENCE

STRANDS	SUB STRANDS	KG1	KG2	B1	B2	B3	B4	B5	B6
<b>1. ORAL LANGUAGE: LISTENING AND SPEAKING</b>	<b>1.Songs</b>	√	√	√	√	√	√	√	√
	<b>2.Rhymes</b>	√	√	√	√	√			
	<b>3.Poems</b>					√	√	√	√
	<b>4.Story Telling</b>	√	√	√	√	√	√	√	√
	<b>5.Dramatisation and Role Play</b>	√	√	√	√	√	√	√	√
	<b>6.Conversation</b>	√	√	√	√	√	√	√	√
	<b>7.Talking about Oneself, Family, People, Places,</b>	√	√	√	√	√	√	√	√
	<b>8.Listening Comprehension</b>	√	√	√	√	√			
	<b>9.Asking and Answering Questions</b>	√	√	√	√	√	√	√	√
	<b>10.Giving and Following Commands/ Instructions</b>	√	√	√	√	√	√	√	√
	<b>11.Presentation</b>	√	√	√	√	√	√	√	√
<b>2. READING</b>	<b>1.Pre-Reading Activities</b>	√	√	√					
	<b>2.Print Concept</b>	√	√	√					
	<b>3.Phonological and Phonemic Awareness</b>	√	√	√	√	√			
	<b>4.Phonics:(Letter and sound knowledge)</b>	√	√	√	√	√	√	√	√
	<b>5.Vocabulary (Sight and Content Vocabulary)</b>			√	√	√	√	√	√
	<b>6.Comprehension</b>			√	√	√	√	√	√

	<b>7.Silent Reading</b>			√	√	√	√	√	√
	<b>8.Fluency</b>			√	√	√	√	√	√
	<b>9.Summarising</b>						√	√	√
<b>3. WRITING</b>									
	<b>1.Penmanship/Handwriting</b>	√	√	√	√	√	√	√	√
	<b>2.Writing Letters-Small and Capital Letters</b>		√	√					
	<b>3.Writing Simple Words /Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom</b>		√	√	√	√			
	<b>4.Writing/Copying Simple Sentences with Correct Spacing</b>			√	√	√			
<b>4. COMPOSITION WRITING</b>							√	√	√
	<b>1.Creative/Free Writing</b>						√	√	√
	<b>2.Narrative Writing</b>						√	√	√
	<b>3.Descriptive Writing</b>						√	√	√
	<b>4.Persuasive Writing</b>						√	√	√
	<b>5.Argumentative Writing</b>						√	√	√
	<b>6.Informative/Academic Writing</b>						√	√	√
	<b>7.Literary Writing</b>						√	√	√
	<b>8.Letter Writing</b>						√	√	√
<b>5. WRITING CONVENTIONS/ USAGE</b>									
	<b>1.Integrating Grammar in Written Language (Capitalization)</b>			√	√	√	√	√	√
	<b>2.Integrating Grammar in Written Language (Punctuation)</b>				√	√	√	√	√
	<b>3.Integrating Grammar in Written Language (Use of Action Words)</b>		√	√	√	√	√	√	√
	<b>4.Integrating Grammar in Written</b>		√	√	√	√	√	√	√

	<b>Language (Use of Qualifying Words)</b>								
	<b>5.Integrating Grammar in Written Language (Use of Postpositions)</b>		√	√	√	√	√	√	√
	<b>6.Integrating Grammar in Written Language (Use of Simple and Compound Sentences)</b>				√	√	√	√	√
	<b>7.Integrating Grammar in Written Language (Spelling)</b>			√	√	√	√	√	√
	<b>8.Integrating Grammar in Written Language (Use of Conjunctions)</b>						√	√	√
<b>6. EXTENSIVE READING/CHILDREN'S LITERATURE/ LIBRARY</b>	<b>1.Building the Love and Culture of Reading in Learners</b>		√	√	√	√	√	√	√
	<b>2.Read Aloud with Children</b>		√	√	√	√	√	√	√
	<b>3.Reading Texts, Poems, Narratives and Short Stories and Respond to them</b>					√	√	√	√

# **BASIC 4**

**BASIC 4**

**STRAND I: Oral Language (Listening and Speaking)**

<b>SUB STRAND I: SONGS</b>		
<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B4.1.1.1: Exhibit knowledge of traditional and occupational songs by recognising their types and their related songs.</b>	<p><b>B4.1.1.1.1. Sing and discuss songs connected to traditional occupations and their importance.</b></p> <ul style="list-style-type: none"> <li>• Let learners sing a familiar traditional song.</li> <li>• Show learners a video of a traditional song being performed.</li> <li>• Discuss the lyrics of the song with learners.</li> <li>• Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time).</li> <li>• After watching a video on a performed traditional occupation, allow the learners to discuss some importance of traditional occupation songs.</li> </ul> <p>Work songs: – reduce fatigue, boredom provides enjoyment allows systematic work, inspires fellow workers to work harder etc.</p>	Communication and collaboration
<b>SUB-STRAND 3: Poems</b>		
<b>B4.1.3.1: Demonstrate knowledge and understanding of selected poems by discussing them.</b>	<p><b>B4.1.2.1.1. Explore the poems of about five lines correctly and discuss the moral lessons in the poem.</b></p> <ul style="list-style-type: none"> <li>• Let learners sing a popular traditional song.</li> <li>• Explore a poem to learners.</li> <li>• Let them listen and take note of keywords words in the poem.</li> <li>• Ask learners to mention the words they heard.</li> <li>• Write the words on the board.</li> <li>• Lead learners to say the words aloud.</li> <li>• Let learners say the words and use them to form their own sentences.</li> <li>• Let learners explore the poem correctly.</li> <li>• Put learners in groups.</li> <li>• Let them discuss the moral lessons in the poems in groups and tell the class.</li> </ul>	Communication and collaboration

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 4: Listening and Story Telling</b>		
<b>B4.1.4.1:</b> <b>Demonstrate knowledge on the structure and features of folktales.</b>	<b>B4.1.4.1.1. Retell a folktale of about three scenes and recognise its beginning and end and discuss the features of the folktale.</b> <ul style="list-style-type: none"> <li>• Let learners sing a popular song.</li> <li>• Play a video of someone telling a folktale.</li> <li>• Encourage learners to take note of whatever they see and hear.</li> <li>• Teach learners what a folktale is.</li> <li>• Call learners individually to retell what they saw and heard in the video.</li> <li>• Put learners into groups and ask them to compose a folktale on any topic of their choice.</li> <li>• Let learners present their folktales to the class.</li> <li>• After watching the video on someone telling a folktale, lead learners to discuss what they saw and heard.</li> <li>• Tell learners a folktale.</li> <li>• Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion.</li> <li>• Let learners discuss the features of the folktale. E.g. People, animals, spirits, tress, river, mountains, etc.</li> </ul> <p>It has a moral lesson and is very interesting. It is usually a comedy or tragedy.</p>	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Digital literacy</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 5: Dramatisation and Role Play</b>		
<b>B4.1.5.1: Demonstrate an understanding of changing a story to drama.</b>	<p><b>B4.1.5.1.1 Narrate a story line of a story of about five characters and recognise and discuss the characters and setting of the story.</b></p> <ul style="list-style-type: none"> <li>• Let learners sing any traditional work song they know.</li> <li>• Invite a guest teacher to tell a short story made up of five characters.</li> <li>• Discuss what a story line is with learners.</li> <li>• Lead learners through discussion to find out the story line of the story they have heard.</li> <li>• Let learners listen to the story again from the guest teacher.</li> <li>• Discuss what a setting and a character is with learners.</li> <li>• Allow learners to recognise the characters and setting of the story.</li> </ul> <p><b>B4.1.5.1.2 Perform the drama of about five characters.</b></p> <ul style="list-style-type: none"> <li>• Discuss the story that the guest teacher told the class again with learners.</li> <li>• Assign roles to them and direct learners to perform the drama.</li> <li>• Discuss the performance with learners.</li> <li>• The strengths and weaknesses must be emphasized in order to improve on subsequent performances.</li> </ul>	<p>Communication and collaboration</p> <p>Creativity and innovation</p>
<b>SUB-STRAND 6: Conversation</b>		
<b>B4.1.6.1: Talk about personal experiences and that of others</b>	<p><b>B4.1.6.1.1 Narrate any interesting experiences in life.</b></p> <ul style="list-style-type: none"> <li>• Ask learners to mention some traditional plays they know.</li> <li>• Ask learners to sing the songs associated with the plays.</li> <li>• Give an account of any interesting experience you have had in life as a teacher.</li> <li>• Discuss the narrated experience with learners.</li> <li>• Allow learners to also narrate any interesting experience they have had in life.</li> </ul> <p><b>B4.1.6.1.2 Respond/react to other peoples' stories or narratives.</b></p> <ul style="list-style-type: none"> <li>• Let learners narrate their experiences in life (it could be an experience at the hospital, school, home or the playing field).</li> <li>• Discuss the experience narrated with learners.</li> <li>• Let learners express their views on the experiences narrated.</li> <li>• Lead learners to recognise the various positive reactions to other people's experiences.</li> </ul>	<p>Communication and collaboration</p> <p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 7: Talking about Oneself, Family, People and Places</b>		
<b>B4.1.7.1: Show an understanding of what an environment is and the effect of environmental degradation.</b>	<p><b>B4.1.7.1.1 Talk about the environment and recognise and discuss things that destroy the environment.</b></p> <ul style="list-style-type: none"> <li>• Take a stroll with learners.</li> <li>• Tell them to take note of the things they see as you take the stroll.</li> <li>• Let learners mention the names of things in their environment.</li> <li>• In class, discuss what an environment is with learners.</li> <li>• In class, discuss the trip with learners and lead them to recognise some of the actions of man that destroy the environment.</li> <li>• Let learners recognise other things that destroy the environment. E.g. Bushfires, erosion, de-forestation, pollutions in various forms, etc.</li> </ul> <p><b>B4.1.7.1.2 Describe how to prevent things that destroy the environment.</b></p> <ul style="list-style-type: none"> <li>• Discuss the actions that destroy the environment again with learners.</li> <li>• Group learners and ask them to brainstorm in their various groups on what they think must be done to prevent the destruction of the environment.</li> <li>• Let each group present whatever they have written down to the class.</li> <li>• Let learners discuss the points raised by their friends and select the major ideas that they bring out (the teacher can add more ways of preventing the destruction of the environment in case the points raised by learners are not very strong).</li> <li>• Show learners a video on how to prevent things that destroy the environment.</li> <li>• Discuss the video with them.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development, creativity and leadership</p>
CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 9: Asking and Answering Questions</b>		
<b>B4.1.9.1: Demonstrate knowledge on understanding and use of polar question</b>	<p><b>B4.1.9.1.1 Recognise polar question markers.</b></p> <ul style="list-style-type: none"> <li>• Revise the lesson on giving and responding to commands with learners.</li> <li>• Call one learner and use the questions and answers strategy to get information from him or her as the rest of the learners listen.</li> <li>• Discuss what polar question markers are with learners.</li> </ul>	<p>Communication and collaboration</p>

