



GOVERNMENT OF SIERRA LEONE
Ministry of Basic and Senior Secondary Education

THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE (With Effect from October 2020)

SIERRA LEONEAN LANGUAGES (KRIO) - Class 1 – J.S.S. 3

This subject curriculum is based on the *National Curriculum Framework and Guidelines for Basic Education (revised May 2020)*.

It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

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PHILOSOPHY OF THE NEW CURRICULUM

It is an exciting time for all teachers, school heads and other education professionals who want to see positive change in Sierra Leone. You are the professionals who have the challenging duty to shape the future for the next generation of young Sierra Leoneans. The future of our children and our nation is in your hands!

As part of the curriculum reform process the Ministry of Basic and Senior Secondary Education (MBSSE) has issued a key reference document to guide future strategies and activities. The *National Curriculum Framework and Guidelines for Basic Education* is the basis for designing each subject syllabus in the curriculum. Teachers are urged to access this framework document at MBSSE website: <https://mbsse.gov.sl> or borrow a copy from their Head-teacher's or Principal's office. It highlights key principles underlying the new

curriculum and outlines strategies for the reform of basic education, as well as providing specific guidance on structure, pedagogy, prescribed subjects, time allocation, etc.

The main reform elements in the new curriculum include: a learner-centred approach; learner-friendly schools; equity and a chance for every child to learn; a focus on learning (not just teaching); support for professional development of teachers; a focus on making schools accountable to local communities (not just MBSSE); support for learning beyond memorising cognitive content for examinations; a focus on empowering learners to make choices and thrive through the joys of learning; an approach that encourages local interpretation of the syllabus to achieve the prescribed learning outcomes through various methods and with a variety of resources.

There are also five key reform issues that have been made part of an advocacy and popularisation campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for education for development in Sierra Leone, are: **Assessment & Accountability; Equity & Inclusion; Partnerships; Quality & Integrity; and Social Cohesion & Peace Building**. To facilitate popular discussion around these topics MBSSE has issued Advocacy and Guidance Notes on each one, and these can be used to conduct radio discussions and other forms of popular engagement with the public. Teachers can find these notes in the Basic Education Curriculum Framework.

The new Basic Education Curriculum has been structured in three broad stages, so the teaching syllabus for each subject area is designed for Stage 1 (Class 1- Class 3), Stage 2 (Class 4 – Class 6), and Stage 3 (Form 1 – Form 3). We hope this will help teachers to focus on links between different subjects in a particular stage. Teachers may then see more clearly how these subjects combine to help their students achieve the outcomes relating to that stage. This should help teachers move away from a “class-by-class” and “subject-by-subject” view of their job. Instead, teachers will develop a stage-by-stage view of how children develop and learn across subjects. It also gives teachers a sense of what children need to achieve at each stage before moving to the next stage. We hope teachers also see the need to work together like a “Relay Team in Sports”. Each teacher has an obligation to the teacher of the next class to prepare students well and make sure they are ready for that class. In turn, the teacher of the next class has a duty to help learners make up for weak areas from their previous class, as well as to prepare them for progressing to yet another next class. Teachers also have a duty to challenge and stretch Gifted and Talented learners through more advanced content, resources and assessment.

The three broad stages of Basic Education also help teachers to describe that schools have three years in each stage to help learners achieve certain outcomes. So for children who do not learn well in Class 1, there is still a chance to help them catch up in Class 2 and Class 3, so that they can achieve the learning outcomes prescribed for the first stage (Class 1-3) of Basic Education. This means that instead of failing these children and asking them to repeat Class 1 or Class 2, they can be allowed to proceed to the next class where they should be given help with areas in which they are weak.

However, at the end of each of the three stages there are national assessments which will determine if children are ready to proceed to the next stage. Based on their performance in these examinations, there are two options to consider. Children may be asked to repeat a class in order to retake the examination. Alternatively, they may be allowed to proceed, on condition that they are given remedial support

in areas of weakness when they start the next stage. This applies to NPSE and BECE as well as national assessment on reading and mathematics (EGRA and EGMA) at the end of Class 3. Children who do not perform well in EGRA and EGMA may be asked to repeat Class 3 in order to retake these early grade assessments; or they may be allowed to proceed to Stage 2 on condition that they are given remedial support in reading and mathematics during the first year of Stage 2 (i.e. in Class 4).

Keeping these guidelines in mind the outline curriculum and teaching syllabus have been structured along the lines of four key elements that are important for quality in teaching and learning. These elements are outlined briefly below, and teachers are asked to note that they are inter-related. This has been considered by curriculum development practitioners in preparing the outline teaching syllabus to guide teachers on quality classroom practices that reflect the key elements as follows:

- ✧ **Learning Outcomes:** There are different levels of learning outcomes in the document and teachers should note the differences. There are: *General learning Outcomes*, which state what learners are expected to achieve in this subject at the end of each of the three stages; *Specific Learning Outcomes by Grade*, which state what learners are expected to achieve in this subject at the end of each Class/Form in the 9-year Basic Education Cycle; and there are *Specific learning Outcomes by Topic*, which state what learners should achieve in this subject at the end of each of the suggested topics/themes/units (i.e. content) for each grade. Based on the resources at their disposal and the background of their students, teachers may adapt the suggested content to make the lesson more familiar to learners. Content selected in different parts of the country should enable learners to achieve the specified learning outcomes. **It is the learning outcomes that are important, and content is just a way of achieving learning.**
- ✧ **Assessment Methods:** These suggest various ways in which teachers can test to find out how far learners have been able to achieve the expected learning outcomes during, and at the end of, a period of teaching and learning. These assessment methods must match the learning outcomes as an appropriate way of testing for the required results. E.g. testing for *recall* of the memorised definition of a concept cannot tell us if a learner really *Describe s* or *can make correct use of* that concept.
- ✧ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organising learning such that the learners have a good chance of achieving the expected learning outcomes during, and at the end of, a period of teaching and learning. The teaching style used must be closely linked to the learning outcome and assessment method.
- ✧ **Learning & Teaching Resources** which suggest a wide variety of learning materials and teaching aids that can be used to help teachers do their job and to help learners achieve the expected learning outcomes.

SIERRA LEONEAN LANGUAGES CURRICULUM (KRIO)

If you can't explain it simply, you don't describe it well enough!

