SCHEME OF WORK FOR PRIMARY SIX ENGLISH I -III

Wk	Pd	Topic/ subtopic	Competence	Methods	Skills/Values	Suggested activity	Instructional material	References	Remarks
1	5pds	Punctuation / punctuation marks • Capital letters (A, B, C…..) • Full stop (.) • Question mark (?) • Exclamation mark (!) • Apostrophe (') • Comma (,) • Semi colon (;) • Hyphen (-) • Quotation marks (“ ”)	Learner I. Uses the punctuation marks in the sentences correctly. II. Punctuates the sentences correctly.	• Discussion through questions and answers. • Explanation	Listening Speaking Reading Writing Critical thinking Effective communication	Punctuate the given sentences	A chart showing punctuation marks and how they are used.	Essential Eng. Pgs 40, 55, 56. Detailed Eng. Grammar pgs 1-10	
1	3pds	Comprehension safety on the road. • Traffic dangers Vocabulary- bend crossroads, cyclist, first aid, hand signal, junction, motorist, pedestrians, pavement, roundabout, side path, traffic, traffic police, zebra crossing. • Structural patterns using ….as soon as… ….because ….. ….must…… Where must …… …….should not…. • Dialogue Crossing the road • Poem Safety on the road.	Learner: • Reads, pronounces and writes the vocabulary words correctly. • Uses the vocabulary words in oral and written sentences correctly. • Uses the oral structural patterns in oral and written sentences correctly. • Reads the given texts and answers the oral and written questions correctly.	• Discussion through questions and answer • Explanation	• Listening • Speaking • Reading • Writings • Creative thinking • Problem solving	Reading the given texts Construct oral and written sentences.	Pupils' text books.	MK Primary English pps. Bk 6 pgs 1-13	
2	4pds	COMPREHENSION • Traffic dangers • A visit by the traffic officer. • Guided composition • Composition writing • Poem (traffic dangers) • Passage (narrow escape)	Learner: • Reads the passage and answers questions about it. • Writes sentences about the pictures. • Writes a letter to the traffic officer about causes of road accidents.	• Discussion through questions and answers. • Explanation	• Listening • Speaking • Reading • Writing • Critical thinking • Problem solving	• Reading given texts • Write a composition about road accidents. • Write a letter to the traffic officer.	MK Pri Eng PPS Bk 6 1 -13	PPS text bks.	
2	4pds	Nouns <u>Types of nouns</u> • Proper nouns e.g Kampala, Tom • Common nouns e.g. pen, book	Learner : • Defines nouns • Classifies nouns	• Explanation • Discussion through questions and answers.	Listening Speaking Reading Writing	Classifying nouns Do the given texts	A chart showing kinds of nouns and examples.	Detailed Eng. Grammar pgs 79 – 103	

		• Collective nouns e.g. herd of cattle. • Abstract nouns e.g. poor – poverty. • Formation of abstract nouns	• Uses the given nouns in sentences correctly. • Forms abstract nouns correctly.						
3	2pds	NOUNS Singulars and plurals • How plurals are formed • By adding "s" "es" "ies" • By changing "f" to "v" add "es" • Nouns which have the same form for both singular and plural e.g. fish, deer. • Irregular formations • Compound nouns • Uncountable nouns	Learners: • Differentiates btn singular and plural. • Forms plurals of nouns using s, es,ies or ves. • Completes given exercise.	• Discussion through question and answer. • Explanation	• Listening • Speaking • Reading • Writing • Critical thinking • Effective communication	• Differentiates btn singular and plural. • Forming plurals of nouns as guided. • Changing from singular to plural and vice versa.	A chart showing formation of plurals of nouns.	Essential Eng. Work book Pgs 4 – 6. Junior Eng. Rev Edition pgs 12 -16	
	1 pd	Nouns Use of article "a" "an" "the" 'some' A book, a chair, etc. An umbrella, an egg etc the world, the poor.	Learner: Uses the articles correctly in sentence construction. Completes given exercises.	• Discussion through questions and answers. • Explanation	• Listening • Speaking • Reading • Writing	• Constructing sentences • Completing oral and written exercises.	Real objects Chalkboards	Essential Eng. Workbook for P.6 Pg 4 Rev. Eng by Forrest Pgs 71 -78.	
	2 pds	GENDER ***Classification of nouns by sex.*** • Masculine – denoting males. • Feminine – denoting females. • Common – of either sex • Neuter – of neither sex	Learner : • Tells what gender means • Classifies nouns by sex. • Mentions the main classes of gender • Completes given exercises.	• Discussion • Explanation	• Listening • Speaking • Reading • Writing	• Defining gender • Classifying nouns by gender. Mentioning the main classes of gender.	Chart showing gender types.	The new first aid in Eng. Pg 9.	
4	4pds	COMPREHENSION • Traffic dangers • Vocabulary – structural patterns. • Dialogue. "Dangers on the road" • Passage – Guided comp. • Composition writing • Jumbled story	Learner : • Uses the vocabulary in correct constructions. • Answers the comprehension questions correctly. • Writes the composition about traffic dangers	• Discussion through question and answer • Dramatisation • Demonstration	Listening Speaking Reading Writing Effective communication	• Constructing oral and written sentences. • Answering comprehension questions. • Dramatising poem • Do revision exercises.	Pupils' textbooks. Chalkboard	Mk Pri. Eng. Pps. Bk6 pgs 19 -35	
	6	PRONOUNS *Types of pronouns* • Subjective pronouns e.g I, we, she, he. • Objective pronouns e.g me, us, her, him	Learner: • Defines pronouns • Classifies pronouns • Uses pronouns in sentence correctly.	• Explanation • Discussion • Question and answer	• Listening • Speaking • Reading • Writing	• Mention pronouns • Identify pronouns. • Draw a table showing pronouns.	Chart showing pronouns	Junior Eng. Revised by Haydn Richards. Brighter Grammmar book	

