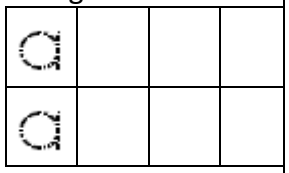
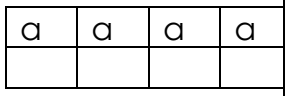
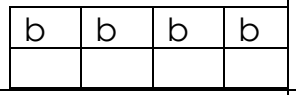
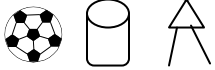
SCHEME OF WORK FOR READING MIDDLE CLASS- TERM ONE

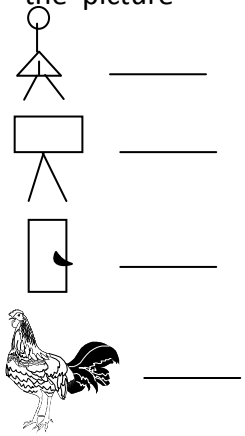
Learning Area 5:

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem
1	1 TO 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Use single sound flash cards and teach sounds. - Teacher shows the sound of the card and pupils read it,	- Demonstration - discussion	- Reading - matching	- Big card and small cards		
2	1 to 2	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Read sound a – c - Recognize d – f  Copy the same sound.  - read sound 1 – f - Recognize g – l - Trace sound b 	- Tracing - Reciting - Writing	- Writing - Colouring - sounding			
2		Listening with acuity for information and enjoyment and	I can respond and differentiate between sounds and	- Read letter sounds a – i - recognize g – i	- Reading - writing - Demonstratio	Reading Writing Matching	- Big cards - Small		

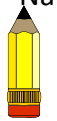
		responding appropriately in a wide range of situations.	locate different directions.	- Copy the same sound c c c c - Reciting sound a – i - Read sound a – f - Recognize g – i - Trace the given sound. d d d d - Copy the same sound e e e e -	n - Discussion - Look and say	Colouring sounding	cards - Charts		
3	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Read sounds a – f - Recognize j – i - Trace the given sound f f f f	- Reading - writing - Demonstration - Discussion - Look and say	Reading Writing Matching Colouring sounding	- Big cards - Small cards - Charts		

				- Copy the same d d d d					
				- Match the same sounds - a - e - b - a b ___ a ___ f ___ e ___	- Reading - writing - Demonstration - Discussion - Look and say	Reading Writing Matching Colouring sounding	- Big cards - Small cards - Charts	Teachers collection	
4	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Reciting sound a – i - Recognize the correct sound written ɑ ɑ ɒ ɑ d p	- Discussion - demonstration	- sounding - colouring	- flash cards with sound		
				- Circle the given sound. d z z d e x e x f y y f c c s s		- Colouring - Matching - circling	- flash cards with sounds.		
				- Recite the sounds a – j					
		Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.			-	- cards with sounds		

				- matching the same sounds f b c e e f b c	- matching	- explanation	-		
				- circle the correct sound for the picture b c d t a e	- Ring the correct - tracing	-	-		
5	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Colour for the sound a – h b =  c = - Match to the picture a c f	- Demonstration - Discussion - Look and say - Brain storming	- Colouring - Drawing - crossing - Writing	- cards - charts - real objects		

6	1 to 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Draw the given sound b - _____ h - _____ e - _____ Cross the different sound b d b b c a c c e i e e	- Discussion - demonstration - play way	- copy the same	- BB illustration - flash cards with sound - stencil work - exercise books		
7	1 To 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Write sound for the picture  Tick sound for the picture p c r b f h	- Discussion - demonstration - Look and say - Brain storming	- Writing - Ticking - Circling - Shading	- Real objects - Charts - Cards - Books and pencils		

8	1 To 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Teacher will give listen and write on learnt words and sounds Fill in the given sound “a” b__t b__g t__p p__n r__g Read and draw _____ Fill in the missing sound p__t m__n b__g S—m	- Discussion - demonstration - Look and say - Brain storming	- Writing - Listening - Reading - Filling in the missing sound -	- Pencils - Flash cards - charts		

9	1 10 5	Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.	I can respond and differentiate between sounds and locate different directions.	- Naming objects  _____ _____ _____ _____ _____ Read and draw tin _____ cup ____ book _____ bag ____ pot _____ bed _____ tree ____	- Question and answer - Discussion - Discovery - Demonstration	- Reading - Naming - Drawing - Colouring - Writing	- Pencils - Flash cards - Real objects		

