

				<b>three</b> letter words for correct pronunciation i) add or substitute individual sounds in simple, one-syllable words to make new words. j) recognise and sound the commonly used letter sounds and syllables		Learners observe the displayed letters as they listen to the sounds			
3	1-5		<b>1.3 Story Telling</b> & <b>Effective Communication</b>	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories b) use a variety of thematic vocabulary c) develop an interest in listening to oral stories d) appreciate their culture and values as taught through oral stories e) empathise with familiar people in stories f) develop their creative and imaginative power as they create mental images of the oral stories  g) acquire a variety of vocabulary to talk about own and others  h) use non-verbal cues in oral communication to express feelings and	1) Who tells us stories? 2) When are stories told? 3) What do stories teach us	Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources(self, peers, teacher, a resource person(if available), audio recorded stories Learners record their stories and listen to them Learners respond to oral questions related to the story learned or orally recreate a story Learners role play, ask questions, tell stories and sing songs related to the story learnt(themes: self, family, and home), in pairs and small groups Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class Learners are guided to ask and respond to questions to clarify information on experiences Learners interact with audio and audio-visual teaching aids to relate to the experiences and	<b>Realia charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	

				<p>experiences</p> <p>h) show appreciation of others' feelings as they share their experiences</p>		<p>feelings of others</p> <p>Learners listen to songs and poems related to feelings information on experiences</p> <p>Learners interact with audio and audio-visual teaching aids to relate to the experiences and feelings of others</p> <p>Learners listen to songs and poems related to feelings</p>			
4	1-5	<b>SPEAKING</b>	<p><b>Conversation</b></p> <p><b>2.1 Imitation</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) listen attentively and actively participate in conversations in different contexts</p> <p>b) recognize and use vocabulary related to the themes myself, my family, my school, and my home</p> <p>c) appreciate taking turns while engaged in collaborative conversations</p> <p>d) acquire a range of vocabulary for communication in different contexts</p> <p>e) use appropriate vocabulary to express self in different contexts</p> <p>f) respond confidently to communication in different contexts</p> <p>g) exhibit appropriate mannerisms during</p>	<p>Who do we talk to?</p> <p>2) What do we talk about?</p>	<p>Learners role play or dramatise a conversation involving issues relating to the theme my home</p> <p>Learners participate in collaborative conversation on different themes (check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small groups)</p> <p>Learners associate the keywords displayed with those in the conversation listened to</p> <p>Learners record audios of conversations and listen to them</p> <p>Learners watch videos of different conversations</p> <p>The learners are guided to brainstorm on who, how, when and why people communicate</p> <p>Learners listen to and practice conversations in different contexts</p> <p>Learners simulate communication at home ( with parent/guardian, sister, brother ),</p>	<b>Realia Charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	

				conversation in different contexts		in pairs, small groups and whole class. The learners role play various scenarios of communication based on the theme (my home)			
5	1-5	<b>SPEAKING</b>	<b>Responding to instructions and questions</b>  <b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) respond confidently to simple oral questions and instructions from different media b) use appropriate words in giving and responding to instructions and c) name and say letters representing sounds d) blend given letter sounds to make syllables and syllables to form words e) segment syllables to letter sounds and words to syllables f) appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables	1) What do you do when you want something? 2) How do you respond when asked to do something?	Learners practice asking and answering questions in pairs or groups Learners take and respond to instructions and questions (Myself, my family, my home, my school, my community) Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups Learners say and point to pictures with sight words Learners sing songs (themes: myself, my home, my community)	<b>Realia charts</b>		

6	1-5	<b>SPEAKING</b>	<p><b>Talk About</b></p> <p><b>Presentational skills</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) use acquired vocabulary to talk about self appropriately</p> <p>b) identify themselves with people, objects and places in their environment</p> <p>c) demonstrate interest to use names of people, places, and objects within the environment</p> <p>d) express personal emotions, feelings, and opinions about people, places, and objects</p> <p>e) use a variety of vocabulary to express self appropriately</p> <p>f) use appropriate tonal variation, articulation and stress to express self confidently</p> <p>g) appreciate the use of transition words to sequence events</p>	<p>1) Who/what do you like?</p> <p>2) Why do you like him/her/it?</p>	<p>Learners practice rules on social interactions (turn-taking, respecting others' opinions)</p> <p>Learners engage in conversations to talk about self (name, class, age and gender), home, and community, in pairs and groups,</p> <p>Learners observe the teacher modelling effective speaking skills</p> <p>Learners record their speech and listen as teacher observes</p> <p>Learners are guided to name activities in the order in which they occur (daily routine activities, market days, school and religious days)</p> <p>Learners are guided to brainstorm on activities for each day of the week, individually, in pairs and groups</p> <p>Learners attempt to respond to questions related to sequencing of activities for each day of the week (before, after, then)</p> <p>Learners sing songs, rhymes and recite poems related to routine activities</p> <p>Learners could express personal feelings orally using learnt vocabulary related to common routine activities.</p>	<b>Realia Charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	
7	1-5	<b>READING</b>	<b>Phonemic awareness</b>	<p>By the end of the sub-strand, the learner should be able to:</p>	<p>1) What sounds do we hear?</p>	<p>Learners sound and read words to practice left-eye</p>	<b>Realia Charts</b>	<b>.Observation</b>	