		• Adjective pronouns e.g. my, our, her, his. • Possessive pronouns e.g. mine, ours, theirs. • Reflexive pronouns e.g. myself, ourselves. • Relative pronouns e.g. who, whom, which. • Plurals of pronouns.	• Draws the table showing these pronouns			• Construct sentences using pronouns			
	2pds	Abbreviations and contractions e.g. exempli gratia, For example etc. et cetera, and so forth i.e. id est, that is can't – can not shan't – shall not won't – will not	Learner : • Writes abbreviations in full. • Writes the contraction in full.	• Explanation • Discussion • Question and answer • Illustration	Listening Speaking Reading Writing Critical thinking	Write abbreviations and contractions in full. Write short forms of the given words.	A chart showing words and abbreviations	The New First Aid in Eng Pgs 50 – 53.	
	6pds	VERBS AND TENSES • Present simple tense e.g. He teaches us English. Negative and interrogative Active and passive voice. Peter kicks stones every day. Stones are kicked by Peter every day. Question tags • Present continuous tense Negative and interrogative statements. Active and passive voice Question tags • Present perfect tense Negative and Interrogative statements. Active and passive voice. Question tags The use of "since" and "for"	Learner: i. Constructs sentences in the present simple tense. ii. Changes sentences from affirmative to negative and interrogative. iii. Changes sentences from active to passive form. iv. Supply the suitable question tags	• Explanation • Discussion • Question and answer	• Listening • Speaking • Reading • Writing • Effective communication • Critical thinking	• Writing • Sentences in present simple tense.	• charts	Jr. Eng. Comp and Grammar by J.A Bright Rev. Eng Pgs 29 -33	
	6 pds	VERBS AND TENSES • Present perfect continuous Negative and Interrogative statement. Active and passive voice. • Past continuous tense Negative and Interrogative statement. Active and passive voice.	Learner: • Constructs sentences in present perfect continuous tense. • Changes sentences from affirmative to negative and interrogative.	• Illustration • Explanation • Discussion	• Listening • Speaking • Reading • Writing • Effective communication	• Constructing sentences in present perfect tense. • Past cont. tense. • Do the given exercises by changing sentences from affirmative to	• chart	Jr. Eng. Comp. and Grammar by JA Bright Pgs 29 – 33	

