

# LITERACY ACTIVITIES SCHEME OF WORK GRADE 1 TERM 1

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	1	Literacy Activities	1	

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	1	<b>LISTENING</b>	<b>Listen to instructions and questions</b>	By the end of the sub-strand, the learner should be able to: a) listen attentively to a variety of simple instructions and questions	1) Who gives us instructions?	Learners listen to a variety of simple instructions and questions through various media (orally, audio-recorded, video-recorded)	Charts with instruction words and questions, audio- video recording devices (tapes, videos, phones)  KLB Visionary English Literacy Activities Grade 1 pg. 1	Oral questions	
	2	<b>LISTENING</b>	<b>Listen to instructions and questions</b>	By the end of the sub-strand, the learner should be able to: a) Respond appropriately and confidently to a variety of simple instructions and questions	1) Who gives us instructions?	Learners listen to a variety of simple instructions and questions through various media (orally, audio-recorded, video-recorded)	Charts with instruction words and questions, audio- video recording devices (tapes, videos, phones)  KLB Visionary English Literacy Activities Grade 1	Oral questions	

							pg.2		
	3	<b>SPEAKING</b>	<b>Imitation</b>	By the end of the sub-strand, the learner should be able to: a) acquire a range of vocabulary for communication in different contexts	1) Who do you usually speak to?	The learners are guided to brainstorm on who, how, when and why people communicate	Parents/Guardians, audio-visual materials with sample conversation formats e.g hello, how are you? What is your name? KLB Visionary English Literacy Activities Grade 1 pg.3	Oral questions	
	4	<b>SPEAKING</b>	<b>Imitation</b>	By the end of the sub-strand, the learner should be able to: a) Use appropriate words in giving and responding to instructions and questions	1) Who do you usually speak to?	1. The learners are guided to brainstorm on who, how, when and why people communicate 2. Learners listen to and practice conversations in different contexts	Parents/Guardians, audio-visual materials with sample conversation formats e.g hello, how are you? What is your name? KLB Visionary English Literacy Activities Grade 1 pg.4	Oral questions	
	5	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) practice left-right eye movement with accuracy b) isolate sounds in a	1) What sounds do we hear?	Learners sound and read words to practice left-eye movement (left – right orientation) 2. Learners identify words	Word charts, sounds from the environment  KLB Visionary English Literacy Activities Grade 1	Learners read sounds, syllables and words paying attention to pronunciation.	

				word		that begin with similar sounds (letter –sound recognition)	pg.5-6		
2	1	<b>WRITING</b>	<b>Letter Sounds and letter names-Phonics</b>	By the end of the sub-strand, the learner should be able to: a) Write upper and lower-case letters correctly b) differentiate letters with visual similarities (bdp) (w, vym) (k)	How are words formed?	1. Learners say and write letter names correctly (unique to the indigenous languages) 2. Learners sound diagraphs and words with consonant clusters (ng, dh etc.) 3. Learners identify and write upper and lowercase letters (upper and lower case recognition)	Pencils, books, flash cards, word puzzles, crayons, stencil, writing slates  KLB Visionary English Literacy Activities Grade 1 pg.7	Build word families e.g three letter words with sound /a/	
	2	<b>LISTENING</b>	<b>Listen to instructions and questions</b>	By the end of the sub-strand, the learner should be able to: a) Use appropriate courtesy words and phrases in giving and responding to instructions and questions	Who gives us instructions?	Learner practice giving and responding to instructions and questions individually, in pairs and groups	Charts with instruction words and questions, audio- video recording devices (tapes, videos, phones)  KLB Visionary English Literacy Activities Grade 1 pg.8	oral questions	
	3	<b>LISTENING</b>	<b>Listen to instructions</b>	By the end of the sub-strand, the learner	Who gives us	Learners role-play and	Charts with instruction words	oral questions	

