

# Curriculum Design

## English Activities Grade Two

### Essence Statement

English Language during the early years is intended to engage the learners in activities that allow them to use and progressively demonstrate the competences outlined. The emphasis in the presentation of the four language skills is to ensure that they are functional. The learners should also experience the interdependence of the competences across the skills, and find relevance of what they learn in their day to day contexts. Similarly, English language activities in Grade 1, 2, and 3 are expected to play a preparatory role in enabling learners to use it as a medium of learning from grade four, upwards. Concerted efforts to enrich learning at this level will gradually empower learners to exercise what they have acquired in the different functions that English language plays, at the national and global level.

### General Learning Outcomes

*By the end of Early Years Education, the learner should be able to:*

- a) listen and respond appropriately to relevant information in a variety of contexts,
- b) express self confidently using the language structures and the vocabulary acquired for interaction with others,
- c) read with comprehension, a variety of short texts of about 200 words fluently and accurately,
- d) read with comprehension a variety of texts for information and pleasure,
- e) write simple sentences legibly and neatly to express ideas and feelings,
- f) demonstrate the appropriate use of simple language structures and basic punctuation marks to communicate effectively.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>1.0 LISTENING AND SPEAKING</b>	<p><b>1.1 Attentive listening</b></p> <p>This should blend in as part of every component of learning to ensure that learners acquire the habit of listening attentively. Emphasis on sitting posture, appropriate facial expressions and gestures can be gradually reduced as learners demonstrate that their competencies have improved..</p> <p>Learners with low attention spans, should however be observed continuously and deliberate efforts made to have them engaged in ongoing activities.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>• listen attentively during a conversation,</li> <li>• respond to specific simple two directional instructions in oral communication,</li> <li>• appreciate the importance of listening attentively for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners practise correct sitting posture, good eye contact, appropriate facial expressions and gestures in small groups and in pairs.</li> <li>• Learners respond to instructions, listen without interrupting as modeled</li> <li>• Learners practice interpreting facial expressions and gestures in small groups and pairs as illustrated in posters, pictures and actual demonstration through role play.</li> <li>• Sit upright ( without sliding/slouching or fidgeting) and maintain focus on the speaker for effective communication</li> </ul>	<p>1) Why should we listen attentively when other people are talking?</p> <p>2) Why should we obey instructions from our elders?</p>
<b>Core Competences to be developed:</b> Communication and Collaboration will be achieved through pair and group work involving use of familiar gestures.				
<b>Link to PCIs:</b> Life skills especially the interpretation and use of body language appropriately for effective communication			<b>Link to Values:</b> Respect, Responsibility,	
<b>Links to other subjects:</b> Linked all the subjects in the school curriculum.			<b>Suggested Community Service Learning activities:</b> Interact with the community and learn about the culturally acceptable and unacceptable tonal variation/speech fluency in the community.	
<b>Suggested non-formal activity to support learning:</b> Dramatisation on listening and speaking			<b>Suggested assessment:</b> Oral questions, portfolio, observation	

**Suggested Learning Resources:** Realia, charts, pictures/ photographs and models of attentive listening, audio-visual recordings of pictures on attentive listening

### Suggested Formative Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> <li>Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker longer than the required period</li> <li>Always allows others speak without interrupting while demonstrating attentive listening through their body language and verbal response</li> <li>Can follow 'three -directional' instructions</li> <li>Can distinguish multiple consonant clusters and key words</li> <li>Can interpret and use a variety of body language (facial expressions and gestures) appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Can sit upright (without sliding/slouching or fidgeting) and maintain focus on the speaker during the required period</li> <li>Allows others to speak without interrupting while demonstrating attentive listening through their body language and verbal response</li> <li>Can follow two- directional instructions</li> <li>Can distinguish all targeted key sounds and words</li> <li>Can interpret and use targeted body language ( facial expressions and gestures) appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Can sit upright but occasionally slides/slouches or fidgets and occasionally loses focus on the speaker during the required period</li> <li>Allows others to speak but with occasional interruptions</li> <li>Can follow some two- directional instructions</li> <li>Can distinguish some targeted key sounds and words</li> <li>Can interpret and use some aspects of body language (facial expressions) appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Rarely sits upright without sliding/slouching or fidgeting and rarely maintains focus on the speaker during the required period</li> <li>Rarely allows others to speak without interrupting</li> <li>Can follow one- directional instructions</li> <li>Can distinguish a few targeted key sounds and words</li> <li>Can interpret and use a few aspects of body language ( facial expressions) appropriately</li> </ul>

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p><b>1.2 Pronunciation and Vocabulary</b></p> <p>The consonant blends practised during pronunciation will help learners get familiar with the vocabulary in the thematic areas. The vocabulary is contextualized within the thematic areas to be covered during the teaching of language structures and functions. The vocabulary developed is linked to the consonant blends learnt during pronunciation.</p> <p>Expose learners to two to three new words with learnt consonant blends per week, starting with sounds that have more distinct consonants and moving progressively to sounds that have less distinct sounds in the consonant blends.</p> <p>Variations to this suggestion should be made by increasing the consonant blends and the number of words with consonant blends in instances where learners can comfortably pronounce the consonant blends, and acquire more vocabulary with the consonant blends. This is intended to take care of differentiated curriculum and learning.</p> <p><b>bl</b> - black, blue; <b>cl</b> - clay class; <b>fl</b> - flag,</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise the consonant blends in different spoken words,</p> <p>b) recognise new words used in the theme to acquire a range of vocabulary and their meaning,</p> <p>c) pronounce the vocabulary related to the theme correctly for effective communication,</p> <p>d) use the vocabulary learnt to communicate confidently in various contexts,</p> <p>e) enjoy using the vocabulary by participating in</p>	<ul style="list-style-type: none"> <li>Learners pronounce the sounds by taking turns, and as a whole class as modeled by the teacher, or audio record.</li> <li>Learners sing simple songs or recite poems with the sounds.</li> <li>Learners are guided to practise new words with the learnt sounds in pairs in response to picture cues, sound prompts and lists of words with the sounds</li> <li>Learners identify names of peers, teachers and objects that have the sound in the classroom, the school and at home</li> <li>In pairs, learners use meaningful phrases and simple sentences with words that have the learnt sounds.</li> <li>Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups</li> <li>Learners develop a talking tree using the vocabulary related to the theme</li> <li>Learners listen to the vocabulary</li> </ul>	<ol style="list-style-type: none"> <li>Which words start or end with the sound ...?</li> <li>Which words have ...sound in the following poem/song/story ?</li> <li>How do you pronounce the following sound...?</li> <li>What new words have you learnt?</li> <li>What are the meanings of the words you have learnt?</li> <li>How do you use these words in sentences?</li> <li>How are these words spelt?</li> <li>How are these words pronounced?</li> </ol>



	floor; <b>gl</b> - glass, glue; <b>sl</b> - sleep, slow; <b>tw</b> - twelve, twenty; <b>nk</b> - sink, ink; <b>br</b> - brown, bread; <b>cr</b> - crop, cry; <b>dr</b> - dry, draw, <b>fr</b> - front, from; <b>gr</b> - green, grass; <b>pr</b> - pray, present; <b>tr</b> - try, train, tree; <b>sm</b> - small, smart; <b>sn</b> - snail, snake; <b>sp</b> - spit, spoon, <b>st</b> - stop, start; <b>sw</b> - sweet, swing.	dialogues, rhymes, tongue twisters, language games and songs f) appreciate reading words with the consonant blends in a variety of genres.	and use it in their own written sentences and dialogues.	
<b>Core Competences to be developed:</b> Communication and Collaboration through pair and group activities, Self-efficacy through practicing and using the sounds in new words in communication, Learning to learn can be achieved by applying the new vocabulary in other contexts.				
<b>Link to PCIs:</b> Can accommodate all the PCIs as infused in the themes like Health and hygiene, Learner support programs, Personal safety and security, Citizenship, Life Skills, Environmental education, Support programs, Service learning and parental engagement, Education for Sustainable Development.			<b>Link to Values:</b> Respect for cultural/ linguistic diversity as demonstrated in the various sounds, unity through participating in dialogues, rhymes tongue twisters, language games and songs; responsibility as learners develop a talking tree using vocabulary related to theme.	
<b>Links to other subjects :</b> The sounds and words that are learnt can be applied in all subjects across the curriculum.			<b>Suggested Community Service Learning activities:</b> Sharing knowledge about vocabulary learnt with members of the community.	
<b>Suggested non-formal activity to support learning:</b> Engage in conversations using vocabulary learnt with peers outside the classroom .			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia, charts, pictures/ photographs and models of learnt sounds, audio-visual recordings of minimal pairs, dialogues, stories and poems with new words.				

