

MAIN COMPETENCE	SPECIFIC COMPETENCE	TEACHING ACTIVITIES	M O N T H	W E E K	P E R I O D S	REFERENCE	TEACHING AIDS/RESOURCE	ASSESSMENT/TOOLS	REMARKS
COMPREHEND ORAL AND WRITTEN INFORMATION	LISTEN AND COMPREHEND INFORMATION PRESENTED ORALLY	a) to lead the pupil to listen recorded materials about common issues and answer questions orally (related to family planning and surrounding cleanliness)	J A N	2	5	Tanzania Institute of Education, (2019) English Standard SIX Pupil's Book, Dar es Salaam	Real objects e.g. radio and recorded material	Exercises, group activities, written sentences	
		b) to lead them to listen and recall information on school matters		3	5		audio/ visual materials	Questions and answer	
		c) to lead them to recorded conversation and identify main ideas about everyday matters.		4	5		audio/ visual materials	Questions and answer	
		d) to lead them to listen to announcement and give personal views (include environmental conservation and road safety issues	F E B	1	5		audio/ visual materials	Questions and answer	
	READ AND COMPREHEND WRITTEN INFORMATION	a) to lead them to read and comprehend various texts of familiar topics (hunting wild animals, keeping animals, village life, town life, sports, travelling, disasters, family issues and personal letter)	M A R C H	2	5		written texts, sentence card flip chart s,	Questions and answer	
				3	5				
				4	5				
		b) to lead them to scan texts and explain relevant ideas(include corruption text, lexical, syntactical semantic, dictionary use)		4	4		sentence card flip chart s	Questions and answer	
<p style="text-align: center;">MID-TERM ASSESSMENT</p> <p style="text-align: center;">MID-TERM BREAK (11/04/2025 - 22/04/2025)</p>									
	DEVELOP VOCABULARY THROUG READING	a) to lead them to read and selected synonyms and antonyms.	A P R	4	5	Tanzania Institute of Education,	Read books, cards, texts book	Questions and answer	

			I L			(2019) English Standard SIX Pupil's Book, Dar es Salaam			
		b) to lead them to read and use varieties of words by using word formation (compound words)	M A Y	1	5		Read books, cards, texts book	Questions and answer	
				2	5				
		c) to lead them to read and use multiple meaning words.		2	5		sentence card flip chart s	Questions and answer	
				3	5				
<p style="text-align: center;">TERMINAL ASSESSMENT (4TH WEEK OF MAY)</p> <p style="text-align: center;">FIRST TERM BREAK (06/06/2025 - 08/07/2025)</p>									
COMMUNIC ATE ORALLY AND THROUGH WRITING	COMMUNICA TE SIMPLE IDEAS THROUGH SPEAKING	a) to use simple conversation to narrate different in various topics such as traveling festivals, games, football matches, school day, family day (include cross cutting issues e.g. corruption d rug abuse entrepreneurship and environment conservation	J U L Y	1	5		Dialogue	Questions and answer	
		b) to lead them to participate in conversation on common topics (include financial management entrepreneurship,		2	5				
				3	5		Dialogue	Short question, exercise	
				4	5	Tanzania Institute of			

		<i>hobbies, travel, current events and child labor)</i>				Education, (2019)			
	DEVELOP VOCABULARY THROUGH LISTENING AND SPEAKING	<i>Create and use words related to daily interactions personal events and experiences, objects found at school, home hotels and playground etc.</i>	A U G U S T	1 2	5 5	English Standard SIX Pupil's Book, Dar es Salaam	sentence card flip chart s	Short question, exercise	
	COMMUNICATE SIMPLE IDEAS THROUGH WRITING	<i>a) to lead them to write express news and views related to various contexts.</i>		3	5		sentence card flip chart s	Short question	
		<i>b) to lead them to write an official letter with specific purpose, notes to immediate people in order to convey to simple information texts inquire for information texts to inquire for information related to school requirements.</i>					sentence card flip chart s	Short question, exercise	
		<p style="text-align: center;">MID-TERM ASSESSMENT (4TH WEEK OF AUGUST)</p> <p style="text-align: center;">MID-TERM BREAK (29/08/2025 – 15/09/2025)</p>							
		<i>c) to lead to write paragraphs with correct flow of ideas connectives. (but.. and. Also...) Sequence markers (moreover, in addition to, critically, above all, tasty. Etc.</i>	S E P & O C T O	3 4 & 1	5 5 5		sentence card flip chart s	Short question, exercise	

		<i>d) to lead them Writes simple short stores to express personal feelings.</i>	B E R	2 & 3	5 5		<i>sentence card flip chart s</i>	<i>Short question, exercise</i>	
USE APPROPRIATE VOCABULARY WHEN WRITING		<i>a)to lead them to read and write words with suffixes and prefixes to enrich acquisition of grade appropriate vocabulary</i>		4	5		<i>Read books, cards, texts book</i>	<i>Short question</i>	
		<i>b) to lead pupils in group words into different classes/categories appropriate for the grade level</i>	N O V	1	5		<i>Read books, cards, texts book</i>	<i>Short question</i>	
		<i>c)to lead pupils to read and write related to school and home contexts</i>		2	5		<i>Read books, cards, texts book</i>	<i>Short question</i>	

REVISION AND PREPARATION OF ANNUAL EXAMINATION

SCHEME OF WORK FOR ENGLISH STANDARD SIX 2025

NAME OF TEACHER:NAME OF SCHOOL:.....

Syllabus content for Standard VI

Table 9: The Competencies to be developed by Standard VI Pupil

Main Competencies

1.Comprehend oral and written information

2.Communicate orally and through writing

Specific competencies

1.1 Listen and comprehend
information presented orally

1.2 Read and comprehend written
information

1 Communicate simple ideas
through speaking

2 Communicate simple ideas
through writing

3.Acquire and use vocabulary through the four language skills
(listening, speaking, reading and writing)

1 Develop and use appropriate
vocabulary through listening and
speaking

2 Develop vocabulary through
reading

3 Use appropriate vocabulary
when writing

OBJECTIVES

1. Comprehend oral and written information
2. Acquire and use vocabulary through the four language skills (listening, speaking, reading and writing)
3. Comprehend oral and written information