<b>markers</b>	<ul style="list-style-type: none"> <li>Lead learners to recognise polar question markers in a group of questions written on the board. Eg. Have you eaten? Yes/No. Are you from this town? Yes/No</li> </ul> <p><b>B4.1.9.1.2 Recognise and use polar question markers correctly.</b></p> <ul style="list-style-type: none"> <li>Let learners come out in pairs.</li> <li>Let one ask a polar question for the other to answer and vice versa (supervise the questioning so that you provide an assistance where necessary).</li> <li>Use question and answer strategy, to get information from one of the learners on the use of polar question markers.</li> <li>Let them recognise polar questions in your question.</li> <li>Lead learners to recognise how to use polar question markers correctly.</li> </ul>	
<b>SUB-STRAND 10: Giving and Following Commands/Instructions</b>		
<b>B4.1.10.1: Exhibit knowledge of understanding and use of landmarks in giving directions.</b>	<p><b>B4.1.10.1.1 Recognise landmarks in your area and use them to give directions.</b></p> <ul style="list-style-type: none"> <li>Revise the lesson on the environment with learners.</li> <li>Show learners map of Ghana with the landmarks very visible.</li> <li>Discuss the map with learners telling them what a landmark is and how to recognise the landmarks.</li> <li>Let the learners mention some of the popular landmarks they see on the map.</li> <li>Let learners recognise landmarks in their locality.</li> <li>Let learners mention some of the popular landmarks they know ones again.</li> <li>Use the landmarks to give directions.</li> <li>Let learners use landmarks on the school compound to give directions to specific places in the school.</li> <li>Let learners use landmarks to give directions to key places in the locality.</li> </ul>	<p>Communication and collaboration</p>



**STRAND 2:Reading**

<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>SUB-STRAND 4: Phonics: Letter Sound Knowledge</b>		
<p><b>B4.2.4.1: Demonstrate knowledge in listening and pronouncing words with identical sounds from a list of words.</b></p>	<p><b>B4.2.4.1.1 Read and recognise sounds at word initial.</b></p> <ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet as a group and then individually.</li> <li>• Write a number of words on the board.</li> <li>• Lead learners to say the words as a group and then individually.</li> <li>• Let learners use the knowledge they have on letters and sounds and sorting to group words with the same initial sounds together in a group.</li> <li>• Let learners show their works to another group.</li> <li>• Through this, help learners read and recognise sounds at word initial.</li> </ul> <p><b>B4.2.4.1.2 Read and recognise diagraphs in sentences.</b></p> <ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet as a group and individually.</li> <li>• Write a number of sentences on the board.</li> <li>• Lead learners to read the sentences as a group and individually.</li> <li>• Lead learners to recognise the diagraphs in the sentences.</li> <li>• Let learners read the diagraphs in the words that are in sentences.</li> </ul> <p><b>B4.2.4.1.3 Blend two-syllables to form words.</b></p> <ul style="list-style-type: none"> <li>• Revise the lesson on syllables with learners.</li> <li>• Write two syllable words on the board and help learners to read them.</li> <li>• Put learners into groups and ask them to form as many words as they can by blending two-syllable words and mention their words to the class.</li> </ul> <p><b>B4.2.4.1.4 Recognise and read consonant clusters in sentences.</b></p> <ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Write words with consonant clusters in them (where applicable) and lead learners to say the words as a group and individually.</li> <li>• Use words formed with consonant clusters to form sentences on the board and lead learners to read the sentences.</li> <li>• Let learners read the sentences and as they read, lead them to recognise the consonant clusters in the sentences and write them down.</li> </ul>	<p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 5: Vocabulary (Sight and content vocabulary)</b>		
<b>B4.2.5.1: Show an understanding of, recognise and read about things in their environment</b>	<p><b>B4.2.5.1.1.1 Read aloud with correct pronunciation and tone.</b></p> <ul style="list-style-type: none"> <li>• Sing a song with learners. Read aloud a passage.</li> <li>• Read the passage again while learners read after you.</li> <li>• Let learners read aloud the passage with correct pronunciation and tone (correct them where necessary).</li> </ul> <p><b>B4.2.5.1.2 Find meanings of unfamiliar words from context.</b></p> <ul style="list-style-type: none"> <li>• Read aloud the passage again.</li> <li>• Mention some words and write them on the board.</li> <li>• Lead learners to find the meaning of the words in context.</li> <li>• Let learners find the meanings of more unfamiliar words in context.</li> </ul> <p><b>B4.2.5.1.3 Find meanings of figurative expressions.</b></p> <ul style="list-style-type: none"> <li>• Read a passage aloud.</li> <li>• Write the figurative expressions in the passage on the board.</li> <li>• Lead learners through discussions to find the meanings of the figurative expressions.</li> <li>• Let learners find the meanings of more figurative expressions.</li> </ul>	<p>Communication and collaboration</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 7: Silent Reading</b>		
<b>B4.2.7.1: Demonstrate in knowledge on reading for comprehension</b>	<p><b>B4.2.7.1.1. Explain the meanings of unfamiliar words in a text.</b></p> <ul style="list-style-type: none"> <li>• Lead learners to sing a song.</li> <li>• Read a passage silently.</li> <li>• Ask learners to recognise and write unfamiliar words down.</li> <li>• Let learners mention the words to the class.</li> <li>• Write the words on the board and group learners to find the meanings of the given words.</li> <li>• In groups, let the learners explain the meanings of the unfamiliar words in a text among themselves.</li> </ul> <p><b>B4.2.7.1.2 Explain the meanings of figurative expressions in a text.</b></p> <ul style="list-style-type: none"> <li>• Read a passage.</li> <li>• Write the figurative expressions in the passage on the board.</li> <li>• Lead learners to read the figurative expressions as a group and individually.</li> <li>• Lead learners through discussion to find the meanings of the figurative expressions.</li> <li>• Let learners find the meanings of more figurative expressions.</li> </ul> <p><b>B4.2.7.1.3 Answer questions on a passage.</b></p> <ul style="list-style-type: none"> <li>• Let learners read the passage again in turns.</li> <li>• Call a learner to ask questions based on the passage read for the other learners to answer.</li> <li>• Ask questions for learners to answer.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 8: Fluency</b>		
<b>B4.2.8.1: Exhibit knowledge by reading with minimal mistakes</b>	<p><b>B4.2.8.1.1 Read short passages observing punctuations.</b></p> <ul style="list-style-type: none"> <li>• Give learners short passages to read in silently.</li> <li>• Call learners to read the passage in turns (correct learners where necessary).</li> <li>• As they read, let them observe the punctuations in the passage.</li> </ul>	<p>Communication and collaboration</p>

	<p><b>B4.2.8.1.2 Read about 125 to 150 words per minute.</b></p> <ul style="list-style-type: none"> <li>• Give learners a passage to read (the passage should be about 125 to 150 words to be read in a minute.)</li> <li>• Group learners and let them play a reading game at 120 words or more per minute.</li> </ul>	Personal development and leadership
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 9: Summarising</b>		
<p><b>B4.2.9.1: Show an understanding of how main ideas are extracted from a text.</b></p>	<p><b>B4.2.9.1.1 Select topic sentences in paragraphs.</b></p> <ul style="list-style-type: none"> <li>• Let learners sing a traditional occupational song.</li> <li>• Let learners read a number of paragraphs from a book.</li> <li>• Lead learners to discuss what a topic sentence is.</li> <li>• Lead learners to recognise some topic sentences in the passage they have read.</li> <li>• Let learners continue with the reading of the passage and write down the topic sentences in each paragraph read.</li> <li>• Let learners compare their topic sentences in their groups.</li> <li>• Let learners compare their final group works to those of other groups.</li> <li>• Discuss their findings with them.</li> </ul> <p><b>B4. 2.9.1. 2 Give titles to passages.</b></p> <ul style="list-style-type: none"> <li>• Read a passage to learners.</li> <li>• Discuss the passage with learners and let them come out with suggested titles.</li> <li>• Discuss their suggested titles with them and select one.</li> <li>• Give learners a different printed passage for them to read.</li> <li>• Lead learners to give a title to the passage they have read.</li> </ul>	Critical thinking and problem solving