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>Identifies more than three words with the sound and articulates the</li> </ul>	<ul style="list-style-type: none"> <li>Identifies one or two words with the sound and articulates</li> </ul>	<ul style="list-style-type: none"> <li>Has problems identifying words with the sound and</li> </ul>	<ul style="list-style-type: none"> <li>Has multiple problems identifying words with the sound</li> </ul>

sound accurately with ease. • Uses a range of vocabulary to communicate confidently in relevant contexts.	the sound accurately. • Uses vocabulary learnt in the theme to communicate confidently in relevant contexts	struggles to articulate the sounds accurately. • Limited in applying the vocabulary learnt in the theme to relevant contexts	and struggles to articulate the sounds accurately. • Exhibits numerous challenges in applying the vocabulary learnt in the theme to relevant contexts
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Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>1.3 Language structures and Functions</b> Language structures and functions are embedded in more advanced themes to provide realistic contexts for the development of the learner's competence. The thematic concerns can be conveyed through longer and more challenging dialogues, poems, passages and songs, among others. The pronunciation and vocabulary, reading and writing within thematic units should build on each other for the learner to make connections between the inter-dependent parts.	<b>School</b>  The verb 'to be'; was, were  (6 lessons)	By the end of the sub strand, the learner should be able to: a) use the past forms of the verb 'to be' correctly, to construct simple sentences about things in the past, b) recognise the correct use of the past tense forms of the verb 'to be' in sentences, c) enjoy the use of the past tense forms of the verb 'to be' in their day to day conversation.	<ul style="list-style-type: none"> <li>Learners describe their own and other demonstrated actions using <u>was</u> and <u>were</u></li> <li>In small groups, learners describe people using the past forms of the verb 'to be' ( Mary was in class)</li> <li>In pairs, learners ask questions using the verb 'to be' as an interrogative ( Was Mary in class?)</li> <li>Learners take part in role play and language games that allow them to take turns in various actions and asking questions using <u>was</u> and <u>were</u> , past form of the verb 'to be'</li> <li>Describe pictures showing various actions</li> <li>Learners listen to a story, poem or conversation containing <u>was</u></li> </ul>	1) As you were coming to school, how many people did you see? 2) What were they doing? 3) What other thing did you see?

				and <u>were</u> , as past form of the verb ‘to be’.	
<b>Core Competences to be developed:</b> Communication and collaboration through group activities engaging them in using the past tense forms of the verb ‘to be’, creativity and imagination by describing pictures showing various actions.					
<b>Link to PCIs:</b> Life skills (effective communication)				<b>Link to Values:</b> Respect, Responsibility, Unity	
<b>Links to other subjects:</b> Relevant to all subjects because the structure is applicable in speech and writing across the curriculum.				<b>Suggested Community Service Learning activities:</b> Taking time to recite simple poems about the past and asking friends to tell them about the past. They could then use <u>was</u> and <u>were</u> based on the conversation.	
<b>Suggested non-formal activity to support learning:</b> Learners make some observations based on Key Inquiry Questions and then construct sentences with singular and plural subjects on actions that happened at home and the surrounding environment.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Flash cards, realia, charts, pictures/ photographs and models of verbs “was” and “were”, computer devices with audio/visual recordings of dialogues with sentences on “was” and “were” .					

#### **Suggested Formative Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Learner constructs correct sentences, asks and respond to questions using 'was, were' forms of the verb 'to be' with ease.	Learner constructs correct sentences, asks and respond to questions using 'was, were' forms of the verb 'to be'.	Learner sometimes constructs sentences, asks and responds to few questions using 'was, were' forms of the verb 'to be'.	Learner rarely constructs sentences, and struggles to ask and respond to questions using 'was, were' forms of the verb 'to be'.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structures and functions</b>	<b>Activities in the Home</b>  Subject-verb agreement; was, were  (6 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the correct use of subject-verb agreement in sentences, b) use correct subject verb agreement to construct simple sentences about activities in the home, c) appreciate the importance of subject- verb agreement in conversation for effective communication.	<ul style="list-style-type: none"> <li>Learners construct correct sentences based on pictures showing singular and plural subjects</li> <li>In pairs/small groups learners construct sentences on demonstrated actions by one or more learners</li> <li>Learners construct sentences using displayed realia representing singular and plural subjects at home and school.</li> <li>Learners construct sentences using singular and plural subjects at home like animals and utensils.</li> <li>Learners listen to a story, poem or conversation containing 'was' and 'were'</li> </ul>	1) What is Sarah holding? 2) What are the girls holding? 3) What was she holding? 4) What were they holding?
<b>Core Competences to be developed:</b> Communication and collaboration through pair and group work to enhance the correct usage of subject-verb agreement, Learning to learn by constructing sentences about subjects at home and Creativity and imagination through demonstrations and construction of sentences.					
<b>Link to PCIs:</b> Life skills -Effective communication, Service learning and parental involvement ; ESD- Animal welfare				<b>Link to Values:</b> Respect, Responsibility, Unity when learners construct sentences in pairs and groups.	
<b>Links to other subjects:</b> This is relevant to all subjects because it is useful in talking about the past, which generally occurs in all subjects.				<b>Suggested Community Service Learning activities:</b> Reading to those who cannot read and sharing about the past.	



<b>Suggested non-formal activity to support learning:</b> Constructing sentences that involve singular and plural subjects on actions that happen at home and the surrounding environment	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Realia, charts, pictures/ photographs and models of subject-verb agreement audio-visual recordings of dialogues with subject verb-subject	

#### **Suggested Formative Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Learner consistently recognises and uses subject-verb agreement correctly in simple sentences about home activities.	Learner recognises and uses subject-verb agreement correctly in simple sentences about home activities.	Learner sometimes recognises and uses subject-verb agreement correctly in simple sentences about home activities.	Learner rarely recognises and uses subject-verb agreement correctly in simple sentences about home activities.

<b>Strand</b>	<b>Sub strand</b>	<b>Theme</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
	<b>Language Structures and Functions</b>	<b>Transport</b>  Objective pronouns ; him, her, them and you, us , me  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use objective pronouns correctly to construct simple sentences about transport, b) pick out objective pronouns to improve oral communication, c) appreciate the use of object pronouns for effective	<ul style="list-style-type: none"> <li>• In groups learners recite a rhyme containing objective pronouns</li> <li>• Learners work in pairs to construct sentences using objective pronouns</li> <li>• Learners construct sentences on the means of transport locally available and the objective pronouns.(This car belongs to Amina. It belongs to her)</li> <li>• Learners listen to a story, poem or conversation on</li> </ul>	1) What do you use to come to school? 2) What does your father/ mother/ brother/ use to go to the market/ shop/ visit your aunt/uncle?

			communication.	means of transport containing objective pronouns	
<b>Core Competences to be developed:</b> Communication and collaboration, Self efficacy					
<b>Link to PCIs:</b> Life skills -self-awareness ( making sentences based on their body parts)				<b>Link to Values:</b> Respect, Responsibility, Unity (reciting poems in pairs annd groups)	
<b>Links to other subjects:</b> This is linked to all subjects because it forms a basis for communication whenever a noun has been previously referred to.				<b>Suggested Community Service Learning activities:</b> Share how object pronouns are used and compare meaning in local languages.	
<b>Suggested non-formal activity to support learning:</b> Learners could talk about themselves using object pronouns.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia, charts, pictures/ photographs and audio-visual recordings of dialogues with object pronouns.					

#### Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always picks out and uses both subject and object pronouns correctly in simple sentences.	Learner picks out and uses object pronouns correctly in simple sentences.	Learner sometimes picks out and uses object pronouns correctly in simple sentences.	Learner rarely picks out and uses object pronouns correctly in simple sentences.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	<b>Time and Months of the Year</b>  The verb <u>to have</u>  Have Has Had  (6 Lessons)	By the end of the sub strand, the learner should be able to:  a) use various forms of the verb <u>to have</u> as a main verb to talk about months of the year, o'clock, am and pm for effective communication,  b) recognise correct use of the forms of the verb <u>to have</u> in different contexts,  c) appreciate the correct use of the verb <u>to have</u> for effective communication.	<ul style="list-style-type: none"> <li>In groups learners recite a rhyme containing the forms of the verb <u>to have</u></li> <li>Learners work in pairs to construct sentences using singular and plural subjects on different forms of the verb <u>to have</u></li> <li>In pairs and groups, learners construct sentences based on pictures illustrating the verb <u>to have</u></li> <li>Learners construct sentences based on their body parts .( I have two eyes, I have two ten fingers)</li> <li>Learners construct sentences on the things they have at home and at school.</li> <li>Learners listen to a story, poem or conversation containing forms of the verbs to have</li> </ul>	1) How many eyes, ears, mouths, do you have? 2) How many eyes, mouths, ears does Jane/John have?
<b>Core Competences to be developed:</b> Communication and collaboration construction of sentences based on pictures illustrating the verb <u>to have</u> , in pairs and groups, Self efficacy as learners construct sentences on the things they have at home and at school.					
<b>Link to PCIs:</b> Life skills -self awareness (learners construct sentences based on their body parts)				<b>Link to Values:</b> Unity, Respect	

<b>Links to other subjects :</b> Science, Religious Education	<b>Suggested Community Service Learning activities:</b> Getting involved in a discussion about what they have and asking what other people in the community have .
<b>Suggested non-formal activity to support learning:</b> Using the form <u>to have</u> during play and their free time to improve communication using the structure.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Realia, charts, pictures/ photographs and audio-visual recordings of dialogues with the verb <u>to have</u> .	

#### **Suggested Formative Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below expectations</b>
Learner constructs different correct sentences with various forms of the verb “to have” with a lot of ease.	Learner constructs correct sentences with forms of the verb “to have” with ease.	Learner constructs correct sentences with various forms of the verb “to have” with some difficulty.	Learner constructs correct sentences with various forms of the verb “to have” with a lot of difficulty.



Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Shopping -Things we Buy  Plurals of irregular nouns (-ies, ves)  (6 lessons)	By the end of the sub strand, the learner should be able to: a) use plural forms of nouns to construct simple sentences for effective communication, b) distinguish between singular and plural nouns, including irregular nouns for clear communication, c) appreciate the importance of plurals in communicating about numbers.	<ul style="list-style-type: none"><li>• In small groups, learners form plurals of specific words taking ‘ies’, ‘ves’ and irregular forms</li><li>• Learners recite poems containing plurals of specific words</li><li>• Learners construct sentences based on pictures of nouns that take the taught forms</li><li>• In groups, learners construct sentences about market, shop, supermarket and shopping lists using the plural forms of irregular nouns</li><li>• Learners listen to a story, poem or conversation containing plurals of irregular nouns</li></ul>	What can you see in this picture?
<b>Core Competences to be developed:</b> Communication and collaboration through recitation of poems containing plurals of specific words					
<b>Link to PCIs:</b> Life skills: Effective communication ; ESD- financial literacy				<b>Link to Values:</b> Respect, Responsibility, Unity	
<b>Links to other subjects :</b> Links closely with Kiswahili and Mathematics, but also with all other subjects in which plurals are used.				<b>Suggested Community Service Learning activities:</b> Learners support peers in learning plurals.	
<b>Suggested non-formal activity to support learning:</b> Learners could talk about the nouns they know that take ‘ves’, ‘-ies’ form				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Flash cards, Realia, charts, pictures/ photographs and computer devices with audio/visual recordings of dialogues/ dramatization depicting plurals with ” ies” and “ves” forms.					

### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner consistently identifies nouns that take the 'ies', 'ves' plural forms and irregular forms uses them to construct correct sentences.	Learner identifies nouns that take the 'ies', 'ves' plural forms and irregular forms uses them to construct correct sentences.	Learner occasionally identifies nouns that take the 'ies', 'ves' plural forms and irregular forms uses them to construct correct sentences.	Learner rarely identifies nouns that take the 'ies', 'ves' plural forms and irregular forms uses a few of them to construct correct sentences.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structures and functions</b>	<b>The Garden</b>  Present continuous tense  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use present continuous tense to talk about the food we eat/health and nutrition for effective communication, b) change verbs from present simple to continuous tense in a given context, c) appreciate the importance of communicating ideas using the present continuous tense.	<ul style="list-style-type: none"> <li>Learners construct sentences from ongoing demonstrations</li> <li>In small groups, learners take part in competition in changing verbs from simple present to present continuous tense.</li> <li>Take part in demonstrations, then the rest take part in asking and answering questions using the present continuous tense</li> <li>Learners construct sentences based on pictures</li> <li>Report what they can see happening around their school</li> <li>Learners listen to a story, poem or conversation containing</li> </ul>	<ol style="list-style-type: none"> <li>What are you doing?</li> <li>What is the teacher doing?</li> </ol>
<b>Core Competences to be developed:</b> Communication and collaboration through demonstrations, and question and answer sessions using the present continuous tense, learning to learn and self-efficacy by reporting what they can see happening around their school using the present continuous tense.					

<b>Link to PCIs:</b> Health Education- hygiene and nutrition	<b>Link to Values:</b> Responsibility, Respect
<b>Links to other subjects:</b> Links specifically to Kiswahili. However, it also links to all the other subjects - present continuous tense is used in sentence construction in various subjects	<b>Suggested Community Service Learning activities:</b> Encouraging good eating habits in the community.
<b>Suggested non-formal activity to support learning:</b> Learners can look around the school compound during break time or lunch time and construct sentences on any ongoing events	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Pictures/ photographs, Realia, charts, and computer devices with audio/visual recordings of dialogues/ dramatization depicting the present continuous tense.	

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner uses present continuous tense to talk about ongoing actions with a lot ease.	Learner uses present continuous tense to talk about ongoing actions with ease.	Learner uses present continuous tense to talk about ongoing actions with some difficulty.	Learner uses present continuous tense to talk about ongoing actions with a lot difficulty.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structures and functions</b>	<b>Accidents</b>  Past continuous tense  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) describe actions using the past continuous tense for effective communication, b) change verbs from present simple to continuous tense to enhance communication, c) respond to questions using the past continuous tense about hygiene, simple injuries and	<ul style="list-style-type: none"> <li>Learners construct sentences using past continuous tense</li> <li>In small groups learners take part in changing verbs from simple present to continuous tense</li> <li>Learners take part in demonstrations, then the rest ask and answer questions using the past continuous tense</li> <li>Learners respond to simple questions using the past continuous</li> </ul>	1) What was your parent/guardian doing when you got home?

			first aid, d) appreciate the importance of communicating ideas using the past continuous tense	tense <ul style="list-style-type: none"><li>construct sentences based on pictures</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration through group work as they take part in changing verbs from simple present to continuous tense.					
<b>Link to PCIs:</b> Citizenship -social cohesion; ESD- disaster risk reduction				<b>Link to Values:</b> Respect, Responsibility	
<b>Links to other subjects :</b> Kiswahili and Religious education				<b>Suggested Community Service</b> Looking around the school and home to check for dangerous things and objects that can cause accidents.	
<b>Suggested non-formal activity to support learning:</b> Report on what they found their parents/guardians were doing when they got home.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization depicting the past continuous tense.					