“Some subjects are difficult for students. Teachers may know their subject very well, but it is important to see that subject from a student's perspective, and to not necessarily assume prior knowledge or skills. As a teacher, you should try to place yourself in the frame of mind of a novice learner, and only by doing this will you be able to fully comprehend your own studies.” Albert Einstein

Rationale and justification (*Why Do We Have KRIO in the Curriculum?*)

Most educators agree that **KRIO** should be part of the Basic Education Curriculum. Their reasons include the following:

- a) KRIO helps students Describe the **Tribe, Society**, and its **Culture and Traditions**, in terms of who they are and who they can become. These combined subjects also help children to gain the first building blocks that will make them productive, law-abiding, active citizens and successful home makers who contribute to building the various communities they live in and the nation as a whole. Through this, subject learners can learn to interact in the **Heart Language** at all levels and become tolerant and respectful of others and develop skills to work independently and participate in decision making.
- b) KRIO educates learners on the use of the Language and adopt its culture, norms, beliefs and traditions as citizens, helping them to develop the knowledge, skills and attitudes that will help them to be competent, informed and responsible citizens, participate gainfully in the community and show moral/civic virtues in behaviour.
- c) KRIO helps students to develop skills in critical, creative, and computational thinking which prepares them to deal with contemporary concerns in society and the world, making use of a variety of analytical tools and resources to solve problems.
- d) Through KRIO, students learn how to integrate ideas from different disciplines (history, geography, politics, economics, population studies, etc.) to make reasoned decisions that help them to identify and address problems like poverty, injustice, and discrimination.

- e) Students live and learn the language in a variety of environments, from the home and school environment, peer group and to the wider community. KRIO will help students to have a clearer Description and appreciation of the use of Speech Community for easy adaptation that influence and sustain their lives as well as their communities. They are also encouraged to appreciate and celebrate the diversity of the Language Dialects, thereby, preventing it from *Language Death*.
- f) KRIO is also about the study of the interrelationship among people, dialect, culture, traditions, beliefs, politics etc. It also enables students to develop and describe how to interact within the society through the use of the Language. It creates awareness in students of the diversity and interdependence of the world they live in and helps them to celebrate the importance of their *Heart Language* and recognise the challenges and benefits of studying the language in a society with multiple cultures, ideologies, and ways of being.

General Learning Outcomes (*The learning students should acquire by end of each Basic Education Stage*)

The General Learning Outcomes of a subject tell us what learners *should know or Describe* and what they *should be able to do or demonstrate*, as well as what they *should value or reflect in their attitudes/behaviour*. These are the things that learners should achieve by the time they complete each of the three stages of Basic Education. Teachers may use general learning outcomes as a guide to check if the learners are on track for success at the end of each stage of Basic Education.

1 First Stage of Basic Education (Class 1 to Class 3)

The learners will be able to demonstrate:

- a) Description of KRIO Orthography/Sound System.
- b) An awareness of KRIO Syllable formation.
- c) A basic knowledge of Word formation.
- d) An idea of KRIO Verbs, Nouns and Pronouns.
- e) Basic knowledge of Sentence Structure.
- f) Ability to Describe the Days of the Week in KRIO.
- g) Ability to Describe the Months of the year in KRIO.

2 Second Stage of Basic Education (Class 4 to Class 6)

The learners will be able to:

- a) Develop in learners the idea of syllable formation.
- b) Develop in learners the idea of word formation processes.
- c) Review the days of week and months of the year in KRIO.
- d) Gain awareness of Sentence structure in KRIO.
- e) Introduction the Krio Poems and Songs.
- f) Introduction to short Essays (using Language experience method).
- g) Describe the Parts of Speech in KRIO.

h) Tell simple stories in KRIO.

3 Third Stage of Basic Education (J.S.S 1 to J.S.S 3)

The learner will be able to:

- 1) Describe the historical background of the Krio People.
- 2) Recognize and use KRIO Orthography/Sound System.
- 3) Develop in learners the idea of syllable formation.
- 4) Develop in learners the idea of word formation processes.
- 5) Describe the Local Calendar (the days of week and months of the year in KRIO).
- 6) Gain awareness of the sentence structure in KRIO.
- 7) Describe and apply the Word boundary rule in KRIO.
- 8) Develop the Logic of counting in KRIO.
- 9) Inculcate the forms of greetings in KRIO
- 10) Tell and interpret various forms of Time Telling in KRIO.
- 11) Introduction to learners short Essays (using Language experience method).
- 12) Read and comprehend simple essays in KRIO.
- 13) Classify Krio words in their various Parts of Speech.
- 14) Tell simple stories in KRIO.
- 15) Introduction to learners Krio Poems and Songs
- 16) Introduce to learners Krio literature and Culture.

Class/Grade Level Specific Learning Outcomes

Specific learning outcomes of a topic or theme indicate what learners *should know or Describe* and what they *should be able to do or demonstrate*, as well as what they *should value or reflect in their attitudes/behaviour*. These are the things that learners should achieve by the time they complete the specific topic or theme. Teachers should be guided by specific learning outcomes when planning assessments and tests to check that learners have achieved what is expected of them.

The First Grade (Class-1)

TOPIC / THEME	SPECIFIC LEARNING OUTCOMES
Krio Orthography	The learner will be able to: <ul style="list-style-type: none">• Identify, write and produce the sounds of the Krio Language.• Divide Krio words into syllables.
Greetings in KRIO	<ul style="list-style-type: none">• Describe the various forms of greetings in Krio.• Appreciate the culture of greetings in Krio.

	<ul style="list-style-type: none"> • Demonstrate oral greetings at class level
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The Second Grade (Class-2)

TOPIC / THEME	SPECIFIC LEARNING OUTCOMES
Word Building Krio Nouns, Verbs and Pronouns Greetings in KRIO	The learner will be able to: <ul style="list-style-type: none"> • Demonstrate basic knowledge of Krio letter sounds.. • Develop writing skills • Develop phoneme syllable chart. • Combine sounds/phonemes to form syllables and combine syllables to form Krio words. • • Identify and tell simple Nouns, Verbs and Pronouns • Use simple Nouns, Verbs and Pronouns. • Know their differences. • • Describe the various forms of greetings in KRIO. • Appreciate the culture of greetings in KRIO. • Demonstrate oral greetings at class level

The Third Grade (Class-3)

TOPIC / THEME	SPECIFIC LEARNING OUTCOMES
Sentence structure The Local Calendar Greetings in KRIO	The learner will be able to: <ul style="list-style-type: none"> • Show a basic description of the meaning and the difference between a word and a sentence. • Use words into simple sentences. • Write simple sentences. • Work with others to build words and put them into simple sentences. • • Know and recite the days of the week and months of the year in KRIO. • Relate them to their English equivalence. • Name them in sequence. • • Describe the various forms of greetings in KRIO.