			<b>and questions</b>	should be able to: a) Apply the vocabulary learnt to give instructions and ask questions.	instructions?	dramatise giving and responding to instructions and questions (Class rules and regulations)	and questions, audio- video recording devices (tapes, videos, phones)  KLB Visionary English Literacy Activities Grade 1 pg.9		
	4	<b>SPEAKING</b>	<b>Imitation</b>	By the end of the sub-strand, the learner should be able to: respond confidently a) to communication in different contexts	When do you speak to them?	1. Learners listen to and practice conversations in different contexts 2. Learners simulate communication at home (with parent/guardian, sister, brother), in pairs, small groups and whole class.	Parents/Guardians, audio-visual materials with sample conversation formats e.g hello, how are you? What is your name?  KLB Visionary English Literacy Activities Grade 1 pg.9	Oral questions	
	5	<b>SPEAKING</b>	<b>Imitation</b>	By the end of the sub-strand, the learner should be able to: a) Exhibit appropriate mannerisms during conversation in different contexts	When do you speak to them?	1. Learners listen to and practice conversations in different contexts 2. Learners simulate communication at home (with parent/guardian, sister, brother) in pairs, small groups and whole	Parents/Guardians, audio-visual materials with sample conversation formats e.g hello, how are you? What is your name?  KLB Visionary English Literacy	Oral questions	

						class.	Activities Grade 1 pg.9		
3	1	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment words that start with similar sounds.	How do we make sounds?	1. Learners are guided to isolate sounds in a word 2. Learners segment words that begin with similar sounds	Word charts, sounds from the environment  KLB Visionary English Literacy Activities Grade 1 pg.10	Learners read sounds, syllables and words paying attention to pronunciation.	
	2	<b>WRITING</b>	<b>Letter Sounds and letter names- Phonics</b>	By the end of the sub-strand, the learner should be able to: a) Sound digraphs and consonant clusters. b) Handwrite letters, numbers, and symbols.	How are words formed?	1. Learners practice writing letters in their books individually, in pairs and groups	Pencils, books, flash cards, word puzzles, crayons, stencil, writing slates  KLB Visionary English Literacy Activities Grade 1 pg.11	Build word families e.g three letter words with sound /a/	
	3	<b>WRITING</b>	<b>Letter Sounds and letter names- Phonics</b>	By the end of the sub-strand, the learner should be able to: a) Sound digraphs and consonant clusters. b) Handwrite letters, numbers, and symbols.	How are words formed?	1. Learners practice writing letters in their books individually, in pairs and groups	Pencils, books, flash cards, word puzzles, crayons, stencil, writing slates  KLB Visionary English Literacy Activities Grade 1 pg.12	Build word families e.g three letter words with sound /a/	
	4	<b>LISTENING</b>	<b>Listen to instructions and questions</b>	By the end of the sub-strand, the learner should be able to: a) Respond appropriately and	Who gives us instructions?	1. Learners role-play and dramatise giving and responding to	Charts with instruction words and questions, audio- video recording devices	Oral questions	

				confidently to a variety of simple instructions and questions b) Use appropriate courtesy words and phrases in giving and responding to instructions and questions		instructions and questions(Class rules and regulations) 2. Learners model turn taking	(tapes, videos, phones)  KLB Visionary English Literacy Activities Grade 1 pg.13-14		
	5	<b>LISTENING</b>	<b>Listen to instructions and questions</b>	By the end of the sub-strand, the learner should be able to: a) Apply the vocabulary learnt to give instructions and ask questions e) Appreciate the importance of giving and responding to instructions and questions appropriately.	Who gives us instructions?	1. Learners role-play and dramatise giving and responding to instructions and questions(Class rules and regulations) 2. Learners model turn taking	Charts with instruction words and questions, audio- video recording devices (tapes, videos, phones)  KLB Visionary English Literacy Activities Grade 1 pg.15	Oral questions	
4	1	<b>SPEAKING</b>	<b>Responding to instructions and questions</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	What do you do when you want something?	1. Learners practice asking and answering questions in pairs or groups. 2. Learners take and respond to instructions and questions(Myself, my family, my home, my school, my community)	Audiovisual tapes, resource persons – community leaders  KLB Visionary English Literacy Activities Grade 1 pg.16	Oral questions, role play	
	2	<b>SPEAKING</b>	<b>Responding</b>	By the end of the sub-	What do you	1. Learners	Audiovisual tapes,	Oral	

