











SCHEME OF WORK FOR READING MIDDLE CLASS- TERM ONE 2025










Learning Area 5:

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem
1	1 TO 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<ul style="list-style-type: none">- Use single sound flash cards and teach sounds.- Teacher shows the sound of the card and pupils read it,	<ul style="list-style-type: none">- Demonstration- discussion	<ul style="list-style-type: none">- Reading- matching	<ul style="list-style-type: none">- Big card and small cards		
2	1 to 2	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<ul style="list-style-type: none">- Read sound a – c- Recognize d – f <div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div></div> <p>Copy the same sound.</p> <div></div> <div><div>a</div><div>a</div><div>a</div><div>a</div></div> <div></div> <div></div> <div></div> <div></div> <ul style="list-style-type: none">- read sound 1 – f- Recognize g – l	<ul style="list-style-type: none">- Tracing- Reciting- Writing	<ul style="list-style-type: none">- Writing- Colouring- sounding			

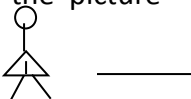
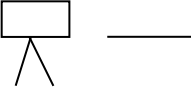
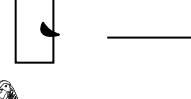



				<div>- Trace sound b</div> <table><tr><td>b</td><td>b</td><td>b</td><td>b</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	b	b	b	b																									
b	b	b	b																														
2		Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<div>- Read letter sounds a – i</div> <div>- recognize g – i</div> <div>- Copy the same sound</div> <div></div> <table><tr><td>c</td><td>c</td><td>c</td><td>c</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>- Reciting sound a – i</div> <div>- Read sound a – f</div> <div>- Recognize g – i</div> <div>- Trace the given sound.</div> <div></div> <table><tr><td>d</td><td>d</td><td>d</td><td>d</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <div>- Copy the same sound</div> <div></div> <table><tr><td>e</td><td>e</td><td>e</td><td>e</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	c	c	c	c					d	d	d	d					e	e	e	e					<div>- Reading</div> <div>- writing</div> <div>- Demonstratio</div> <div>n</div> <div>- Discussion</div> <div>- Look and say</div>	Reading Writing Matching Colouring sounding	<div>- Big cards</div> <div>- Small cards</div> <div>- Charts</div>		
c	c	c	c																														
d	d	d	d																														
e	e	e	e																														


3	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<div><div>- Read sounds a – f</div><div>- Recognize j – i</div><div>- Trace the given sound</div><div></div><div><table><tr><td>f</td><td>f</td><td>f</td><td>f</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div><div>- Copy the same</div><div><table><tr><td>d</td><td>d</td><td>d</td><td>d</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div></div>	f	f	f	f					d	d	d	d					<div><div>- Reading</div><div>- writing</div><div>- Demonstration</div><div>- Discussion</div><div>- Look and say</div></div>	Reading Writing Matching Colouring sounding	<div><div>- Big cards</div><div>- Small cards</div><div>- Charts</div></div>		
f	f	f	f																						
d	d	d	d																						
				<div><div>- Match the same sounds</div><div><div><div>- a</div><div>- e</div><div>- b</div><div>- a</div></div><div><div>b </div><div>a —</div><div>f —</div><div>e —</div></div></div></div> <div><div>- Reading</div><div>- writing</div><div>- Demonstration</div><div>- Discussion</div><div>- Look and say</div></div>	Reading Writing Matching Colouring sounding	<div><div>- Big cards</div><div>- Small cards</div><div>- Charts</div></div>	Teachers collection																		
4	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<div><div>- Reciting sound a – i</div><div>- Recognize the correct sound written</div><div><table><tr><td>Q</td><td>a</td><td>p</td></tr><tr><td>o</td><td>d</td><td>p</td></tr></table></div></div>	Q	a	p	o	d	p	<div><div>- Discussion</div><div>- demonstration</div></div>	<div><div>- sounding</div><div>- colouring</div></div>	<div><div>- flash cards with sound</div></div>												
Q	a	p																							
o	d	p																							