	<ul style="list-style-type: none"> • Appreciate the culture of greetings in KRIO. • Demonstrate oral greetings at class level
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The Fourth Grade (Class 4)

TOPIC / THEME	SPECIFIC LEARNING OUTCOMES
Syllables and Word Formation The Local Calendar Sentence structure Time telling	<p>The learner will be able to:</p> <ul style="list-style-type: none"> ✧ Combine sounds into syllables. ✧ Learn two and three letter words. ✧ Sound and combine syllables into words. ✧ Learn that every syllable has a vowel <ul style="list-style-type: none"> ✧ Know the history of the development of the names of the week and the months of the year in KRIO. ✧ Learn the meaning represented for each day or month of the year in KRIO. ✧ Appreciate the culture of eventing names of the months of the year in KRIO. ✧ Relate them to their English equivalence. <ul style="list-style-type: none"> • Know the meaning of a sentence. • Use simple sentences in KRIO. <ul style="list-style-type: none"> • Explain the forms of Time Telling in KRIO. • Appreciate the importance of time with regards the Krio culture. • Describe the differences between telling time in KRIO and the Western form.

The Fifth Grade (Class 5)

TOPIC / THEME	SPECIFIC LEARNING OUTCOMES
Sentence structure Krio Poems and Songs Writing simple Essays Parts of Speech in KRIO	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Introduction to learning the types of sentences in KRIO (Declarative, Imperative, Interrogative and Exclamatory sentences). • Read written Poems in KRIO. • Learn and interpret the meanings of poems in KRIO. • Compose simple songs in KRIO. • Appreciate the culture of writing poems and compose songs in KRIO. • Learn simple guided essays (Letter writing and Composition)

<p>Story telling</p> <p>Time Telling</p>	<ul style="list-style-type: none"> • Introduction to the Parts of Speech in KRIO. • Identify the parts of speech in simple sentences and oral speeches. • Identify renowned story tellers in the Krio community. • Learn how to compose and write simple stories in KRIO. • Explain the forms of Time Telling in KRIO. • Appreciate the importance of time with regards the Krio culture. • Describe the differences between telling time in KRIO and the Western form.
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The Sixth Grade (Class-6)

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES
<p>Sentence structure (Review)</p> <p>Krio Poems and Songs (Review)</p> <p>Writing simple Essays (Review) Parts of Speech in KRIO</p> <p>Story telling (Review)</p>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Learn the types of sentences in KRIO (Declarative, Imperative, Interrogative and Exclamatory sentences). • Read written poems in KRIO. • Learn and interpret the meanings of poems in KRIO. • Compose simple songs in KRIO. • Appreciate the culture of writing poems and compose songs in KRIO. <ul style="list-style-type: none"> • Learn simple guided essays (Letter writing and Composition) ◇ Introduction to the Parts of Speech in KRIO. ◇ Identify the parts of speech in simple sentences and oral speeches. • Identify renowned story tellers in the Krio community. • Learn how to compose and write simple stories in KRIO.

The Seventh Grade (J.S.S-1)

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES
The Historical Background of the Krio People	The learner will be able to: <ul style="list-style-type: none"> • Explain the origin of the Krio People. • Describe the geographical locations of the Krios, their socio-cultural, socio-economic, political, religious and their family life system.
The Orthography of KRIO	<ul style="list-style-type: none"> • The history of the development of the Orthography of KRIO. • Identify and write various Krio Orthography or sounds of KRIO Language. • Gain awareness of KRIO syllable formation.
Syllable and Word Formation in KRIO	<ul style="list-style-type: none"> • Combine sounds into syllables. • Learn two and three letter words. • Sound and combine syllables into words.
The Local Calendar	<ul style="list-style-type: none"> • Know the history of the development of the names of the week and the months of the year in KRIO. • Learn the meaning represented for each day or month of the year in KRIO. • Appreciate the culture of inventing names of the months of the year in KRIO. • Relate them to their English equivalence.
Greetings in KRIO	<ul style="list-style-type: none"> • Describe the various forms of greetings in KRIO. • Appreciate the culture of greetings in KRIO. • Demonstrate oral greetings at class level.

The Eighth Grade (J.S.S-2)

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES
Sentence Structure	The learner will be able to: <ul style="list-style-type: none"> • Learn the types of sentences in KRIO (Declarative, Imperative, Interrogative and Exclamatory sentences). • Identify the different types of sentences in Krio. • Write the different types of sentences in Krio.
Word Boundary in KRIO	

Logic of Counting in KRIO	<ul style="list-style-type: none"> • Tell what ‘Word Boundary’ is. • Show the importance of word boundary in KRIO. • Describe the rules governing word boundary in KRIO. • Demonstrate word boundary in simple sentences.
Dialects in KRIO	<ul style="list-style-type: none"> • Grasp the concept of numerals in KRIO. • Know the various types/forms of counting in KRIO (cardinal, ordinal and counting of objects). • Learn number value. • Sustain the culture of counting in KRIO.
Time Telling	<ul style="list-style-type: none"> • Describe what a dialect is in KRIO. • Describe the types of dialects in KRIO
Essay Writing	<ul style="list-style-type: none"> • Explain the forms of Time Telling in KRIO. • Appreciate the importance of time with regards the Krio culture. • Describe the differences between telling time in KRIO and the Western form.
Literature and Culture	<ul style="list-style-type: none"> • Introduction to essay writing (composition and letter writing) • Types of compositions and letter writing.
Reading and Comprehension	<ul style="list-style-type: none"> • Introduction to Krio Literature and Culture (A Yeri den de Kɔl and Kɔnirabit en in Fambul den). • Apply and adopt some concept of the Krio culture. • Compare and contrast the Krio Literature and that of Western Literature (Comparative Literature).
	<ul style="list-style-type: none"> • Develop the skills of reading comprehension. • Adopt the culture of reading in and outside of the classroom.

The Ninth Grade (J.S.S-3)

TOPIC/THEME	SPECIFIC LEARNING OUTCOMES
Sentence Structure	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Describe and apply in everyday life the use of the types of sentences in KRIO (Declarative, Imperative, Interrogative and Exclamatory sentences).

