ENGLISH ACTIVITIES GRADE 1
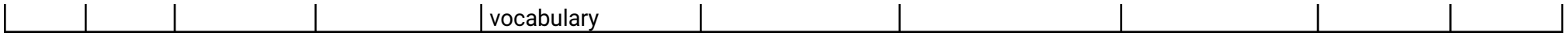
SCHEME OF WORK FOR TERM 1

COMPETENCE BASED CURICULUM

ENGLISH SCHEME OF WORK GRADE 1 TERM 1

School	Grade	Learning Area	Term	Year
	1	English Activities	1	

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 Welcome & Greetings	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Study the picture given and talk about his/her first day at school. b) Discriminate the sounds /a/ /m/ in different spoken words for comprehension. c) Recognise new words used in the themes to acquire a range of	1. How do you say these words? Man, Make, All, Apple.	1. Learners pronounce the sounds by taking turns as modeled by the teacher or audio record. 2. In groups, learners identify words which have the taught sounds. 3. Learners pronounce short words that have the learnt sounds, after listening to audio record.	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. 2-3	Oral questions, portfolio, observation	

vocabulary

				and their meaning,					
	2	**Listening and Speaking** Welcome & Greetings	**Language structures and Functions**	By the end of the sub strand, the learner should be able to: a) Use the various realizations of the verb 'to be' to introduce oneself or others, to talk about objects and to show politeness in day to day communication. b) Recognize the present tense forms of the verb 'to be' in sentences.	1) Who are you? 2) Who is she? 3) Who is he?	1. Learners introduce themselves politely and ask others their names using the verb 'to be', after teacher models. – I am Mota, My name is Mota, Who are you? What is your name? 2. Learners describe themselves using short sentences with the verb 'to be' I am a boy, I am a Girl. 3. Learners describe people using the verb 'to be' (for example (Mary is a girl)	Realia, pictures/ photographs, audio oor visual computer devices showing greetings and people welcoming others to a new place. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 3-4	Oral questions, portfolio, observation	
	3	**Reading** Welcome & Greetings	**Phonics**	By the end of the sub strand, the learner should be able to: a) Match familiar letter shapes m, a, M, A, to letter sounds /m/ & /a/ for reading preparedness in	1. Can you match letters of the alphabet and their sounds?	1. Learners recognise letters of the alphabet as the teacher models. 2. Learners recognise and name letters and their sounds by reading from flash cards in printed or	Realia, charts, pictures/ photographs and models of letters, audio-visual recordings of minimal pairs. New Progressive	Oral questions, portfolio, observation	

				English. b) Match unfamiliar letters to shapes to letter sounds for reading preparedness in English including		digital format. 3. Learners sing rhyming songs and recite rhymes related to phonics /m/ & /a/	Primary English Learners Book Grade 1 by Oxford Pg. 4-5		

				diagrams.					
2	1	Listening and Speaking Welcome & Greetings	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Discriminate the sounds /t/ & /e/ in different spoken words for comprehension. b) Pronounce the words with the sounds in isolation in preparation for reading. c) Recognise new words used in the themes to acquire a range of vocabulary and their meaning,	1. How do you say these words? Table, Egg, Tall, End.	1. Learners pronounce the sounds by taking turns as modeled by the teacher or audio record. 2. In groups, learners identify words which have the taught sounds. 3. Learners pronounce short words that have the learnt sounds, after listening to audio record.	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. 6-7	Oral questions, portfolio, observation	
	2	Listening and Speaking Welcome & Greetings	Language structures and Functions	By the end of the sub strand, the learner should be able to: a) Recognize the present tense forms of the verb 'to be' in sentences. b) Appreciate the various forms of the verb 'to be' in their day to day	a) What is this? b) How do we greet people in the morning/afternoon/ evening?	1. In pairs or groups, learners talk about people and things around them –This is a chair, door. 2. Learners are guided by the teacher to take part in a language game that allows each	Realia, pictures/ photographs, audio oor visual computer devices showing greetings and people welcoming others to a new place. New Progressive Primary English	Oral questions, portfolio, observation	

				communication. c) Use correct greetings for various ties of the day.		one of them to greet others, welcome others, introduce	Learners Book Grade 1 by Oxford Pg. 7-8		

