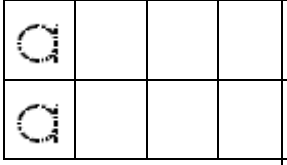
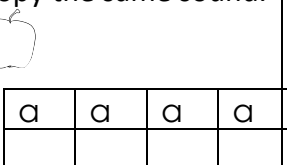







CREATIVE PRINTER

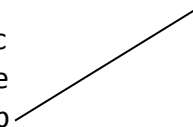





SCHEME OF WORK FOR READING MIDDLE CLASS- TERM ONE 2025







Learning Area 5:

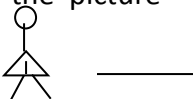
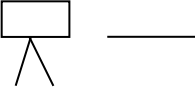
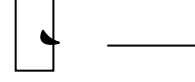



Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem
1	1 TO 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate 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 	- 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 style="border: 1px solid black; padding: 5px; margin: 5px 0;">  </div> <p>Copy the same sound.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">  </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> <div>-</div>	c	c	c	c					d	d	d	d					e	e	e	e					<div>- Reading</div> <div>- writing</div> <div>- Demonstratio 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><div>- Read sounds a – f</div><div>- Recognize j – i</div><div>- Trace the given sound</div></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><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></div>	f	f	f	f					d	d	d	d					<div><div><div>- Reading</div><div>- writing</div><div>- Demonstration</div><div>- Discussion</div><div>- Look and say</div></div></div>	Reading Writing Matching Colouring sounding	<div><div><div>- Big cards</div><div>- Small cards</div><div>- Charts</div></div></div>		
f	f	f	f																						
d	d	d	d																						
				<div><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></div>	<div><div><div>- Reading</div><div>- writing</div><div>- Demonstration</div><div>- Discussion</div><div>- Look and say</div></div></div>	Reading Writing Matching Colouring sounding	<div><div><div>- Big cards</div><div>- Small cards</div><div>- Charts</div></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><div>- Reciting sound a – i</div><div>- Recognize the correct sound written</div></div><div><div><div>Q</div><div>q</div><div>b</div></div><div><div>o</div><div>d</div><div>p</div></div></div><div><div><div>- Circle the given sound.</div><div><table><tr><td>d</td><td>z</td><td>z</td><td>d</td></tr></table></div></div></div></div>	d	z	z	d	<div><div><div>- Discussion</div><div>- demonstration</div></div></div>	<div><div><div>- sounding</div><div>- colouring</div></div></div> <div><div><div>- Colouring</div><div>- Matching</div><div>- circling</div></div></div>	<div><div><div>- flash cards with sound</div></div></div> <div><div><div>- flash cards with</div></div></div>														
d	z	z	d																						

		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.	<table><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> <p>- matching the same sounds</p> <div><div>f c e b</div><div><div>b e f c</div></div><p>- circle the correct sound for the picture</p><div> b c d</div><div> t a e</div></div>	e	x	e	x	f	y	y	f	c	c	s	s					
e	x	e	x																		
f	y	y	f																		
c	c	s	s																		
5	1 to 5	Listening with acuity for information and enjoyment and responding	I can respond and differentiate between sounds and locate different	<p>- Colour for the sound a – h</p> <div>b =   </div>	<p>- Demonstratio n</p> <p>- Discussion</p> <p>- Look and say</p>	<p>- Colouring</p> <p>- Drawing</p> <p>- crossing</p> <p>- Writing</p>	<p>- cards with sounds</p> <p>-</p> <p>-</p>														

		appropriately in a wide range of situations.	directions.	<p>c =   </p> <p>- Match to the picture</p> <p>a </p> <p>c </p> <p>f </p>	- Brain storming				
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.	<p>- Draw the given sound</p> <p>b - _____</p> <p>h - _____</p> <p>e - _____</p> <p>Cross the different sound</p> <p>b d b b</p> <p>c a c c</p> <p>e i e e</p>	<p>- Discussion</p> <p>- demonstration</p> <p>- play way</p>	- copy the same	<p>- BB illustration</p> <p>- flash cards with sound</p> <p>- stencil work</p> <p>- exercise books</p>		