<p>Word Boundary in KRIO</p>	<ul style="list-style-type: none"> • Tell what ‘Word Boundary’ is. • Show the importance of word boundary in KRIO. • Describe the rules governing word boundary in KRIO. • Demonstrate word boundary in simple sentences.
<p>Logic of Counting in KRIO</p>	<ul style="list-style-type: none"> • Apply the concept of numerals of KRIO in real life situation. • Use the various types/forms of counting in KRIO (cardinal, ordinal and counting of objects). • Learn number value. • Sustain the culture of counting in KRIO.
<p>Varieties of KRIO</p>	<ul style="list-style-type: none"> • Appreciate the language variation. • Demonstrate the variations with example
<p>Greetings in KRIO</p>	<ul style="list-style-type: none"> • Describe the various forms of greetings in KRIO. • Appreciate the culture of greetings in KRIO. • Demonstrate it at class level.
<p>Parts of Speech in KRIO</p>	<ul style="list-style-type: none"> • Identify words/vocabularies in their respective categories (Word Classes). • Use them correctly in sentences and oral speech. • Apply them in their every-day use of the Language. • Identify different words according to their different word classes.
<p>Time Telling</p>	<ul style="list-style-type: none"> • Explain the forms of Time Telling in KRIO. • Appreciate the importance of time with regards the Krio culture. • Describe the differences between telling time in KRIO and the Western form.
<p>Essay Writing</p>	<ul style="list-style-type: none"> • Introduction to essay writing (composition and letter writing) • Become familiar with the types of compositions and letter writing.
<p>Literature and Culture</p>	<ul style="list-style-type: none"> • Introduction to Krio Literature and Culture (Bami in Wɔwɔ Bɔd, Kɔnirabit ɛn in Fambul dɛn and A Yɛri dɛn de Kɔl). • Apply and adopt the concept of Krio culture.

Reading and Comprehension	<ul style="list-style-type: none"> • Compare and contrast the Krio Literature and that of Western Literature (Comparative Literature). • Develop the skill of reading comprehension. • Adopt the culture of reading in and outside of the classroom.
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KRIO

Teaching Syllabus Outline for the First Stage of Basic Education (Class 1)

TOPIC/THE ME	LEARNING OBJECTIVES	TEACHING STYLE	ASSESSMENT METHODS	TEACHING AND LEARNING RESOURCES
Primary-1 Term 1&2				
Introduction to the language orthography.	By the end of the lesson, children should be able to: - Match the sounds of the language with the agreed symbols	Ask children to produce the discrete sounds of the language and match them with the agreed symbols.	<ul style="list-style-type: none"> - Oral activities - Display of the alphabets on a chart - Use flash cards - Drawings 	Text books, vanguards, letter tiles, pictures/drawings -Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
The language	1. Articulate the various speech sounds of the language discretely; eg- b, d, t, ɔ, ε, η, ə, f, k etc.		<ul style="list-style-type: none"> - Oral activities - Display of the alphabets on a chart - Use flash cards - Drawings 	Text books, vanguards, letter tiles, pictures/drawings -Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

Names of Basic Things	By the end of the lesson, children should be to: Pronounce the manes of this		-	
Term 3				
Greetings	By the end of the lesson, children should be to greet appropriately at various times of the day and under various circumstances.	Tr. asks children to: - Name the various types of greetings in KRIO -Demonstrate various forms of greetings in KRIO. Eg; - Mɔnin (Good morning) -Aftanun (good afternoon) -Gud ivnin (good evening)	-Classroom demonstration -Oral greetings for different times of the day. -Teacher groups pupil in two for them to engage in different forms of greetings.	- Source Book for Four Sierra Leonean Languages - Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
The language	1.Articulate the various speech sounds of the language discretely; eg- b, d, t, ɔ, ɛ, ŋ, ə, f, k etc.		- Oral activities - Display of the alphabets on a chart - Use flash cards Drawings	Text books, vanguards, letter tiles, pictures/drawings -Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
Primary-2 - Term 1				
Identifying sounds in words	By the end of the lesson, pupils should be able to identify individual sounds within a word environment that are combined to form a specific word. Eg; identification of the sounds ‘e’ and ‘ɛ’	Tr. asks pupils to listen to a word and tell the sounds they hear: - spun = spoon - drom = drum - sol = salt - yɔŋ= young	-Oral drill -teacher asks pupils to pick a flash card, identify the symbol and pronounce it. -writes series of words and call	Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

	<ul style="list-style-type: none"> - B<u>e</u>p = spoon - F<u>e</u>r = drum - M<u>e</u>r = salt - F<u>e</u>th = young 		specific sounds to be identified by pupils.	
The language	1. Articulate the various speech sounds of the language discretely; eg- b, d, t, ɔ, ε, ŋ, ə, f, k etc.		<ul style="list-style-type: none"> - Oral activities - Display of the alphabets on a chart - Use flash cards <p>Drawings</p>	<p>Text books, vanguards, letter tiles, pictures/drawings</p> <p>-Lε Wi Lan Krio Buk 1, 2 & 3.</p> <p>-Krio Grama</p>
TERM 2				
Word Building	By the end of the lesson, children should be able to form new words from the sounds they have learnt. Eg: k-a-m = kam (come) s-ɔ-l =sɔl (salt) k-a-p =kap (cap)	Tr. asks children to produce words maintaining sounds they learnt eg: m-u-n = mun b-u-k =buk (book) g-o-t =got (goat)	-Oral drill -teacher also asks pupils to build words out of the sounds on the flash cards.	Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
Greetings	By the end of the lesson, children should be to greet appropriately at various times of the day and under various circumstances.	Tr. asks children to: - Name the various types of greetings in KRIO -Demonstrate various forms of greetings in KRIO. Eg; - Mɔnin (Good morning) -Aftanun (good afternoon)	-Classroom demonstration -Oral greetings for different times of the day. -Teacher groups pupil in two for them to engage in	- Source Book for Four Sierra Leonean Languages - Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

		-Gud ivnin (good evening)	different forms of greetings.	
TERM 3				
Sounds combination (word syllable)	By the end of the lesson, children should be able to divide a word into syllables to ease pronunciation	Tr. asks pupils to pronounce words by units or segments. Eg: Den-ja = denja (danger) wa-ka = waka (walk) Ti-map timap (stand)	Oral drill	-Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
The language	1. Articulate the various speech sounds of the language discretely; eg- b, d, t, ɔ, ε, η, ə, f, k etc.		- Oral activities - Display of the alphabets on a chart - Use flash cards Drawings	Text books, vanguards, letter tiles, pictures/drawings -Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
Primary-3 - TERM 1				
Sentence structure	- By the end of the lesson the children should be able to construct simple Krio sentences.	Tr. asks children to construct simple sentences: Eg; -fayn sup (Delicious food) -o na do (Go outside) - Min a Fode (I am Foday)	-Individual reading exercise Group reading -Story telling Talk shows	-Tape recorders KRIO - Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
Counting in KRIO	By the end of the lesson, children should be able to: -Count correctly from 1-100 in KRIO -write form 1 to 100 in Krio	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Sɔnde, Mɔnde, Tyusde,	-Individual and group work for pupils to write and count numbers.	Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

