

## SCHEME OF WORK FOR TOP cLASS - READING TERM II 2022

WK	P D	LEARNING OUTCOME	MAJOR COMPETENCE	SPECIFIC COMPETENCE	CONTENT	ACTIVITIES	METHODS	T/L AIDS	REF	RE M
<b>1</b>	1	Listening with acuity and responding appropriately in a wide range of situation	I can associate sounds with letters.	I can recognize all learnt letter sounds..	<b>Revising letter sounds</b> s a t i p n ck e h r m d g o u l f b j z w v y x qu sh st.	-Singing phonic songs. -Reading the letter sounds. -Identifying vowel and consonant letter sounds. -Listening and writing letter sounds.	Look and say Phonic approach	Phonic cards Flash cards	The phon ic hand book	
	2			I can read /a/ syllables and syllabic words.	<b>Revising /a/ syllables and syllabic words</b> ta ca wa ya fa la ma yam tag sat			Word charts		
	3	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can read /a/ and syllabic words	<b>Reviewing syllabic words</b> sat Sam sad sap sack tap tack tag tam pan pad pack past pat	-Singing phonic songs -Reading the letter sound -Forming and reading /a/ syllabic words	Phonic approach Syllabic approach	Word chart Flash cards	Spell ing and voca bular y pg 44	
	4			I can read tricky words.	<b>Read and write tricky words.</b> The , they, them, then, this, to, do	-Singing phonic songs -Copying tricky words -Reading the whole word.				

2	1	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can read /e/ syllables and syllabic words.	<b>Reviewing /e/ syllables and syllabic words</b> se te pe re me ne sell set sent tell ten pen tent cement Ketty yes next	-Singing phonic songs -Reading the letter sounds -Identifying vowel and consonant letter sounds -Copying and reading /e/ syllables and syllabic words	Phonic approach Look and say Syllabic approach			
	2				<b>Short sentences</b> -This is a pen. -Here they are. -It is a pen.					
2	3	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can read /a/ and syllabic words.	<b>Reviewing /e/ syllables and syllable words</b> si ti pi ni ki hi vi ri gi li mi di fi zi ji wi bi  sit sin sim sick pit pit pig pick tick tin tint nick kill kit kin tint nick kill kit kin kid fit till fill will lick lip jim wig wind	-Singing phonic songs -Reading the letter sounds. -Identifying vowel and consonant letter sounds	Look and say Syllabic approach Phonic approach	Word chart Flash cards	Spell ing and voca bular y pg 44	
	4		I can read simple words	I can read write short words	<b>Short words</b> of ox owl	-Reading all the learnt letter sounds.	Phonic approach Syllabic	Word chart Flash	Spell ing and	

					own old on off odd okay	-Forming and reading short vowel consonant words -Copying and reading the words.	approach Look and say	cards	vocabulary pg 44	
3	1	Reading to acquire knowledge and to be able to comprehend	I can associate sounds with letters.	I can read /o/ syllables and syllabic words	<b>Copying and reading "o" syllables.</b> so to fo yo po ro wo zo	-Singing phonic songs -Reading the letter sounds -Identifying vowel and consonant	Phonic approach Syllabic approach	Word chart Flash cards		
	2				<b>Listen and write</b> so to po no co ho ro mo do quo zo					
	3	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can form and read /o/ syllable words.	Forming /o/ syllabic words (practically) bo-x co-t po-t fo-r go-t fo-g	-Reading all the learnt sounds -Reading syllables. -Form and reading /o/ syllabic words	Phonic approach Syllabic approach Look and say	Word chart Flash cards	Spelling and vocabulary pg 44	
	4				Copy and read /o/ syllabic words For posh most tom fox sock rock a lot rot doll mock	-Reading all the learnt sounds. -Reading syllables -Forming and reading /o/ syllabic words.	Phonic approach syllabic approach Look and say	Word chart Flash cards		

