**GRAMMAR SCHEME OF WORK FOR PRIMARY SIX TERM THREE- 2024**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **TOPIC** | **ASPECT** | **CONTENT** | **SKILLS** | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **AVA** | **REF** | **Life skills and indicators** |
| 1  2 | 1&2,3  1,2,3 | Adjectives | formation of adjectives.  using suffixes with less, able, ous | * definition of adjectives. * examples of adjectives * formation of adjectives * using suffixes. * listing down examples of adjectives formed using suffixes. | Listening  Speaking  Reading  writing | The learner;   * defines an adjective and suffix. * tells examples of adjectives formed using suffixes. | Whole class discussion  explanation  think pair and share  chalk board illustration | forming adjectives using suffixes.  completing sentences using some of the given words. | textbooks  printed notes | St Bernard p. 155-156  revised Junior English, p.48-52  Essential English bk six p. 19  Junior English composition and Grammar p,2  Primary six curriculum p. 37 | Self esteem  Accuracy  articulation |
| 3 | 1&2 | Direct and indirect speech. | Direct speech  Indirect speech | * Definition of the term direct speech * ways of writing direct speech( pattern one , pattern two, pattern three) * position of the actual words of the speakers as per pattern. * Punctuating sentences in the direct speech. * Define the term indirect speech. * Changes that take place from direct to indirect( pronouns, tenses, verbs, adverbs) * Changing sentences from direct to indirect speeches. | Listening  Speaking  Reading  writing | The learner   * defines the term direct speech. * tells ways of writing sentences in direct speech. * punctuating sentences according to the patterns in direct speech. * Changing sentences from direct to indirect speeches. | Group discussion whole class  explanation  DSS | Punctuating the given sentences without changing the order.  Changing sentences from direct to indirect speech. | Printed notes  Revision English New Edition by Ronald Forrest, p.65-68 | St Bernard p. 159  Essential English bk six p. 63  Revision English New Edition by Ronald Forrest, p.65-68 | Fluency  Responding to questions |
| 3 | 3 | Language  structures.  May……..?  …..may…?  Could…..? | May………..?  ….may…..?  Could……? | telling how the structures are used.   * using the structures to construct sentences correctly. * answering the given sentences using the structures. | Listening  Speaking  Reading  Writing | The learner:  -tells how the structure is used  -uses the structures to construct sentences correctly.  -using the structures to construct sentences. | whole class discussion  -explanation  think pair and share  chalk board  illustration | using the structures to construct oral sentences.  using the structures to answer the sentences given | text books  handouts  chalkboard | St. Bernard pupils book six p. | Accuracy  articulation  effective communication  critical thinking. |
| 4 | 1 | Structures | The use of  -No sooner  -Hardly  -Barely  -Scarcely | -How structures are used.  -Reading the structures following the patterns.  Rewriting the sentences using the structures. | Listening  Speaking  Reading  writing | The learner;  tells how the structures are used.  reads the structures following their patterns.  rewriting sentences using the structures correctly. | Whole class discussion,  discussion,  explanation  question and answer. | reading the structures orally  rewriting the sentences using the structures | textbooks  printed notes |  | Confidence  fluency  critical thinking  creative thinking |
| 4 | 2 | USING A DICTIONARY | Question Tags | -Defining the term Question Tag  -Telling how question tags are formed.  -Reading out affirmative and negative sentences with their suitable tags.  -Completing the sentences using the suitable question tag. | Listening  Speaking  Reading  writing | The learner;  -Defines the term questiontag.  -reads out example of sentences with tags.  -tells how the tags are formed.  -reads out sentences in affirmative and negative sentences with their correct tags.  -completes the sentences using the suitable question tags. | Explanation  Discussion  Look and say  Chalkboard illustration  Whole class discussion | Reading the statements with their question tags  Completing sentences using the suitable question tags. | textbooks | Junior English Revised \page 44-45 | Effective communication  fluency |
|  | 3 | Opposites | Opposites | -Defining the term opposites.  -How opposites are formed( By using a different word , using a prefix, using a suffix.  -Examples of opposites formed by different word, prefix and suffix. | Listening  Speaking  Reading  writing | The learner;  -Defines the key words like opposites, suffix and prefix.  -gives the opposite of some of the words. | Brain storming  Whole class discussion | Forming adverbs | textbooks | Junior English Revised  Page 44-45 | Effective communication |
| 5 | 1 | LANGUAGE STRUCTURES | before/ after | the use of before and after  examples of sentence using before and after. | Listening  Speaking  Reading  writing | the learner;  -uses of before and after.  -gives examples of sentences using before and after. | Brain storming  Group discussion | Using before and after.  Constructing sentences using before and after. | textbooks  handouts | St. Bernard pupils book six. | Effective communication |
| 5 | 2 | Language structures | Not only…..  both….. and…. | use the structure correctly   * constructs the sentences using the structures. | Listening  Speaking  Reading  writing | the learner;  uses the structure… not only but also…correctly.  the use of the structure ……both….. correctly. | Whole class discussion  Brain storming | Constructing sentences  Reading  writing |  |  | Articulation  Logical reasoning |
| 6 | 3  2 | Language structures  REVISION | …..whenever…..  the use of ….. as………as….  the use of ….. as well as…. | The use of the structure……. whenever……  -rewrite the sentences using the structure.  the use of as ……. as an adjective.  use of……. as well as……. | Listening  Speaking  Reading  writing | the learner;  uses the structure  ……whenever……..  correctly.  Rewrites the sentences using the structures.  as…….as…an adjective.  -constructs the sentences using…… as well as…… | Whole class discussion  Brain storming | Constructing sentences using the structure….whenever…  reading  constructing structures using ……as……..as…….  constructing sentences using… as well as…….. |  |  | Logical reasoning  fluency |
|  | 2,3 | Language structure | the use of in spite of/ despite | using the structures to construct the sentences  -writing structures beginning the sentences  rewrite the sentence as instructed in the brackets. | Listening  Speaking  Reading  writing | the learner ;  uses  the structure to construct the sentences.  rewrite the sentences as instructed in the brackets. | Whole class discussion  Brain storming | Constructing sentences using the structures and beginning the sentences.  rewriting the sentences as instructed in the brackets | a chart with the sentences using the structures | St. Bernard Pupil’s book six. | Initiating new ideas  Logical reasoning |