

# Kabojja Junior School

## P.1 Reading Scheme of work - Term I 2025

Wk	Day	SKILLS	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS AND VALUES	T/L MATERIALS	REF	R E M
1	Mon	ORIENTATION	Reporting day	<b>The learner:</b> -introduces him/herself -shares with others -tells the names of the teachers -tells the stream of his/her class	Question and answer	-Registering pupils -Introductions of: *teachers *learners		Register class lists		
	Tue & Wed		A tour around the school	<b>The learner:</b> -visits some parts of the school -names the parts of the school -names the people found in different parts of the school		-Visiting different places of their school. -Knowing some details of their school. -Naming parts of the school. -Naming people.	-Friendship -Sharing -co-operation -Self awareness	School environment	Trs' collection	
	Thur		Classroom routine and rules	<b>The learner:</b> -reads the classroom rules / routine -recites the classroom rules/routine -practices the classroom rules/routine	Question and answer  Look & say  -whole sentence	-Reading the classroom rules/routine. -Reciting the classroom rules/routine. -Practising the rules/routine.		A chart of classroom rules/routine		

	<b>Fri</b>		Anthems	<b>The learner:</b> -reads the words of the anthems -sings the anthems	-Look & say -whole sentence -Whole word	-Reading the words of the anthems. -Singing the anthems.	-Friendship -Sharing -co-operation -Self awareness	A chart showing anthems	Trs' collection	
<b>2</b>	<b>Mon</b>	<b>Cracking the alphabet code</b>	The Alphabet knowledge -Letter sounds	<b>The learner:</b> -sounds the letters of the alphabet -orders the letters of the alphabet -tells the number of letters in the alphabet -writes the alphabet in small letters -recognises and writes the first sound of the objects	-Look & say  -Phonics	-Sounding the letters of alphabet. -Ordering the letters of alphabet. -Telling the number of letters in the alphabet. -Writing the alphabet in small letters. -Recognising and writing the first sound of the objects.	-Effective communication -Fluency -Audibility -Articulation -Self awareness	-flash cards  -alphabet chart	Phonics Trs' book pg 36	
	<b>Tue</b>		The Alphabet knowledge -Letter names and sounds	<b>The learner:</b> -recites the alphabet -sounds and names the alphabet letters -sings songs of letter names and sounds -relates letters of their names and sounds correctly -completes the alphabet line by writing the missing letters -orders the letters in the alphabet		-Reciting the alphabet -Sounding and naming the alphabet letters -Singing songs of letter names and sounds -Relating letters to their names and sounds -Completing the alphabet line by writing the missing letters.		-flash cards  -Alphabet chart		

	Wed		<p>The upper case letters A - Z</p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-recognises letters of the alphabet in their upper case form</li> <li>-sounds and names the letters</li> <li>-recognises that the capital and small letters have the same sound and names</li> <li>-writes the upper case letters correctly on the lines in their books</li> <li>-writes their names in upper case</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonic</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising letters of the alphabet in their upper case.</li> <li>-Sounding and naming the letters.</li> <li>-Recognising that the capital and small letters have the same sound and names.</li> <li>-Writing the upper case letters correctly on the lines in their books.</li> <li>-Writing their names in upper case.</li> </ul>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> <li>-Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-Alphabet chart</li> </ul>	Phonics Trs' book pg 36	
	Thur		<p>The upper case and lower case letters</p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-recognises the letters of the alphabet in both upper and lower case</li> <li>-sounds and names the letters</li> <li>-relates the lower case letters to upper case forms</li> <li>-writes their names in both lower case and upper case</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonic</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising the letters of the alphabet in both upper and lower case.</li> <li>-Sounding and names the letters</li> <li>-Relating the lower case letters to upper case forms.</li> <li>-Writing their names in both lower and upper case.</li> </ul>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> <li>-Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-Alphabet chart</li> </ul>	<p>Phonics Trs' book pg 36</p> <p>Jolly phonics resource books</p>	

