

School	Grade	Learning Area	Term	Year
	4	English Activities	One	

Week	Lesson	Strand/Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Listening and Speaking	Pronunciation and Vocabulary: <i>Listening Comprehension</i>	By the end of the sub strand, the learner should be able to: Pronounce sounds and words correctly for effective oral communication. Use vocabulary in sentences for effective oral communication.	Why should we pronounce sounds and words correctly?	Say tongue twisters with words containing learnt sounds (/t/ /d/ /f/ /v/ and the digraph /tw). Repeat minimal pairs with the sounds /t/ /d/ /f/ /v/ and the digraph /tw/ from teacher or audio recording in pairs or groups. Match words that have the same sounds. Construct sentences using vocabulary related to the theme.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Listening and Speaking	Pronunciation and Vocabulary: <i>Listening Comprehension</i>	By the end of the sub strand, the learner should be able to: Listen attentively for information	Which words have confusing sounds?	Listen to an audio text and answer questions based on the text Play language games with words containing sounds (/t/ /d/ /f/ /v/ and the digraph /tw) from a listening	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts		

				and comprehensi on Play language games for listening comprehension		comprehension. Search for words related to the theme on the internet in pairs or groups and use them in sentences. Find out the correct pronunciation of words and sentences from electronic or print dictionaries	Video clips Audio-visual resources Other web resources.		
	3	Reading	Extensive Reading: <i>Reference Materials</i>	By the end of the sub strand the learner should be able to: Use the dictionary to find out the meaning and spellings of words for lifelong learning.	Why is it important to spell words correctly? How does a dictionary help us to learn?	Identify words and check their meaning and spelling from electronic or print dictionaries. Look up the meaning of words from a dictionary in pairs. Read a grade appropriate text, write down unfamiliar words and check their meaning. In groups, discuss how words are organised in a dictionary.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Reading	Extensive Reading: <i>Reference Materials</i>	By the end of the sub strand, the learner should be able to: Read the junior encyclopaedia	What do you do if the meaning of a word is unknown to you?	Obtain information from references such as junior encyclopaedia among others. Arrange words alphabetically or	Course books Story books Poetry books Pictures and photographs Newspapers Magazines		

				to obtain information for lifelong learning. Appreciate the use of the dictionary and encyclopaedia to obtain information		according to related areas.	Charts Video clips Audio-visual resources Other web resources		
2	1	Listening and Speaking	Reading	By the end of the sub strand the learner should be able to: Read poems or stories related to the theme for comprehension	Why is it important to spell words correctly? How does a dictionary help us to learn?	Talk about pictures and the title of a poem and story (featuring similes and sayings) in small groups. Find new words and similes in a poem or story in pairs. Read a poem or story (featuring similes and sayings) in print and non-print texts related to the theme for comprehension. Recite the poem in pairs	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Listening and Speaking	Intensive Reading: <i>Poems/ Stories</i>	By the end of the sub strand the learner should be able to: Apply appropriate reading techniques to answer direct and indirect questions based on a poem	What is your favourite poem, song or story?	Answer oral questions from poems, songs and stories (featuring similes and sayings). Attempt a written exercise individually. Identify events in a story for logical and fluent flow. Discuss and role play events in a text based on	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual		

				or story for self-expression. Appreciate the importance of reading comprehension for lifelong learning		the theme. Watch a video related to the theme for specific information. Participate in a readers' theatre in small groups	resources Other web resources		
	3	Grammar	Determiners: <i>Articles</i>	By the end of the sub strand, the learner should be able to: Identify definite and indefinite articles in a written text for effective communication	What things can you see in our school compound?	Identify definite and indefinite articles (a, an, and the) in a text. Use the definite and indefinite articles with various words	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Grammar	Determiners: <i>Articles</i>	By the end of the sub strand, the learner should be able to: Use definite and indefinite articles in a variety of contexts for effective communication Appreciate the use of definite and indefinite articles in oral and written contexts for self-	What things can you see in our school compound?	Practise using the definite and indefinite articles before nouns individually and in pairs. Match the definite and indefinite articles with a given list of nouns. View a video related to the theme in which the definite and indefinite articles are used. Search for lists of words and phrases on	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		

