



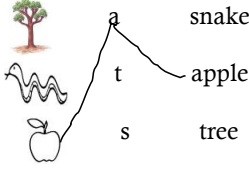
# **READING SCHEME OF WORK FOR TOP CLASS 5-6 YEARS TERM II**

**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 letter. -recites the sounds correctly. -pronounces words correctly. -reads the words -does actions for sounds. -reads the sentences correctly.	Explanation. -discovery -one teach one observe. -discussion syllabic.	-singing a song: every letter. -reciting 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.	Explanation. -discovery -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	Holiday package papers.	Holida y packag e booklet .	

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	3	Associating sounds with letters	Revision of consonants and vowels	The learner; -identifies given 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 l m n p q r s	Critical thinking  fluency	Flash cards	Jolly phonics.	
	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 pictures. -Reading words, sounds and pictures. -Matching pictures to sounds and to words.  	Logical thinking  Following instruction	Flash cards	Jolly phonics	
2	1	Associating sounds with letters	Sounds (Syllables)	The learner; -recognizes given consonants and vowels. -forms syllables -reads syllables orally	Explanation  Phonic  Syllabic	-recognizing given sounds -joining vowels to consonants -forming syllables -reading syllables orally. <b>i.e.</b> b + a = ba c + e = ce ba, be, bi, bo, bu	Articulation  Fluency  Audibility	Flash cards	Jolly phonics	

	2	Associating 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=_____ te=_____	Articulation  Fluency	Flash cards	Jolly phonic s	
	3	Associating sounds with letters.	Sounds (qu)	The learner; -says the sound -reads syllables of the given sound. -forms 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  Confidence  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. <u>sun</u> , quick, quack, queen, quill, <u>church</u>	Critical thinking  Following instructions	Flash cards	Jolly phonic s.	
3	1	Associating sounds with letters	Sounds( qu)	The learner; -forms words of the sound. -blends and reads words of the sounds -forms sentences of the given sound.	Explanation  Discussion  Question and answers.	-forming sentences of 'qu' sound. -reading sentences of 'qu' sound orally i.e. -All ducks quack. -She is our queen. Quill feathers are good.	Critical thinking  Confidence	Flash cards	Jolly phonic s.	
	2			The learner; -blends and reads words of the sound.	Discussion	-reading sentences of 'qu' sound	Confidence			

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				-reads the sentences of the sound	Question and answer Explanation.	-writing sentences of sound qu. - underlining words of 'qu' sound. 1. Please make a <u>queue</u> 2. She has a quill 3. The <u>queen</u> has come 4. Please move <u>quickly</u> 5. All ducks quack.	Self esteem	Flash cards	Jolly phonic s.	
	3	Associating sounds with letters	Sounds(ou)	The learner; -listens to the story line -says the sound -recognizes given consonants and sounds -forms syllables of the sound.	Story telling Explanation Discussion Syllabic	-recognizing given sounds (ou) -joining the sounds to form syllables of (ou) -reading the syllables of (ou) sound orally i.e. bou pou dou rou cou gou	Fluency Articulation	Flash cards	Jolly phonic s	
	4			The learner; -recognizes given syllables -reads given syllables -forms words using the given syllables of the sound.	Discussion Question and answer Syllabic.	-recognizing given syllables -forming words using given syllables -blending and reading the words. sou-l = foul rou-nd = round.	Self esteem Confidence	Flash cards	Jolly phonic s.	
4	1	Associating sounds with letters	Sounds(ow)	The learner; -says the sound -recognizes given sounds -joins syllables orally.	One teach one observe Parallel	-saying the sound -recognizes given sounds -joining sounds to form syllables of 'ow' -reading syllables orally. bow fow dow gow cow how	Fluency Audibility	Flash cards	Jolly phonic s	
	2			The learner; -recognizes given syllables. -reads the syllables. -forms words using syllables of sounds.	Syllabic Explanation	-reading the sound -forming words using syllables -blending and reading words of 'ow' sound	Articulation			

