**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**GRADE 1 ENGLISH LANGUAGE SCHEME OF WORK**

**FIRST TERM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **SUBJECT** | **TOPIC** | **CONTENT** | **ACTIVITIES** |
| 1 | English - Language | Speech | Resumption Test | Guides the pupils to answer questions  Pupils answer and write in their exercise books |
|  |  | Grammar - | Resumption Test | Guides the pupils to answer questions  Pupils answer and write in their exercise books |
|  |  | Comprehension - | Resumption Test | Guides the pupils to answer questions  Pupils answer and write in their exercise books |
|  |  | Composition - | Resumption Test | Guides the pupils to answer questions  Pupils answer and write in their exercise books |
|  |  | Phonics - | Resumption Test | Guides the pupils to answer questions  Pupils answer and write in their exercise books |
| 2 | English - Language | Speech - | expressing plurals using the structure - Those are - Those are  table -tables  bag -bags  pen - pens  Biro - biros  Chair - chairs  Book - books  Friend - friends | 1. Teacher writes out the examples of singular and plurals 2. Teacher guides them in the formation of plurals.   The pupils produce in writing teachers examples of singular and plurals. |
|  |  | Grammatical Accuracy (structure) | Indicating plurals using the structure ‘we are’ - ‘you are’ - ‘they are’ - ‘we are not- indicating plurals using nouns   1. We are boys/girls 2. They are teachers 3. They brother/sisters 4. We/they are twins 5. We are not girls 6. We are boys | Teacher guides pupils to make sentences.  The pupils makes sentences with plurals using nouns |
|  |  | Comprehension - Reading - | Passage illustrating the use of various structure/patterns   1. Passage describing past actions 2. Passage connected with asking answering questions | Teachers gives them more examples.  Pupils listen and prepare to make their own sentences |
|  |  | Composition - Writing | Illustrating the use of the various structure at patterns   1. Passage describing past actions 2. Passage connected with asking answering questions illustrating the use of the various structures at pattern 3. Passage describing past actions 4. Passage connected with asking answering questions. | Teachers guides and corrects them.  Pupils writes sentences in their books |
|  |  | Phonics - | Sound banks  Sound /p/ and /b/ | Teacher guides pupils to identify, pronounce and learn word with the sound sound /p/ and /b/  Pupils make identify, pronounce, learn words and form sentences with the sound /p/ and /b/ |
| 3 | English - Language | Speech | Expressing what things are made of   1. question - what are shoes made of?   Answer they are made of leather   1. Q- what is this table made of? A- this tale is made of wood 2. Q - what is a mirror made of? A- a mirror is made of glass. | Teacher presents items that things are made of   1. Pupils listen to the teachers presentation of some items such as leather, glass and wood. 2. Pupils see them and understand things that are made of |
|  |  | Grammatical Accuracy (structure) | Describe things and people according to weights and size e.g little, large, ting, small, big etc. | Teacher help pupils to present more examples  Pupils listen and describe people according to their weight size |
|  |  | Comprehension - Reading | Reading materials  who is he? - He is Eze  Who are you? - I am Olu  Who is this? - He is Sule  Are you Femi? - No, I am not Femi  Is this Fatimah? - Yes is Fatima | Teachers   1. Provides relevant passages 2. Guides the pupils to read the passage fluently   Pupils   1. Pupils listen to the teacher while reading 2. Rea simple passage based on question statement for naming introducing individuals. |
|  |  | Composition - Writing | Describing things according to colour, description of things according to their colours e.g   1. A red cap 2. A green leaf 3. A white shirt | Teacher   1. writes out the sentences on the board.. 2. Guides them to write   Pupils reproduce in writing teachers examples. |
|  |  | Phonics - | Sound banks  /I/ and /i:/ | Teacher guides pupils to identify, pronounce and learn word with the sound /I/ and /i:/  Pupils make identify, pronounce, learn words and form sentences with the sound /I/ and /i:/ |
| 4 | English - Language | Speech (listening and speaking) | Expressing what things are made of   1. This shirt is made of cotton material 2. Is the table made of glass? No it isn’t. It is made of wood. | 1. Teacher tells the pupils some of the items and the things they are made of. E.g 2. Shirt is made of cotton 3. Table is made of wood 4. Explains the importance of them.   1)Pupils listen to the teachers explanation  2)they ask questions |
|  |  | Grammatical Accuracy (structure) | Expressing how past actions were performed. Past actions such as   1. I walked to school yesterday 2. He went to the market last Saturday 3. We ate rice last night. | Teacher   1. To present and demonstrate use of past tense common verbs 2. Guides pupils to use past tense of common verbs in sentences.   Pupils   1. reproduce in writing to the teacher of simple past tense of common verbs 2. Pupils produce their own sentences using past tense of common verbs. |
