**EMERALD ROYAL INTERNATIONAL SCHOOL,**

**MPAPE ABUJA**

**GRADE 1 ENGLISH LANGUAGE**

**THIRD TERM SCHEME OF WORK**

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| **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 - Review of 2nd term’s work | Teachers guides pupils on specially identified topic for revision | Pupils participates works identified |
|  |  | Grammatical Accuracy - Review of 2nd term’s work | Teachers guides pupils on specially identified topic for revision | Pupils participates works identified |
|  |  | Comprehension - Reading - Review of 2nd term’s work | Teachers guides pupils on specially identified topic for revision | Pupils participates works identified |
|  |  | Composition - Writing - Review of 2nd term’s work | Teachers guides pupils on specially identified topic for revision | Pupils participates works identified |
|  |  | Phonics - Sound banks - Review of 2nd term’s work | Teachers guides pupils on specially identified topic for revision | Pupils participates works identified |
| 3 | English - Language | Speech (listening and speaking) answering factual questions | Teacher ask pupils questions on what they have listened to the passage/stories | Pupils answer question on what they first heard. |
|  |  | Grammatical Accuracy (structure) | Teacher guides pupils in the formation of plurals with the help of flash cards. | Pupils form regular plurals. |
|  |  | Comprehension - Reading  Expression of the simple past of common verbs | Teacher guides pupils to use past tense of common verbs in sentences. E.g go/went  take/took  Etc. | Pupils produce their on sentences using the past tense of common verbs. |
|  |  | Composition - Writing  Time chart and calendar | Teacher ask pupils to write participation the days of the week Chronologically. | Pupils participate in writing of the days of the week individually. |
|  |  | Phonics - Sound banks  /h/ | Teacher guides pupils to identify, pronounce and learn word with the sound /h/ | Pupils make identify, pronounce, learn words and form sentences with the sound /h/. |
| 4 | English - Language | Speech (listening and speaking)  Expressing past actions | Teacher gives pupils the task of making/produce sentences with words that are performed in the past. | Pupils make distinctive statement in the performed past action from the display chart |
|  |  | Grammatical Accuracy (structure0  Regular plural formations with (es) | Teacher guides pupils to form as many as possible regular plural forms of verbs | Pupils actively make plural regular verbs that end in (es) by identifying gives of objects. |
|  |  | Comprehension - Reading | Teacher reads loud different kinds of stories e.g fiction, non fiction or informational. | Pupils read aloud given simple stories and recall information from their teacher.  Teacher asks pupils to read the simple stories with illustrated pictures and drawings. |
|  |  | Composition - Writing | Writing passages based on subjects that hang on occupations and titles e.g Ali became an Engineer or Customs Officer. | Teacher gives pupils to write simple passage on their ambitions e.g want to become a doctor.  Pupils write short stories or passage on their various ambitions. |
|  |  | Phonics - Sound banks  /ƏƱ/ | Teacher guides pupils to identify, pronounce and learn word with the sound /ƏƱ/ | Pupils make identify, pronounce, learn words and form sentences with the sound /ƏƱ/. |
| 5 | English - Language | Speech (listening and Speaking)  Expressing plurals | Expressing regular/irregular plurals of nouns with ‘s’ ending e.g. cup/cups, pencil/pencils etc. | Teacher reads out example of regular and irregular plurals and guides them to form plurals using flash cards, pictures. |
|  |  | Grammatical Accuracy (Structure) | Simple regular and irregular noun, pl;plurals e.g man/men, ox/oxen, child/children, mouse/mice etc. | Pupils pronounce the teacher’s guided formation of plural nouns from charts/pictures.  Pupils pronounce the teacher’s examples of regular/irregular plurals. |
|  |  | Comprehension - Reading | Reading class appropriate passages and identifying facts e.g occupations. | Teacher provides relevant passage and guides pupils to read fluently and ask pupils to identify facts using selected supplementary reads.  Pupils read silently and aloud to identify facts and other information in the passage individually or parts |
|  |  | Composition - Writing | Writing simple commands e.g jump, clamp, sit, walk, run etc. | Teacher guides pupils to write simple commands from their experience of word formation from letters of alphabet by recalling from read passages and short stories.  Pupils write out words of simple command on their own individual and in groups. |
