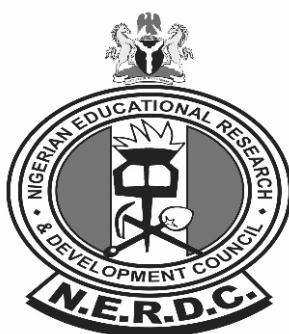




**FEDERAL MINISTRY OF EDUCATION**

**Accelerated Basic Education Curriculum  
English Studies  
(Level 1: Stage 1 - 3)**



**NIGERIAN EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL (NERDC)**

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## **Foreword**

One of the targets set out by the Federal Government of Nigeria under the current dispensation is the eradication of the menace of out-of-school children that has bedeviled the country since the past three decades. This target area of concern formed one of the 10 pillars of the Ministerial Strategic Plan (2016 -2019) which have metamorphosed into the Ministerial Strategic Plan (2018 -2022). The effort asserted in this direction, is in line with the Constitution of the Federal Republic of Nigeria, which recognizes education as a fundamental right of every child, irrespective of ethnic background, social-economic status, religious affiliation and family background.

One of our turnaround strategies, as outlined in the Ministerial Strategic Plan, is to create opportunities for the education of all children and youths, who for one reason or the other, are out of school. These children, who are found in many parts of Nigeria, constitute about 5% of the world's population of Out-of-School children.

The turnaround strategies were based on identified gaps and challenges in the education sector. One obvious gap identified was the lack of well-thought educational programmes that specifically addresses the peculiarities of average children who are not in school. The Accelerated Basic Education Programme (ABEP) is therefore a step taken towards filling the identified gap. Aside from addressing our domestic situation, the programme is in line with global best practices

The specific goal of the Programme is to mop-up (or reduce to the barest minimum) and bring back to school the large number of overage and out-of-school children who are disadvantaged, marginalized and affected by crises,

disasters or other socio-economic factors.

I am therefore pleased to note that the Nigerian Educational Research and Development Council (NERDC) has taken this step towards the provision of the curriculum to drive the AEP programme. I congratulate NERDC and her partners for successfully completing the development of the Accelerated Basic Education Curriculum for the Implementation of the Accelerated Basic Education Programme in Nigeria. I wish to particularly thank Plan International and Save the Children International for supporting the development of the curriculum under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State: Education Component. I also acknowledge the contributions of all experts who worked hard in the development of the curriculum. The curriculum is flexible and provides learning options and pathways for learners.

It is therefore my pleasure to present the curricula to all Nigerians and our foreign partners for the education of out-of-school children under the accelerated education programme.

My utmost hope is that the effective use of the curricula will bring about our desired aim of providing quality basic education to all Nigerian children irrespective of the circumstances surrounding their existence.

**ADAMU ADAMU**  
**Honourable Minister of Education, FME, Abuja.**  
**October 2019**

## Preface

Nigeria, in the recent past, has been rated as one of the countries in the world with a huge population of out-of-school children and youths. The situation became worsened by the escalation of insurgency in the northeast leading to closure of many schools and the displacement of huge number persons including children and adolescents. Credible sources have it that many schools in the northeast states were closed from November 2014 to June 2015. By August 2017, an estimated 57% of schools were still closed in Borno.

Although many of the schools have been reopened, a high percentage of children are yet to return to school due to poverty and other socio-economic factors. There are also pockets of attack, psychosocial factors that affect human instability including where to start education again, having been out of school for many years (up to 10 years, in some instances).

Further, in the recent times, there have been widespread happenings, across the country, that have led to long term disruption of the educational pursuits of children and youths. These children and youths, in most instances, are either overage to continue schooling from where they stopped or are overage to start schooling from the foundation class (Primary 1). Incidentally, this group of children are found in many parts of the country.

Addressing this situation required the articulation of a special form of educational programme that will meet the peculiar circumstance of these children in this category. Whereas pockets of efforts have been made

towards addressing the challenge, Nigeria lacks a strategically designed educational programme and curriculum standards that suits the peculiarities of children in this category. Understandably, some non-governmental organizations have attempted to provide some interventions in this regard but these they had been done without a nationally established framework and curriculum standards.

Importantly, the Ministerial Strategy Plan (2018- 2022) had clearly identified containing the menace of out-of-school children as one of the 10 pillars of the programmes targeted at bringing about change the Nigerian education sector.

The above scenario informed the need for the development of a national accelerated education curriculum with the overarching objective of providing a catchup educational programme suitable for the educational needs of out-of-school children, and in the process mainstream them to formal school programme or provide them with alternative career path through enrolment into vocational training centres, after completing basic education. The intention to develop the curriculum arose also because of the need to provide a national curriculum standard that can be used in all states of Nigeria, where there are such peculiarities.

The Nigeria Accelerated Education Programme (NAEP) specifically targets out-of-school children between ages 10 and 18 who were in school but had their education interrupted and are overage to continue schooling from

where they stopped and; those who have never been to school and are overage to start formal education from the foundation class (Primary 1).

The NAEP is structured into 3 Levels as exemplified below:

- Level 1 (Stage 1 -3) to cover the curriculum contents of Primary 1 – 3
- Level 2 (Stages 1 -3) to cover the curriculum contents of Primary 4 – 6
- Level 3 (Stages 1 – 3) to cover the curriculum contents of JS 1 -3.

<b>Level</b>	<b>Target group</b>
Level 1	<ul style="list-style-type: none"><li>• Those who have never been to school aged 10 and above</li></ul>
Level 2	<ul style="list-style-type: none"><li>• Those who have been to school up to primary 2 or 3 but dropped out due to one reason or the other.</li></ul>
Level 3	<ul style="list-style-type: none"><li>• Those who have been to school up to primary 5 or 6 but dropped out due to one reason or the other.</li></ul>

Each level will run for one academic year of 3 terms, similar to the regular school programme but with a flexible timetable in learner-friendly centres. The structure is further explained in the table below. Five subjects were selected for the implementation of the programme. These are: English Studies, Mathematics, Basic Science and Technology, Nigerian History and Values and one Nigerian Language (Hausa, Igbo and Yoruba, in the interim). The development of the Accelerated Basic Education Curriculum involved a systematic procedure in which the 9-Year Basic Education Curriculum (for

the selected subjects) was condensed into a 3-Year accelerated basic education curriculum without compromising the quality.

NERDC's four-stage approach to curriculum development was adopted in the process. These are:

- i. Planning, which involves concepts and strategy formulation,
- ii. Writing (crafting) of the initial draft of the curriculum document;
- iii. Critique of the draft curriculum document; and
- iv. Editorial and finalization of the curriculum document.

Teacher's Guide, with detailed and well sequenced contents, instructional strategies and assessment procedures is also developed

to strengthen teachers' capabilities to effectively teach the curriculum.

It is my delight to acknowledge the role played by Plan International and Save the Children International in the development of the curriculum under the European Union funded project: The EU Response, Early Recovery and Resilience in Borno State : Education Component.

My appreciation also goes to all our resource persons for their efforts, expertise and commitment to the success of the project. It is my deepest conviction that the use of this curriculum will be of immense benefit to the nation in the bid to addressing the problem of out-of-school children in Nigeria.