|  |  | Comprehension - Reading | Reading numbers 1 - 10 question and response   1. How many bottles are in the class? A- there are three bottles. 2. How many green pens are there in the class?A- there are three green pens. 3. How many radio sets are there in this class? A- there is none. | Teacher   1. Asks the pupils questions 2. Read questions and response provides by the teacher.   Pupils   1. listen to the teacher 2. Read the number from 1 - 10. |
|  |  | Composition - Writing | Spelling of names of persons, places within the pupils environment.  Spelling of   1. Names of parents 2. Name of teachers 3. Names of town and places. | Teacher spells names of parents, teachers, towns and places.   1. The pupils spell after their teacher 2. They write the names of teachers, parents etc |
|  |  | Phonics - | Sound banks  /æ/ and /a:/ | Teacher guides pupils to identify, pronounce and learn word with the sound /æ/ and /a:/  Pupils make identify, pronounce, learn words and form sentences with the sound/æ/ and /a:/ |
| 5 | English - Language | Speech (listening and Speaking) | Oral comprehension  Reading passages that will interest the pupils.  Reading short stories to the pupils. | Teacher   1. Reading interesting passages to he pupils, emphasizing important words 2. Tells a story to the pupils. 3. Select some pupils to re-tell the story 4. Ask pupils simple questions based on the story   Pupils   1. listen carefully to the passage read by the teacher 2. Retell the story to the teacher and other pupils 3. Answer simple questions based on the story. |
|  |  | Grammatical Accuracy (Structure) | Responding to what questions about past questions   1. What did you do last Saturday? Answer- I washed my school uniform 2. What did Ade do last night? A- Ade watched television. | Teacher   1. Prepares questions for the pupils 2. Guides the pupils to answer question about past correctly.   Pupils   1. listens carefully to the question asked by the teacher 2. Respond to question from the teacher. |
|  |  | Comprehension - Reading | Reading passage.  Passage based on imaginative writing in familiar context e.g   1. The adventure of Danjuma the village hero | Teacher   1. Reads the passage to the pupils 2. Emphasis's pronunciation of key words   Pupils   1. listen to the teacher 2. Pronounce the key words 3. Retell the story in the passage. |
|  |  | Composition - Writing | Spelling of simple words.  Names of familiar objects with monosyllabic names (objects may be those relating to life at home, at school or in the community at large). | Teacher  Names the familiar objects with monosyllabic names.  Pupils  Write in their writing exercise book. |
|  |  | Phonics - | Sound banks  /t/ and /d/. | Teacher guides pupils to identify, pronounce and learn word with the sound /t/ and /d/.  Pupils make identify, pronounce, learn words and form sentences with the sound /t/ and /d/.. |
| 6 | English - Language | Speech (listening and Speaking) | Oral expression.  A story built on the topic that will   1. Interest the pupil 2. Encourage them to tell their own stories in a simple language. 3. E.g ‘the old man and the dog’ | Teacher   1. Reads the interesting passage to the pupils 2. Tell a story to the pupils 3. Select some pupils to retell the stories 4. Asks the pupils questions based on the story .   Pupils   1. listen to the passage read by the teacher 2. Answer simple questions based on the story. |
|  |  | Grammatical Accuracy (structure) | Reading simple passages.  Passage based on   1. Structure e.g present simple tense singular ‘Kande rides a bicycle’. | Teacher   1. Present and demonstrate use of simple present tense singular 2. Guides pupils to use present tense singular.   Pupils   1. Pupils reproduce in writing teacher examples of simple present singular 2. Pupils should produce their own sentences using present simple tense singular. |
|  |  | Comprehension - Reading | Reading simple passages.  Passages based on subject matter occupation and titles e.g Fatima becomes a doctor. | Teacher   1. Provides simple passages for pupils to read 2. Guides pupils to read the sentences silently and aloud. 3. Find answers to factual questions.   Pupils  Read simple passage individually and in pairs. |
|  |  | Composition - Writing | Asking questions using the correct form of ‘be’.  Asking future questions about the location of person with appropriate prepositional  Am + I + prepositional phrase,   1. Am I in the mosque? 2. Are you outside the classroom? | Teacher writes the sentences on the board  Pupils copy the sentences. |
|  |  | Phonics - | Sound banks  /ɒ/ and /Ɔ:/ | Teacher guides pupils to identify, pronounce and learn word with the sound /ɒ/ and /Ɔ:/  Pupils make identify, pronounce, learn words and form sentences with the sound /ɒ/ and /Ɔ:/. |
