TERM THREE – PRIMARY ONE
READING SCHEME OF WORK

SCHEME OF WORK FOR P.1 READING TERM THREE

WK	DP	THEME	SUB-THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L.SKILLS	L/AIDS	RMKS
1	1	**Our transport**	**Types and means of transport**	/er/ sound - Water - Better - Father - Peter - Stranger - Mother - Weather - Lawyer - Writer - Producer - Letter - Further - Matter - Driver Sentences - My mother wants water - Our father is a lawyer - Peter was the writer of the letter.	- Sounds the given letters correctly. - Reads the sound words correctly. - Construct sound sentences.	- Phonic - Syllabic - Whole word	- Flash cards - Wall charts	- Sounding - Reading - Spelling	- Articulation - pronunciation	

	2	**Our transport**	**Types and means of transport**	/in/sound words - bird - shirt - girl - chair - firm - dirty - air - fair - hair - pair - pair - choir - fire - skirt - require - inquire - entire sentences - your shirt is on the chair - that girl has two pairs of shoes - My skirt is dirty.	- Sounds the given letters correctly. - Reads the sound words and sentences correctly. - Blends the words correctly.	- Whole sentences	- Sentence cards		- Fluency - Audibility	

	3	**Our transport**	**Types and means of transport**	Theme words - Types – means – water - Transport – road – car - Bicycle – railway – vehicle - Motorcycle – donkey – camel - Horse –boat – lorry - Air – ship – bus – aero plane Sentences - These are types and means of transport. - The pilot is flying an aero plane. - Road transport is common everywhere.	- Reads the words correctly - Spells and writes the word correctly - Reads the words correctly - Spells and writes the words correctly.	- L.S.U - Whole word -	- Wall chart	- Reading - Spelling - Writing	- Articulation - pronunciation	
	4	**Our transport**	**Types and means of transport**	- text book reading - the slow chameleon - the striped paint - on the road and at home	- Reads the new words and makes sentences using them - Reads the book correctly and answers oral questions.	- Whole sentences	- Wall chart	- Reading - Writing -	-	

2	1	**Our transport**	**Types and means of transport**	Silent /e/ - Little – title – simple - Middle – riddle – candle - Bottle – dimple – shuttle - Cattle Sentences - That little boy is humble - The candle is near the bottle - Little joy has dimples.	- Sounds the letter correctly - Reads and spells the new words - Reads the sentences correctly	- Phonic	- Wall chart	- Reading - Writing	-
	2	**Our transport**	**Types and means of transport**	Musoke and his friend - One day Musoke and his friend had a journey to different places. Musoke was going to Kampala and his friend was going to Kalangala. Musoke used a vehicle and his friend used a ship. They all reached safely.	- Reads the story correctly - Answers the questions correctly about the story.	- Story telling - Guided discovery	- Typed text.	-	-
	3	**Our transport**	**Types and means of transport**	/sm/ sound - Small – smell – smile	- Sounds the letters correctly - Reads and spells the words and	- Phonic - Whole	- Flash cards	- Reading - Writing	- Fluency - Confidenc

				- Smart – smooth – smash - Smoke – smelt – smack <u>Sentences</u> - That small girl is going to smoke fish. - My baby can smile - It is not good to smack children	sentences correctly	word - Whole sentences	- Wall chart	- Spelling	e - articulation	
	4	**Our transport**	**Types and means of transport**	- text book reading - the slow chameleon - striped paint - on the road and at home	- Identifying new words - Reads and spells the new words - Constructs sentences using the new words.	- Guided discussion - Explanation - Question and answer -	- Text book	- answering	-	
3	1	**Things we make**	**Things we make at home and at school**	<u>Theme words</u> - Mats – pot – basket - Ball – rope – handbag - Shaker – necklace – skirt - Dolls – toys – hats – mingling - Sticks – winnower – mortar - Pestle – chair – broom <u>Sentences</u>	- Reads the words correctly - Uses the words to consult meaningful sentences - Reads the sentences correctly	-	- A wall chart - Real objects	- drawing	-	

				- We use palm leaves to make mats. - A mortar and pestle are used for pounding g.nuts - Balls and ropes are made out at banana fibres.						
	2	Things we make	**Things we make at home**	/gr/ sound - Gra – gre – gri – gro – gru - Grand – grammar – grass - Grey – grip – grave – grow – grunt – green – great – group – grab – grant – grumble Sentences - My grandmother's name is Grace. - The green grass grew around. - Grey and green are granny's best colors.	- Sounds the letters correctly - Reads and spells the words correctly - Blends the words correctly - Writes the words and sentences correctly.	- Phonic - Syllabus - Whole word - Whole sentences	- Flash cards - Wall charts	- Sounding - Reading - Writing	- Articulation - Fluency - Audibility -	

