







TWINZ SCHOOL NURSERY AND PRIMARY












SCHEME OF WORK FOR READING MIDDLE CLASS- TERM







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>a</div><div></div><div></div><div></div></div><div><div>a</div><div></div><div></div><div></div></div></div> <p>Copy the same sound.</p> <div><div><div>a</div><div>a</div><div>a</div><div>a</div></div><div><div></div><div></div><div></div><div></div></div></div> <ul style="list-style-type: none">- read sound 1 – f- Recognize g – l- Trace sound b <div><div><div>b</div><div>b</div><div>b</div><div>b</div></div><div><div></div><div></div><div></div><div></div></div></div>	<ul style="list-style-type: none">- Tracing- Reciting- Writing	<ul style="list-style-type: none">- Writing- Colouring- sounding			






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><div><div>- Read letter sounds a – i</div><div>- recognize g – i</div><div>- Copy the same sound</div></div><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><div><div><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></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><div><div>- Copy the same sound</div><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></div></div><div>-</div></div></div><div><div><div>- Reading</div><div>- writing</div><div>- Demonstration</div><div>- Discussion</div><div>- Look and say</div></div></div><div>Reading Writing Matching Colouring sounding</div><div><div><div>- Big cards</div><div>- Small cards</div><div>- Charts</div></div></div></div>	c	c	c	c					d	d	d	d					e	e	e	e				
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	I can respond and differentiate between sounds and locate different directions.	<div><div><div>- Read sounds a – f</div><div>- Recognize j – i</div><div>- Trace the given sound</div></div><div></div></div> <div><div><div>- Reading</div><div>- writing</div><div>- Demonstration</div><div>- Discussion</div><div>- Look and say</div></div></div> <div>Reading Writing Matching Colouring sounding</div> <div><div><div>- Big cards</div><div>- Small cards</div><div>- Charts</div></div></div>																								

		situations.		<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> <p>- Copy the same</p> <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>	f	f	f	f					d	d	d	d									
f	f	f	f																						
d	d	d	d																						
				<p>- Match the same sounds</p> <p>- a b </p> <p>- e a —</p> <p>- b f —</p> <p>- a e —</p>	<p>- Reading</p> <p>- writing</p> <p>- Demonstration</p> <p>- Discussion</p> <p>- Look and say</p>	Reading Writing Matching Colouring sounding	<p>- Big cards</p> <p>- Small cards</p> <p>- Charts</p>	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.	<p>- Reciting sound a – i</p> <p>- Recognize the correct sound written</p> <p></p> <p>- Circle the given sound.</p> <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> <p>- Recite the sounds a – j</p>	d	z	z	d	e	x	e	x	f	y	y	f	c	c	s	s	<p>- Discussion</p> <p>- demonstration</p>	<p>- sounding</p> <p>- colouring</p> <p>- Colouring</p> <p>- Matching</p> <p>- circling</p>	<p>- flash cards with sound</p> <p>- flash cards with sounds.</p> <p>- cards with sounds</p>		
d	z	z	d																						
e	x	e	x																						
f	y	y	f																						
c	c	s	s																						

		wide range of situations.		<div><div><div>- matching the same sounds</div><div><div><div>f</div><div>c</div><div>e</div><div>b</div></div><div><div>b</div><div>e</div><div>f</div><div>c</div></div></div></div><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></div> <div><div>- matching</div><div><div>- Ring the correct</div><div>- tracing</div></div></div> <div><div>- explanation</div><div>-</div></div> <div><div></div><div></div></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.	<div><div><div>- Colour for the sound a – h</div><div><div>b = </div><div>c = </div></div><div><div></div><div></div><div></div><div></div></div></div><div><div>- Match to the picture</div><div><div>a </div><div>c </div><div>f </div></div></div></div> <div><div>- Demonstratio n</div><div><div>- Discussion</div><div>- Look and say</div><div>- Brain storming</div></div></div> <div><div>- Colouring</div><div><div>- Drawing</div><div>- crossing</div><div>- Writing</div></div></div> <div><div>- cards</div><div><div>- charts</div><div>- real objects</div></div></div> <div><div></div><div></div></div>

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 		
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.	<ul style="list-style-type: none"> - Write sound for the picture  _____  _____  _____  _____ <p>Tick sound for the picture</p>  p c r  b f h	<ul style="list-style-type: none"> - Discussion - demonstration - Look and say - Brain storming 	<ul style="list-style-type: none"> - Writing - Ticking - Circling - Shading 	<ul style="list-style-type: none"> - Real objects - Charts - Cards - Books and pencils 		