	<b>Fri</b>	<b>Luganda Sounds</b>	Walifu yo'luganda Ennukuta ezokola walifu yolulimi oluganda  <b>a e i o u</b> <b>w y c h j</b> <b>b p v f m</b> <b>d t l r n z</b> <b>s j g k ny</b>	<b>Omuyizi:</b> -akola amaloboozi ga walifu yo'lulimi oluganda -yetegereza ennukuta ezikola olulimi luganda -ageregeranya amaloboozi gano na g'olungereza -awandiika walifu yo'luganda	Laba osome	-okwetegereza ennukuta z'oluganda -Okukola amaloboozi g'ennukuta zo lulimi oluganda -Okugeregeranya amaloboozi go lulimi oluganda n'oluzungu -Okuwandiika ennukuta z'oluganda	-Okusoma obulungi -Okwatula -Okwetegereza -Okwawula amaloboozi	-Ekipande ekilaga walifu y'oluganda	Yiga okusoma oluganda mu bwangu  Noeline Mukere	
<b>3</b>	<b>Mon</b>	<b>Sound practice</b>	The vowel sounds  <b>a e i o u</b>  We have five vowel sounds	<b>The learner:</b> -sounds the vowels -recites the alphabet -recognises the vowels -recognises the vowels as important letters to our reading -writes the alphabet and circles the vowel letters -recognises that we have vowel sounds -sings the vowel song	-Look & say  -Phonics	-Reciting the alphabet. -Sounding the vowels. -Recognising the vowels. -Recognising the vowels as important letters to our reading. -Writing the alphabet and circling the vowel letters. -Recognising that we have 5 vowel sounds. -Singing the vowel song.	-Effective communication -Fluency -Audibility -Articulation -Self awareness	-flash cards  -a chart of vowel letters  -strip boards	Jolly phonics booklet	

	<b>Tue</b>	<b>Sound practice</b>	The Consonant	<b>The learner:</b> -recites the alphabet -names and sounds the letters -pulls out the vowels from the alphabet -recognises all the remaining letters as consonants -draws and colours a picture for each consonant -joins and reads words basing on their sound knowledge of the alphabet	-Look & say  -Phonics	-Reciting the alphabet. -Naming and sounding the letters. -Pulling out the vowels from the alphabet. -Recognising all the remaining letters as consonants. -Drawing and colouring a picture for each consonant. -Joining and reading words basing on their sound knowledge of the alphabet; n-e-t, m-a-p, f-i-t.etc	-Effective communication -Fluency -Audibility -Articulation -Self awareness	-flash cards  -a chart of vowel letters  -strip boards	Jolly phonics booklet	

	<b>Wed</b>	<b>Sound practice</b>	<p>Letter blends <u>Initial blends</u> <b>gl gr sl</b> <b>st sn dr</b> <b>sm pr cl</b> <b>cr fl</b></p> <p><u>ending blends</u> <b>st sk sp</b> <b>ft nt</b></p>	<p><b>The learner:</b> Sounds two letters together -recognises that letters can be combined and sounded together -practices sounding the blends correctly -identifies blends in words -relates blends to pictures</p>	<p>-Look &amp; say -Phonic</p>	<p>-Sounding two letters together. -Recognising that letters can be combined and sounded together. -Practising sounding the blends correctly. -Identifying blends in words. -Relating blends to pictures.</p>	<p>-Effective communication -Fluency -Audibility -Articulation -Self awareness -Confidence</p>	<p>-flash cards -chart showing letter blends</p>	<p>Phonics Trs' book pg 36</p>	
	<b>Thur</b>		<p>The double letters <b>Ss ff ll</b> <b>dd zz</b> <b>pp</b></p> <p>dress class fill add stress</p>	<p><b>The learner:</b> -recognises that two similar sounds can be written together but sounded once -understands the flossy rule for spelling -decodes and spells words with double letters</p>	<p>-Look &amp; say -Phonic</p>	<p>-Recognising two similar sounds written together but sounded once. -Understanding the flossy rule for spelling. -Decoding and spelling words with double letters.</p>			<p>Jolly phonics booklets</p>	

