**SCHEME OF WORK FOR READING MIDDLE CLASS TERM II**

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| **Wk** | **Pd** | **Theme** | **Sub theme** | **Content** | **Competence** | **Methods** | **Act** | **Life skills** | **Inst- materials** | **Ref** | **R.E** |
| 2 | 1 to 2 | Sounds | Naming vowel sounds | Introducing sound ‘a’  re   * Reciting rhymes which have a common sound ‘a’ ( I can see cry a a a ) * Pronouncing sound ‘a’a * Reading sound ‘a’ repeatedly * Writing sound ‘a’   a a a a a  \_\_\_ \_\_\_ \_\_\_\_ \_\_\_\_   * Introducing sound ‘e’ * Reciting rhymes * Reciting sounds a – e * Recognizing sound ‘e’ * Reading sound ‘e’ repeatedly * Writing sound ‘e’   e e e e e  \_\_ \_\_\_ \_\_\_ \_\_\_ | * Learners should be able to; * Recognize sound a * Pronounce sound a correctly * Write sound a correctly * Learners should be able to * Pronounce sound e correctly * Write sound e correctly | * Demonstration * Story telling * Illustration | * Reading * Writing | * Listening * Observation | * Cu outs of sound ‘a’ * Cards | Tr’s collection |  |
| 2 | 3 to 5 | Sounds | Naming sounds | Introducing sound i   * Reciting rhymes * Reciting vowel sound a – u * Recognizing sound i * Pronouncing sound i repeatedly * Writing sound i   i i i i i  Introducing sound o   * Reciting rhymes a – u * Recognizing sound o * Pronouncing sound o * Reading sound o repeatedly * Writing sound o   o o o o o o  introducing sound u   * Reciting rhymes * Reciting sounds a – u * Recognizing sound u * Reading sound u repeated * Writing sound u   U u u u u u u  \_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ | * Learners should be able to; * Write sound i correctly * Write sound o correctly * Read and recognize all vowel sounds * Write sound u correctly | * Illustration * Demonstration * Story telling | * Reading * Writing | * Appreciation * Listening * Observation | * Sound cut outs * Flash cards |  |  |
| 3. | 1 to 5 | Sounds | Naming vowel sounds | * Recite the learn rhymes * Reciting vowel sounds a – u   Matching the same vowels  a o  e a  i u  o i  u e   * Circling the correct vowel sound   Writing vowel correctly   * Reciting vowel sounds * Recognize all vowel sounds   \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Learners should be able to; * Recognize all vowel sounds * Match the same vowels * Circle the correct vowels * Circle the correct vowel sounds | * Illustration * Demonstration | * Matching * Circling * Writing | * Listening * Observation * Critical thinking | * Illustrated charts | Teacher’s collection |  |
| 4 | 1 to 5 | Sounds | Naming objects with vowel ‘a’ | * Recognizing vowel ‘a’ * Naming the objects with vowel ‘a’ * Introducing words with vowel sound ‘a’ * Reading words with vowel sound ‘a’ * Writing words with vowel sound ‘a’   at  as  a an  and  axe  apple  a ant  arm | Pupils should be able to;   * Recognize the vowel sound * Recognizing and drawing pictures with sound a * Naming pictures orally * Read words with sound a * Write words with sound a | * Illustration * Demonstration * Explanation * Question and answer | * Drawing * Naming * Reading * Writing | * Observation * Critical thinking * Manipulation | * Chart * Picture cards * Flash cards | Trs’ collection |  |
|  |  |  | Naming objects with vowel e | * Recognizing vowel e   egg  end  e elephant  enter  empty | Reading words of vowel e  Write vowel e words | * Do | * Do | * Do | * Do | Do |  |
| 5 | 1 to 5 | Sounds | Naming objects with vowel ‘i ‘ , o and u | * Recognizing vowel i   Reading and writing words with vowel i  i in  is  it  ink  insect   * Recognizing vowel ‘o’ * Reading words with vowel ‘o’ * Writing words with vowel ‘o’   O on  Of  orange  oval  over   * Recognizing vowel ‘u’ * Reading words with vowel ‘u’ * Writing words with vowel ‘u’   U up  us  umbrella  under | * Learners should be able to; * Read and write words with vowel i * Read and write words with sound o * Read and write words with vowel u | * Explanation * Demonstration * Story telling | * Reading * Writing | * Observation * Critical thinking * Cooperation | * Work cards * Charts q | Tr’s collection |  |