**PROF. ISMAIL JUNAIDU**  
**Executive Secretary, NERDC**

## Introduction

The Accelerated Basic Education Programme (ABEP) is a catchup education programme meant to take care of the educational needs of overage children and youths between the age 10 and 18 who for certain reasons could not enroll into regular school or had their educational programmes interrupted. The Philosophy for ABEP, like the overall philosophy of Nigeria education; is to develop the individual into a sound and effective citizen and the provision of equal opportunities for the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills; as well as the ethical, moral, security and civic values needed for laying a solid foundation for life-long learning. On a more specific note, the ABEP is designed to mop-up (or reduce to the barest minimum) and bring back to school the large number of out-of-school children spread across many parts of Nigeria. The programme targets two categories of these children. These are:

- Children and youths whose education programme were interrupted and are overage to continue schooling from where they stopped.
- Children and youths who have never been to school and are overage to start formal education from the foundation class (Primary 1).

The ABEP, which is unique in all its ramifications, is to be implemented in 3-Levels comprising:

- Level 1 equivalent of Primary 1 - 3
- Level 2 equivalent of Primary 4 - 6
- Level 3 equivalent of JS 1- 3

In each of these levels, learners are expected to acquire basic education competencies equivalent to their mates in the regular school programme.

Given the uniqueness of the programme, it became imperative to redesign and condense the 9-Basic Education Curriculum in such a manner as to meet the peculiarities and needs of the intended beneficiaries of ABEP without compromising quality. Thus, the Accelerated Basic Education Curriculum (ABEC) is developed to provide the recipients unique learning experiences that will enable them to acquire basic knowledge, skills and competencies sufficient for mainstreaming and coping with the curriculum contents in the formal school system.

The English Studies Curriculum for ABEP is specifically focused on giving the learners the opportunities to:

1. Develop reading skills as foundation for further education and lifelong learning;
2. acquire functional literacy and communication skills for successful living;
3. cultivate the skills for effective communication in English as the national lingua franca; and
4. acquire basic cultural values, respect for elders and other people's views as a basis for interaction with members of their immediate community.

The thematic approach was adopted in the selection of the contents and learning experiences in the curriculum. These contents are organized under 4 themes at each Level as shown in the table below:

<b>Level</b>	<b>Theme</b>	
1	Oral language	The curriculum has been further scoped and sequenced into lesson topics for ease of implementation at the ABEP learning centres. Since English Studies is a fundamental subject for lifelong learning, 5 hours every week is to be dedicated to the teaching and learning of the curriculum contents. This means that, out of the 4 hours daily learning period for the ABEP, 1 hour shall be used for the teaching and learning of English Studies.
	Concept of print and writing	
	Phone mic awareness and phonics	
	Fluency, vocabulary and comprehension	
2	Oral language	Teacher's Guide has also been developed to further support the effective implementation of the curriculum by both teachers and policy makers. It is therefore recommended that the curriculum be implemented with due reference to the teacher's guide. Finally, it is envisaged that education managers, teachers, Development Partners and other stakeholders will provide the necessary infrastructure and support required for the actualization of the objectives of the curriculum.
	Concept of print and writing	
	Phonemic awareness and phonics	
	Fluency, vocabulary and comprehension	
3	Literary appreciation	<b>Dr. Garba D. Gandu</b>
	Concept of print and writing	Director, Curriculum Development Centre, NERDC
	Phonemic awareness and phonics	
	Fluency, vocabulary and comprehension	

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**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Songs and Rhymes	Learners should be able to: 1. listen to songs and rhymes attentively. 2. sing songs taught; and 3. recite rhymes on nature, care, kindness and love.	1. Clear recitation of various rhymes depicting nature, care, kindness and love.  2. Short songs which appeal to children's sentiments.	1. Presents a rhyme depicting nature, care, kindness and love and reads it aloud, pronouncing the words clearly.  2. Writes the rhyme on the chalk board and encourages pupils to recite the rhyme clearly.  3. Introduces a song by singing it clearly; and encourages pupils to sing the song.	1. Listen while teacher recites rhymes. 2. Recite rhymes after the teacher. 3. Recite rhymes alone, sounding the words clearly. 4. Sing short songs	1. Charts 2. Picture books with rhymes and songs 3. Flash cards 4. Tape recorder .	Learners to: 1. listen to rhymes attentively; and 2. recite rhymes and sing songs with demonstration, where appropriate.
Dialogue	Learners should be able to: 1. greet and respond to simple greetings with appropriate tones; 2. give and carry out simple commands; and 3. differentiate between tones	1. Greetings at home and appropriating time for particular greeting e.g.: Child: Good morning dad. Dad: Good morning Ade; how are you? Child: Fine Sir.  2. Greetings at school, e.g. Child: Good morning Sir/Madam Teacher: Good Morning Olu;	1. Creates home and school atmosphere through role play e.g father, mother, elder, teacher, etc.  2. Demonstrates appropriate greeting for each character 3. Encourages pupils to greet one another with appropriate gestures	Learners should be able to: 1. greet and respond to simple greeting with appropriate tones; 2. give and carry out simple commands; and 3. differentiate between tones in greetings and	1. Pictures depicting modes of greeting among various groups 2. Charts 3. Relevant pictures.	Learners to: 1. greet and respond to simple greetings; and 2. give and respond to commands using the appropriate tone.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
	in greetings and commands.	<p>how are you?          Child: I am fine, Sir. Thank you.</p> <p>3. Greetings in the community, neighbours, elders e.g.:          Child: Good Afternoon Sir/Madam          Elder: Good afternoon my dear, how do you do?          Child: How do you do, Sir?</p> <p>4. Simple questions and answers:          Teacher: What is your name?          Pupil: My name is Uche          Teacher: What is your father's name?          Pupil: My father's name is Okoro.</p>	<p>4. Gives commands and demands appropriate responses from pupils.</p>	<p>commands.</p>		
Counting	Learners should be able to: 1. count from One to One Hundred (1 - 100); 2. identify one to one hundred in figure and in words; and 3. match figures with words.	Counting of numbers from 1 - 100 in words.	<p>1. Presents a chart containing numbers from 1-100 and reads it aloud to the learners, pronouncing the words clearly.</p> <p>2. Guides the learners in counting and identifying the numbers.</p> <p>3. Guides the learners to match figures with words</p>	<p>1. Listen while teacher counts.            2. Count and identify the numbers            3. Match figures with words.</p>	<p>1. Charts containing numbers.            2. Flash cards.</p>	<p>Learners to:</p> <ol style="list-style-type: none"> <li>1. Count from one to one Hundred.</li> <li>2. Identify one to one hundred in figures and in words</li> <li>3. Match figures with words.</li> </ol>