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.3.1.1.4</b> <b>(cont'd)</b>	<b>B4.3.1.1.4 Write simple sentences.</b> <ul style="list-style-type: none"> <li>• Put learners into groups and help them to write simple sentences on their own as you monitor.</li> <li>• Let each group write one of their sentences on the board.</li> <li>• Discuss the sentences they have written with them to see if it is a statement or a question.</li> </ul>	















	<p><b>B4.5.1.1.2 Use capital letters after full stops.</b></p> <ul style="list-style-type: none"> <li>• Create a game about using a capital letter after a full stop.</li> <li>• Play the game with learners.</li> <li>• Let learners use capital letters after full stops.</li> </ul> <p><b>B4.5.1.1.3 Demonstrate an understanding of the use of capital letters after colons.</b></p> <ul style="list-style-type: none"> <li>• Create a game about using a capital letter after a colon.</li> <li>• Play the game with learners.</li> <li>• Help learners to understand the use of capital letters after a colon.</li> <li>• Encourage learners to use capital letters to begin a sentence after a colon.</li> </ul>	<p>Personal development and leadership</p>
<p><b>SUB-STRAND 2: Integrating Grammar in Written Language (Punctuation)</b></p>		
<p><b>B4.5.2.1: Demonstrate an understanding on the use of punctuation marks appropriately in writing sentences.</b></p>	<p><b>B4.5.2.1.1 Demonstrate the use of commas.</b></p> <ul style="list-style-type: none"> <li>• Use commas in sentences on the board.</li> <li>• Let learners demonstrate the use of commas by writing sentences in groups.</li> <li>• Let learners show their work to the class and discuss it with them.</li> </ul> <p><b>B4.5.2.1.2 Write sentences using full stops appropriately.</b></p> <ul style="list-style-type: none"> <li>• Write sentences on cardboards and show it to learners.</li> <li>• Let learners read the sentences as a group.</li> <li>• Call learners to put the full stop at the right positions in the sentences.</li> <li>• Let learners write sentences using full stops effectively.</li> </ul> <p><b>B4.5.2.1.3 Recognise and use the question marks appropriately in writing.</b></p> <ul style="list-style-type: none"> <li>• Write questions on the board using question marks appropriately.</li> <li>• Encourage learners to recognize and use the question marks appropriately in writing.</li> <li>• Write a piece on the board and call learners to put in the correct punctuations.</li> </ul>	<p>Communication and collaboration</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 4: Integrating Grammar in Written Language (Use of qualifying words)</b>		
<p><b>B4.5.4.1: Demonstrate knowledge on the use of adjectives and adverbs.</b></p>	<p><b>B4.5.4.1.1 Recognise the positive comparative words and superlative words of regular adjectives.</b></p> <ul style="list-style-type: none"> <li>• Let learners sing a familiar song.</li> <li>• In pairs, let learners compare their heights, sizes, nature, etc.</li> <li>• Help learners to recognise the words that are used to express comparative and superlative forms.</li> </ul> <p><b>B4.5.4.1.2 Differentiate between comparative and superlative words/adjectives.</b></p> <ul style="list-style-type: none"> <li>• In pairs, let learners differentiate between the comparative and superlative words/adjectives. E.g. Better, best more beautiful, most beautiful</li> </ul> <p><b>B4.5.4.1.3 Use comparative and superlative words/adjectives in sentences.</b></p> <ul style="list-style-type: none"> <li>• In groups let learners use comparative and superlative words/adjectives in sentences.</li> <li>• Assist learners to recognise comparative and superlative words/adjectives in sentences.</li> <li>• Let learners use these words to form sentences: more beautiful, most beautiful, e.g. Kofi is a better keeper but Ama is the best keeper.</li> </ul> <p><b>B4.5.4.1.4 Demonstrate the use of comparative and superlative adverbs /words.</b></p> <ul style="list-style-type: none"> <li>• Let learners demonstrate the use of comparative and superlative words individually in class. E.g. better, best more beautiful, most beautiful.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>







CONTENT STANDARDS	INDICATORSS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>Sub-Strand 8 : Integrating Grammar in Written Language(Conjunctions)</b>		
<b>B4.5.8.1: Apply the knowledge of conjunctions in writing</b>	<p><b>B4.5.8.1.1. Identify and use simple conjunctions - and, but, or, nor - to link:</b></p> <ul style="list-style-type: none"> <li>• similar ideas, contrasting ideas, show choices/express alternatives</li> <li>• Introduce the conjunctions one at a time in context.</li> <li>• Elicit examples of sentences with conjunctions from learners.</li> <li>• Put on cards simple sentences.</li> </ul> <p>e.g.</p> <ol style="list-style-type: none"> <li>i. Esi is tall. Ama is short.</li> <li>ii. Esi is tall but Ama is short.</li> </ol> <ul style="list-style-type: none"> <li>• Use combination drill for learners to practise the use of conjunctions.</li> </ul> <p>e.g.</p> <ol style="list-style-type: none"> <li>i. Learner A: I bought a pen...</li> <li>ii. Learner B: I bought a pen and a notebook.</li> <li>iii. Learner C: I will eat fufu.....</li> </ol> <p>Learner D: I will eat fufu or kenkey.</p>	Communication and Collaboration

**STRAND 6 : Extensive Reading/Children Literature/Library**

<b>SUB-STRAND 1: Building the Love and Culture of Reading in Learners</b>		
CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.6.1.1: Exhibit knowledge of reading long stories from sources other than the class Readers, with correct intonation.</b>	<p><b>B4.6.1.1.1 Read long stories aloud correctly.</b></p> <ul style="list-style-type: none"> <li>• Do a model reading of a long story.</li> <li>• Allow learners to read aloud long stories correctly in groups and then individually.</li> </ul>	Communication and collaboration



# **BASIC 5**

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**STRAND 1: Oral Language (Listening and Speaking)**

<b>SUB STRAND 1: SONGS</b>		
<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B5.1.1.1: Show an understanding of cradle songs/lullaby.</b>	<p><b>B5.1.1.1.1: Sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.</b></p> <ul style="list-style-type: none"> <li>• Show a clip of a baby crying to learners.</li> <li>• Ask learners to tell you what a mother does when a child is crying.</li> <li>• Discuss the answers with the learners and talk about what a lullaby is.</li> <li>• Play a recorded cradle song or lullaby to the hearing of learners.</li> <li>• Lead learners to sing cradle songs/lullaby with correct rhythm.</li> <li>• Allow individual learners to sing a lullaby.</li> <li>• Let learners brainstorm the importance of lullaby.</li> <li>• Lead them to discuss the importance of cradle songs to the baby.</li> <li>• Write some of the benefits discussed on the board, and allow learners to copy them into books. E.g. It makes the baby sleep. It makes the baby happy. It enables the baby to play.</li> <li>• Assist learners to discuss the importance of cradle songs to the mother and caretaker. E.g. It allows the mother to do her work. It helps the mother to rest etc.</li> <li>• Write the outcome from the discussion with the learners.</li> <li>• Let learners role play mother singing a lullaby and holding a child.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 3: Poems</b>		
<p><b>B5.1.3.1:</b>  <b>Demonstrate knowledge and understanding of selected poems by discussing them.</b></p>	<p><b>B5.1.3.1.1 Explore a poem of about six to seven lines correctly.</b></p> <ul style="list-style-type: none"> <li>• Ask a learner to explore a poem and listen to a poem accompanied by audio.</li> <li>• Let the learners perform the gestures that accompany the poems.</li> <li>• Explore a poem for learners to listen.</li> <li>• Lead learners to explore poems correctly.</li> </ul> <p><b>B5.1.3.1.2 Recognise the key words in the poem and discuss the theme of the poem.</b></p> <ul style="list-style-type: none"> <li>• Let learners listen to a poem recital.</li> <li>• Read a poem and discuss key issues in the poem.</li> <li>• Let learners explore poems they know.</li> <li>• Lead learners to recognise the key words in the poem they explore.</li> <li>• Put learners into groups and let the groups discuss the key issues and present to the class.</li> <li>• Allow a learner to explore a poem for learners to listen.</li> <li>• Allow learners to write down what they think about the poem and let them discuss.</li> <li>• In groups, help learners to discuss the theme of the poem.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>
<b>SUB-STRAND 4: Listening and Story Telling</b>		
<p><b>B5.1.4.1:</b>  <b>Demonstrate knowledge on the structure and features of folktales.</b></p>	<p><b>B5.1.4.1.1. Retell a folktale of about five scenes and discuss the moral/values of it.</b></p> <ul style="list-style-type: none"> <li>• Ask learners to say what is done in the evenings when there are no electrical gadgets around.</li> <li>• Discuss answers with learners and talk about folktales.</li> <li>• Tell a folktale to learners.</li> <li>• Allow learners to retell the folktale.</li> <li>• Allow learners to discuss the structure of, and the values/moral lessons in the folktale.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>

	<ul style="list-style-type: none"> <li>In groups, let learners summarise the structure and values of folktales and present to the class.</li> </ul> <p><b>B5.1.4.1.2 Recognise the characters in the folktales.</b></p> <ul style="list-style-type: none"> <li>Let a learner tell a folktale and discuss key issues among themselves.</li> <li>Allow learners to recognise the characters in the folktales.</li> <li>Let learners write briefly on the characters identified.</li> </ul>	
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CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 5: Dramatisation and Role Play</b>		
<p><b>B5.1.5.1: Demonstrate an understanding of how a story can be changed into a drama</b></p>	<p><b>B5.1.5.1.1 Narrate a story of about six to seven characters and recognise the characters, setting and stage.</b></p> <ul style="list-style-type: none"> <li>Assist learners to read a story of about three paragraphs long.</li> <li>Discuss some unfamiliar words with learners.</li> <li>Let learner retell the story in groups.</li> <li>Discuss key considerations in issues in changing a story to a drama.</li> <li>Show a video clip to learners.</li> <li>Put learners in groups to retell the story.</li> <li>Discuss with learners the features of a drama.</li> <li>Show learners the processes involved in changing a story into drama.</li> <li>Assist learners to recognise the characters, setting, costumes and the stage in a drama composed from the story.</li> </ul> <p><b>B5.1.5.1.3 Perform a drama of about six to seven characters.</b></p> <ul style="list-style-type: none"> <li>Revise the features of a drama and the processes or ways to change a story into a drama.</li> <li>Let learners mention some of the key points to be considered in turning a story into a drama.</li> <li>Direct learners to perform a drama piece with the story line.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Creativity and innovation</p>





CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 9: Asking and Answering Questions</b>		
<p><b>B5.1.9.1:</b>  <b>Demonstrate knowledge on understanding and use of polar question markers.</b></p>	<p><b>B5.1.9.1.1 Recognise and use polar question markers</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners ways of forming questions.</li> <li>• Ask learners to form questions orally and write them on the board.</li> <li>• Talk about the polar question type.</li> <li>• Write more questions on the board.</li> <li>• Lead learners to recognise polar questions markers from the writing on the board.  E.g. Have you eaten? Yes/No  Are you from this town? Yes/No</li> </ul> <p><b>B5.1.9.1.2 Explain and use polar question markers.</b></p> <ul style="list-style-type: none"> <li>• Write some polar questions on the board.</li> <li>• Ask learners to recognise the polar question markers</li> <li>• Lead learners to use polar question markers identified correctly in their speech or in their conversations.</li> <li>• Ask learners to give more polar questions.</li> <li>• Write some of the polar questions on the board.</li> <li>• Help learners to recognise the polar question markers and tell where they occur in the structure.</li> <li>• Ask learners to tell how to use polar question markers correctly.</li> <li>• Allow learners to give examples on the board.</li> </ul>	<p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 10: Giving and Following Commands/Instructions</b>		
<p><b>B5.1.10.1: Exhibit knowledge of understanding and use of landmarks in giving directions.</b></p>	<p><b>B5.1.10.1.1 Recognise landmarks in your area and other areas.</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners what landmarks are.</li> <li>• Display a sketch of an area on the board.</li> <li>• Show them some of the landmarks on the sketch.</li> <li>• Lead learners to recognise landmarks in their area and other areas.</li> <li>• Allow a learner to give directions to their home making reference to any landmark in their area. E.g. post office, palace, church, mosque, school etc.</li> </ul> <p><b>B5.1.10.1.2 Use landmarks to give directions.</b></p> <ul style="list-style-type: none"> <li>• Display a sketch of an area on the board.</li> <li>• Ask the learners to mention some of the landmarks seen on the sketch displayed.</li> <li>• Point to two locations on the sketch and ask learners to give directions from one location to another point on the sketch.</li> <li>• Assist learners to use more landmarks on the sketch to give directions correctly. E.g. Take the route on your right. Turn to the left of the mosque and descend the hill near the post office.</li> <li>• Expose learners to Global Positioning System (GPS), especially the Ghana Post digital address system.</li> <li>• Show learners how to use it.</li> </ul>	<p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 10: Giving and Following Commands/Instructions</b>		
<p><b>B5.1.11.1:</b>  <b>Demonstrate an understanding of the process of cleaning the home.</b></p>	<p><b>B5.1.11.1.1 Discuss things that make the home unclean.</b></p> <ul style="list-style-type: none"> <li>• Display a picture of a rubbish dump and another picture of a neat house.</li> <li>• Let learners talk about the pictures in groups.</li> <li>• Lead learners to recognise and mention things that make the home unclean.</li> <li>• Let learners draw some of the things that make the home unclean. E.g. Rubbish, stagnant water, unclean bowls etc.</li> </ul> <p><b>B5.1.11.1.2 Discuss the items used in cleaning the home.</b></p> <ul style="list-style-type: none"> <li>• Display a picture of somebody sweeping.</li> <li>• Let learners talk about the picture.</li> <li>• Lead a discussion on cleanliness.</li> <li>• Allow learners to recognise and mention items used in cleaning the home.</li> <li>• Show some items for cleaning to the learners.</li> <li>• Let learners demonstrate or improvise the use of these items in a cleaning exercise. E.g. Broom, mop, dusters, etc.</li> </ul> <p><b>B5.1.11.1.3 Give reasons for cleaning the home.</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners the consequences of an unclean home.</li> <li>• Lead learners to discuss how to make the home clean.</li> <li>• Help learners to recognise and mention the reasons for cleaning the home. E.g. To make the home healthy for living. To prevent sickness etc.</li> </ul>	<p>Communication and collaboration</p> <p>Cultural identity and global citizenship</p>

**STRAND 2: Reading**

<b>SUB-STRAND 4: Phonics: Letter and sound knowledge</b>		
<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.2.4.1:</b>  <b>Demonstrate the ability to listen to and pronounce words with identical sounds from a list of words.</b></p>	<p><b>B5.2.4.1.1 Read and recognise words with familiar sounds..</b></p> <ul style="list-style-type: none"> <li>• Ask learners to mention some sounds of the letters of the alphabet.</li> <li>• Write down some of these sounds on the board.</li> <li>• Select one sound and lead learners to form words using that sound.</li> <li>• Read to learners words with familiar sounds.</li> <li>• Assist learners to read and recognise word with familiar sounds at word medial.</li> <li>• Read to learners some simple poems.</li> <li>• In groups, lead learners to read simple poems of about ten lines.</li> <li>• Ask learners to note the words in the poems that have similar sounds.</li> <li>• Group the words identified and categorise them into words with similar sounds.</li> </ul> <p><b>B5.2.4.1.2 Read and recognise diagraphs in words found in paragraphs.</b></p> <ul style="list-style-type: none"> <li>• Let learners mention some words and write them on the board.</li> <li>• Group the words into two: those without diagraphs and those with diagraphs.</li> <li>• Write out the diagraphs on the board and pronounce them to the hearing of learners.</li> <li>• Assist learners to recognise diagraphs in the words in a given paragraph.</li> <li>• Call learners to write the diagraphs identified from the words on the board.</li> <li>• Group the diagraphs and put learners into groups and ask learners to form more words with the diagraph assigned to each group.</li> </ul> <p><b>B5.2.4.1.3 Blend two or more syllables to form words and read them.</b></p> <ul style="list-style-type: none"> <li>• Let learners mention some words and write them on the board.</li> <li>• Divide the words into syllables and discuss with learners.</li> <li>• Allow learners to use some of the syllables to form new words.</li> <li>• Let learners say the words to the class and write some on the board. .</li> <li>• Assist learners to blend two or more syllables to form words and read them.</li> <li>• Let learners use some of the words to form sentences orally.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B5.2.4.1</b> <b>Cont'd</b>	<b>B4.2.4.1.4 Recognise and say consonant clusters in words found in paragraphs.</b> <ul style="list-style-type: none"> <li>• Let learners mention some words and write the words on the board.</li> <li>• Discuss the words on the board and bring out the sound combination differences.</li> <li>• Write out the consonant clusters found in the words on the board and read them aloud.</li> <li>• Let learners recognise words that contain consonant clusters in a given paragraph.</li> <li>• Let learners use the consonant clusters found to form new words. .</li> </ul>	



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 7: Silent Reading</b>		
<b>B5.2.7.1: Demonstrate knowledge on reading for comprehension.</b>	<p><b>B5.2.7.1.1 Explain the meaning of unfamiliar words in a text.</b></p> <ul style="list-style-type: none"> <li>• Read a passage of about four paragraphs aloud in class.</li> <li>• Let learners read the passage silently for a few minutes.</li> <li>• Assist the learners to explain the meanings of unfamiliar words in the text.</li> </ul> <p><b>B5. 2.7.1. 2 Explain the meaning of figurative expression in a text and answer questions on the passage.</b></p> <ul style="list-style-type: none"> <li>• Read a passage consisting of more than five paragraphs aloud.</li> <li>• Ask learners to read and recognise some figurative expressions from the passage.</li> <li>• Point out to learners some of the figurative expressions in the passage that you read to them.</li> <li>• Guide the learners to explain meanings of figurative expressions in a text.</li> <li>• Allow learners to read a paragraph each.</li> <li>• In groups, let learners read the passage and tell what understanding learners get.</li> <li>• Guide the learners to answer questions based on the passage.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
<b>SUB-STRAND 8: Fluency</b>		
<b>B5.2.8.1: Exhibit the ability to read longer texts with minimal mistakes.</b>	<p><b>B5.2.8.1.1 Read longer texts with minimal mistakes.</b></p> <ul style="list-style-type: none"> <li>• Give learners longer passages to read aloud.</li> <li>• Help learners read longer passages with minimal mistakes.</li> <li>• Let learners recognise unfamiliar words and discuss with learners.</li> <li>• Play a reading game with learners in groups and in pairs.</li> </ul> <p><b>B5.2.8 .1. 2 Read naturally.</b></p> <ul style="list-style-type: none"> <li>• Give learners longer passages to read aloud.</li> <li>• Help learners read longer passages silently with minimal mistakes.</li> </ul> <p>Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading.</p>	<p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 9: Summarising</b>		
<p><b>B5.2.9.1: Show an understanding of how main ideas are extracted from a text.</b></p>	<p><b>B5.2.9.1.1 Give the summary of longer texts.</b></p> <ul style="list-style-type: none"> <li>• Let learners read a passage.</li> <li>• Let learners recognise the main ideas in each paragraph read.</li> <li>• Let learners write down each idea found in each paragraph and discuss in their groups.</li> <li>• Assist learners to recognise the main ideas in a text.</li> <li>• Lead learners to give summaries of the texts orally before writing in their books.</li> </ul> <p><b>B5. 2.9.1. 2 Write main ideas in a given text.</b></p> <ul style="list-style-type: none"> <li>• Read a text aloud in class.</li> <li>• Let learners select the main ideas from each paragraph.</li> <li>• Let learners write the main ideas in their own words and read aloud for discussion.</li> <li>• Assist learners to write the main ideas in the given text in simple sentences correctly.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B5.3.1.1</b> (Cont'd)	<p><b>B5.3.1.1.4 Recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.</b></p> <ul style="list-style-type: none"> <li>• Call learners to make some utterances by asking questions.</li> <li>• Write the utterance in quotation marks on the board and discuss with learners.</li> <li>• Write a passage on the board with all punctuations.</li> <li>• Assist learners to recognise that, quotation marks are used when you want to write the same words a person said or wrote.</li> </ul> <p><b>B5.3.1.1.5 Write simple sentences.</b></p> <ul style="list-style-type: none"> <li>• Write words on the boards and explain the meaning of those words.</li> <li>• Call learners in turns to form simple sentences with the words.</li> <li>• Write sentences on sentence cards.</li> <li>• Use the sentence cards to help learners write simple and meaningful sentences.</li> </ul>	