<table>
<tr>
<td>10</td>
<td>1

To

5</td>
<td>Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations.</td>
<td>I can respond and differentiate between sounds and locate different directions.</td>
<td>- Introducing consonant “h”
- Recite sound “a” “h”
- Recognise sound “h”
- Read sound “h” amd write words with sound “h”
<table><tr><td>h</td><td>h</td></tr><tr><td>hut</td><td>house</td></tr></table>Introducing sound “j”
Recite sound “j”
Read and write “j”
Words with sound “j”
<table><tr><td>j</td><td>j</td></tr><tr><td>jug</td><td>jacket</td></tr></table>Introducing sound “k”
Recite sound “a” - “k”
Recognise “k”
Read sound “k” and words with sound “k”
<table><tr><td>k</td><td>k</td></tr><tr><td>kite</td><td>kettle</td></tr></table></td>
<td>- Explanation
- Illustration
- Demonstration
- Story telling</td>
<td>- Reading
- Reciting rhymes
- Writing
- Sorting</td>
<td>- Flash cards</td>
<td></td>
<td></td>
</tr>
</table>

MIDDLE CLASS- TERM TWO

SCHEME OF WORK FOR READING

Learning Area 5:

<table>
<tr><th>Wk</th><th>Day</th><th>Learning outcome</th><th>Competences</th><th>Suggested developmental activities</th><th>Methods</th><th>Activities</th><th>Instructional materials</th><th>Ref</th><th>Rem</th></tr>
<tr>
<td>2</td>
<td>1 TO 5</td>
<td>Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations</td>
<td>I can respond to different sounds and locate different directions</td>
<td>Introducing consonant “h”
- Recite sounds “a – h”
- recognize sound h
- read sound “h” and write words with sound “h”
<table>
<tr><td>h</td><td>h</td><td>h</td></tr>
<tr><td>hut</td><td>hen</td><td>house</td></tr>
</table>
Introducing consonant j
- recite sound “j”
- recognize sound “j”
- read sound j and write words with sound j
<table>
<tr><td>j</td><td>j</td><td>j</td></tr>
<tr><td>jug</td><td>jacket</td><td>jik</td></tr>
</table>
Introducing consonant “k”
- recite sounds a – k
- recognize sound k
- read sound k and words with sound k
<table>
<tr><td>k</td><td>k</td><td>k</td></tr>
<tr><td>kite</td><td>kit</td><td>kettle</td></tr>
</table>
</td>
<td>- Explanation
- Illustration
- Demonstration
- story telling
- look and say</td>
<td>- Reading
- writing
- sorting
- copying
- reciting sounds
- recognizing the different sounds</td>
<td>- flash card
- books
- pencils
- charts</td>
<td>Teachers collection</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>3</td>
<td>1 to 5</td>
<td>Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations</td>
<td>I can respond to different sounds and locate different directions</td>
<td>- Introducing consonant “l”
- Recite sounds a –m
- Read sound “l”
- Write sound “l”
<table><tr><td>l</td><td>l</td><td>l</td></tr><tr><td>leaf</td><td>leg</td><td>lamp</td></tr></table>Introducing sound “m”
- recite sounds a – m
- Recognize a – m
- read sound “m”
- Write sound “m”
<table><tr><td>m</td><td>m</td><td>m</td></tr><tr><td>man</td><td>mat</td><td>moon</td></tr></table>Introducing consonants n – r
- Recite sounds n – r
- Read sound “n”
<table><tr><td>n</td><td>n</td><td>n</td></tr><tr><td>neck</td><td>nail</td><td>nest</td></tr></table></td>
<td>-Explanation

-Illustration

-Demonstration
Look and say discussion</td>
<td>-reading
Writing
Copying
Reciting sounds
matching

-</td>
<td>- flash cards
- word chart
- chalkboard illustration</td>
<td>Teachers collection</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1 to 5</td>
<td>Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations</td>
<td>I can respond to different sounds and locate different directions</td>
<td>- Introducing consonant “p”
- Recite sound “p”
- recognize sound “p”
- Read sound “p”
- Write sound p and the words.
<table><tr><td>p</td><td>p</td><td>p</td><td>p</td></tr><tr><td>pen</td><td>pot</td><td>pink</td><td>pencil</td></tr></table>Introducing consonant “r”
- Recite sounds n – z
- recognize sound r
- Read sound r
- Write sound r and the</td>
<td>-Illustration