	<b>Fri</b>	<b>Luganda Sounds</b>	Walifu yo'luganda Ennukuta ennene  Aa Ee Ii Oo Uu Ww Yy Cc Hh Jj Bb Pp Vv Ff Mm Dd Tt Ll Rr Nn Zz Ss Jj Gg Kk Ny	<b>Omuyizi:</b> -asoma walifu yo'luganda munnukuta ennene -awandiika walifu yo'luganda	Laba osome	-okwetegereza ennukuta ennene -Kusoma ennukuta ennene	-Kusoma obulungi -Kwetegereza -Kugerageranya	-Ekipande ekilaga walifu y'oluganda	Yiga okusoma oluganda mu bwangu	
<b>4</b>	<b>Mon</b>	<b>Sound practice</b>	The letter blends <u>Final</u> <u>blends</u>  ik it sp if wn	<b>The learner:</b> -practises further with consonant blends -recognises blends in words -articulates words with letter blends -writes words with letter blends -recites tongue twisters with letter blends -building word families	-Look & say  -Phonics	-Practising further sounds with consonant blends. -Recognising blends in words. -Articulating words with letter blends. -Writing words with letter blends. -Reciting tongue twisters with letter blends. -Building word families.	-Effective communication -Fluency -Audibility -Articulation -Self awareness	-flash cards  -a chart	Jolly phonics booklets	

	<b>Tue</b>	<b>Sound practice</b>	<p>The Consonant digraphs</p> <p>'ck' 'ch' th th sh</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-recognises consonant digraphs as two letters giving one sound</li> <li>-relates the digraphs with their letter writing patterns correctly</li> <li>-sounds the digraphs with ease and articulately</li> <li>-identifies digraphs in words and reads the words correctly</li> <li>-writes and spells words with digraphs correctly</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising consonant digraphs as two letters giving one sound.</li> <li>-Relating the digraphs with their letter writing patterns correctly.</li> <li>-Sounding the digraphs with ease and articulately.</li> <li>-Identifying digraphs in words and reads the words correctly</li> <li>-Writing and spells words with digraphs correctly.</li> </ul> <p><b>ti-ck ti-cke-t sha-lom she-d thi-ck</b></p>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> <li>-Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-a chart</li> </ul>	Jolly phonics booklet	
	<b>Wed</b>	<b>Sound practice</b>	<p>The 'n' sound</p> <p>nk, nd, nt</p> <p>bank and, ant, etc</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-sounds the 'n' nasal sounds correctly</li> <li>-reads words with the sounds</li> <li>-joins and forms words with the sounds</li> <li>-</li> </ul> <p>bla-nk te-nt sta-nd</p>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonic</li> </ul>	<ul style="list-style-type: none"> <li>-Sounding the 'n' nasal sounds correctly.</li> <li>-Reading words with the sounds.</li> <li>-Joining and writing words with the sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> <li>-Self awareness</li> <li>-Confidence</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-a chart showing letter blends</li> </ul>	Jolly phonics booklet	