		• The use of "when" and "while" and "as" • Question tags	• Changes sentences rom active to passive. • Supplies the suitable question tags			negative and interrogative • Change the sentences to passive voice. • Supply a suitable question tag			
	3 pds	ADJECTIVES Types of adjectives • Descriptive Adjectives • Proper adjectives • Color adjectives • Formation of adjectives • By adding suffixes e.g. ful/ less, ours, able, ly etc.	Learner; • Defines adjectives • Uses adjectives in sentences correctly. • Forms adjectives using suffixes • Ours, ful, less etc.	• question and answer • Explanation • Discussion	•Listening •Speaking •Reading •Writing •Critical thinking	• Describing objects • Comparing objects	• Real objects e.g book stick, pen	Jr. Eng Rev. 46- 55. Detailed Eng. G P. 5- 7	
	6pds	<u>ADJECTIVES</u> <u>Comparison of adjectives.</u> By adding "er" for comparatives and "st" for superatives degree. e.g. narrow, narrower, narrowest. Adjectives end in "y" change "y" to "i" add "er" or "est" e.g heavy, heavier, heaviest. Irregular adjectives e.g. good, better, best. Using "more" or "most"	Learner; • Forms the comparative and superlative degrees. • Uses the comparative and superlative degrees in sentences correctly.	• Demonstration • Explanation • Discussion • Question and answer	•Listening •Speaking •Reading •Writing •Critical thinking	• Comparing objects using the correct degree	• Real objects	Jr. Eng. Revised Detailed Eng. GrammaeP.5 - 7	
	2 pds	<u>ADJECTIVES</u> Order of Adjectives • Adjectives of size • Adjectives of colour • Adjectives from nouns e.g. some oil (cooking fresh) some fresh cooking oil.	Learner: Arranges adjectives in order correctly.	• Discussion through question and answer • Explanation	• Listenng • Speaking • Reading •Writing •Critical thinking	• Arrange the adjectives in the correct order	A chart showing order of adjectives.	Rev. Eng. by Ronald Forrest Pg 105	
	2 pds	<u>ADJECTIVES</u> <u>Double comparatives</u> The higher you go, the cooler it becomes. Compound adjectives	Learner : Forms the double comparatives	• Discussion through question and answer. • Explanation	•Listening •Speaking •Reading •Writing	• Work out the given exercise.		Rev. Eng by Ronald Forest pg 105	
		Comprehension Debating **Vocabulary** Argue, audience, debate, motion, opinion, oppose Structural patterns	Learner; Reads and pronounces the vocabulary	• Demonstration • Explanation • Situation approach	•Listening •Speaking •Reading •Writing •Effective communication	• Debating • Reading the answering comprehension questions.	• Pupils' textbooks	Mk. Pri Eng. Pupils Bk 6 pgs 53- 64.	

		Using "I think…., In my opinion, Even though, Although, If, Whereas	Uses the vocabulary words in sentences correctly. Uses the structural patterns in sentences correctly						
	8	VERBS / TENSES Past simple tense • Negative and Interrogative • Active and Passive voices. • Question tags	Learner: I. Constructs sentences in the past simple tense. II. Forms the past form (tense) of verbs by adding –ed, ied. III. Changes sentences from affirmative into negative and interrogative statements. IV. Change sentences from active to passive voice. V. Supplies a suitable question tag.	• Explanation • Discussion • Situation approach	•Listening •Speaking •Reading •Writing •Effective communication	• Constructs sentences • Formation of verbs in the past tense. • Writing sentences.	• A chart showing tenses.	Jr. Eng Composition Grammar by J.A Bright Junior Eng. Revised Pg. 34 -42.	

TERM II

Wk	Pd	Topic/ subtopic	Competence	Methods	Skills/Values	Suggested activity	Instructional material	References	Remarks
1	4 pds	**Adverbs** • Types of Adverbs • Adverbs of manner. • Adverbs of place • Adverbs of time • Adverbs of frequency • Just and already <u>Formation of adverbs</u> • by adding – "y" • Irregular formation of adverbs.	Learner; • Defines adverbs • Uses the adjectives in sentences correctly. • Classifies adverbs. • Forms adverbs by adding "ly" • Irregular formations	• Explanation • Question and answer • Discussion	Listening Speaking Reading Writing Critical thinking	Classify adverbs Forming adverbs from verbs	Chart showing formation of adverbs.	PLE Gude Bk in Eng Pg 71 – 72. Junior Eng. Revised Detailed Eng. Grammar	
	3 pds	ADVERBS Comparison of Adverbs • By adding "er" and "est" • Use of "more" and "most"	Learner: • Gives examples • Forms the comparative and superlative degrees. • Uses the comparative and superlative degrees in sentences correctly.	Explanation Question and answer	• Listening • Speaking • Reading • Writing • Effective communication	• Form the comparative and superlative degrees. • Completing sentences by using the comparative and superlative degrees	Real objects	Rev. Eng by Forrest Jr. Eng. Rev.	
	2 pds	ADVERBS Order of adverbs Manner + place + time	Learner : • Give the correct order of adverbs e.g. manner + place + time. • Use the correct order of the given adverbs in the sentences provided.	• Explanation • Discussion • Illustration • Question and answer	• Listening • Speaking • Reading • Writing	• Constructing sentences (orally and written) • Order of adverbs • Arrange adverbs in sentences	A chart showing order of adverbs	Rev. Eng by Forrest Detailed Eng. Grammar P.5 – 7 pgs 1-80	
		COMPREHENSION Family relationships • Vocabulary practice	Learner: • Reads, pronounces and uses the vocabulary words in sentences.	• Explanation • Discussion through question and answer. • Illustration	• Listening • Speaking • Reading • Writing	• Constructing sentences • Writing composition	Pupils' text books	Mk.	