**STRAND 4: Composition Writing**

<b>SUB-STRAND I: Narrative Writing</b>		
<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.4.1.1: Comprehend and use punctuation marks in narrative writing.</b></p>	<p><b>B5.4.1.1.1 Recognise and use commas, full stops, and question marks appropriately in narrative writing.</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners types of writing and explain what narrative writing is.</li> <li>• Give examples of narrative writing to learners to examine.</li> <li>• Discuss with learners the structure and features of narrative writing.</li> <li>• Assist learners to recognise the use of commas, full stops, and question marks appropriately in narrative writing given.</li> <li>• Allow learners to write a narrative of about two hundred words.</li> </ul> <p><b>B5.4.1.1.2 Understand and use exclamation mark in narrative writing appropriately.</b></p> <ul style="list-style-type: none"> <li>• Give a long narrative writing piece to learners.</li> <li>• Discuss the content of the narrative writing with learners.</li> <li>• Allow learners to recognise the exclamation marks used in the given piece.</li> <li>• Let learners read the narrative piece in their groups.</li> <li>• Assist learners to understand the use of exclamation marks in narrative writing appropriately.</li> </ul> <p><b>B5.4.1.1.3 Know the appropriate use of colon and quotation marks in narrative writing.</b></p> <ul style="list-style-type: none"> <li>• With a given narrative writing piece.</li> <li>• Allow learners to discuss in groups the punctuations used in the narrative writing.</li> <li>• Assist learners to know the use of the colon and quotation marks in narrative writing appropriately through discussion.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 3: Descriptive Writing</b>		
<p><b>B5.4.3.1: Exhibit knowledge of writing descriptive essays using controlled composition or on their own.</b></p>	<p><b>B5.4.3.1.1 Write simple descriptive essays about human beings using controlled composition.</b></p> <ul style="list-style-type: none"> <li>• Use controlled composition to write a short descriptive essay on a cardboard.</li> <li>• Encourage and monitor learners to write simple descriptive essays about human beings using controlled composition.</li> </ul> <p><b>B5.4.3.1.2 Give simple descriptive essays about objects using controlled composition.</b></p> <ul style="list-style-type: none"> <li>• Use controlled composition to write a simple descriptive essay on a cardboard.</li> <li>• Let learners write simple descriptive essays about objects using controlled composition.</li> </ul> <p><b>B5.4.3.1.3 Write their own simple descriptive essays on given topics.</b></p> <ul style="list-style-type: none"> <li>• Use controlled composition to write a simple descriptive essay on a cardboard.</li> <li>• Guide learners to write simple descriptive essays on given topics of at least three paragraphs and read some aloud in class.</li> </ul>	<p>Creativity and Innovation</p>
<b>SUB-STRAND 4: Persuasive Writing</b>		
<p><b>B5.4.4.1: Exhibit knowledge of writing simple persuasive essays using controlled composition on their own</b></p>	<p><b>B5.4.4.1.1 Write a simple persuasive essay through controlled composition.</b></p> <ul style="list-style-type: none"> <li>• Use controlled composition to write a simple persuasive essay on a cardboard.</li> <li>• Read the sample persuasive essays on the cardboard and discuss some of its structure and features.</li> <li>• Let learners compose a simple persuasive essay through controlled composition individually and read some aloud to class.</li> </ul> <p><b>B5.4.4.1.2 Write simple persuasive essays about domestic issues.</b></p> <ul style="list-style-type: none"> <li>• Discuss domestic issues with learners.</li> <li>• Use controlled composition to write a simple persuasive essay on a cardboard.</li> <li>• Allow learners to write simple persuasive essays about domestic issues.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

	<p><b>B5.4.4.1.3 Write persuasive essays on given topics.</b></p> <ul style="list-style-type: none"> <li>• Use controlled composition to write a simple persuasive essay on a cardboard.</li> <li>• Guide learners to write persuasive essays on given topics.</li> </ul>	
<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>SUB-STRAND 5: Argumentative Writing</b>		
<p><b>B5.4.5.1: Exhibit knowledge and understanding of good argumentative essays by gathering information.</b></p>	<p><b>B5.4.5.1.1 Gather information for the writing of good argumentative essays.</b></p> <ul style="list-style-type: none"> <li>• Discuss the structure of argumentative writing with learners.</li> <li>• Use controlled composition to write a simple argumentative essay on a cardboard.</li> <li>• Read the argumentative essay on the board pointing out the structure.</li> <li>• Let learners understand and recognise how to gather information for the writing of good argumentative essays.</li> </ul> <p><b>B5.4.5.1.2 Comprehend and discuss how to write for or against a motion in an argumentative essay.</b></p> <ul style="list-style-type: none"> <li>• Give a topic to the class and put the learners into two groups.</li> <li>• Let one group write for the topic and the other against the topic in class.</li> <li>• Let each group read their write up in class.</li> <li>• Discuss the ways of writing for or against a motion in a given motion in an argumentative essay.</li> <li>• Let individual learners write for or against a given motion.</li> </ul> <p><b>B5.4.5.1.3 Write a simple argumentative essay on a given topic.</b></p> <ul style="list-style-type: none"> <li>• Use controlled composition to write a simple argumentative essay on a cardboard.</li> <li>• Guide learners to write a simple argumentative essay on a given topic of about four paragraphs.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 6: Informative/ Academic Writing</b>		
<b>B5.4.6.1:</b> <b>Demonstrate knowledge of creating a journal</b>	<p><b>B5.4.6.1.1 Write articles for a journal and edit the articles.</b></p> <ul style="list-style-type: none"> <li>• Show learners a copy of an article.</li> <li>• Discuss with learners some types of articles and their structure.</li> <li>• Discuss with learners what a journal is.</li> <li>• Talk to learners about types of journals.</li> <li>• Guide learners to write a simple article in their groups, and discuss in class.</li> <li>• Create a class journal.</li> <li>• Let learners write articles for their class journal.</li> <li>• Show learners a copy of an article.</li> <li>• Assist learners to edit the articles for their class journal by bringing out the features and structure of the article in the journal.</li> </ul> <p><b>B5.4.6.1.2 Publish and appreciate the articles in the journal.</b></p> <ul style="list-style-type: none"> <li>• Look at the class journal created.</li> <li>• In their groups, let learners write simple articles on topics on disability and equity, and let other learners edit them.</li> <li>• Ask the learners to publish the article in the created class journal and display in the class.</li> <li>• Put learners in groups and allow each group to read an article from the class journal and discuss the article, bringing out for instance, the moral and the theme.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Creativity and Innovation</p>