-Explanation

-Demonstration

-look and say discussion</td>
<td>-Reading

-Writing
Copying
Matching
Crossing
understanding</td>
<td>- flash cards
- word chart
- chalkboard illustration</td>
<td>Teachers collection</td>
<td></td>
</tr>
</table>

				words. r r r rain rat rabbit Introducing sound "s" - Recite sounds n – z - recognize sound "s" - Write sound "s" and words S S S S Snake Sun Star stool					
5	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	Introducing sound "t" - Recite letters n – z - recognize sound "t" - Read sound "t" - Write sound "t" and the words. t t t tap tree tin Introducing sound "v" - Recite letter n – z - Recognize sound V - Read sound V - Write sound v and the words. v v v van vest vim Introducing sound "w" - recite sound n – z - Recognize sound w - Read sound "w" - Write sound w and the words. w w w watch wall water	-Explanation -Illustration -Demonstration discussion	-Reading -Writing Copying Listen and write colouring	- flash cards - word chart - puzzle - jig saws	Teachers collection	

<table>
<tr>
<td>6</td>
<td>1
to
5</td>
<td>Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations</td>
<td>I can respond to different sounds and locate different directions</td>
<td>Introducing sounds “n -z”
- recite sound n – z
- Recognize sound y
- Read sound “y”
- Write sound y and the words.
<table><tr><td>Y</td><td>Y</td><td>Y</td></tr><tr><td>Yes</td><td>Yellow</td><td>yam</td></tr></table>Introducing sound n - z
- recite sound n – z
- Recognize sound z
- Read sound “z”
- Write sound z and the words.
<table><tr><td>z</td><td>z</td><td>z</td></tr><tr><td>zip</td><td>zebra</td><td>zoo</td></tr></table><u>Read and match</u>
h snake
z hut
j pot
m jug
p mat
s zip</td>
<td>-Explanation

- Illustration
- Discussion
- Look and say</td>
<td>-Reading

-Writing
Copying
Reciting sounds
matching</td>
<td>- flash cards
- charts
- jig saws
- dominos</td>
<td>Teacher’ collection</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1
to
5</td>
<td>Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations</td>
<td>I can respond to different sounds and locate different directions</td>
<td>- Introducing syllables with vowels “a”
ba –g = bag
ba-t _____
ba-n _____
ba-r ____

Introducing syllable “ca”
c – a = ca
ca → t = cat
ca → r = car
ca → n = can
ca → p = cap</td>
<td>-Explanation

-Illustration

-Demonstration

-Look and say</td>
<td>-Reading

-Writing</td>
<td>- Chart

- Flash cards</td>
<td></td>
<td></td>
</tr>
</table>

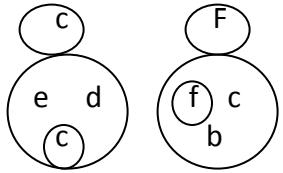
				Introducing syllable “da” d – a = da da → m = dam rk = dark n = dan					
8	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Introducing syllable “fa”</u> f – a = fa fa → t = fat n = fan r = far <u>Introducing syllable “ga”</u> g – a = ga ga → p = gap m = gam s = gas <u>Introducing syllable “ma”</u> m – a = ma ma- t = mat ma – d = mad ma – p = map	-Explanation -Illustration -Demonstration Look and say	-Reading -Writing	- chart with syllable - flash cards	Teachers collection	
9	1 to 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Matching syllables with the words</u> ba hat ca gas da mad fa cat ga bag ha dam ma fan	-Illustration -Explanation -Demonstration	-Reading -matching -Writing	Syllable chart Cards	Teacher’s collection	

				<u>Fill in the missing sound</u> cat c__t bag b__g hat h__t mat m__t fan f__n -					
10	1 To 5	Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations	I can respond to different sounds and locate different directions	<u>Introducing syllables with vowel “e”</u> be = be bed hen key bell desk ben get be < d = …… n = …… ll =……. <u>Introducing more syllables of “e”</u> bend set sent sell	-Explanation -Illustration -Demonstration	-reading -Writing copying	- Chart having syllables . - Flash cards	LFW	

MIDDLE CLASS- TERM THREE

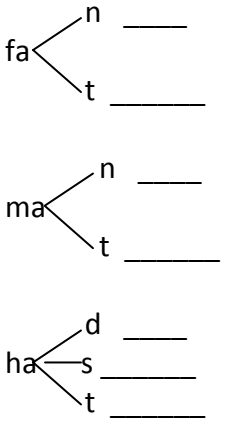
SCHEME OF WORK FOR READING

Learning Area 5:

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	Ref	Rem
1		Writing different kinds of factual of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills.	I can use my hands and eyes to perform different activities as instructed.	Introducing the letter sounds using the phonic method. **a, b, c, d, e, f, ----** Circle the given sounds.  Match sounds to pictures c f g Match sounds to words m sun t boy b mat s tin	- Phonic method - Discovery - Discussion - Demonstration - Question and answer - Look and say - illustration	- Reciting a rhyme - Reading letter sounds - Circling the sounds. - matching sound to pictures. - Matching sounds to words. - Joining puzzles to form a picture.	- single letter sounds. - Work cards - pictures - real objects - flash cards - puzzles or dominoes - paper work -	LFW pg 56	