			<b>to instructions and questions.</b>	strand, the learner should be able to: a) Use appropriate words in giving and responding to instructions and questions.	do when you want something?	practice asking and answering questions in pairs or groups. 2. Learners take and respond to instructions and questions(Myself, my family, my home, my school, my community)	resource persons – community leaders  KLB Visionary English Literacy Activities Grade 1 pg.17	questions, role play	
	3	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) practice left-right eye movement with accuracy. b) isolate sounds in a word.	What sounds do we hear?	1. Learners sound and read words to practice left-eye movement(left – right orientation) 2. Learners identify words that begin with similar sounds(letter – sound recognition) 3. Learners are guided to isolate sounds in a word.	Word charts, sounds from the environment KLB Visionary English Literacy Activities Grade 1 pg.18	Learners read sounds, syllables and words paying attention to pronunciation.	
	4	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment words that start with similar sounds b) Recognize all the letters of the	What sounds do we hear?	1. Learners segment words that begin with similar sounds 2. Learners recognize and read all the letters of the	Word charts, sounds from the environment  KLB Visionary English Literacy Activities Grade 1 pg.19	Learners read sounds, syllables and words paying attention to pronunciation.	

				alphabet in the language of the catchment area		alphabet in the language of the catchment area (visual discrimination)			
	5	<b>WRITING</b>	<b>Letter Sounds and letter names- Phonics</b>	By the end of the sub-strand, the learner should be able to: a) Develop an interest in writing using uppercase and letter names correctly. e) Handwrite letters, numbers, and symbols.	How are words formed?	1. Learners practice writing letters in their books individually, in pairs and groups 2. Learners are guided to use a variety of resources and strategies to shape, colour, model letters	Pencils, books, flash cards, word puzzles, crayons, stencil, writing slates  KLB Visionary English Literacy Activities Grade 1 pg.20	Build word families e.g three letter words with sound /a/	
5	1	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words	What are some of the sounds we hear?	Learners listen to and participate in rhymes, songs, poems, tongue twisters and riddles on the themes: myself, my school and my home, individually, in pairs and groups.	sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1 pg.21-22	oral questions	
	2	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words	What are some of the sounds we hear?	Learners segment, blend and produce initial, middle and final sounds (use colours and	sound recordings, a collection of riddles and tongue twisters, resource persons	oral questions	



				and onset rimes of single-syllable words		objects in their surrounding)	KLB Visionary English Literacy Activities Grade 1 pg.23-24		
	3	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) blend given letter sounds to make syllables and syllables to form words	What are some of the sounds we hear?	1. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups 2. Learners say and point to pictures with sight words	KLB Visionary English Literacy Activities Grade 1 pg.25	Matching oral sounds with pictures	
	4	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a word. b) Segment words that start with similar sounds.	What sounds do we hear?	1. Learners identify words that begin with similar sounds(letter – sound recognition) 2. Learners are guided to isolate sounds in a word	Word charts, sounds from the environment  KLB Visionary English Literacy Activities Grade 1 pg.26	learners read sounds, syllables and words paying attention to pronunciation.	
	5	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a word.	What sounds do we hear?	1. Learners identify words that begin with similar sounds(letter –	Word charts, sounds from the environment  KLB Visionary	learners read sounds, syllables and words paying attention to pronunciation.	

				b) Segment words that start with similar sounds.		sound recognition) 2. Learners are guided to isolate sounds in a word	English Literacy Activities Grade 1 pg.27-28		
6	1	<b>WRITING</b>	<b>Letter Sounds and letter names-Phonics</b>	By the end of the sub-strand, the learner should be able to: a) Write upper and lower case letters correctly. b) Differentiate letters with visual similarities (bdp) (w, vym) (k)	How are words formed?	1. Learners are guided to develop writing competence (left to right orientation, proper sitting posture, and shaping) 2. Learners practice writing letters in their books individually, in pairs and groups 3. Learners are guided to use a variety of resources and strategies to shape, colour, model letters.	Pencils, books, flash cards, word puzzles, crayons, stencil, writing slates  KLB Visionary English Literacy Activities Grade 1 pg.29	Build word families e.g three letter words with sound /a/	
	2	<b>WRITING</b>	<b>Letter Sounds and letter names-Phonics</b>	By the end of the sub-strand, the learner should be able to: a) Write upper and lower case letters correctly. b) Handwrite letters, numbers, and symbols.	How are words formed?	1. Learners are guided to develop writing competence (left to right orientation, proper sitting posture, and shaping)	Pencils, books, flash cards, word puzzles, crayons, stencil, writing slates  KLB Visionary English Literacy Activities Grade 1	Build word families e.g three letter words with sound /a/	