				<div>- Circle the given sound.</div> <table><tr><td>d</td><td>z</td><td>z</td><td>d</td></tr><tr><td>e</td><td>x</td><td>e</td><td>x</td></tr><tr><td>f</td><td>y</td><td>y</td><td>f</td></tr><tr><td>c</td><td>c</td><td>s</td><td>s</td></tr></table> <div>- Recite the sounds a – j</div>	d	z	z	d	e	x	e	x	f	y	y	f	c	c	s	s		<div>- Colouring</div> <div>- Matching</div> <div>- circling</div>	<div>- flash cards with sounds.</div>		
d	z	z	d																						
e	x	e	x																						
f	y	y	f																						
c	c	s	s																						
		Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.																						
				<div>- matching the same sounds</div> <div><div>f</div><div>c</div><div>e</div><div>b</div><div>b</div><div>e</div><div>f</div><div>c</div></div>	- matching	<div>- explanation</div>	<div>- cards with sounds</div>																		
				<div>- circle the correct sound for the picture</div> <div><div></div><div>b c d</div><div></div><div>t a e</div></div>	<div>- Ring the correct</div> <div>- tracing</div>																				

5	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<p>- Colour for the sound a – h</p> <p>b =   </p> <p>c =   </p> <p>- Match to the picture</p> <p>a </p> <p>c </p> <p>f </p>	<p>- Demonstration</p> <p>- Discussion</p> <p>- Look and say</p> <p>- Brain storming</p>	<p>- Colouring</p> <p>- Drawing</p> <p>- crossing</p> <p>- Writing</p>	<p>- cards</p> <p>- charts</p> <p>- real objects</p>		
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6	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<ul style="list-style-type: none"> - Draw the given sound b - _____ h - _____ e - _____ <p>Cross the different sound</p> <p>b d b b</p> <p>c a c c</p> <p>e i e e</p>	<ul style="list-style-type: none"> - Discussion - demonstration - play way 	- copy the same	<ul style="list-style-type: none"> - BB illustration - flash cards with sound - stencil work - exercise books 		
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7	1 To 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<p>- Write sound for the picture</p>     <p>Tick sound for the picture</p>  <p>p c r</p>  <p>b f h</p>	<p>- Discussion</p> <p>- demonstration</p> <p>- Look and say</p> <p>- Brain storming</p>	<p>- Writing</p> <p>- Ticking</p> <p>- Circling</p> <p>- Shading</p>	<p>- Real objects</p> <p>- Charts</p> <p>- Cards</p> <p>- Books and pencils</p>		
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8	1 To 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<p>- Teacher will give listen and write on learnt words and sounds</p> <p>Fill in the given sound "a"</p> <p>b__t b__g t__p p__n r__g</p> <p>Read and draw</p> <p> _____</p> <p>Fill in the missing sound</p> <p>p__t m__n b__g S—m</p>	<p>- Discussion</p> <p>- demonstration</p> <p>- Look and say</p> <p>- Brain storming</p>	<p>- Writing</p> <p>- Listening</p> <p>- Reading</p> <p>- Filling in the missing sound</p> <p>-</p>	<p>- Pencils</p> <p>- Flash cards</p> <p>- charts</p>		
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9	1 10 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<p>- Naming objects</p>  _____  _____  _____  _____  _____ <p>Read and draw</p> <p>tin _____</p> <p>cup _____</p> <p>book _____</p> <p>bag _____</p> <p>pot _____</p> <p>bed _____</p> <p>tree _____</p>	<p>- Question and answer</p> <p>- Discussion</p> <p>- Discovery</p> <p>- Demonstration</p>	<p>- Reading</p> <p>- Naming</p> <p>- Drawing</p> <p>- Colouring</p> <p>- Writing</p>	<p>- Pencils</p> <p>- Flash cards</p> <p>- Real objects</p>		
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10	1 To 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	<div><div><div>- Introducing consonant “h”</div><div>- Recite sound “a” “h”</div><div>- Recognise sound “h”</div><div>- Read sound “h” amd write words with sound “h”</div></div><table><tr><td>h</td><td>h</td></tr><tr><td>hut</td><td>house</td></tr></table><div>Introducing sound “j”</div><div>Recite sound “j”</div><div>Read and write “j”</div><div>Words with sound “j”</div><table><tr><td>j</td><td>j</td></tr><tr><td>jug</td><td>jacket</td></tr></table><div>Introducing sound “k”</div><div>Recite sound “a” - “k”</div><div>Recognise “k”</div><div>Read sound “k” and words with sound “k”</div><table><tr><td>k</td><td>k</td></tr><tr><td>kite</td><td>kettle</td></tr></table></div>	h	h	hut	house	j	j	jug	jacket	k	k	kite	kettle	<div><div>- Explanation</div><div>- Illustration</div><div>- Demonstration</div><div>- Story telling</div></div>	<div><div>- Reading</div><div>- Reciting rhymes</div><div>- Writing</div><div>- Sorting</div></div>	<div><div>- Flash cards</div></div>		
h	h																				
hut	house																				
j	j																				
jug	jacket																				
k	k																				
kite	kettle																				