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner consistently uses present continuous tense to talk about actions that were ongoing in the past appropriately.	Learner sometimes uses present continuous tense to talk about actions that were ongoing in the past.	Learner uses present continuous tense to talk about actions that were ongoing in the past some difficulty.	Learner uses present continuous tense to talk about actions that were ongoing in the past with a lot of difficulty.



Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structures and functions</b>	<b>Classroom</b>  Numbers (Cardinal and ordinal numbers)  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use ordinal and cardinal numbers to construct correct sentences for effective communication, b) use ordinal and cardinal numbers to group objects that are in the classroom for effective communication, c) appreciate the importance of cardinal and ordinal numbers in communication.	<ul style="list-style-type: none"> <li>In pairs, learners use ordinal and cardinal numbers to construct correct sentences</li> <li>Learners use objects that are in the classroom and the school compound to demonstrate the correct use of ordinal and cardinal numbers</li> <li>Learners group objects in terms of number</li> <li>Learners talk about the number of objects in the classroom in groups, pairs and individually</li> <li>Learners identify things in the environment and count them</li> <li>Learners listen to a poem, story or text containing cardinal and ordinal numbers.</li> </ul>	1) How many months are there in a year? 2) Which is the tenth month of the year?
<b>Core Competences to be developed:</b> Communication and collaboration using ordinal and cardinal numbers to construct correct sentences ; Self-efficacy as they talk about the number of objects in the classroom in groups, pairs and individually					
<b>Link to PCIs:</b> Financial literacy, Education for sustainable development; environmental education			<b>Link to Values:</b> Responsibility, Unity, Respect		
<b>Links to other subjects:</b> Mathematics			<b>Suggested Community Service Learning activities:</b> Helping parents, neighbours to number various items, animals, crops .		
<b>Suggested non-formal activity to support learning:</b> They can describe their birth order using ordinal numbers like first born, second born. Compare objects in the school and at home to illustrate the			<b>Suggested assessment:</b> Oral questions, portfolio, observation		

correct use of numbers	
<b>Suggested Learning Resources:</b> Pictures/ photographs, realia, charts, flash cards and computer devices with audio-visual recordings of dialogues/ dramatization depicting cardinal and ordinal numbers.	

### Suggested Formation Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always uses cardinal and ordinal numbers correctly to talk about the number and order of various things.	Learner uses cardinal and ordinal numbers correctly to talk about the number and order of various things.	Learner sometimes uses cardinal and ordinal numbers correctly to talk about the number and order of various things.	Learner hardly uses cardinal and ordinal numbers correctly to talk about the number and order of various things.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structure and functions</b>	<b>The farm</b>  Word sets: gender sets for animals/people  Opposites  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the gender sets of animals correctly in a conversation, b) use the opposites to discuss animals and people at the farm, c) enjoy a word game using gender sets and opposites in communicating ideas	<ul style="list-style-type: none"> <li>In groups, learners discuss the males and females of domestic animals.</li> <li>Learners construct sentences using words for male and female animals that are familiar, and are guided to use those that are unfamiliar</li> <li>Learners work with pictures to show opposites.</li> <li>Learners identify gender sets from pictures</li> <li>Learners draw pictures to show gender ..</li> </ul>	1) Can a bull/ox give us milk? 2) When do you wake up? 3) When do you go to sleep?
<b>Core Competences to be developed:</b> Communication and collaboration, Self-Efficacy					
<b>Link to PCIs:</b> Life skills through effective communication and ESD				<b>Link to Values:</b> Cooperation.	
<b>Links to other subjects:</b> Kiswahili (kinyume) and Environmental activities.				<b>Suggested Community Service Learning activities:</b>	

	Discuss with community members names given to male and female animals.
<b>Suggested non-formal activity to support learning:</b> Learners can take a walk around the school compound/ environment and identify items which can be described using opposites	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Charts, pictures/ photographs, realia and audio-visual recordings of dialogues/ dramatization showing the use of opposites.	

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner correctly constructs simple sentences using the male and female forms for different animals, with a lot of ease.	Learner correctly constructs simple sentences using the male and female forms for animals, with ease	Learner constructs simple sentences using the male and female forms for animals, with some difficulty	Learner constructs simple sentences using the male and female forms for animals, with a lot of difficulty

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structure and functions</b>	<b>Positions and directions</b>  Prepositions (Beside above, over, through, below, across, to, at)  (6 lessons)	By the end of the sub strand, the learner should be able to: a) use simple prepositions accurately to describe the position, location and direction of things, b) identify prepositions in oral conversations, c) appreciate use of prepositions to describe the position and location of people, places and things	<ul style="list-style-type: none"> <li>Learners listen to and answer oral questions from stories</li> <li>Learners work in groups to demonstrate various positions involving the prepositions learnt</li> <li>Learners place objects at different points in relation to the prepositions learnt and ask their peers to use suitable prepositions to locate them</li> <li>In pairs, learners construct sentences orally using pre-positions</li> <li>Learners sing short songs/rhymes</li> </ul>	1) Where do you keep your books/cups.... 2) Where are the school toilets? 3) Where do you play?

				<ul style="list-style-type: none"><li>• Learners play language games containing prepositions</li><li>• Learners listen to a story, poem or conversation containing prepositions</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration through short songs/rhymes and language games containing the prepositions, Self efficacy by constructing sentences orally using pre-positions.					
<b>Link to PCIs:</b> Citizenship-social cohesion ,Life skills-effective communication.				<b>Link to Values:</b> Sense of responsibility especially, in regard to how we place objects and where we position ourselves .	
<b>Links to other subjects :</b> Environmental activities and Kiswahili				<b>Suggested Community Service Learning activities:</b> Learners can help members of the community to keep themselves, and objects safe.	
<b>Suggested non-formal activity to support learning:</b> Learners can describe the location of various things in their home and school environment				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Charts, pictures/ photographs,realia, and audio-visual recordings of dialogues/ dramatization of scenarios with prepositions.					

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always recognises and uses simple prepositions to describe the position, location and direction of objects correctly.	Learner recognises and uses simple prepositions to describe the position, location and direction of objects correctly most of the time.	Learner sometimes recognises and uses simple prepositions to describe the position, location and direction of objects correctly.	Learner rarely recognises and use simple prepositions to describe position, location and direction of objects correctly.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structure and functions</b>	<b>Environment</b> (Taking a Walk) <i>a, an and the</i>  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use <i>a, an and the</i> correctly in	<ul style="list-style-type: none"> <li>Learners name objects in the school environment and attach appropriate articles to them</li> <li>Learners observe objects in a picture or the immediate</li> </ul>	1) What do you buy at the school/market?



			conversations, b) identify and talk about things in the environment using articles correctly in longer conversations, c) appreciate the use of articles in effective communication	environment and use correct articles to talk about them • Learners engage in question and answer dialogues to talk about some objects/items in the neighborhood using the correct articles • Learner listens to a story, poem or text containing <i>a</i> , <i>an</i> and <i>the</i>	
<b>Core Competences to be developed:</b> Communication and collaboration through question and answer dialogues about objects/items in the neighborhood using the correct articles, Self-efficacy by observing objects in a picture or the immediate environment and describing them using articles.					
<b>Link to PCIs:</b> Life skills -effective communication; ESD- environmental educationn				<b>Link to Values:</b> Respect, Responsibility, Unity	
<b>Links to other subjects :</b> Links to all subjects because the articles are used in all subjects.				<b>Suggested Community Service Learning activities:</b> Learners could share and compare how people and objects are referred to in their communities.	
<b>Suggested non-formal activity to support learning:</b> Learners can name and talk about the things that they use during play.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of articles.					