				expression.		a newspaper, magazine or internet where articles are used correctly.			
3	1	Writing	Guided Composition : <i>Filling Forms</i>	By the end of the sub strand, the learner should be able to: Identify the required information to be filled in forms for different purposes	Why should one be careful when filling in forms?	Fill in forms provided by the teacher by supplying specific details in pairs or small groups such as: Personal details Read instructions on filling in forms in pairs and small groups.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Writing	Guided Composition : <i>Filling Forms</i>	By the end of the sub strand, the learner should be able to: Fill in forms correctly for self-expression and advancement. Appreciate the importance of filling in forms correctly for effective communication	Why should one be careful when filling in forms?	Read instructions on filling in forms in pairs and small groups. Record the required information related to the theme in the forms in pairs and in groups. Fill in forms in digital or print format in pairs and display them.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	3	Listening and	Pronunciation	By the end of the sub strand, the	Why should you	Listen to a variety of audio materials and	Course books Story books		

		Speaking	Vocabulary : <i>Verb with Two or more Subjects</i>	learner should be able to: Discriminate sounds and words in a language sample for listening comprehension	pronounce sounds and words correctly?	identify sounds (/ɜ:/ /ɑ:/ /ɔ:/ /a:/ / l/ /r/), words and expressions related to the theme. Listen to a passages or dialogue read by the teacher and identify the sounds /ɜ:/ /ɑ:/ /ɔ:/ /a:/ / l/ /r/ sounds. Watch a video in groups and write words and expressions related to the theme. Recite poems and rhymes. Use word wheels	Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Listening and Speaking	Pronunciation and Vocabulary : <i>Verb with Two or more Subjects</i>	By the end of the sub strand, the learner should be able to: Pronounce words containing sounds related to the theme accurately for effective communication. Use vocabulary related to the theme to construct a variety of sentences for effective communication	Why should you pronounce sounds and words correctly?	Use the sounds /ɜ:/ /ɑ:/ /ɔ:/ /a:/ / l/ /r/ to form new words such as load, road, boy, toy Construct oral sentences using the language patterns; plural verbs with two or more subjects	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
4	1	Reading	Intensive Reading:	By the end of the sub strand the	Why should we read the	Talk about pictures and the title of a	Course books Story books		

			<i>Poems/ Stories</i>	learner should be able to: Read poems or stories related to the theme for comprehension.	title and pictures in a story?	poem and story (featuring similes and sayings) in small groups. Find new words and similes in a poem or story in pairs. Read a poem or story (featuring similes and sayings) in print and non-print texts related to the theme for comprehension. Recite the poem in pairs. Answer oral questions from poems, songs and stories (featuring similes and	Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	reading	Intensive Reading: <i>Poems/ Stories</i>	By the end of the sub strand, the learner should be able to: Apply appropriate reading techniques to answer direct and indirect questions based on a poem or story for self-expression. Appreciate the importance of reading comprehension for lifelong learning.	Why should we read the title and pictures in a story?	Identify events in a story for logical and fluent flow. Discuss and role play events in a text based on the theme	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		

	3	Grammar	Parts of Speech: <i>Regular and Irregular Nouns</i>	By the end of the sub strand, the learner should be able to: Identify plurals of regular and irregular nouns for effective communication.	How do you show the number of things you have?	Give examples of regular and irregular nouns. Discuss the difference between regular and irregular nouns. Pick out and write plurals of regular and irregular nouns from audio recording.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Grammar	Parts of Speech: <i>Regular and Irregular Nouns</i>	By the end of the sub strand, the learner should be able to: Use plurals of regular and irregular nouns correctly in spoken and written language for communication clarity	How do you show the number of things you have?	Construct sentences in pairs using regular and irregular nouns in their plural forms. Look up regular and irregular nouns on the internet and write them down.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
5	1	Writing	Guided Writing: <i>Open ended Compositions</i>	By the end of the sub strand, the learner should be able to: Express ideas on a given topic relevantly for	Why is it necessary to express thoughts and feelings clearly	Discuss how to write a story on a given topic in small groups. Discuss the possible order of events in the story in small groups. Write the first paragraph of a composition in pairs	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts		