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Read Aloud Stories	Learners should be able to:  1. listen to class appropriate passages read to them; 2. retell the story in the passages; 3. answer simple comprehension questions; and 4. make connections between the characters in the story and personal experiences.	1. Listening to short class /age appropriate texts of 25-30 words. 2. Rretelling the stories in the passages 3. Answering questions from storjes e.g. Trafficking in Persons in Nigeria. 4. Making connections between the characters in the story and personal experiences.	1. Reads interesting passages to the learners, emphasising the important words. 2. Selects some pupils to re-tell the story. 3. Asks pupils simple questions based on the story. 4. Leads the learners to connect the story with their personal experiences	1. Read interesting passages. 2. Retell the story in each passage. 3.Answer simple questions on the story. 4. Relate stories to their personal experiences.	1. Pictures of objects and persons 2. Charts 3. Course book.	Learners to:  1. retell the story in the passage; and 2. answer given questions on the story.
Story Telling	Learners should be able to:  1. tell a story; 2. state the title of their story; 3. identify the characters in the story; and 4. state the moral of the story.	1. Telling a story using the appropriate style of narration, e.g. story on how to: - avoid road traffic accidents; and - avoid being abducted 2. Explanation on the beginning, content and closing of the story.	1. Asks pupils to narrate stories in turns. 2. Guides them in the narration. 3. Explains to them the characters of the story and their actions. 4. Asks them questions based on a given story. 5. Asks questions on the moral lessons.	1. Narrate a story with the teacher's guide. 2. Mention the characters in the story 3. Answer questions on the given story. 4. Explain the moral lessons in the story.	1. Picture showing a story teller and his audience listening. 2. Different pictures to illustrate the story on road traffic accident and abduction scenes.	Learners to:  1. each narrate a story correctly; 2. state the titles of their stories; 3. identify characters in the stories; and 4. state the moral of the stories.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: CONCEPT OF PRINT AND WRITING**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Picture Reading	Learners should be able to: 1. identify objects in a picture; 2. identify primary colours, associating them with objects appropriately; 3. identify animals; and 4. pronounce names of objects, and the colours identified.	1. Identification of objects and colours in a picture 2. Identification of objects in a given picture, e.g bed, mat, radio. "What is this?" "Show me a cup" etc. 3. Identification of major colours: white, red, blue, yellow, black. 4. Description of objects according to their colours e.g. 'yellow bag', 'red bucket'. "Give me the green book" etc.	1. Presents pictures containing different household classroom, and school objects, and guides learners to identify them by name, e.g. a bag, a table. 2. Guides them to identify primary colours in the picture 3. Guides them to associate colours with objects in the classroom. 4. Guides pupils to identify objects of named colours.	1. Identify objects in given pictures by names and colours. 2. Associate colours with objects in the classroom. 3. Guide pupils to identify objects of named colours	1. Pictures. 2. Charts. 3. Real objects. 4. Brightly coloured picture books.	Learners to: 1. identify and name objects in a given picture; and 2. identify and name the major colours of the objects
Book Orientation and Pagination	Learners should be able to: 1. identify the front cover, back cover, illustrations, title, author of a book, etc; 2. identify the ordering and position of pages of a book	1 .Identifying the features of a book; and parts of a book, e.g.:  - Front cover - Back cover, - Title, Pages - Author, etc.	1. Reads a story to pupils. 2. Guides them to identify the front cover, back cover, title and author of the story book read. 3. Leads the learners to observe the ordering and position of the pages of the book. 4. Takes learners to school or community library to observe various books.	1. Listen attentively to the story. 2. Take turns to identify parts of the book, i.e. front cover, title, title page, back cover, author, etc. 3. Observe the ordering and position of the pages of the book. 4. Visit school or community library to observe various books	1. Simple story books. 2. Learners' text books. 3. School Library.	Learners to: 1. name the parts of a book; and 2. identify the pages of a book and their position.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: CONCEPT OF PRINT AND WRITING**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Writing Lines and Curves	Learners should be able to: 1. position and control their hands in preparation for writing; 2. air-write lines and curves 3. write basic lines and curves; and 4. scribble shapes and forms.	1. Hand Control and Positioning 2. Air writing . 3. Writing basic lines and curves. 4. Scribbling of shapes and forms.	1. Assists learners to position and control their hands in preparation for writing. 2. Guides learners to air - write lines and curves on flashcards collectively and individually. 3. Guides learners to make dotted letters on the board or sand trays and asks the learners to trace the shape of the dotted lines. 4. Guides the learners to trace the outline of letters with their pointer finger. 5. Guides the learners to scribble shapes and forms of letters on the chalk board.	1. Position and control hands in preparation for writing. 2. Air-write lines and curves by tracing them in the air. 3. Make dotted letters on the board or sand trays and trace the shapes of the dotted lines. 4. Trace the outline of letters with their pointer fingers.	1. Flash cards. 2. Word Charts. 3. Sand Trays. 4. Note books. 5. Chalk board.	Learners to: 1. air - write lines and curves 2. trace the outline of letters with their pointer finger; and 3. scribble shapes and forms.
Writing Alphabets	Learners should be able to: 1. recite the letters of the alphabet; and 2. write the letters of the alphabet- a-z in the lower case	Writing letters of the alphabet from a-z in the lower case.	1. Leads the learners to recite the letters of the alphabet - a-z. 2. Writes the letters of the alphabet on the board. 3.Guides the learners to write each of the letters on the board.	1. Recite the letters of the alphabet - a-z. 2 .With the teacher's guidance, practise writing each of the letters of the alphabet on the board.	1. Pictures. 2. Charts containing the letters of the alphabet 3. Pointer stick.	Learners to write the letters of the alphabet in the lower case on the board.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: CONCEPT OF PRINT AND WRITING**

**LEVEL: ONE**

**STAGE: ONE**

<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
			<b>TEACHER</b>	<b>LEARNERS</b>		
Writing Words and Labelling	Learners should be able to:  1. recognise one syllable objects 2. pronounce one syllable words; 3. write one syllable words with the appropriate article; and 4. label one syllable objects	Writing one-syllable words/labelling objects e.g. cat, egg, dog, man, ant, ball, pot etc with the articles	1. Leads the learners to identify one syllable objects  2. Guides the learners to pronounce one syllable words with the articles  3. Guides the learners to write one syllable words with the articles on the board  4. Guides the learners to Label one syllable objects.	1. Identify one syllable objects 2. With the teacher's guidance, pronounce one syllable words using the appropriate articles  3. Write one syllable words with the appropriate articles  4. Label one syllable objects.	1. Pictures of relevant objects 2. Charts containing the relevant words. 3. Real or improvised objects	Learners to :  1. identify one -syllable objects;  2. write the names of 4 one-syllable objects with appropriate articles; and  3. label 5 one -syllable objects.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME:PHONEMIC AWARENESS AND PHONICS**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Recognition of Letters	Learners should be able to:  1. say the sounds of letters of the alphabet correctly; 2. recognise sounds of different letters of the alphabet; 3. distinguish the sounds of the different letters of the alphabet correctly; and 4. arrange the letters of the alphabet in the correct order.	Identification of the basic sounds of the alphabet correctly.	1. Says the sounds of letters of the alphabet. 2. Guides learners to say the sounds of letters of the alphabet. 3. Guides learners to identify the different letters of the alphabet; 4. Guides learners to distinguish the sounds of the different letters of the alphabet correctly 5. Leads the learners to arrange the letters of the alphabet in the correct order	1. Listen to the teacher say the sounds of letters of the alphabet. 2. Participate in saying the sounds of letters of the alphabet. 3. Identify the different letters of the alphabet; 4. Distinguish the sounds of the different letters of the alphabet correctly 5. Arrange the letters of the alphabet in the correct order	1. Cut – out letters of the alphabet. 2. Sound chart. 3. Flash cards.	Learners to: 1.recognise and say sounds of the letters of the alphabet correctly; 2.distinguish the letters of the alphabet; and 3.arrange the letters of the alphabet correctly.
Identification of the Sounds of the letters of the Alphabet (lower and upper case)	Learners should be able to:  1. say the sounds of letters of the alphabet	Production of the sounds of the letters of the alphabet a-z.	1. Says the sounds of letters of the alphabet. 2. Guides the learners to say the sounds of the alphabet.	1. Listen to the teacher say the sounds of letters of the alphabet. 2. Participate in saying the sounds of the alphabet.	1. Cut-out letters of the alphabet. 2. Sound chart.	Learners to: 1.recognise and say sounds of the letters of the alphabet correctly; and