<table>
<tr><td></td><td></td><td></td><td></td><td>Joining puzzles of pictures and words learnt.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2.</td><td>1 to 5</td><td>Reading to enjoy, acquire knowledge and understanding</td><td>I can recognize and interpret pictures and letter shapes</td><td>- Reciting a rhyme
- Reading the letter sounds.
f g h i j
- Matching sounds to words
f — jug
g — insect
h — fan
i — goat
j — hill
- Identifying the first letter sound for the word.
bed _b___ sun ____
mat ____ hut ____
tree ___ duck ___
- Cicling the first letter sound for given words
<table><tr><td>bag</td><td>c</td><td>b</td><td>t</td></tr><tr><td>mat</td><td>m</td><td>c</td><td>d</td></tr><tr><td>tin</td><td>o</td><td>s</td><td>t</td></tr></table></td><td>- Phonic
- look and say
- Question and answer
- Discovery
- Discussion
- Demonstration
- Story telling</td><td>- Reciting a rhyme
- Reading the letter sounds using the correct pronunciation.
- Matching sounds to words.
- Sorting letter sounds.
- Circle the first letter sound.
- Underlining the first letter sounds.
- Writing letter sounds.</td><td>- Single letter sound.
- Flash cards
- paper work
- Work cards.</td><td></td><td></td></tr>
<tr><td>3</td><td>1 To 5</td><td>Reading to enjoy, acquire knowledge and understanding</td><td>I can recognize and interpret pictures and letter shapes</td><td>- singing a song about letters.
- Sounds to make a two letter word
a –t = at
a – n = _____
a – s = _____</td><td>- Look and say
- Phonic
- Discovery
- Explanation
- Illustration
- Demonstration</td><td>- Singing
- Reading the letter sounds.
- Joining the sounds to make a</td><td>- Single letter cards.
- Flash cards.
- B/board
- Books</td><td></td><td></td></tr>
</table>

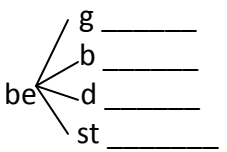
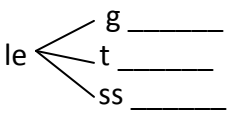
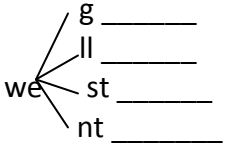
				i – s = _____ i – f = _____ o – n = _____ i – t = _____ a – m = _____ u – p = _____ - Listening to the correct pronounciation of the new built words - Reading the words correctly. - Writing the words correctly. - Listen and write at an it on in is am - Building he words using small letters. b__t = bat - Identifying the first initial sound. - Using the words in short sentences - It is a tin <u>Suggest development activties</u> - matching to the same words at on an if it an if at on an etc		word. - Listening and saying the words. - Reading the words correctly. - Building the words. - Constructing the sentences. - Writing the words and sentences. - Sorting the letter sound. - matching to the same words.	and pencils - slates - papers.		

4	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	- singing a song about syllables - Reading sounds joined to form syllables e.g ba ca da fa ga na etc - Forming words using syllables with a final consonant.  	- Discussion - Discovery - Demonstration - Question and answer - Explanation - Story telling	- Singing a song - Reading letter sounds. - Forming syllables - Forming words using syllables. - Constructing sentences using the words. - Reading sentences. - Writing sentences	- Single letter sounds. - Flash cards. - Single syllable cards. - paper work - books and pencils.	LFW Pg 56	

				- Constructing short sentences using the words formed orally and the writing them. e.g - Pat has a cat. - Dad has a car. - It is a fat cat. Suggested developmental activities Read, draw and write					

fan	bat
star	bag
hat	car
	banana

mat	cat
fan	rat

5	1 to 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	- Singing a song about syllables. - Reading syllables with vowel "e" e.g ke me ne re we tell etc - identifying the syllables as given. - Writing the syllables - Forming words using the syllables.    <u>Suggested developmental activties</u> - Constructing short sentneces using the words orally.	- Rote method - Discussion - Discovery - Explanation - Question and answer - Demonstration	- Singing - Reading syllables - identifying syllables - Sorting syllables - Writing syllables - Forming words. - Constructing sentences - Reading sentences. - Writing sentences. - Drawing pictures	- syllable cards - paper work - b/board - books and pencils - reading cards - Single words cards.		