MIDDLE CLASS- TERM TWO

SCHEME OF WORK FOR READING

Learning Area 5:

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem												
2	1 TO 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<p>Introducing consonant “h”</p> <ul style="list-style-type: none">- Recite sounds “a – h”- recognize sound h- read sound “h” and write words with sound “h” <table border="1"><tr><td>h</td><td>h</td><td>h</td></tr><tr><td>hut</td><td>hen</td><td>house</td></tr></table> <p>Introducing consonant j</p> <ul style="list-style-type: none">- recite sound “j”- recognize sound “j”- read sound j and write words with sound j <table border="1"><tr><td>j</td><td>j</td><td>j</td></tr><tr><td>jug</td><td>jacket</td><td>jik</td></tr></table> <p>Introducing consonant “k”</p> <ul style="list-style-type: none">- recite sounds a – k- recognize sound k	h	h	h	hut	hen	house	j	j	j	jug	jacket	jik	<ul style="list-style-type: none">- Explanation- Illustration- Demonstration- story telling- look and say	<ul style="list-style-type: none">- Reading- writing- sorting- copying- reciting sounds- recognizing the different sounds	<ul style="list-style-type: none">- flash card- books- pencils- charts	Teachers collection	
h	h	h																			
hut	hen	house																			
j	j	j																			
jug	jacket	jik																			

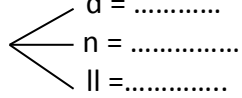
				<div>- read sound k and words with sound k</div> <table><tr><td>k</td><td>k</td><td>k</td></tr><tr><td>kite</td><td>kit</td><td>kettle</td></tr></table>	k	k	k	kite	kit	kettle																	
k	k	k																									
kite	kit	kettle																									
3	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<div>- Introducing consonant “l”</div> <div>- Recite sounds a –m</div> <div>- Read sound “l”</div> <div>- Write sound “l”</div> <table><tr><td>l</td><td>l</td><td>l</td></tr><tr><td>leaf</td><td>leg</td><td>lamp</td></tr></table> <div>Introducing sound “m”</div> <div>- recite sounds a – m</div> <div>- Recognize a – m</div> <div>- read sound “m”</div> <div>- Write sound “m”</div> <table><tr><td>m</td><td>m</td><td>m</td></tr><tr><td>man</td><td>mat</td><td>moon</td></tr></table> <div>Introducing consonants n – r</div> <div>- Recite sounds n – r</div> <div>- Read sound “n”</div> <table><tr><td>n</td><td>n</td><td>n</td></tr><tr><td>neck</td><td>nail</td><td>nest</td></tr></table>	l	l	l	leaf	leg	lamp	m	m	m	man	mat	moon	n	n	n	neck	nail	nest	<div>-Explanation</div> <div>-Illustration</div> <div>-Demonstration</div> <div>Look and say discussion</div>	<div>-reading</div> <div>Writing</div> <div>Copying</div> <div>Reciting</div> <div>sounds matching</div> <div>-</div>	<div>- flash cards</div> <div>- word chart</div> <div>- chalkboard illustration</div>	Teachers collection	
l	l	l																									
leaf	leg	lamp																									
m	m	m																									
man	mat	moon																									
n	n	n																									
neck	nail	nest																									
4	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<div>- Introducing consonant “p”</div> <div>- Recite sound “p”</div> <div>- recognize sound “p”</div> <div>- Read sound “p”</div> <div>- Write sound p and the words.</div> <div>-</div>	<div>-Illustration</div> <div>-Explanation</div> <div>-Demonstration</div> <div>-look and say discussion</div>	<div>-Reading</div> <div>-Writing</div> <div>Copying</div> <div>Matching</div> <div>Crossing understanding</div>	<div>- flash cards</div> <div>- word chart</div> <div>- chalkboard illustration</div>	Teachers collection																			

