

ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY ONE FIRST TERM

WK	PD	THEME	SUBTHEME	CONTENT	COMPETENCES	METHODS	L/ACTIVITY	SKILLS & VALUES	L/AIDS	REF	REM
1	1	OUR SCHOOL	People in our school	**Vocabulary** Good morning, Good afternoon Good evening Good bye Thank you How are you? **Structural pattern** What is your name? My name is..... I am very well thank you. Requests Please teacher, May I come in?/ go out?	The learner; -greets people in our school according to names -introduces themselves by name -uses vocabulary and structural pattern very well.	explanation discussion question and answer	Greeting Introducing themselves Naming some friends in class	listening speaking respect hospitality	chalkboard illustration	Monitor English Course Pupils BK 1 page 1-2	
	2			**Vocabulary** Titles of people in our school. Sir, Madam, Mr., Mrs. Miss **Structural pattern** What is his or her name? His or Her name is	The learner; -exchanges greeting according to titles -uses vocabulary and structural appropriately.	discussion question and answer dramatization	Greeting Asking and answering oral questions	listening speaking reading respect hospitality	chalkboard illustration	MK English Pupils bk.1 pg 1-2	

				Mr.. Mrs… Miss…	-asks and answers questions freely						
	3			**Vocabulary** Teacher, deputy, director of studies, director, cook, cleaner, gatekeeper, guard (night watchman) **Structural pattern** Who is this? She/He is Which other people are found in our school	The learner; names people found in our school -uses structural pattern and vocabulary learnt appropriately	explanation discussion dramatisation	Naming people in our school by titles	fluency articulation	a chart showing different people in our school	Mk Primary Eng Pupils BK.1 pg 2 Monitor page 10	
2	1	OUR SCHOOL	People in our school	**Vocabulary** driver, bursar, secretary, boy, girl, woman, man, child, class monitor, pupils, nurse **Structural pattern** Who is this? That is ……	The learner; -names people found in our school -uses vocabulary correctly	discussion explanation	Naming people in our school	listening speaking respect love	standard eng pupils bk.1 page 2		
	2		Things in our school	**Vocabulary** buildings, classrooms, kitchen, office, latrine, toilet canteen, library, store, sick bay, hutch, shed **Structural pattern** Show me a/the/an That/This/It/Here	The learner; -names buildings in our school -uses vocabulary and structural pattern correctly -draws and names buildings in our school	question and answer discussion explanation	Naming buildings in our school	listening speaking reading writing fluency	mk primary bk.1 page 6 real objects	Mk Primary Eng for P.1 Pupils page 11-12	
	3			**Classroom objects vocabulary** desk, table, blackboard, chair, wall chart, bench, mat, pencil, tin, wall, door, bell. **Structural pattern** What is this? This/That is…..	The learner; -draws and names pictures correctly -uses vocabulary and structural pattern correctly	guided discovery discussion question and answer	Naming the classroom objects Answering the structural pattern	fluency love articulation respect	real objects e.g. tables, pencils, mats and tins	Teacher's collection	