		e.g. afraid of, aunt, half-sister, look after, nephew, cousin, niece, siblings. Structures …too…to…, ….so….that…. ….such…..that…., ….just….., rather than…, …but…, • Play / poem Family tree Guided composition (jumbled story) Passage • Picture composition Debate Revision exercises.	• Constructs sentences using the given structures correctly. • Reads the given texts and answer oral and written questions.		• Critical thinking • Effective Communication	• Answering oral and written questions			
		VERBS AND TENSES Future simple Tense Negative and Interrogative statements. Active and passive voice.	Constructs sentences using negative and interrogative statements in the given sentences	• Illustration • Explanation • Discussion through group work.	• Listening • Speaking • Reading • Writing	• constructing oral and written sentences	A chart showing the necessary transformation in sentences as per given tenses.		
		• Future continuous tense Negative and Interrogative statements ; Active & Passive • Future perfect tense Negative and Interrogative Active and Passive Question tags.	• Changes sentences from passive to active. • Uses "going" to as a future tense. • Forms correct question tags to the given statements with the given tense.	• Illustration • Explanation • Discussion through group work	Listening Speaking Reading Writing	• Constructing oral and written sentences	A chart showing the necessary transformation in sentences as per the given tense.		
	9 pds	**Conditional sentences** Use of If 1 If 2 If 3 If + present tense + future tense If you hurry, you will find the bus. If + past tense + would If I won the money, I would buy a house. If + past perfect + would, should , could, might have. If I had had a gun, I would have killed him. <u>Had</u>	Learner: • Tells what conditional sentences are • Gives examples of conditional sentences. • Constructs sentences in each condition as guided. • Constructs sentences in ach condition using given conditions and results.	• Demonstration • Explanation • Question and answer	Listening Speaking Reading Writing	• Discussion / answering oral questions. • Writing conditional sentences.	Chalkboard illustrations	JEC and Grammar Rev. Eng Detailed Eng. Grammar	

		Had I seen him, I would have told him.	• Completes written exercises. • Changes from one conditional form to another. • Changes to …unless..						
	6 pds	COMPREHENSION CARPENTRY **Vocabulary** practice e.g. Carpenter, drill, furniture, glue, varnish, plane, saw etc. Structural patterns e.g. "what is .. used for?" "What so we need..?" Use of though "…besides…." "First .. next.. then.. Poem – "I am a carpenter" Dialogue Passage **Comprehension** • "Furniture For Mr. Osekenyi" • Guided composition • Jumbled story • Revision exercises	Learner : • Reads pronounces and writes the vocabulary words correctly. • Uses the given structural patterns in oral and written sentences correctly. • Reads the given texts and answers the oral and written questions about them in full sentences.	• Explanation • Discussion	• Listening • Speaking • Reading • Writing • Effective communication	• Constructing sentences • Reading the given texts. • Answering oral and written comprehension questions.	Pupils' text books Real objects e.g. glue, saw, varnish etc.		
	4pds	**PREPOSITIONS** What is a preposition? Kinds of preposition e.g. which show direction, movement means transport, time etc.	Learner: • Tells what a preposition is . • Tells ways in which prepositions are used. • Uses prepositions with nouns, verbs and adjectives. • Completes the given exercises on the use of prepositions.	• Discussion • Explanation • Question and answer	• Listening • Speaking • Reading • Writing • Critical thinking	• Asking and answering questions • Written exercises	Chalkboard	MK Handbook Pg 108. Tenses and past of speech by Kateregga pg 94 P.L.E Guide Bk in Eng pgs 89 – 91	
	6 pds	RELATIVE CLAUSES Use of: Who, which, that, whom, whose, when, where Whom with people Who }	Learner: • Uses the structures in correct sentences.	• Explanation • Discussion • Question and answer	Listening Speaking Reading Writing	• Constructing sentences • Joining sentences • Re-writing as instructed using	Chalkboard illustration Real objects	Detailed Eng. Grammar for P.5 – 7 Book one pgs.	