	Thur		<p>The 'm' sounds</p> <p>'mp' , 'mp'</p> <p>lamb comb hump lamp</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-sounds the 'm' sounds correctly</li> <li>-reads words with the sounds</li> <li>-joins and writes words with the sounds</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonic</li> </ul>	<ul style="list-style-type: none"> <li>-Sounding the 'm' sounds correctly.</li> <li>-Reading words with the sounds.</li> <li>-Joining and writing words with the sounds.</li> </ul>			Jolly phonics booklets	
	Fri	Luganda Sounds	<p>Ennukuta e nnene n'entono</p> <p>Aa Ee li Oo Uu</p> <p>Ww Yy Cc Hh Jj</p> <p>Bb Pp Vv Ff Mm</p> <p>Dd Tt Ll Rr Nn Zz</p> <p>Ss Jj Gg Kk Ny ny</p>	<p><b>Omuyizi:</b></p> <p>Asoma ennukuta</p> <p>-awandiila ennukuta</p>	Laba osome	<ul style="list-style-type: none"> <li>-Kusoma</li> <li>-Kuwandiika</li> </ul>	<ul style="list-style-type: none"> <li>-Kusoma obulungi</li> <li>-Kwetegereza</li> <li>-Kuwuliza</li> <li>-Kwatula</li> </ul>	<ul style="list-style-type: none"> <li>-Ekipande</li> <li>-Lubaawo</li> </ul>	<p>Yiga okusoma oluganda mu bwangu</p> <p>Noeline Mukeere</p>	
5	Mon	Decoding	<p>Building syllables of vowel 'a' with consonant blends</p> <p>le ba ra sta fla sha ska bla gla wa fa ma da</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-recognises the vowels as the game changers for reading</li> <li>-snaps the vowels with the on-set and reads words in syllable chunks for faster reading</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising vowels</li> <li>-Forming syllables</li> <li>-Forming words</li> <li>-Writing words</li> <li>-Drawing pictures for the syllables</li> </ul>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> <li>-Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>-slates</li> <li>-strip boards</li> <li>-a chart</li> </ul>	Jolly phonics booklets	

	<b>Tue</b>	<b>Encoding</b>	<p>Building words with syllables of 'a'</p> <p>fla-sk ca-t</p> <p>ba           <ul style="list-style-type: none"> <li>t =</li> <li>g =</li> <li>n =</li> <li>d =</li> </ul> </p> <p>fla           <ul style="list-style-type: none"> <li>sk =</li> <li>t =</li> <li>g =</li> </ul> </p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-recognises sounds in a word</li> <li>-segments words in individual sounds</li> <li>-builds and writes words</li> <li>-tells number of sounds in a word</li> </ul> <p><b>e.g flask</b></p>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising sounds in a word.</li> <li>-Segmenting words</li> <li>-Building and writing words.</li> <li>-Telling number of sounds in a word.</li> </ul>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> <li>-Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-a chart</li> </ul>	Jolly phonics booklet	
	<b>Wed</b>	<b>Vocabulary and structural analysis</b>	<p><u>Sight words</u></p> <p>the I is my</p> <p>Words with short vowel "a"</p> <p>shall, flat, bag, hat, class</p> <p><u>Sentences</u></p> <p>-A bag is in class.</p> <p>-A man has a hat.</p> <p>Sara has my bag.</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>Reads the sight words</li> <li>-spells the words</li> <li>-uses the words in sentences</li> <li>-forms sentences by using the learnt words</li> <li>-draws pictures</li> <li>-names pictures</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonic</li> </ul>	<ul style="list-style-type: none"> <li>-Reading the sight words</li> <li>-Spelling the words.</li> <li>-Using words in sentences.</li> <li>-Forming sentences.</li> <li>-Drawing and naming pictures.</li> </ul>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> <li>-Self awareness</li> <li>-Confidence</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-a chart showing letter blends</li> </ul>	Jolly phonics booklet	

	<b>Thur</b>	<b>Comprehension</b>	<p><u>Read sentences with sound "a"</u></p> <p>-Paddy had a big bag. -A sad man has a hat. -Sarah sat on a mat.</p> <p>A story with words of sound "a"</p>	<p><b>The learner:</b></p> <p>-reads sentences with sound "a" -reads the story and answers oral and written questions</p>	<p>-Look &amp; say</p> <p>-whole sentence</p> <p>-Story telling</p>	<p>-Reading sentences</p> <p>-Reading the story</p> <p>Answering oral and written questions.</p>			Jolly phonics booklets	
	<b>Fri</b>	<b>Luganda Sounds</b>	<p>Ennyingo ezennukuta ebbiri n'enjogeza "a"</p> <p><b>wa ya ca ha ja ba pa va fa ma da ta la ra na za sa ja ka nya nsa nta nda nwa nfa nka</b></p>	<p><b>Omwana:</b></p> <p>-asoma ennyingo ez'enjogeza 'a' -awandiika ennyingo -akola ebigambo n'embooji -asoma embooji -akuba ebifananyi</p>	<p>Laba osome</p>	<p>-Kusoma nnyingo n'ebigambo -Kwetegereza</p>	<p>-Kusoma obulungi -Kwetegereza -Kwatula</p>	<p>-Ekipande -Lubaawo</p>	<p>Yiga okusoma oluganda mu bwangu</p> <p>Noeline Mukeere</p>	