						2. Learners practice writing letters in their books individually, in pairs and groups 3. Learners are guided to use a variety of resources and strategies to shape, colour, model letters.	pg.30		
	3	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words b) Segment syllables in spoken words and onset rimes of single-syllable words	How do we say those sounds?	1. Learners listen to letter sounds and the syllables formed from them(depends on each language) 2. Learners observe the displayed letters as they listen to the sounds	sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1 pg.31-32	Oral questions	
	4	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new words.	How do we say those sounds?	1. Learners listen to letter sounds and the syllables formed from them(depends on each language) 2. Learners observe the displayed	sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1	Oral questions	

				b) Segment syllables in spoken words and onset rimes of single-syllable words		letters as they listen to the sounds	pg.33		
	5	<b>SPEAKING</b>	<b>Responding to instructions and questions</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) Appreciate the importance of responding appropriately when taking instructions and answering questions.	What do you do when you want something?	1. Learners take and respond to instructions and questions (Myself, my family, my home, my school, my community) 2. Learners sing songs that are action based (giving instructions), individually, in pairs and groups.	Audiovisual tapes, resource persons – community leaders  KLB Visionary English Literacy Activities Grade 1 pg.34	Oral questions, role play	
7	1	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a word. b) Segment words that start with similar sounds	What sounds do we hear?	1. Learners identify words that begin with similar sounds(letter – sound recognition) 2. Learners are guided to isolate sounds in a word.	Word charts, sounds from the environment.  KLB Visionary English Literacy Activities Grade 1 pg.35-36	Learners read sounds, syllables and words paying attention to pronunciation.	
	2	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a	What sounds do we hear?	1. Learners identify words that begin with similar	Word charts, sounds from the environment.  KLB Visionary	Learners read sounds, syllables and words paying attention to	

				word. b) Segment words that start with similar sounds		sounds(letter – sound recognition) 2. Learners are guided to isolate sounds in a word.	English Literacy Activities Grade 1 pg.37	pronunciation.	
	3	<b>WRITING</b>	<b>Syllable, word, and sentence formation</b>	By the end of the sub-strand, the learner should be able to: a) Segment words into syllables. b) Form words from syllables.		1. Learners are guided to choose consonants and vowel blends e.g. - - ock, b-y – to complete a word 2. Learners complete sentences by filling in missing words (theme myself, my home and my family the theme myself, my family and my home)	Pencil, book, flash cards, word puzzle  KLB Visionary English Literacy Activities Grade 1 pg.38	Build word family	
	4	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words and onset rimes of single-syllable words.	What are some of the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on	Sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1 pg.39	oral questions	

						each language)			
	5	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Discriminate the initial, middle and final sounds in <b>three</b> letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1 pg.40-41	oral questions	
8	1	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds.	What are some of the sounds we hear?	1. Learners practice reading aloud Letters representing sounds (auditory awareness), individually, in pairs and groups	KLB Visionary English Literacy Activities Grade 1 pg.42-43	Matching oral sounds with pictures	
	2	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Blend given letter sounds to make syllables and syllables to form words.	What are some of the sounds we hear?	1. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in	KLB Visionary English Literacy Activities Grade 1 pg.44-45 .	Matching oral sounds with pictures	

						groups.			
	3	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment words that start with similar sounds. d) Recognize all the letters of the alphabet in the language of the catchment area.	What sounds do we hear?	1. Learners sound and read words to practice left-eye movement(left – right orientation) 2. Learners identify words that begin with similar sounds(letter – sound recognition)	Word charts, sounds from the environment  KLB Visionary English Literacy Activities Grade 1 pg.46	Learners read sounds, syllables and words paying attention to pronunciation.	
	4	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment words that start with similar sounds. d) Recognize all the letters of the alphabet in the language of the catchment area.	What sounds do we hear?	1. Learners sound and read words to practice left-eye movement(left – right orientation) 2. Learners identify words that begin with similar sounds(letter – sound recognition)	Word charts, sounds from the environment  KLB Visionary English Literacy Activities Grade 1 pg.47	Learners read sounds, syllables and words paying attention to pronunciation.	
	5	<b>WRITING</b>	<b>Syllable, word, and sentence formation</b>	By the end of the sub-strand, the learner should be able to: a) Write commonly used syllables, words,	How are words formed?	1. Learners should form words by blending syllables	Pencil, book, flash cards, word puzzle  KLB Visionary English Literacy	Build word family	

				and sentences.  d) Develop an interest in forming words and simple sentences.		individually, in pairs and groups (blend, segment, fill in blanks) 2. Learners practice word formation by participating in word games. 3. Learners be guided to make sentences using basic sight words.	Activities Grade 1 pg.48-49		
9	1	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new words. e) Recognise and sound the commonly used letter sounds and syllables.	What produces the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1 pg.50-51	oral questions	
	2	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new	What produces the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their	Sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary	oral questions	