				It is			correctly				
3	1	OUR SCHOOL	Things in our school	**Vocabulary** window, cupboard, pen, roof, piece of chalk, ruler, duster, floor, rubber, stick, register, flag, gate sign post, lorry, school bus **Structural pattern** What can you see? I/We can see.....	The learner; -names items found in the classroom -uses vocabulary and structural pattern correctly	discussion question and answer explanation	Naming items found in the classroom	fluency listening speaking reading writing respect	real objects e.g. register, flag, roof	MK Primary Enf for Kenya BK.1 page 11-12	
	2		School in plural form	**Nouns:** Definition: Nouns are names of things. **Vocabulary** in plural form where we add "s" only windows, doors, pencils, chairs, tables, books, pens bottles, gates, flags and cupboards	The learner; -gives the plural of the given words by adding only "s"	question and answer discussion	Giving plurals of the given words	fluency articulation respect	real objects books	MK Primary Eng. BK.1 page 3	
	3			Plurals where we add es to the words **Vocabulary** bus, bench, tomato, brush, mango, box, dress, glass, hiss, potato, fox	The learner; -gives the plural of the given words by adding "es" to the given word.	explanation discussion question and answer	Giving the plural form of the given words	listening speaking respect love	chalkboard illustration	Mk Eng. BK.1 page 3-4	
4	1			Plurals where we drop "y" add "ies" only lorry, baby, lady, fry, party, city, fly, puppy, bunny	The learner; -reads the words in their plural form -gives the plurals of the words	guided discovery discussion question and answer	Reading the words in plural form	sharing love respect	chalkboard illustration	Teachers collection	
	2	OUR SCHOOL	School in plural form	Plurals where we drop f or fe and add ves and words that change completely in plural from	The learner; -gives the plurals of the given words -pronounces words correctly	discussion explanation question and	Giving plurals of the given words	fluency critical thinking	real objects e.g. foot, tooth	Teacher's collection	

				knife, loaf, calf, wife, half, woman, man, ox, child, foot, tooth, goose, thief		answer					
	3			Structures in plural form What are these? These/Those…. What are they? They are….. Are these…..?	The learner; -answers the structural pattern appropriately -pronounce swords in sentences correctly	explanation observation question and answer	Answering questions Pronouncing words correctly	fluency articulation critical thinking	chalkboard illustration	Mk Pri Bk..1 page 3	
5	1			ABC order/Alphabetical order a) c, a, b l b) bag, ruler, class c) tin, door, button	The learner; -arranges words and letters in correct alphabetic order	discussion explanation question and answer	Reciting alphabetical letters Arranging in ABC order	creative thinking fluency articulation	chalkboard illustration	Teacher's collection	
	2		Activities in our school	Verbs: Definition: Verbs are doing words. **examples** shout, come, write, go, learn, teach, listen, greet, count, eat, run, read, sit, play, pray, walk, sing, skip, clean, carry, sweep, swim, help, put, book, point, sleep	The learner; -pronounces , reads and writes the learnt verbs -copies verbs in their books	question and answer discussion	Reading and writing the learnt verbs	respect love sharing fluency	chalkboard illustration	Parts of speech pg 6	
	3	TENSES	Every day tense	Everyday tense What do you do every day? I….to school every day. Every day, we….. What do I do every day? You……everyday	The learner; uses vocabulary and structural pattern appropriately -completes sentences correctly	story telling question and answer	Completing sentences using the given verbs	fluency critical thinking	picture showing actions	Junior Eng. Comp. And grammar pg 17-18	
6	1			Changing verbs to	The learner;	discussio	Giving	fluency	chalkbo	Parts of	

				everyday tense. Verbs that add only "S" in every day tense. Shouts, greets, eats, counts, listens, sits, prays, plays, walks, shakes, swims	-gives every day tense for the given word -uses the learnt vocabulary correctly	n discovery brain storming	and writing everyday tense	articulation	ard illustration	speech pg 6	
	2			Changing verbs to everyday tense i.e. verbs that add "es" in everyday tense and those that crop "y" and add "ies" goes, teaches, does, catches, carries, cries, tries, hurries, flies, dries, fries Verbs that add es are those that end ch, sh, ss, o catch, touch, fetch, match, march brush, cash, mash, crush, fish dress, press, hiss, miss, piss, kiss go do	The learner; -changes words ending with "y" to everyday tense -writes words	discussion explanation question and answer	Writing verbs ending with "y" and dropping it to "ies"	listening articulation fluency brain storming	cards showing verbs	Tenses parts of speech Pg 6	
	3	OUR SCHOOL	Every day tense	Structural pattern verbs do not change in everyday tense while using I/We/They/You and people's names I……to school every day (go)	The learner; -uses the structural pattern very well -uses the verbs in brackets correctly	fluency discussion writing discovery explanation	Articulation using fluency Writing	fluency articulation explanation	chalkboard illustration	Teachers collection	
7	1			Verbs that change in everyday tense while using, she, He, It and some one's name e.g. Juma. He……his books every day (read	The learner; -uses the structural pattern very well -uses the given verbs in brackets	guided discussion discovery question and answer	Using the structural pattern correctly	articulation explanation fluency	chalkboard illustration	Teacher's collection	