6	Mon	Decoding	<p>Building syllables of vowel "e" with consonant blends</p> <p>be ce de le fe ge he je ble dre tre sme spe</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-recognises the vowels as the game changer for reading</li> <li>-snaps the vowels with the on-set and reads sounds</li> <li>-reads words in syllable chunks for faster reading</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising vowels.</li> <li>-Forming syllables.</li> <li>-Forming and writing words.</li> <li>-Drawing pictures for the syllables.</li> </ul>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Patience</li> <li>-Articulation</li> </ul>	<ul style="list-style-type: none"> <li>-slates</li> <li>-strip boards</li> <li>-flash cards</li> </ul>	Jolly phonics booklets	
	Tue	Encoding	<p>1. Listen and write small, spell, dress, bless</p> <p>2. Write these words correctly</p> <p>3. Replace the first letter with another letter to form a new word.</p> <p>jet - get</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-listen and writes</li> <li>-writes the words correctly</li> <li>-replaces the first letter to form a new word</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Listening and writing.</li> <li>-Writing the words correctly.</li> <li>-Replacing the first letter to form a new word.</li> </ul>	<ul style="list-style-type: none"> <li>-Effective communication</li> <li>-Fluency</li> <li>-Confidence</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-card boards</li> </ul>	<p>Spelling work book</p> <p>Phonics patterns part 2</p>	

	<b>Wed</b>	<b>Vocabulary and structural analysis</b>	<u>Tricky words</u> like,my, to  -Use the given words to fill the gaps in the sentences. (dress, spell) -Use the words to make sentences.	<b>The learner:</b> -reads the tricky words -uses the given words to fill the gaps -uses the words to make sentences	-Look & say  -Phonic	-Reads the tricky words. -Spelling the tricky words. -Constructing the sentences.	Effective communication -Fluency -Confidence	-flash cards  -cardboards	Spelling work book  Phonics patterns part 2	
	<b>Thur</b>	<b>Fluency</b>	A story <b>"Ben, the hard working farmer"</b>	<b>The learner:</b> -reads with reasonable speed intonation and accuracy	-Look & say -whole sentence -Story telling	-Reading the text	-Critical thinking -Fluency -Audibility	Illustrated text sheets	Jolly phonics booklets	
	<b>Fri</b>	<b>Luganda Sounds</b>	<u>Ennyingo ezennukuta ebbiri n'enjogeza "e"</u> we ye ce he be de ve fe me pe te ke nye ze je ge ne le nse nke nte	<b>Omwana:</b> -asoma ennyingo ez'enjogeza 'e' -awandiika ennyingo -agatta ennyingo -akola ebigambo	Laba osome	-Kusoma nnyingo -Kuwandiika ennyingo -Kukola bigambo	-Kusoma obulungi  -Kwatula	-Ekipande kiliko ennyingo  -Lubaawo	Yiga okusoma oluganda mu bwangu  Noeline Mukeere	

7	Mon	Decoding	<p>Building syllables of vowel "i" with consonant blends</p> <p><b>bi fi ci hi</b> <b>si pi sli fli</b> <b>bli dri sti</b> <b>zi wi ngi</b> <b>vi yi mi</b> <b>di ri ki ti</b></p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-reads syllables</li> <li>-joins to form words</li> <li>-completes the word ladder</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Reading the words.</li> <li>-Completing the word ladder.</li> </ul>	<ul style="list-style-type: none"> <li>-Critical thinking</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> </ul>	<ul style="list-style-type: none"> <li>-strip boards</li> <li>-flash cards</li> </ul>	<p>Spelling work book</p> <p>Phonics patterns part 2</p>	
	Tue	Encoding	<p>1. <u>Write a small word from a big word.</u> drink-ink, in</p> <p>2. <u>Underline words with vowel sound 'i'</u> <b>The bib is in the pit.</b></p> <p>3. Dictation</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>-writes the words correctly</li> <li>-underlines words with sound 'i'</li> <li>-listens and writes the words</li> </ul>	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Writing the words correctly.</li> <li>-Underlining the words with sound 'i'</li> <li>-Listening and writing the words.</li> </ul>	<ul style="list-style-type: none"> <li>-Critical thinking</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-strip boards</li> </ul>	<p>Spelling work book</p> <p>Phonics patterns part 2</p>	