				<table><tr><td>p</td><td>p</td><td>p</td><td>p</td></tr><tr><td>pen</td><td>pot</td><td>pin k</td><td>pen cil</td></tr></table> <p>Introducing consonant “r”</p> <ul style="list-style-type: none">- Recite sounds n – z- recognize sound r- Read sound r- Write sound r and the words. <table><tr><td>r</td><td>r</td><td>r</td></tr><tr><td>rain</td><td>rat</td><td>rabbit</td></tr></table> <p>Introducing sound “s”</p> <ul style="list-style-type: none">- Recite sounds n – z- recognize sound “s”- Write sound “s” and words <table><tr><td>S</td><td>S</td><td>S</td><td>S</td></tr><tr><td>Sna ke</td><td>Sun</td><td>Star</td><td>sto ol</td></tr></table>	p	p	p	p	pen	pot	pin k	pen cil	r	r	r	rain	rat	rabbit	S	S	S	S	Sna ke	Sun	Star	sto ol		g			
p	p	p	p																												
pen	pot	pin k	pen cil																												
r	r	r																													
rain	rat	rabbit																													
S	S	S	S																												
Sna ke	Sun	Star	sto ol																												
5	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<p>Introducing sound “t”</p> <ul style="list-style-type: none">- Recite letters n – z- recognize sound “t”- Read sound “t”- Write sound “t” and the words. <table><tr><td>t</td><td>t</td><td>t</td></tr><tr><td>tap</td><td>tree</td><td>tin</td></tr></table> <p>Introducing sound “v”</p> <ul style="list-style-type: none">- Recite letter n – z- Recognize sound V	t	t	t	tap	tree	tin	<p>-Explanation</p> <p>-Illustration</p> <p>-Demonstration discussion</p>	<p>-Reading</p> <p>-Writing Copying Listen and write colouring</p>	<ul style="list-style-type: none">- flash cards- word chart- puzzle- jig saws	Teachers collection																	
t	t	t																													
tap	tree	tin																													

				<ul style="list-style-type: none">- Read sound V- Write sound v and the words. <table><tr><td>v</td><td>v</td><td>v</td></tr><tr><td>van</td><td>vest</td><td>vim</td></tr></table> <p>Introducing sound “w”</p> <ul style="list-style-type: none">- recite sound n – z- Recognize sound w- Read sound “w”- Write sound w and the words. <table><tr><td>w</td><td>w</td><td>w</td></tr><tr><td>watch</td><td>wall</td><td>water</td></tr></table>	v	v	v	van	vest	vim	w	w	w	watch	wall	water					
v	v	v																			
van	vest	vim																			
w	w	w																			
watch	wall	water																			
6	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<p>Introducing sounds “n -z”</p> <ul style="list-style-type: none">- recite sound n – z- Recognize sound y- Read sound “y”- Write sound y and the words. <table><tr><td>Y</td><td>Y</td><td>Y</td></tr><tr><td>Yes</td><td>Yellow</td><td>yam</td></tr></table> <p>Introducing sound n - z</p> <ul style="list-style-type: none">- recite sound n – z- Recognize sound z- Read sound “z”- Write sound z and the words. <table><tr><td>z</td><td>z</td><td>z</td></tr><tr><td>zip</td><td>zebra</td><td>zoo</td></tr></table>	Y	Y	Y	Yes	Yellow	yam	z	z	z	zip	zebra	zoo	<p>-Explanation</p> <ul style="list-style-type: none">- Illustration- Discussion- Look and say	<p>-Reading</p> <p>-Writing</p> <p>Copying</p> <p>Reciting</p> <p>sounds matching</p>	<ul style="list-style-type: none">- flash cards- charts- jig saws- dominos	Teacher’ collection	
Y	Y	Y																			
Yes	Yellow	yam																			
z	z	z																			
zip	zebra	zoo																			

				<u>Read and match</u> h — snake z — hut j — pot m — jug p — mat s — zip					
7	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	- Introducing syllables with vowels “a” ba – g = bag ba – t _____ ba – n _____ ba – r _____ Introducing syllable “ca” c – a = ca ca — t = cat ca — r = car ca — n = can ca — p = cap Introducing syllable “da” d – a = da da — m = dam da — rk = dark da — n = dan	-Explanation - Illustration - Demonstration - Look and say	-Reading - Writing	- Chart - Flash cards		