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME:PHONEMIC AWARENESS AND PHONICS**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
	<p>2. recognise sounds of different letters of the alphabet and</p> <p>3. distinguish the sounds of the different letters of the alphabet correctly.</p>		<p>3.Guides the learners to identify the different sounds of the alphabet;</p> <p>4.Guides the learners to distinguish the sounds of the different letters of the alphabet.</p>	<p>3.Identify the different sounds of the letters of the alphabet;</p> <p>4. Distinguish the sounds of the different letters of the alphabet correctly.</p>	3. Flash cards.	<p>2.distinguish the sounds of the alphabet.</p>
Writing the Sounds of the Letters of the Alphabet	<p>Learners should be able to:</p> <p>1. identify the sounds of letters of the alphabet</p> <p>2. recognise sounds of different letters of the alphabet; and</p> <p>3. write the sounds of the letters of the alphabet.</p>	Writing the sounds of the letters of the alphabet.	<p>1. Guides the learners to say the sounds of the letters of the alphabet.</p> <p>2.Guides the learners to identify the different sounds of the letters of the alphabet.</p> <p>3.Guides the learners to write the different sounds of the letters of the alphabet.</p>	<p>1. Participate in saying the sounds of the alphabet.</p> <p>2. Identify the different sounds of the letters of the alphabet</p> <p>3. Write the different sounds of the letters of the alphabet.</p>	<p>1. Cut – out letters of the alphabet.</p> <p>2. Sound chart.</p> <p>3. Flash cards.</p> <p>4.Chalk board.</p>	<p>Learners to:</p> <p>1.recognise and say sounds of the letters of the alphabet correctly.</p> <p>2. write the sounds of the letters.</p>

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME:PHONEMIC AWARENESS AND PHONICS**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Blending Syllables	Learners should be able to: 1. Identify syllables in words. 2. form syllables.	Identification of syllables e.g. monosyllables: a-n an; a-s as; i-t it; i-n in. t-o to; g-o go; c-a-t cat; p-e-n pen.	1. Explains what a syllable is 2. Guides the learners to recognise syllables by clapping when a syllable is mentioned 3. Guidesthe learners to break words into smaller parts 4. Guidesthe learners to combine letters to form monosyllabic words	1. Listen tothe teacher's explanation 2. Participate in clapping when a syllable is mentioned 3. Break words into smaller parts 4. Combine letters to form monosyllabic words.	1. Cut – out letters of the alphabet. 2. Chart. 3. Flash cards. 4.Chalk board.	Learners to: 1.break 2 words into smaller parts; 2.combine letters to form 4 monosyllabic words.
Blending Words	Learners should be able to: 1. Identify vowels and consonants; and 2. build words by blending vowels and consonants	1. Identification of vowels and consonants 2. Blending vowels and consonants to form words 3. Using sounds of letters to form three-letter words, e.g mat, cat, bad, bag, man, dog, rag, and; 4. Breaking large words into smaller words	1. Guides the learners to identify vowel and consonant sounds 2 .Guides the learners to combine letters – vowels and consonants to form words. 3. Guides the learners to break words into smaller parts.	1. Listen to the teacher's explanation 2 .Combine letters to form words. 3. Break words into smaller parts	1. Cut-out letters of the alphabet. 2. Alphabet chart 3. Flash cards. 4. Chalk board	Learners to: 1. distinguish vowels and consonants 2. combine vowel and consonant letters to form 4 words

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: FLUENCY, VOCABULARY AND COMPREHENSION**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Masculine and Feminine	Learners should be able to: 1. explain what gender words are; 2. identify masculine and feminine gender words in passages ; and 3. use feminine and masculine words in sentences	1. Explanation of gender words 2 .Identification of masculine and feminine gender words in passages. 3. Use of feminine and masculine words in sentences.	1. Guides the learners to explain gender words. 2. Guides the learners to identify masculine and feminine gender words in passages 3. Guides the learners to use feminine and masculine words in sentences.	1. Listen to the teacher's explanation. 2. Identify masculine and feminine gender words in passages 3. Use feminine and masculine words in sentences	1. Learner's text 2. Chart of masculine and feminine gender words 3. Flash cards. 4. Chalk board. 5. Relevant pictures	Learners to: 1. explain what gender words are. 2. distinguish between masculine and feminine gender words; and 3. use feminine and masculine words in sentences.
Singular and Plural	Learners should be able to identify: 1. singular forms of objects; and 2. plural forms of objects.	Identification of singular and plural forms of words. Singular forms, e.g. ball, boy, girl. Plural forms e.g. balls, boys, girls.	1. Guides the learners to Identify singular forms of words with examples 2. Guides the learners to identify plural forms of words with examples	1. Identify singular forms of words. 2. Identify plural forms of words.	1. Real objects. 2. Wall charts. 3. Pictures. 4. Flash cards.	Learners to: 1.identify singular forms. 2. identify plural forms; and 3. use real objects to show singular and plural forms.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: FLUENCY, VOCABULARY AND COMPREHENSION**

**LEVEL: ONE**

**STAGE: ONE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Reading Sentences	Learners should be able to:  1. read 3-5 word sentences 2. recognise common words (e.g. my, you, I, are, is, yes, no, etc.) by sight; 3. read class appropriate texts and sentences accurately without hesitation; and 4. use decoding to identify new words in reading passages.	Reading of 3-5 word sentences:  Recognition of common one-letter words (e.g. "a"; and "I"); two-letter words (e.g. "is", "my"); and three-letter words (e.g. "the", "was"; "can").	<ul style="list-style-type: none"> <li>1. Guides the pupils to:           <ul style="list-style-type: none"> <li>- correctly pronounce the words;</li> <li>- identify the words as combination of the letters of the alphabet; and</li> <li>- use the words in oral context in their own speech.</li> </ul> </li>   <li>2. Guides and directs oral drill reading exercises.</li> </ul>	<ul style="list-style-type: none"> <li>1. Pronounce given words correctly.</li> <li>2. Use words in their own speech.</li> <li>3. Participate in drill exercises involving sight-reading of simple words and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>1. Learners' textbooks.</li> <li>2. Story books.</li> <li>3. School Library.</li> </ul>	<p>Learners to:</p> <ul style="list-style-type: none"> <li>1. sight-read common one-letter, two-letter and three-letter words in sentences correctly;</li> <li>2. use words in own speech; and</li> <li>3. sight- read simple sentences accurately without hesitation.</li> </ul>

