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	Assessmen t	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.	charts, posters, computer devices and flash cards	Oral questions, portfolio, observation	

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

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

		1	İ	diagrama				
2	1	Listoning	Dropunciation	diagrams.	1 How do you say	1 Loornoro	Diagticina or class	Orol
2	1	Listening and	Pronunciation	By the end of the	1. How do you say these words?	1. Learners	Plasticine or clay	Oral
		and Speaking	and Vocabulary	sub strand, the learner should be	inese words?	pronounce the sounds by taking	models of objects, realia, pictures/	questions, portfolio,
		Speaking	Vocabulary	able to:	Table, Egg, Tall,	turns as modeled by	photographs,	observation
		l		a) Discriminate the	Frable, Egg, Fall, End.	the teacher or audio		Observation
		Welcome &		sounds /t/ & /e/ in	E110. 	record.	charts, posters,	
		Greetings		Sourius / t/ & /e/ iii		2. In groups,	computer devices	
				different spoken		l learners	and flash cards	
				words for		identify words which		
				comprehension.		have the taught	pictures of learnt	
				<u> </u>		sounds.	words.	
				b) Pronounce the			words.	
				words with the		3. Learners		
				sounds in isolation		nronounos abart	Now Drograssins	
				in		pronounce short	New Progressive	
				preparation for		words that have	Primary English	
				reading.		the learnt sounds,	Learners Book	
				c) Recognise new words used in the		after listening to	Grade 1 by Oxford	
						audio record.	Pg. 6-7	
				themes to acquire a				
				range of vocabulary and their meaning,				
				By the end of the				
	2	Listening	Language	sub	a) What is this?	1. In pairs or groups,	Realia, pictures/	Oral
	~	and	structures and	strand, the	b) How do we	learners talk about	photographs,	questions,
		Speaking	Functions	learner should be	greet people in the		audio oor visual	portfolio,
		Ореакінд	Turictions	Icarrici siloulu be	morning/afternoo	people and things	addio ooi visaai	portrollo,
				able to:	n/	around	computer devices	observation
					,	them -This is a		
		Welcome &		a) Recognize the	evening?	chair,	showing greetings	
				present tense forms	Cverining:	i ·	and people	
		Greetings		of the verb 'to be' in		door.	welcoming others	
			sentences.		2. Learners are	to a new		
				b) Appreciate the		guided by the	place.	
				.,		teacher to take part	1- 2	
				various forms of the		in		
İ						a language game		
				verb 'to be' in their		that	New Progressive	
I	İ	I	1	dov +0 dov		allows each	D.:	1

		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			
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	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?	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. 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	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?	 Learners practise correct sitting posture when writing. Learners draw 	Realia, charts, pictures/ photographs and illustrations of writing.	Oral questions, portfolio, observation	

			and		1
			label objects.		

				b) Follow the line		3) Learners join dots	New Progressive	<u> </u>
				pattern correctly.		to complete	Primary English	
				i pattern correctly.		· · · · · · · · · · · · · · · · · · ·	Learners Book	
						patterns/letters.		
							Grade 1 by Oxford	
							Pg. 5&9	
	2	Listening	Pronunciation	By the end of the	1. How do you say	1. Learners	Plasticine or clay	Oral
		and	and	sub strand, the	these words?	pronounce the	models of objects,	
		Speaking	Vocabulary	learner should be		sounds by taking	realia, pictures/	portfolio,
				able to:	Sun, Spoon, Ink,	turns as modeled by	photographs,	observation
		School		a) Discriminate the		the teacher or audio	charts, posters,	
				sounds /s/, /l/, /i/ in		record.	computer devices	
						2. In groups,		
				different spoken		learners	and flash cards	
							bearing pictures	
				words for		identify words which	of	
				comprehension.		have the taught	learnt words.	
				b) Pronounce the		sounds.	New Progressive	
				words with the		3. Learners	Primary English	
				sounds in isolation		, .	. 5 .	
				in ,		pronounce short	Learners Book	
				preparation for		words that have	Grade 1 by Oxford	
				reading.		the learnt sounds,	Pg. 10-11	
				c) Recognize new		after listening to		
				words used in the		audio record.		
				themes to acquire a				
				range of vocabulary				
				and their meaning,		4.1		
	•			By the end of the	1 What is Carab	1. Learners	Daalia alaawaaisla	Orral
	3	Listening	Language	sub	1. What is Sarah	construct	Realia, charts with	
		and	structures and	strand, the learner	doing?	appropriate sentences on	illustrations,	questions,
		Speaking	Functions	should be able to:		pictures	pictures/	portfolio,
				a) Construct simple		showing	photographs,	observation
		School	Subject-verb	sentences about		singular and plural	computer devices	
			agreement	objects in the		subjects.	with audio/visual	
			(am)	classroom, with		2. Learners are	recordings of words and	
				correct subject-verb		guided to construct	phrases	