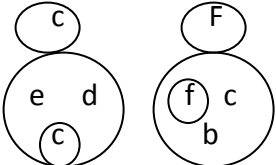

8	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Introducing syllable “fa”</u> f – a = fa <div><div>fa</div><div><div>t = fat</div><div>n = fan</div><div>r = far</div></div></div> <u>Introducing syllable “ga”</u> g – a = ga <div><div>ga</div><div><div>p = gap</div><div>m = gam</div><div>s = gas</div></div></div> <u>Introducing syllable “ma”</u> m – a = ma ma- t = mat ma – d = mad ma – p = map	-Explanation -Illustration -Demonstration Look and say	-Reading -Writing	- chart with syllable - flash cards	Teach ers collec tion	
9	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Matching syllables with the words</u> <div><div>ba</div><div>ca</div><div>da</div><div>fa</div><div>ga</div><div>ha</div><div>ma</div></div> <div><div>hat</div><div>gas</div><div>mad</div><div>cat</div><div>bag</div><div>dam</div><div>fan</div></div> <div><div>ga</div><div>gas</div></div> <td>-Illustration -Explanation -Demonstration</td> <td>-Reading -matching -Writing</td> <td>Syllable chart Cards</td> <td>Teach er’s collec tion</td> <td></td>	-Illustration -Explanation -Demonstration	-Reading -matching -Writing	Syllable chart Cards	Teach er’s collec tion	

				<u>Fill in the missing sound</u> cat c__t bag b__g hat h__t mat m__t fan f__n -					
10	1 To 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Introducing syllables with vowel "e"</u> be = be bed hen key bell desk ben get be  <u>Introducing more syllables of "e"</u> bend set sent sell	-Explanation -Illustration -Demonstration	-reading -Writing copying	- Chart having syllables . - Flash cards	LFW	

MIDDLE CLASS- TERM THREE

SCHEME OF WORK FOR READING

Learning Area 5:




Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem
1		Writing different kinds of factual of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills.	I can use my hands and eyes to perform different activities as instructed.	<p>Introducing the letter sounds using the phonic method. a, b, c, d, e, f, --- Circle the given sounds.</p>  <p>Match sounds to pictures</p> <p>c</p> <p>f</p> <p>g</p> 	<ul style="list-style-type: none"> - Phonic method - Discovery - Discussion - Demonstration - Question and answer - Look and say - illustration 	<ul style="list-style-type: none"> - Reciting a rhyme - Reading letter sounds - Circling the sounds. - matching sound to pictures. - Matching sounds to words. - Joining puzzles to form a picture. 	<ul style="list-style-type: none"> - single letter sounds. - Work cards - pictures - real objects - flash cards - puzzles or dominoes - paper work - 	LFW pg 56	

				<p>Match sounds to words</p> <p>m sun t boy b mat s tin</p> <p>Joining puzzles of pictures and words learnt.</p>					
2.	1 to 5	Reading to enjoy, acquire knowledge and understanding	I can recognize and interpret pictures and letter shapes	<ul style="list-style-type: none">- Reciting a rhyme- Reading the letter sounds. <p>f g h i j</p> <ul style="list-style-type: none">- Matching sounds to words <p>f jug g insect h fan i goat j hill</p> <ul style="list-style-type: none">- Identifying the first letter sound for the word. <p>bed <u> b </u> sun ____ mat ____ hut ____ tree ____ duck ____</p> <ul style="list-style-type: none">- Cicing the first letter sound for given words	<ul style="list-style-type: none">- Phonic- look and say- Question and answer- Discovery- Discussion- Demonstration- Story telling	<ul style="list-style-type: none">- Reciting a rhyme- Reading the letter sounds using the correct pronunciati on.- Matching sounds to words.- Sorting letter sounds.- Circle the first letter sound.- Underlining the first letter sounds.	<ul style="list-style-type: none">- Single letter sound.- Flash cards- paper work- Work cards.		