				- Reading the sentences. - Writing short sentences. e.g Here is a peg. I have two legs. My bed is here. bed / ten bell / seven hen / pencil zebra / dress					
6	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	- Role playing about Jack and Jill - Reading syllables with vowel "i" e.g bi fi hi ti ri mi etc - Sorting syllables from others. - Writing syllables. - Forming words using the syllables. -	- Role playing - Phonic - Look and say - Whole sentence. - Discovery - Explanation - Demonstration - Question and answer.	- Role playing. - Reading syllables. - Forming syllables. - Sorting syllables. - Writing syllables. - Forming words. - Constructin	- Puppets - Single cards. - B/board - Books and pencils - Reading cards. - Single word cards. - paper work.		

				hi ll _____ s _____ t _____ d _____ wi n _____ ll _____ sh _____ g _____ etc - Constructing simple sentences using the words formed. Jill has a big pig. It is a hill. This is a dust bin. - Reading and drawing - Name the picture		g sentences. - Reading sentences. - Writing sentences. - Drawing pictures. - Naming the pictures.			

fish	tin
dish	six
zip	hill

				6					
7	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write letters words and sentences	- Reciting an alpbabet rhyme. - Reading syllables with vowel "o" e.g bo, do, go co, to, po etc - Sorting syllables - Writing syllables with vowel O - Forming words using the syllables. bo x _____ y _____ dy _____ fo r _____ x_____ il _____ rm _____ - constructing simple sentences using the words formed. - Tom is on a mat. - I have a box. - The pot is hot.	- Rote - Phonic - Look and say - Discovery - Explanation - Demonstration	- singing - reading syllables - forming syllables - sorting syllables - Writing syllables - Forming words. - Constructing sentences	-		

<table>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Read and drawing
<table>
<tr><td></td><td></td></tr>
<tr><td>dog</td><td>box</td></tr>
<tr><td></td><td></td></tr>
<tr><td>dot</td><td>pot</td></tr>
<tr><td></td><td></td></tr>
<tr><td>coat</td><td>fork</td></tr>
</table>
- Read, draw and write
<table>
<tr><td></td><td></td></tr>
<tr><td>tomato</td><td>nose</td></tr>
<tr><td></td><td></td></tr>
<tr><td>hoe</td><td>fork</td></tr>
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<tr>
<td>8</td>
<td>1
To
5</td>
<td>Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills</td>
<td>I can read, write letters words and sentences</td>
<td>- Reciting a rhyme
- Reading syllables with vowel sound “u” e.g
mu tu fu
gu su du etc
- Identifying and sorting syllables
- Writing syllables
- Forming words with the syllable learnt</td>
<td>- Rote
- Phonic
- Look and say
- Discovery
- Explanation
- Demonstration</td>
<td>- Reciting the rhyme
- Reading syllables words and simple sentences.
- Writing syllables words and sentences.</td>
<td>- Chart with a rhyme
- Single syllable cards
- Reading cards.
- paper work
- Books</td>
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				Put pull Push bush Bull ruler - Writing the words - Constructing simple sentences using the words. - Musa has a bull. - Here is the ruler. - The boy can push a car. - Put the books in the box etc			and pencils - flash cards		
9	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can read, write syllables, words and sentences.	- Role playing a game involving syllables. - reading syllables with all the vowel sounds. - Following the sequence. - Sorting and identifying the syllables. - Matching the same syllables. e.g ba go me du fi ba go me du fi - Underlining the initial (first) syllable with vowel i , using	- Role play - Discovery - Explanation - Demonstration - Discussion	- Playing a game - reading - Following the sequence. - Sorting syllables - matching syllables - Underlining the first syllables following the vowel sound given.	- cards. - chart - work cards - paper work - books and pencils		

				the words learnt etc fish gap will hen pull set top sit - Building simple vernacular words using the syllables. e.g a-ma-ta = amata taa-ta = taata sa-ga-la = _____ o-mu-kee-ka = _____ maa-ma = _____ -					
10	1 To 5	Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills	I can tell and write the next syllable, make patterns following the sequence.	- Reciting a rhyme - Find the missing syllables. Ba __ bi ___ bu Ta ___ ti ___ tu __ me __ mo __ ___ se ___ so ___ - Completing he pattern ΔOΔO __ __ __ __ caca __ ___ ___ __ ha ha ___ __ ___ __ bo bo __ __ __ __ - Finding the missing parts.	- Rote - Discovery - Discussion - Explanation - Illustration - Demonstration	- reciting a rhyme - Reading - Finding the missing syllables - Writing syllables - Completing the patterns - Find the missing parts - Drawing	- Chart - paper work - jigsaws - books and pencils		