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>		
---	--------------	---	---	--	--	--	---	--	--

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>		
---	--------------	---	---	---	--	---	---	--	--

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>		
---	------------------	---	---	--	--	---	---	--	--

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

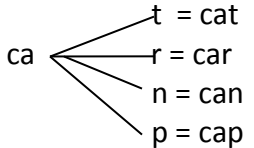
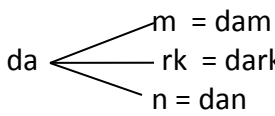
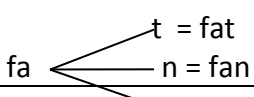
Learning Area 5:

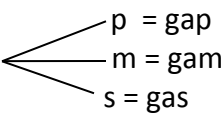
Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem												
2	1 TO 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different 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																			

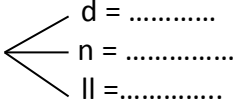
				<div>- read sound k and words with sound k</div> <table><tr><td>k</td><td>k</td><td>k</td></tr><tr><td>kite</td><td>kit</td><td>kettle</td></tr></table>	k	k	k	kite	kit	kettle																	
k	k	k																									
kite	kit	kettle																									
3	1 to 5	Listen with acuity form information, 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> <table><tr><td>p</td><td>p</td><td>p</td><td>p</td></tr></table>	p	p	p	p	<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															
p	p	p	p																								

				<table><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>	pen	pot	pin k	pen cil	r	r	r	rain	rat	rabbit	S	S	S	S	Sna ke	Sun	Star	sto ol		g			
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- Read 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																									

				<div><div><div>Write sound v and the words.</div><table><tr><td>v</td><td>v</td><td>v</td></tr><tr><td>van</td><td>vest</td><td>vim</td></tr></table></div><div><div>Introducing sound “w”</div><div><div>recite sound n – z</div><div>Recognize sound w</div><div>Read sound “w”</div><div>Write sound w and the words.</div></div><table><tr><td>w</td><td>w</td><td>w</td></tr><tr><td>watch</td><td>wall</td><td>water</td></tr></table></div></div>	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	<div><div><div>Introducing sounds “n -z”</div><div><div>recite sound n – z</div><div>Recognize sound y</div><div>Read sound “y”</div><div>Write sound y and the words.</div></div><table><tr><td>Y</td><td>Y</td><td>Y</td></tr><tr><td>Yes</td><td>Yellow</td><td>yam</td></tr></table></div><div><div><div>Introducing sound n - z</div><div><div>recite sound n – z</div><div>Recognize sound z</div><div>Read sound “z”</div><div>Write sound z and the words.</div></div><table><tr><td>z</td><td>z</td><td>z</td></tr><tr><td>zip</td><td>zebra</td><td>zoo</td></tr></table></div><div><div><div>Read and match</div><div><div>h</div><div>z</div><div>j</div><div>snake</div><div>hut</div><div>pot</div></div></div></div></div></div>	Y	Y	Y	Yes	Yellow	yam	z	z	z	zip	zebra	zoo	<div><div>-Explanation</div><div><div>- Illustration</div><div>- Discussion</div><div>- Look and say</div></div></div>	<div><div>-Reading</div><div><div>-Writing</div><div>Copying</div><div>Reciting</div><div>sounds matching</div></div></div>	<div><div>- flash cards</div><div>- charts</div><div>- jig saws</div><div>- dominos</div></div>	Teacher’ collection	
Y	Y	Y																			
Yes	Yellow	yam																			
z	z	z																			
zip	zebra	zoo																			

				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  Introducing syllable "da" d – a = da da 	-Explanation -Illustration -Demonstration -Look and say	-Reading -Writing	- Chart - Flash cards		
8	1 to 5	Listen with acuity form information, enjoyment and responding	I can respond to different sounds and locate different directions	<u>Introducing syllable "fa"</u> f – a = fa fa 	-Explanation -Illustration	-Reading -Writing	- chart with syllable	Teachers collection	