	- write the numbers in 2s and 5s.	-Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. -Tr. presents numbers on flash cards and asks children to identify and spell them individually in KRIO.	-teacher writes numbers for pupils to call and write.	-Source Book for Four Sierra Leonean Languages
TERM 2				
Introduction to the use of the local Calendar	By the end of the lesson children should be able to name and spell the: - Days of the week Months of the year	Tr. asks children to name the various days of the week and months of the year in their correct sequence.	-Oral exercise -Group work -Focus discussion	KRIO Kâsu – Book-1 Flash cards
Revision Counting in KRIO	By the end of the lesson, children should be able to: -Count correctly from 1-100 in KRIO -write form 1 to 100 in Krio -write the numbers in 2s and 5s.	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Sõnde, Mõnde, Tyusde, -Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, to 20. -Tr. presents numbers on flash cards and asks children to identify and	-Individual and group work for pupils to write and count numbers. -teacher writes numbers for pupils to call and write.	Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -Source Book for Four Sierra Leonean Languages

		spell them individually in KRIO.		
TERM 3				
Counting in KRIO	By the end of the lesson, children should be able to: -Count correctly from 1-100 in KRIO -write form 1 to 100 in Krio -write the numbers in 2s and 5s.	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Sɔnde, Mɔnde, Tyusde, -Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.....30 -Tr. presents numbers on flash cards and asks children to identify and spell them individually in KRIO.	-Individual and group work for pupils to write and count numbers. -teacher writes numbers for pupils to call and write.	Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -Source Book for Four Sierra Leonean Languages

TOPIC/THEME	LEARNING OBJECTIVES	ASSESSMENT METHODS	TEACHING STYLE	TEACHING AND LEARNING RESOURCES
Primary – 4 - TERM 1				
The history of the development of the language Orthography	By the end of the lesson, children should be able to: - Identify the language orthography from the initial to the current orthography	Ask children to name the various stages of the development of the Krio orthography	- Oral activities - Illustrations	Text books (KRIO, Hulimba, Krio, Mende)
Calculating in KRIO	By the end of the lesson, children should be able to: -Count correctly from 1-100 in KRIO -write from 1 to 100 in Krio -write the numbers in 2s and 5s.	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Sɔnde, Mɔnde, Tyusde, -Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. -Tr. presents numbers on flash cards and asks children to identify and spell them individually in KRIO.	-Individual and group work for pupils to write and count numbers. - -teacher writes numbers for pupils to call and write.	Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -Source Book for Four Sierra Leonean Languages
TERM 2				
Introduction to the language orthography.	By the end of the lesson, children should be able to:	Ask children to produce the discrete sounds of the language and match them with the agreed symbols.	- Oral activities - Display of the alphabets on a chart	Text books, vanguards, letter tiles, pictures/drawings

	<ul style="list-style-type: none"> - Match the sounds of the language with the agreed symbols - Articulate the various speech sounds of the language discretely; e.g.- a, aw,b, d, t, ɔ, ε, η, sh, f, k 		<ul style="list-style-type: none"> - Use flash cards - Drawings 	
Word Building	<p>By the end of the lesson, children should be able to blend individual sounds to form words</p> <p>Eg;</p> <ul style="list-style-type: none"> - d+ i= di (eat) - f+i= fi (die) - r+u= ru (plait) 	Ask children to produce two letter words	<ul style="list-style-type: none"> - Group work - Letter games - Flash card games. 	<p>-Lε Wi Lan Krio Buk 1, 2 & 3.</p> <p>-Krio Grama</p>
TERM 3				
Classification of language sounds	<p>By the end lesson, children should be able to:</p> <ul style="list-style-type: none"> - Classify the various sounds of the language: <ul style="list-style-type: none"> i) Vowel sounds ii) Consonant sounds iii) Digraphs iv) Diphthongs/Glides 	<p>Tr. asks children to:</p> <ul style="list-style-type: none"> - Name the various sound categories - put letters into their various categories - E.g; Vowels; a, e, ε, I, o, ɔ, u. 	<ul style="list-style-type: none"> - Illustration of alphabet sounds with picture or drawings - Group work 	The source book for the four Sierra Leonean Languages
Revision Word Building	<p>By the end of the lesson, children should be able to blend individual sounds to form words</p> <p>Eg;</p> <ul style="list-style-type: none"> - d+ i= di (eat) - f+i= fi (die) 	<p>Ask children to produce two letter words</p> <p>Bring in more words</p>	<ul style="list-style-type: none"> - Group work - Letter games - Flash card games. 	<p>-Lε Wi Lan Krio Buk 1, 2 & 3.</p> <p>-Krio Grama</p>

	- r+u= ru (plait)			
Primary – 5 TERM 1				
Identifying sounds in words	By the end of the lesson, pupils should be able to identify individual sounds within a word environment that are combined to form a specific word. Eg; identification of the sounds ‘e’ and ‘ɛ’ - Eg = egg - Ren = rain - Pɛn = pen - Sɛl = sell	Tr. asks pupils to listen to a word and tell the sounds they hear: - spun = spoon - drɔm = drum - sɔl= salt - yɔŋ = young	Oral drill	-Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
Greetings	By the end of the lesson; - Children should be to greet appropriately at various times of the day and under various circumstances.	Tr. asks children to: - - Name the various types of greetings in KRIO -Demonstrate various forms of greetings in KRIO. Eg; - Mɔnin (Good morning) -aftanun (Goodafternoon) -gud ivnin (good evening)	-Classroom demonstration -Oral greetings	-Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
TERM 2				
Substituting sounds to form new words	By the end of the lesson, children should be able to form new words out of existing ones by substituting the letters. Eg: bed (bed), beg (beg), Bet (bait), bek (bake).	-Tr. asks children to produce words maintaining for example the final sound: chɛr (tear), bɛr (burry), kɛr (carry)	Oral drill	-Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

