



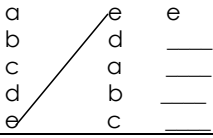
ENGLISH SCHEME OF WORK 4-5 YEARS TERM ONE

LEARNING AREA V: DEVELOPING AND USING MY APPROPRIATELY

LEARNING OUTCOME 5: Reading to enjoy, acquire knowledge and understanding

| W K | P D | MAJOR COMPET ENCE | CONTENT | COMPETENCES | TECH/METH ODS | IND. OF L.SKILLS & VALUES | ACT | T/AIDS | REFER ENCE | R E M |
|----------------|----------------|--|---------------------------|--|---|--|--|--------------------------------------|---------------------------------|----------------------|
| 1 | 1 | Orientation | Orientation (Revision) | The learner; - listens to instructions - answers questions from holiday package. - reads words. | discussion explanation question & answer | fluency articulation | answering oral questions reading words from holiday package | building around school picture cards | Teachers collection | |
| | 2 | | Orientation (Revision) | The learner; - listens to the teacher - answers questions from holiday package | question & answer guided discovery | audibility fluency confidence self esteem | listening to the teacher answering questions from the holiday package. | | | |
| | 3 | Recognising and interpreting letter shapes | Letters of alphabet (a-n) | The learner; - recites the letters - recognizes the letters - identifies the letters - reads the letters | explanation recitation look and say | fluency articulation audibility | reciting the letters recognizing letters reading the letters orally e.g a b c d e f g h i j k l m n | flash cards | Language Activity Pre-primary 2 | |

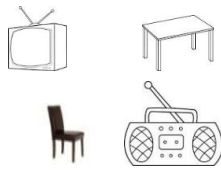
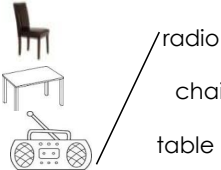
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| | 4 | | Letters of alphabet (o - z) | The learner; - recognises, mentions the letters - practices formations in air. - reads the letters. | questions and answer brain storming | articulation fluency audibility | reading letters recognizing letters mentioning letters practicing letters forming letters using bottle tops e.g. o p q r s t u v z | bottle tops flash cards | | |
| 2 | 1 | Recognising and interpreting letter shapes | Letters of alphabet (a - z) | The learner; - recites the letters a-z - recognizes the letters - reads the letters | explanation look and say question & say | fluency accuracy articulation audibility | recognizing letters reading the letters matching the same and writing letter e.g.  | chalkboard flash cards | Language Activity Pre-primary 2 | |
| | 2 | Identifying letters and shapes | Letters (n - z) | The learner; - reads the letters - identifies the letters - recognizes the letters - reads letters | explanation discussion recitation look & say | fluency articulation | identifying the letters recognizing letters reading letters copying letters e.g. n o p q r n _ _ _ _ s t u v w _ _ _ _ _ | flash cards chalk board | Language Activity for pre-primary 2 | |
| | 3 | | Letters (n - z) | The learner; - sings a song about letters - reads the letters | question & answer explanation | fluency articulation audibility logical thinking | reading the letters arranging the letters using cards e.g. n o p q r etc.... | cards with letters | | |
| | 4 | | Letters | The learner; - recites the letters - identifies the letters | look & say explanation | fluency articulation | identifying the letters reading letters | flash cards | Let us read | |





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

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| | | | | - reads the letters | | logical thinking | ticking the odd man out e.g b 2 d e 3 f | chalkboard | book 1 | |
| 3 | 1 | Recognising and interpreting letter shapes | Alphabetical letters (a - i) | The learner; - reads the letters - recognizes the letters | explanation question & answer observation | fluency articulation logical thinking | reading the letters finding my path of letters . a* b *f *e *g *c *d | chalkboard | Language Activity for pre-primary 2 | |
| | 2 | | Alphabetical letters | The learner; - reads the letters - recognizes the letters - articulates letters | explanation questions & answer look & say | articulation fluency confidence | reading the letters writing the next letters a ____ a b c ____ a b c d ____ a b c d e ____ | chalkboard flash cards | I learn A B C | |
| | 3 | Recognising and interpreting pictures and letter shapes | Letters (a-i) | The learner; - sings a song about letters - recognises letters a-z - reads the letter a-i | guided discovery explanation question & answer | audibility fluency effective communication articulation | recognizing letters reading letters finding the letter before e.g __ b __ d __ f __ h | letter card chalkboard | Nursery English page 27 | |
| | 4 | | Letters (j - o) | The learner; - recognizes letters - reads the letters - articulates the letters | guided discovery questions & answer | articulation confidence logical thinking effective communication | reading letters recognizing letters identifying letters finding letters before e.g __ j __ l __ n | flash cards illustration | Phonics discovery book | |
| 4 | 1 | | Home (sitting room) | The learner; - recognises things in the sitting room. | explanation question & answer | creative thinking articulation | recognizing & naming things in the sitting room orally. e.g | picture cards | Monitor English | |