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Songs and Rhymes	Learners should be able to: 1. read simple rhymes fluently; 2. memorise the rhyme after discussing the content; 3. learn sounds through songs; and 4. recite rhymes using the appropriate intonations.	Singing short culturally relevant songs which appeal to children's sentiments that to learn sounds in words. can help learners	1. Reads the rhyme(s) slowly (several times) to the pupils.  2. Demonstrates the actions involved in the rhymes.  3. Explains the message(s) in the rhyme to the learners.  4. Teaches relevant songs to the learners involving particular sounds.	1. Listen attentively to the teacher.  2. Read the rhymes aloud together, in groups and individually.  3. Listen to the teacher's explanation.  4. Sing the songs with emphasis on the sounds taught.  5. Memorise the rhymes.	1. Wall chart showing the rhyme(s).  2. Flashcards showing the key words in the rhymes.  3. Approved course book.	Pupils to: 1. read simple rhymes correctly; and 2. sing songs to emphasise some given sounds.
Dialogue	Learners should be able to: 1. participate in simple dialogues using present, past and future tenses; 2. ask and answer simple questions correctly using present, past and future tenses; and	Simple dialogues - dialogues in present, past and future tenses Asking and answering simple questions using present, past and future tenses with the appropriate intonation e.g.	1. Explains what a dialogue is.  2. Gives examples of a dialogue shown in the content column.  3. Gets the learners to engage in dialogues in present, past and future tenses, ensuring that the correct stress and intonations are observed.	1. Listen to teacher's explanation.  2. Repeat the dialogues after the teacher, observing the correct stress and intonation (rising and falling tones).  3. Practise the dialogues in twos and in groups,	1. Course book.  2. Sentence strip.  3. A volunteer pupil for rehearsal.  4. Other suitable materials.	Learners to: 1. ask two questions and answer them correctly through simple dialogues; and 2. engage in dialogues using the rising and falling tones.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: TWO**

<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
			<b>TEACHER</b>	<b>LEARNERS</b>		
	3. practise the use of the rising and falling tones in questions and answers correctly.	i. Question: Where is the teacher? Answer: He is in the class.  ii. Question: Who is Mallam Dikko? Answer Mallam Dikko is the head teacher.	4. Guides learners to practise the use of the rising and falling tones correctly.	both inside and outside the classroom.		
Counting	Learners should be able to:  1. Count from one-hundred and one to two hundred (101-200) 2. Identify one hundred and one to two hundred in figure and in words 3. Match figures with words.	Counting of numbers from 101-200 in words.	1. Presents a chart containing numbers from 101-200 and reads it aloud to the learners, pronouncing the words clearly.  2. Guides the learners in counting and identifying the numbers.  3. Guides the learners to match figures with words.	1. Listen while teacher counts.  2. Count and identify the numbers  3. Guides the learners to match the figures with words.	1. Charts containing numbers  2. Flash cards	Learners to: 1. count from one to hundred and one two hundred; 2. identify one hundred and one to two hundred in figure and in words; and 3. match figures with words.
Read Aloud Stories	Learners should be able to:  1. listen to class/age appropriate stories 2. retell the story in the passages;	1. Listening to short class/age appropriate texts of 30-50 words; 2. Recognition of sounds and common words;	1. Reads interesting passages to the pupils, emphasising important words.  2. Tells the story in the passage to the pupils.  3. Selects some pupils to re-tell the story.	1. Listen carefully to the passage read by the teacher.  2. Retell the story in the passage	1. Pictures of objects and persons.  2. Charts.  3. Course book.	Learners to: 1. retell the story in the passage; and 2. answer given questions on the story.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: TWO**

<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
			<b>TEACHER</b>	<b>LEARNERS</b>		
	3. Recognise sounds and common words in the story; and 3. answer simple comprehension questions based on the story.	1 Answering questions from stories e.g. Trafficking in Persons In Nigeria; 2 Making connections between the characters in the story and personal experiences.	4. Asks pupils simple questions based on the story.	3. Answer simple questions based on the story.	4. Supplementary readers.	
Story Telling	Learners should be able to:  1. listen to class /age appropriate stories 2. retell the stories; 3. recognise sounds and common words in the stories; 4. identify the characters and events in the match; and 5. answer simple comprehension questions based on the stories.	1 Telling a story about a football match and identifying the characters and events in the match. 2 Recognition of sounds and common word. 3 Answering questions from stories e.g. Trafficking in Persons in Nigeria. 4 Making connections between the characters in the story and personal experiences.	1. Leads the learners to tell interesting stories, emphasising important words, characters and events in the match. 2. Asks learners to retell the stories individually 3. Selects some pupils to re-tell the stories. 4 Guides learners to identify the characters and events in the match 5. Asks pupils simple questions based on the stories.	1. Listen carefully to the stories 2. Retell the stories. 3. identify the characters and events in the match. 4. Answer simple questions based on the stories.	1.Pictures of objects and persons relating to football match. 2.Charts 3. Course book. 4. Supplementary readers.	Learners to:  1.retell the story in a passage; identifying the characters and events in the match; and 2. answer prepared questions on the story.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: CONCEPT OF PRINT AND WRITING**

**LEVEL: ONE**

**STAGE: TWO**

<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
			<b>TEACHER</b>	<b>LEARNERS</b>		
Picture Reading	Learners should be able to: 1. identify objects/nouns in a picture; 2. name the objects in a picture appropriately; and 3. pronounce the names of objects in the picture	Say the names of the objects in a picture, highlighting: i. the concept of noun ii. explanation that all names of objects are nouns	1. Presents pictures containing different household, classroom, and school objects, and guides the learners to identify them by name, e.g. a bag, a table. 2. Guides them to name the objects appropriately. 3. Explains that the names of these objects are nouns.	1. Identify objects in given pictures by names. 2. Explain the concept of a noun.	1. Pictures. 2. Charts. 3. Real objects. 4. Brightly coloured picture books.	Learners to: 1. identify and name objects in a given picture. 2. Explain the meaning of noun; and 3. Give other examples of nouns.
Book Orientation and Pagination	Learners should be able to: 1. recognise the different types of books; and 2. state and explain the uses of a book	Explain the uses of a book: i. To give Information ii. To entertain iii. to educate etc iv. Different types of books	1. Presents different types of books to learners in the classroom. 2. Guides the learners to identify them by their forms and uses 3. Guides the learners to state the uses of books.	1. Observe the given books by names. 2. Identify them by their forms and uses. 3. State the uses of books.	1. Pictures. 2. Charts. 3. Different types of books	Learners to: 1. identify different types of books; and 2. state and explain the uses of a book.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: CONCEPT OF PRINT AND WRITING**

