





READING SCHEME OF WORK FOR MIDDLE CLASS

LEARNING AREA 5: DEVELOPING AND USING MY LANGUAGE APPROPRIATELY 4-5 YEARS TERM 1








LEARNING OUTCOME 5: READING TO ENJOY, ACQUIRE KNOWLEDGE AND UNDERSTANDING

| W K | P D | MAJOR COMPETENCE | CONTENT | COMPETENCES | TECH/METH ODS | IND. OF L.SKILLS & VALUES | ACT | T/AIDS | REFERE NCE | R E M |
|--------|--------|--|-------------|--|---|--|--|---------------|--------------------------------|-------------|
| 1 | 1 | Showing acceptable behaviours to people | Orientation | The learner; - knows his/her friends' name. - interacts with others. | question and answer | confidence love care self esteem | - knowing & telling names - interacting with others - learning good toilet habit | toilets | Teache rs collecti on | |
| | 2 | Identifying sounds made in the environment | Orientation | The learner; - recites the sounds given in the story - listens to the story and answers questions orally - holiday work | story telling questions & answer | critical thinking fluency articulation | - reciting the sounds - listening to the story & answering questions | picture cards | Teache rs collecti on | |
| | 3 | Recognising the sound | Sound "S" | The learner; - listens to the story line - says the sound, actions | Story telling | self esteem fluency | - listening to the story | Flash cards | Phonic book | |









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| | | made in the environment | (Story line of S) | - mentions and observes the pictures of sound "S". | Phonic demonstration | confidence articulation | - saying the sound and - mentioning pictures of 's' orally | | | |
| | 4 | Identifying the source of sound | Sound "a" (Storyline of a) | The learner; - listens to the storyline - says the sound and action. - identifies the pictures of sound "a" | phonic story telling run and say | fluency self awareness articulation critical thinking | - answering questions orally - saying the sound, doing actions - identifying the pictures - running & writing sound 'a' on w/board. | picture cards | Nursery English and reading book | |
| 2 | 1 | Recognising the differences in sounds made in our environment | Sound "a" | The learner; - sings the song about sounds - does the actions of "s" and "a" - mentions the pictures of "s". | discovery demonstration questions & answer look and say | imagination confidence creative thinking appreciation | - singing the song, doing actions - drawing pictures of a and shading them.  | flash cards illustrations | Jolly Phonic book | |
| | 2 | Recognising the sounds made in the environment | Sound "t" (Story line of "t") | The learner; - recites the sound - listens to the storyline - says the actions - mentions the pictures of sound "t". | phonic story telling explanation | fluency self confidence articulation critical thinking | - reading the sounds - listening to the story line - saying the sound - identifying pictures and sorting "t" | Cards with sounds | Jolly Phonics book | |
| | 3 | Identifying the sounds made in the environment | Sound "t" (Words) | The learner; - reads the sounds - does the actions - mentions the pictures with sound "t". | phonic syllabic explanation | logical thinking fluency articulation | - reading the sounds - doing the actions - mentioning and circling pictures with sound "t" e.g.  | illustrations | Jolly Phonics book | |




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| | 4 | | Sound "i" (Story line of "i") | The learner; - listens to the story line, says the sound, does the action and mentions pictures of sound "i" | story telling phonic syllabic | self awareness critical thinking | - answering questions orally - doing actions - drawing pictures of sound 'i' e.g.  | White board illustration | Jolly Phonic book |
| 3 | 1 | Recognising the sounds made and the differences | Sound i (words of i) | The learner; - recites the sound - does the actions - identifies the pictures of 'i' - mentions the words | guided discovery syllabic phonic eclectic | effective communication articulation fluency | - reciting the sounds - doing the actions - identifying and reading words orally e.g ink, it, insect, if, in | illustration flash cards | Jolly Phonic book |
| | 2 | Identifying the sounds made in the environment | Sound "p" | The learner; - listens to the story line - says the sounds, and does the action | phonic story telling brain storming | fluency effective communication articulation critical thinking | saying the sound and doing the action mentioning pictures e.g   | illustration | Jolly Phonic book |
| | 3 | Responding to different sounds | Sound "n" (storyline of n) | The learner; - recites the sounds - does actions and identifies the pictures of sound 'n' | phonic story telling observation look and say | self esteem fluency self awareness articulation | - reciting the sounds - doing actions - shading pictures of sound "n"  | cards with picture and sound | Jolly Phonic book |
| | 4 | Differentiating between sound | Sounds of satipin (Revision) | The learner; - recites the sounds - does the actions - identifies the pictures | explanation phonic eclectic questions & answer | fluency confidence articulation logical thinking appreciation | - reciting the sounds - reading the sound & identifying pictures. - matching sound to picture s a    | illustration flash cards | Nursery English and reading book |