	3	Things we make	**Things we make at home**	/gl/ sound - Glaglegligloglu words - Glass – glance – glory - Glow – globe – glide - Glove – glutton – glib - Glut – glen – glun - Glee – glean – glace sentences - Iam glad to see you. - Take that glass of milk - Trusted people will see the glory of God.	- Sounds correctly - Reads and spells them correctly. - Uses the words to make sentences - Reads the sentences and writes them correctly.	- Explanation	- A wall chart showing words and sentences	- blending	-	
	4	Things we make	**Things we make at home**	Text book reading - On the road and at home - Enjoying ourselves - Thing around us	- Reads the text book - Identifies new words - Makes sentences using new words - Answers the oral question correctly.	- Story telling - Guided discovery	- Text books	-	-	
4	1	Things we make	**Things we make at home**	Things we make - Children like making dolls and balls plus ropes for playing at home. - At school their teacher also taught them how to weave mats, baskets and to modal pots,	- Reads the story correctly. - Re-tells the story. - Answers oral and written questions correctly.	- Story telling - Explanation - Guided discovery	Typed text	- Reading - Writing - Drawing	- Pronunciation - fluency	

				make toy bicycles and cars. All these things are made for playing at home and school. - Children like to make and play with their toys.						
	2	Things we make	Materials we use and their sources	<u>/wh/ sound</u> - wha – whe – whi – who - what – when – whistle - whisper – which – white - wheel – whole – whose - whip – whether – whare <u>sentences</u> - what does mother do at home.? - Who eats food? - When are you going to school?	- Sounds the letters correctly - Reads the words and spells them correctly. - Reads the sentences correctly - Answers correctly.	- L.SU - Whole word - Whole sentence.	- Flash cards - Wall chart	- Sounding - Spelling	- Assertiveness.	
	3	Things we make	Materials we use and their sources	<u>Sub theme words</u> <u>Materials we use and their sources</u> - Paper – leaves – banana fibres - Day – sisal – seeds - Raffia – grass – soil	- Reads and spells the words correctly - Uses the words in sentences - Reads and writes the sentences correctly.	- Guided discussion - Explanation - Whole word	- Wall chart	- Reading - Spelling - Drawing - Writing -	- Fluency - Articulation - Critical thinking - Assertiveness.	

				- Palm leaves- plants - Animal skin – reeds - Garden – forest – swamp <u>Sentences</u> - We get clay from the swamps - Reeds and grass are got from the bush - Papyrus reeds and sisal are also got from the swamps.						
	4	Things we make	Materials we use and their sources	- text book reading - on the road and at home - enjoying ourselves - Things around us.	- Reads the text - Identifies new words and makes sentences using them - Answers the questions from the text.	- Question and answer -	- Text books	- Identifying new words - Re-telling the story - Answering questions orally.	-	
5	1	Things we make	Materials we use and their sources	<u>/tion/ sound words</u> - Attention – station – location - Formation – education – fraction	- Sounds the letters correctly - Reads and spells the words correctly - Reads and writes the sentences correctly		- Phonic - Syllabic - Whole word	- Sounding - Reading - Spelling - writing	- fluency - confidence	

				- Deduction – motion – examination - Function – lotion – subtraction <u>Sentences</u> - Everybody pay attention - Uganda is our nation - We shall start examinations tomorrow.						
	2	Things we make	Materials we use and their sources	- A dialogue about the things we make <u>Teacher:</u> Good morning Bella. <u>Bella :</u> Good morning teacher. <u>Teacher :</u> I want you to bring banana fibres, straws , raffia tomorrow. <u>Bella :</u> what will I use them for teacher? <u>Teacher :</u>we shall use them to make play materials like dolls, ropes, mats and bags.	- Recites the dialogue correctly - Role plays the dialogue - Reads and answers questions about the dialogue.	- Role play - Demostration - Explanation - Question and answer	- Typed text	- Reciting - Answering - Reading - Writing	- Confidence - Audibility - Fluency - Self esteem	

				Bella : will I be able to make my own balls and ropes? Teacher :yes, we shall use the rope for skipping and balls for kicking. Bella : thank you teacher , I will bring them tomorrow -						