|  |  | Phonics - Sound banks  /m/ and /n/ | Teacher guides pupils to identify, pronounce and learn word with the sound /m/ and /n/ | Pupils make identify, pronounce, learn words and form sentences with the sound /m/ and /n/. |
| 6 | English - Language | Speech (listening and Speaking)  Expressing continuous actions | Words expressing continuous actions e.g. eat - eating, run - running, dance - dancing etc,. | Teacher guides pupils to identify present continuous tense in sentences from pupils chart on display.  Use present continuous tense correctly in sentence. |
|  |  | Grammatical Accuracy (structure)  Using the present continuous tense | Identification and use of present continuous tense and guides examples of present continuous tense e.g I am eating: I am dancing: He is running: I am clapping. | Teacher guides pupils to identify and lead them to make sentences using present continuous tense using the chalkboard as learning resources(s).  Pupils identify present continuous tense and make sentences with continuous tense correctly. |
|  |  | Comprehension - Reading  Antonyms and Synonyms | Antonyms ans synonyms. Simple sentences of antonyms and synonyms | Teacher provides simple passages containing antonyms and synonyms and guides the pupils to identify synonyms while reading the passages.  Pupils read simple passages on antonyms and synonyms and make sentences orally on antonyms. |
|  |  | Composition - Writing  Describing things | Description of the things with leading questions such as: what are these? What are those? How are those? | Teacher guides pupils to write short responses to questions by describing things with the help of picture charts.  Pupils write short responses describing things. |
|  |  | Phonics - Sound banks  /aƱ/ | Teacher guides pupils to identify, pronounce and learn word with the sound /aƱ/ | Pupils make identify, pronounce, learn words and form sentences with the sound /aƱ/. |
| 7 | English - Language | Speech (listening and Speaking) : Songs and Rhymes | Songs that can help the pupils to learn sounds in words and rhymes based on some virtues e.g nature, love, family, kindness etc. | Pupils read the rhyme (s) slowly (several times) to the pupils and teachers relevant song to the pupils involving particular sounds.  Pupils listen attentively to the teacher sing the song with emphasis taught from wall chart showing the rhyme. |
|  |  | Grammatical Accuracy (structure)  Correct use of apostrophe | The correct use of apostrophe in possessives e.g it is the boy’s toy - it is a boys’ college | Teacher presents/demonstrate use of apostrophe in possessives and use of apostrophe in simple sentences.  Pupils listen to teacher presentation on the use of apostrophe in possessives and produce their own sentences using apostrophe in possessives. |
|  |  | Comprehension - Reading  Production of consonant sounds | Production of consonant sounds in isolation, words and in context e.g /b/, /d/ in words e,g bed, dog | Teacher writes the words and the sounds on the board and demonstrates the correct articulation of the sounds.  Pupils copy the articulation of he sounds into their books and pronounce the words after their teacher |
|  |  | Composition - Writing  Describing things according to the colours | Description of things according to their colours | Teacher leads the pupils to write with ease the statement of description with colours.  Pupils write simple sentences describing things with their colours from things around. |
|  |  | Phonics - Sound banks  /ŋ/ | Teacher guides pupils to identify, pronounce and learn word with the sound /ŋ/ | Pupils make identify, pronounce, learn words and form sentences with the sound /ŋ/. |
| 8 | English - Language | Speech (listening and speaking)  Askng and answering questions on present past and future actions. | Asking and answering questions on present, past and future actions:  Q - what are you doing now?  A - I am writing.  Q - what did you eat last night?  A - I ate rice last night.  Q - what will you eat tomorrow?  A - I will eat bread tomorrow morning | Teacher provides ‘what’ questions for the pupils and guides them to answer the questions as well as correct the pupils’ oral works by using pictures showing various actions.  Pupils listen to the teachers questions about present, past and future and answer questions on present, past and future actions. |
|  |  | Grammatical Accuracy (structure)  Further practice on plurals (irregular forms) | Further practice on irregular forms of plurals   1. Man/men, woman/women, mouse/mice 2. Compound noun phrases e.g a packet of sugar, a tin of milk etc. | Teacher guide pupils in the formation of plurals in irregular forms.  Pupils form irregular plurals common and compound noun phrases |