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| | | | | | | | t p  | | | |
| 4 | 1 | Identifying the sound made | Sound 'e' (Story line of e) | The learner; - says the sound, does action and identifies the pictures of sound 'e' | phonic observation story telling | fluency articulation effective communication | - listening and saying the sound 'e' - doing actions - identifying pictures for the sound e.g.   | illustration | Jolly phonic book | |
| | 2 | Responding to different sounds | Sound 'e' (words) | The learner; - sings the song about sounds - does the actions, blends and reads the words of 'e'. | look and say phonic syllabic whole word | fluency articulation | - singing the song - doing the actions - blending and reading words - circling words with 'e' box   tin  boy | illustrations | Nursery English ad reading book | |
| | 3 | Responding to the sounds made | Sound O (Story line of "O") | The learner; - listens to the story line - says the sound - does the action - identifies the pictures of sound 'o'. | explanation phonic questions & answer | effective communication self awareness | - listening to the story and answering orally. - identifying pictures and shading them.   | cards with sounds illustration | Jolly Phonics book | |
| | 4 | Differentiating the sounds made | Sound U (Storyline of U) | The learner; - listens to the story line, says the sound, does the action of 'u' sound | phonic story telling question & answer | responding to questions togetherness | - listening to the story - answering oral questions - mentions pictures of 'u' sounds e.g. umbrella | cards with sounds and pictures | Phonic book | |





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| 5 | 1 | Responding to different sounds | Vowels | The learner; - recites the vowels - recognizes the vowels - identifies the pictures for the vowels - arranges vowels | explanation observation phonic run & write | fluency critical thinking articulation audibility effective communication | - reciting the vowels and recognizing them - arranging vowels in order using cards u, a, i, e, o a, e, __, __, __ | Flash cards | Sound and read book 1 |
| | 2 | Identifying the sounds made in the environment | Vowels (a, e, i, o, u) | The learner; - says the sounds - recognizes the sounds and pictures of vowels | look & say phonic eclectic | fluency articulation audibility accuracy | - saying the sounds - recognising sounds and pictures of vowels    | illustration cards with sound and picture | Nursery English and reading book |
| | 3 | Responding to different sounds | Sound a (Syllables of a) | The learner; - recites the sounds - reads and blends the sounds - forms syllables of 'a' sound | phonic syllabic look and say | logical thinking audibility articulation sharing fluency | - reciting and reading sounds - doing actions - blending sounds - forming syllables - reading syllables orally e.g pa, na, ta | cards with sound illustration | Sound and read book 1 |
| | 4 | Responding to different sounds | Sound a (words of a) | The learner; - listens to the news - reads the sounds - reads the syllables of a sound. | explanation whole word syllabic | articulation fluency confidence | - reading sounds and doing actions. - reading syllables - forming words properly sa - t sa - p pa - t | illustration | Sound and read |
| 6 | 1 | Responding to different sounds | Sound i (syllables of i) | The learner; - recites the sounds - does the actions - reads the syllables orally | phonic syllabic look & say eclectic | fluency logical thinking articulation self awareness | - reciting the sounds and doing actions - blending and reading syllables using cards s - i = si t - i = ti p - i = pi n - i = ni | cards with syllables | Jolly phonic book Sound and |

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| | | | | | | | | | read bk 1 | |
| | 2 | | Sound i (words of i) | The learner; - sings the sounds - reads the sounds - reads the syllables - blends and reads the words of i sound | question & answer phonic look & say syllabic | fluency confidence articulation fluency | - singing the sounds - reading the sounds - blending words and forming them e.g. i-n = in si-n = sin | cards with sound illustration | Jolly phonic book Sound & read bk 1 | |
| | 3 | Recognising different sounds in the environment | Sound 'i' (sentences of i) | The learner; - recites the sounds - reads the syllables - reads the words - reads the sentences | explanation phonic LSU syllabic look & say | effective communication fluency critical thinking articulation | - reciting the sounds - reading syllables and words - forming sentences orally e.g. It is a tin. It is a pin It is a sip | illustration sentence strips | Nursery English and reading | |
| | 4 | | Sound e (syllables of e and words) | The learner; - tells news about sounds - reads the syllables and words of 'e' sound. | phonic look & say syllabic whole word | articulation confidence fluency | - listening to news - reading syllables - forming words syllabically e.g. pe-n, te-n se-t, re-d | cards with sounds | Jolly phonic book | |
| 7 | 1 | Responding to different sounds | Sound e (sentences) | The learner; - reads the syllables and words - identifies words of 'e' sound | syllabic question & answer phonic LSU explanation | articulation critical thinking effective communication | - singing the song - reading the syllables and words - ticking words with 'e' sound e.g. pet nut pan net sun neck pin set | illustration cards with words | Jolly phonic book | |
| | 2 | Responding to different sounds | Sound 'O' (syllables of o) | The learner; - recites the sounds - does the actions | phonic syllabic | effective communication | - reciting the sounds - forming syllables and sorting them. so to | cards with sounds | Phonic book | |