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always identifies and uses the articles ' <u>a</u> , <u>an</u> ' and ' <u>the</u> ' in long conversations correctly.	Learner identifies and uses the articles ' <u>a</u> , <u>an</u> ' and ' <u>the</u> ' conversations correctly most of the time.	Learner sometimes identifies and uses the articles ' <u>a</u> ', ' <u>an</u> ' and ' <u>the</u> ' in conversations correctly	Learner rarely identifies and uses the articles ' <u>a</u> ', ' <u>an</u> ' and ' <u>the</u> ' in conversations correctly.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Technology  Possessives Mine, yours, ours, hers, his  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use possessives correctly to show ownership, b) recognise the correct use of possessives in oral communication, c) enjoy asking and answering questions about technology using possessives.	<ul style="list-style-type: none"><li>• Learners role play ownership of items and objects</li><li>• In pairs/ small groups, learners construct sentences using possessives based on the role play</li><li>• Learners talk about the things that they/ their parents/guardians/ own, using possessives</li></ul>	Whose pen is this?
<b>Core Competences to be developed:</b> Communication and collaboration through role play, Self efficacy as practised in using possessives.					
<b>Link to PCIs:</b> Citizenship -social cohesion;Life skills -effective communication; service learning and parental engagement			<b>Link to Values:</b> Respect for people’s property,Unity, Responsibility through ownership and care for items and objects.		
<b>Links to other subjects :</b> Environmental activities ,Kiswahili (vimilikishi)			<b>Suggested Community Service Learning activities:</b> Sharing ideas on technology with those who are not well informed.		
<b>Suggested non-formal activity to support learning:</b> Learners can talk about the things that their guardians/ parents own.			<b>Suggested assessment:</b> Oral questions, portfolio, observation		
<b>Suggested Learning Resources:</b> Pictures/ photographs, realia, charts and computer devices with audio-visual recordings of dialogues/ dramatization depicting possessives.					

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below expectations
Learner always uses possessives correctly to show ownership of different objects and relationships.	Learner uses possessives correctly to show ownership of different objects and relationships.	Learner sometimes uses possessives correctly to show ownership of different objects as well as relationships.	Learner rarely uses possessives correctly to show ownership of different objects and relationships.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	<b>Cultural Activities</b>  Wh questions -- <i>what, where, when, whose</i>  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) ask questions using 'what', 'when' 'whose' and 'where' correctly to get information about simple ceremonies like a wedding, b) use what, when, where and whose to denote, object, time, place and ownership, c) appreciate the use of what, where, when and whose to seek information.	<ul style="list-style-type: none"> <li>Learners role play activities that lead to the use of what, where, when, whose</li> <li>Answer questions on <i>What, where, when, whose</i> appropriately</li> <li>Learners engage in meaningful question and answer dialogues using what, where, when, and whose in pairs/small groups</li> <li>Take part in games that allow them to ask questions using the wh- words</li> <li>Sing / recite short poems to practice the use of the use of what, where, when and whose</li> <li>Listen to a text containing what, where, when, whose</li> </ul>	1) When do you wake up? 2) Whose pen is this? 3) Where is your home?
<b>Core Competences to be developed:</b> Communication and collaboration by engaging in meaningful question and answer dialogues using what, where, when, and whose in pairs/small groups; Self efficacy is developed as they gain the mastery of asking questions using the wh- words					
<b>Link to PCIs:</b> Citizenship -social cohesion, Life skills -effective communication				<b>Link to Values:</b> Unity-dialogues.	
<b>Links to other subjects :</b> Environmental activities and Kiswahili				<b>Suggested Community Service Learning activities:</b> Learning from community about our culture	
<b>Suggested non-formal activity to support learning:</b> Learners act out cultural activities during play.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	

**Suggested Learning Resources:** Charts, pictures/ photographs, flash cards with prompts for Wh-questions and computer devices with relevant audio/visual recordings of dialogues/ dramatization depicting the use of Wh- questions.

**Suggested Formative Assessment Rubric**

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner always frames questions correctly to get information using what, where, when and whose.	The learner frames questions correctly to get information using what, where, when and whose most of the time.	The learner sometimes frames questions correctly to get information using what, where, when and whose.	The learner hardly frames questions correctly to get information using what, where, when and whose.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>Listening and Speaking</b>	<b>Language structure and functions</b>	<b>Child labour</b>  Describing words (size, colour, shape)  (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use describing words in relation to size, colour and shape, b) identify different colours of objects found in the environment, c) appreciate the use of colour, size ,shape and number to talk about child labour.	<ul style="list-style-type: none"> <li>Learners group objects in terms Size- (big/small), colours - ( red, orange, yellow, green, blue, black, white, pink, purple, grey), and number</li> <li>In groups, learners describe objects in the classroom using size, colour and number</li> <li>Learners colour pictures of various objects</li> <li>Learners identify things in the environment that have different colours</li> <li>Learners construct sentences in pairs using the different objects</li> <li>Colour different shapes of objects and describe them appropriately</li> <li>Listen to a text containing describing words</li> </ul>	<ol style="list-style-type: none"> <li>1) What things can you see outside?</li> <li>2) What colour are they?</li> <li>3) How many are they?</li> <li>4) What do they look like?</li> </ol>
<b>Core Competences to be developed:</b> Communication and collaboration through groups activities during which learners describe objects in the classroom					



using size, colour and number, Creativity and imagination as learners colour different shapes of objects, and describe them appropriately	
<b>Link to PCIs:</b> Life skills -effective communication; Citizenship- child care and protection	<b>Link to Values:</b> Respect (for diversity in colour), Responsibility (colouring of pictures of various objects)
<b>Links to other subjects :</b> Mathematics, Kiswahili (describing words)	<b>Suggested Community Service Learning activities:</b> Learners can help community to understand disadvantages of child labour.
<b>Suggested non-formal activity to support learning:</b> Describe objects in their homes	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Flash cards, realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of words describing size, shape and colour.	

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always uses accurate descriptions for different sizes, colours and shapes of objects	Learner uses accurate descriptions for sizes, colours and shapes of objects most of the time.	Learner sometimes uses inaccurate descriptions for the sizes, colours and shapes of objects.	Learner uses a lot of inaccurate descriptions for the sizes, colours and shapes of objects.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structures and functions</b>	<b>Caring for others</b>  Conjunctions 'and', 'but', 'because' (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use conjunctions to join words and short sentences during in a conversation, b) use conjunctions to talk about caring for the sick, hungry, the elderly and people with special needs, c) appreciate the differences	<ul style="list-style-type: none"> <li>Group items and talk about them using the conjunction "and"</li> <li>Contrast objects or people in the classroom room using 'but' in pairs/small groups</li> <li>Sing and recite poems</li> <li>Listen to a story, poem or conversation and answer</li> </ul>	1) Why was the baby crying? 2) Who was playing hide and find?

			in people and things in their environment.	oral questions	
<b>Core Competences to be developed:</b> Communication and collaboration through singing and reciting poems on the thematic areas using conjunctions ; Creativity and imagination by using conjunctions to talk about caring for the sick, hungry, the elderly and people with special needs.					
<b>Link to PCIs:</b> Citizenship-Diversity, Life skills Effective communication; ESD-poverty eradication.				<b>Link to Values:</b> Love, Patriotism, Unity, Respect, Responsibility	
<b>Links to other subjects:</b> Mathematics, Religious education and Kiswahili in the area of addition using conjunctions.				<b>Suggested Community Service Learning activities:</b> Make time to care for the sick, hungry, the elderly and people with special needs.	
<b>Suggested non-formal activity to support learning:</b> Construct sentences using: <i>and</i> , <i>because</i> , <i>but</i> .				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia, charts, pictures/ photographs and audio-visual recordings of dialogues/ dramatization depicting the use of <i>and</i> , <i>but</i> , <i>because</i> .					