| 6 | 1 to 5 | Sounds | Matching vowel to picture | * Reciting vowel a – u * Recognize vowel a – u * Read and match   a  e  i  o  u   * Mach vowel to words   a orange  e ink pot  i apple  o umbrella  u egg   * Read and draw   Orange \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Inkpot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Apple \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Egg \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Umbrella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Pupils should be able to * Recognize the pictures with vowels * Read and match correctly * Read the learnt words * Match vowel sounds to the words * Read and draw correctly | * Explanation * Illustration * Demonstration | * Reading * Writing * Matching * Drawing | * Critical thinking * Observation | * Illustration chart * Flash cards | Trs’ collection |  |
| 7 | 1 to 5 | Sounds | Naming consonants | * Introducing consonant b * Reciting rhymes * Recognize sounds b * Write sound b and write words of sound  |  |  |  |  | | --- | --- | --- | --- | | b | b | b | b | | box | ball | boy | bag |  * Introducing sound c * Recite sounds a – f * Recognize sound c * Write sound and words of sound c  |  |  |  |  | | --- | --- | --- | --- | | c | c | c | c | | cat | car | cow | calf |  * Introducing sound d * Recognize sound d * Writing sound and words with sound c  |  |  |  |  | | --- | --- | --- | --- | | d | d | d | d | | dog | doll | drum | door | | * Pupils should be able to; * Read sound b correctly * Write sound b correctly * Read and write sound c correctly * Read and write sound d correctly | * Explanation * Demonstration * Illustration | * Reading * Writing | * Critical thinking * Observation * Sharing | * Word cards * Flash cards |  | Trs’ collection |
| 8 | 1 to 5 | Sounds | Naming consonants | * Introducing consonant f * Recite sound a – f * Recognize sound f * Read and write sound f * Match the same sounds * Recite sound a – f * Recognize sound a –f   a e  b d  c b  d a  e f  f c   * Match the sound to the picture   f  d  b  c  f | * Pupils should be able to; * Read and write wound f correctly * Recognize and match the same sounds * Read and match the sound to picture | * Explanation * Illustration * Demonstration | * Reading * Writing * Matching | * Critical thinking * Observation * Manipulation | * Flash cards * Illustrated charts |  |  |
| 9 | 1 to 5 | Sounds | Matching | * Reciting rhymes * Reciting sounds a –f * Reading the given words * Matching the same words   axe flower  ball egg  cup drum  egg fish  fish axe  flower ball   * Read and match words to pictures   box  drum  cup  axe  boy | * Pupils should be able to; * Read the learnt words correctly * Match the same words * Match words to pictures | * Explanation * Illustration * Demonstration | * Reading * Matching * Drawing | * Observation * Critical thinking | * Word cards * Domains |  |  |
| 10. | 1 to 5 | Sounds | Naming vowel sounds | * Fill in the missing vowels   a \_\_\_\_\_\_i\_\_\_\_\_u  a\_\_\_\_\_ \_\_\_\_\_\_ o u  \_\_\_\_\_e i \_\_\_\_\_u   * Write the vowel sound after   a e  i \_\_\_\_\_\_  e \_\_\_\_\_\_\_  o \_\_\_\_\_   * Write the vowel sound before   a e  \_\_\_\_\_u  \_\_\_\_\_i  \_\_\_\_o   * Dictation of vowel sounds | * Pupils should be able to; * Write the missing letter s * Write the vowel after * Write the vowel before * Listen and write the dictated vowel | * Story telling * Illustration * Explanation | * Reading * Writing | * Critical thinking * Sharing * Observation | * Flash cards * Charts showing vowels |  |  |

Scheme of work for reading middle class term III

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| Wk | Pd | Theme | Sub theme | Content | Competence | Methods | Act | Life skill | Instr. Mat | r/f | r |
| 2 | 1 to 5 | Syllables | Forming syllables | * Forming syllables with consonants ‘b’   b - a = ba  b – e = be  b – i - bi  b – o = bo  b – u = bu  forming syllables with consonant ‘c’  c – a = ca  c – e = ce  c – i = ci  c – o = co  c – u = cu  forming syllables with consonant ‘d’  d – a = da  d – e = de  d – i = di  d – o = do  d – u = du | * Pupils should be able to * Read the syllables * Form the syllables correctly * Write the syllables correctly | * Illustration * Explanation * Demonstration | * Reading * Writing | * Observation * Critical thinking | * Syllable chars * Flash cards |  |  |
