



GRADE 1 ENGLISH SCHEME OF WORK TERM THREE

NAME	
TSC NO.	
SCHOOL	

ENGLISH ACTIVITIES SCHEME OF WORK GRADE 1 TERM 3

School	Grade	Learning Area	Term	Year
	1	English Activities	3	

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Listening and Speaking Living Together	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /i/ /ea/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. How do you pronounce the following words tin, Pin.	1. Learners pronounce the sounds /i/ /ea/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the vocabulary.	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 94-95	Oral questions, portfolio, observation	
	2	Listening	Language	By the end of the sub	1. Whose shoe	1. Learners role play	Realia, charts,	Oral	

		<p>and Speaking</p> <p>Living Together</p>	<p>Structures and Functions</p> <p>Use of possessives; Her, their, his, its.</p>	<p>strand, the learner should be able to:</p> <p>a) Use possessives to talk about social cohesion in various contexts.</p> <p>b) Recognise possessives in oral communication.</p> <p>c) Appreciate the use of possessiveness to show ownership in speech.</p>	<p>is it?</p>	<p>ownership of items/objects.</p> <p>2. In groups, learners use phrases to illustrate ownership.</p> <p>3. Learners identify objects in the classroom and attach appropriate possessives to them.</p>	<p>pictures/ photographs showing ownership, audio-visual recordings of dialogues with sentence structures on Possessives.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 95</p>	<p>questions, portfolio, observation</p>	
	3	<p>Reading</p> <p>Living Together</p>	<p>Comprehension</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read short words with letter -sound /s/ /z/ correspondence in preparation for phrasal reading.</p> <p>b) Respond to direct and indirect questions from the text 'Visitors at a school' of about 60 words in short simple sentences to show comprehension.</p> <p>c) Read about thirty (30) words accurately per minute for fluency.</p>	<p>1. What do the pictures tell us about the story?</p> <p>3) What does the title tell us about the story?</p>	<p>1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words.</p> <p>2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see.</p> <p>3. Learners read writings on the school walls, posters and bill boards in the surrounding environment.</p>	<p>Realia, charts, pictures/ photographs, newspaper cuttings.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 96</p>	<p>Oral questions, portfolio, observation</p>	

						4. Learners read or listen to a text then answer questions.			
2	1	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Recognize the correct form and meaning of the words to be used in filling in gaps. b) Copy the letter patterns s, z, e, a, h, y, k correctly and neatly in their exercise books.	How do you write the letters: s, z, e, a, h, y, k	1. Learners observe and respond to picture prompts appropriately. 2. Learners practice writing letters and words from left to right. 3. Learners write a three-word sentence using the prompts. 4. Learners are guided in filling in the gaps correctly and meaningfully.	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 93&97	Oral questions, portfolio, observation	
	2	Listening and Speaking Technology (Mobile Phone)	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /oo/ /ea/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. How do you say these words book, spoon.	1. Learners pronounce the sounds /i/ /ea/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 98-99	Oral questions, portfolio, observation	

						beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the vocabulary.			
	3	Listening and Speaking Technology (Mobile Phone)	Language Structures and Functions WH questions What, Who.	By the end of the sub strand, the learner should be able to: a) Ask questions about technology phone using 'what' and 'who' b) Appreciate the use of what, who and where to seek information.	1. What is the name of your friend? 2. Where is their home?	1. Learners role play activities that will elicit use of where, who and what. 2. Learners ask questions using the terms who, what and where in pairs/small groups 3. Learners use songs/short poems to practice the use of the questions with who, what and where.	Pictures, photographs and models of people using mobile phones, audio-visual recordings of dialogues with telephone conversations that have "Wh" questions. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 99	Oral questions, portfolio, observation	
3	1	Reading Technology (Mobile Phone)	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /oo/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from the text 'Visitors at a school' of about 60	1. What do the pictures tell us about the story? 3) What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 100	Oral questions, portfolio, observation	

				words in short simple sentences to show comprehension. c) Read about thirty (30) words accurately per minute for fluency.		they can see. 3. Learners read writings on the school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.			
2	Listening and Speaking Technology (Mobile Phone)	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /m/ /n//ng/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. How do you say these words. Monkey, Nut	1. Learners pronounce the sounds /m/ /n/ /ng/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the vocabulary.	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 102-103	Oral questions, portfolio, observation		
3	Listening	Language	By the end of the sub	1.What is the	1. Learners role play	Pictures,	Oral		

