

READING SCHEME OF WORK FOR TOP CLASS 5-6 YEARS TERM II

Learning area 5: Developing and using my language appropriately.

Learning outcome iii: Reading to enjoy acquire knowledge and understand.

W K	P D	MAJOR COMPE TENCE	CONTEN T	COMPETENCES	METHODS	ACTIVITIES	INDICATO RS OF LIFE SKILLS	INSTRUC TIONAL MATERI AL	REFERE NCE	R E M
1	1	Revisio n	Holiday work	The learner; -Sings a song: every letterrecites the sounds correctlypronounces words correctlyreads the words -does actions for soundsreads the sentences correctly.	Explanationdiscovery -one teach one observediscussion syllabic.	-singing a song: every letterreciting the sounds -pronouncing words -reading the words -doing actions for sounds -reading the sentences correctly.	-fluency confidenc e articulatio n -respect	Holiday package papers	Holida y packag e booklet s.	
	2		Holiday work/pa ckage	The learner; -recites the sounds -does actions -reads words and sentences correctly -pronounces words correctly -listens to the teacher.	Explanationdiscovery -discussion -syllabic -look and say.	-reciting the sounds -doing actions -reading words and sentences correctly -promoting words correctly -listening to the teacher.	Confidenc e. Audibility Articulati on Fluency Respect	package	Holida y packag e booklet	

	3	Associ ating sounds with letters	Revision of consona nts and vowels	The learner; -identifies gives sounds -says the sounds -does the actions	Explanation Phonic Discussion	-identifying given sounds -saying the sounds -doing the actions -writing vowels and consonants: a e i o u b c d f g h j k 1 m n p q r s	Critical thinking fluency	Flash cards	Jolly phonic s.
	4		Revision of satipn	The learner; -identifies given sounds -identifies the pictures -says the given sounds and words .	Question and answers Discussion. Explanation	-identifying given sounds and picturesReading words, sounds and picturesMatching pictures to sounds and to words. a snake t apple s tree	Logical thinking Following instructio n	Flash cards	Jolly phonic s
2	1	Associ ating sounds with letters	Sounds (Syllable s)	The learner; -recognizes given consonants and vowelsforms syllables -reads syllables orally	Explanation Phonic Syllabic	-recognizing given sounds -joining vowels to consonants -forming syllables -reading syllables orally. i.e. b + a = ba c + e = ce ba, be, bi, bo, bu	Articulati on Fluency Audibility	Flash cards	Jolly phonic s

	2	Associ ating sounds with letters	Sounds(syllables)	The learner; -reads syllables orally -recognizes given sounds and syllables	Syllabic Explanation Discussion	-reading syllables orally -recognizing given syllables -forming words using given syllables ba = bat ca=	Articulati on Fluency	Flash cards	Jolly phonic s	
	3	Associ ating sounds with letters.	Sounds (qu)	The learner; -says the sound -reads syllables of the given soundforms words of the given sound.	Syllabic Explanation Story telling	-saying the sound -reading syllables of (qu) sound -forming words of (qu) sound -Blending and reading words of (qu) sound orally qua – ck = quack qui – ll = quill qui – ck = quick	Self esteem Confidenc e Fluency	Flash cards	Jolly phonic s	
	4			The learner; -says the sound -reads syllables of the sound -blends and reads words	Syllabic Explanation Discussion	-saying the sound -reading syllables of sound 'qu' -blending and reading words -ringing the odd man out e.g. sun quick, quack, queen, quill, church	Critical thinking Following instructions	Flash cards	Jolly phonic s.	
3	1	Associ ating sounds with letters	Sounds(qu)	The learner; -forms words of the soundblends and reads words of the sounds -forms sentences of the given sound.	Explanation Discussion Question and answers.	-forming sentences of 'qu' soundreading sentences od 'qu' sound orally i.eAll ducks quackShe is our queen. Quill feathers are good.	Critical thinking Confidenc e	Flash cards	Jolly phonic s.	
	2			The learner; -blends and reads words of the sound.	Discussion	-reading sentences of 'qu' sound	Confidenc e			