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| | | | | - identifies things in the sitting room orally. | discussion guided discovery | discussion fluency accuracy |  | real object s | h cours e | |
| | 2 | | Home (sitting room) | The learner; - recognizes things in the sitting room - reads and spells words. | demonstrati on explanation discussion question & answer | logical thinking creativity effective communicati on confidence | identifying things in the sitting room reading and spelling words matching pictures to words.  | real object s picture cards | Pre- primar y Activit y level 2 and 3 | |
| | 3 | Recogni sing similaritie s and differen ces in object, picture and their shapes | Home (sitting room) | The learner; - observes things in the sitting room. - reads and spells things in the sitting room. | guided discovery explanation discussion | articulation logical thinking fluency | - recognising things in the sitting room - reading & spelling things in the sitting room. - drawing them. e.g. - mat - chair - table | real object picture cards | Nurser y Englis h page 27 | |
| | 4 | | Home (bedroom) | The learner; - reads and spells things in the bed room - identifies things in the bed room | explanation question & answer discussion | effective communicati on articulation fluency audibility | - recognising things in the bedroom - reading and spelling things in the bedroom e.g. mattress, bed, bed cover, bed sheets, blanket, clothes | cards with picture s | Pre- primar y Act level 2 & 3 | |

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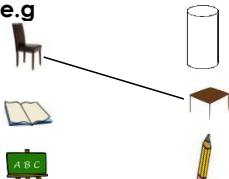
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| 5 | 1 | | Home (bedroom) | The learner; - observes things in the bedroom - reads words - spells things in the bedroom - articulates words. | observation question & answer explanation | confidence effective communication articulation | Reading & spelling matching & drawing the same things in the bedroom e.g. bed dress ____ shoes bed ____ dress shoes ____ | cards with pictures & real objects | Pre-primary Activity | |
| | 2 | Recognising and interpreting pictures | Home (bedroom) | The learner; - recognizes pictures - names things in the bedroom - spells the words properly. | explanation discussion question & answer guided discovery | articulation fluency audibility co-operation effective communication | identifying things in the bedroom spelling words naming things in the bedroom e.g.  mattresses  _____ | cards with pictures | Monitor English course book | |
| | 3 | | Home (bedroom) | The learner; - listens to the news - identifies things in the bedroom. - reads the words - articulates the words | observation explanation listen & say guided discovery discussion | fluency logical thinking self awareness | identifying things in the bedroom forming sentences orally e.g. It is a | picture cards word card | Nursery English page 28 | |
| | 4 | Recognising and interpreting pictures | Home (bedroom) | The learner; - identifies objects - reads words - spells the words | explanation discussion question & answer look & say observation | articulation audibility effective communication fluency confidence | identifying objects reading words spelling words completing sentences making structure patterns using 'it'  It is a bed.  It is a ____ | word cards chalkboard illustration on real objects | Pre-primary Activity level 2 and 3 | |

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| 6 | 1 | | Home (kitchen) | The learner; - observes things in the kitchen - reads and spells things in the kitchen - identifies things in the kitchen | explanation discussion guided discovery look & say | fluency effective communication audibility articulation | Observing things in the kitchen identifying things in the kitchen naming things in the kitchen reading & spelling words | cards with pictures real objects | Monitor English course | |
| | 2 | Recognising and interpreting pictures | Home (kitchen) | The learner; - identifies things in the kitchen. - reads and spells things in the kitchen - articulates things in the kitchen | question & answer explanation discussion demonstration | accuracy critical thinking audibility fluency | reading and spelling words identifying things in the kitchen reading & drawing them e.g. plate fork mingling stick | real objects picture cards | Monitor English course | |
| | 3 | | Home (kitchen) | The learner; - names things in the kitchen - identifies things in the kitchen - reads and spells the words. | demonstration question & answer discussion | effective communication logical thinking confidence | identifying things in the kitchen circling a word for the picture  chalk <u>cup</u> apple  book broom naming things in the kitchen orally e.g.   | real objects flash cards | Monitor English course | |
| | 4 | Recognising and interpreting pictures | Home (kitchen) | The learner; - names things in the kitchen - identifies words | explanation look & say question & answer discussion | critical thinking fluency responding to questions | reading and spelling words naming things in the kitchen writing words correctly e.g. p c u c u p | word cards real objects | Monitor English | |