					correctly						
	2			Mixed exercise Use the given verbs in brackets correctly They….the house daily. (sweep) She ……the baby every day. (carry) Musa…..to church every Sunday. (go)	The learner; -uses the given verbs in brackets correctly -reads sentences very well	explanation discussion discovery question and answer	Reading sentences Pronouncing words correctly	fluency respect love sharing articulation	chalkboard illustration	Teacher's collection	
	3		Alphabetical order	ABC order a) buy, carry, dry b) r, m, a, c c) dries, flies cleans d) eat, go, run, come	The learner; arranges the given letters and words correctly	explanation discussion discovery	Arranging letters and words in ABC order	respect love sharing	chalkboard work	Teacher's collection	
8	1		Punctuation	<u>The use of capital letters</u> Names of people, days of the week, months of the year, names of places e.g. Kampala, Jinja	The learner; -uses the learnt punctuation correctly -identifies when capital letters are used	question and answer explanation discussion	Punctuating sentences	listening observing love care	chalkboard work	MK Precise Eng. Pg 163	
	2			The use of a full stop and a question mark. To end a sentence. To end a question	The learner; -identifies when a full stop is used	guided discovery discussion	Identifying when a full stop is used	respect care love	cards showing questions	Mk Precise Eng. Pg 163	
	3			apostrophe(') comma (,) cups, plates, books, desks	The learner; -punctuates sentences and other items correctly	explanation guided discussion question and answer	Punctuating sentences	listening speaking writing fluency articulation	chalkboard work	MK Precise Eng. Pg 164	
9	1	OUR HOME	People in our home	Definition of a home **<u>Vocabulary</u>**: father, mother, sister, boy, girl, woman, man, people, child, person, brother, baby, aunt,	The learner; -plays a game acting as a mother and father greeting children on	explanation dramatisation discussion	Drawing and naming members	articulation critical thinking	cards showing family members	MK Precise Eng. For Kenya pg 25-	

				uncle **Structural pattern** Who is she/he? She/He is my (relation)	return home from school draw and name family members	discovery		listening		27	
	2			Answering questions in relation to family members -Who is this? This is… -Who heads a family? -Who cares for children in the family? -What do you call the sister of your mother/father?	The learner; -uses the learnt structures correctly -answers the given questions correctly	guided discussion explanation question and answer	Answering the given questions	fluency love respect care	chalkboard illustration	Teacher's collection	
	3			**Vocabulary** Daughter, son, cousin, parent, uncle, aunt, nephew, grandparent, niece.	The learner; -names more family members -spells, reads and writes words correctly	discussion question and answer discovery	Naming family members	listening articulation fluency sharing	cards showing the vocabulary	Mk Pri. Eng for Kenya pg 27-28	
10	1	OUR HOME	Buildings in our home	**Vocabulary** House, hut, kitchen, latrine, granary, kennel, garage, toilet, kraal, shed **Structural pattern** What can you see? I/We can see a …. Can you see a ….. Yes, ….. No,…….	The learner; -names the buildings in the home -uses vocabulary and structural pattern correctly	explanation question and answer discussion	Naming the home buildings	fluency articulation listening	cards showing buildings in our home	Monitor Eng Course Bk.1 pg 15	
	2		Things in a home fridge	**Vocabulary** plate, cup, saucepan, dish, jug, mortar, clock, pestle, knife, mattress, charcoal stove, cooker, spoon, bed **Structural pattern** Is this a…….?	The learner; -names things in our home -uses the structural pattern in sentences	explanation discussion discovery	Drawing and naming things in our home	co-operation effective communication self esteem	real objects cups, books plates tables	Mk Pri. Eng. Bk.1 pg 35	