						themselves and ask the class members their names. 3. In pairs, learners are guided to engage in question and answer dialogues using the verb 'to be' as an interrogative.			
	3	Reading Welcome & Greetings	Word Reading	By the end of the sub strand, the learner should be able to: a) Match familiar letter shapes t, e, T, E, to letter sounds /t/ & /e/ for reading preparedness in English. b) Read short words with letter -sound correspondence in preparation for phrasal reading.	1. Can you match letters of the alphabet and their sounds?	1. Join sounds to read short words with letter sound correspondence, in pairs then individually 2. Sound out words with letter sound correspondence (phonically regular) for reading 3. Learners sing songs and recite rhymes related to phonics /t/ & /e/ 4. Sound out words without letter sound correspondence (sight words), as modelled.	Realia, charts, pictures/ photographs and models of letters, audio-visual recordings of minimal pairs. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 8-9	Oral questions, portfolio, observation	
3	1	Writing	Handwriting	By the end of the sub strand, the learner should be able to: a) Follow the dotted pattern as correctly.	1.How do you take care of your exercise books?	1) Learners practise correct sitting posture when writing. 2) Learners draw	Realia, charts, pictures/ photographs and illustrations of writing.	Oral questions, portfolio, observation	

					and label objects.			

				b) Follow the line pattern correctly.		3) Learners join dots to complete patterns/letters.	New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 5&9	
	2	Listening and Speaking School	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Discriminate the sounds /s/, /l/, /i/ in different spoken words for comprehension. b) Pronounce the words with the sounds in isolation 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? Sun, Spoon, Ink,	1. Learners pronounce the sounds by taking turns as modeled by the teacher or audio record. 2. In groups, learners identify words which have the taught sounds. 3. Learners pronounce short words that have the learnt sounds, after listening to audio record.	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. 10-11	Oral questions, portfolio, observation
	3	Listening and Speaking School	Language structures and Functions Subject-verb agreement (am)	By the end of the sub strand, the learner should be able to: a) Construct simple sentences about objects in the classroom, with correct subject-verb	1. What is Sarah doing?	1. Learners construct appropriate sentences on pictures showing singular and plural subjects. 2. Learners are guided to construct	Realia, charts with illustrations, pictures/ photographs, computer devices with audio/visual recordings of words and phrases	Oral questions, portfolio, observation

				agreement for effective communication.		sentences about actions demonstrated by one or many	with subject – verb agreement.		

				b) Appreciate the importance of subject verb agreement for fluency.		learners.	New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 11-12		
4	1	Reading School	Word Reading	By the end of the sub strand, the learner should be able to: a) Match familiar letter shapes s, l, i, S, L, I to letter sounds /s/ /l/ /i/ for reading preparedness in English. b) Read short words with letter -sound correspondence in preparation for phrasal reading. c) Read grade level vocabulary orally, from print and digital formats for enjoyment.	1. What are some of the words that you can read?	1. Join sounds to read short words with letter sound correspondence, in pairs then individually 2. Sound out words with letter sound correspondence (phonically regular) for reading 3. Learners sing songs and recite rhymes related to phonics /s/ /l/ /i/ 4. Sound out words without letter sound correspondence (sight words), as modelled.	Realia, charts, pictures/ photographs and models of letters, audio-visual recordings of minimal pairs New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 12	Oral questions, portfolio, observation	
	2	Listening and Speaking School	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Discriminate the sounds /t/, /a/, /l/ in different spoken words for	1. How do you say these words? Table, apple, leaf,	1. Learners pronounce the sounds by taking turns as modeled by the teacher or audio record. 2. In groups, learners identify words which	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of	Oral questions, portfolio, observation	

| | | | | comprehension. | | | learnt words. | | |

				b) Pronounce the words with the sounds in isolation in preparation for reading. c) Use new words in relevant contexts in oral communication,		have the taught sounds. 3. Learners pronounce short words that have the learnt sounds, after listening to audio record.	New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 14-15		
	3	Listening and Speaking School	Language structures and Functions Subject-verb agreement (is)	By the end of the sub strand, the learner should be able to: a) Construct simple sentences about objects in the classroom, with correct subject-verb agreement for effective communication. b) Recognise correct use of subject-verb agreement in statements and questions. c) Appreciate the importance of subject verb agreement for fluency.	1. What is Sarah doing? 2. What are Sarah and Sam doing?	1. Learners construct appropriate sentences on pictures showing singular and plural subjects. 2. Learners engage in simple question and answer dialogues about available realia representing singular and plural objects 3. Learners construct sentences using items with singular and plural subjects at home.	Realia, charts with illustrations, pictures/ photographs, computer devices with audio/visual recordings of words and phrases with subject – verb agreement. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 15-16	Oral questions, portfolio, observation	