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| | | | | | | | latep _____ dge fri _____ | | h cours e | |
| 7 | 1 | | Home (kitchen) | The learner; - names objects orally - identifies things in the kitchen | demonstration on explanation question & answer guided discovery | accuracy logical thinking articulation effective communication | identifying objects reading and drawing them making structure patterns orally  What is this? That is a stool.  What is this?  What is that? | flash cards real objects | | |
| | 2 | Recognising and interpreting pictures | Home (bathroom) | The learner; - identifies words - reads the words orally - recognizes things in the bathroom | explanation question & answer discussion demonstration | articulation fluency effective communication critical thinking | reading the words recognizing things in the bathroom drawing them e.g soap, basin, sponge, water, towel | real object flash cards | Monit or Englis h cours e bk 1 | |
| | 3 | | Home (bathroom) | The learner; - reads and draws things in the bathroom - identifies things in the bathroom | guided discovery question & answer explanation discussion | fluency articulation logical thinking effective communication | reading and drawing things in the bathroom e.g bucket  tap soap dish | cards with picture s | | |
| | 4 | Recognising and interpreting pictures | Home (bathroom) | The learner; - identifies things in the bathroom. - reads the words correctly and spells. | question & answer explanation guided discovery | critical thinking fluency self esteem | reading and spelling words. identifying words writing words correctly. s p o a - soap | real object s | Monit or Englis h | |

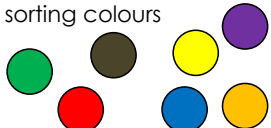
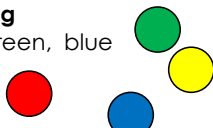
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| | | | | | | effective communication | p t a - nge spo on | | cours e bk 1 | |
| 8 | 1 | | Home (bathroom) | The learner; - reads the words correctly and spells - identifies things in the bathroom | discussion explanation demonstration observation look & say | articulation fluency confidence effective communication | writing, reading & spelling words filling in the missing letters e.g. s _ap b _ck _t bas _n t _w _l | reading cards real objects | | |
| | 2 | | Home (bathroom) | The learner; - identifies the words - reads and spells the words | explanation observation discussion guided discovery | critical thinking fluency effective communication self esteem | naming & writing the words reading and reading words finding the odd man out e.g. sponge fork water bucket soap towel broom soap dish | flash cards cards with pictures | Monitor English course book 1 | |
| | 3 | Recognising and interpreting pictures | School (classroom) | The learner; - names and identifies the words - reads and writes the words - reads and spells the words orally | explanation guided discovery discussion question & answer | fluency self esteem effective communication articulation | identifying things in the class naming things in the class reading and spelling them e.g book pen pencil chair duster chalk rubber | flash cards real objects | | |
| | 4 | | School (classroom) | The learner; - identifies the pictures - names the pictures orally | observation discussion look & say demonstration question & answer | articulation fluency confidence audibility effective communication | naming & identifying things in class Matching things in the class to the belongings e.g  | real objects illustrations | Let us read | |

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| 9 | 1 | Recognizing and interpreting pictures | School (classroom) | The learner; - reads and spells the words. - pronounces the words properly | explanation question 7 answer discussion guided discovery | audibility articulation effective communication confidence | identifying words naming, writing reading and spelling words filling in the missing letters e.g br__ _m bo__k p__nc_l ch__lk ch__lkb__ard | real objects flash cards | Monitor or English course book 1 | |
| | 2 | | School (classroom) | The learner; - identifies the things in the classroom | demonstration guided discovery look & say explanation | articulation fluency self esteem confidence audibility logical thinking | writing and drawing things in the classroom naming things in the classroom e.g    | real objects flash cards | | |
| | 3 | Recognizing similarities and difference in objects and pictures | School (classroom) | The learner; - reads and spells the words - draws the pictures together | question & answer explanation look & say | fluency audibility effective communication confidence | reading and spelling words naming pictures together e.g   a book and a pencil | real objects chalkboard | Let us read | |
| | 4 | | School (classroom) | The learner; - recognizes the things in class. - reads and spells things in class | discussion explanation question & answer demonstration look & say | fluency audibility articulation effective communication | recognizing constructing sentences about the things in the class  This is a book  This is a ____ | cards with pictures | Monitor or English course book 1 | |

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| 10 | 1 | Classifying and ordering things | Colours | The learner; - identifies the colours - re-cognises the colours | discussion explanation question & answer observation | articulation fluency audibility effective communication critical thinking | naming the colours identifying colours sorting colours  | real objects | Nursery English | |
| | 2 | | Colours green | The learner; - recognizes the colours - identifies the colours - names the colours orally | observation demonstration question & answer explanation | audibility articulation fluency effective communication | identifying colours recognizing the colours naming the colours orally e.g green, blue  | real objects | Nursery English | |
| | 3 | Classifying and ordering things | Colours | The learner; - identifies the colours - names the colours - reads and spells words | explanation guided discovery demonstration observation question & answer | articulation audibility fluency effective communication | reading and spelling colour naming and sorting colours orally identifying colours reading and shading colours e.g black | real objects | Nursery English | |
| | 4 | Classifying and ordering things | Colours | The learner; - identifies the colours - reads and spells the colours - talks about colours | discussion explanation question & answer observation | fluency articulation audibility self esteem effective communication | identifying colours reading & spelling colours talking about colours red green orange | real objects | Nursery English | |