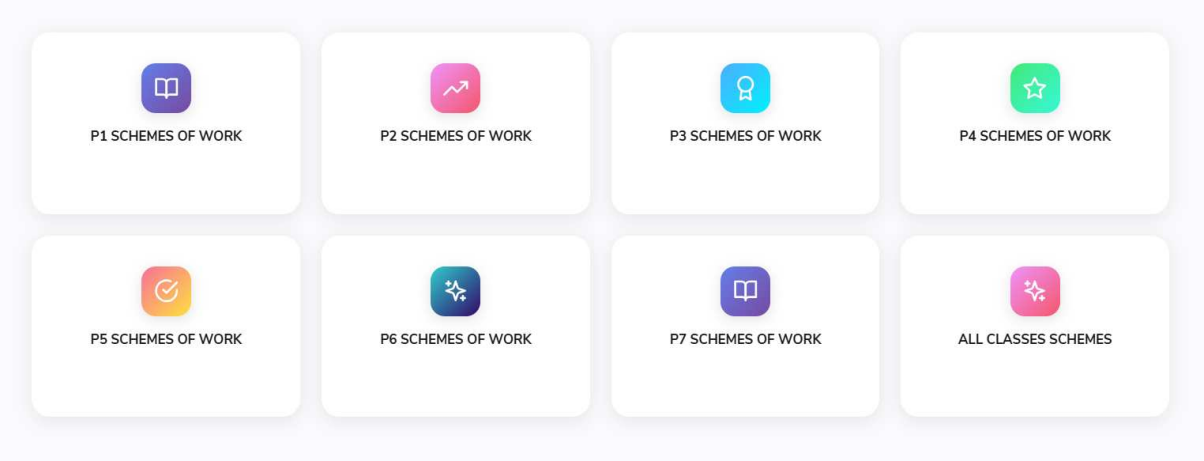
				Yes,…… No, …..							
	3		Articles	**The use of "a" and "an"** an axe a boy an umbrella a cat an apple a dog an uncle a box an ankle an artist **Exceptional** an hour an honest person an honorable a uniform a uniport a Ugandan **Structural pattern** What is this This/That/It is a/an	The learner; -uses the article a/an correctly -uses the structural pattern appropriately	question and answer discussion discovery	Using the articles "a" and "an Answering the structural pattern	fluency articulation self-awareness co-operation	chalkboard illustration	Junior Eng. Comp. And grammar pg 69-72	
	4		Animals in our home	**Vocabulary** goat, sheep, pig, cow, hen, bird, turkey, horse, camel, rabbit, cock, cat, dog **Structural pattern** How many…..are there? There/ Here(number) animals	The learner; -uses the vocabulary correctly -answers the structural pattern very well	guided discovery question and answer	Answering questions	co-operation fluency articulation listening	a chart showing animals at home		
	5		Animal young ones	**Vocabulary** kitten, puppy, chick, calf, kid, piglet, baby, foal, duckling, nestling, bunny, cub e.t.c	The learner; -names the animal young ones correctly -matches animals to their young ones	explanation question and answer	Naming the animal young ones matching animals to their young ones	critical thinking co-operation love care	chalkboard illustration immediate environment		
11	1		Animal	**Vocabulary** pen, kraal, kennel, sty,	The learner; -names the	story telling	Naming the animal	creative thinking		Junior Eng.	