Counting in KRIO	By the end of the lesson, children should be able to: -Count correctly from 1-100 in KRIO -write form 1 to 100 in Krio -write the numbers in 2s and 5s.	Tr. writes numbers on the board and asks children to call them serially. Eg: Pin, Sɔnde, Mɔnde, Tyusde, -Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. -Tr. presents numbers on flash cards and asks children to identify and spell them individually in KRIO.	-Individual and group work for pupils to write and count numbers. -teacher writes numbers for pupils to call and write.	Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -Source Book for Four Sierra Leonean Languages
TERM 3				
Segmentation of words into syllables	By the end of the lesson, children should be able to divide a word into syllables to ease pronunciation	Tr. asks pupils to pronounce words by units/syllables or segments. Eg:ɛn-ta (enter), pe-pa (paper) Ti-map (stand)	Oral drill	-Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
Introduction to the historical background of the Krio People	By the end of the lesson, children should be able to: - Explain the history and origin of the people - Distinguish between the Krio people from other ethnic groups in Sierra Leone. Identify original settlements of the Krio people.	Ask children to tell the origin and the geographical location of the Krio people in Sierra Leone.	- Group discussion - Folk tales of the origin of Krio people	The Sierra Leonean map The source book for the four Sierra Leonean Languages

Primary – 6 TERM 1

Sentence construction	By the end of the lesson, the children should be able to; -construct simple Krio sentences. -write simple Krio sentences correctly	Tr. asks children to construct simple sentences: Eg; -A de it (I am eating) -Go na do (Go outside)	-Individual reading exercise Group reading -Story telling Talk shows	-Tape recorders -Krio sentences read aloud.
Introduction to the use of the local Calendar	By the end of the lesson children should be able to name and spell the: - Days of the week - Months of the year	Tr. asks children to name the various days of the week and months of the year in their correct sequence.	-Oral exercise -Group work -Focus discussion	-Le Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -Flash cards
Greetings	By the end of the lesson; - Children should be to greet appropriately at various times of the day and under various circumstances.	Tr. asks children to: - - Name the various types of greetings in KRIO -Demonstrate various forms of greetings in KRIO. Eg; - Mɔnin (Good morning) -aftanun (Goodafternoon) -gud ivnin (good evening)	-Classroom demonstration -Oral greetings	-Le Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

BASIC EDUCATION CURRICULUM VALIDATION

KRIO

Teaching Syllabus Outline for the Second Stage of Basic Education (J.S.S. 1 to 3)

TOPIC/THEME	LEARNING OBJECTIVES	ASSESSMENT METHODS	TEACHING STYLE	TEACHING AND LEARNING RESOURCES
J. S. S. ONE - TERM 1				
The historical background of the Krio People	By the end of the lesson, children should be able to: <ul style="list-style-type: none"> - Explain the history and origin of the people - Distinguish between the Krio people from other ethnic groups in Sierra Leone. - Identify original settlements of the Krio people. 	Ask children to tell the origin and the geographical location of the Krio people in Sierra Leone.	<ul style="list-style-type: none"> - Group discussion - Folk tales of the origin of Krio people 	The Sierra Leonean map The source book for the four Sierra Leonean Languages
The history of the development of the language Orthography	By the end of the lesson, children should be able to: <ul style="list-style-type: none"> - Identify the stages of the development of the language orthography from the initial to the current orthography 	Ask children to name the various stages of the development of the orthography	<ul style="list-style-type: none"> - Group discussion - Illustrations 	KRIO J. S. S. 1 The source book for the four Sierra Leonean Languages
Introduction to the language orthography.	By the end of the lesson, children should be able to: <ul style="list-style-type: none"> - Produce the sounds of the language Eg. a, e, ε, i, o, u, ɔ, ε, aw, b, d, k, h, ch, th. - Write the speech sounds of the language. 	Ask children to produce the discrete sounds of the language and match them with the agreed symbols.	<ul style="list-style-type: none"> - Oral activities - Display of the alphabets on a chart - Use flash cards - Drawings 	KRIO Grama The source book for the four Sierra Leonean Languages vanguards, letter tiles, pictures/drawings

	- Associate the sounds to the symbols.			-Lε wi Lan Krio Buk 1
TERM 2				
Classification of language sounds	By the end of the lesson, children should be able to: - Classify the various sounds of the language: v) Vowel sounds vi) Consonant sounds vii) Digraphs viii) Diphthongs/Glides	By the end the lesson, children should be able to: - Name the various sound categories - put letters into their various categories - Eg; Krio Vowels (Krio vawɛl dɛn)- a , e, ɛ, i, o, u, ɔ	- Illustration of alphabet sounds with picture or drawings - Group work	-Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -The source book for the four Sierra Leonean Languages
word building	By the end of the lesson, children should be able to blend individual sounds to form words Eg: - I+t= it (eat) - D+ay =day (die) - B+a+b =bab (barb)	-Ask children to produce two letter words. -use a particular vowel to create a series of words.	- Group work - Letter games - Tr. asks pupils to pick a vowel and create a word.	-Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama The source book for the four Sierra Leonean Languages
Segmentation of words into syllables	By the end of the lesson, children should be able to; -divide a word into syllables to ease pronunciation. -divide words in to syllables to ease spelling of Krio words	Tr. asks pupils to pronounce words by units/syllables or segments. -teacher writes few words for pupils divide in to syllables.	Oral drill	-Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama The source book for the four Sierra Leonean Languages
Word boundary	By the end of the lesson, children should be able to:	Tr. demonstrates word boundary	Illustrations	KRIO J. S. S. 1

	- Delimit the boundary between words	Eg: wrong use ; i. Ade go ii. wide it Correct use i) A de go ii) Wi de it. Translation i. I am going ii. we are eating.		The source book for the four Sierra Leonean Languages
TERM 3				
Translation of Words and Simple Sentences	By the end of the lesson the children should be able to: - Translate simple Themne words from Kàthemne into English and from English into Kàthemne. Examples of Word Translation Krio to English -Tɔk = talk, Swela = swallow -Kɔl = call, Lɔs = lost -Ayd = hide English into Krio -sing = siŋ, -dog = dɔg -pestle = mata pensil -light = layt	-Tr. asks children to name words in Krio and translate them into English while he records them on the chalkboard. -Tr. Guides pupils to discuss and translate simple sentences.	-Tr. Encourages children to work individually and in groups	- Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -The source book for the four Sierra Leonean Languages
Sentence construction	By the end of the lesson the children should be able to: - Construct simple Krio sentences. - Name the various types of sentences in KRIO with examples.	Tr. asks children to construct simple sentences: Eg; - Dis rɛs swit (this food is delicious)	-Individual reading exercise Group reading -Story telling Talk shows	-Tape recorders -Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