| 5 | 1 | Reading

School | Connected text and fluency | By the end of the sub strand, the learner should be able to:
a) Read short words | 1. What are some of the words that you can read? | 1. Join sounds to read short words with letter sound correspondence, in pairs then individually | Realia, charts, pictures/ photographs and models of letters, audio-visual | Oral questions, portfolio, observation | |

				with letters /a/ /m/ /s/ -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. c) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.		2. Sound out words with letter sound correspondence (phonically regular) for reading 3. Learners sing songs and recite rhymes related to phonics /a/ /m/ /s/ 4. Sound out words without letter sound correspondence (sight words), as modelled.	recordings of minimal pairs New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 16-17		
	2	Writing	Handwriting	By the end of the sub strand, the learner should be able to: a) Form letters correctly in terms of shape and size for effective communication, b) Draw and colour the flag. c) Write from left to right to communicate effectively.	1) How do you write these letters? m, a, t, e, s, l, i 2) How do you sit when writing?	1. Learners draw and label objects. 2. Learners practice writing letters and words from left to right. 3. Learners join dots to complete patterns/letters. 4. Leaners copy the words given in their exercise books.	Realia, charts, pictures/ photographs and illustrations of writing. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 13&17	Oral questions, portfolio, observation	
	3	Listening	Pronunciation	By the end of the	1. How do you say	1. Learners	Plasticine or clay	Oral	

		and Speaking	and Vocabulary	sub strand, the learner should be	these words? Pot, Fan, Fish, Fry	pronounce the sounds by taking	models of objects, realia, pictures/	questions,	

				able to: a) Discriminate the sounds /p/ /f/ in different spoken words for comprehension. b) Pronounce the words with the sounds in isolation in preparation for reading. c) appreciate the variation in meaning of similar sounding words that look different.		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 practise vocabulary. 3. Learners practise matching simple short words with pictures and objects. 4. Learners sing songs using the new words.	photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 18-19	portfolio, observation	
		Family							
6	1	**Listening** **and** **Speaking** Family	**Language** **structures and** **functions** Personal pronouns; I, you	By the end of the sub strand, the learner should be able to: a) Use personal pronouns in relation to gender, number and objects appropriately in dialogues. b) Appreciate the use	1) Who cooks for you? 2) Who plays with you at home?	1. Learners are guided to take part in a demonstration in relation to gender, number and objects. 2. Learners construct sentences using personal pronouns	Charts, pictures/ photographs, computer devices with audio-visual recordings of dialogues with structures on personal pronouns. New Progressive Primary English	Oral questions, portfolio, observation	

				of personal pronouns in effective communication.		individually, in pairs or in small groups 3. Learners use pronouns in simple sentence	Learners Book Grade 1 by Oxford Pg. 19-20		

					constructions where appropriate 4. Learners discuss people and things in their home and school using personal pronouns.			
2	Reading Family	Word Reading	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading, b) Read short words without letter sound correspondence using word attack skills in preparation for phrasal reading, c) Read grade level vocabulary orally, from print and digital formats for enjoyment.	1) What are some of the words that you can read? 2) What are some of the words you Cannot read?	1. Join sounds to read short words with letter sound correspondence, in pairs then individually 2. Sound out words with letter sound correspondence (phonically regular) for reading 3. Learners recognize and read aloud familiar words in groups, pairs and individually. 4. Sound out words without letter sound correspondence (sight words), as modelled.	Realia, charts, pictures/ photographs and models of common imperatives, audio-visual recordings of words that have been learnt. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 20-21	Oral questions, portfolio, observation	
3	Listening and Speaking Family	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Discriminate the sounds /h/ /n/ /o/ in	1. How do you say these words? Hen, Nail, Orange.	1. Learners pronounce the sounds /h/ /n/ /o/ by taking turns as modeled by the teacher or audio	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices	Oral questions, portfolio, observation	