		<p>and Speaking</p> <p>Technology (Mobile Phone)</p>	<p>Structures and Functions</p> <p>WH questions Where?</p>	<p>strand, the learner should be able to:</p> <p>a) Ask questions about technology phone using ‘where’</p> <p>b) use what, who and where to denote person, object, and place.</p> <p>c) Appreciate the use of what, who and where to seek information.</p>	<p>name of your friend?</p> <p>2. Where is their home?</p>	<p>activities that will elicit use of where, who and what.</p> <p>2. Learners ask questions using the terms who, what and where in pairs/small groups</p> <p>3. Learners use simple questions and dialogues Repeat sentence structures containing WH-questions from a story, poem or conversation they have listened to.</p>	<p>photographs and models of people using mobile phones, audio-visual recordings of dialogues with telephone conversations that have “Wh” questions.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 103</p>	<p>questions, portfolio, observation</p>	
4	1	<p>Reading</p> <p>Technology (Mobile Phone)</p>	<p>Comprehension</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read short words with letter -sound /m/ /n/ /ng/ correspondence in preparation for phrasal reading.</p> <p>b) Respond to direct and indirect questions from the text ‘Use my mobile Phone’ of about 60 words in short simple sentences to show comprehension.</p> <p>c) Read about thirty (30) words accurately per minute for fluency.</p>	<p>1. What do the pictures tell us about the story?</p> <p>3) What does the title tell us about the story?</p>	<p>1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words.</p> <p>2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see.</p> <p>3. Learners read writings on the school walls, posters and bill boards in the surrounding environment.</p>	<p>Realia, charts, pictures/ photographs, newspaper cuttings.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 104</p>	<p>Oral questions, portfolio, observation</p>	

						4. Learners read or listen to a text then answer questions.			
	2	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Recognize the correct form and meaning of the words to be used in filling in gaps. b) Copy the sentences given correctly. c) Write questions with their answers correctly.	How do you write a question?	1. Learners observe and respond to picture prompts appropriately. 2. Learners practice writing letters and words from left to right. 3. Learners write a three-word sentence using the prompts. 4. Learners are guided in filling in the gaps correctly and meaningfully.	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 101&105	Oral questions, portfolio, observation	
	3	Listening and Speaking Numbers and Our Classroom	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /th/ /q/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. How do you say these sounds? /th/ /q/	1. Learners pronounce the sounds /q/ /th/ by taking turns as modeled by the teacher or audio record. 2.. Learners are guided to get the meaning of new words by looking at pictures, from a story, and demonstration. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg.106-107	Oral questions, portfolio, observation	

						beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the vocabulary.			
5	1	Listening and Speaking Numbers and Our Classroom	Language Structures and functions Describing words (colour, number values in tens, cardinal numbers from 1-9)	By the end of the sub strand, the learner should be able to: a) Use describing words to talk about cardinal numbers, shapes and colours. b) Appreciate the use of colour, size and number to describe nouns.	1) What things do you see outside the classroom? 2) What colour are they?	1. Learners group objects according to their size big/ small, colour- red, orange, yellow and numbers. 2. Learners describe objects in the classroom using size, colour and numbers. 3. Learners colour pictures of various objects. 4. Learners identify things in the environment that have different colours.	Realia, charts, pictures/ photographs and models of objects with different colours and sizes, audio-visual recordings of dialogues with sentence structures on colours, sizes and shapes. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 107	Oral questions, portfolio, observation	
	2	Reading Numbers and Our Classroom	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /q/ /th/ correspondence in preparation for phrasal reading. b) Respond to direct	1. What do the pictures tell us about the story? 3) What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners observe pictures and in groups, discuss where	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book	Oral questions, portfolio, observation	

				and indirect questions from the text 'Use my mobile Phone' of about 60 words in short simple sentences to show comprehension. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.		the action could be happening, identify the people or animals they can see. 3. Learners read writings on the school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.	Grade 1 by Oxford Pg. 108		
	3	Listening and Speaking Numbers and Our Classroom	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /bl/ /fl/ /fr/ /gr/ /dr/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. Which words can we get from the following sounds? /bl/ /gr/ /dr/	1. Learners pronounce the sounds /bl/ /gr/ /dr/ by taking turns as modeled by the teacher or audio record. 2.. Learners are guided to get the meaning of new words by looking at pictures, from a story, and demonstration. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 5. Learners use simple dialogues to practise the	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 110-111	Oral questions, portfolio, observation	

						pronunciation of the vocabulary.			
6	1	Listening and Speaking Numbers and Our Classroom	Language Structures and functions Describing words size & shape	By the end of the sub strand, the learner should be able to: a) Use describing words to talk about cardinal numbers, shapes and colours. b) Describe the shapes, sizes of objects in the classroom using adjectives. c) Appreciate the use of colour, size and number to describe nouns.	1) What things do you see outside the classroom? 2) What colour are they?	1. Learners construct sentences in pairs about the size of different objects. 2. Learners describe objects in the classroom using size, colour and numbers. 3. Learners colour pictures of various objects. 4. Repeat sentence structures containing describing words from a story, poem or conversation they have listened to.	Realia, charts, pictures/ photographs and models of objects with different colours and sizes, audio-visual recordings of dialogues with sentence structures on colours, sizes and shapes. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 111	Oral questions, portfolio, observation	
	2	Reading Numbers and Our Classroom	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /bl/ /fr/ /fl/ /gr/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from the text 'Use my mobile Phone' of about 60 words in short	1. What do the pictures tell us about the story? 3) What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. 3. Learners read	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 112	Oral questions, portfolio, observation	