	<p>Eg; - Declarative sentences</p> <ul style="list-style-type: none"> - Interrogative sentence - Imperative sentences - Exclamatory sentences 	<p>- Go na do. (Go outside)</p>		<p>-The source book for the four Sierra Leonean Languages</p>
Introduction to the use of the local Calendar	<p>By the end of the lesson children should be able to name and spell the:</p> <ul style="list-style-type: none"> i. Days of the week Months of the year 	<p>Tr. asks children to name the various days of the week and months of the year in their correct sequence.</p>	<ul style="list-style-type: none"> -Oral exercise -Group work -Focus discussion 	<ul style="list-style-type: none"> -Krio Grama -The source book for the four Sierra Leonean Languages
Logic of Counting	<p>By the end of the lesson, children should be able to:</p> <ul style="list-style-type: none"> - Distinguish the various forms of counting; - Cardinal counting - Ordinal counting - Counting of objects <p>Count correctly from 1-100 in KRIO</p>	<ul style="list-style-type: none"> -Tr. writes numbers on the board and asks children to call them serially. Eg: wan, tu, tri, fo, fayv, siks, -Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. <p>Tr. presents numbers on flash cards and asks children to identify and spell them individually in KRIO.</p>	<p>Individual and group work where pupils are required to count in various ways; 1 to 20; etc.</p>	<ul style="list-style-type: none"> -Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
J. S. S. TWO TERM 1				
Sentence construction	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> - Construct simple Krio sentences. 	<ul style="list-style-type: none"> -Short answer questions - Oral exercise -Illustrations -Group work 	<ul style="list-style-type: none"> -Individual reading exercise Group reading -Story telling 	<ul style="list-style-type: none"> -Tape recorders - Lε Wi Lan Krio Buk 1, 2 & 3.

	<ul style="list-style-type: none"> - Name the various types of sentences in KRIO with examples. Eg; - Declarative sentences - Interrogative sentences - Imperative sentences - Exclamatory sentences - -Eg -A dɔn go wok (I have gone to work) - Gi mi wata lɛ a drink (Give me some water to drink) 		Talk shows	<ul style="list-style-type: none"> -Krio Grama -The source book for the four Sierra Leonean Languages
Varieties of the Krio Language	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> - Name and spell the dialects of the language. - Show the areas where the various dialects are predominantly spoken in Sierra Leone <p>Identify the dialectal variations</p>	<ul style="list-style-type: none"> -Tr. asks children to list the various varieties of the Krio language. -Explain the differences between the varieties of the Krio language. 	<ul style="list-style-type: none"> -Oral exercise -Group work -Discussion 	<ul style="list-style-type: none"> -Lɛ Wi Lan Krio buk 2 -The source book for the four Sierra Leonean Languages
Logic of Counting	<p>By the end of the lesson, children should be able to:</p> <p>Distinguish the various forms of counting;</p> <ul style="list-style-type: none"> - Cardinal counting - Ordinal counting - Counting of objects <p>Count correctly from 1-100 in KRIO</p>	<p>Tr. writes numbers on the board and asks children to call them serially. Eg; wan, tu, tri, fo, fayv, siks, sevin,</p> <p>-Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.</p>	Individual and group work	<ul style="list-style-type: none"> -Lɛ Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

		-Tr. presents numbers on flash cards and asks children to identify and spell them individually in KRIO.		
Greetings	By the end of the lesson, children should be to; -greet appropriately at various times of the day and under various circumstances.	Tr. asks children to: - - Name the various types of greetings in KRIOS -Demonstrate various forms of greetings in KRIO. Eg; - Monin Good morning - Aftanun Good afternoon	-Classroom demonstration -Oral greetings	-Le Wi Lan Krio Buk 1, 2 & 3. -Krio Grama
TERM 2				
Translation of Words and Simple Sentences	By the end of the lesson the children should be able to: - Translate simple Themne words from Kàthemne into English and from English into Kàthemne. Examples of Word Translation From Krio to English rayt = write bròsh = brush pòsin = a person/person yèstade = yesterday tòŋ = a town English into Krio Angri =angri dark = dak	Tr. asks children to name words in Kàthemne and translate them into English while he records them on the chalkboard. -Tr. Guides pupils to discuss and translate simple sentences	-Tr. Encourages children to work individually and in groups	-Le Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -The source book for the four Sierra Leonean Languages

	<p>whet = sok light = layt</p> <p>Examples of Simple Sentence Translation</p> <p>Krio to English</p> <p>-Fode kin rɔn = Foday runs -smɔl got = a young goat -nyu shɛt = a new shirt/dress -di pikin dɔn kam = the child has come -kəpet kəbana = a big town</p> <p>English into Krio</p> <p>- I lived in Fritɔŋ = Na fritɔŋ a de. -This is my book. = Na mi buk dis. -Hard work pays. =Tranga wok kin pe - The sun is bigger than the moon. - Di san big pas di mun</p>			
Word Classes	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> - Name the nine parts of speech - Spell each part of speech correctly - Classify words correctly 	<p>Tr. asks children to name the various parts of speech.</p> <p>Eg:</p> <ul style="list-style-type: none"> - Nawn dɛn – Nouns - Pronawn dɛn- Pronouns - Vab dɛn - Verbs 	<p>-Oral exercise -Illustrations -Group work</p>	<p>-Lɛ Wi Lan Krio Buk 1, 2 & 3.</p> <p>-Krio Grama</p> <p>The source book for the four Sierra Leonean Languages</p>
TERM 3				
Varieties of the Krio Language	<p>By the end of the lesson children should be able to:</p>	<p>-Tr. asks children to list the varieties of Krio</p>	<p>-Oral exercise -Group work -Discussion</p>	<p>KRIO J. S. S. 2 The source book for the four</p>

	<ul style="list-style-type: none"> - Name and spell the varieties of the language. - Show the areas where the various varieties are predominantly spoken in Sierra Leone - Identify the differences in the varieties. 	<ul style="list-style-type: none"> -Explain the differences between the varieties of the Krio language. e.g. of 		Sierra Leonean Languages
Introduction to Essay Writing	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> - Name the four types of essays (Narrative, Descriptive, Argumentative and Explanatory). - Explain the steps involved in essay writing. - Write a short essay in KRIO Language 	<ul style="list-style-type: none"> -teacher introduced the topic by narrating a story -teacher asks pupils to state the types of essays. -teacher asks pupils to narrate/describe a story/incident. 	<ul style="list-style-type: none"> -Witten exercises -Group work -Individual work 	<ul style="list-style-type: none"> -Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama -The source book for the four Sierra Leonean Languages
Introduction to Reading and Comprehension	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> - Read simple essay passages in the Sierra Leonean languages. - Answer questions drawn from a given passage. 	<ul style="list-style-type: none"> - Short answer questions -Asks Oral questions 	<ul style="list-style-type: none"> -Oral exercise -Group work -Focus discussion 	<ul style="list-style-type: none"> KRIO J. S. S. 2 The source book for the four Sierra Leonean Languages
J. S. S. THREE TERM 1				
Sentence construction	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> - Construct simple Krio sentences. - Name the various types of sentences in KRIO with examples. 	<ul style="list-style-type: none"> -Short answer questions - Oral exercise -Illustrations -Group work 	<ul style="list-style-type: none"> -Individual reading exercise Group reading -Story telling Talk shows 	<ul style="list-style-type: none"> -Tape recorders - Lε Wi Lan Krio Buk 1, 2 & 3. -Krio Grama