4	1	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can listen and write /o/ syllabic words	Listen and write /o/ syllabic words ____ _ ____ _	-Reading learnt sounds -Reading syllables -Forming and reading /o/ syllabic words	Phonic approach Syllabic approach Look and say	Word chart Flash cards		
	2		I can associate sounds with letters	I can read simple sentences	Sentences with /b/ syllabic words -Tom has a pot. -Lock the door. -Stop that dog. -Put it on top.	-Reading all the learnt sounds -Reading syllables -Reading /o/ syllabic words	Phonic approach Syllabic approach Look and say	Word chart Flash cards	Spelling and vocabulary pg 44	
	3			I can read tricky words	she, he, we, me, they, the, them, this, then, that, these, are, have, do, to	-Spelling and reading the words. -Constructing oral sentences using the words. -Copying and reading the words and sentences				
	4	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can form and read /u/ syllables	c-u = cu t-u = n-u = r-u = d-u = g-u =	-Identifying vowel and consonant letter sounds -Forming and reading /o/ Syllables	Phonic approach  Syllabic approach	Flash cards  Word chart		
5	1				<b>Form /u/ syllabic words</b> su-n = sun su-ck = mu-d = mu-st = du-st = cu-t	-Singing phonic songs -Reading the letter sound -Reading /u/ syllables				

					put , push, bull, bush					
	2	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can read /u/ syllables and words	<b>U syllabic words</b> sun suck pulp plug mud puppy hut mug push bush pull	-Reading /u/ syllables -Forming and reading /u/	Phonic approach  Look and say	Word chart  Flash card	LFW PG 57	
	3				<b>Sentences with /u/ syllabic words</b> 1. Cut this tree. 2. I can rub my tummy. 3. The hut is dusty. 4. What a sunny day. 5. It will be fun. 6. The sun is too hot. 7. Sam is such a good guy.	-Constructing sentences using /u/ syllabic words. -Reading sentences with /u/ syllabic words -Copying and reading words	Phonic approach			
	4	Listening with acuity in a wide range of situations	I can associate sounds with letters	I can read /u/ syllables and syllabic words and short sentences	<b>Sentences with mixed syllabic words</b> sat sit set sun pat pet put pit pan pot pin 1. Tim has a hat. 2. I have a pen in my bag. 3. Let us clap. 4. She has a new doll.	-Forming and reading syllables -Forming and reading syllabic words constructing sentences	Phonic approach  Syllabic approach Phonic	Word chart  Flash cards	Spelling and vocabulary pg 44	
<b>6</b>	1	Reading to acquire knowledge and understanding	I can read simple words and sentences	I can identify and read new words in lady bird 3a	<b>Lady bird 3a vocabulary</b> play down see me cake place station train rabbits that help mummy daddy good police give school tea boat	-Reading the words -Constructing sentences using the words -Copying and reading the new words.	Phonic approach  Syllabic approach  Look and say		Spelling and vocabulary Pg 44 LFW	

									pg 56	
	2	Reading to acquire knowledge and understanding	I can read simple words and sentences	I can read lady bird 3a	<b>Lady bird 3a</b> <ul style="list-style-type: none"> <li>- Here is peter and Jane.</li> <li>- They like to play.</li> <li>- Up they go.</li> <li>- I like this , says peter</li> <li>- It is fun.</li> <li>- Pat the dog wants to play.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the new words</li> <li>-Reading sentences</li> <li>-Copying and reading sentences</li> </ul>	Phonic approach  Syllabic approach  Look and say	Word chart  Flash cards		
	3				<b>Sentences.</b> <ul style="list-style-type: none"> <li>- Jane can jump into the water. Jane and peter are in the water.</li> <li>- They like the water.</li> <li>- Come on, says peter.</li> <li>- Come on the boat.</li> <li>- Jump up here.</li> </ul>					
	4	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can identify and form meaningful words for sound /ai/	<b>/ai/ words</b> s-ail = sail m-ai-l = mail p-ai-l = pail	- Forming and reading /ai/ words	Phonic approach  Look and say	Flash cards  Word chart	Spell ing and voca bular y pg 44 LFW pg 56	
7	1			I can identify form and form meaningful words for sound ay	<b>/ay/ words</b> p-ay      l-ay d-ay      s-ay m-ay      pl-ay tr-ay      w-ay h-ay					

8	2	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can identify and form meaningful words for sound	Alternative sounds of "ai" Revise "ai" and words a – e late      came shame    lame	-Copying and reading words -Reading "ai" words	Look and say  Syllabic approach	Word chart  Flash	Lfw Pg 44	
	3			I can read short simple sentences with "ai" words	<b>Sentences with "ai" words</b> - The train is on the railway. - I will paint my nails. - Gail must send me a mail.	-Reading all the learnt letter sounds -Reading /ai/ words -Reading short simple sentences with /ai/ words	Phonic approach  Syllabic approach  Look and say	Word chart  Flash cards	Spelling and vocabulary pg 44 LFW pg 62	
	4	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can identify and read words with /oo/	<b>Forming and reading words with sound /oo/</b> s-oo = soo p-oo = poo c-oo = coo t-oo = too n-oo = noo h-oo = hoo soo-t = soot poo-l = pool coo-l = cool too-l = tool hoo-n = hoon hoo-f = hoof	-Listening to a story line -Sing a phonic song. -Saying the letter sound oo -Forming and reading syllables and words with /oo/	Phonic approach  Syllabic approach  Look & say	Spelling and vocabulary pg 44 Learning frame work pg 62		
	1	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can read short simple sentences	<b>Sentences with /oo/ words</b> - My bag is on the hook. - Can you cook good food?	-Reading all the learnt letter sounds. -Reading "oo" -Reading "oo" words -Reading short	Phonic approach  Look and say	Flash cards	Vocabulary page 44 L.F. W.	