				effective communication		while observing the correct punctuation and spelling	Video clips Audio-visual resources Other web resources		
	2	Writing	Guided Writing: <i>Open ended Compositions</i>	By the end of the sub strand, the learner should be able to: Write an open ended composition creatively for self-expression Appreciate the importance of creativity in writing for effective communication.	Why is it necessary to express thoughts and feelings clearly	Write the whole composition legibly and neatly. Proof-read their compositions in pairs	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	3	Listening and Speaking	Pronunciation and Vocabulary: <i>Polite Words and Phrases</i>	By the end of the sub strand, the learner should be able to: Identify polite words and phrases in conversations for communication clarity.	How can you make your story interesting	Identify words and phrases containing the sounds /e/, /ei/, /p/ and /b/. Use tongue twisters to practise the sounds /e/, /ei/, /p/ and /b/. Listen to correct pronunciation of words and phrases related to etiquette and containing the sounds /e/, /ei/, /p/ and /b/ from a digital device.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Listening and	Pronunciation and	By the end of the sub strand, the	Why should we	Practise saying words and phrases containing	Course books Story books		

		Speaking	Vocabulary :Polite Words and Phrases	learner should be able to: Pronounce words and phrases containing sounds related to etiquette accurately for effective communication.	pronounce sounds and words clearly?	the sounds /e/, /ei/, /p/ and /b/. Use a word puzzle to find words and phrases containing the sounds	Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
6	1	Listening and Speaking	Pronunciation and Vocabulary :Polite Words and Phrases	By the end of the sub strand, the learner should be able to: Use appropriate words and phrases to show politeness in different contexts. Appreciate the importance of using polite words and phrases in different	Why should we pronounce sounds and words clearly?	Say words and phrases related to the theme correctly. Construct simple sentences using words related to the theme. Write dictated words related to etiquette correctly.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Reading	Intensive Reading: Skimming/Scanning	By the end of the sub strand, the learner should be able to: Read a text of about 300 words for comprehension	Why do we read?	Read a variety of print and non-print texts of about 300 words for comprehension. Answer factual and inferential questions from a variety of texts of	Course books Story books Poetry books Pictures and photographs Newspapers Magazines		

						<p>about 300 words. Infer the meaning of new words. Retell stories related to the theme in pairs or groups. Identify events in a story or a passage of about 300 words with logical and fluent flow.</p>	<p>Charts Video clips Audio-visual resources Other web resources</p>		
	3	Reading	<p>Intensive Reading: <i>Skimming/Scanning</i></p>	<p>By the end of the sub strand, the learner should be able to: Apply appropriate reading skills when reading a text of about 300 words to obtain both factual and inferential information Appreciate the importance of intensive reading in their day-to- day life.</p>	Why do we read?	<p>Discuss and role play events in a text based on the theme. Watch a video on etiquette for specific information. Skim or scan a comic, magazine, newspaper or age appropriate reader.</p>	<p>Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources</p>		
	4	Grammar	<p>Language pattern: <i>Enough + Nominal + Infinitive/A</i></p>	<p>By the end of the sub strand, the learner should be able to: Use language</p>	How can read faster?	<p>Recite a poem with the pattern enough + nominal + infinitive and a lot/a lot of... related to the theme in</p>	<p>Course books Story books Poetry books Pictures and photographs</p>		

			<i>lot/a lot of...</i>	pattern correctly for fluency in speech		small groups. Identify lines from the poem that have the language patterns enough + nominal + infinitive and a lot/a lot of....	Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
7	1	Grammar	Language pattern: <i>Enough + Nominal + Infinitive/A lot/a lot of...</i>	By the end of the sub strand, the learner should be able to: Respond correctly to questions on the language patterns in written communication.	Why should we use correct sentences in our speech or writing?	Construct sentences related to the theme using the language patterns enough + nominal + infinitive and a lot/a lot of... in pairs	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Grammar	Language pattern: <i>Enough + Nominal + Infinitive/A lot/a lot of...</i>	Appreciate the importance of language structures for effective communication	Why should we use correct sentences in our speech or writing?	Complete a written exercise based on the language patterns enough + nominal + infinitive and a lot/a lot of....	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	3	Writing	Hand	By the end of the	How does	Use appropriate	Course books		