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					Parallel teaching	i.e. bow-l = bowl dow-n = down draw-n = drawn brow-n = brown	Confidence.	Flash cards	Jolly phonic s	
	3	Associating sounds with letters	Sounds(ou/ow)	The learner; -blends and reads words with given sounds. -recognizes given words -forms sentences using words using words.	Team teaching  Whole sentence  Explanation	-recognising given words -blending and reading words of ou/ow sound -forming sentences of ou/ow sound -reading sentences orally 1. An owl died too 2. Her towel is blown 3. Go down town please.	Self esteem  Create thinking	White board  Flash cards	Jolly phonic s	
	4			The learner; -recognizes, blends and reads words of the given sounds. -reads given sentences of the given sounds.	Explanation  Whole sentence.	-blending and reading words -reading sentences of ou/ow -writing sentences of ou/ow sound - 'x' words of ou/ow sound. 1. These are good flowers 2. How is Budondo to <del>x</del> wn 3. These are cows 4. The crown has flown.	Creative writing  Self-reliance	White board  Flash cards	Jolly phonic s	
5	1	Associating sounds with letters	Sound 'oi'	The learner; - listens to the storyline. - identifies the sound - says the sound.	Phonic  Question and answers.  Blending	-recognizing the sound -forming syllables of 'oi' sound. -reading the formed syllables. c-oi=coi      p-oi=poi j-oi=joi      s-oi=soi	Effective communication  Self esteem	Flash cards.	Phonic s.	
	2			The learner; -Identifies the sound -reads the syllables -forms the words -reads words of sound.	Syllabic  Guided discovery  Explanation	Identifying sound Reading the syllables of oi i.e. coi, poi, boi, loi, soi, doi, noi, foi.	Problem solving	Flash cards	Jolly Phonic s	

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					Question and answers.	Forming and reading words of oi from the given syllables i.e. coi-l=coil   poi-nt=point boi-l=       foi-l=	Creative thinking  Logical thinking.			
	3	Associating sounds with letters.	Sound 'oi'	The learner; -identifies the sound. -reads words. -forms sentences -reads sentences.	Syllabic  Guided discovery  Explanation	-Identifying the sound -reading words of oi sound -forming sentences of oi sound. -reading sentences. i.e. The <u>coi</u> n is big. <u>Jo</u> in our <u>jo</u> ints Do not <u>spo</u> il the <u>so</u> il.	Effective communication  Articulation Confidence	Sentence cards  White board illustration.	Jolly phonics  Teacher's collection Pg 63	
	4			The learner; -recognizes the sound. -reads words. -forms sentences -reads sentences	Syllabic  Guided discovery  Explanation  Blending	-recognizing the sound. -reading words of oi sound. -forming sentences of 'oi' sound. -reading & writing sentences of oi. -ringing words with oi sound in sentences. i.e. That man is <u>anointed</u> . The stem is coiled.	Problem solving  Logical thinking  Creative thinking.	Sentence cards.  White board illustration.	Teacher's collection  Jolly phonics	
6	1	Associating sounds with letters	Story	The learner; -recognizes vocabularies -pronounces words -recognizes punctuation marks. -reads the story.	Guided discovery  Question and answer.  Recitation	-recognizing vocabularies -pronouncing words. -listening to the story -reading the story -reading the story about the elephant.	Logical reasoning Effective communication Articulation Audibility	Flash cards  White boards illustration	Teacher's collection	
	2			The learner; -reads the story		-reading the story -recognizing big words	Self-awareness			

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				-recognizes big words in the story	Question and answer Guided discovery Discussion.	-Answering oral questions i.e. Where did the mother go? What happened to the calf? What did mother elephant buy from the market?	Confidence Logical thinking Articulation	White board illustration	Teacher's collection	
	3	Associating sounds and letters.	Story	The learner; -reads the story -reads questions about the story.	Question and answer Discussion Explanation	-reading the story -reading the questions -answering questions in their books. i.e How many animals took part in the story? Where did the mother elephant go? What do we call the young elephant?	Effective communication Logical reasoning Accuracy	White board illustration	Teacher's collection.	
	4			The learner; -reads the story -recognizes punctuation marks -reads the questions.	Discussion Explanation Question and answers.	-reading the story. -answering questions from their books. i.e. What ate the calf? Circle syllables in the given words. market, calf, food, vegetables.	Logical thinking Articulation Self esteem Confidence	White board illustration	Teacher's collection.	
7	1	Associating sounds with letters	Sound ew'/ue'	The learner; - listens to the storyline -identifies the sound -says the sound -recognizes words -reads words of the given sound.	Look and say Guided discovery phonic	-identifying sounds "ue/ew" -saying the sound "ue/ew" -forming words with ue/ew sounds -reading words of given sounds i.e. sue, few, due, chew, new, grew, glew, blew.	Effective communication Self esteem Fluency	Flash cards	Jolly phonics	
	2			Says the sounds. -mentions words	Phonic	Saying sounds				