				a) practice left-right eye movement with accuracy b) isolate sounds in a word c) segment words that start with similar sounds d) recognize all the letters of the alphabet in the language of the catchment area	2) How do we make them?	movement(left –right orientation) Learners identify words that begin with similar sounds(letter –sound recognition) Learners are guided to isolate sounds in a word Learners segment words that begin with similar sounds Learners recognize and read all the letters of the alphabet in the language of the catchment area(visual discrimination)		<b>2.Oral questions</b> <b>3.written questions</b>	
8	1-5	<b>READING</b>	<b>Phonic development</b>	By the end of the sub-strand, the learner should be able to: a) develop knowledge of letter-sound recognition b) build phonemes into syllables c) read and sound syllables d) relate syllables to their sounds e)appreciate the use of syllables to form words	How do we make words?	Learners match letter cards to sounds Learners practice letter-sound matching(letter sound recognition) Learners build letters into syllables Learners match diagraphs to words that contain them (ng,ny, ng, dh,th) Learners blend and segment sounds to build syllables into words Learners participate in reading games(bingo games, syllabic map), in pairs and groups Learners practice reading words containing consonant clusters Learners mimic word and sentences to produce the right intonation	<b>Realia Charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	

9	1-5	<b>READING</b>	<p><b>Reading phrases and sentences</b></p> <p>&amp;</p> <p><b>Reading comprehension</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) read aloud short phrases and sentences accurately</p> <p>b) read unfamiliar words based on phonic knowledge</p> <p>c) develop an interest in reading new words, phrases and sentences</p> <p>d) read simple texts fluently and with understanding</p> <p>e) read aloud short texts and stories accurately</p> <p>f) read at an appropriate speed for enjoyment</p> <p>g) develop an interest in reading short stories with comprehension</p>	<p>Why is it important to read?</p> <p>Why is it important to understand what you read</p>	<p>Learners are assisted in reading and predicting the meaning of new words</p> <p>Learners re-arrange jumbled words to make meaningful sentences</p> <p>Learners should be exposed to a variety of reading materials to practice reading for fluency</p> <p>Learners participate in reading games(lucky dip, fishing game), in pairs and groups</p> <p>Learners mimic words and phrases to produce right intonation</p> <p>Learners are exposed to a variety of texts for reading</p> <p>Learners are guided to read sentences aloud for meaning</p> <p>Learners ask and answer simple questions related to materials read</p> <p>Learners are prompted to predict meaning from pictures</p> <p>Learners use learned vocabulary to construct simple sentences</p> <p>Learners identify and name characters from picture</p>	<b>Realia charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	
10	1-5	<b>WRITING</b>	<p><b>Letter Sounds and letter names-Phonics</b></p> <p>3 lessons</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) write upper and lower case letters correctly</p> <p>b) differentiate letters with visual similarities (bdp) (w, vym) (k)</p>	<p>How are words formed</p>	<p>Learners say and write letter names correctly (unique to the indigenous languages)</p> <p>Learners sound diagraphs and words with consonant clusters(ng, dh etc.)</p> <p>Learners identify and write</p>	<b>Realia Charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	

			<b>Syllable, word, and sentence formation</b>	<p>c) sound digraphs and consonant clusters</p> <p>d) develop an interest in writing using uppercase and letter names correctly</p> <p>e) handwrite letters, numbers, and symbols</p> <p>f) segment words into syllables</p> <p>g) form words from syllab</p>		<p>upper and lowercase letters (upper and lower case recognition)</p> <p>Learners are guided to develop writing competence (left to right orientation, proper sitting posture, and shaping )</p> <p>Learners practice writing letters in their books individually, in pairs and groups</p> <p>Learners are guided to use a variety of resources and strategies to shape, colour, model letters</p> <p>Learners write dictated letters and words [Letter sound confusion (<i>b, p</i>) (<i>d, t</i>) (<i>m, n</i>)]</p> <p>Learners are guided to choose consonants and vowel blends e.g. - ock, b-y – to complete a word</p> <p>Learners complete sentences by filling in missing words (theme myself, my home and my family the theme myself, my family and my home</p>			
11	1-5	<b>WRITING</b>	<b>Handwriting</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) use basic punctuation to convey the intended meaning</p> <p>b) use legible handwriting to communicate effectively</p> <p>c) develop speed and ease of</p>	How can I write well?	<p>Learners further practice their pre -writing skills ( how to grasp a pencil, use lined paper and how to sit when writing)</p> <p>Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping</p>	<b>Realia charts</b>	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>	

				<p>handwriting</p> <p>d) acquire the skill of shaping different letters to write syllables, words, and sentences neatly</p> <p>e) handwrite letters, numbers, and symbols</p>		<p>using scissors, finger puppets, et</p> <p>Learners practice sorting and grouping of letters based on specific features (ticks, tails, and hoops</p>			
12	1-5	<b>WRITING</b>	Spelling instruction	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) apply the knowledge of blending and segmenting to write words</p> <p>b) use proper letter formation with correct spacing to write words correctly</p> <p>c) develop an interest in spelling and writing new words</p>	Why is it important to spell words correctly	<p>Learners make new words by playing spelling games (spelling bee, flash cards) in pairs and groups</p> <p>Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence)</p> <p>Learners are guided to use various forms of media to spell and write words</p> <p>Learners write dictated words correctly</p>	<b>Realia Charts</b>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p> <p><b>3.written questions</b></p>	
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