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner consistently uses conjunctions to join words correctly in simple sentences during a conversation.	Learner uses conjunctions to join words correctly in simple sentences during a conversation.	Learner uses conjunctions to join words correctly in simple sentences, with some difficulty, during a conversation.	Learner rarely uses conjunctions to join words correctly in simple sentences, during a conversation.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 READING</b>	<b>2.1 Pre-reading</b>	By the end of the sub strand, the learner should be able to: a) demonstrate appropriate posture in preparation for reading, b) learner applies word identification techniques while reading,	<ul style="list-style-type: none"> <li>Learners practice sitting in the appropriate posture, hold a book in the right position and turn the pages carefully while reading.</li> <li>Through role play and language games, learners practise focusing</li> </ul>	1) How should you sit when you are reading? 2) How should hold your book when you are reading?

		c) appreciate the importance of positioning materials appropriately while reading.	<p>on a specific line or sentence while reading and track print through finger pointing as modeled.</p> <ul style="list-style-type: none"><li>Learners watch a video clip, look at posters, pictures, drawings where reading is taking place and then respond to questions from the teacher and peers.</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration through role play and language games where learners practice focusing on a specific line.				
<b>Link to PCIs:</b> Life skills (Effective communication, self-awareness, sitting in an appropriate posture)			<b>Link to Values:</b> Responsibility, Unity, Respect.	
<b>Links to other subjects:</b> Links to all subjects in general because it is important to maintain the right posture and position materials in the right way while reading.			<b>Suggested Community Service Learning activities:</b> Helping community members to adapt appropriate postures and good habits that maintain books for long.	
<b>Suggested non-formal activity to support learning:</b> Learners should practise appropriate sitting posture and positioning of reading materials in mock sessions with peers.			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Charts, pictures/ photographs and models of sitting appropriately while reading.				

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner consistently identifies words correctly as they read	Learner correctly identifies words correctly as they read most of the time.	Learner sometimes identifies words correctly as they read	Learner hardly identifies words correctly as they read

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p><b>2.2 Letter sound knowledge (Phonic reading)</b> Learners name three to four letters and their sounds per week starting with sounds that are more familiar . They then gradually start joining sounds with letter-sound correspondence to read words.</p> <p>Variations to this suggestion should be made by increasing the number and complexity of sounds in instances where learners can comfortably join sounds to read most words to take care of differentiated curriculum and learning. For those struggling with certain sounds, more opportunities for more practice should be created for naming letters and their sounds , with picture prompts.</p> <p><b>Sounds for review</b> m, a, t, e, s, l, p, f i, n, h, o, b, r, u, g d, w, j, c, y, <b>Letter patterns</b> ch, sh, wh, ng, th</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise and name letters and their sounds in preparation for reading,</p> <p>b) join sounds to read words with letter sound correspondence in preparation for reading,</p> <p>c) appreciate the correspondence between spoken words and written words in various contexts.</p>	<ul style="list-style-type: none"> <li>Learners are engaged in looking at printed or digital letter card to help them recognise and name letters of the alphabet and their sounds</li> <li>Learners take part in word building activities using pocket charts, print and digital flash cards, etc.</li> <li>Learners take part in a fishing game, identifying specific spoken words, play rhyming games, singing rhyming songs/and reciting rhyming poems</li> <li>In groups, learners look for more words without letter- sound correspondence in a given text.</li> <li>Read grade level vocabulary in oral and</li> </ul>	<p>1) How do we sound various letters?</p> <p>2) How can we join sounds to read words?</p>



	cvc-e -ore l blends beginning (fl, gl) -er-, -ir-, -ur-, -or- middle -oy -or s blends word initial (sk, sc) oi (in cvc) -ore th, -ow nk nd nt oa sound oo (in cvc) ou (cvc) r blends word initially:-tr-, br -ew l blends word initially:-gl,cl,fl,sl,bl l blends word initial-gl, cl, fl, sl, bl -er word ending (make verb a noun)		written text	
<b>Core Competences to be developed:</b> Communication and collaboration is enhanced through group and pair work when learners take part in word building activities using pocket charts, print and digital flash cards, .				
<b>Link to PCIs:</b> : Life Skills (learner develops self-esteem and confidence as their reading competence improves)			<b>Link to Values:</b> Respect, Responsibility (taking part in fishing game), Unity (working in groups)	
<b>Links to other subjects :</b> Languages, Nutrition and Hygiene			<b>Suggested Community Service Learning activities:</b> Visiting older citizens and helping them with reading.	
<b>Suggested non-formal activity to support learning:</b> Learners are given take home charts to read with their parents.			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Word slides, word wheels, realia, charts, pictures/ photographs and models of blends, audio-visual recordings of consonant blends				



### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner consistently names letters and their sounds and joins sounds to read words with letter-sound correspondence	Learner names letters and their sounds and joins sounds to read words with letter- sound correspondence most of the time.	Learner names letters and their sounds and joins sounds to read words with letter- sound correspondence with some difficulty	Learner names letters and their sounds but struggles to join sounds to read words with letter- sound correspondence

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>2.3 Word reading</b> Expose learners to three to four words per week starting with simple words without letter-sound correspondence and gradually introduce complex words without letter-sound correspondence.  Variations to this suggestion should be made by increasing the number and complexity of grade level vocabulary in instances where learners can comfortably read most words to take care of differentiated curriculum and learning. For those struggling with certain non-decodable words, opportunities for more practice should be created.	By the end of the sub strand, the learner should be able to: a) read more complex grade level vocabulary without letter sound correspondence in different formats, b) read a decodable text containing non-decodable words fluently, c) enjoy reading grade level vocabulary in a variety of genres.	<ul style="list-style-type: none"> <li>Learners recognise and read more short words as modeled, in groups, pairs and individually through various word attack skills such as look and say, exposure, context clues etc.</li> <li>Learners play word ladder game by placing words on top of one another as they pronounce words or listen to audio/visual recording of words without letter sound correspondence</li> <li>Learners listen to a story, poem or conversation read by the teacher and identify words as instructed by the teacher</li> <li>Learners read words without letter sound correspondence from either print</li> </ul>	1. How do you try to read new words?

			or digital stories. <ul style="list-style-type: none"><li>Learners recite poems, read texts for information and enjoyment</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration and self-efficacy are developed, through group work, reading activities and games.				
<b>Link to PCIs :</b> Life skills (Effective communication, confidence and self-esteem are developed through reading)			<b>Link to Values:</b> Unity, Respect, Responsibility	
<b>Links to other subjects:</b> All subjects require that learners read non-decodable words.			<b>Suggested Community Service Learning activities:</b> Helping members of the community to read English words that are commonly used in the community.	
<b>Suggested non-formal activity to support learning:</b> Use available reading resources at home like newspapers to pick out words which can be easily read.			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Story books, poems ,newspaper cutting on children’s stories				

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner consistently applies a variety of skills to read a wide range of words without letter sound correspondence correctly.	Learner applies a variety of skills to read a wide range of words without letter sound correspondence correctly.	Learner occasionally some skills to read a wide range of words without letter sound correspondence correctly.	Learner rarely applies skills to read more words without letter sound correspondence correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>2.4 Connected text reading and fluency</b> Learners observe one new punctuation mark after every two weeks and gradually	By the end of the sub strand, the learner should be able to: a) observe basic	<ul style="list-style-type: none"> <li>Learners read aloud in groups, pairs and individually as modeled, and pick out decodable (phonic) and non-decodable words (sight words)</li> </ul>	1) Do you sometimes start to read and stop in the middle because you cannot