						simple sentences with "oo" words			Pg 62	
	2	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can identify and form meaningful words for sound "ee"	<b>"ee" words</b> b-ee = s-ee = tr-ee = sw-ee-t = t-ee-th = f-ee-t= p-ee-l = sw-ee-p = gr-ee-n = k-ee-p = qu-ee-n = f-ee-l =	-Listening to a storyline -Sing a phonic song -Saying the letter sound "ee" -Forming and reading -Syllables and words with "ee"	Look & say  Syllabic approach  Phonic approach	Flash cards  Word chart	Spelling and vocabulary pg 44 LFW pg 62	
	3			I can read short simple sentences with "ee" words	<b>Sentences with "ee" words</b> -I can peel a banana. -I feel sick. -Seven days make a week. -Did you see the reed?	-Singing a phonic song. -Forming and reading syllables and words with /ee/	Phonic approach  Syllabic approach phonic	Word chart  Flash cards	Spelling and vocabulary pg 44 LFW pg 62	
	4	Listening with acuity and responding appropriately in a wide range of situations	I can associate Sounds with letters	I can identify and form meaningful words for sound "ea"	<u><b>ea words</b></u> b-ea-t ea-t m-ea-t w-ea-k b-ea-n b-ea-d m-ea-n r-ea-d l-ea-d	- Forming and reading "ea" words	Phonic approach  Look & say	Flash cards  Word chart	Spelling and vocabulary Pg 44 LFW PG 62	
9	1			I can identify and form meaningful words for sound or	<b>Forming words "or"</b> f-or = for f-or-m = c-or-n =	-Reading all the learnt letter sounds -Listening to the story line	Phonic approach  Syllabic approach	Word chart  Flash cards		



					h-or-n = b-or-n = p-or-k = d-or-m =	-Forming with sound /or/	Phonic approach			
	2	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can identify and form Meaningful words for sound or	<b>Listen and write words of "or"</b> ____ _ ____ _ ____ _	-Reading all the learnt letter sounds -Listening to the storyline -Forming words with sound /or/	Phonic approach  Syllabic approach  Phonic approach	Word chart  Flash card	Spell ing and voca bular y pg 44 Lfw pg 62	
	3				<b>Reads words of "ng"</b> r-i-ng br-i-nh str-i-ng s-i-ng	-Reading all the learnt letter sounds. -Listening to the story line -Forming words with sounding				
	4	Listening with acuity and responding appropriately in a wide range of situations	I can associate sounds with letters	I can identify and form meaningful words for /ng/	Listen and write words for /ng/ ____ _ ____ _	-Reading all the learnt letter sounds. -Listening to the storyline -Forming words with sounding				
<b>10</b>	1			I can form simple consonant blends	<b>Forming consonant blends</b> s-t = st s-n =      s-k = s-l =      c-t = m-p=      d-r = f-r =      f-l = l-f =      c-l = g-l =      g-r = c-r =      s-m=	-Reading all the learnt sounds -Identifying vowels and consonants -Blending consonant blends	Phonic approach  Syllabic approach	Word chart  Flash cards	Lfw Pg 62	

	2			I can identify and read words with letters.	pr-ay = pray Sm-art = smart cl-ss = class					
	3	Listening with acuity and responding appropriately in a wide range of situation	I can associate sounds with letters	I can read names of people and places	Reading names of people and places. Ma-sa – masa Ma-sa-ka = Ka-ba-le = So-ro-ti = Mu-ko-no = Lu-ga-zi = Mu-to-ni= Mu-ku-lu =	-Reading letter sounds a – z -Reading syllable of a e l o u -Blending syllables to form names. -Reading names of people.	Phonic approach Syllabic approach	Word chart  Flash cards	Lfw Pg 62	
	4			I can read simple sentences	<b>Simple sentences</b> - Lina will stop the car. -This stick is long. -Is steam hot? -Do you want to rest? -Namara is a fat woman. -My daddy works in Mukono.					