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> tin _____ cup _____ book _____ bag _____ pot _____ bed _____ tree _____	<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” and 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

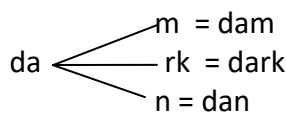
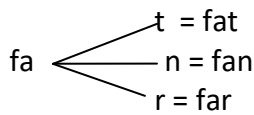
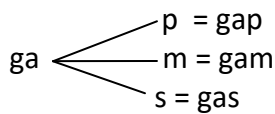
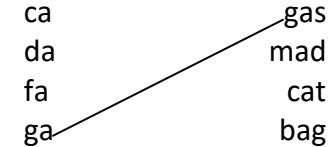
Learning Area 5:

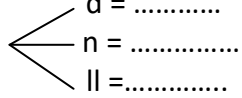
Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem																		
2	1 TO 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different 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- read sound k and words with sound k <table border="1"><tr><td>k</td><td>k</td><td>k</td></tr><tr><td>kite</td><td>kit</td><td>kettle</td></tr></table>	h	h	h	hut	hen	house	j	j	j	jug	jacket	jik	k	k	k	kite	kit	kettle	<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																									
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><div><div>- Introducing consonant “l”</div><div>- Recite sounds a –m</div><div>- Read sound “l”</div><div>- Write sound “l”</div></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><div>- recite sounds a – m</div><div>- Recognize a – m</div><div>- read sound “m”</div><div>- Write sound “m”</div></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><div>- Recite sounds n – r</div><div>- Read sound “n”</div></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></div>	l	l	l	leaf	leg	lamp	m	m	m	man	mat	moon	n	n	n	neck	nail	nest	<div><div>-Explanation</div><div>-Illustration</div><div>-Demonstration</div></div> <div>Look and say discussion</div>	<div><div>-reading</div><div>Writing</div><div>Copying</div><div>Reciting</div><div>sounds matching</div><div>-</div></div>	<div><div>- flash cards</div><div>- word chart</div><div>- chalkboard illustration</div></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><div><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><table><tr><td>p</td><td>p</td><td>p</td><td>p</td></tr><tr><td>pen</td><td>pot</td><td>pink</td><td>pencil</td></tr></table><div>Introducing consonant “r”</div><div><div>- Recite sounds n – z</div><div>- recognize sound r</div><div>- Read sound r</div><div>- Write sound r and the</div></div></div>	p	p	p	p	pen	pot	pink	pencil	<div><div>-Illustration</div><div>-Explanation</div><div>-Demonstration</div></div> <div>-look and say discussion</div>	<div><div>-Reading</div><div>-Writing</div><div>Copying</div><div>Matching</div><div>Crossing understanding</div></div>	<div><div>- flash cards</div><div>- word chart</div><div>- chalkboard illustration</div></div>	Teachers collection											
p	p	p	p																								
pen	pot	pink	pencil																								

				<p>words.</p> <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>	r	r	r	rain	rat	rabbit	S	S	S	S	Sna ke	Sun	Star	sto ol									
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- 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>	t	t	t	tap	tree	tin	v	v	v	van	vest	vim	w	w	w	watch	wall	water	<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																									
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 border="1"><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 border="1"><tr><td>z</td><td>z</td><td>z</td></tr><tr><td>zip</td><td>zebra</td><td>zoo</td></tr></table> <p><u>Read and match</u></p> <div><div>h</div><div>z</div><div>j</div><div>m</div><div>p</div><div>s</div><div>snake</div><div>hut</div><div>pot</div><div>jug</div><div>mat</div><div>zip</div></div>	Y	Y	Y	Yes	Yellow	yam	z	z	z	zip	zebra	zoo	-Explanation	-Reading	- flash cards - charts - jig saws - dominos	Teacher’ collec tion
Y	Y	Y																		
Yes	Yellow	yam																		
z	z	z																		
zip	zebra	zoo																		
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	<ul style="list-style-type: none">- Introducing syllables with vowels “a” <div>ba –g = bag</div> <div>ba-t _____</div> <div>ba-n _____</div> <div>ba-r _____</div> <p>Introducing syllable “ca”</p> <div>c – a = ca</div> <div><div>ca</div><div>t = cat</div><div>r = car</div><div>n = can</div><div>p = cap</div></div>	-Explanation	-Reading	- Chart - Flash cards													