				-reads the sentences of the	Question and	-writing sentences of sound		Flash	Jolly	
				sound	answer	qu.	Self	cards	phonic	
				Sound	aliswci	- underlining words of 'qu'	esteem	carus	s.	
					Explanation.	sound.	esteem		5.	
					Explanation.	1. Please make a gueue				
						2. She has a quill				
						3. The <u>queen</u> has come				
						4. Please move <u>quickly</u>				
						5. All ducks quack.				
	3	Associ		The learner;		-recognizing given sounds				
	3		Sounds(-listens to the story line	Ctomy tolling	(ou)	Elm on our			
		ating sounds	`	-says the sound	Story telling	()	Fluency	Flash	T - 11	
			ou)	3	E1	-joining the sounds to form	Articulati		Jolly	
		with letters		-recognizes given consonants and sounds	Explanation	syllables of (ou)		cards	phonic	
		ietters		-forms syllables of the sound.	Discussion	-reading the syllables of (ou) sound orally i.e.	on		S	
				-forms synables of the sound.	Discussion					
					Cvillabia	I				
	4			The learner;	Syllabic	rou cou gou				
	4				Discussion	-recognizing given syllables	Self			
				-recognizes given syllables	Discussion	-forming words using given syllables				
				-reads given syllables	0		esteem			
				-forms words using the given syllables of the sound.	Question and	-blending and reading the words.	Confidenc	Flash	To11**	
				synables of the sound.	answer	sou-1 = foul	0 0 0 0 0		Jolly	
					Cvillalai a		e	cards	phonic	
4	1	A 2222i	Sounds	The learner;	Syllabic.	rou-nd = round.			S.	
4	1	Associ				-saying the sound				
		ating	(ow)	-says the sound	One teach one	-recognizes given sounds	Elm on our			
		sounds		-recognizes given sounds		-joining sounds to form	Fluency	T211-		
		with		-joins syllables orally.	observe	syllables of 'ow'		Flash	To11**	
		letters			Parallel	-reading syllables orally.	A 1:1-:1:4	cards	Jolly	
					Parallel		Audibility		phonic	
-				The learners		gow cow how			S	_
	2			The learner;		-reading the sound				
				-recognizes given syllables.	Cv11alaia	-forming words using				
				-reads the syllables.	Syllabic	syllables	A4:1			
				-forms words using syllables	E1	-blending and reading words	Articulati			
				of sounds.	Explanation	of 'ow' sound	on			Ш

			Π	T	I	T : _	ı	1711-	T-11
					Parallel	i.e. bow-1 = bow1		Flash	Jolly
							0 61	cards	phonic
					teaching	dow-n = down	Confidenc		S
						draw-n = drawn	e.		
						brow-n = brown			
	3		Sounds(The learner;		-recognising given words			
		ating	ou/ow)	-blends and reads words with	Team	-blending and reading words			
		sounds		given sounds.	teaching	of ou/ow sound	Self	White	
		with		-recognizes given words		-forming sentences of	esteem	board	
		letters		-forms sentences using words	Whole	ou/ow sound			
				using words.	sentence	-reading sentences orally			Jolly
						1. An owl died too	Create		phonic
					Explanation	2. Her towel is blown	thinking	Flash	S
					1	3. Go down town please.		cards	
	4			The learner;		-blending and reading words			
				-recognizes, blends and reads	Explanation	-reading sentences of ou/ow	Creative		
				words of the given sounds.	1	-writing sentences of ou/ow	writing	White	
				-reads given sentences of the	Whole	sound	8	board	Jolly
				given sounds.	sentence.	- 'x' words of ou/ow sound.			phonic
				green so unios.		1. These are good flowers	Self-		S
						2. How is Budondo town	reliance	Flash	
						3. These are cows	Tellalice	cards	
						4. The crown has flown.		caras	
5	1	Associ	Sound	The learner;	Phonic	-recognizing the sound	Effective		
	1	ating	'oi'	- listens to the storyline.	1 Home	-forming syllables of 'oi'	communi		Phonic
		sounds	01	- identifies the sound	Question and	sound.	cation	Flash	S.
		with		- says the sound.	answers.	-reading the formed	cation	cards.	3.
		letters		- says the sound.	allsweis.	syllables.	Self	carus.	
		icucis			Blending	c-oi=coi p-oi=poi	esteem		
					Dichunig	j-oi=joi s-oi=soi	CSICCIII		
	2			The learner;	Syllabic	Identifying sound			
				-Identifies the sound	Syllable				
					C: 1 - 1	Reading the syllables of oi	D., -1-1		
				-reads the syllables	Guided	i.e.	Problem	T211-	T-11
				-forms the words	discovery	coi, poi, boi, loi, soi, doi,	solving	Flash	Jolly
				-reads words of sound.	E 1 2	noi, foi.		cards	Phonic
					Explanation				S

