

# 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 still blend in as part of every component of learning to ensure that learners sustain 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>If at this stage, deliberate efforts have been made to engage learners with low attention spans in ongoing activities, with varied learning experiences to no avail, other interventions should be considered.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) listen attentively during a conversation,</p> <p>b) respond to simple specific three-directional instructions in oral communication,</p> <p>c) appreciate the importance of listening attentively for effective communication.</p>	<ul style="list-style-type: none"> <li>Learners are helped to practise correct sitting posture in groups and pairs</li> <li>Learners engage in drama to practice good eye contact, appropriate facial expressions and gestures in small groups and in pairs.</li> <li>Learners identify key sounds, key words and phrases for effective oral communication</li> <li>Learners respond to instructions through actions, orally and in writing.</li> <li>Learners practise in small groups and pairs to allow others to speak without interrupting.</li> <li>Learners demonstrate and interpret facial expressions and gestures as seen from posters, pictures, demonstration, and role play.</li> <li>Learners take turns during group and pair work.</li> <li>Learners mime or recite poems using both verbal and non-verbal communication.</li> </ul>	<p>1) What can we tell from people's faces and hand movements as they talk?</p> <p>2) Why do you look at someone's face as they speak?</p>
<p><b>Core Competences to be developed:</b> Communication and collaboration will be achieved through pair and group work involving use of familiar body language such as facial expressions and gestures.</p>				
<p><b>Link to PCIs:</b> Life skills especially the interpretation and use of body language appropriately for effective communication. Citizenship and life skills through moral values in the stories narrated</p>			<p><b>Link to Values:</b> Respect, Responsibility</p>	

and re-told by the learner.	
<b>Links to other subjects:</b> Linked to attentive listening in all the subjects in the school curriculum.	<b>Suggested Community Service Learning activities:</b> Share some gestures and facial expressions learnt with friends and family and find out whether there are others to be learnt.
<b>Suggested non-formal activity to support learning:</b> Interact with peers in the community using common gestures and facial expressions.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Pictures , photos, audio visual illustrations of attentive listening.	

### Suggested Formative Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always listens attentively during a conversation and responds correctly to simple, specific three-directional instructions in oral communication.	Learner listens attentively during a conversation and responds correctly to simple, specific three-directional instructions in oral communication.	Learner listens attentively during a conversation and responds correctly to simple, specific three-directional instructions in oral communication with some difficulty.	Learner always listens attentively during a conversation and responds correctly to simple, specific three-directional instructions in oral communication with a lot of difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>2.0 Pronunciation and Vocabulary</b>  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.	By the end of the sub strand, the learner should be able to: a) recognise new words used in the theme (s) to acquire a range of vocabulary,	<ul style="list-style-type: none"> <li>Learners practise pronunciation of the vocabulary and talk about activities related to the theme using the new words.</li> <li>Learners recite rhymes, sing songs, individually, in pairs or groups using the vocabulary related to the theme.</li> </ul>	1) Which sounds form the following words?(give examples of words learnt in Grade 2) 2) How are these words