				<table><tr><td>bag</td><td>c</td><td>b</td><td>t</td></tr><tr><td>mat</td><td>m</td><td>c</td><td>d</td></tr><tr><td>tin</td><td>o</td><td>s</td><td>t</td></tr></table>	bag	c	b	t	mat	m	c	d	tin	o	s	t			- Writing letter sounds.			
bag	c	b	t																			
mat	m	c	d																			
tin	o	s	t																			
3	1 To 5	Reading to enjoy, acquire knowledge and understanding	I can recognize and interpret pictures and letter shapes	<ul style="list-style-type: none">- singing a song about letters.- Sounds to make a two letter word a – t = at a – n = _____ a – s = _____ i – s = _____ i – f = _____ o – n = _____ i – t = _____ a – m = _____ u – p = _____- Listening to the correct pronunciation of the new built words- Reading the words correctly.- Writing the words correctly.- Listen and write at an it on in is am- Building the words using small letters.	<ul style="list-style-type: none">- Look and say- Phonic- Discovery- Explanation- Illustration- Demonstration	<ul style="list-style-type: none">- Singing- Reading the letter sounds.- Joining the sounds to make a word.- Listening and saying the words.- Reading the words correctly.- Building the words.- Constructing the sentences.- Writing the words and sentences.- Sorting the letter sound.- matching to the	<ul style="list-style-type: none">- Single letter cards.- Flash cards.- B/board- Books and pencils- slates- papers.															

				b__t = bat - Identifying the first initial sound. - Using the words in short sentences - It is a tin <u>Suggest development activities</u> - matching to the same words <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: right;">at an it if on etc</div> <div style="text-align: center;"> </div> <div style="text-align: left;">on if an at an</div> </div>		same words.			
4	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	- singing a song about syllables - Reading sounds joined to form syllables e.g <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;">ba fa etc</div> <div style="text-align: center;">ca ga</div> <div style="text-align: center;">da na</div> </div> - Forming words using syllables with a final consonant. <div style="margin-top: 10px;"> <div style="display: inline-block; vertical-align: middle;">fa</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <div style="text-align: center;">n t</div> <div style="display: flex; justify-content: space-between; width: 100px;"> <div style="border-top: 1px solid black; width: 40px;"></div> <div style="border-top: 1px solid black; width: 40px;"></div> </div> </div> </div>	- Discussion - Discovery - Demonstration - Question and answer - Explanation - Story telling	- Singing a song - Reading letter sounds. - Forming syllables - Forming words using syllables. - Constructing sentences using the words.	- Single letter sounds. - Flash cards. - Single syllable cards. - paper work - books and pencils.	LFW Pg 56	
















				<div>ma n _____ t _____</div> <div>ha d _____ s _____ t _____</div> <div>pa n _____ m _____ t _____ d _____</div> <div>ba t _____ g _____ d _____</div> <div><p>- Constructing short sentences using the words formed orally and the writing them. e.g</p><ul style="list-style-type: none">- Pat has a cat.- Dad has a car.- It is a fat cat.<p>Suggested developmental</p></div>	<div>- Reading sentences.</div> <div>- Writing sentences</div>			
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				<div>activities</div> <div>Read, draw and write</div> <table><tr><td></td><td></td></tr><tr><td>fan</td><td>bat</td></tr><tr><td></td><td></td></tr><tr><td>star</td><td>bag</td></tr><tr><td></td><td></td></tr><tr><td>hat</td><td>car</td></tr><tr><td></td><td></td></tr><tr><td></td><td>banana</td></tr></table> <table><tr><td></td><td></td></tr><tr><td>mat</td><td>cat</td></tr><tr><td></td><td></td></tr><tr><td>fan</td><td>rat</td></tr><tr><td></td><td></td></tr></table>			fan	bat			star	bag			hat	car				banana			mat	cat			fan	rat							
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fan	rat																																		
5	1 to 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	<div>- Singing a song about syllables.</div> <div>- Reading syllables with vowel “e”</div> <div>e.g</div> <div>ke me ne</div> <div>re we tell</div> <div>etc</div>	<div>- Rote method</div> <div>- Discussion</div> <div>- Discovery</div> <div>- Explanation</div> <div>- Question and answer</div> <div>- Demonstration</div>	<div>- Singing</div> <div>- Reading syllables</div> <div>- identifying syllables</div> <div>- Sorting syllables</div> <div>- Writing</div>	<div>- syllable cards</div> <div>- paper work</div> <div>- b/board</div> <div>- books and pencils</div>																												