| 3 | 1 to 5 | Syllables | Forming syllables | * Forming syllables with consonant ‘f’   f - a = fa  f – e = fe  f – i = fi  f – o = fo  f – u = fu  forming syllables with consonant ‘g’  g – a = ga  g – e = ge  g – i = gi  g – o = go  g – u = gu  forming syllables with consonant ‘h’  h – a = ha  h – e = he  h – i = hi  h – o = ho  h – u = hu | * Pupils should be able to * Read he syllables * Form he syllables correctly * Write the syllables correctly with the given consonants | * Explanation * Illustration * Demonstration | * Reading * Writing | * Observation * Critical thinking | * Chart showing syllables * Flash cards |  |  |
| 4 | 1 to 5 | Syllables | Forming syllables | * Forming syllables with consonant ‘j’   j – a = ja  j – e = je  j – i = ji  j – o = jo  j – u = ju  forming syllables with consonant ‘k’  k – a = ka  k– e = ke  k– i = ki  k – o = ko  k – u = ku  forming syllables with consonant ‘l’  l – a = la  l– e = le  l– i = li  l – o =lo  l – u = lu  forming syllables with consonant ‘m’  m– a = ma  m– e = me  m– i = mi  m– o =mo  m – u = mu | * Pupils should be able to; * Read the syllables * Form the syllables correctly * Write the syllables correctly * Write the syllables correctly with the given consonants | * Explanation * Illustration * Demonstration | * Reading * Writing | * Observation * Critical thinking | * Chart showing syllables * Flash cards |  |  |
| 5 | 1 to 5 | Syllables | Forming syllables | * Forming syllables with consonant ‘n   n– a = na  n– e = ne  n– i = ni  n– o =no  n – u = nu  forming syllables with consonant ‘p’  p– a = pa  p– e = pe  p– i = pi  p– o = po  p – u = pu  forming syllables with consonant ‘r’  r– a = ra  r– e = re  r– i = ri  r– o = ro  r – u = ru  forming syllables with consonant ‘s’  s – a = sa  s– e = se  s– i = si  s– o = so  s – u = su | * Pupils should be able o; * Read the syllables * Form the syllables correctly * Write the syllables correctly with the given consonant | * Explanation * Illustration * Demonstration | * Reading * Writing | * Observation * Critical thinking | * Chart showing syllables * Flash cards |  |  |
| 6 & 7 | 1 to 5 | Syllables | Forming syllables | * Forming syllables with consonant ‘t   t– a = ta  t– e = te  t– i = ti  t– o =to  t – u = tu  forming syllables with consonant ‘v’  v– a = va  v– e = ve  v– i =vi  v– o = vo  v – u = vu  forming syllables with consonant ‘w’  w– a = wa  w– e = we  w– i = wi  w– o = wo  w– u = wu  forming syllables with consonant ‘y’  y – a = ya  y– e = ye  y– i = yi  y– o = yo  y – u = yu  forming syllables with consonant ‘z’  z – a = za  z– e = ze  z– i = zi  z– o = zo  z – u = zu | * Pupils should be able o; * Read the syllables * Form the syllables correctly * Write the syllables correctly with the given consonant | * Explanation * Illustration * Demonstration | * Reading * Writing | * Observation * Critical thinking | * Chart showing syllables * Flash cards |  |  |
| 8 | 1 to 5 | Syllables | Forming words | * Forming words with vowel ‘e’   be – d = bed  te – n = ten  he – n = hen  forming words with vowel i  tin – n = tin  pi – n = pin  fi – t = fit  hi – t = hit  si – x = six  forming words with vowel ‘o’  bo- x = box  ho –t = hot  po – t = pot  to = p = top  forming words with vowel ‘u’  bu- s = bus  su – n = sun  hu – t = hut  ju- g = jug  cu – t = cut | * Pupils should be able to read the syllables * Recognize the syllables and words * Read the words correctly * Write the syllables correctly | * Explanation * Demonstration | * Reading * Writing | * Critical thinking * Observation | * Chart showing syllables * Flash cards |  |  |
| 10 | 1 to 5 | Syllables | Dictation of words | Dictation of words with syllables  tin box hot  sun man bed  six hut bag  hen pin top  jug bus ten | * Pupils should be able to * Recognize the words * Read the words correctly * Listen and write the words correctly | * Explanation * Illustration | * Reading * Listening | * Critical thinking * Observation | * Word charts * Word flash cards |  |  |