## STRAND 5: Writing Conventions/ Usage

<b>SUB-STRAND 1: Integrating Grammar in Written Language (capitalization)</b>		
<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.5.1.1: Show an understanding in the use of capital letters appropriately.</b></p>	<p><b>B5.5.1.1.1 Understand that capital letters begin proper nouns.</b></p> <ul style="list-style-type: none"> <li>• Write a list of words on the board comprising of common nouns and proper nouns.</li> <li>• Ask learners to group the nouns.</li> <li>• Discuss with learners the proper nouns.</li> <li>• Let learners recognise the use of capital letters to begin the proper nouns.</li> <li>• Ask students to write some more proper nouns on the board.</li> <li>• Ask learners to use some of the proper nouns in sentences.</li> </ul> <p><b>B5.5.1.1.2 Comprehend the use of capital letters after a colon.</b></p> <ul style="list-style-type: none"> <li>• Write a paragraph on flash cards with all punctuations used.</li> <li>• Ask learners to recognise where capital letters occur in the paragraph.</li> <li>• Discuss the colon and the use of capitals after the colon.</li> <li>• Use flashcards to help learners understand the use of capital letters after a colon.</li> </ul> <p><b>B5.5.1.1.3 Understand the use of capital letters after a question mark.</b></p> <ul style="list-style-type: none"> <li>• Allow learners to read a passage.</li> <li>• Discuss with learners the occurrences of the question mark in the passage.</li> <li>• Let learners recognise the words that occur after the question mark.</li> <li>• Discuss the occurrence of the capital letter to begin the word after the question mark.</li> <li>• Write a few sentences on the board and ask learners to write them out correctly, placing in them question marks and capital letters, etc.</li> </ul>	<p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 2: Integrating Grammar in Written Language (Punctuation)</b>		
<p><b>B5.5.2.1:</b>  <b>Demonstrate knowledge in the use of punctuation marks in passages.</b></p>	<p><b>B5.5.2.1.1 Recognise and use commas, full stops, and question marks appropriately in writing.</b></p> <ul style="list-style-type: none"> <li>• Show a passage to learners and allow the learners to read.</li> <li>• Read the passage aloud to learners.</li> <li>• Let learners recognise the punctuation used in the passage.</li> <li>• Write a paragraph on a flash card without any punctuations.</li> <li>• Guide learners to use commas, full stops, and question marks appropriately in the writing.</li> </ul> <p><b>B5.5.2.1.2 Understand and use exclamation mark in writing appropriately.</b></p> <ul style="list-style-type: none"> <li>• Allow learners to read a passage and discuss the punctuations with learners.</li> <li>• Talk about the exclamation mark.</li> <li>• Write a paragraph on a flash card without some punctuations, e.g. the exclamation mark.</li> <li>• Read the paragraph aloud to learners.</li> <li>• Assist learners to use exclamation marks to punctuate the writing appropriately.</li> </ul> <p><b>B5.5.2.1.3 Use colon and quotation marks in writing appropriately.</b></p> <ul style="list-style-type: none"> <li>• Revise the lesson on colon with learners and discuss quotation marks with learners.</li> <li>• Give a short passage and ask learners to put in the colon and quotation marks appropriately.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 3: Integrating Grammar in Written Language (Use of action words)</b>		
<p><b>B5.5.3.1:</b> <b>Demonstrate knowledge on use of action words appropriately.</b></p>	<p><b>B5.5.3.1.1 Recognise and use simple present tense action words in sentences.</b></p> <ul style="list-style-type: none"> <li>• Ask learners to do some actions in the class like clap, jump, sit, etc.</li> <li>• Write and read aloud some of the action words mentioned by the learners.</li> <li>• Ask learners to form sentences orally with some of the action words.</li> <li>• Write simple present tense sentences on flashcards.</li> <li>• Call learners in turns to read out the sentences on the flashcards.</li> <li>• Call a learner to say or point out the action word in the sentence on a flashcard.</li> <li>• Give simple present tense action words to learners to form sentences and read out aloud, or show to the class by writing on the board.</li> </ul> <p><b>B5.5.3.1.2 Use simple past tense action words in sentences.</b></p> <ul style="list-style-type: none"> <li>• Ask learners to recount what they did the day before.</li> <li>• Write some of the action words mentioned by the learners on the board.</li> <li>• Read aloud to learners the written action words.</li> <li>• Talk to learners about the action and explain to them the action has happened already.</li> <li>• Allow learners to give more action words orally and guide them to put the words in past tense.</li> <li>• Ask learners to use the past tense action words to form simple sentences in writing, or orally.</li> </ul>	<p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 4: Integrating Grammar in Written Language (Use of qualifying words)</b>		
<p><b>B5.5.4.1: Demonstrate knowledge in the use of adjectives and adverbs.</b></p>	<p><b>B5.5.4.1.1 Recognise and use the types of adjectives (dimension, colour, age)</b></p> <ul style="list-style-type: none"> <li>• Show objects to the class and let learners touch the objects.</li> <li>• Ask learners to describe the objects.</li> <li>• Write on the board some of the words used in describing the objects.</li> <li>• Read aloud the words to learners e.g. blue, big, small, round etc.</li> <li>• Allow learners to use some of the qualifying words to form sentences either written or orally.</li> <li>• Write sentences containing adjectives on flashcards.</li> <li>• Use the flashcards with adjectives written on them to help learners recognise the type of adjectives. (Dimension, colour, physical propensity, age, etc.)</li> <li>• Ask learners to mention adjectives and write them on the board.</li> <li>• Allow learners to use some of the adjectives to form sentences.</li> <li>• Ask learners to put the adjectives written on the board into the different types taught to the learners.</li> <li>• Put learners into groups and give each group one type of adjective to form some sentences with them and read aloud to the class.</li> </ul> <p><b>B5.5.4.1.2 Use of comparative and superlative words/adjectives forms in sentences.</b></p> <ul style="list-style-type: none"> <li>• Show two objects of the same type to learners.</li> <li>• Ask learners to compare the objects in terms of size, colour, age, etc.</li> <li>• Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan .....’kyen’/sen is a comparative word, Ga uses ‘fe’ for comparing.</li> <li>• Explain to learners that the comparative is done either with the use of a word, or the adjectival form changes depending on the language in question.</li> <li>• Talk about the superlative and discuss the words used in a sentence to tell that the object that is described is superlative e.g. in Ga ‘fefεε’ occurs in the sentence.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>





CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 7: Integrating Grammar in Written Language (Spelling)</b>		
<b>B5.5.7.1: Recognise and spell out words correctly.</b>	<p><b>B5.5.7.1.1 Write eight and nine-letter words correctly.</b></p> <ul style="list-style-type: none"> <li>• Ask learners to mention words they know and write them on the board.</li> <li>• Group the words according to the number of letters.</li> <li>• Read the letters aloud and guide learners to spell out the words correctly.</li> <li>• Use flashcards with eight and nine letter words written on them to help learners to write eight and nine letter words correctly.</li> </ul> <p><b>B5.5.7.1.2 Rearrange letters to form new words.</b></p> <ul style="list-style-type: none"> <li>• Give learners some letters and ask them to form words from those letters.</li> <li>• Say and write on the board eight, and nine letters and help learners rearrange the letters to form new words.</li> </ul> <p><b>B5.5.7.1.3 Fill in missing words from passages.</b></p> <ul style="list-style-type: none"> <li>• Write words with some missing sounds. Let learners recognise them and fill in the missing letters.</li> <li>• Using flashcards with sentences that have missing words written on them help learners fill in missing words from passages.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>





CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 3: Reading Texts, Poems, Narrative, and Short Stories and Respond to them</b>		
<p><b>B5.6.3.1: Demonstrate knowledge in reading materials other than the reader provided in class with understanding.</b></p>	<p><b>B5.6.3.1.1 Read short texts, narratives or stories from other materials with correct intonation/ tone.</b></p> <ul style="list-style-type: none"> <li>• Read a text aloud to the hearing of learners.</li> <li>• Guide learners to read short texts, narratives or stories from other materials with correct intonation.</li> <li>• Let learners read paragraph each of the text to the class.</li> </ul> <p><b>B5.6.3.1.2 Answer questions on the narratives/passage read.</b></p> <ul style="list-style-type: none"> <li>• Learners read a passage to the hearing of others learners.</li> <li>• Lead learners to answer questions on the passage read orally then write them into their books.</li> </ul> <p><b>B5.6.3.1.3 Retell the short stories or narratives read.</b></p> <ul style="list-style-type: none"> <li>• Read a passage to the hearing of learners.</li> <li>• Guide learners to re-tell the short stories or narratives read.</li> </ul> <p><b>B5.6.3.1.4 Read paragraphs, passages and stories of different texts.</b></p> <ul style="list-style-type: none"> <li>• Read a paragraph to the hearing of learners.</li> <li>• Give learners the opportunity to read paragraphs, passages and stories of different texts to the class.</li> </ul> <p><b>B5.6.3.1.5 Answer factual questions based on the passage read.</b></p> <ul style="list-style-type: none"> <li>• Read a passage to the hearing of learners.</li> <li>• Help learners to read a text.</li> <li>• Let them answer factual questions based on the passage read.</li> <li>• Ask learners to narrate what they read.</li> </ul> <p><b>B5.6.3.1.6 Write a summary of passage/text read.</b></p> <ul style="list-style-type: none"> <li>• Read a passage to the hearing of learners.</li> <li>• Lead learners to read a text.</li> <li>• Guide them to summarize the passage read</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>

# **BASIC 6**



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 3: Poems</b>		
<b>B6.1.3.1:</b> <b>Demonstrate knowledge and understanding of selected poems by discussing them.</b>	<b>B6.1.3.1.1. Explore poems correctly and recognise the key words and talk about their themes.</b> <ul style="list-style-type: none"> <li>• Give copies of poems to learners.</li> <li>• Read the poem aloud and let learners read the poem in turns.</li> <li>• Call a learner to <u>explore</u> the poem with the correct stress and rhythm.</li> <li>• Let learners to <u>explore</u> poems in groups.</li> <li>• With the given copies of poems, allow learners to read through the poem and discuss it.</li> <li>• Lead learners to recognise the key words in the poem.</li> <li>• With the copies of the poem, brainstorm and lead learners to say the theme of the poem.</li> <li>• Bring a resource person to explore a poem, or play back a poem recital.</li> <li>• Put learners into groups to bring out the issues discussed in the poem and the theme.</li> <li>• Listen to each group's theme and discuss it.</li> </ul>	<p>Critical thinking and problem solving</p> <p>Communication and collaboration</p>
<b>SUB-STRAND 4: Listening and Story Telling</b>		
<b>B6.1.4.1:</b> <b>Demonstrate an understanding and comparison of folktales to stories.</b>	<b>B6.1.4.1.1 Indicate the similarities and differences between folktales and stories.</b> <ul style="list-style-type: none"> <li>• Ask a learner to tell a folktale and another learner to tell a story.</li> <li>• Tell a folktale and a story.</li> <li>• Revise the lesson on the structure of a folktale and a story.</li> <li>• Let learners discuss the similarities between folktales and stories in their groups.</li> <li>• Let a learner recount a folktale and another learner a story.</li> <li>• Let learners discuss the differences between folktales and stories in pairs.</li> <li>• Write out some of the differences on the board.</li> <li>• Let learners debate to confirm the differences found from the discussion.</li> </ul> <b>B6.1.4.1.2. Discuss the values or morals of folktales and of stories.</b> <ul style="list-style-type: none"> <li>• Let learners discuss the values or morals of folktales and stories in groups.</li> <li>• Let each group present the findings to the whole class.</li> </ul>	<p>Cultural identity and global citizenship</p>



CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 6: Conversation</b>		
<p><b>B6.1.6.1: Exhibit knowledge of the names of some towns, cities and villages and rivers in Ghana.</b></p>	<p><b>B6.1.6.1.1 Explore and say the names of cities in Ghana.</b></p> <ul style="list-style-type: none"> <li>• Show learners a current map of Ghana and mention some of the capital towns.</li> <li>• Let learners point to the cities on the map.</li> <li>• Let learners mention the names of cities in Ghana.</li> <li>• Discuss some of the locations of the cities.</li> </ul> <p><b>B6.1.6.1.2 Explore or say some towns and villages in Ghana.</b></p> <ul style="list-style-type: none"> <li>• Ask learners to mention names of towns and villages they know.</li> <li>• Show learners a current map of Ghana and mention some of the capital towns.</li> <li>• Assist learners to mention the names of some towns and villages in Ghana.</li> <li>• Let learners discuss the locations of these towns and villages.</li> <li>• Ask learners to tell which villages they come from.</li> </ul> <p><b>B6.1.6.1.3 Discuss the major rivers in Ghana and those close to the area.</b></p> <ul style="list-style-type: none"> <li>• Ask learners to mention the sources of the water that flow in the taps or boreholes in community.</li> <li>• Write out some of the rivers mentioned by learners.</li> <li>• Show learners a current map of Ghana.</li> <li>• Let learners point to the rivers indicated on the map.</li> <li>• Lead learners to mention the major rivers in Ghana after looking at the map.</li> <li>• Talk about the locations of these rivers.</li> <li>• Let learners look closely at the current map of Ghana.</li> <li>• Help learners to recognise the names of rivers in or close to their area and mention and write the names on the board.</li> <li>• Discuss whether these rivers serve as a source of water to the community.</li> </ul>	<p>Cultural identity and global citizenship</p> <p>Communication and collaboration</p>









CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 5: Vocabulary (Sight and content vocabulary)</b>		
<b>B6.2.5.1: Show an ability to recognise and read about things in the environment.</b>	<p><b>B6.2.5.1.1. Read dialogues aloud with correct pronunciation and tone.</b></p> <ul style="list-style-type: none"> <li>• Do a sample reading for learners to hear.</li> <li>• In their groups, help learners to take turns to read dialogues, using correct pronunciations and tonations.</li> </ul> <p><b>B6.2.5.1.2 Read long text/passages aloud with correct pronunciation and tone.</b></p> <ul style="list-style-type: none"> <li>• Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.</li> <li>• Select some of the unfamiliar words in the passage with the help of the learners.</li> <li>• Pronounce the words with the correct tone aloud for learners to repeat.</li> <li>• Help learners read passages aloud with correct pronunciation and tone in their groups.</li> </ul>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>
<b>SUB-STRAND 6: Comprehension</b>		
<b>B6.2.6.1: Exhibit the ability to answer questions based on texts presented.</b>	<p><b>B6.2.6.1.1. Explain the meaning of unfamiliar words within their context.</b></p> <ul style="list-style-type: none"> <li>• Give learners text to read.</li> <li>• Call learners in turns to read a paragraph each.</li> <li>• Let learners recognise unfamiliar words from the passage.</li> <li>• Write the words on the board and read out the words aloud.</li> <li>• Let learners explain the meaning of unfamiliar words from their context.</li> <li>• Call learners in turns to use the unfamiliar words to form sentences.</li> </ul> <p><b>B6.2.6.1.2 Answer factual and inferential questions.</b></p> <ul style="list-style-type: none"> <li>• Give learners text to read.</li> <li>• Ask learners some factual questions and call learners to answer orally.</li> <li>• Let learners answer factual and inferential questions from a given text.</li> </ul> <p><b>B6.2.6.1.3 Make predictions of a given text.</b></p> <ul style="list-style-type: none"> <li>• Give learners the text to read again.</li> <li>• Discuss how to make predictions from a passage.</li> <li>• Assist learners to make predictions from the given text.</li> </ul>	<p>Communication and collaboration</p>









CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 2: Creative/ Free Writing</b>		
<b>B6.4.2.1: Show an understanding of writing good imaginative and real stories.</b>	<p><b>B6.4.2.1.1 Create and write a short imaginative story.</b></p> <ul style="list-style-type: none"> <li>• Show some creative works like stories to learners to see.</li> <li>• Discuss the creative works with the learners.</li> <li>• Discuss with learners how to create imaginative stories.</li> <li>• Let learners create or narrate and write a short imaginative story.</li> </ul> <p><b>B6.4.2.1.2 Write a long real story of about five paragraphs.</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners how to write stories.</li> <li>• Show samples of stories to learners and talk about the stories.</li> <li>• Let learners write or narrate a real story which is a little bit longer of about five paragraphs.</li> </ul> <p><b>B6.4.2.1.3 Write a longer imaginative or real story.</b></p> <ul style="list-style-type: none"> <li>• Revise with learners how to write stories and talk about the setting, characters and titles.</li> <li>• Guide learners to write a longer imaginative or real story.</li> </ul>	<p>Creativity and innovation</p> <p>Personal development and leadership</p>
<b>SUB-STRAND 2: Creative/ Free Writing</b>		
<b>B6.4.2.2: Show an understanding of writing good imaginative and real stories.</b>	<p><b>B6.4.2.2.1 Create and write a short imaginative story.</b></p> <ul style="list-style-type: none"> <li>• Show some creative works like stories to learners to see.</li> <li>• Discuss the creative works with the learners.</li> <li>• Discuss with learners how to create imaginative stories.</li> <li>• Let learners to create or narrate and write a short imaginative story.</li> </ul> <p><b>B6.4.2.2.2 Write a long real story of about five paragraphs.</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners how to write stories.</li> <li>• Show sample of stories to learners and talk about the stories.</li> <li>• Let learners to write or narrate a real story which is a little bit longer of about five paragraphs.</li> </ul> <p><b>B6.4.2.2.3 Write a longer imaginative or real story.</b></p> <ul style="list-style-type: none"> <li>• Revise with learners how to write stories and talk about setting, characters and titles.</li> <li>• Guide learners to write a longer imaginative or real story.</li> </ul>	<p>Creativity and innovation</p> <p>Personal development and leadership</p>



	<p><b>B6.4.4.1.3 Write a persuasive essay on a national issue.</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners processes in doing things like cooking, installing a chief, etc.</li> <li>• Ask a learner the process and describe it to the class.</li> <li>• Assist learners to write a persuasive composition on a certain process.</li> </ul>	
<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>SUB-STRAND 5: Argumentative Writing</b>		
<p><b>B6.4.5.1: Exhibit knowledge and understanding of good argumentative essays by writing.</b></p>	<p><b>B6.4.5.1.1 Take a stand and write an argumentative essay for a given motion.</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners how argumentation is done and the vocabularies used in argumentation.</li> <li>• Discuss with learners how to write an argumentative essay.</li> <li>• Discuss the structure, content and features .of an argumentative essay.</li> <li>• Select a topic and discuss with learners how to take a stand and write on it.</li> <li>• Assist learners to take a stand and write an argumentative essay for a given motion.</li> </ul> <p><b>B6.4.5.1.2 Take a stand and write an argumentative essay against a given motion.</b></p> <ul style="list-style-type: none"> <li>• Revise the lesson with learners on how to write argumentative essay.</li> <li>• Assist learners to take a stand and write an argumentative essay against a given motion.</li> </ul> <p><b>B6.4.5.1.3 Write an argumentative essay on a given topic.</b></p> <ul style="list-style-type: none"> <li>• Select a topic and put learners into two groups.</li> <li>• Make learners take a stand after discussions among themselves.</li> <li>• Let learners of each group write individually, for or against the motion of an argumentative essay on a given topic.</li> </ul>	<p>Critical thinking and problem solving</p> <p>Creativity and innovation</p>







CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 2: Integrating Grammar in Written Language (Punctuation)</b>		
<p><b>B6.5.2.1: Show an understanding of using punctuation marks appropriately in writing.</b></p>	<p><b>B6.5.2.1.1 Use punctuation marks appropriately in writing paragraphs.</b></p> <ul style="list-style-type: none"> <li>• Write well punctuated sentences on flashcards.</li> <li>• Teach learners what a paragraph is.</li> <li>• Help learners to show an understanding of using punctuation marks appropriately in writing paragraphs.</li> </ul> <p><b>B6.5.2.1.2 Use punctuation marks appropriately in writing essays.</b></p> <ul style="list-style-type: none"> <li>• Revise punctuation marks with learners.</li> <li>• Give a topic for learners to write a short essay on.</li> <li>• Take learners' essays and discuss the punctuation used in them.</li> <li>• Give another essay topic for learners to write and discuss among themselves the punctuations used.</li> </ul> <p><b>B6.5.2.1.3 Use punctuation marks appropriately in writing reports.</b></p> <ul style="list-style-type: none"> <li>• Write well punctuated on flashcards.</li> <li>• Use the flashcards to help learners write their own reports.</li> <li>• Give a topic for learners to write a report on and check the use of their punctuations.</li> <li>• Give a report with no punctuation, ask learners to put in the punctuations marks and discuss them.</li> </ul>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Creativity and innovation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 3: Integrating Grammar in Written Language (Use of action words)</b>		
<p><b>B6.5.3.1:</b>  <b>Demonstrate knowledge on the appropriate use of action words.</b></p>	<p><b>B6.5.3.1.1 Recognise and use perfect tense action words in sentences.</b></p> <ul style="list-style-type: none"> <li>• Let learners mention some action words and use them in sentences.</li> <li>• Write the sentences on the board and discuss the perfect tense with learners.</li> <li>• Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense.</li> <li>• Talk about the perfect tense and give examples on the board.</li> <li>• Write some sentences and allow learners to identify the perfect action words in the sentences.</li> <li>• Allow the learners to use the verbs to form sentences orally.</li> <li>• Tell the learners to put the verbs in the perfect tense.</li> </ul> <p><b>B6.5.3.1.3 Apply the use of the singular and plural subject and verb forms that go with them.</b></p> <ul style="list-style-type: none"> <li>• Write sentences with the subject in singular form and discuss with learners the agreement between the verb and the subject.</li> <li>• Allow learners to give more sentences orally and talk about the subject-verb agreement.</li> <li>• Give other sentences with the subject in the plural form.</li> <li>• Discuss the agreement between the verb and plural subject.</li> <li>• Ask learners to give more examples and write them on the board.</li> <li>• Call learners in turns to underline the verb.</li> <li>• Let learners change the verbs in the sentences into the perfect tense.</li> </ul>	<p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 4: Integrating Grammar in Written Language (Use of qualifying words)</b>		
<p><b>B6.5.4.1: Demonstrate knowledge on the use of adjectives and adverbs appropriately.</b></p>	<p><b>B6.5.4.1.1 Explore the use of adjectives in sentences.</b></p> <ul style="list-style-type: none"> <li>• Revise lesson on qualifying words with learners.</li> <li>• Let learners mention some adjectives and write them on the board.</li> <li>• Call learners in turns to use the adjectives written on the board to form sentences.</li> <li>• Write the sentences on the board and call a learner to read them aloud.</li> <li>• Give other sentences with adjectives on the board.</li> <li>• Call learners to come to the board and underline the adjectives in the sentences.</li> </ul> <p><b>B6.5.4.1.2 Write short description of people using adjectives.</b></p> <ul style="list-style-type: none"> <li>• Mention a famous personality in the community.</li> <li>• Ask learners to talk about the person and write out the adjectives that come up in the description.</li> <li>• Show to learners a manila card on which a short description of a person is written.</li> <li>• Discuss the description on the manila card with learners and ask learners to recognise the adjectives used in the description.</li> <li>• Ask learners to write a short description of their friends and read some aloud.</li> </ul> <p><b>B6.5.4.1.3 Use the different types of adverbs in sentences.</b></p> <ul style="list-style-type: none"> <li>• Let a learner do an action or activity such as walking or talking.</li> <li>• Ask learners to describe the action done by the learner.</li> <li>• Introduce the adverb and explain to learners what it is.</li> <li>• Ask learners to mention some adverbs and use them to form sentences.</li> <li>• Ask a learner to identify the adverbs and discuss the types of adverbs with learners.</li> <li>• Give the different types and allow learners to use them in sentences.</li> <li>• Let learners read out their sentences on the board.</li> </ul>	<p>Critical thinking and problem solving</p> <p>Personal development and leadership</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 5: Integrating Grammar in Written Language (Use of postpositions)</b>		
<b>B6.5.5.1: Demonstrate the use of postpositions.</b>	<p><b>B6.5.5.1.1 Recognise postpositions in paragraphs.</b></p> <ul style="list-style-type: none"> <li>• Talk to learners about positions of objects in a particular location.</li> <li>• Put a book on a table or under a chair.</li> <li>• Discuss the location of the book with learners and write out the postpositions used by learners on the board.</li> <li>• Write other postpositions and allow learners to use them to form sentences.</li> <li>• Write a paragraph of about ten to twelve sentences and ask learners to identify the postpositions in them.</li> </ul> <p><b>B6.5.5.1.2 Use postpositions in writing paragraphs appropriately.</b></p> <ul style="list-style-type: none"> <li>• Write some postposition words on the board.</li> <li>• Ask learners in turns to write a paragraph on a topic using some of the postpositions.</li> </ul>	<p>Critical thinking and innovation</p> <p>Communication and collaboration</p>
<b>SUB-STRAND 6: Integrating Grammar in Written Language (Use of simple and compound sentences)</b>		
<b>B6.5.6.1: Exhibit knowledge of using conjunctions in forming compound sentences.</b>	<p><b>B6.5.6.1.1 Recognise conjunctions such as <i>unless</i> in sentences writing.</b></p> <ul style="list-style-type: none"> <li>• Let learners form simple sentences and write some on the board.</li> <li>• Join some of the sentences and discuss with the learners the word used in joining the two simple sentences.</li> <li>• Explain what conjunctions are to learners and give more examples.</li> <li>• Write some more sentences and allow learners to recognise and underline the conjunctions in them.</li> </ul> <p><b>B6.5.6.1.2 Use conjunctions in forming compound sentences correctly.</b></p> <ul style="list-style-type: none"> <li>• Let learners write some conjunctions in their books.</li> <li>• Call learners in turns to mention and write them out on the board.</li> <li>• Let learners use the conjunctions to form about three sentences.</li> <li>• Explain to learners the sentence type formed (Compound sentence).</li> <li>• Let learners write some more compound sentences and read them aloud.</li> </ul>	<p>Critical thinking and problem solving</p> <p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>SUB-STRAND 7: Integrating Grammar in Written Language (spelling)</b>		
<b>B6.5.7.1: Recognise and spell words correctly.</b>	<p><b>B6.5.7.1.1 Write nine and ten-letter words correctly.</b></p> <ul style="list-style-type: none"> <li>• Give a passage to learners to read.</li> <li>• Select all the nine and ten letter words in the passage and write them on the board.</li> <li>• Discuss the words with learners.</li> <li>• Spell out, together with learners, the words on the board.</li> <li>• Call individual learners to spell the words to the class.</li> <li>• Dictate the words for learners to write in their books.</li> <li>• Put learners into groups and do a spelling game among the groups</li> </ul> <p><b>B6.5.7.1.2 Fill in missing words from a short passage.</b></p> <ul style="list-style-type: none"> <li>• Give a passage with nine and ten letter words missing from it.</li> <li>• Write the missing words on the board.</li> <li>• Ask learners to fill in the missing words in the passage.</li> </ul> <p><b>B6.5.7.1.3 Write dictated passages.</b></p> <ul style="list-style-type: none"> <li>• Read passages for learners to listen to.</li> <li>• Discuss the unfamiliar words.</li> <li>• Give the passages to learners to read.</li> <li>• Dictate the passage for the learners to write.</li> </ul>	<p>Critical thinking and problem solving</p> <p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>Sub-Strand 8 : Integrating Grammar in Written Language(Conjunctions)</b>		
<b>B6.5.8.1: Apply the knowledge of conjunctions in writing</b>	<b>B6.5.8.1.1. Identify and use the conjunctions — <i>so that, when, while, if, unless</i> to express purpose, time, condition, etc.</b> <ul style="list-style-type: none"> <li>• Revise the coordinating conjunctions – <i>and, or, nor, and but</i>, and subordinating conjunctions by having learners use them in sentences.</li> <li>• Provide sentences for learners to join them with coordinating and subordinating conjunctions.</li> <li>• Provide passages and let learners identify the conjunctions in those passages.</li> <li>• Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own sentences.</li> <li>• Introduce the conjunctions "<i>so that, when, while, if</i> etc" in context. e.g. Take a hot bath <u>so that</u> you can sleep well. I drank the soup <u>while</u> my mother was in the kitchen.</li> <li>• Provide opportunities for learners to use the conjunctions learnt.</li> </ul>	Communication and collaboration

**STRAND 6: Extensive Reading/Children Literature/Library**

<b>SUB-STRAND 1: Building the Love and Culture of Reading in Learners</b>		
<b>CONTENT STANDARD</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B6.6.1.1: Exhibit knowledge of understanding and appreciating magazines.</b>	<p><b>B6.6.1.1.1</b> Recognise topics for magazine.</p> <ul style="list-style-type: none"> <li>• Read an article on a particular topic to the class from a magazine.</li> <li>• Discuss the article read from the magazine</li> <li>• Help learners to recognise topics for magazines.</li> <li>• Discuss the topic with the learners.</li> </ul> <p><b>B6.6.1.1.2</b> Recognise features of articles for a class magazine.</p> <ul style="list-style-type: none"> <li>• Give a magazine to learners to look at it and talk about the magazine</li> <li>• Discuss the features of an article in the magazine with the class.</li> <li>• Let learners see samples of articles and recognise features of articles for a class magazine.</li> </ul> <p><b>B6.6.1.1.3</b> Write articles for class magazine.</p> <ul style="list-style-type: none"> <li>• Discuss a topic for an article with learners.</li> <li>• Encourage learners to write the article in their class magazine.</li> </ul> <p><b>B6.6.1.1.4</b> Publish the articles in the magazines.</p> <ul style="list-style-type: none"> <li>• Let learners read some of the articles in class.</li> <li>• Assist learners to publish the article in the class magazine.</li> </ul> <p><b>B6.6.1.1.5.</b> Appreciate the articles.</p> <ul style="list-style-type: none"> <li>• Show the class magazine with the articles published in it.</li> <li>• Let learners talk about the articles and appreciate them.</li> </ul>	Communication and collaboration
<b>SUB-STRAND 2: Read Aloud with Children</b>		
<b>B6.6.2.1: Exhibit knowledge of reading dialogue and long passages with correct tone</b>	<p><b>B6.6.2.1.1</b> Read whole passage with correct tone.</p> <ul style="list-style-type: none"> <li>• Read a whole passage with correct intonation to learners</li> <li>• Ask learners to read a paragraph each of the passage in turns.</li> <li>• Call learners to read the whole passage in groups and individually.</li> </ul>	Communication and collaboration



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