				words. e) Recognise and sound the commonly used letter sounds and syllables.		surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	English Literacy Activities Grade 1 pg.52		
	3	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables to form words	How do we say to the sounds?	1. Learners practice reading aloud Letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups.	KLB Visionary English Literacy Activities Grade 1 pg.53-54	Matching oral sounds with pictures	
	4	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables	How do we say to the sounds?	1. Learners practice reading aloud Letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners	KLB Visionary English Literacy Activities Grade 1 pg.55	Matching oral sounds with pictures	

				to form words		participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups.			
	5	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a word c) Segment words that start with similar sounds.	How do we make these sounds?	1. Learners are guided to isolate sounds in a word 2. Learners segment words that begin with similar sounds 3. Learners recognize and read all the letters of the alphabet in the language of the catchment area (visual discrimination)	Learners read sounds, syllables and words paying attention to pronunciation.  KLB Visionary English Literacy Activities Grade 1 pg.56-58	Word charts, sounds from the environment	
10	1	<b>WRITING</b>	<b>Syllable, word, and sentence formation</b>	By the end of the sub-strand, the learner should be able to: a) Write commonly used syllables, words, and sentences. b) Form words from syllables.	How are words formed?	1. Learners should form words by blending syllables individually, in pairs and groups (blend, segment, fill in	Pencil, book, flash cards, word puzzle  KLB Visionary English Literacy Activities Grade 1 pg.59-60	Build word family	

						blanks) 2. Learners practice word formation by participating in word games			
	2	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words and onset rimes of single-syllable words. c) Discriminate the initial, middle and final sounds in <b>three</b> letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners listen to and participate in rhymes, songs, poems, tongue twisters and riddles on the themes: myself, my school and my home, individually, in pairs and groups 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1 pg.61-62	Oral questions	
	3	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words and onset rimes of single-syllable words. c) Discriminate the initial, middle and final sounds in <b>three</b> letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners listen to and participate in rhymes, songs, poems, tongue twisters and riddles on the themes: myself, my school and my home, individually, in pairs and groups 2. Learners listen to letter sounds	Sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1 pg.63-64	Oral questions	

						and the syllables formed from them (depends on each language)			
	4	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables to form words	How do we say to the sounds?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups.	KLB Visionary English Literacy Activities Grade 1 pg.65	Matching oral sounds with pictures	
	5	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment syllables to letter sounds and words to syllables d) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables	How do we say to the sounds?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving	KLB Visionary English Literacy Activities Grade 1 pg.66-67	Matching oral sounds with pictures	

						blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups.			
11	1	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a word b) Segment words that start with similar sounds. c) Recognize all the letters of the alphabet in the language of the catchment area.	What sounds do we hear?	1) Learners are guided to isolate sounds in a word Learners segment words that begin with similar sounds 2) Learners recognize and read all the letters of the alphabet in the language of the catchment area (visual discrimination)	Word charts, sounds from the environment  KLB Visionary English Literacy Activities Grade 1 pg.68-69	Learners read sounds, syllables and words paying attention to pronunciation.	
	2	<b>WRITING</b>	<b>Syllable, word, and sentence formation</b>	By the end of the sub-strand, the learner should be able to: a) Segment words into syllables b) Form words from syllables.	How are words formed?	1) Learners should form words by blending syllables individually, in pairs and groups (blend, segment, fill in blanks) 2) Learners practice word formation by	Pencil, book, flash cards, word puzzle  KLB Visionary English Literacy Activities Grade 1 pg.70	Build word family	

						participating in word games			
	3	<b>WRITING</b>	<b>Syllable, word, and sentence formation</b>	By the end of the sub-strand, the learner should be able to: a) write commonly used syllables, words, and sentences b) Develop an interest in forming words and simple sentences	How are words formed?	1) Learners should form words by blending syllables individually, in pairs and groups (blend, segment, fill in blanks) 2) Learners practice word formation by participating in word games	Pencil, book, flash cards, word puzzle  KLB Visionary English Literacy Activities Grade 1 pg.71-72	Build word family	
	4	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new words. b) Recognise and sound the commonly used letter sounds and syllables.	How do we say these sounds?	1. Learners segment, blend and produce initial, middle and final sounds (use colors and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons  KLB Visionary English Literacy Activities Grade 1 pg.73-74	Oral questions	
	5	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds	How do we say these sounds?	1. Learners segment, blend and produce initial, middle and final	Sound recordings, a collection of riddles and tongue twisters, resource persons	Oral questions	