		Which – with things That - both people and things Whose-to show possession.	• Joins simple sentences using the structure. • Uses the relative pronouns to construct sentences. • Re- writes as instructed in the brackets using the relative pronouns.			the relative pronouns			
		COMPREHENSION TAILORING Vocabulary practice Tailor, material, tape, button, needle, design, weave, scissors, sewing, knitting, seamstress, hemming garment.	Learner; • Uses vocabulary related to tailoring • Writes text related to tailoring. • Describes processes of making different tailoring products.	• Explanation • Discussion • Question and answer	Listening Speaking Reading Writing Effective communication	• Oral practice • constructing sentences • Naming tools used in tailoring. • Reading and writing texts about tailoring • Writing compositions about tailoring	Real objects Text books		
		ADJECTIVAL QUALIFIERS Use of ….. Enough to ….. Prefer to……. So as …. So that… In order…. Either … or… ….and neither….. …..and so…… …in order that…. Either…….	Learner: • Constructs sentences using the structures. • Completes the given exercises • Re- writes the given sentences using the structures. • Joins simple sentences using the structures	• Explanation • Discussion • Question and answer	Listening Speaking Reading Writing Critical thinking	• Constructing sentences • Answering questions (oral and written) • completing given exercises	Chalkboard illustration	A complete guide to P.L.E by Akabway Mk Precise.	
		COMPREHENSION BAKING Vocabulary Oven, Sugar, yeast, biscuit, knead, wedding cake, pinch – of- salt, ingredients, margarine, cookies, food colour	Learner: • Uses vocabulary related to baking • Identifies bakery products • Describes processes involved in baking • Interprets recipes for baking.	• Explanation • Discussion • Question and answer	• Listening • Speaking • Reading • Writing • Effective communication	• Constructing sentences using the given vocabulary • Acting dialogues • Writing guided and free composition • Identifying and sorting different bakery products	Real objects		

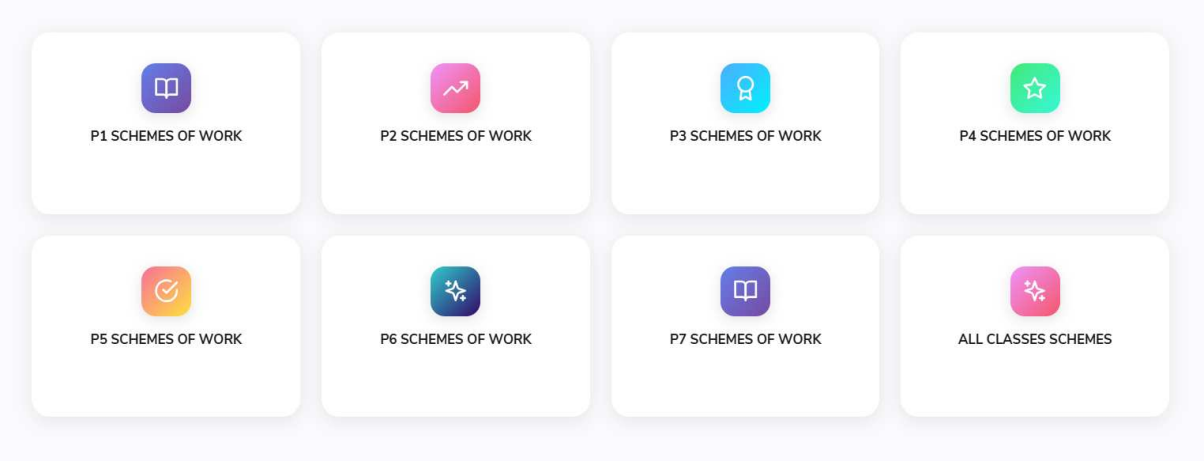
						• Read texts and answering questions related to baking.			
		ADVERB CLAUSES <u>The use of</u> No sooner Immediately As soon as Just as Hardly Scarcely Barely	Learner: • Constructs sentences using the structures. • Joins simple sentences using the structures. • Re- write the given sentences using the structures.	• Explanation • Discussion • Question and answer	• Listening • Speaking • Reading • Writing	• Constructing sentences • Completing the given exercises • Answering questions (oral and written)	Chalkboard illustration	• P.L.E Guide Bk in Eng. • Mk precise • Revision English • Detailed English Grammar	
		COMPREHENSION Keeping animals *<u>Vocabulary practice</u>* • e.g. beef, butcher, dairy, fierce, graze, tame etc. • Gender e.g. hen- cock, nanny goat – billy goat, bitch – dog, doe- buck etc. • Young ones e.g. pig – piglet, duck – duckling, sheep - lamb, cow – calf, hen – chick etc **<u>Structural patterns</u>** • Dialogue Mutebire's farm • Poem – Animal voice • Comprehension Domestic animals • Guided composition Kato's Diary Farm • Revision Exercises	Learner: • Reads, pronounces and writes the vocabulary words correctly. • Uses the vocabulary words in oral and written sentences correctly. • Uses the given structural patterns in oral and written sentences correctly. • Reads the given texts and answer the oral and written questions about them in full sentences.	• Explanation • Discussion • Question and answer	• Listening • Speaking • Reading • Writing • Effective Communication	• Reading the given texts • Answering oral and written comprehension questions	Pupils text books	• MK Primary Eng. Pupils' Bk 6 pgs 65 - 83	