| 7 | English - Language | Speech (listening and Speaking) | Giving oral information through response to question.  Giving oral information through response to question e.g   1. Q- where are you going? A- I am going to school 2. Where are Ngozi and Zainab going? A- they are going to school | Teacher   1. Provides questions for pupils 2. Guides pupils to answer questions   Pupils   1. Listen to the question 2. They answer questions asked by teacher. |
|  |  | Grammatical Accuracy (structure) | Denoting continuous action.  Denoting continuous action   1. Using singular forms of pronouns as subjects 2. Using plural forms of pronouns as subjects simple statement and questions e.g 3. I am dancing 4. You are reading 5. He/she is eating 6. What am I doing? | Teacher   1. provides questions for the pupils 2. Guid4eds to answer questions 3. Correct the pupils oral work   Pupils   1. Listen to the teacher questions 2. Ask and answer questions in group and in pairs. |
|  |  | Comprehension - Reading | Reading passages.  Reading simple stories based on culture. E.g customs and traditions, festivals e.g -Aranugu, Christmas - Ogun. | Teacher   1. Teacher provides relevant passage 2. Guides pupils to read passage fluently   Pupils   1. Pupils read silently and aloud 2. Identify facts and other information in passage 3. Reads the passage individual or in groups. |
|  |  | Composition - Writing | Writing of given short and simple words e.g eat, cat, book, house, basket, egg, etc.  Writing short and simple words e.g eat, cat, book, house, bag, pen, etc. | Teacher Guide them and tell them how to write them.  The Pupils write as instructed by the teacher |
|  |  | Phonics - | Sound banks /k/ and /g/ | Teacher guides pupils to identify, pronounce and learn word with the sound /k/ and /g/  Pupils make identify, pronounce, learn words and form sentences with the sound /k/ and /g/ |
| 8 | English - Language | Speech (listening and speaking) | Giving oral information through response to question e.g:  Q - Are you cooking?  A - No, I am not, I am singing.  Q - Are Bash and Aisha sleeping?  A - No, they are reading. | Teacher   1. Provides relevant question for the pupils 2. Guides them to answer them   Pupils  1. listen and answer the question correctly. |
|  |  | Grammatical Accuracy (structure) | Irregular plurals  Simple irregular formation e.g  Man - Men  Child - Children  Foot - Feet | Teacher   1. Writes out on the board examples of irregular plurals 2. Guides them in the formation of plurals.   Pupils   1. Reproduce in writing teacher examples of irregular plurals 2. Form irregular plurals |
|  |  | Comprehension - Reading | Reading simple passage based on question and statement for naming and introducing individuals.   1. Guides pupils to introduce themselves 2. Using words like e.g My name is Mary, This is my friend. 3. To introduce themselves. | Teacher   1. Introduces him/herself to the pupils 2. Embassies on the words that make introduction e.g ‘I am’, ‘You are’, ‘We are’, My name is 3. Ask pupils to introduce themselves.   Pupils   1. Introduce themselves individually by mentioning their names 2. Introduce themselves to their partners in pairs. |
|  |  | Composition - Writing | Dictation.  Spelling dictated simple words in writing e.g hen, boy, girl, teacher, box, pencil, stone, table, chair, ball. | Teacher dictates correctly.  The Pupils write the words into their exercise book. |
|  |  | Phonics - | Sound banks  /ɜ:/ and /Ə/. | Teacher guides pupils to identify, pronounce and learn word with the sound /ɜ:/ and /Ə/.  Pupils make identify, pronounce, learn words and form sentences with the sound /ɜ:/ and /Ə/. |
| 9 | English - Language | Speech (Listening and Speaking) | Oral comprehension.  A story built on any topic that will   1. Interest the pupils 2. Encourage them to tell their own stories in a simple language e.g the old man and the dog. | Teacher  A story built on any topic that will   1. Interest the pupils 2. Encourage them to tell their own stories in a simple language e.g the old man and the dog.   Pupils   1. Listen carefully to the passage read by the teacher 2. Retell the story to teacher and other pupils 3. Answer questions based on the story. |
|  |  | Grammatical Accuracy (structure) | Expressing future action and plans with future time adverbial.  Future actions and plans with future time adverbial I.e using the present continuous tense in place of shall and will. | Teacher   1. Read interesting passage to the pupils, emphasizing important words 2. Tells a story to the pupils 3. Select some pupils to retell the story 4. Ask the pupils simple questions based on the story..   Pupils   1. Listen to the teachers question about future action 2. Asks or and answer questions in group in pairs |