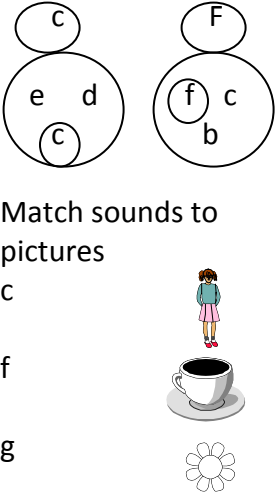
		appropriately in a wide range of situations		<p>r = far</p> <p><u>Introducing syllable “ga”</u></p> <p>g – a = ga</p> <p>ga </p> <p><u>Introducing syllable “ma”</u></p> <p>m – a = ma</p> <p>ma- t = mat</p> <p>ma – d = mad</p> <p>ma – p = map</p>	-Demonstration Look and say		- flash cards																										
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> <p><u>Fill in the missing sound</u></p> <table><tr><td>cat</td><td>c__t</td></tr><tr><td>bag</td><td>b__g</td></tr><tr><td>hat</td><td>h__t</td></tr><tr><td>mat</td><td>m__t</td></tr><tr><td>fan</td><td>f__n</td></tr></table>	ba	hat	ca	gas	da	mad	fa	cat	ga	bag	ha	dam	ma	fan	cat	c__t	bag	b__g	hat	h__t	mat	m__t	fan	f__n	-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																																
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	<p><u>Introducing syllables with vowel "e"</u></p> <p>be = be bed hen key bell desk ben get</p> <p>be </p> <p><u>Introducing more syllables of "e"</u></p> <p>bend set sent sell</p>	<p>-Explanation</p> <p>-Illustration</p> <p>-Demonstration</p>	<p>-reading</p> <p>-Writing copying</p>	<p>- Chart having syllables .</p> <p>- Flash cards</p>	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 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 c f g</p> <p>Match sounds to words m sun</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	

				<div>t boy b mat s tin</div> <div>Joining puzzles of pictures and words learnt.</div>													
2.	1 to 5	Reading to enjoy, acquire knowledge and understanding	I can recognize and interpret pictures and letter shapes	<div><div>- Reciting a rhyme</div><div>- Reading the letter sounds.</div><div>f g h i j</div><div>- Matching sounds to words</div><div><div>f jug g insect h fan i goat j hill</div></div><div>- Identifying the first letter sound for the word.</div><div>bed <u>b</u> sun _____ mat _____ hut _____ tree _____ duck _____</div><div>- Cicing the first letter sound for given words</div><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></table></div>	bag	c	b	t	mat	m	c	d	<div>- Phonic</div> <div>- look and say</div> <div>- Question and answer</div> <div>- Discovery</div> <div>- Discussion</div> <div>- Demonstration</div> <div>- Story telling</div>	<div>- Reciting a rhyme</div> <div>- Reading the letter sounds using the correct pronunciati on.</div> <div>- Matching sounds to words.</div> <div>- Sorting letter sounds.</div> <div>- Circle the first letter sound.</div> <div>- Underlining the first letter sounds.</div> <div>- Writing letter sounds.</div>	<div>- Single letter sound.</div> <div>- Flash cards</div> <div>- paper work</div> <div>- Work cards.</div>		
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 he words using small letters. b__t = bat- Identifying the first initial sound.				<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.- Constructin g the sentences.- Writing the words and sentences.- Sorting the letter sound.- matching to the same words.	<ul style="list-style-type: none">- Single letter cards.- Flash cards.- B/board- Books and pencils- slates- papers.			







				<ul style="list-style-type: none"> - 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 <div style="display: flex; justify-content: space-around;"> <div>at an it if on etc</div> <div style="text-align: center;"> </div> <div>on if an at an</div> </div>					
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 <div style="display: flex; justify-content: space-around;"> <div>ba fa etc</div> <div>ca ga</div> <div>da na</div> </div> <ul style="list-style-type: none"> - Forming words using syllables with a final consonant. <div style="display: flex; justify-content: space-around;"> <div> fa <div style="display: flex; align-items: center;"> <div style="font-size: 2em;">{</div> <div style="margin-left: 5px;"> n t </div> </div> <div style="margin-left: 10px;"> _____ _____ </div> </div> <div> ma <div style="display: flex; align-items: center;"> <div style="font-size: 2em;">{</div> <div style="margin-left: 5px;"> n t </div> </div> <div style="margin-left: 10px;"> _____ _____ </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 	<ul style="list-style-type: none"> - Single letter sounds. - Flash cards. - Single syllable cards. - paper work - books and pencils. 	LFW Pg 56	