			homes	house, nest, stable, hutch, Matching animals to their homes e.g. hutch cow hutch dog stable sheep byre horse shed rabbit kennel	homes of different animals -matches animals to their homes	question and answer explanation	homes	love care		Revised pg 141	
	2		Animal sounds	**Vocabulary** grunts, moos, lows, barks, bellows, brays, bleats, squeals, chatters, sings, purrs, quacks, mews	The learner; -gives animal sounds -imitates animal sounds	imitation discussion discovery	Giving animal sounds	critical thinking self esteem	cards showing animal sounds	Junior Eng.Revised pg 141	
	3	OUR COMMUNITY	People in our community	**Vocabulary** teacher, doctor, priest, reverend, pastor, farmer, cobbler, barber, fish monger, butcher, nurse, secretary. shopkeeper, dentist, canteen attendant, vendor Structural pattern Who is this? This is a …… Who is your father?	The learner; -names people in our community -draws and fills in the missing letters	question and answer explanation	Drawing and naming people in our community	self awareness care love respect	cards showing people in our community	Thematic Curr. Trs guide pg 154-155	
	4		Important places in our community	**Vocabulary** hospital, church, clinic, shop, mosque, farm, market, home, police station, Post office petrol station **Structural pattern** What is this? This/That….	The learner; -names important places in our community -uses vocabulary and structural pattern correctly	guided discussion discovery question and answer	Naming important places in our community	listening fluency articulation	cards showing important places in our community	Monitor Eng. Course Bk.1 pg 32	
	5		Garden tools in	**Vocabulary** hoe, spade, rake, knife, panga, wheelbarrow, axe, slasher, rope,	The learner; -names and identifies the garden tools	explanation question	Naming garden tools	self-esteem co-	real garden tools e.g hoe,	Monitor Eng course bk.1 pg	

			our com muni ty	shears, basket, watering can, pruner What is this/that? This/That/It is…..	-draws garden tools	and answer		operatio n fluency	knife	20	
12	1	THE HU MAN BOD Y AND HEA LTH	Parts of the body	**Vocabulary** head, face, hair, ear, nose, mouth, eye, cheeks, chin, neck, eyelashes, eyebrows **Structural pattern** Show me your…..? This is my …… Is this a/an….. Yes, …/No,…….	The learner; -names the body parts on the head. -uses the structural pattern correctly	observatio n question and answer discussio n	Naming the body parts	listening fluency love share respect	a chart showin g body parts	Monitor Eng. Course Bk.1 pg 37	
	2		Parts of an arm	**Vocabulary** arm, elbow, hand palm, wrist, thumb, fingers, fingernails, chest, shoulder, breast nipples **Structural pattern** Show me your….? This is my……. Is this a …….? Yes,…….. No,……	The learner; -names the parts of an arm -uses the structural pattern correctly	observatio n explanatio n look and say	Naming parts of an arm	articulat ion fluency listening self – esteem co-operatio n	a chart showin g parts of the arm	Mk Pri Eng for Kenya Bk.1 pg 32	
	3	HU MAN BOD Y AND HEA LTH	Parts of the leg	**Vocabulary** leg, thigh, knee, foot, toe, ankle, heel, waist, stomach, back, buttocks, navel, calf, shin **Structural pattern** Show me your…..? This is my…..	The learner; -identifies parts of the leg -draws and names parts of the leg	observatio n discussio n guided discovery	Identifying Observing Discussion	fluency self-awarene ss love care appreci ation	real body parts like foot leg thigh	Mk Pri. Eng. Bk.1 pg 60	
	5		Thing s used to car for the	**Vocabulary** toothbrush, soap, water, comb, sponge, toothpaste, a pair of scissors **Structural pattern**	The learner; -tells what they use to care for the body -draws and	explanatio n question and answer discussio	drawing and naming things we use to care for our	co-operatio n articulat ion care	real objects for cleanin g the body	Themat ic Curr. For P.1 Trs. Guide pg 162	

			body	What is this? This/That……..	names things learnt correctly	n	body	fluency			
13	1		Making small words from big words	**<u>Vocabulary</u>** tooth paste, hair, brush, hear **<u>Structural pattern</u>** Which small word can you make from ….? I/We can…..	The learner; -gives a small word for a big one in relation to body and health pronounces, spells, reads and writes the given words	explanation discussion question and answer	reading big and small words	fluency self esteem self-awareness	chalkboard illustration	teachers collection	

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