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				-reads words	Explanation Guided discovery	-mentioning words with ue/ew sound -reading words with ue/ew sound. -listening and writing words of ue/ew sound. glue, blue, flew, few new, due, drew.	Decision making Articulation Fluency	Flash cards	Jolly phonics	
	3	Associating sounds and letters	Sound ue/ew	-says the sound -reads words -forms sentences -reads sentences	Guided discovery Phonic Explanation	-saying the sounds (ue/ew) -reading words of ew/ue -forming sentences -reading sentences of ue/ew sounds i.e. - I have few toys. - Do the dew. - The new shirt - Is blue. - I will sue him.	Effective communication Confidence Articulation Decision making.	Sentence cards White board illustration	Jolly phonics Teacher's collection	
	4			The learner; -says the sounds -reads words -forms sentences -reads sentences	Phonic Syllabic Explanation Guided discovery	-reading words -forming sentences -reading sentences -ticking words with ue/ew sound in sentences. i.e. - I will drink mountain dew. - I will sue him. - He drew few pictures.	Effective communication Confidence Self esteem	Sentence cards White board illustration	Jolly phonics Teacher's collection.	
8	1	Associating sounds with letters	Sounds(er)	The learner; - listens to the storyline of the sound. -says the sound correctly -forms syllables. -reads syllables	Syllabic One teach one observes Explanation Story telling	-saying the sound correctly. -forms syllables of er sound -reading syllables of er sound e.g. der, ber, her, jer, ker, rer,	Articulation Fluency	Flash cards	Jolly phonics	
	2			The learner;	Syllabic	-identifying the sound				

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				-identifies the sound. -says 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 phonics	
	3	Associating 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, cir. -forming and reading words of ir sound i.e. birth, circle, iron, first, firm.	Fluency  Articulation  Audibility	Flash cards	Jolly phonics	
	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, far. -forms and reads words of ur and ar sound. i.e. burst, turn, fur, cart, part, far	Confidence  Articulation  Fluency	Flash cards	Jolly phonics	
9	1	Associating sounds with letters.	Sounds (ur/ar and er/ir)	The learner; -says the sounds -forms words using the given sounds. -reads the formed words	Guided discovery  Explanation  Question and answer.	-saying the sound -forming words using the given sounds i.e. ur, ar, er,, ir. -reading the formed words i.e. birth, father, part, turn, water. -fill 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	Articulation	Flash cards		

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				-recognizes the sound -forms the syllables -reads the words	Phonics  Explanation	-forming the words -reading the words i.e. chair, church, chain, chummy, choice, chocolate, cheap, china, chez, chick, chief.	Fluency  Confidence		Sound and read Bk2	
	3	Associating sounds with letters.	Sound 'ch'	The learner; -recognizes the given sound -reads the words. -forms the sentences. -reads the sentences.	Explanation  Phonic  Syllabic	-recognizing the given sound. -reading the words. -forming the sentences -reading sentences of ch sound. i.e. I am going to China. The church is big. She is eating chocolate.	Logical thinking  Audibility  Self-reliance  Fluency.	Flash cards	Jolly phonics.	
	4		Sound 'ch'	The learner; -recognizes the given sound ch -forms the words of sound ch -reads the words.	Look and say  Syllabic  Explanation  Question and answer.	-recognising the given sound 'ch' -forming and reading words -underlining the sound 'ch' in the given words. i.e. <u>ch</u> ez, <u>ch</u> ocolate, <u>ch</u> eat, church, china, chick, Chief, chain.	Self-awareness  Articulation  Fluency	Flash cards	Jolly phonics.	
10	1	Associating sounds with letters	Sound (-a-e-)	The learner; -recognizes the sound a-e -says the sound -recognizes the words -reads the words	Explanation  Question and answer  Phonic	-recognizing the sound a-e. -saying the sound a-e -recognizing and reading words. i.e. gate, sake, date, wake, rake, sake, made, plate, make, spade, late, hate.	Logical thinking  Fluency  Confidence.	Flash cards	Phonics	
	2		Sounds (a-e)	The learner; -recognizes the given sound. -recognizes the words of sound. -reads the words of sound a-e	Phonic  Discussion  Explanation.	-recognizing the given sounds (a-e) -recognizing the words of sound a-e. -writing the words of sound a-e.	Self esteem  Confidence Articulation	Flash cards	Jolly phonics.	

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						i.e. gaze, wake, bake, taste, hate, cake, make.				
	3	Associating sounds with letters	Sound (a-e)	The learner; -recognizes the words -reads the words. -recognizes the picture.	Question and answer  Explanation  Discussion	-recognizing the words of a-e sound. -reading the words of a-e sound. -recognizing the pictures -naming the given pictures.  gate	Articulation  Audibility  Critical thinking.	Flash cards	Jolly phonics.	
	4		Sound (a-e)	The learner; -recognizes the given words -reads the words. -reads the sentences sound.	Explanation  Discussion  Question and answer.	-recognizing the words. -reading the words of sound a-e. -reading the sentences. -write the sentences.i.e. Taste the fake cake. I hate a long rake. The plane has a spade.	Confidence  Articulation  Audibility	Flash cards	Jolly phonics.	