	<p>Learners could be exposed to words that have two to three consonant blends per week, starting with words that have two consonants blends and moving progressively to words that have three consonants blends.</p> <p>Variations to this suggestion should be made by increasing the consonant blends and the number of words with three consonant blends in instances where learners can comfortably pronounce the consonant blends, and acquire more vocabulary with three consonant blends. This is intended to take care of differentiated curriculum and learning. Those who are struggling should be supported through more practise.</p> <p>Sounds: <b>bl</b> and <b>br</b>, <b>ch</b> and <b>cl</b>, <b>dr</b> and <b>fl</b>, <b>fr</b> and <b>gl</b>, <b>cr</b> and <b>pl</b>, <b>st</b> and <b>sn</b>, <b>wr</b> and <b>pr</b>, <b>sm</b> and <b>st</b>, <b>sl</b> and <b>st</b></p> <p>Sounds: <b>sw</b> and <b>sp</b>, <b>sp</b> and <b>thr</b>, <b>dr</b> and <b>gr</b>, <b>gr</b> and <b>shr</b>, <b>dw</b> and <b>tw</b>, <b>nk</b> and <b>sq</b>, <b>ft</b> and <b>ct</b>, <b>lt</b> and <b>rd</b>, <b>lk</b> and <b>lf</b></p> <p>Sounds: <b>lm</b> and <b>mp</b>, <b>mb</b> and <b>nt</b>, <b>nd</b> and <b>nch</b>, <b>nkl</b> and <b>pt</b>, <b>nth</b> and <b>nd</b>, <b>rm</b>, <b>gh</b>, <b>ts</b> and <b>ps</b>, <b>lf</b> and <b>rf</b></p> <p><b>spl</b> - splash  <b>spr</b> -spray  <b>str</b> -string  <b>scr</b> -scream</p>	<p>b) pronounce the vocabulary related to the theme correctly for effective communication,</p> <p>c) demonstrate the understanding of new words by applying them in relevant contexts, use the vocabulary learnt to communicate confidently in various contexts</p> <p>d) appreciate the importance of using vocabulary to communicate confidently in various contexts.</p>	<ul style="list-style-type: none"> <li>Learners are guided to use the vocabulary correctly through dramatisation and role play in the classroom, use of realia, pictures, verbal or situational contexts and synonyms</li> <li>Learners listen to the vocabulary used in oral and written sentences and use it in their own sentences and dialogues.</li> <li>In pairs and in groups, learners play language games, use tongue twisters, and songs to practise vocabulary.</li> <li>Learners interact with audio material to listen to the correct pronunciation of the vocabulary.</li> <li>Learners access meaning of vocabulary from pictorial dictionaries and practice them in sentences individually, in pairs and/ or groups.</li> </ul>	<p>pronounced?</p> <p>3) Which of these words have a similar beginning/end sound?</p> <p>4) What other words have the same meaning as these words?</p> <p>5) How are these words pronounced?</p> <p>6) How do you use these words in sentences?</p> <p>7) How are these words spelt?</p>
<p><b>Core Competences to be developed:</b> Communication and collaboration through songs in pairs or groups using the vocabulary related to the theme, digital literacy as they learn with computing devices.</p>				

<b>Link to PCIs:</b> LifeSkills-Effective communication	<b>Link to Values:</b> Respect, Responsibility, Unity
<b>Links to other subjects :</b> All subjects because the consonant blends appear in words across all subjects.	<b>Suggested Community Service Learning activities:</b> Find out if their friends are struggling with difficult sounds and practise with them to improve pronunciation
<b>Suggested Non-formal activity to support learning:</b> Look for new words with learnt sounds in the surrounding environment, at home or school.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Picture and word cards with the consonant blends, word wheels and computing devices that are available.	

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching Expectations	Below Expectations
Learner always recognises and pronounces new words used in the theme and applies them correctly in relevant contexts.	Learner recognises and pronounces new words used in the theme and applies them correctly in relevant contexts.	Learner sometimes recognises and pronounces new words used in the theme and applies them correctly in relevant contexts with some difficulty.	Learner rarely recognises and pronounces new words used in the theme and applies them correctly in relevant contexts with a lot of difficulty.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>2.4 Language Structures and Functions</b>	<b>Activities at home and at school</b>  Subject-verb agreement  Time ( 6 lessons)	By the end of the sub strand, the learner should be able to: a) construct sentences about daily activities using subject-verb agreement correctly, b) construct sentences on daily activities in relation to when they take place, c) recognise the correct use	<ul style="list-style-type: none"> <li>Learners observe pictures showing singular and plural subjects and construct correct oral sentences.</li> <li>Learners construct sentences on actions that have been demonstrated by classmates in pairs/small groups</li> <li>Learners construct</li> </ul>	1) What is Sarah holding? 2) What are the girls holding? 3) What has Sarah done? 4) What have they done?



			of subject-verb agreement to form appropriate sentences, d) appreciate the importance of subject verb agreement in achieving effective communication	sentences using singular and plural subjects for things at home and around their environment like animals and utensils <ul style="list-style-type: none"><li>Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions based on the theme 'time' or questions about time..</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration by working together in pairs and groups on sentences with subject-verb agreement; Learning to learn as they use subject verb agreement to construct sentences in contexts beyond the activity area.					
<b>Link to PCIs:</b> Life skills-effective communication; ESD-environmental education, animal welfare				<b>Link to Values:</b> Responsibility, Respect, Unity	
<b>Links to other subjects :</b> Links to all subjects because written and oral communication all require constructions with subject and verb agreement.				<b>Suggested Community Service Learning activities:</b> Peer support on what has been learnt.	
<b>Suggested Non-formalactivity to support learning:</b> Constructing sentences with 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, pictures and photos, audio visual clips with sentence constructions subject –verb agreement.					

### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always constructs sentences and responds to questions using subject and verb agreement correctly.	Learner constructs sentences and responds to questions using subject and verb agreement correctly.	Learner sometimes constructs sentences and responds to questions using subject and verb agreement correctly.	Learner rarely constructs sentences and responds to questions using subject and verb agreement correctly.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	<b>Sharing duties and responsibilities</b>  Indefinite pronouns: Nobody Anybody Somebody  ( 6 lessons)	By the end of the sub strand, the learner should be able to: a) use indefinite pronouns to talk about daily activities at home and at school, b) identify indefinite pronouns in communication about home and school, c) enjoy using indefinite pronouns in their day to day communication.	<ul style="list-style-type: none"> <li>Learners engage in question and answer dialogues using indefinite pronouns</li> <li>Learners participate in language games involving the use of the indefinite pronouns</li> <li>Learners are guided to practise oral sentences using indefinite pronouns in pairs and in groups.</li> <li>Learners listen to a story, poem or conversation read by the teacher or from computing devices, and responds to questions based on indefinite pronouns.</li> </ul>	1) Who has picked my pen? 2) Who is in the room? 3) Who can drink water?
<b>Core Competences to be developed:</b> Communication and collaboration as learners improve mastery of language by participating in games involving the use of the indefinite pronouns.					
<b>Link to PCIs:</b> Citizenship – social cohesion through group work; Life Skills – Effective				<b>Link to Values:</b> , Responsibility ; Respect (working together)	

communication ; ESD- Environmental education	
<b>Links to other subjects :</b> Links to all subjects because the indefinite pronouns feature in day to day classroom conversations between learners and their peers, as well as teachers.	<b>Suggested Community Service Learning activities:</b> Helping others with manual work at home as learnt through the theme.
<b>Suggested Non-formal activity to support learning:</b> Take part in an action to help a friend or adult as a sign of responsibility.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Flash cards with indefinite pronouns, word wheels, charts, audio clips with sentence constructions with indefinite pronouns.	

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses indefinite pronouns correctly in speech and writing.	Learner uses indefinite pronouns correctly in speech and writing.	Learner sometimes uses indefinite pronouns correctly in speech and writing.	Learner rarely uses indefinite pronouns correctly in speech and writing.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structures and functions</b>	<b>Environment</b> ( 3 lessons )  Child rights ( 3 lessons )  Singular and plurals of irregular nouns e.g. foot –feet tooth –teeth mouse – mice ox – oxen	By the end of the sub strand, the learner should be able to: a) use plural forms of irregular nouns to talk about things and people at home and in school for effective communication, b) identify singular and plural forms of irregular nouns for effective oral communication, c) distinguish between singular and plural irregular nouns for appropriate oral communication at home and in school,	<ul style="list-style-type: none"> <li>In small groups learners form plurals of specific words taking the singular and plural forms of irregular nouns.</li> <li>Learners recite poems containing the singular and plural forms of irregular nouns.</li> <li>Learners are guided to construct sentences based on pictures the singular and plural forms of irregular nouns.</li> <li>Learners listen to a story,</li> </ul>	1) What are the plural forms of these nouns?  2) How do you say these pairs of nouns?



			d) enjoy games involving the singular and plural forms of irregular nouns.	poem or conversation read by the teacher or from computing devices, and respond to questions based on singular and plural forms of irregular nouns.	
<b>Core Competences to be developed:</b> Communication and collaboration by taking part in activities about the theme on child rights. Self efficacy achieved by using correct plurals forms of irregular nouns.					
<b>Link to PCIs:</b> ESD-Environmental Education				<b>Link to Values:</b> Respect for diversity, Unity	
<b>Links to other subjects :</b> Kiswahili, indigenous languages, Literacy Mathematics				<b>Suggested Community Service Learning activities:</b> Share with community members the importance of taking care of children and not abusing them	
<b>Suggested Non-formal activity to support learning:</b> Learners should find out the plurals of different nouns in their indigenous languages and report back in English				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Pictures, photos, realia, computers, flash cards					