				different spoken words for		record.	and flash cards bearing		

Week	Lesson	Strand/Sub-strand	Language structures and functions	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessment	Reflection
				comprehension. b) Pronounce the words with the sounds in isolation in preparation for reading. c) Appreciate the variation in meaning of similar sounding words that look different.		2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practise vocabulary. 3. Learners practise matching simple short words with pictures and objects. 4. Learners sing songs using the new words.	pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 22-23		
7	1	Listening and Speaking Family	Language structures and functions Personal pronouns; He, She, They, It.	By the end of the sub strand, the learner should be able to: a) Use the personal pronouns 'He' 'She' 'They' 'It' in relation to gender, number and objects appropriately in dialogues. b) Pick out personal pronouns in oral conversations about members of the family,	1. Who buys you books? 2. Who tells you stories?	1. Learners are guided to take part in a demonstration in relation to gender, number and objects. 2. Learners construct sentences using personal pronouns individually, in pairs or in small groups 3. Learners use pronouns in simple sentence constructions where appropriate 4. Learners discuss	Charts, pictures/ photographs, computer devices with audio-visual recordings of dialogues with structures on personal pronouns. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 23	Oral questions, portfolio, observation	

| | | | | c) Appreciate the use of personal pronouns in effective communication. | | people and things in their home and school using personal pronouns. | | | |

2	Reading Family	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. b) Observe basic punctuation marks (comma, full stop and question marks as they read for coherence.	What do you do when you cannot read some words in a sentence?	1. In groups, learners practice reading aloud while observing punctuation as modelled by the teacher and independently. 2. In pairs, learners practice reading decodable and non-decodable words in isolation. 3. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words.	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 24-25	Oral questions, portfolio, observation	
3	Writing	Handwriting	By the end of the sub strand, the learner should be able to: a) Form the letter p correctly in terms of shape and size for effective communication, b) Draw letter patterns correctly for neat handwriting. c) Write the words given correctly from	1. How do you write this letter? 'P'	1. Learners copy letter patterns. 2. Learners practice correct letter formation from models in on the board, chart, pattern books. 4. Learners practise writing letters and words from left to right. 5. Learners join dots	Realia, charts, pictures/ photographs and illustrations of writing. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 19&25	Oral questions, portfolio, observation	

				left to right to communicate effectively.		to complete patterns/letters.			

8	1	Listening and Speaking	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Discriminate the sounds /u/ /b/ /r/ in different spoken words for comprehension. b) Pronounce the words with the sounds in isolation in preparation for reading. c) Appreciate the variation in meaning of similar sounding words that look different.	1. How do you say these words? Hen, Nail, Orange.	1. Learners pronounce the sounds /u/ /b/ /r/ 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 practise vocabulary. 3. Learners practise matching simple short words with pictures and objects. 4. Learners sing songs using the new 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. 26-27	Oral questions, portfolio, observation	
	2	Listening and Speaking Home	Language structures and functions Singular/plural (addition of 's' only)	By the end of the sub strand, the learner should be able to: a) Use singular and plural forms of nouns to talk about objects at home. b) Appreciate the importance of using	1. How many ____ (e.g. hands, legs, bags, pencils) do you have?	1. Learners identify objects in the classroom 2. Learners practice simple question and answer dialogues using constructions with 'how many' to talk about the	Charts, pictures/ photographs with singular and plural nouns, computer devices that have audio/visual recordings of dialogues with sentence	Oral questions, portfolio, observation	

				singular and plural nouns for effective oral communication.		objects identified. 3. In pairs and groups, learners	structures on plurals of nouns.			

							New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 27		
	3	Reading Home	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non decodable words, in phrases, in preparation for fluent reading. b) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.	What do you do when reading a long word?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually	Story book, poems, audio-visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 28	Oral questions, portfolio, observation	
9	1	Listening and Speaking	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be	1. How do you say these words? Nest, Bag, Hen	1. Learners pronounce the sounds /b/ /p/ /h/ /n/	Plasticine or clay models of objects, realia, pictures/	Oral questions, portfolio,	