				<div>ha<div>d s t</div></div> <div>pa<div>n m t d</div></div> <div>ba<div>t g d</div></div> <div><div>- 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.</div><div>Suggested developmental activities Read, draw and write</div><div></div></div>		sentences			
--	--	--	--	--	--	-----------	--	--	--

				<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							
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	I can read, write letters words and sentences	<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	<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.	<ul style="list-style-type: none">- syllable cards- paper work- b/board- books and pencils- reading cards- Single																												

				<p>syllables</p> <ul style="list-style-type: none"> - Forming words using the syllables. <p> </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. <p>e.g Here is a peg. I have two legs.</p>		<ul style="list-style-type: none"> - Constructing sentences. - Reading sentences. - Writing sentences. - Drawing pictures 	words cards.		
--	--	--	--	---	--	---	--------------	--	--

				<div>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” e.g bi fi hi ti ri mi etc</div><div>- Sorting syllables from others.</div><div>- Writing syllables.</div><div>- Forming words using the syllables.</div><div>- <div><div>hi</div><div><div>ll</div><div>s</div><div>t</div></div><div><div>_____</div><div>_____</div><div>_____</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><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><div>- Constructin g sentences.</div><div>- Reading</div></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>d _____</div> <div><div>wi</div><div><div>n _____</div><div>ll _____</div><div>sh _____</div><div>g _____ etc</div></div></div> <div><div>- Constructing simple sentences using the words formed.</div><div>Jill has a big pig.</div><div>It is a hill.</div><div>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>- Name the picture</div><table><tr><td></td><td></td></tr></table></div></div>			fish	tin			dish	six			zip	hill			<div>sentences.</div> <div><div>- Writing sentences.</div><div>- Drawing pictures.</div><div>- Naming the pictures.</div></div>			
fish	tin																					
dish	six																					
zip	hill																					
																						

				<div>6</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>x _____</div> <div>y _____</div> <div>dy _____</div> </div> <div> <div>fo</div> <div>r _____</div> <div>x _____</div> <div>il _____</div> <div>rm _____</div> </div> <ul style="list-style-type: none"> - constructing simple 	<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. 	-		
						- Constructing			

			<p>sentences using the words formed.</p> <ul style="list-style-type: none">- Tom is on a mat.- I have a box.- The pot is hot. <p>- Read and drawing</p> <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> <p>- Read, draw and write</p> <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> <p>-</p>			dog	box			dot	pot			coat	fork			tomato	nose			hoe	fork		sentences			
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	<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, depicting appropriate letter formation, creativity and writing skills	I can read, write syllables, words and sentences.	<ul style="list-style-type: none"> - Role playing a game involving syllables. - reading syllables with all the vowel sounds. - Following the 	<ul style="list-style-type: none"> - Role play - Discovery - Explanation - Demonstration - Discussion 	<ul style="list-style-type: none"> - Playing a game - reading - Following the sequence. - Sorting 	<ul style="list-style-type: none"> - cards. - chart - work cards - paper work - books 		

				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 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 = _____ -		syllables - matching syllables - Underlining the first syllables following the vowel sound given.	and pencils		
10	1 To 5	Writing different kinds of factual and imaginative tasks, depicting	I can tell and write the next syllable, make patterns following the	- Reciting a rhyme - Find the missing syllables. Ba __ bi __ bu	- Rote - Discovery - Discussion - Explanation	- reciting a rhyme - Reading - Finding the	- Chart - paper work - jigsaws		

		appropriate letter formation, creativity and writing skills	sequence.	<p>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>- Illustration - Demonstration</p>	<p>missing syllables - Writing syllables - Completing the patterns</p> <p>- Find the missing parts - Drawing</p>	- books and pencils		
--	--	---	-----------	---	---	--	---------------------	--	--