|  |  | Comprehension - Reading  Concepts of print: part of a book | Basic concepts of print: parts of a book - title author, illustration etc. | Teacher guides pupils to recognise parts of a book with the help of collection of different books.  Pupils identify part of book with the help of various collection of book available. |
|  |  | Composition - Writing  Writing of part of a book. | Writing of parts of a book by copying them from the list identified from read items | Teacher gives pupils the task of writing out list of parts of a book from the various books available.  Pupils write out by copying list of part a book into their exercise books. |
|  |  | Phonics - Sound banks  /ɪƏ/ and /eƏ/ | Teacher guides pupils to identify, pronounce and learn word with the sound /ɪƏ/ and /eƏ/ | Pupils make identify, pronounce, learn words and form sentences with the sound /ɪƏ/ and /eƏ/. |
| 9 | English - Language | Speech (Listening and Speaking)  Expressing ownership | Using possessive pronouns as (singular/plurals) e.g my, his, mine, ours, theirs and yours. | Teacher guides the pupils to make some sentences using the structure: this is my book and uses simple drills to provide practice exercises for pupils from flash cards and pictures.  Pupils identify possessive words in given sentences and express them in sentences. |
|  |  | Grammatical Accuracy (structure)  Introducing adjectives and adverbs. | Adjectives e.g  This is a beautiful dress  The car is yellow  Adverbs e.g  He eats slowly  She runs fast | Teacher guides pupils on the correct use of adjectives and adverbs  Leads pupils to identify adjectives and adverbs in short sentences.  Pupils read adjectives and adverbs presented by the teacher and identify them in sentences. |
|  |  | Comprehension - Reading  Answering questions class appropriate passages from rhymes. | Answering factual questions from class appropriate passage in rhymes/short poems on food safety. | Teacher asks pupils questions on what they have listened to in the passage of rhyme poems with wall charts on rhymes and poems.  Pupils answer questions on what they have listened in the passage of he rhymes/poems |
|  |  | Composition - Writing  Chart and calendar | Time chart and calendar (telling the time) | Teacher guides the pupils to use face of a clock to tell time to days.  Pupils write or draw a clock and label the face. |
|  |  | Phonics - Sound banks  /w/ and /l/ | Teacher guides pupils to identify, pronounce and learn word with the sound /w/ and /l/ | Pupils make identify, pronounce, learn words and form sentences with the sound /w/ and /l/. |
| 10 | English - Language | Speech (listening and speaking)  Listening and telling stories | Telling stories using the appropriate style narration: identifying the character and events in the story and explaining the beginning content and closing of a story | Teachers guides pupils to narrate stories in turns an explains the characters of the story and their action to them by the use of different pictures to illustrate the story  Pupils narrate stories and mention the characters in the story and explain the moral lesson in the story. |
|  |  | Grammatical Accuracy (structure)  Using the past simple tense in the affirmative | Expressing/using past simple tense in the affirmative e.g   1. Subject + verb 2. Present + time   Adverbial e.g   1. I wash everday 2. I washed yesterday 3. Taiye played football yesterday | Pupils are tasked to make more of affirmative sentences using the past simple tense as flashcards one shown to the pupils.  Pupils make sentences in the affirmative using the past simple tense |
|  |  | Comprehension - Reading  Concept of print: description of object colours | Description of objects according to their colours. | Teacher guides pupils to describe and name colours of these objects.  Pupils describe object or picture with regard to their colours. |
|  |  | Composition - Writing  Dictation | Spelling of dictated simple writing e.g school, class, chair, biro, pencil, house etc, | Teacher gives pupils words to spell out correctly in written form words that are common to the environment.  Pupils write out dictated words as pronounced by the teachers. |
|  |  | Phonics - Sound banks  /r/ | Teacher guides pupils to identify, pronounce and learn word with the sound /r/ | Pupils make identify, pronounce, learn words and form sentences with the sound /r/. |
| 11 | English - Language | Speech | Revision of terms work | Revision of terms work |
|  |  | Grammatical Accuracy | Revision of terms work | Revision of terms work |
|  |  | Comprehension - Reading | Revision of terms work | Revision of terms work |
|  |  | Composition - Writing | Revision of terms work | Revision of terms work |
|  |  | Phonics - Sound banks | Revision of terms work | Revision of terms work |
| 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 |



5TH MAY 2023

DEPUTY HEAD INSTRUCTOR ADMIN

NB: APPROVED!