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

				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, I, 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. 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	charts, posters, computer devices and flash cards bearing pictures	Oral questions, portfolio, observation	

	cor	nprehension.		learnt words.	1

			b) Pronounce the		have the taught	New Progressive		
			words with the		sounds.	Primary English		
			sounds in isolation					
			in		3. Learners	Learners Book		
			preparation for		pronounce short	Grade 1 by Oxford		
			reading.		words that have	Pg. 14-15		
			c) Use new words		the learnt sounds,			
			in relevant		after listening to			
			contexts in oral		audio record.			
			communication,					
			By the end of the		1. Learners			
3	Listening	Language	sub	1. What is Sarah	construct	Realia, charts with	Oral	
	and	structures and	strand, the learner	doing?	appropriate	illustrations,	questions,	
	_				sentences on			
	Speaking	Functions	should be able to:	2. What are Sarah		pictures/	portfolio,	
			a) Construct simple	and Sam doing?	showing	photographs,	observation	
	School	Subject-verb	sentences about		singular and plural	computer devices		
		agreement	objects in the		subjects.	with audio/visual		
					2. Learners engage			
		(is)	classroom, with		in	recordings of		
						words and		
			correct subject-verb		simple question	phrases		
					and answer			
			agreement for		dialogues	with subject -		
			effective		about	verb agreement.		
			communication.		available realia			
			b) Recognise correct		representing	New Progressive		
			use of subject-verb		singular and plural	Primary English		
			agreement in		objects 3. Learners			
			statements and		construct	Learners Book		
			Statements and		sentences using	Learners Book		
			questions.		items	Grade 1 by Oxford		
			c) Appreciate the		with singular and	Pg. 15-16		
			importance of		plural	1 g. 10 10		
			subject verb		subjects at home.			
			agreement for		Subjects at norms.			
			fluency.					
	<u> </u>		nucitoy.					

5	1	Reading School	Connected text and fluency	1	1. What are some of the words that you can read?	short words with letter sound	Realia, charts, pictures/ photographs and models of letters, audio-visual	Oral questions, portfolio, observation	
				a) Read Short words		individually	audio-visuai		

				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.	Primary English Learners Book Grade 1 by Oxford Pg. 13&17	Oral questions, portfolio, observation	
3	3	Listening	Pronunciation	By the end of the	1. How do you say	i. Learners	Plasticine or clay	Urai	