	<p>read upto 65 words accurately.</p> <p>Variations to this suggestion should be made by increasing the number of punctuation marks in texts where learners can observe punctuation. The progression to phrasal reading could also be increased. This is intended to take care of differentiated curriculum and learning. Learners who cannot observe punctuation marks and read the set number of words accurately should be given more time with the punctuation marks.</p>	<p>punctuation marks as they read,</p> <p>b) read 65 words accurately per minute from a text,</p> <p>c) read a text transitioning from word by word to phrasal reading,</p> <p>d) appreciate reading simple, short narratives and informational texts in a variety of genres.</p>	<p>from print and digital texts in response to picture, video or animation prompts.</p> <ul style="list-style-type: none"><li>• Learners read simple digital texts for enjoyment and information</li><li>• Learners read while observing commas, full stops and question marks in pairs.</li><li>• Learners practise reading unfamiliar sentences containing decodable and non-decodable words from printed text, charts, tablets, mobile phone, laptops, computers or overhead projector.</li></ul>	<p>continue?</p> <p>2) What do you do if you cannot read a word?</p> <p>3) How can you read many words in a given text?</p>
<b>Core Competences to be developed:</b> Communication and collaboration are developed through reading aloud in groups, pairs and individually and pick out decodable and non-decodable words. Digital literacy is enhanced through interaction with multimedia and accomplishing of reading tasks using ICT.				
<b>Link to PCIs:</b> : Life skills (Effective communication, through reading)		<b>Link to Values:</b> Unity, Respect, Responsibility		
<b>Links to other subjects:</b> Link to all subjects because learners read words in all the other subjects.		<b>Suggested Community Service Learning activities:</b> Reading stories for those who cannot read		
<b>Suggested non-formal activity to support learning:</b> Listen to the radio, watch the television or use newspapers and magazines to pick out words which can be easily read.		<b>Suggested assessment:</b> Oral questions, portfolio, observation		
<b>Suggested Learning Resources:</b> Realia, flash cards, pictures/ photographs and , computer devices for audio-visual recordings of words without letter sound coresspondence				

### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner consistently reads a text transitioning from word to phrases fluently	Learner reads a text transitioning from word to phrases fluently most of the time.	Learner reads a text transitioning from word to phrases with some difficulty	Learner reads a text transitioning from word to phrases with a lot of difficulty

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>2.5 Comprehension</b>  Learners make predictions in contexts or stories whose levels of difficulty increase every two weeks. They gradually understand contexts with more characters and varied locations.  Variations to this suggestion should be made by increasing the levels of difficulty of stories where learners show comprehension. This is intended to take care of differentiated curriculum and learning. Learners who cannot struggle to identify people in stories or answer questions should be given stories with more context clues.	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>make predictions and anticipate possible outcomes of a story,</li> <li>identify the people/ animals, where action takes place or the information in a text for comprehension,</li> <li>use common context clues to increase comprehension of a text,</li> <li>answer simple direct and indirect questions based on a text they have read,</li> <li>enjoy talking about a text they have read.</li> </ol>	<ul style="list-style-type: none"> <li>In pairs, learners comprehend information through looking at pictures and title of a text and say what will happen in the story.</li> <li>In pairs and groups, learners talk about where the action is taking place, who is involved, using clues from pictures and the text.</li> <li>Learners are guided to get meaning of words and respond orally (in pairs or groups) to questions based on a text they have read (poem, story)</li> <li>Learners interact with a printed or digital text, listen and follow a story, poem or conversation and locate sentences (in pairs or groups) containing answers to direct questions, for information and enjoyment</li> <li>Learners can track text using their fingers</li> </ul>	<ol style="list-style-type: none"> <li>How can we predict how a story, poem or conversation will end?</li> <li>How can we tell where events have taken place?</li> <li>How we tell the characters in a story?</li> </ol>
<b>Core Competences to be developed:</b> Communication and collaboration will be achieved through group and pair activities. Critical thinking will be				



developed by responding to questions, observation of pictures and use of context clues to predict happenings in the story.	
<b>Link to PCIs:</b> Links to all PCIs because the topical areas in comprehensions are varied.	<b>Link to Values:</b> Respect, Responsibility, Integrity
<b>Links to other subjects:</b> Links with all subjects since learners will apply context clues to comprehend and respond to questions in those subject areas.	<b>Suggested Community Service Learning activities:</b> Share ideas from what has been read with those who cannot read.
<b>Suggested non-formal activity to support learning:</b> Learners could listen to stories from their parents/guardians and then retell them when they get to school. They could also retell stories they have heard over the television or radio, read in newspapers, visit a library, interact with digital materials.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Realia, charts, posters and audio visual materials on direct and indirect questions.	

### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching expectation	Below expectation
Learner makes accurate predictions, answers questions based on the text and makes a simple oral summary of the text	Learner makes predictions, answers questions based on the text and makes a simple oral summary of the text	Learner makes predictions, answers questions based on the text and struggles to make a simple oral summary of the text	Learner makes predictions, answers questions based on the text and is not able to make a simple oral summary of the text

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 WRITING</b>	<b>3.1. Pre- Writing</b> This should blend in as part of every component of writing to ensure that learners acquire the habit of sitting and placing their materials appropriately as they write.  Emphasis on sitting posture,	By the end of the sub strand, the learner should be able to: a) demonstrate appropriate posture while writing, b) share ideas about the writing materials they know,	<ul style="list-style-type: none"> <li>Learners are shown how to sit appropriately and position the exercise book correctly.</li> <li>Learners practise using appropriate writing materials, how to hold pencils correctly and write from the left to right, with the teacher's guidance.</li> </ul>	1) Why do we write from left to write? 2) Why is it important to write legibly? 3) Why is it important to place materials correctly while writing?



	placing books in the correct position can be gradually reduced as learners demonstrate that their competencies have improved.  Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning writing materials appropriately while writing.	c) appreciate the importance of positioning writing materials appropriately while writing.	<ul style="list-style-type: none"><li>• Learners demonstrate different sitting positions in small groups and in pairs.</li><li>• Learners draw patterns/shapes and trace dotted lines to make words.</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration through demonstration of different sitting positions in small groups and pairs.				
<b>Link to PCIs:</b> Life skills-self awareness(body posture while reading)		<b>Link to Values:</b> Responsibility, Respect, Integrity		
<b>Links to other subjects :</b> Links to all subjects since all of them require preparedness of learners in writing.		<b>Suggested Community Service Learning activities:</b> With guidance from parents/guardian, work with less fortunate children to join dots on a piece of paper that stand for different words. The learners should then join the dots and share with the teacher the dots they have joined to make words.		
<b>Suggested non-formal activity to support learning:</b> Participating in poetry recitation contests		<b>Suggested assessment:</b> Oral questions, portfolio, observation		
<b>Suggested Learning Resources:</b> Realia, charts, posters on different.sitting positions in readiness for writing.				

### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to exhibit appropriate body posture while writing, is aware of a variety of writing materials, holds and positions writing materials appropriately, maintains focus and follows lines when writing.	The learner is able to exhibit appropriate body posture while writing, holding and position writing materials appropriately, and maintain focus and follows lines when writing.	With assistance, the learner is able to sit properly while writing, hold and position writing materials appropriately. Maintains focus sometimes and follows lines when writing.	The learner is unable to sit properly while writing, hold or position writing materials appropriately. Cannot maintain focus or follow lines when writing.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>3.2 Handwriting</b> Learners make incremental progress in improving their handwriting, in terms of legibility .  Variations to this suggestion should be made by increasing more challenging practise exercises for handwriting. This is intended to take care of differentiated curriculum and learning. For those struggling with handwriting, letter patterns could be revised for practise.	By the end of the sub strand, the learner should be able to: a) demonstrate legible handwriting for effective communication, b) appreciate the importance of writing legibly for different purposes.	<ul style="list-style-type: none"> <li>Learners copy letters of the alphabet, letter patterns and words as modelled.</li> <li>Learners are guided on correct letter formation by copying sentences from models, charts, flash cards and the chalkboard</li> <li>Learners observe peer demonstrations of well-shaped letters.</li> <li>Learners draw, label objects, practise writing their names from left to right and use a digital device to see correct letter formation.</li> </ul>	1) Why is it important to shape letters well? 2) What do you consider to be a good handwriting?
<b>Core Competences to be developed:</b> Creativity and imagination as learners draw and label objects.				
<b>Link to PCIs:</b> Citizenship- social cohesion ; Learner support programme- peer demonstration			<b>Link to Values:</b> Responsibility by copying letters, Respect	
<b>Links to other subjects:</b> Links to note- taking in all subjects.			<b>Suggested Community Service Learning activities:</b> Supporting those who cannot write neatly to improve their handwriting	

<b>Suggested non-formal activity to support learning:</b> The learners should then join letters and show friends and family. Show the teacher the work that has been done.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Realia, charts, posters on handwriting.	

