MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

SCHEME OF WORK

SCHOOL’S NAME:

TEACHER’S NAME:

CLASS: **TWO**

MAIN COMPETENCE: **READING**

TERMS**: ONE AND TWO**

YEAR: **2023**

***SPECIFIC COMPETENCES***

1. Communicating orally.
2. Phonics (sound-letter relationship).
3. Reading and listening for comprehension .
4. Reading fluently.
5. Using vocabulary

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| **SPEC IFIC COM PETE NCE** | **TEACHING ACTIVITIES** | **MONTH** | **WEEK** | **PERIOS** | **REFERENCE** | **TEACHING AIDS** | **EVALUATION TOOLS** | **REMARKS** |
| **Communicating orally.** | Facilitate pupils to conduct oral communication between two pupils in a game of their choice | **J A N**  **U A R Y** | 2 | 8 | **Adamson Educational Publishers, Arusha Revised edition, 2012, Steps in primary STD II**  **Pupil’s book.** | Models, charts,  Actual objects | Exercises, tests and group works |  |
|  | To facilitate pupils to  narrate a story and explain the message conveyed by that story | 4 | 8 | Exercises, tests and group works |  |
|  | To facilitate pupils to narrate various aspects of ceremonies | **F E B**  **R U**  **A R** | 1 | 8 | Exercises, tests and group works |  |
| **Phonics (sound/letter relationship)** | To facilitate pupils to  iindividual consonant sounds (e.g. t, b, a, g, d) and cluster consonant sounds (eg. ch, tr, gl,) by pronouncing the given words | 2 | 8 | Exercises, tests and group works |  |
|  | Facilitate pupils to  read and recite isolated and blended sounds in words by using games and word cards |  |  |  |  |  |  |
|  | Facilitate pupils to  match pictures of objects whose names share the same beginning or end sound (phonemes) |  |  |  |  |  |  |

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|  | To facilitate pupils to  identify and recite similar and different sounds in words using games and minimal pairs | **Y** | 3 | 8 | **TIE(2019),**  **Numeracy, Pre- primary Education, Child’s book** | Models, charts,  Actual objects | Exercises, tests and group works |  |
|  | To facilitate pupils to  recognise similarities and differences in the beginning and end sounds (phonemes) of words. | 4 | 8 | Exercises, tests and group works |  |
| **Reading and Listening for comprehension** | To facilitate pupils to  use a text to predict a series of events | **M A R** | 1 | 8 | Exercises, tests and group works |  |
|  | To facilitate pupils to  use pictures in a text to describe characters in a story | **C H** | 2 | 8 | Exercises, tests and group works |  |
|  | To facilitate pupils to use a text to read and answer questions for comprehension and vocabulary development. |  | 3 | 8 | Exercises, tests and group works |  |
|  | To facilitate pupils to  use a text to identify new vocabulary to develop comprehension in reading |  | 4 | 8 |  | Exercises, tests and group works |  |
|  | Facilitate pupils to  associate the story in the text with real life situations | A P R  I  L | 1 | 8 |  | Exercises, tests and group works |  |
| **MID TERM BREAK EXAMINATIONS** | | | | | | | | |
| **MID TERM BREAK** | | | | | | | | |
| **Reading fluently** | Facilitating pupils to  read letters, syllables, words and sentences using charts and passages/ texts correctly.  and decorate them | MAY | 1 | 8 |  |  |  |  |
|  | **TERMINAL EXAMINATIONS** | | | | | | | |
|  | Facilitate pupils to  read by moving the eyes (scanning) across the lines that form the text in order to build accuracy in reading | JULY | 3 | 8 |  | Models, charts,  Actual objects | Exercises, tests and group works |  |
|  | Facilitate pupils to  use punctuation marks [eg. (,), (.), (?), (!)] in reading appropriately | 4 | 8 |  | Exercises, tests and group works |  |
|  | Facilitate pupils to  read simple stories to develop accurate reading. | AUGUST | 2 | 8 |  | Exercises, tests and group works |  |
|  | Facilitate pupils to  read texts with fluency | SEP | 2 | 8 |  | Exercises, tests and group works |  |
|  | **MID TERM EXAMINATIONS** | | | | | | | |
| **Using vocabulary** | Facilitate pupils to  develop common vocabulary using pictures, real objects and actions | OCTOBER | 4 | 8 |  |  | Exercises, tests and group works |  |
|  | Facilitate pupils to  develop a common vocabulary by forming familiar words | NOVEMBER | 1 |  |  |  |  |
|  | Facilitate pupils to  develop vocabulary through listening and reading comprehension |  | 3 |  |  |  |  |  |
| **DECEMBER ANNUAL EXAMINATIONS** | | | | | | | | |