		Home		able to: a) Discriminate the		by taking turns as modeled by the	photographs, charts, posters, computer devices	observation

				sounds /b/ /p/ /h/ /n/ in different spoken words for comprehension. b) Pronounce the words with the sounds in isolation in preparation for reading. c) Appreciate the variation in meaning of similar sounding words that look different.		teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practise vocabulary. 3. Learners practise matching simple short words with pictures and objects. 4. Learners sing songs using the new words.	and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 30-31		
	2	Listening and Speaking Home	Language structures and functions Singular/plural (addition of ' s' only	By the end of the sub strand, the learner should be able to: a) Use singular and plural forms of nouns to talk about objects at home. b) Ask questions about numbers using "how many?" c) Distinguish between singular and plural nouns	1. How many, arms etc. are big/small, long/short, round/rectangle are there?	1. Learners identify objects in the classroom 2. Learners practice simple question and answer dialogues using constructions with 'how many' to talk about the objects identified. 3. In pairs and groups, learners group items in their	Charts, pictures/ photographs with singular and plural nouns, computer devices that have audio/visual recordings of dialogues with sentence structures on plurals of nouns. New Progressive Primary English	Oral questions, portfolio, observation	

				correctly to demonstrate an understanding of the concept of number.		school and home in columns of one and many.	Learners Book Grade 1 by Oxford Pg. 31		

				c) Appreciate the importance of using singular and plural nouns for effective oral communication.					
	3	Reading Home	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. b) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.	What do you do when reading a long word?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually	Story book, poems, audio-visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 32	Oral questions, portfolio, observation	
10	1	Writing	Handwriting	By the end of the sub strand, the learner should be able to:	1. How do you write these letters? 'b' 'B' 'u'	1. Learners copy letter patterns. 2. Learners practice	Realia, charts, pictures/ photographs and	Oral questions, portfolio,	

				a) Form the letter 'u' 'b' 'B' correctly in terms of shape and size for effective		correct letter formation from	illustrations of writing.	observation	

				communication, b) Draw letter patterns correctly for neat handwriting. c) Write from left to right to communicate effectively.		models in on the board, chart, pattern books. 3. Learners draw and label objects. 4. Learners practise writing letters and words from left to right. 5. Learners join dots to complete patterns/letters.	New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 29&33		
	2	**Listening and Speaking** Time	**Pronunciation and Vocabulary**	By the end of the sub strand, the learner should be able to: a) Discriminate the sounds /c/ /g/ in different spoken words for comprehension. b) Pronounce the words with the sounds in isolation in preparation for reading. c) Appreciate the variation in meaning of similar sounding words that look different.	1. How do you say these words? Nest, Bag, Hen	1. Learners pronounce the sounds /c/ /g/ 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 practise matching simple short words with pictures and objects.	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. 34-35	Oral questions, portfolio, observation	

						4. Learners interact with audio material to listen to the correct pronunciation			

					of the vocabulary, where applicable.				
	3	Listening and Speaking

Time | Language structures and functions

Present Simple tense | By the end of the sub strand, the learner should be able to:
a) Use present simple tense forms to talk about the time of the day (morning, mid-day, evening)
b) Apply simple present tense to sequence routine or daily activities in oral communication.
c) Appreciate the use of language to talk about routine activities. | What do you do every day before you come to school? | 1. Learners respond to questions based on daily routines

2. Learners tell each other their daily routines in pairs/small groups

3. Learners should report what they do when they go home
4. Respond to simple questions demonstrating the use of using simple present tense and routine activities. | Charts, pictures/ photographs on routine activities,

computer devices that have audio-visual recordings of dialogues with sentence structures on present simple tense

New Progressive Primary English

Learners Book Grade 1 by Oxford Pg. 35 | Oral questions, portfolio,

observation | |
| 11 | 1 | Reading

Time | Connected text and fluency | By the end of the sub strand, the learner should be able to:

a) Read short words with letter -sound correspondence in preparation for phrasal reading.
b) Read a text of about thirty (30) words containing | What do you do when reading a long word? | 1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words.
2. Learners read a text or view pictures for enjoyment and | Story book, poems, audio-visual recordings of short stories.