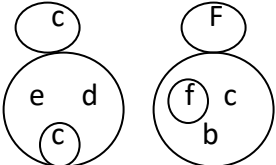



				<p>Introducing syllable “da”</p> <p>d – a = da</p> <p>da </p>																			
8	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<p><u>Introducing syllable “fa”</u></p>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

				<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 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> <p>Match sounds to words</p> <p>m sun t boy b mat s tin</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	

				Joining puzzles of pictures and words learnt.					
2.	1 to 5	Reading to enjoy, acquire knowledge and understanding	I can recognize and interpret pictures and letter shapes	<div><div><div><div><div>f</div><div>g</div><div>h</div><div>i</div><div>j</div></div><div><div>jug</div><div>insect</div><div>fan</div><div>goat</div><div>hill</div></div></div></div><div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div></div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> <div><div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div></div></div> 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			<p>i – s = _____ i – f = _____ o – n = _____ i – t = _____ a – m = _____ u – p = _____</p> <ul style="list-style-type: none">- 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. b__t = bat- Identifying the first initial sound.- Using the words in short sentences- It is a tin <p><u>Suggest development activities</u></p> <ul style="list-style-type: none">- matching to the same words <p>at on an if it an if at on an etc</p>		<p>word.</p> <ul style="list-style-type: none">- 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 same words.	<p>and pencils</p> <ul style="list-style-type: none">- slates- papers.		
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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	<ul style="list-style-type: none"> - singing a song about syllables - Reading sounds joined to form syllables e.g ba ca da fa ga na etc - Forming words using syllables with a final consonant. <div style="margin-left: 40px;"> fa <div style="display: inline-block; vertical-align: middle;"> <div style="text-align: center;">n —</div> <div style="text-align: center;">t —</div> </div> </div> <div style="margin-left: 40px; margin-top: 20px;"> ma <div style="display: inline-block; vertical-align: middle;"> <div style="text-align: center;">n —</div> <div style="text-align: center;">t —</div> </div> </div> <div style="margin-left: 40px; margin-top: 20px;"> ha <div style="display: inline-block; vertical-align: middle;"> <div style="text-align: center;">d —</div> <div style="text-align: center;">s —</div> <div style="text-align: center;">t —</div> </div> </div> <div style="margin-left: 40px; margin-top: 20px;"> pa <div style="display: inline-block; vertical-align: middle;"> <div style="text-align: center;">n —</div> <div style="text-align: center;">m —</div> <div style="text-align: center;">t —</div> <div style="text-align: center;">d —</div> </div> </div> <div style="margin-left: 40px; margin-top: 20px;"> ba <div style="display: inline-block; vertical-align: middle;"> <div style="text-align: center;">t —</div> <div style="text-align: center;">g —</div> <div style="text-align: center;">d —</div> </div> </div>	<ul style="list-style-type: none"> - Discussion - Discovery - Demonstration - Question and answer - Explanation - Story telling 	<ul style="list-style-type: none"> - Singing a song - Reading letter sounds. - Forming syllables - Forming words using syllables. - Constructing sentences using the words. - Reading sentences. - Writing sentences 	<ul style="list-style-type: none"> - Single letter sounds. - Flash cards. - Single syllable cards. - paper work - books and pencils. 	LFW Pg 56	
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- Constructing short sentences using the words formed orally and the writing them.

e.g

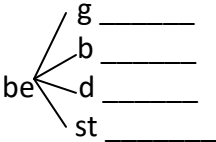
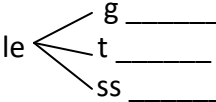
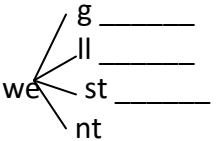
- Pat has a cat.
- Dad has a car.
- It is a fat cat.