			<ul style="list-style-type: none"> - identifying the syllables as given. - Writing the syllables - Forming words using the syllables. <p> be <ul style="list-style-type: none"> g _____ b _____ d _____ st _____ </p> <p> le <ul style="list-style-type: none"> g _____ t _____ ss _____ </p> <p> we <ul style="list-style-type: none"> g _____ ll _____ st _____ nt _____ </p> <p><u>Suggested developmental activities</u></p> <ul style="list-style-type: none"> - Constructing short sentences using the words orally. - Reading the sentences. - Writing short sentences. 		syllables <ul style="list-style-type: none"> - Forming words. - Constructing sentences - Reading sentences. - Writing sentences. - Drawing pictures 	<ul style="list-style-type: none"> - reading cards - Single words cards. 		
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				<div>e.g Here is a peg. I have two legs. My bed is here.</div> <table><tr><td></td><td></td></tr><tr><td>bed</td><td>ten</td></tr><tr><td></td><td></td></tr><tr><td>bell</td><td>seven</td></tr><tr><td></td><td></td></tr><tr><td>hen</td><td>pencil</td></tr><tr><td></td><td></td></tr><tr><td>zebra</td><td>dress</td></tr></table>			bed	ten			bell	seven			hen	pencil			zebra	dress					
bed	ten																								
bell	seven																								
hen	pencil																								
zebra	dress																								
6	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	<div><div><div>- Role playing about Jack and Jill</div><div>- Reading syllables with vowel “i”</div><div>e.g</div><div>bi fi hi</div><div>ti ri mi etc</div></div><div><div>- Sorting syllables from others.</div><div>- Writing syllables.</div><div>- Forming words using the syllables.</div><div>-</div></div></div>	<div><div>- Role playing</div><div>- Phonic</div><div>- Look and say</div><div>- Whole sentence.</div><div>- Discovery</div><div>- Explanation</div><div>- Demonstration</div><div>- Question and answer.</div></div>	<div><div>- Role playing.</div><div>- Reading syllables.</div><div>- Forming syllables.</div><div>- Sorting syllables.</div><div>- Writing syllables.</div><div>- Forming words.</div><div>- Constructin</div></div>	<div><div>- Puppets</div><div>- Single cards.</div><div>- B/board</div><div>- Books and pencils</div><div>- Reading cards.</div><div>- Single word cards.</div><div>- paper work.</div></div>																		

				<div><div>hi<div>ll _____ s _____ t _____ d _____</div></div><div>wi<div>n _____ ll _____ sh _____ g _____ etc</div></div><div><div>- Constructing simple sentences using the words formed. Jill has a big pig. It is a hill. This is a dust bin.</div><div>- Reading and drawing</div><table><tr><td></td><td></td></tr><tr><td>fish</td><td>tin</td></tr><tr><td></td><td></td></tr><tr><td>dish</td><td>six</td></tr><tr><td></td><td></td></tr><tr><td>zip</td><td>hill</td></tr></table></div></div> <td></td> <td><div>g sentences.</div><div><div>- Reading sentences.</div><div>- Writing sentences.</div><div>- Drawing pictures.</div><div>- Naming the pictures.</div></div></td> <td></td> <td></td> <td></td>			fish	tin			dish	six			zip	hill		<div>g sentences.</div> <div><div>- Reading sentences.</div><div>- Writing sentences.</div><div>- Drawing pictures.</div><div>- Naming the pictures.</div></div>			
fish	tin																				
dish	six																				
zip	hill																				

				<div>- Name the picture</div> <table><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>6</td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					6												
																					
6																					
																					
7	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	<div>- Reciting an alphabet rhyme.</div> <div>- Reading syllables with vowel “o” e.g bo, do, go co, to, po etc</div> <div>- Sorting syllables</div> <div>- Writing syllables with vowel O</div> <div>- Forming words using the syllables.</div> <div><div>bo</div><div><div>x</div><div>y</div><div>dy</div></div><div><div>_____</div><div>_____</div><div>_____</div></div></div>	<div>- Rote</div> <div>- Phonic</div> <div>- Look and say</div> <div>- Discovery</div> <div>- Explanation</div> <div>- Demonstration</div>	<div>- singing</div> <div>- reading syllables</div> <div>- forming syllables</div> <div>- sorting syllables</div> <div>- Writing syllables</div> <div>- Forming words.</div>	-														