TERM III SCHEME OF WORK

Wk	Pd	Topic/ subtopic	Competence	Methods	Skills	Suggested activity	Instructional material	References	Remarks
	8 pds	**COMPREHENSION** **HOTELS** Vocabulary practice e.g. bill, chief, customer, cutlery, dinner, menu, receipt, waiter, supper, serve etc. • Structural patterns e.g "May I ……" "could you….?" • Dialogue • Comprehension "Lunch in Swabula Masaba Restaurant" • Guided composition (Jumbled story) • Revision exercises	Learner: • Reads, pronounces and writes the vocabulary words correctly. • Uses the vocabulary words in oral and written sentences correctly. • Uses the given structural patterns in oral and written sentences correctly. • Reads the given texts and answer the oral and written questions about them in full sentences.	• Explanation • Discussion • Question and answer	Listening Speaking Reading Writing Effective communication	• Constructing oral and written sentences. • Re- writing sentences as instructed.	Chalk board illustration		
	8 pds	**SPEECHES** • Direct and Indirect speech	• Learner: • Constructs sentences in both the direct and indirect speech. • Identifies the changes made when changing from direct to indirect • Changes sentences from Direct to indirect	Explanation Discussion	Listening Speaking Reading Writing Effective Communication	• Constructing sentences. • Reading the given texts. • Answering oral and writing comprehension questions	Chalkboard illustration Real situations	MK. Pri. English Pps Bk 6 Pg 127 – 140	

			speech and vice versa.						
	6 pds	**COMPREHENSION** **"USING A DICTIONARY** Vocabulary practice e.g Abbreviation, alphabet, arrange, define, look up. Structural patterns e.g "we should…" …check….." Which word comes? Dialogue 'Dictionary skills" Comprehension "Learning how to use a dictionary? Guided composition "The first time we used a dictionary" Opposites Revision tests	• Learner: • Reads, pronounces and writes the vocabulary correctly. • Arranges words in dictionary order. • uses the given structural patterns in oral and written sentences correctly. • Reads the texts given and answer the oral about them in full sentences.	• Explanation • Discussion • Question and answer	Listening Speaking Reading Writing Critical thinking Effective communication	• Reading given texts • Answering oral and written comprehension questions	Pupils text books Dictionaries	Mk. Primary English pupils Bk 6 pg 127 – 140	
	10 pds	**ADVERB CLAUSES** Use of: In spite Despite Although Even though Never the less Not only … but also Though However much… No sooner… Hardly Scarcely Barely Immediately …as soon as… Just as…	• Learner: • Uses the clauses correctly. • Uses the given structures to construct sentences • Completes the given exercises	• Explanation • Discussion • Question and answer	Listening Speaking Reading Writing Creative thinking Effective communication Critical thinking	• constructing sentences • completing	Chalkboard illustration Real situations	• P.L.E Guide book in English pgs 113 – 121 • Detailed Eng Grammar	
	8 pds	Necessity and obligations Must, had to, need, didn't, need to, ought to, ought not, can, may, could, should have to etc.	Learner: • Uses the modal verbs in sentences correctly. • Changes from present form to the past form of the modal verbs and vice versa.	• Explanation • Discussion	Listening Speaking Reading Writing Critical thinking Effective communication	• Constructing oral and written sentences. Re – write sentences as instructed.	Chalkboard illustration	• Junior English composition and Grammar • P.L.E Guide Book in Eng pgs 22, 35,37	

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