|  |  | Comprehension - Reading | Reading simple statement such as  - This is a book  - This is a pencil  - This is a table. Etc. | Teacher   1. Guides pupils to answer the question 2. Correct the pupils oral work 3. Guides pupils to read the simple statement correctly   Pupils   1. listens carefully to the simple statement read by the teacher 2. Reads the simple statement correctly. |
|  |  | Composition - Writing | Copying of given simple words.  Writing of given short and simple words e.g game, came, cry, buy, eye, grass, pass, class. | Teacher   1. Reads the simple statement before the pupils 2. Tells them to read after her. 3. Teacher guides and instruct them.   Pupils write in their writing books. |
|  |  | Phonics - | Sound banks  /f/ and /v/. | Teacher guides pupils to identify, pronounce and learn word with the sound /f/ and /v/.  Pupils make identify, pronounce, learn words and form sentences with the sound /f/ and /v/. |
| 10 | English - Language | Speech (listening and speaking) | Expressing how past actions were performed.  Past actions such as   1. I walked to school yesterday. 2. He went to the market last Saturday. 3. We ate beans last Sunday. | Teachers   1. Provide what questions for the pupils 2. Guides the pupils to answer the question 3. Correct the pupils oral work   Pupils   1. listen to the teacher questions about past actions 2. Answer questions on past actions 3. Ask and answer questions in group and in pairs. |
|  |  | Grammatical Accuracy (structure) | Using the verb ‘to have’.  Using the verb to have e.g   1. I/YOU/WE/THEY/HAVE A BAG 2. I don’t have a bag 3. I have a bag. | Teacher makes sentence with the verb to have.  Pupils listen to the teacher and make their own. |
|  |  | Comprehension - Reading | Reading sentences (parts of the body).  Reading parts of the body with labels e.g   1. The feet 2. The hand 3. The chest 4. Legs 5. Head   Etc. | Teacher   1. reads part of the body 2. Tell the pupils to touch the parts of the body mentioned.   Pupils listen to the teacher while reading. |
|  |  | Composition - Writing | Parts of the body (writing simple sentence)  Write them correctly.   1. The feet 2. The hand 3. The chest 4. Legs | Teacher   1. Writes sentences on the board 2. Tells pupils to write them in their exercise books   Pupils copy the sentences in their writing exercise book. |
|  |  | Phonics - | Sound banks  /e/ and /˄/ | Teacher guides pupils to identify, pronounce and learn word with the sound /e/ and /˄/  Pupils make identify, pronounce, learn words and form sentences with the sound /e/ and /˄/ |
| 11 | English - Language | Speech (listening and speaking) | Asking and answering questions about past actions   1. Q- Did you buy the banana yesterday?.   A- yes, I did/No, I didn’t   1. Q- Where are you last week?.   A- I, was at Benin to visit my mother.   1. Q- Did your English teacher come last term?. A- yes, he/she did 2. No, he/she didn’t | Teachers guides pupils to answer the question  Pupils   1. listen to the teachers question about past actions 2. Answer questions on past actions. |
|  |  | Grammatical Accuracy (structure) | Reading simple passage.  Reading simple passage namely state singular form with plural form. | Pupils   1. the teacher write on the board examples of singular and plurals 2. Guides them in the formation of plurals.   Pupils   1. pupils reproduce in writing teacher examples of singular and plurals 2. Form simple sentences with singular and plural form |
|  |  | Comprehension - Reading  Concept of print: | Reading simple passages.  Reading simple passage involving counting of sets of objects.  Counting 50 - 70 in the school. | Teacher   1. write it out on the board 2. Tells the pupils to count and read .   Pupils count and read from 50 - 70. |
|  |  | Composition - Writing | Copying short sentences e.g   1. I am writing 2. Is she reading? | Teacher guides pupils in writing.  Pupils write the short sentences in their writing exercise book. |
|  |  | Phonics - | Sound banks  /θ/ and /Õ/. | Teacher guides pupils to identify, pronounce and learn word with the sound /θ/ and /Õ/.  Pupils make identify, pronounce, learn words and form sentences with the sound /θ/ and /Õ/. |
| 12 | English - Language | Speech | Revision and Examination | Revision and Examination |
|  |  | Grammatical Accuracy | Revision and Examination | Revision and Examination |
|  |  | Comprehension - Reading | Revision and Examination | Revision and Examination |
|  |  | Composition - Writing | Revision and Examination | Revision and Examination |
|  |  | Phonics - Sound banks | Revision and Examination | Revision and Examination |
| 13 | English - Language | Speech | Examination action/closing | Examination action/closing |
|  |  | Grammatical Accuracy | Examination action/closing | Examination action/closing |
|  |  | Comprehension - Reading | Examination action/closing | Examination action/closing |
|  |  | Composition - Writing | Examination action/closing | Examination action/closing |
|  |  | Phonics - Sound banks | Examination action/closing | Examination action/closing |



Approved as a working document.

Dep. Head Instructor (Academics)

13th September, 2024