				<div><div>fo<div><div>r</div><div>x</div><div>il</div><div>rm</div></div><div><div></div><div></div><div></div><div></div></div></div></div> <div><div><div>- constructing simple sentences using the words formed.</div><div>- Tom is on a mat.</div><div>- I have a box.</div><div>- The pot is hot.</div></div><div><div>- Read and drawing</div><table><tr><td></td><td></td></tr><tr><td>dog</td><td>box</td></tr><tr><td></td><td></td></tr><tr><td>dot</td><td>pot</td></tr><tr><td></td><td></td></tr><tr><td>coat</td><td>fork</td></tr></table></div><div><div>- Read, draw and write</div><table><tr><td></td><td></td></tr><tr><td>tomato</td><td>nose</td></tr><tr><td></td><td></td></tr></table></div></div>			dog	box			dot	pot			coat	fork			tomato	nose				<div><div>- Constructing sentences</div></div>			
dog	box																										
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coat	fork																										
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				<table><tr><td></td><td></td></tr><tr><td>hoe</td><td>fork</td></tr></table>			hoe	fork					
hoe	fork												
			-										
8	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	<ul style="list-style-type: none">- Reciting a rhyme- Reading syllables with vowel sound “u” e.g mu tu fu gu su du etc- Identifying and sorting syllables- Writing syllables- Forming words with the syllable learnt Put pull Push bush Bull ruler- Writing the words- Constructing simple sentences using the words.- Musa has a bull.- Here is the ruler.- The boy can push a car.- Put the books in the box etc	<ul style="list-style-type: none">- Rote- Phonic- Look and say- Discovery- Explanation- Demonstration	<ul style="list-style-type: none">- Reciting the rhyme- Reading syllables words and simple sentences.- Writing syllables words and sentences.	<ul style="list-style-type: none">- Chart with a rhyme- Single syllable cards- Reading cards.- paper work- Books and pencils- flash cards						
9	1 To 5	Writing different kinds of factual and imaginative tasks,	I can read, write syllables, words and sentences.	<ul style="list-style-type: none">- Role playing a game involving syllables.	<ul style="list-style-type: none">- Role play- Discovery- Explanation	<ul style="list-style-type: none">- Playing a game- reading	<ul style="list-style-type: none">- cards.- chart- work						

		depicting appropriate letter formation, creativity and writing skills		<ul style="list-style-type: none">- reading syllables with all the vowel sounds.- Following the sequence.- Sorting and identifying the syllables.- Matching the same syllables. <p>e.g</p> <table><tr><td>ba</td><td>go</td></tr><tr><td>me</td><td>du</td></tr><tr><td>fi</td><td>ba</td></tr><tr><td>go</td><td>me</td></tr><tr><td>du</td><td>fi</td></tr></table> <ul style="list-style-type: none">- Underlining the initial (first) syllable with vowel <u>i</u> , using the words learnt etc <u>f</u>ish gap <u>w</u>ill hen pull set top <u>s</u>it- Building simple vernacular words using the syllables. <p>e.g</p> <p>a-ma-ta = amata</p> <p>taa-ta = taata</p> <p>sa-ga-la = _____</p> <p>o-mu-kee-ka = _____</p> <p>maa-ma = _____</p> <p>-</p>	ba	go	me	du	fi	ba	go	me	du	fi	<ul style="list-style-type: none">- Demonstration- Discussion	<ul style="list-style-type: none">- Following the sequence.- Sorting syllables- matching syllables- Underlining the first syllables following the vowel sound given.	<p>cards</p> <ul style="list-style-type: none">- paper work- books and pencils		
ba	go																		
me	du																		
fi	ba																		
go	me																		
du	fi																		

10	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can tell and write the next syllable, make patterns following the sequence.	<ul style="list-style-type: none"> - Reciting a rhyme - Find the missing syllables. Ba __ bi __ bu Ta __ ti __ tu __ me __ mo __ __ se __ so __ - Completing the pattern ΔΟΔΟ ____ caca ____ ha ha ____ bo bo ____ - Finding the missing parts. 	<ul style="list-style-type: none"> - Rote - Discovery - Discussion - Explanation - Illustration - Demonstration 	<ul style="list-style-type: none"> - reciting a rhyme - Reading - Finding the missing syllables - Writing syllables - Completing the patterns - Find the missing parts - Drawing 	<ul style="list-style-type: none"> - Chart - paper work - jigsaws - books and pencils 		
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