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

			ı						
				able to:		turns as modeled by		portfolio,	
		Family		a) Discriminate the		the teacher or audio	charts, posters,	observation	
				sounds /p/ /f/ in		record.	computer devices		
				different spoken		2. Learners use	and flash cards		
							bearing pictures		
				words for		dialogues, rhymes,	of		
				comprehension.		tongue twisters,	learnt words.		
				b) Pronounce the		language games and			
				words with the		songs	New Progressive		
				sounds in isolation		. .	3		
				in		individually, in pairs	Primary English		
				preparation for		and in groups to	Learners Book		
				reading.		practise vocabulary.	Grade 1 by Oxford		
				c) appreciate the			Pg. 18-19		
				variation in meaning		matching simple	1 g. 10 15		
				of similar sounding		short words with			
				words that look		pictures and objects.			
				different.		4. Learners sing			
				uniterent.		songs using the new			
						words.			
						words.			
				By the end of the					
6	1	Listening	Language	sub	1) Who cooks	1. Learners are	Charts, pictures/	Oral	
"		Listering	Language	Sub	I) WIIO COOKS	guided to take part	Charts, pictures/	Olai	
		and	structures and	strand, the learner	for you?	in	photographs,	questions,	
		Speaking	functions	should be able to:	2) Who plays	a demonstration in	computer devices	portfolio,	
			Personal	a) Use personal	with you at home?	relation to gender,	with audio-visual	observation	
		Family	pronouns; I,	pronouns in	with you at home.	number	recordings of	OBSCI Vation	
			you	relation to gender,		and objects.	dialogues with		
			l you	Telation to gender,		2. Learners	ulalogues with		
				number and objects			structures on		
				number and objects		construct			
				annranriataly in		aontonoos vaina	personal		
				appropriately in		sentences using	pronouns.		
				dialogues.		personal	New Progressive		
				b) Appreciate the					
				use		pronouns	Primary English		

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

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?	constructions where appropriate 4. Learners discuss people and things in their home and school using personal pronouns. 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	Pronunciation and	By the end of the sub strand, the	1. How do you say these words?		Plasticine or clay models of objects,	Oral questions,	
	Speaking Family	Vocabulary	learner should be able to: a) Discriminate the sounds /h/ /n/ /o/ in	Hen, Nail, Orange.	by taking turns as modeled by the teacher or audio	realia, pictures/ photographs, charts, posters, computer devices	portfolio, observation	

		different spoken	record.	and flash cards		ĺ
		words for		bearing		l

				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	Language	By the end of the sub	1. Who buys you	1. Learners are guided to take part	Charts, pictures/	Oral	
		and	structures and	strand, the learner should	books?	in	photographs,	questions,	
		Speaking	functions	be able to:	2. Who tells you stories?	a demonstration in relation to gender,	computer devices with audio-visual	portfolio, observation	
		Family	Personal	a) Use the personal		number and objects. 2. Learners	recordings of		
			pronouns; He, She, They, It.	pronouns 'He' 'She' 'They' 'It' in		construct sentences using	dialogues with structures on personal		
				relation to gender, number and objects appropriately in		personal pronouns individually, in pairs or in small groups	pronouns. New Progressive		
				dialogues. b) Pick out personal		3. Learners use pronouns in simple	Primary English Learners Book		
				pronouns in oral conversations about members of the family,		sentence	Grade 1 by Oxford		

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

2	Reading Family	Connected text and fluency	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?	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	to complete		
	communicate	patterns/letters.		
	effectively.	l'		

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	Language structures and	By the end of the sub strand, the learner	1. How many (e.g. hands, legs, bags,	1. Learners identify objects in the	Charts, pictures/ photographs with	Oral questions,	
		Speaking	functions	should be able to: a) Use singular and plural forms of	pencils) do you have?	classroom 2. Learners practice	singular and plural nouns, computer	portfolio, observation	
		Home	Singular/plural (addition of 's' only)	nouns to talk about objects at home. b) Appreciate the importance of using		simple question and answer dialogues using constructions with 'how many' to talk about the	devices that have audio/visual recordings of dialogues with sentence		

		singular and plural nouns for effective	objects identified. 3. In pairs a	structures on plurals of nouns.		
	ĺ	oral communication.				l

						group items in their school and home in columns of one and many.	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, audiovisual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 28	Oral questions, portfolio, observation	
9	1	Listening and	Pronunciation and	By the end of the sub strand, the	1. How do you say these words?	1. Learners pronounce the sounds /b/ /p/ /h/	Plasticine or clay models of objects,	Oral questions,	
		Speaking	Vocabulary	learner should be	Nest, Bag, Hen	/n/	realia, pictures/	portfolio,	

	Home	able to: a) Discriminate the	' '	photographs, observation charts, posters,	ו
l	i			computer devices I	