	<b>Wed</b>	<b>Vocabulary and structural analysis</b>	<u>Tricky words</u>  <b>go, can, see</b> -Fill in and match -Choose a correct word from the brackets to fill the gaps. *A baby ___ in a cot. (slips, sleeps) -Use the words to write sentences.	<b>The learner:</b> -fills in and matches -chooses a correct word from brackets to fill the gaps -uses words to write sentences	-Look & say  -Phonic	-Filling in and matching. -Choosing a correct word from the brackets. -Using words to write sentences.	Effective communication -Fluency -Confidence	-flash cards  -cardboards	Spelling work book  Phonics patterns part 2	
	<b>Thur</b>	<b>Fluency</b>	Complete sentences with yes or no	<b>The learner:</b> -completes sentences with Yes or No	-Look & say -whole sentence -Story telling	-Reading the sentences.	-Critical thinking -Fluency -Audibility	Illustrated text sheets	Jolly phonics booklets	

	<b>Fri</b>	<b>Luganda Sounds</b>	<u>Ennyingo</u> <u>ezennukuta</u> <u>ebbiri</u> <u>n'enjogeza</u> <u>"i"</u>  <b>wi yi ci hi</b> <b>bi pi vi fi</b> <b>mi di ti li</b> <b>ri ni zi ji gi</b> <b>ki nyi ndi</b> <b>nti nsi mbi</b>	<b>Omwana:</b> -asoma -awandiika -akola ebigambo -asoma embooji	Laba osome	-Kusoma -Kuwandiika -Kugata bigambo	-Kusoma obulungi	-Ekipande -Lubaawo	Yiga okusoma oluganda mu bwangu	
<b>8</b>	<b>Mon</b>	<b>Decoding</b>	<u>Building</u> <u>syllables of</u> <u>vowel "o"</u> <u>with</u> <u>consonant</u> <u>blends</u> <b>bo co fo ho</b> <b>po ro to no</b> <b>zo blo flo clo</b> <b>slo cro fro plo</b> <b>stro</b>	<b>The learner:</b> -reads syllables -joins syllables to form words -reads words of vowel "o" -removes the extra letter to form a new word	-Look & say -Phonics	-Reading syllables. -Joining syllables to form words. -Reading words of vowel "o" -Removing the extra letter to form a new word.	-Critical thinking -Fluency -Audibility -Fluency -Patience	-strip boards -flash cards -a chart	Jolly phonics booklets	



	<b>Tue</b>	<b>Encoding</b>	-Listen and write -underline the correct word  <b>fgro frog</b>	<b>The learner:</b> -listens and writes the words -underlines the correct word	-Look & say -Phonics	-Listening and writing the words. -Underlining the correct word.	-Critical thinking -Fluency -Audibility -Articulation	-flash cards -strip boards	Spelling work book  Phonics patterns part 2	
	<b>Wed</b>	<b>Vocabulary and structural analysis</b>	<u>Tricky words</u>  <b>We you look</b>  -Read and draw pictures -Use the words to make sentences	<b>The learner:</b> -reads the words\ - uses the words to make correct sentences	-Look & say -Phonic	-Reading the words. -Using to make correct sentences.	Effective communication -Fluency -Confidence	-flash cards -cardboards	Spelling work book  Phonics patterns part 2	
	<b>Thur</b>	<b>Fluency</b>	Story	<b>The learner:</b> -reads the story with reasonable speed, intonation and accuracy	-Look & say -whole sentence -Story telling	-Reading the text	-Critical thinking -Fluency -Audibility	Illustrated text sheets	Jolly phonics booklets	