New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 36 | Oral questions, portfolio,

observation | |

				decodable and non decodable words, in phrases, in preparation for fluent reading.		information. 3. Learners read simple sentences aloud in groups,			

				b) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.		pairs, and individually			
	2	Listening and Speaking Time	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 words with the /d/ /w/ sounds in isolation in preparation for reading. c) Appreciate the variation in meaning of similar sounding words that look different.	1. What do you see next to you?	1.Learners observe pictures about the weather today and discuss in pairs. 2. Learners construct simple sentences using words with the taught sounds. 3. Learners practice matching simple short words with pictures and objects. 4. Learners interact with audio material to listen to the correct pronunciation of the vocabulary, where applicable.	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. 38-39	Oral questions, portfolio, observation	
	3	Listening and Speaking	Language structures and functions	By the end of the sub strand, the learner should be able to: a) Use present	What do you do every day before you come to school?	1. Learners tell each other their daily routines in pairs/small groups	Charts, pictures/ photographs on routine activities, computer devices	Oral questions, portfolio, observation	

		Time	Present Simple tense	simple tense forms to talk about the time of the day (morning, mid-day, evening)		2. Learners should report what they do when they go home	that have audio-visual recordings of dialogues with		

				b) Apply simple present tense to sequence routine or daily activities in oral communication. c) Appreciate the use of language to talk about routine activities.		3. Respond to simple questions demonstrating the use of using simple present tense and routine activities. 4. Repeat sentence structures containing simple present tense from a story, poem or conversation they have listened to.	sentence structures on present simple tense. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 39		
12	1	Reading Time	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. b) Respond to direct and indirect questions from a text	What do you do when reading a long word?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually	Story book, poems, audio-visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 40	Oral questions, portfolio, observation	

				of about 60 words in short simple sentences to show comprehension.					

	2	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write words from the picture prompt for effective communication. b) Draw the letter patterns Ww, Mm, c, g, correctly for neat handwriting. c) Recognise the correct letter to be used in filling in gaps.	What items are found in the school?	1. Learners observe and respond to picture prompts appropriately. 2. Learners practise 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. 37&41	Oral questions, portfolio, observation
	3	Listening and Speaking Weather and Our Environment	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 in isolation in preparation for	1. How do you say these words? Cow, Bag, Grass.	1. Learners pronounce the sounds /c/ /g/ /l/ /b/ /f/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and	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	Oral questions, portfolio, observation

				reading. c) Appreciate the variation in meaning of similar sounding		songs individually, in pairs and in groups to practice vocabulary.	Learners Book Grade 1 by Oxford Pg. 42-43		

				words that look different.		3. Learners practise matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound.			
13	1	Listening and Speaking Weather and Our Environment	Language structures and functions Present continuous tense	By the end of the sub strand, the learner should be able to: a) Use the present continuous tense to describe on-going activities related to the weather and the environment b) Talk about on-going actions for effective oral communication. c) Appreciate communicating ideas using the present continuous tense in oral communication.	What are you doing?	1. Learners demonstrate actions of language activities in class. 2. Learners are guided to construct sentences about ongoing demonstrations. 3. Learners respond to simple questions using the present continuous tense.	Charts, pictures/ photographs on ongoing activities, computer devices with audio-visual recordings of dialogues with sentence structures on present continuous tense. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 43	Oral questions, portfolio, observation	
	2	Reading Weather and Our Environment	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound	1. What do the pictures tell us about the story? 3) What does the title tell us about	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-	Story book, poems, audio-visual recordings of short stories. New Progressive	Oral questions, portfolio, observation	

				correspondence in preparation for phrasal reading.	the story?	decodable words. 2. Learners read a text or view pictures	Primary English Learners Book Grade 1 by Oxford		

| | | | | b) Read a poem of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. b) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension. | | for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually. 4. Learners read or listen to a text then answer questions. | Pg. 44 | | |
| | 3 | Listening and Speaking Weather and our Environment | Language structures and functions Present continuous tense | By the end of the sub strand, the learner should be able to: a) Use the present continuous tense to describe on-going activities related to the weather and the environment b) Respond to questions using the present continuous tense. c) Appreciate | What are you doing? | 1. Learners demonstrate actions of language activities in class. 2. Learners are guided to construct sentences about ongoing demonstrations. 3. Learners respond to simple questions using the present continuous tense. 4. Repeat sentence | Charts, pictures/ photographs on ongoing activities, computer devices with audio-visual recordings of dialogues with sentence structures on present continuous tense. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 47 | Oral questions, portfolio, observation | |

				communicating ideas using the present		structures containing simple present			

				continuous tense in oral communication.		continuous tense from a story, poem or conversation they have listened to.			
14	ASSESMENT								**14**