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

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| **WK** | **PD** | **TOPIC** | **ASPECT** | **CONTENT** | **SKILLS** | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **AVA** | **REF** | **Life skills and indicators** |
| 1 | 1&2 | prepositions | -Meaning of preposition  - prepositions of agency(agent) | -a word usually placed before a noun or pronoun to show the relationship between a noun or a pronoun and other words.  - Prepositions of agency are used for saying that a person or thing that makes something happen. Such as by, with etc. | Listening  Speaking  Reading  writing | The learner;  uses the prepositions correctly  identifies all the prepositions | Whole class discussion |  | textbooks | High School Eng Grammar&compostion- page 110-117 | Self esteem  Accuracy  articulation |
|  | 3 |  | Prepositions in pairs | These take the same verb but giving a different meaning altogether. E.g. arrive at, arrive in | Listening  Speaking  Reading  writing |  | Group discussion | Identifying prepositions in pairs | A chart showing prepositions in pairs | High School Eng  Grammar and  Composition  Page 107-117 | Accuracy  articulation |
| 2 | 1&2 | adverbs | Position of adverbs in a sentence | Adverbs can follow a direct object in a sentence. Adverbs are not positioned between a verb and a direct object. They are placed either at the beginning, middle or at the end of a sentence | Listening  Speaking  Reading  writing | The learner  uses adverbs in their correct positions | D.S.S | Reading  Writing  Positioning adverbs | A chart showing positions of adverbs | MK Precise English page  144- 145 | Fluency  Responding to questions |
|  | 3 | adverbs | Just and already | These adverbs are used with the present perfect tense to about something has just happened a while ago. | Listening  Speaking  Reading  writing | the learner uses the adverbs in their positions in the given sentences | Whole class discussion | Reading  Placing adverbs in their right places | textbooks | MK Precise English  Page 144-145 | Confidence  fluency |
| 3 | 1 | participles | Participles ending with -ed | A participle is a form of a verb used in a compound tense and as an adjective | Listening  Speaking  Reading  writing | the learner;  identifies participles with letters -ed | Story telling  Whole class discussion | Constructing sentences  Writing  Reading  discussing | textbooks | Junior English Revised \page 44-45 | Effective communication  fluency |
|  | 2 | participles | Participles ending with -t | Some participles end with letter – t in past simple and past participle | Listening  Speaking  Reading  writing | the learner identifies participles with letter  T | Brain storming  Whole class discussion | Forming adverbs | textbooks | Junior English Revised  Page 44-45 | Effective communication |
|  | 3 | participles | Participles with- u | Some participles change their second letter to u in the past participle form | Listening  Speaking  Reading  writing | the learner identifies participles with letter U | Brain storming  Group discussion | Constructing sentences  Identifying participles | textbooks | Junior English Revised page 44-45 | Effective communication |
| 4 | 1 | Language structures | …would rather… | This almost means …… …would prefer to…………  They would rather have twins than triplets | Listening  Speaking  Reading  writing | the learner;  uses the structure…….would rather…correctly | Whole class discussion  Brain storming | Constructing sentences  Reading  writing |  |  | Articulation  Logical reasoning |
|  | 2 | Language structures | …..too…..to…….. | The structure is negative. It can be used in place of very, so, and many others | Listening  Speaking  Reading  writing | the learner;  uses the structure  ……too……to……..  correctly | Whole class discussion  Brain storming | Constructing sentences using the structure….too…to…  reading |  |  | Logical reasoning  fluency |
|  | 3 | Language structure | ….so……that……./…such…..that… | These are used to express the degree or amount to about the cause and the result of something. They can replace words like very, fairly, quite and many others | Listening  Speaking  Reading  writing | the learner ;  uses  the structures..so……that../…..such……that……. | Whole class discussion  Brain storming | Constructing sentences  Reading sentences |  |  | Initiating new ideas  Logical reasoning |
| 5 | 1 | Tenses | The present simple tense and its passive | It is used to about things we do every day or regularly. It is also used to talk about facts or things which do change  -the passive of the present simple tense is written as below:….is/are+verb(participle form)+by………. | Listening  Speaking  Reading  writing | the learner:  uses the simple present tense correctly  writes the passive form of the present simple tense correctly | Story telling  Whole class discussion | Constructing sentences in the present simple tense  Writing sentences in the passive form of the present simple tense |  |  | Confidence  audibility |
|  | 2 | tenses | The present continuous tense and its passive form | Used to talk about an action going on but we expect to finish later. E.g. I am chopping firewood.  The passive of the present continuous tense is written as below:  ….is/are+being+verb(participle)+by………… | Listening  Speaking  Reading  writing | the learner:  writes the passive form of the present continuous tense correctly | Story telling  Whole class discussion | Constructing sentences  Reading sentences  Writing sentences |  |  | Logical presentation of ideas  fluency |