### **Suggested Formative Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Learner consistently writes letters and words, whose forms are legible in terms of size and shape.	Learner writes letters and words, whose forms are legible in terms of size and shape most of the time.	With assistance, learner writes letters and words, whose forms are sometimes legible in terms of size and shape.	Learner unable to write letters and words, whose forms are legible in terms of size and shape

<b>Strand</b>	<b>Sub strand</b>	<b>Suggested learning outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
	<b>3.3 Spelling</b>  Learners make incremental progress in writing more words correctly .  Variations to this suggestion should be made by increasing the number of words to be spelt among learners who can write words correctly, with clarity and legibility . This is intended to take care of differentiated curriculum and learning. For those struggling with correct spelling, basic texts with simple words should be availed for practise.	By the end of the sub strand, the learner should be able to: a) spell and write the words learnt in the vocabulary lesson correctly for effective communication, b) appreciate the importance of writing words clearly, legibly and correctly for different purposes.	<ul style="list-style-type: none"> <li>• Learners listen and repeat words as modeled, name the letters that make a word and write the word legibly and correctly.</li> <li>• Learners re-arrange jumbled letters to make four to five- letter words, in pairs/groups.</li> <li>• Learners use a letter box to make more words.</li> <li>• Learners engage in gap filling exercise, to make sensible words- first in pairs, then individually.</li> <li>• Learners check spelling of words from pictorial and digital children's dictionary,</li> </ul>	1) Why is it important to spell words correctly?  2) Why should we write legibly, correctly and correctly?

			and use a locally assembled jig saw puzzle to make more words.	
<b>Core Competences to be developed:</b> Communication and collaboration by re-arrange jumbled letters to make four to five- letter words, in pairs/groups ; Critical thinking and problem solving through making words by check spelling from pictorial and digital children’s dictionary, and using a locally assembled jig saw puzzle.				
<b>Link to PCIs:</b> Life skills; Citizenship-social cohesion			<b>Link to Values:</b> Responsibility, Respect	
<b>Links to other subjects:</b> Links to note- taking in all subjects.			<b>Suggested Community Service Learning activities:</b> Visiting the community and helping them write words.	
<b>Suggested non-formal activity to support learning:</b> Helping peers to improve their hand writing			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia, charts, posters on neatly written words, jigsaw puzzles, pictorial and digital children’s dictionary.				

#### Suggested Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always spells a range of dictated words correctly, orally and in writing, and often uses them to make simple sentences.	Learner spells words correctly, orally and in writing, and uses them to make simple sentences most of the time.	Learner spells some dictated words correctly, orally and in writing and occasionally uses them to make simple sentences.	The learner is unable to spell and write dictated words correctly and rarely uses them to make simple sentences.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>3.4 Punctuation</b> Learners make incremental progress in writing correctly punctuated texts.  Variations to this suggestion should be made by increasing tasks with more	By the end of the sub strand, the learner should be able to: a) recognise appropriate punctuation marks in a text, b) use full stops, capital and	<ul style="list-style-type: none"> <li>Learners are shown capital and the small letters.</li> <li>Learners engage in group practice exercises write using capital and small letters correctly.</li> </ul>	1) When do we use capital letters? 2) When do we use small



	punctuation marks where learners demonstrate correct usage of the punctuation marks. This is intended to take care of differentiated curriculum and learning. For those struggling with correct punctuation, basic punctuation should be prioritized for practise.	small letters, question marks and exclamation marks correctly, c) appreciate use of capital letters, small letters, full stops, exclamation marks and question marks in writing.	<ul style="list-style-type: none"><li>• In pairs then individually, learners practice writing their names.</li><li>• Learners look at wall charts chalk board, digital and print resources, displaying writing with the full stop, question mark and exclamation marks.</li></ul>	letters?
<b>Core Competences to be developed:</b> Communication and collaboration as they engage in group practice exercises to write using capital and small letters correctly.; Self-efficacy when learners practice writing their names.				
<b>Link to PCIs:</b> : Citizenship- social cohesion			<b>Link to Values:</b> Unity , Respect, Love	
<b>Links to other subjects:</b> Links to note- taking in all subjects.			<b>Suggested Community Service Learning activities:</b> Writing for those who cannot write.	
<b>Suggested non-formal activity to support learning:</b> The learners should identify sentences with question marks, exclamation marks and full stops from different sources. They should bring them and share them with their classmates and the teacher.			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia, charts, posters on different punctuation marks.				

#### Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner is able to recognise and use punctuation marks, capital and small letters correctly in a sentence. He/she is also able to use them in a short paragraph	The learner is able to recognise and use punctuation marks, capital and small letters correctly in a sentence	With assistance the learner is able to recognise and use punctuation marks, capital and small letters correctly	The learner is unable to recognise and use punctuations marks



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>3.5 Guided Writing</b> Learners practise writing two to three words from prompts every week and progressively complete simple blank filling exercises and finally write short phrases and sentences .  Variations to this suggestion should be made by withdrawing prompts to increase independence in writing words where leaners demonstrate mastery of vocabulary. The progression to filling blanks using correct forms of words should also be accelarated in instances where learners can comfortably complete sentences. This is intended to take care of differentiated curriculum and learning. For those struggling with writing words, more prompts should be availed .	By the end of the sub strand, the learner should be able to: a) write words from a prompt to demonstrate mastery of vocabulary, b) recognise the correct form and meaning of the words to be used in filling in gaps, c) appreciate the importance of writing correct meaningful words, phrases and sentences.	<ul style="list-style-type: none"><li>• Learners respond to the prompts presented to them and write the words correctly.</li><li>• Learners fill in the gaps correctly</li><li>• Learners re-arrange words to make short phrases and sentences.</li><li>• Learners write meaningful sentences in pairs from simple substitution table.</li><li>• Learners match pictures with words and simple sentences.</li><li>• Learners respond to a prompt and write paragraph of 3-4 meaningful simple sentences on a familiar topic.</li><li>• In groups, learners re-order jumbled up sentences to logical order and write two coherent paragraphs of about 5-10 sentences.</li><li>• Learners write meaningful sentences and paragraphs with the guidance of the teacher.</li></ul>	1) Why is it important to write words in the correct order?  2) Why is it important to guess the meaning of something?
<b>Core Competences to be developed:</b> Communication and collaboration through working in groups as they re-order jumbled up sentences to paragraphs. Creativity and Imagination through responding to a prompt and writing a paragraph.				
<b>Link to PCIs:</b> Life skills-Effective Communication			<b>Link to Values:</b> Responsibility, Unity	
<b>Links to other subjects:</b> Links to note- taking in all subjects.			<b>Suggested Community Service Learning activities:</b> Help other peers with guided writing.	
<b>Suggested non-formal activity to support learning:</b> Visiting a library in the community			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia, slate and stylus, charts, word slides				

**Suggested Assessment Rubric**

<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Below Expectations</b>
Learner writes sentences from prompts and fills the gaps using correct words.	Learner writes sentences from a prompt and fills the gaps using correct words .	With assistance, learner writes sentences using a prompt and fills in gaps correctly.	Learner hardly writes sentences from a prompt and struggles to fill gaps correctly.