	3	Associ ating sounds with letters.	Sound 'oi'	The learner; -identifies the soundreads wordsforms sentences -reads sentences.	Question and answers. Syllabic Guided discovery Explanation	Forming and reading words of oi from the given syllables i.e. coi-1=coil poi-nt=point boi-1= foi-1= -Identifying the sound -reading words of oi sound -forming sentences of oi soundreading sentences. i.e. The coin is big. Join our joints	Creative thinking Logical thinking. Effective communication Articulation Confidenc	Sentence cards White board illustrati on.	Jolly phonic s Teache r's collecti
	4			The learner; -recognizes the soundreads wordsforms sentences -reads sentences	Syllabic Guided discovery Explanation Blending	Do not spoil the soil. -recognizing the soundreading words of oi soundforming sentences of 'oi' soundreading & writing sentences of oiringing words with oi sound in sentences. i.e. That man is anointed. The stem is coiled.	Problem solving Logical thinking Creative thinking.	Sentence cards. White board illustrati on.	Pg 63 Teache r's collecti on Jolly phonic s
6	1	Associ ating sounds with letters	Story	The learner; -recognizes vocabularies -pronounces words -recognizes punctuation marksreads the story.	Guided discovery Question and answer. Recitation	-recognizing vocabularies -pronouncing wordslistening to the story -reading the story -reading the story about the elephant.	Logical reasoning Effective communi cation Articulati on Audibility	Flash cards White boards illustrati on	Teache r's collecti on
	2			The learner; -reads the story		-reading the story -recognizing big words	Self- awareness		

				-recognizes big words in the	Question and	-Answering oral questions	Confidenc	White	Teache
				story	answer	i.e. Where did the mother	e	board	r's
				Story	answer	go?	Logical	illustrati	collecti
					Guided	What happened to the calf?	thinking	on	on
					discovery	What did mother elephant	tiiiikiiig		
					discovery	buy from the market?	Articulati		
					Discussion.	buy from the market.	on		
	3	Associ		The learner;	Question and	-reading the story	Effective	White	Teache
		ating	Story	-reads the story	answer	-reading the questions	communi	board	r's
		sounds	otory	-reads questions about the	uns wer	-answering questions in	cation	illustrati	collecti
		and		story.	Discussion	their books, i.e	cation	on	on.
		letters.		story.	2 100 0001011	How many animals took	Logical	011	
		10110101			Explanation	part in the story?	reasoning		
					2.1.p.tatiation	Where did the mother	Toucoming		
						elephant go?	Accuracy		
						What do we call the young			
						elephant?			
	4			The learner;		•	Logical		
				-reads the story	Discussion	-reading the story.	thinking	White	Teache
				-recognizes punctuation		-answering questions from	Articulati	board	r's
				marks	Explanation	their books. i.e.	on	illustrati	collecti
				-reads the questions.	•	What ate the calf?	Self	on	on.
				_	Question and	Circle syllables in the given	esteem		
					answers.	words.	Confidenc		
						market, calf, food,	e		
						vegetables.			
7	1	Associ		The learner;		-identifying sounds "ue/ew"	Effective		
		ating		- listens to the storyline		-saying the sound "ue/ew"	communi		
		sounds	Sound	-identifies the sound	Look and say	-forming words with ue/ew	cation	Flash	Jolly
		with	ew'/ue'	-says the sound		sounds		cards	phonic
		letters		-recognizes words	Guided	-reading words of given	Self		S
				-reads words of the given	discovery	sounds i.e. sue, few, due,	esteem		
				sound.	phonic	chew, new, grew, glew,			
						blew.	Fluency		
	2			Says the sounds.	Phonic	Saying sounds			
				-mentions words					