|  | 3 | tenses | The present perfect tense and its passive form | The present perfect is used to connect the present with the past. The passive of the present perfect tense is written as below:  …..has/have been+verb(participle)+by………. | Listening  Speaking  Reading  writing | the learner;  writes the passive form of the present perfect tense correctly | Story telling  Whole class discussion  Brain storming | Constructing sentences  Reading sentences  Writing sentences in the passive form |  |  | Logical presentation of ideas |
| 6 | 1 | Language structures | …….used for…… | The structure can used to tell the meaning use or importance of something. E.g. A knife is used for cutting things | Listening  speaking  reading  writing | the learner;  uses the structure…….used for………. | Brain storming  Whole class discussion | Constructing sentences  Mentioning the use of different objects |  |  | Confidence  articulation |
|  | 2 | Language structures | ……..first….next..then……………… | The structure can be used to describe the necessary steps taken while doing something  E.g. first prepare the jerry can next move to the well then draw water. | Listening  Speaking  Reading  writing | the learner’  uses the structure……used for.. to construct sentences | Whole class discussion  Brain storming | Identifying different activities and the necessary steps taken while doing them  Constructing sentences |  |  | Logical presentation of ideas |
|  | 3 | Language structures | …besides……… | This structure is used to mean in addition to or apart from. E.g. the carpenter made a chair besides a chair. | Listening  Speaking  Reading  writing | the learner;  uses the structure……besides..  correctly | Whole class discussion | Constructing sentences  Reading sentences  Writing the given activities |  |  | Fluency  articulation |
| 7 | 1 | Language structures | …though…………. | This can be used to talk about two contrasting ideas. E.g. He can’t touch the ceiling though he is a tall man | Listening  Speaking  Reading  writing | the learner;  uses the structure….though….in sentences correctly | Whole discussion | Constructing and writing sentences using the structure….though… |  |  | Confidence  Fluency  Logical presentation of ideas |
|  | 2 | Language structures | Be careful………  …prefer…to… | This can be used to warn someone against something that may be dangerous. For example: Be careful when paying such games.   * Prefer… to. Can be used to show someone ‘s choice | Listening  Speaking  Reading  writing | the learner;  constructs sentences correctly using …………prefer…to…….  Be careful……………….. | Brain storming | Constructing sentences using the structure Be careful……. |  |  | Logical presentation of ideas |
|  | 3 | Language structures | ……as soon as……  Immediately….. | As soon as……, immediately and no sooner……carry the same meaning. It is very wrong to use any two of them in one sentence. | Listening  Speaking  Reading  writing | the learner;  uses the structures……as soon as…….and ….immediately correctly | Whole class discussion | Constructing sentences using the structures |  |  | Logical presentation of ideas |
| 8 | 1 | Language structures | …..and…………  …….but………….. | The structure……and……is used to join sentences or phrases together.  The structure……..but…...to about two contrasting ideas | Listening  Speaking  Reading  writing | the learner;  constructs sentences using the structures….and……..,but…….correctly | Brain storming | Constructing sentences using the structures |  |  | Audibility  fluency |
|  | 2&3 | Nouns | Meaning of a noun  Formation of nouns | A noun is a naming word or a name of something, e.g. Mityana, Tom, Kampala  Nous can be formed from verbs, adjectives, adverbs and other words. Suffixes are used to form nouns. The commonest suffixes include; ness, ion, ly, sm, nee, th, ty, tion, nce, ble, er, al and many others. | Listening  Speaking  Reading  writing | the learner;  forms nouns from other words correctly | Brain storming | Constructing sentences  Forming nouns from other words  Writing the activities |  |  | Fluency  Logical presentation of ideas |
| 9 | 1&2 | nouns | Collective nouns | A collective noun is a word which stands for a group or collection of people, animals, birds, insects or any other thing. E.g. a team of players,  A class of students, a choir of singers, a company of actors | Listening  Speaking  Reading  writing | the learner;  identified different collective nouns | Brain storming | Mentioning different collective nouns |  |  | Logical presentation of ideas |
|  | 3 | Conditional sentences | Revision of conditional (1) | * Meaning of conditional sentences * Tenses used in conditional (1) * The main clause and the main clause | Listening  Speaking  Reading  writing | the learner;  constructs correct sentences in IF(1) | Brain storming  Whole class discussion | Constructing and completing sentences in conditional (1) |  | P |  |
| 10 | 1 | Conditional sentences | If conditional( ii) | -Meaning of conditional (ii)  Tenses used in conditional(ii)  -The correct usage of was and were…. | Listening  Speaking  Reading  writing | the learner;  constructs correct sentences in IF(2) | Whole class discussion  Brain storming | Constructing sentences in conditional(ii) |  |  |  |
|  | 2 | Language structures | You should……./ You should not….. | This of structure can be used to express obligation or responsibility.  You should milk the cows regularly. | Listening  Speaking  Reading  writing | the learner;  constructs correct sentences using the structutre….You should…………. | Whole class discussion  Brain storming | Constructing sentences using the given structures |  |  |  |
|  | 3 | Language structures | Not only…….but also………… | This structure can be used to mean …besides………………  The farmer rears cows besides growing crops.  The farmer not only rear cows but also growing crops. | Listening  Speaking  Reading  writing | the learner;  constructs correct sentences using the structure Not only….but also…… | Whole class discussion | Constructing sentences using the structure….not only…but also…….. |  |  |  |