**LEVEL: ONE**

**STAGE: TWO**

<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
			<b>TEACHER</b>	<b>LEARNERS</b>		
Writing Alphabets	Learners should be able to:  1. recite the letters of the alphabet; and 2. write the letters of the alphabet- a-z in the upper case.	Writing letters of the alphabet from a-z in the upper case.	1. Leads learners to recite the letters of the alphabet - A-Z.  2. Writes the letters of the alphabet on the board in upper case.  3. Guides the learners to write each of the letters on the board.	1. Recite the letters of the alphabet - A-Z.  2. With the teacher's guidance, practise writing each of the letters of the alphabet on the board in the upper case.	1. Pictures.  2. Charts containing the letters of the alphabet.  3. Pointer stick.	Learners to write the letters of the alphabet in the upper case.
Writing Words and Labelling	Learners should be able to:  1. recognise two-syllable objects; 2. pronounce the names of the two-syllable words; 3. write two-syllable words with the appropriate articles; and 4. label two-syllable objects.	Writing two-syllable words/labelling two-syllable objects, e.g. orange, teacher, pencil with articles –the, a, an.	1. Leads the learners to identify two-syllable objects.  2. Guides the learners to pronounce two-syllable words.  3. Guides the learners to write two-syllable words with the appropriate article.  4. Guides the learners to label two-syllable objects.	1. Identify two syllable objects.  2. With the teacher's guidance, pronounce two syllable words using the appropriate articles.  3. Write two syllable words with the appropriate articles.  4. Label two syllable objects.	1. Pictures of relevant objects.  2. Charts containing the relevant words.  3. Real or improvised objects.	Learners to :  1. identify two syllable objects; 2. write the names of 4 two-syllable objects with appropriate articles; and 3. label 5 two syllable objects.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: PHONEMIC AWARENESS AND PHONICS**

**LEVEL: ONE**

**STAGE: TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Recognition of Letters, Sounds and Alphabets.	Learners should be able to: 1. produce and identify basic sounds correctly; 2. distinguish the sounds of the different letters of the alphabet correctly; and 3. reproduce sounds of letters of the alphabet.	Reproduction of the basic sounds of letters of the alphabet (a-z).	1. Presents and pronounces basic sounds correctly. 2. Using ABC songs presents and pronounces letters of the alphabet correctly. 3. Guides the learners to distinguish the sounds of different alphabets correctly. 4. Guides the learners to pronounce the letters of the alphabet correctly while singing.	1. Produce sounds and pronounce letters correctly using ABC songs. 2. Listen to the teacher's pronunciation of letters of the alphabet. 3. Identify the sounds of given alphabets. 4. Reproduce sounds of letters.	1. Flash cards/Alphabet charts. 2. Pictures/ Drawing. 3. Tape recording / Sound charts.	Learners to: 1. pronounce sounds of the letters of the alphabet correctly; and 2. identify letters and sounds in given words.
Identification of Sounds and the Alphabets (Lower and Upper Case)	Learners should be able to: 1. produce and identify basic sounds correctly; and 2. pronounce the names of the letters of the alphabet correctly.	Production of the names of the letters of the alphabet (a-z): i. Production of basic sounds in given words correctly. ii. Correct pronunciation of letters of the alphabet e.g. a, b, c etc.	1. Presents and pronounces basic sounds correctly. 2. Guides the pupils to pronounce and identify basic sounds correctly. 3. Presents and pronounces letters of the alphabet correctly. 4. Guides the pupils to pronounce the names of the letters of the alphabet correctly.	1. Produce sounds and pronounce letters correctly. 2. Identify sounds of given words. 3. Listen to the teacher's pronunciation of the names of the letters of the alphabet correctly.	1. Flash cards/Alphabet charts. 2. Toys 3. Pictures/ drawings. 4. Real objects. 5. Tape recording/ Sound charts.	Pupils to: 1. pronounce sounds of the letters of the alphabet correctly; and 2. identify letters and sounds in given words.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: PHONEMIC AWARENESS AND PHONICS**

**LEVEL: ONE**

**STAGE: TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Writing Letter Sounds (Lower and Upper)	Learners should be able to: 1. position and control their hands in preparation for writing; 2. air - write lines and curves; 3. scribble letters of the alphabet and 4. write letters of the alphabet	Tracing Letters of the Alphabet: i. Air writing. ii. Writing on dotted shapes. iii. Scribble letters of the alphabet. iv. Write letters of the alphabet.	1. Assists the learners to position and control their hands to air-write. 2. Guides the learners to air - write letters. 3. Guides the learners to make dotted letters on the board or sand trays 4. Guides the learners to trace the outline of letters with their pointer finger 5. Guides the learners to scribble and write letters.	1. Position and control hands in preparation for writing . 2. Air-write letters. 3. Make dotted letters on the board or sand trays and trace the shapes of letters on the dotted lines 4. Trace the outline of letters with their pointer finger 5. Scribble and write letters of the alphabet.	1. Flash cards. 2. Word Charts. 3. Sand Trays. 4. Note books. 5. Chalk board.	Learners to: 1. trace the outline of letters of the alphabet with their pointer finger; 2. scribble letters of the alphabet; and 3. write the letters of the alphabet.
Blending Syllables	Learners should be able to: 1. produce multi - syllabic words (2 and 3 syllable words). 2. identify 2 and 3 syllable words. 3. complete 2 and 3 syllable words.	• Blending sounds to form syllables • Production of multi-syllabic words: i. 2- syllable-words, e.g. teacher, coffee - Father, - Picture, - Leather.	1. Explains with examples, 2 and 3 - syllable words. 2. Leads the learners to give and pronounce 2 and 3 - syllable words. 3. Guides the learners to identify 2 and 3 - syllable words in sentences.	1. Listen attentively. 2. Produce 2 and 3 syllable words. 3. Identify 2 and 3 syllable words in sentences. 4. Complete 2 and 3 syllable words.	1. Flash cards. 1. Sentence strips. 2. Flannel board. 4. Course book.	Learners to: 1. produce 2- and 3-syllable words; 2. identify 2 -and 3-syllable words in sentences; and 3. complete 2 -and 3- syllable words.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: PHONEMIC AWARENESS AND PHONICS**

**LEVEL: ONE**

**STAGE: TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
		ii. 3-syllable words, e.g. Photograph. iii. Identification of the words in sentences. iv. Completion of 2-and 3-syllable words.	4. Guides the learners to complete 2 and 3-syllable words.			
Blending Words	Learners should be able to: 1. combine vowels and consonants to form words; 2. pronounce the words correctly; and 3. use the words in sentences.	Blending sounds to form words.	1. Guides the learners to list vowels and consonants; 2. Leads the learners to combine some vowels and consonants to form words. 3. Leads the learners to pronounce the words. 4. Guides the learners to use the words in sentences.	1. List vowels and consonants. 2. Combine some vowels and consonants to form words. 3. Pronounce the words. 4. Use formed words in sentences.	1. Flash cards. 2. Sentence strips. 3. Flannel board. 4. Course book. 5. Word charts. 6. The Alphabet.	Learners to: 1. combine vowels and consonants to form words; and 2. use 3 of the words in sentences.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: : FLUENCY, VOCABULARY AND COMPREHENSION**