				-reads words	Explanation	-mentioning words with	Decision	l	
				-icaus words	Explanation	ne/ew sound	making	Flash	Jolly
					Guided	-reading words with ue/ew	making	cards	phonic
					discovery	sound.	Articulati	carus	S
					discovery	-listening and writing words	on		3
						of ue/ew sound.	Oli		
						glue, blue, flew, few	Fluency		
						new, due, drew.	liuchey		
	3	Associ		-says the sound		-saying the sounds (ue/ew)	Effective		
	,	ating		-reads words	Guided	-reading words of ew/ue	communi	Sentence	Jolly
		sounds	Sound	-forms sentences	discovery	-forming sentences	cation	cards	phonic
		and	ue/ew	-reads sentences	discovery	-reading sentences of ue/ew	Confidenc	carus	S
		letters	uc/ cw	-icaus scincinces	Phonic	sounds i.e.	e	White	3
		icticis			1 HOIIIC	- I have few toys.	Articulati	board	Teache
					Explanation	- Do the dew.	on	illustrati	r's
					Laplanation	- The new shirt		on	collecti
						- Is blue.	Decision		on
						- I will sue him.	making.		
	4			The learner;	Phonic	-reading words	maxing.		
	1			-says the sounds	Thome	-forming sentences	Effective	Sentence	Jolly
				-reads words	Syllabic	-reading sentences	communi	cards	phonic
				-forms sentences	0)114010	-ticking words with ue/ew	cation	04100	S
				-reads sentences	Explanation	sound in sentences. i.e.		White	
						- I will drink mountain dew.	Confidenc	board	Teache
					Guided	- I will sue him.	e	illustrati	r's
					discovery	- He drew few pictures.	Self	on	collecti
						1	esteem		on.
8	1	Associ		The learner;	Syllabic	-saying the sound correctly.			
		ating	Sounds(- listens to the storyline of the	-	-forms syllables of er sound			
		sounds	er)	sound.	One teach one	-reading syllables of er	Articulati	Flash	Jolly
		with		-says the sound correctly	observes	sound e.g. der, ber, her, jer,	on	cards	phonic
		letters		-forms syllables.		ker, rer,			S
				-reads syllables	Explanation				
					-		Fluency		
					Story telling				
	2			The learner;	Syllabic	-identifying the sound			

				-identifies the soundsays the sound -reads the syllables -forms the words.	Explanation Question and answer.	-saying the sound er -reading the syllables of sound er -forming the words of er sound i.e anger, her, water, master, sister, Peter, mother, father, teacher, October.	Critical thinking Following instructions Fluency	Flash cards	Jolly phonic s
	3	Associ ating sounds with letters.	Sound (ir)	The learner; -identifies the sound -says the sound -forms and reads syllables -forms words of the sound -reads words	Explanation Discussion Syllabic	-identifying the sound -saying the sound ir -forming and reading syllables of ir sound i.e. bir, sir, cirforming and reading words of ir sound i.e. birth, circle, iron, first, firm.	Fluency Articulati on Audibility	Flash cards	Jolly phonic s
	4		Sound (ur and ar)	The learner; -says the sound -forms and reads syllables -forms words	Question and answer. Syllabic Discussion	-saying the sound -forming and reading syllables i.e. bur, car, rur, tur, par, farforms and reads words of ur and ar sound. i.e. burst, turn, fur, cart, part, far	Confidenc e Articulati on Fluency	Flash cards	Jolly phonic s
9	1	Associ ating sounds with letters.	Sounds (ur/ar and er/ir)	The learner; -says the sounds -forms words using the given soundsreads the formed words	Guided discovery Explanation Question and answer.	-saying the sound -forming words using the given sounds i.e. ur, ar, er,, irreading the formed words i.e. birth, father, part, turn, waterfill in the missing sound. p—t, b—th, wat	Problem solving Logical thinking Confidence.	Flash cards	Sound and read Bk2.
	2		Sounds (ch)	The learner; -identifies the sound -says the sound	Syllabic	-identifying the sound -saying the sound ch -recognizing the sound	Articulati on	Flash cards	