	3	Things we make	Materials we use and their sources	Guided picture composition. Things we make - Dalton and Robin like making Well as_____ for playing. - They were taught how to weave _____ and to modal _____ using clay soil. - All the _____ learnt how to make things from different materials.	- Reads the composition correctly - Studies the pictures correctly and substitutes words for the pictures.	- Role play - Demonstration - Explanation - Question and answer	- Type text	- Drawing - spelling	-	
	4	**Our environment**	**Components and importance of things in our environment**	- Text book reading - Stripped paint - Things around us - Enjoying our selves	- Reads the text correctly - Identifies and reads the new words - Answers oral questions about them	- Guided discussion - Question and answer	- Text books	- Reading - Spelling - Writing	- Fluency - Confidence - audibility	

6	1	**Our environment**	**Components and importance of things in our environment**	Sub theme words. - People – animals – mountains - Birds – insects – lakes – rivers - Hills – swamps – forest - Valley – wells – springs - Buildings – trees – flowers - Plants – medicine – local Sentences - Environment are the things around us - Lakes and rivers are sources of food. - We get local medicine from plants.	- Reads the words and spells them correctly - Writes the words and sentences correctly - Draws good and nice pictures	- Guided discovery	- Wall chart	- Drawing	- Articulation - Self awareness.	
	2	**Our environment**	**Components and importance of things in our environment**	- Text book reading - Striped paint - Things around us - Enjoying ourselves.	- Reads the text correctly - Identifies and reads the new words. - Answers oral questions about the text	- Guided discussion - Question and answer	- Text books	- Reading - Spelling - Writing	- Fluency - Confidence - audibility	

7	1	**Our environment**	**Components and importance of things in our environment**	Sub theme words - People – animals – mountains - Birds – insects – lakes – rivers - Hills – swamp – forest - Valley – wells – springs - Building – tress – flowers - Plants – medicine – local Sentences - Environment are things around us. - Lakes and rivers are sources of food - We get local medicine from plants.	- Reads the words and spells them correctly - Writes the words and sentences correctly. - Draws good and nice pictures.	- Guided discovery - L.S.U	- Drawing	- Articulate - Self awarenes s.	-	
	2	**Our environment**	**Components and importance of things in our environment**	/qn/ sound words - Queen – quick – square - Quite – queer – squeeze - Quit – quarry – squirrel - Querry – quiz – quack - Quote – squot Sentences	- Sounds the letters correctly. - Reads and spells the words correctly. - Reads the sentences and constructs other sentences using the sound words.	- L.S.U - Whole word - Whole sentence - Explanatio n	- Flash cards - Wall chart	- Reading - Writing - Drawing - Spelling	- Articulatio n - Fluency - Confidenc e -	

				- Both the queen and the king are very happy. - That squirrel is quite happy after eating maize. - He drank a bottle of soda to quench his thirst - The teacher told them to keep quiet. - The quick boy got the biggest mango.						
	3	**Our environment**	**Components and importance of things in our environment**	- A poem about environment Oh ! Environment Environment : Environment What a great place to live in, with good plants, hills, mountains, buildings, animals, lakes, and rivers. They are all good to look at. God made them for us to use. Houses for shelter, plants for food and medicines, animals like	- Recites the poem correctly - Identifies the new words and uses them in sentence construction. - Answers oral and written questions about the poem.	- Guided discussion - Question and answer	- Typed text	- Reciting - Answering	- Audibility.	

				donkeys and horses provide us with transport , dogs, guard our homes, other animals like goals, cows and fish are a source of food. We should protect our environment.						
	4	**Our environment**	**Components and importance of things in our environment**	- Text book reading - Striped painting - Things around us - Enjoying ourselves	- Reads the typed text and identifies the new words. - Makes sentences using the new words.	- Story telling	- Text books	-	-	
8	1	Our environment	Components and importance of things in our environment	- A passage about environment Environment Long time ago, in the village of Namawijjolo people cut trees for timber, charcoal, firewood and poles for building. People looked for firewood and it was no more. The wind	- Reads the story - Identifies the new words from the story - Answers both oral and written questions correctly.	- Story telling - Explanation - Question and answer	Typed text	- Reading - Writing - Spelling - Drawing -	- Articulation - Fluency - Confidence	