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| | | | | - forms the syllables and reads them. | question & answer | critical thinking | p-o no | and picture | | |
| | 3 | Differentiating between sounds | Sound 'O' | The learner; - sings the song about sounds - reads the syllables - reads the words and articulates them. | look and say syllabic whole word | articulation fluency confidence | - reading the syllables and forming words of 'o' s – o = so n – o = no to – p = top | illustration cards with sounds | Sound and read book 1 | |
| | 4 | Responding to different sounds | Sound U as a (words) | The learner; - recites the sounds - reads the syllables - blends and reads word of u as a. | syllabic phonic whole word | critical thinking togetherness | - reciting the sounds - reading the syllables - forming and reading words orally su, tu, pu, nu nu-t u-s u-n u-p su-n nu-t nu-n | cards with sounds | Sound and read book 1 | |
| 8 | 1 | Differentiating between sounds | Sound c, k (Storyline) | The learner; - listens to the storyline, says the sound and does the actions | questions and answer eclectic | self esteem responding to questions | - saying the sounds and doing the actions - mentioning pictures for the sounds   | flash cards | Jolly phonic book | |
| | 2 | | Sound c, k (words) | The learner; - sings the songs and does actions - reads the syllables and words | explanation phonic syllabic whole word | articulation fluency confidence | - singing the sounds and doing actions - reading syllables and forming words ca-t cu-p ki-d ki-ss ki-ll | cards with sounds illustration | Sound and read bk 1 | |
| | 3 | Identifying the source of sound | Sound 'h' (story line) | The learner; - listens to the storyline - says the sound and actions | phonic look & say question & answer | fluency critical thinking articulation asking questions | - answering oral questions from the story - identifying pictures of 'h' sound   | flash cards with sound and picture | Jolly phonics book | |

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| | 4 | Identifying the source of sound | Sound 'r' (storyline) | The learner; - listens to the story line and says the sound and actions - identifies the pictures for the sounds | phonic syllabic question and answer | fluency critical thinking articulation asking questions | - reciting the sounds - reading the syllables - reading syllables e.g ra, re, ru, ri | flash cards with sound and picture | Jolly phonics book | |
| 9 | 1 | Recognising the sounds made in the environment | Sound 'r' (syllables) | The learner; - recites the sounds - blends and reads the syllables | phonic syllabic question & answer | articulation fluency confidence | - answering oral questions from the story - identifying pictures mentioning words of 'r' e.g rat, rag, rabbit, run, ring | illustrations cards | Jolly Phonic book | |
| | 2 | Identifying the sounds made | Sound 'd' (story line) | The learner; - listens to the storyline, says the sound and does actions | phonic story telling whole word | logical thinking effective communication | - saying the sound and doing actions - mentioning pictures and reading words e.g drum, dress, drag, door | cards with sounds and picture | Jolly phonic book | |
| | 3 | Differentiating between sounds | Sound 'ck' (words) | The learner; - sings the song about sounds - reads the sounds and does actions - forms the syllables with ck and a sound. | phonic eclectic syllabic | fluency critical thinking articulation effective communication | - singing the song - reading sounds - forming words and reading them e.g. ra-ck ma-ck a-ck du-ck | flash cards illustrations | Jolly phonic book | |
| | 4 | Recognising different sounds made in the environment | Words with 'a' sound | The learner; - recites the sounds - blends and reads the syllables | phonic syllabic whole word | fluency articulation | - blending and reading syllables - forming words and reading them. ha, ka, ca, ra, ma, da ra-m ma-d | cards with sounds | Sound and read | |

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| 10 | 1 | Identifying the sounds made | Sounds (syllables) | The learner; - sings the song about sounds - says the sound and does the actions | phonic eclectic syllabic | self esteem sharing confidence | - saying the sound and doing actions - blending sounds - forming syllables e.g. m-e h-e n-e k-e r-e c-e d-e | flash cards | Sound and read | |
| | 2 | Differentiating between sounds | Sounds (forming words with 'e') | The learner; - listens to the nouns - says the sound and reads the syllables. - mentions the words with 'e'. | whole word syllabic phonic | fluency audibility articulation | - reading syllables and forming words with 'e' sound e.g. ce-nt de-ck me-nt he-n me-n re-d | illustration cards with sounds | Sound and read | |
| | 3 | Identifying the sound made | Sound "i" | The learner; - recites the sounds and does actions. - identifies the pictures for the sound - blends the sound and reads | phonic explanation syllabic question & answer | fluency logical thinking articulation effective communication | - reciting sounds - identifying the pictures - blending sounds - forming syllables and reading e.g. c-i m-l = mi k-i h-l r-i d-l = di | flash cards illustration | Phonic book | |
| | 4 | Recognising the differences between sounds | Sounds (words with "i" sound) | The learner; - reads the syllables orally - recognizes the syllables | phonic explanation audibility syllabic | articulation fluency audibility logical thinking | - reading the syllables - recognizing the syllables - forming words with cards e.g. ri-sk hi-ll fi-ll | cards with sounds | Sound and read | |

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