**LEVEL: ONE**

**STAGE: TWO**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Singular and Plural	Learners should be able to:  1. identify regular and irregular plurals; and 2. use regular and irregular plurals in simple sentences.	Regular and Irregular plurals.  1. Regular plurals: Plurals ending with's' -e.g. ball/balls; girl/girls.  2. Irregular plurals, e.g. man/men; ox/oxen, child-children.	1. Teacher writes on the board examples of regular and irregular plurals.  2. Guides the learners in the formation of plurals.	1. Learners reproduce, in writing, the teacher's examples of regular and irregular plurals.  2. Form regular and irregular plurals.	1. Charts. 2. Chalkboard. 3. Pictures. 4. Flash cards. 5. Real objects.	Learners to give the plural forms of 5 words.
Reading Sentences	Learners should be able to:  1. read 8- word sentences of class appropriate texts accurately without hesitation; and 2. use decoding to identify new words in reading passages.	Reading of 8-word sentences:  i. Recognition of common words. ii. Using decoding to identify new words in reading passages.	1. Correctly pronounces the words.  2. Identifies the words as combination of the letters of the alphabet.  3. Uses the words in oral context in own speech.  4. Guides and directs oral drill reading exercises.	1. Pronounce given words correctly.  2. Use words in own speech.  3. Participate in drill exercises involving sight-reading of simple words and sentences.	1. Flash cards. 2. Sentence strips. 3. Flannel board. 4. Word charts. 5. Learners' textbooks. 6. Story books. 7. School Library.	Learners to:  1. read 8- word class appropriate texts and sentences correctly; and 2. use 5words in own speech.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: : ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Songs and Rhymes	Learners should be able to:  1. listen to songs attentively; 2. sing songs taught; and 3. Sing songs on relevant issues e.g. Child's Rights, First Aid, colours, money etc.	Singing songs which appeal to children's sentiments, e.g. short songs on Child's Rights, First Aid, colours, money etc.	1. Presents a song and reads it aloud, pronouncing the words clearly.  2. Writes the song on the chalk board and encourages learners to read the song clearly.  3. Introduces the song by singing it clearly and encourages the learners to sing the song.	1. Listen while teacher reads and sings the song.  2. Read and sing the song after the teacher.  3. Sing the song alone, sounding the words clearly.	1. Charts. 2. Picture books with songs. 3. Flash cards. 4. Tape recorder. 5. First Aid Box. 6. First Aid items. 7. Picture of the rainbow with the different colours. 8. Samples of different denominations of money.	Learners to:  1. listen to songs attentively; and 2. read and sing songs with demonstration where appropriate.
Dialogue	Learners should be able to:  1. answer questions on present actions; 2. answer questions on past actions; 3. answer questions on future actions; and 4. respond to 'what' questions on the above actions.	Asking and Answering Questions on Present, Past and Future Actions e.g. Q – What do you eat? A – I eat rice. Q – What did you eat last night? A – I ate rice last last night? Q – What will you eat tomorrow morning? A – I will eat rice tomorrow morning.	1. Provides 'what' questions on Present, Past and Future Actions for the learners.  2. Guides the pupils to answer the questions.  3. Corrects the learners' oral works.	1. Listen to the teacher's questions about present, past and future actions.  2. Answer questions on present, past and future actions.  3. Ask and answer questions in groups and in pairs.	1. Sentence strips. 2. Pictures showing various actions.	Learners to answer questions on various actions using the present, past and future tense.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: : ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Counting	Learners should be able to:  1. Count from one-hundred and one to two hundred (101-200).  2. Identify one hundred and one to two hundred in figure and in words.  3. Match figures with words.	Counting of numbers from 101-200 in words.	1. Presents a chart containing numbers from 101 - 200 and reads it aloud to the learners, pronouncing the words clearly.  2. Guides the learners in counting and identifying the numbers.  3. Guides the learners to match figures with words.	1. Listen while teacher counts.  2. Count and identify the numbers  3. Guides the learners to match the figures with words.	1. Charts containing numbers  2. Flash cards	Learners to:  1. count from one hundred and one to two hundred;  2. identify one hundred and one to two hundred in figure and in words; and  3. match figures with words.
Read Aloud Stories	Learners should be able to:  1. listen to class /age appropriate stories;  2. retell the story in the passages;  3. recognise sounds and common words in the story; and	1. Listening to short class /age appropriate texts of 50-100 words.  2. Recognition of sounds and common words. Answering questions from stories e.g. how to: avoid road traffic	1. Reads interesting passages to the pupils, emphasising important words.  2. Tells the story in the passage to the learners.  3. Selects some learners to re-tell the story.	1. Listen carefully to the passage read by the teacher.  2. Retell the story in the passage.  3. Answer simple questions based on the story.	1. Pictures of objects and persons connected to road traffic accident and trafficking in persons.  2. Charts.  3. Course book.	Learners to:  1. retell the story in the passage; and  2. answer given questions on the story.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: : ORAL LANGUAGE**

**LEVEL: ONE**

**STAGE: THREE**

<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
			<b>TEACHER</b>	<b>LEARNERS</b>		
	4. answer simple comprehension questions based on the story.	accidents; - avoid being abducted.  3. Making connections between the characters in the story and personal experiences.	4. Asks learners simple questions based on the story.		4. Supplementary readers.	
Story-Telling	Learners should be able to:  1. listen carefully to a story on the natural elements; trafficking in persons; and ways of acquiring money lawfully;  2. answer questions on the main points in the story in their own words;  3. re-tell the story in their own words; and 4. tell similar stories.	1. Answering questions on stories told: A story that will interest the learners, but built on any topic, such as Road Safety, National Values, Disaster Risk Reduction, Climate Change, Elements of the Weather, Drug Abuse, HIV/AIDS, Exploitation of victims of Human Trafficking, Ways of Acquiring Money Lawfully, etc.  2. Provide stories that will encourage the learners to tell their own stories in simple English, e.g. The House that Olu Built.	1. Tells the story stressing important points with the correct intonation.  2. Asks questions on the passage.  3. Gives learners the opportunity to tell their own stories.  4. Guides and supervises learners' activities.	1. Listen attentively to the teacher telling or reading the story.  2. Re-tell the story.  3. Answer questions on the story.  4. Tell similar stories in groups, about children's clubs or societies they know.  5. Tell stories about exploitation of victims of human trafficking and ways of acquiring money lawfully.	1. Course book or Supplementary Readers.  2. Relevant pictures.  3. Real objects.  4. Pictures of different denominations of Nigerian currency.	Learners to:  1. answer questions on the main points in the story;  2. relate the story in their own words;  3. participate in telling similar stories; and  4. state different ways of acquiring money lawfully.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: CONCEPT OF PRINT AND WRITING**