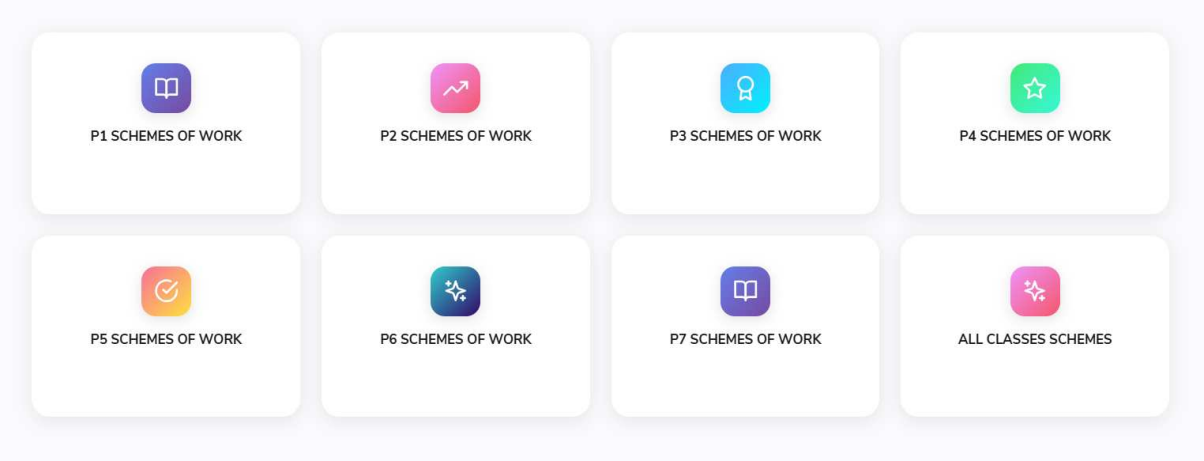
				came and blew off peoples house tops and the plantations were destroyed. All the people in the village got worried. They sat down and thought of planting trees again. After some years had passed the trees grew and the village its peace again.						
	2	Peace and security	Peace and security in our homes	<u>Theme words</u> - Fight – share – love – friends - Stone – gun – spear – bad - Care – five – play – pray - Knife – help – enemy <u>Sentences</u> - The watchman used a spear to fight. - Pray to God always - Guns and spears are used to fight enemies. - Learn to share with your friends.	- Reads the words correctly - Uses the words to make sentences correctly - Reads the sentences correctly - Draws excellent pictures.	Guided discovery Guided discussion Whole word Whole sentences	- A wall chart	-	-	

	3	Peace and security	Peace and security in our homes	- A story Musa and his friend One day, Musa was going to school and met his friend. They moved together up to school. It was during break time when all children had to go for tea. They got their tea and went back to class. As they were sharing eats they never divided equally and started fighting. They injured each other, window glasses got broken and classrooms became disorganized. The headmaster expelled them from school as a punishment.	- Reads the story correctly - Identifies the new words - Uses the new words	- Guided discussion - Question and answer - Explanation	- Audibility - Fluency - Confidence - Articulate	- Typed text	-	
	4	Peace and security	Peace and security in our homes	- Text book reading - Enjoying ourselves.	- Reads the text - Identifies the new words and constructs sentences using them - Answers questions orally.	- Story telling	-	-	- Text books	
	1	Peace and	Peace and	<u>Words of the sub theme</u>	- Reads the theme words	- Whole	- Pronunci	-	-	

		security	security in our homes	- Police – army – prison - Priest – pastor – imam - Prisoner – preacher – matron - Prefect – teacher – gatekeeper - Watchmen – station – soldier <u>Sentences</u> - A teacher teaches pupils at school - That army man is armed - Imams lead prayers in the mosque.	correctly - Spells and writes the words correctly - Reads and writes the sentences correctly. -	word - Syllabic	ation.			
	2	Peace and security	Peace and security in our homes	- A dialogue about peace and security. <u>Woman :</u>Help! Help! Help!He has taken my bag <u>Policeman</u> : Where is he? Where is he? <u>Woman</u> : He is running behind the house. <u>Policeman :</u>I will get him. <u>Woman</u> :Do you have a	- Recites the dialogue correctly - Identifies new words and reads them - Uses new words in sentence construction. - Answers the questions correctly	- Recitation - Guided discovery - Question and answering	- Typed text	- Reading - Writing - Drawing - Spelling	- Audibility - Fluency - Confidence - articulation	

				spear? Policeman : A spear? No, I have a gun. Woman : I think that will scare him (shouting) shoot him, shoot him! Policeman : No, I don't need to shoot him, I need him to live, I will arrest him.						
	3	Peace and security	Peace and security in our homes	- text book reading - things around us	- reads the text given - identifies the new words - makes sentences using new words - answers oral questions.	- Story telling - Question and answer	- Text books	-	-	

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