			Writing: <i>Legibility and Neatness</i>	sub strand, the learner should be able to: Write legibly and neatly in print script for clarity of communication	being unable to read other people's work make you feel	writing instruments (pencil first and then a pen). Print lower and upper case letters neatly and legibly paying attention to consistent letter size and height, direction of strokes such as dots, tails, crossbars, curves and differences in letter orientation like 'd and 'b.	Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Writing	Hand Writing: <i>Legibility and Neatness</i>	By the end of the sub strand, the learner should be able to: Apply accurate and consistent spelling in print script for writing fluency	Why should you ensure your written work is easy to read?	Write silent letters in words and phrases such as 'please listen ' 'I beg your pardon ', 'may I borrow your watch ' Look up words in online dictionaries such as in pairs	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
8	1	Writing	Hand Writing: <i>Legibility and Neatness</i>	By the end of the sub strand, the learner should be able to: Appreciate the use of accurate and consistent spelling in a variety of print scripts for	What can make it hard for others to read our work	Consistently use the correct spelling of words with blends and double consonants.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips		

				effective communication.			Audio-visual resources Other web resources		
	2	Listening and speaking	Pronunciation and Vocabulary: <i>Word Stress</i>	By the end of the sub strand, the learner should be able to: Identify word stress in an oral or written context for effective communication	Why should learn new words?	Listen to and recite short rhythmic poems. Say tongue twisters to practise the sounds /v/ e/ /a/ and the consonant clusters 'sn' 'tr' 'st' Identify words containing the sounds /v/ e//a/ and the consonant clusters 'sn' 'tr' 'st'	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	3	Listening and speaking	Pronunciation and Vocabulary: <i>Word Stress</i>	By the end of the sub strand, the learner should be able to: Pronounce words related to the theme using the correct stress for effective communication	Why should learn new words?	Say words related to the theme using the correct stress in pairs or small groups. (<i>'object, ob'ject</i>) Construct sentences with words whose meaning may be distinguished through word stress, in small groups	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Listening and speaking	Pronunciation and Vocabulary: <i>Word Stress</i>	By the end of the sub strand, the learner should be able to: Use vocabulary	How can we say sounds and words correctly?	Construct sentences using vocabulary related to the theme. Listen to the correct pronunciation of words	Course books Story books Poetry books Pictures and photographs		

				related to the theme in a variety of contexts for speech clarity Appreciate the use of stress in a variety of contexts for communication		whose meaning is contrasted by stress from an audio or phone recordings	Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
9	1	Reading	Intensive Reading: <i>Visuals</i>	By the end of the sub strand learner should be able to: Read visuals in print and digital formats for information. Integrate visual information such as maps, photographs and videos with other information in print and digital texts for comprehension.	Why is it important to interpret visuals correctly? How do visuals like photos and videos enhance our understanding of a text?	Read age appropriate digital texts in different formats such as audio texts, video texts and animated stories. Interpret visuals in pairs. View cartoons, mimes, pictures, photographs, comics among others and discuss them in pairs or small groups. Predict happenings in cartoons or comics and write down their thoughts. Conduct virtual tours on google maps and find the direction of various places on the map in groups.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Reading	Intensive Reading: <i>Visuals</i>	By the end of the sub strand learner should be able to: Interpret visual	What information do we obtain from visual media	Use google maps, digital maps and printed maps to give directions. Locate information from a simple map and make	Course books Story books Poetry books Pictures and photographs		