			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.		record. 2. Learners use dialogues, rhymes, tongue twisters,	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?	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	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	
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	3	Reading Home	Connected text and fluency	c) Appreciate the importance of using singular and plural nouns for effective oral communication. 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, audiovisual 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	correct letter formation from	illustrations of writing.	observation	
		terms of shape and				ı
		size for effective				ı

			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	New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 29&33	
					to right. 5. Learners join dots to complete patterns/letters.		
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	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	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

		w tc	Learners interact vith audio material o listen to the correct		
		l pi	ronunciation		

						of the vocabulary, where applicable.			
	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	Learners respond to questions based on daily routines	Charts, pictures/ photographs on routine activities,	Oral questions, portfolio,	
		Time	Present Simple tense	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.	school?	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.	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	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	information.	
decodable words, in	3. Learners read	
phrases, in	simple sentences	
preparation for		
fluent	aloud in groups,	
l reading.		

			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?	Learners tell each other their daily routines in pairs/small groups	Charts, pictures/ photographs on routine activities, computer devices	Oral questions, portfolio, observation	

1	1		simple					İ
İ	Time	Present Simple	tense forms to talk		2. Learners should	that have audio-		
İ		tense	about the time of the	ļ	report what they do	visual recordings		
İ			day (morning, mid-		when they go home	of dialogues with		
			day, evening)					ĺ

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	What do you do when reading a long word?	have listened to. 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, audiovisual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 40	Oral questions, portfolio, observation	
				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	sentence structures on present simple tense. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 39		

		of about 6	0 words in			
		short simp	ole			
		sentences	to show			
		comprehe	nsion.			

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	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
					correctly and meaningfully.		
3	Listening	Pronunciation	By the end of the	1. How do you say	1. Learners	Plasticine or clay	Oral
	and	and	sub strand, the	these words?	pronounce the	models of objects,	
	Speaking	Vocabulary	learner should be	Cow, Bag, Grass.	sounds /c/ /g/ /l/ /b/ /f/ by taking turns	realia, pictures/	portfolio,
			able to:		as	photographs,	observation
	Weather and		a) Talk about the		modeled by the	charts, posters,	
	Our		pictures and discuss		teacher or audio	computer devices	
	Environment		what they see.		record.	and flash cards bearing pictures	
			b) Pronounce the		2. Learners use	of	
			words with the sounds in isolation		dialogues, rhymes,	learnt words.	
			in		tongue twisters,	New Progressive	
			preparation for		language games and		

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

13	1	Listening and Speaking Weather and Our Environment	Language structures and functions Present continuous tense	words that look different. 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 ongoing actions for effective oral communication. c) Appreciate communicating ideas using the present	What are you doing?	3. Learners practise matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 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	
				continuous tense in oral communication.					
	2	Reading Weather and	Connected text and fluency	By the end of the sub strand, the learner should be able to:	1. What do the pictures tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences	Story book, poems, audio- visual recordings	Oral questions, portfolio,	
		Our Environment		a) Read short words with letter -sound	3) What does the title tell us about	containing decodable and non-	of short stories. New Progressive	observation	

			correspondence in preparation for	the story?	decodable words. 2. Learners read a	Primary English Learners Book	
		l li	phrasal reading.		text or view pictures	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	Language structures and	By the end of the sub strand, the learner	What are you doing?	Learners demonstrate actions of language	Charts, pictures/ photographs on	Oral questions,	
	Speaking	functions Present	should be able to: a) Use the present continuous tense to		activities in class. 2. Learners are	ongoing activities, computer devices with audio-visual	portfolio, observation	
	Weather and our	continuous tense	describe on-going activities related to		guided to construct sentences about	recordings of dialogues with sentence		
	Environment		the weather and the environment b) Respond to questions using the present continuous tense. c) Appreciate		ongoing demonstrations. 3. Learners respond to simple questions using the present continuous tense. 4. Repeat sentence	structures on present continuous tense. New Progressive Primary English Learners Book Grade 1 by Oxford Pa. 47		

		communicating	structures		١
		ideas using the	containing simple		
		present	present		

		continuous tense in	continuous tense from a story, poem		
		oral communication.	or conversation they		
			have listened to.		
14		ASSES	SMENT	•	