	<p>Eg; - Declarative sentences</p> <ul style="list-style-type: none"> - Interrogative sentence - Imperative sentences - Exclamatory sentences <p>Eg:</p> <ul style="list-style-type: none"> - I po bulo (I have gone to work) - Yer mi mant I mun (Give some water to drink) 			-The source book for the four Sierra Leonean Languages
Translation of Words and Simple Sentences	<p>By the end of the lesson the children should be able to:</p> <ul style="list-style-type: none"> - Translate simple Themne words from Káthemne into English and from English into Káthemne. <p>Examples of Word Translation Káthemne into English</p> <p>thomɔ = dance mun = drink wuni = a person/person dira = sleep kəpet = a town</p> <p>English into Káthemne</p> <p>rush = yagba dark = osum work = worək light = kəwaleŋ drought = əfithina</p> <p>Examples of Simple Sentence Translation Káthemne into English</p> <p>-Mareŋ ɔ thomɔ = Marie dances</p>	<p>-Tr. asks children to name words in Káthemne and translate them into English while he records them on the chalkboard.</p> <p>-Tr. Guides pupils to discuss and translate simple sentences</p>	<p>-Tr. Encourages children to work individually and in groups.</p>	<p>- Lɛ Wi Lan Krio Buk 1, 2 & 3.</p> <p>-Krio Grama</p> <p>-The source book for the four Sierra Leonean Languages</p>

	<p>-Ōwir ɔ mun = The goat drinks -Wuni ufi = a dead person -Ōwath ɔ po dirà = the child has slept -kəpet kəkur = an ancient town</p> <p>English into Kàthemnɛ</p> <p>-The boy rushed to the car Ōwath runi ɔ yagba kəkɔ ka àŋlɔri</p> <p>-The room is dark Àŋkonko àsum</p> <p>-You earn when you work Əŋ sɔthɔ be əŋ worək-e</p> <p>- The sun produces light Àret rə sɔŋ kəwaleŋ</p> <p>-We experienced drought this year Sə sɔthɔ áfithina kàren áke.</p>			
TERM 2				
Letter Writing	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> - Name the three types of letters - Identify the various parts of a letter - Write a simple letter in KRIO 	Essay type questions	<p>-Illustrations -individual work</p>	<p>-Lɛ Wi Lan Krio Buk 1, 2 & 3.</p> <p>-Krio Grama -</p> <p>-The source book for the four Sierra Leonean Languages</p>
Telling the Time	<p>By the end of the lesson children should be able to:</p> <ul style="list-style-type: none"> - Draw and label the various parts of the clock in KRIO - Tell the time in KRIO 	<p>Tr. asks children to -- Short answer written questions -Oral questions</p>	<p>-Oral exercise -Illustrations -Group work -Flash cards and drawings</p>	<p>KRIO J. S. S. 2 The source book for the four Sierra Leonean Languages</p>

	<ul style="list-style-type: none"> - Show the various sources of visualizing the time Eg: shadows, cock crowing, the cry of birds etc. 			
Logic of Counting	<p>By the end of the lesson, children should be able to:</p> <ul style="list-style-type: none"> - Distinguish the various forms of counting; - Cardinal counting - Ordinal counting - Counting of objects <p>Count correctly from 1-100 in KRIO</p>	<p>-Tr. writes numbers on the board and asks children to call them serially. Eg: wan, tu, tri, fo, fayv, siks,</p> <p>-Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.</p> <p>Tr. presents numbers on flash cards and asks children to identify and spell them individually in KRIO.</p>	Individual and group work where pupils are required to count in various ways; 1 to 20; etc.	<p>-Lε Wi Lan Krio Buk 1, 2 & 3.</p> <p>-Krio Grama</p>
TERM 3				
More work on Logic of Counting	<p>By the end of the lesson, children should be able to:</p> <p>Distinguish the various forms of counting;</p> <ul style="list-style-type: none"> - Cardinal counting - Ordinal counting - Counting of objects <p>Count correctly from 1-100 in KRIO</p>	<p>Tr. writes numbers on the board and asks children to call them serially. E.g; wan, tu, tri, fo, fayv, siks, sevin, ...</p> <p>Tr. writes numbers on the board in digits and asks children to write them in words in KRIO. Eg 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.</p>	Individual and group work	<p>-Lε Wi Lan Krio Buk 1, 2 & 3.</p> <p>-Krio Grama</p>

		Tr. presents numbers on flash cards and asks children to identify and spell them individually in KRIO.		
Literature	By the end of the lesson children should be able to: <ul style="list-style-type: none"> - Narrate simple stories - Read and explain simple stories and appreciate Poems in KRIO - Name the genres of literature (Prose, Drama and Poetry). - Name the sources of literature 	-Short answer questions -Oral questions -Multiple choice questions	-Oral exercise -Dramatizations -Group work	-Bami in Wowo Bod -A Yeri den de Kol -Konirabit en in Fambul Den.
Culture	By the end of the lesson children should be able to: <ul style="list-style-type: none"> - Explain certain aspects of their culture. Eg; Farming, Rites of passage, dress code etc. - Demonstrate aspects of culture 	-Short answer questions -Oral questions -Multiple choice questions	-Oral exercise -Dramatizations -Group work	-.Sierra Leone Source Book. -Krio texts.

GENERAL RECOMMENDATIONS

Be it recommended that:

1. The teaching of the four selected Sierra Leonean Languages be taught in the primary schools as provided for in the Education Policy, 1993.
2. The teaching of Indigenous Languages be done at Basic Education level and that it should be made compulsory at BECE.
3. Sierra Leonean Languages be made core in the primary level.
4. The full curriculum of Sierra Leonean Languages be developed for all levels of Basic Education.
5. The preparation of primers for primary schools be facilitated by MBSSE.
6. Teachers of Indigenous Languages be motivated to become more effective and efficient in the classroom.
7. A printing press for the publication of SLL materials be set up by the government of Sierra Leone.
8. Appropriate and Adequate teaching Learning materials of Indigenous Languages be provided to school for effective teaching and learning.
9. The desk of Sierra Leonean Languages at MEST be reactivated.

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