				media appropriately for lifelong learning. Appreciate the importance of visual media in lifelong learning.	such as photos and videos?	short sentences using terms like north, south, east and west. For example, 'The sun rises in the east.'	Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	3	Grammar	Pronouns: <i>Personal and Possessive Pronouns</i>	By the end of the sub strand, the learner should be able to: Identify personal and possessive pronouns used as subjects and objects for communication clarity	Which words replace names of people or things in sentences?	Identify personal and possessive pronouns used as subjects and objects in sentences individually, in pairs or groups. Construct sentences orally using personal and possessive pronouns as subjects and objects in small groups	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Grammar	Pronouns: <i>Personal and Possessive Pronouns</i>	By the end of the sub strand learner should be able to: Use personal and possessive pronouns correctly as subject and object for self-expression. Appreciate the importance of personal and	Which words do we use to show that something belongs to us?	Write sentences using personal and possessive pronouns individually. Practise using personal and possessive pronouns in pairs or groups. Watch a video where personal and possessive pronouns have been used	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		

				possessive pronouns in communication.					
10	1	Writing	Guided Composition : <i>Friendly Letter/SMS</i>	By the end of the sub strand, the learner should be able to: Identify the key parts of a friendly letter in preparation for writing	Why do you pass information to others?	Learner is guided to: Discuss how to write an SMS and the correct format of a friendly letter in pairs (such as address, date, ending, telephone numbers, sender and receiver.)	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Writing	Guided Composition : <i>Friendly Letter/SMS</i>	By the end of the sub strand, the learner should be able to: Write a friendly letter using the correct format for effective communication	How do you pass information to your friends?	Write friendly letters using the correct format - such as letters to siblings, parents and friends. Practise writing friendly letters and SMS in pairs	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	3	Writing	Guided Composition : <i>Friendly Letter/SMS</i>	By the end of the sub strand, the learner should be able to: Send an SMS correctly for	What kind of information do you give to your friends?	Practise writing friendly letters and SMS in pairs. Use mobile phones to write friendly letters and SMS to one another on	Course books Story books Poetry books Pictures and photographs Newspapers		

				<p>effective communication</p> <p>Appreciate the role of friendly letters and SMS in a variety of communication contexts</p>		the given theme.	<p>Magazines</p> <p>Charts</p> <p>Video clips</p> <p>Audio-visual resources</p> <p>Other web resources</p>		
	4	Writing	Guided Composition <i>: Friendly Letter/SMS</i>	<p>By the end of the sub strand, the learner should be able to:</p> <p>Identify the key parts of a friendly letter in preparation for writing</p>	Why do you pass information to others?	Learner is guided to: <p>Discuss how to write an SMS and the correct format of a friendly letter in pairs (such as address, date, ending, telephone numbers, sender and receiver.)</p>	<p>Course books</p> <p>Story books</p> <p>Poetry books</p> <p>Pictures and photographs</p> <p>Newspapers</p> <p>Magazines</p> <p>Charts</p> <p>Video clips</p> <p>Audio-visual resources</p> <p>Other web resources</p>		
11	1	Writing	Guided Composition <i>: Friendly Letter/SMS</i>	<p>By the end of the sub strand, the learner should be able to:</p> <p>Write a friendly letter using the correct format for effective communication</p>	How do you pass information to your friends?	<p>Write friendly letters using the correct format - such as letters to siblings, parents and friends.</p> <p>Practice writing friendly letters and SMS in pairs</p>	<p>Course books</p> <p>Story books</p> <p>Poetry books</p> <p>Pictures and photographs</p> <p>Newspapers</p> <p>Magazines</p> <p>Charts</p> <p>Video clips</p> <p>Audio-visual resources</p> <p>Other web resources</p>		