	<b>Fri</b>	<b>Luganda Sounds</b>	<u>Ennyingo</u> <u>ezennukuta</u> <u>ebbiri</u> <u>n'enjogeza</u> <u>"o"</u> wo yo co ho bo po vo fo mo do to lo ro no zo nso nto ndo mbo	<b>Omwana:</b> -asoma ennyingo -awandiika ennyingo -akola ebigambo -asoma embooji	Laba osome	-Kusoma ennyingo -Kwetegereza -Kugata nnyingo -Kukola bigambo -Kusoma bigambo	-Kusoma obulungi -Kulowooza	-Ekipande -Lubaawo	Yiga okusoma oluganda mu bwangu	
<b>9</b>	<b>Mon</b>	<b>Decoding</b>	Building syllables of vowel "u" with consonant blends su pu nu cu mu du bu ju ru ku hu flu glu tru dru plu slu blu clu	<b>The learner:</b> -reads syllables -joins syllables to form words -constructs oral sentences -completes the word puzzle	-Look & say -Phonics	-Reading syllables -Joining syllables -Constructing oral sentences -Completing the word puzzle.	-Effective communication -Fluency -Accuracy -Self awareness	-strip boards -flash cards -a chart	Phonics patterns Kobta wk bk Primary one	

	<b>Tue</b>	<b>Encoding</b>	<ul style="list-style-type: none"> <li>-Listen and write</li> <li>-Fill in the missing letters</li> <li>-Form words using the given table</li> </ul>	<b>The learner:</b> Listens and writes the words -forms words using the given table -fills in the missing letter	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Listening and writing the words</li> <li>-Filling in the missing letters</li> <li>-Forming words using the given table.</li> </ul>	<ul style="list-style-type: none"> <li>-Critical thinking</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-strip boards</li> </ul>	Spelling work book  Phonics patterns part 2	
	<b>Wed</b>	<b>Vocabulary and structural analysis</b>	<u>Tricky words</u>  Name the pictures  - Fill each gap with the correct word from the list. (sun, drum, jug) -Use the words to make sentences.	<b>The learner:</b> -names the pictures -fills each gap with the correct word from the list -uses the words to make sentences	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonic</li> </ul>	<ul style="list-style-type: none"> <li>-Naming pictures</li> <li>-Filling in each gap with a correct word</li> <li>-Using the words to make sentences.</li> </ul>	Effective communication -Fluency -Confidence	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-cardboards</li> </ul>	Spelling work book  Phonics patterns part 2	
	<b>Thur</b>	<b>Comprehension</b>	Riddles	<b>The learner:</b> -reads the riddles -answers the riddles	<ul style="list-style-type: none"> <li>-Look &amp; say</li> <li>-Phonics</li> </ul>	<ul style="list-style-type: none"> <li>-Reading the riddles</li> <li>-Answering riddles</li> </ul>	<ul style="list-style-type: none"> <li>-Critical thinking</li> <li>-Fluency</li> <li>-Audibility</li> <li>-Articulation</li> </ul>	<ul style="list-style-type: none"> <li>-flash cards</li> <li>-strip board</li> </ul>	Jolly phonics booklets	

			<u>Ennyingo</u> <u>ezennukuta</u> <u>ebbiri</u> <u>n'enjogeza</u> <u>"u"</u> wu yo cu hu bu pu vu fu mu du tu lu ru nu zu gu ntu nsu ndu nfu nyu mbu	<b>Omwana:</b> -asoma ennyingo -awandiika ennyingo -akola ebigambo -asoma emboozi	Laba osome	-Kusoma ennyingo -Kwetegereza -Kugata nnyingo -Kukola bigambo -Kusoma bigambo	-Kusoma obulungi -Kulowooza	-Ekipande -Lubaawo	Yiga okusoma oluganda mu bwangu	
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