				<p>simple sentences to show comprehension.</p> <p>c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.</p>		<p>writings on the school walls, posters and bill boards in the surrounding environment.</p> <p>4. Learners read or listen to a text then answer questions.</p>			
	3	Writing	Guided Writing	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognize the correct form and meaning of the words to be used in filling in gaps.</p> <p>b) Copy the sentences given correctly.</p> <p>c) Copy the letter patterns Q, q, th, bl, fl, fr, gr, correctly neatly and legibly.</p>	<p>Which words contain the letter patterns bl, fr, gr?</p>	<p>1. Learners observe and respond to picture prompts appropriately.</p> <p>2. Learners practice writing letters and words from left to right.</p> <p>3. Learners write a three-word sentence using the prompts.</p> <p>4. Learners are guided in filling in the gaps correctly and meaningfully.</p>	<p>Realia, charts, pictures/ photographs that prompt learners to write.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 109&113</p>	<p>Oral questions, portfolio, observation</p>	
7	1	<p>Listening and Speaking</p> <p>Do Not Waste</p>	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Talk about the pictures and discuss what they see.</p> <p>b) Pronounce the words with the sounds /gl/ /fl/ /pl/ /cl/ /gr/ /dr/ /tr/ in preparation for reading.</p> <p>c) Recognize new</p>	<p>1. Which words can we get from the following sounds? /gl/ /fl/ /pl/ /cl/ /gr/ /dr/ /tr/</p>	<p>1. Learners pronounce the sounds //gl/ /fl/ /pl/ /cl/ /gr/ /dr/ /tr/ by taking turns as modeled by the teacher or audio record.</p> <p>2.. Learners are guided to get the meaning of new words by looking at</p>	<p>Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words.</p>	<p>Oral questions, portfolio, observation</p>	

				words used in the themes to acquire a range of vocabulary and their meaning.		pictures, from a story, and demonstration. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the vocabulary.	New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 114-115		
	2	Listening and Speaking Do Not Waste	Language structures and functions	By the end of the sub strand, the learner should be able to: a) Use imperatives for receiving and giving instructions/commands against wastage. b) Respond to specific instructions for effective oral communication. c) Appreciate the use of imperatives.	1) What does the Police officer say when arresting a criminal?	1. Learners listen to a short dialogue containing imperatives 2. Learners respond to simple imperatives 3. Learners practice the use of familiar imperatives in role play (parent-child)	Realia, charts, pictures/ photographs and models of common imperatives, audio-visual recordings of dialogues with sentence structures on imperatives. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 115	Oral questions, portfolio, observation	
	3	Reading Do Not Waste	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words	1. What do the pictures tell us about the story? 3) What does	1. In small groups, learners practice reading unfamiliar Sentences containing	Realia, charts, pictures/ photographs, newspaper	Oral questions, portfolio, observation	

				<p>with letter -sound /cl/ /pl/ /fl/ /gr/ correspondence in preparation for phrasal reading.</p> <p>b) Respond to direct and indirect questions from the text ‘Use my mobile Phone’ of about 60 words in short simple sentences to show comprehension.</p> <p>c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.</p>	the title tell us about the story?	<p>decodable and non-decodable words.</p> <p>2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see.</p> <p>3. Learners read writings on the school walls, posters and bill boards in the surrounding environment.</p> <p>4. Learners read or listen to a text then answer questions.</p>	<p>cuttings.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 116</p>		
8	1	<p>Listening and Speaking</p> <p>Do Not Waste</p>	<p>Language structures and functions</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use imperatives for receiving and giving instructions/commands against wastage.</p> <p>b) Respond to specific instructions for effective oral communication.</p> <p>c) Recognise imperatives in day today communication.</p>	1) What does the Police officer say when arresting a criminal?	<p>1. Learners listen to a short dialogue containing imperatives</p> <p>2. Learners respond to simple imperatives</p> <p>3. Learners practice the use of familiar imperatives in role play (parent-child)</p>	<p>Realia, charts, pictures/ photographs and models of common imperatives, audio-visual recordings of dialogues with sentence structures on imperatives.</p> <p>New Progressive Primary English Learners Book Grade 1 by</p>	Oral questions, portfolio, observation	

							Oxford Pg. 118-119		
	2	Reading Do Not Waste	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /Pp/ /Bb/ /Tt/ /Kk/ /Qq/ Gg/ /Ff/ Vv/ /Ss/ /Jj/ /Mm/ /Nn/ Ll/ /Rr/ Ww/ /Yy/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from the text ‘Use my mobile Phone’ of about 60 words in short simple sentences to show comprehension. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.	1. What do the pictures tell us about the story? 3) What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. 3. Learners read writings on the school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 120	Oral questions, portfolio, observation	
	3	WRITING	Guided Writing Do Not Waste	By the end of the sub strand, the learner should be able to: a) Recognize the correct form and meaning of the words to be used in filling in gaps. b) Copy the sentences	Which words contain the letter patterns bl, fr, gr?	1. Learners observe and respond to picture prompts appropriately. 2. Learners practice writing letters and words from left to right. 3. Learners write a	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book	Oral questions, portfolio, observation	

				given correctly.		three-word sentence using the prompts. 4. Learners are guided in filling in the gaps correctly and meaningfully.	Grade 1 by Oxford Pg. 117&121		
9	ASSESSMENT								