	2	Writing	Guided Composition : <i>Friendly Letter/SMS</i>	By the end of the sub strand, the learner should be able to: Send an SMS correctly for effective communication	What kind of information do you give to your friends?	Practise writing friendly letters and SMS in pairs. Use mobile phones to write friendly letters and SMS to one another on the given theme.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	3	Listening and Speaking	Pronunciation and vocabulary	By the end of the sub strand, the learner should be able to: Listen actively to a variety of texts to gain information	Why should we listen carefully? How can we improve our pronunciation?	Listen to audio-visual recordings of songs, stories and passages featuring the sounds /ʊ/ /u/ /æ/ /f/ /v/ Respond to questions from Listening comprehension (story) Construct sentences related to a story or listening comprehension using the language pattern	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Listening and Speaking	Pronunciation and vocabulary	By the end of the sub strand, the learner should be able to: Apply vocabulary related to the	Why should we listen carefully? How can we	Construct sentences related to a story or listening comprehension using the language pattern (<i>noun phrase + would like to be ...</i>)	Course books Story books Poetry books Pictures and photographs Newspapers		

				theme in a variety of contexts for effective communication	improve our pronunciation?	Retell a story he or she has listened to in pairs or small group accurately.	Magazines Charts Video clips Audio-visual resources Other web resources		
12	1	Listening and Speaking	Pronunciation and vocabulary	By the end of the sub strand, the learner should be able to: Use the language pattern correctly for effective oral communication. Appreciate listening to a variety of texts for information and enjoyment.	Why should we listen carefully? How can we improve our pronunciation?	Respond correctly to questions based on the text. Dramatize sections of a story in groups for comprehension. Discuss in groups and as a whole class the lesson learnt from a story	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Reading	Extensive Reading: <i>Independent Reading</i>	By the end of the sub strand, the learner should be able to: Select appropriate reading materials for lifelong learning	Why should we read widely?	The learner is guided to: Select age - appropriate and high- interest reading materials such as narratives, poems, newspapers and magazines in print or electronic format	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		

	3	Reading	Extensive Reading: <i>Independent Reading</i>	Read a variety of familiar materials independently to build reading speed and fluency	What materials do you enjoy reading?	Read independently for pleasure. Set up an after-school club where they meet on a regular basis and read varied texts			
	4	Reading	Extensive Reading: <i>Independent Reading</i>	Apply appropriate strategies to read independently for information and enjoyment. Appreciate the importance of independent reading in lifelong learning	What materials do you enjoy reading?	Retell, in pairs or small groups, the stories they have read. Share opinions and reflections on the texts they have read. Use materials in the classroom to read extensively. Read quietly or silently	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
13	1	Grammar	Part of Speech: <i>Regular/ Irregular Adjectives</i>	By the end of the sub strand, the learner should be able to: Describe items using comparative forms of both regular and irregular adjectives for effective communication.	Why should we say the correct shape and size of things?	Identify adjectives from an audio or written text Talk about various items in the classroom using adjectives. Describe items using the comparative forms of regular and irregular adjectives, in pairs and groups. Use adjectives in the correct order in sentences in pairs and small groups	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	2	Grammar	Part of Speech:	By the end of the sub strand, the	Which are some of the	Write correct sentences using comparative	Course books Story books		

		r	<i>Regular/ Irregular Adjectives</i>	learner should be able to: Use adjectives of size and shape in the right order for clarity of communication. Appreciate the use of adjectives to talk about family celebrations for effective communication	words you use to talk about how someone feels or looks? How do we describe things?	forms of adjectives in the right order. Write sentences on tablets, computers and other digital resources using adjectives. Use adjectives to talk about scenes, pictures or comics based on the themes	Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	3	Writing	Creative Writing: <i>Narrative Compositions</i>	By the end of the sub strand, the learner should be able to: Describe the parts of a narrative composition in preparation for writing	Why do we enjoy listening to stories?	Identify similes from an audio visual or printed text in pairs and small groups.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips Audio-visual resources Other web resources		
	4	Writing	Creative Writing: <i>Narrative Compositions</i>	By the end of the sub strand, the learner should be able to: Organise thoughts fluently, clearly and	Why is it important to plan our composition ?	Plan a composition in pairs or small groups, write a draft and present it to the whole class.	Course books Story books Poetry books Pictures and photographs Newspapers Magazines Charts Video clips		

				precisely in a coherent paragraph for self-expression.			Audio-visual resources Other web resources		
14	END OF TERM ASSESSMENT TEST								