**LEVEL: ONE**

**STAGE: THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Picture Reading	Learners should be able to:  1. use auxiliary and real verbs in picture reading; 2. make correct sentences in the simple present tense; 3. identify objects (nouns) in pictures and 4. use the identified nouns in picture reading	1. Building stories around pictures focusing on the use of verbs and nouns.  Auxiliary verbs e.g. may, can, will.  Real verbs e.g. walk, work, eat, sit, jump etc.  2. Identification of nouns and use of nouns in sentences during picture reading exercise.	1. Presents and demonstrates the correct use of auxiliary verbs in sentences. 2. Facilitates the learners' understanding of auxiliary and real verbs in picture reading. 3. Gives examples and asks questions in the present tense. 1. Guides the learners to identify objects (nouns) e.g. tree, boy, grass, ball, etc in picture reading. 2. Guides the learners to use the verbs and nouns in picture reading.	1. Identify auxiliary and real verbs in sentences. 2. Play games with flash cards as facilitated by the teacher. 3. Correctly use auxiliary and real verbs in sentences. 4. Pupils listen to the teacher's explanation. 5. Give their own examples. 6. Use nouns in picture reading. 7. Ask and answer the teacher's questions.	1. Charts containing verbs and nouns. 2. Flash cards. 3. Sentence strips. 4. Course book. 5. Other supplementary resources like newspapers or magazines. 6. Real objects.	Learners to:  1. identify auxiliary verbs in sentences; 2. use three verbs in sentences. 3. use "will" and "shall" in sentences. 4. identify nouns in sentences; and 5. use four noun in sentences.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: CONCEPT OF PRINT AND WRITING**

**LEVEL: ONE**

**STAGE: THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Writing Words /Labelling	Learners should be able to: <ol style="list-style-type: none"> <li>1. write multi - syllabic words (2- and 3-syllable words);</li> <li>2. identify 2 -and 3- syllable words;</li> <li>3. complete 2- and 3- syllable word; and</li> <li>4. label familiar objects.</li> </ol>	1. Writing of multi-syllabic words: 2. syllable words, e.g. teacher, coffee - Father, - Picture, - Leather 3-syllable words, e.g. Photograph. 3. Identification of the words in sentences. 4. Completion of 2 or 3 syllable words. 5. Labelling familiar objects, e.g. a person, flask, bottle, bag, etc.	1. Explains, with examples, 2 and 3 syllable words. 2. Leads the learners to give and pronounce 2 and 3 syllable words. 3. Identifies 2 and 3 syllable words in sentences. 4. Guides the learners to complete 2 and 3 syllable words. 5. Guides the learners to label familiar objects.	1. Listen attentively. 2. Produce 2 and 3 syllable words. 3. Identify 2 and 3 syllable words in sentences. 4. Complete 2 and 3 syllable words.	1. Flash cards. 2. Sentence strips. 3. Flannel board. 4. Course book. 5. Pictures 6. Real objects.	Learners to: <ol style="list-style-type: none"> <li>1. produce 2 and 3 syllable words;</li> <li>2. identify 2 and 3 syllable words in sentences;</li> <li>3. complete 2 and 3 syllable words; and</li> <li>4. label familiar objects.</li> </ol>

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: FLUENCY, VOCABULARY AND COMPREHENSION**

**LEVEL: ONE**

**STAGE: THREE**

TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	LEARNERS		
Blending Words	Learners should be able to: 1. break words into sounds; 2. break words into smaller words; 3. break words into parts and identify the word parts; 4. use letter-sound correspondence to build and read unfamiliar words; and 5. recognise and use vowel and consonant letter sounds to read unfamiliar words.	Breaking large words into smaller syllables/words: - Sounding out words in text - Words parts - Apply consonants, long and short vowels to blend words.	1. Guides learners to: read words placed in a row (e.g. doll – dot - dill and match text to the words). 2. Teaches correct pronunciation of words, syllable by syllable, while clapping and counting the syllables in words. 3. Guides learners to separate words into consonant and vowel sounds / parts. 4. Builds words by blending words parts (long vowels/short vowels/ consonants, etc.) to form new words.	1. Read words placed in a row. 2. Listen and clap to syllables in words. 3. Use pronunciation and listening games to: - recognise words from sounds; - identify word parts; - break words into small parts; and - build and read unfamiliar words. 4. identify, read and build words with vowels and consonants.	1. Pocket and alphabet charts. 2. Listening games. 3. Tape Recorders. 4. Audio Tapes. 5. Flash cards. 6. Word walls.	Learners to: 1. sound out words they listen to; 2. identify smaller words in compound words; 3. identify the word parts in speech/ words read aloud; and 4. build and read compound words using vowel and consonants.
Singular and Plural	Learners should be able to: 1. identify singular forms of words 2. identify regular and irregular plurals; and 3. use singular and plural forms of words in simple sentences.	1. Use of Singular and Plural forms of words in sentences i. Singular forms of words ii. Regular and Irregular Plurals iii. Use of Regular and Irregular Plurals in sentences	1. Writes out examples of singular, regular and irregular plural forms of words. 2. Guides learners in the formation of plurals. 3. Guides learners to use the singular and plural forms of words in sentences	1. Learners reproduce in writing teacher's examples of singular forms of words, 2. Learners reproduce in writing, teacher's examples of regular and irregular plural forms of words.	1. Charts. 2. Pictures. 3. Real objects 4. Chalkboard 5. Flash cards etc.	Learners to give the plural forms of five words.

**ACCELERATED BASIC EDUCATION CURRICULUM (ENGLISH STUDIES)**

**THEME: FLUENCY, VOCABULARY AND COMPREHENSION**

**LEVEL: ONE**

**STAGE: THREE**

<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>		<b>TEACHING AND LEARNING RESOURCES</b>	<b>EVALUATION GUIDE</b>
			<b>TEACHER</b>	<b>LEARNERS</b>		
		iv. Regular plurals: with 's' ending - e.g. ball/balls; girl/girls  v. Irregular Plurals, e.g. man/men; ox/oxen, child/children.		3. Form regular and irregular plurals of words.  4. Use the singular and plural forms of words in sentences		
Reading Sentences	Learners should be able to: 1. read simple non-fiction passages correctly; 2. answer questions on the passages; 3. explain the meaning of difficult words in the passages; and 3. identify and discuss issues of national values in a given passage.	1. Reading class appropriate passages (non-fiction) and answering questions on them e.g. - Simple passages on national values, like discipline and courage; respect for elders etc. - Identification and use of new words in sentences. - Identification and discussion of issues of national value in the passage.	1. Guides the learners to read a given passage silently individually or aloud in turns. 2. Guides the learners to identify and explain the meaning of difficult words 3. Leads the learners to use the new words in the passage to make sentences.. 4. Guides the learners to identify and discuss national values in the passage. 5. Asks questions and guides the learners to answer them.	1. Read the passage silently to get the main ideas contained in it. 2. Read it again to get the details. 3. Identify and explain the meaning of difficult words in the passage. 4. Identify and discuss national values in the passage. 5. Answer the comprehension questions.	1. Course book. 2. Simple passages from magazines and other relevant materials available to the learners. 3. List of new words to learn from passage on a flip chart or chalk board.	Learners to: 1. read given passages correctly; and 2. answer questions on the passage.

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