				in simple, one-syllable words to make new words. b) Recognise and sound the commonly used letter sounds and syllables.		sounds (use colors and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	KLB Visionary English Literacy Activities Grade 1 pg.75		
12	1	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables to form words	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups	KLB Visionary English Literacy Activities Grade 1 pg.76	Matching oral sounds with pictures	
	2	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to:  a) Blend given letter sounds to make	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness),	KLB Visionary English Literacy Activities Grade 1 pg.77	Matching oral sounds with pictures	

				<p>syllables and syllables to form words</p> <p>b) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables.</p>		<p>individually, in pairs and groups</p> <p>2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups</p>			
	3	<b>READING</b>	<b>Phonemic awareness</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Practice left-right eye movement with accuracy.</p> <p>b) Isolate sounds in a word.</p>	How do we make these sounds?	<p>1. Learners sound and read words to practice left-eye movement (left – right orientation)</p> <p>2. Learners are guided to isolate sounds in a word</p> <p>3. Learners segment words that begin with similar sounds.</p>	<p>Word charts, sounds from the environment</p> <p>KLB Visionary English Literacy Activities Grade 1 pg.78</p>	Learners read sounds, syllables and words paying attention to pronunciation.	
	4	<b>READING</b>	<b>Phonemic awareness</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Isolate sounds in a word</p> <p>b) Segment words that start with similar sounds</p>	How do we make these sounds?	<p>1. Learners identify words that begin with similar sounds (letter – sound recognition.</p> <p>2. Learners</p>	<p>Learners read sounds, syllables and words paying attention to pronunciation.</p> <p>KLB Visionary English Literacy Activities Grade 1</p>	Word charts, sounds from the environment	



						segment words that begin with similar sounds	pg.79-80		
	5	<b>WRITING</b>	<b>Syllable, word, and sentence formation</b>	By the end of the sub-strand, the learner should be able to: a) write commonly used syllables, words, and sentences b) Develop an interest in forming words and simple sentences	How are words formed?	1) Learners should form words by blending syllables individually, in pairs and groups (blend, segment, fill in blanks) 2) Learners practice word formation by participating in word games	Pencil, book, flash cards, word puzzle  KLB Visionary English Literacy Activities Grade 1 pg.81-82	Build word family	
13	1	<b>LISTENING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Recognize and sound the commonly used letter sounds and syllables b) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles.	What produces the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colors and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons.  KLB Visionary English Literacy Activities Grade 1 pg.83-84	oral questions	
	2	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory	KLB Visionary English Literacy Activities Grade 1 pg.85-86	Matching oral sounds with pictures	

				sounds b) Blend given letter sounds to make syllables and syllables to form words		awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups			
	3	<b>SPEAKING</b>	<b>Phonological Awareness</b>	By the end of the sub-strand, the learner should be able to: a) Segment syllables to letter sounds and words to syllables d) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups	KLB Visionary English Literacy Activities Grade 1 pg.87	Matching oral sounds with pictures	
	4	<b>READING</b>	<b>Phonemic</b>	By the end of the sub-	What sounds	1) Learners are	Word charts,	Learners read	

			<b>awareness</b>	strand, the learner should be able to: a) Isolate sounds in a word c) Segment words that start with similar sounds.	do we hear?	guided to isolate sounds in a word. 2) Learners segment words that begin with similar sounds.	sounds from the environment  KLB Visionary English Literacy Activities Grade 1 pg.88	sounds, syllables and words paying attention to pronunciation.	
	5	<b>READING</b>	<b>Phonemic awareness</b>	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a word c) Segment words that start with similar sounds. c) Recognize all the letters of the alphabet in the language of the catchment area.	What sounds do we hear?	1) Learners are guided to isolate sounds in a word. 2) Learners segment words that begin with similar sounds. 3) Learners recognize and read all the letters of the alphabet in the language of the catchment area (visual discrimination)	Word charts, sounds from the environment  KLB Visionary English Literacy Activities Grade 1 pg.89-90	Learners read sounds, syllables and words paying attention to pronunciation.	
14	<b>END OF TERM ASSESSMENT AND CLOSING</b>								