Suggested developmental activities

Read, draw and write

fan	bat
star	bag
	
hat	car
	banana

mat	cat
fan	rat

5	1 to 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	<p>I can read, write letters words and sentences</p> <ul style="list-style-type: none"> - Singing a song about syllables. - Reading syllables with vowel "e" e.g ke me ne re we tell etc - identifying the syllables as given. - Writing the syllables - Forming words using the syllables. <div style="margin-left: 40px;">    </div> <p><u>Suggested developmental activities</u></p> <ul style="list-style-type: none"> - Constructing short sentences using the words orally. 	<ul style="list-style-type: none"> - Rote method - Discussion - Discovery - Explanation - Question and answer - Demonstration 	<ul style="list-style-type: none"> - Singing - Reading syllables - identifying syllables - Sorting syllables - Writing syllables - Forming words. - Constructing sentences - Reading sentences. - Writing sentences. - Drawing pictures 	<ul style="list-style-type: none"> - syllable cards - paper work - b/board - books and pencils - reading cards - Single words cards. 			
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hi

- ll _____
- s _____
- t _____
- d _____

wi

- n _____
- ll _____
- sh _____
- g _____ etc

- Constructing simple sentences using the words formed.

Jill has a big pig.

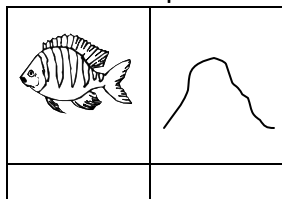
It is a hill.

This is a dust bin.

- Reading and drawing




fish	tin
dish	six
zip	hill

- Name the picture



g sentences.

- Reading sentences.
- Writing sentences.
- Drawing pictures.
- Naming the pictures.

				<div>6</div> <div>  </div> <div>  </div> <div>  </div>					
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	<ul style="list-style-type: none"> - Reciting an alphabet rhyme. - Reading syllables with vowel "o" e.g bo, do, go co, to, po etc - Sorting syllables - Writing syllables with vowel O - Forming words using the syllables. <div> <div>bo</div> <div> <div>x</div> <div>y</div> <div>dy</div> </div> </div> <div> <div>fo</div> <div> <div>r</div> <div>x</div> <div>il</div> <div>rm</div> </div> </div> <ul style="list-style-type: none"> - constructing simple sentences using the words formed. - Tom is on a mat. - I have a box. - The pot is hot. 	<ul style="list-style-type: none"> - Rote - Phonic - Look and say - Discovery - Explanation - Demonstration 	<ul style="list-style-type: none"> - singing - reading syllables - forming syllables - sorting syllables - Writing syllables - Forming words. 	-		

				<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>- 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><tr><td>hoe</td><td>fork</td></tr></table> <div>-</div>			dog	box			dot	pot			coat	fork			tomato	nose			hoe	fork					
dog	box																												
dot	pot																												
coat	fork																												
tomato	nose																												
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	<div>- Reciting a rhyme</div> <div>- Reading syllables with vowel sound “u” e.g mu tu fu gu su du etc</div> <div>- Identifying and sorting syllables</div> <div>- Writing syllables</div> <div>- Forming words with the syllable learnt</div>	<div>- Rote</div> <div>- Phonic</div> <div>- Look and say</div> <div>- Discovery</div> <div>- Explanation</div> <div>- Demonstration</div>	<div>- Reciting the rhyme</div> <div>- Reading syllables words and simple sentences.</div> <div>- Writing syllables words and sentences.</div>	<div>- Chart with a rhyme</div> <div>- Single syllable cards</div> <div>- Reading cards.</div> <div>- paper work</div> <div>- Books</div>																						

				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			and pencils - flash cards		
9	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write syllables, words and sentences.	- Role playing a game involving syllables. - reading syllables with all the vowel sounds. - Following the sequence. - Sorting and identifying the syllables. - Matching the same syllables. e.g ba go me du fi ba go me du fi - Underlining the initial (first) syllable with vowel <u>i</u> , using	- Role play - Discovery - Explanation - Demonstration - Discussion	- Playing a game - reading - Following the sequence. - Sorting syllables - matching syllables - Underlining the first syllables following the vowel sound given.	- cards. - chart - work cards - paper work - books and pencils		

				<p>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. e.g a-ma-ta = amata taa-ta = taata sa-ga-la = _____ o-mu-kee-ka = _____ maa-ma = _____ -</p>					
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.	<p>- Reciting a rhyme - Find the missing syllables. Ba __ bi __ bu Ta __ ti __ tu __ me __ mo __ __ se __ so __</p> <p>- Completing the pattern △○△○ _____ caca _____ ha ha _____ bo bo _____</p> <p>- Finding the missing parts.</p>	<p>- Rote - Discovery - Discussion - Explanation - Illustration - Demonstration</p>	<p>- reciting a rhyme - Reading - Finding the missing syllables - Writing syllables - Completing the patterns</p> <p>- Find the missing parts - Drawing</p>	<p>- Chart - paper work - jigsaws - books and pencils</p>		