				-recognizes the sound	Phonics	-forming the words			Sound
				-forms the syllables		-reading the words i.e. chair,	Fluency		and
				-reads the words	Explanation	church, chain, chummy,	, and the second		read
					1	choice, chocolate, cheap,	Confidenc		Bk2
						china, chez, chick, chief.	e		
	3	Associ		The learner;		-recognizing the given	Logical		
		ating	Sound	-recognizes the given sound	Explanation	sound.	thinking	Flash	Jolly
		sounds	'ch'	-reads the words.	_	-reading the words.		cards	phonic
		with		-forms the sentences.	Phonic	-forming the sentences	Audibility		s.
		letters.		-reads the sentences.		-reading sentences of ch	,		
					Syllabic	sound. i.e.	Self-		
						I am going to China.	reliance		
						The church is big.			
						She is eating chocolate.	Fluency.		
	4		Sound	The learner;	Look and say	-recognising the given sound	Self-		
			'ch'	-recognizes the given sound		'ch'	awareness	Flash	Jolly
				ch	Syllabic	-forming and reading words		cards	phonic
				-forms the words of sound ch		-underlining the sound 'ch'	Articulati		S.
				-reads the words.	Explanation	in the given words. i.e. <u>ch</u> ez,	on		
					•	<u>ch</u> ocolate, <u>ch</u> eap, church,			
					Question and	china, chick,	Fluency		
					answer.	Chief, chain.	, and the second		
1	1	Associ	Sound	The learner;	Explanation	-recognizing the sound a-e.	Logical		
0		ating	(-a-e-)	-recognizes the sound a-e	•	-saying the sound a-e	thinking	Flash	
		sounds		-says the sound	Question and	-recognizing and reading		cards	Phonic
		with		-recognizes the words	answer	words. i.e. gate, sake, date,	Fluency		s
		letters		-reads the words		wake, rake, sake, made,	, and the second		
					Phonic	plate, make, spade, late,	Confidenc		
						hate.	e.		
	2		Sounds	The learner;		-recognizing the given	Self		
			(a-e)	-recognizes the given sound.	Phonic	sounds (a-e)	esteem	Flash	Jolly
				-recognizes the words of		-recognizing the words of		cards	phonic
				sound.	Discussion	sound a-e.	Confidenc		s.
				-reads the words of sound a-e		-writing the words of sound	e		
					Explanation.	a-e.	Articulati		
					_		on		

3	Associ ating sounds with letters	Sound (a-e)	The learner; -recognizes the words -reads the wordsrecognizes the picture.	Question and answer Explanation Discussion	i.e. gaze, wake, bake, taste, hate, cake, make. -recognizing the words of aee soundreading the words of a-e soundrecognizing the pictures -naming the given pictures.	Articulati on Audibility Critical thinking.	Flash	Jolly phonic s.	
4		Sound (a-e)	The learner; -recognizes the given words -reads the wordsreads the sentences sound.	Explanation Discussion Question and answer.	-recognizing the wordsreading the words of sound a-ereading the sentenceswrite the sentences.i.e. Taste the fake cake. I hate a long rake. The plane has a spade.	Confidenc e Articulati on Audibility	Flash cards	Jolly phonic s.	