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always uses various forms of irregular plurals correctly	Learner uses various forms of irregular plurals correctly	Learner uses some forms of irregular plurals correctly	Learner rarely uses various forms of irregular plurals.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	<p><b>Occupation (people and their work)</b> ( 3 lessons)</p> <p>Technology (Using a computer)  ( 3 lessons)</p> <p>Future time (will/shall)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) use ‘will’/‘shall’ to talk about what they would want to become in future,</p> <p>b) identify words that express future time/actions for effective oral communication,</p> <p>c) enjoy using ‘will’ and ‘shall’ to communicate future time/intentions.</p>	<ul style="list-style-type: none"><li>• Learners talk about what they plan to do after school that day or the following day to express the future tense</li><li>• Learners ask and answer questions using the future time</li><li>• Learners sing a song/rhyme using ‘ <u>will</u>’ and ‘<u>shall</u>’, to <u>express future time</u></li><li>• Learners listen to story read by the teacher or from computing devices, and respond to questions based on future time..</li></ul>	<p>1) What will you do at break time?</p> <p>2) What will you do at lunch time?</p> <p>3) What will you do when you grow up?</p>
<b>Core Competences to be developed:</b> Self efficacy achieved through talking about future events using ‘will’ and ‘shall’. Communication and collaboration through the engagement in songs and poems with their peers.					
<b>Link to PCIs:</b> ESD- Disaster Risk Reduction				<b>Link to Values:</b> Respect, Responsibility, Unity	
<b>Links to other subjects :</b> Kiswahili (wakati ujao)				<b>Suggested Community Service Learning activities:</b> Getting in touch with different professionals and finding out about their work.	
<b>Suggested non-formal activity to support learning:</b> A song, role play or game during leisure time using the future tense.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Photos, pictures, charts, audio and video clips.					

### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently expresses future intentions correctly using 'will' and 'shall'	Learner uses 'will' and 'shall' to express future intentions correctly	Learner uses 'will' and 'shall' to express some future intentions	Learner hardly uses 'will' and 'shall' to express future intentions

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structure and functions	Safety  Opposites  ( 6 lessons)	By the end of the sub strand, the learner should be able to: a) use opposites of higher level difficulty to construct simple sentences about safety at home, school and the environment, b) identify the opposite of a group of words for effective oral communication, c) enjoy conversations using opposites in communicating ideas	<ul style="list-style-type: none"> <li>Learners use the opposites of a broad range of words (e.g present /absent, left /right, top/ bottom , back / front, outside /inside)</li> <li>In pairs and groups learners construct oral and written sentences using the opposites of familiar and unfamiliar words</li> <li>Learner listens to story read by the teacher or from computing devices and respond to questions based on the theme and opposites.</li> </ul>	1) What are the opposites of these words? 2) Where does the sun rise/ set?
<b>Core Competences to be developed:</b> Communication and collaboration, Self efficacy					
<b>Link to PCIs:</b> ESD- Disaster Risk Reduction				<b>Link to Values:</b> Respect, Responsibility, Unity	
<b>Links to other subjects :</b> ESD (environmental education),Kiswahili (kinyume)				<b>Suggested Community Service Learning activities:</b> Interacting with the community and looking out for what could be risky in the environments.	
<b>Suggested Non-formalactivity to support learning:</b> Learners can take a walk around				<b>Suggested assessment:</b> Oral questions, portfolio, observation	

the school compound and identify what they can describe using opposites	
<b>Suggested Learning Resources:</b> Realia, pictures, flash cards, photos	

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

<b>Exceeding expectations</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
Learner always identifies and uses a variety of opposites in effective communication correctly.	Learner identifies and uses a variety of opposites in effective communication correctly.	Learner sometimes identifies and uses a variety of opposites in effective communication correctly.	Learner has difficulties in identifying and using a variety of opposites in effective communication correctly.

<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 structure and functions</b>	<b>Wild animals –A visit to the park.</b>  Prepositions Next to, around, near, by, beside, above, over through, across, to and at.  ( 6 lessons)	By the end of the sub strand, the learner should be able to: a) use prepositions to talk about the position and location of objects, people, animals and places around the park , b) identify the correct use of prepositions in oral conversations, c) appreciate use of prepositions to describe the different positions and locations of people, animals, places and	<ul style="list-style-type: none"> <li>Learners work in groups to identify various positions of objects involving the prepositions learnt</li> <li>Learners listen to a song and talk about the position and location of objects, animals, people and places.</li> <li>In pairs, learners construct sentences orally using prepositions</li> <li>Learners describe the locations of things in their homes using the prepositions they have learnt.</li> <li>Learners look at some pictures that have been displayed and</li> </ul>	1) Where is Mary seated? 2) Where is the moon?

			things for effective oral communication	construct sentences using prepositions. <ul style="list-style-type: none"><li>Learners listen to a story, poem or conversation about wild animals read by the teacher or from computing devices.</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration; Self efficacy: Learners build confidence as they communicate appropriately using prepositions to describe the locations of things.					
<b>Link to PCIs:</b> ESD- Conservation of wildlife				<b>Link to Values:</b> Responsibility, Respect	
<b>Links to other subjects :</b> Links to all subjects since prepositions are widely used to talk about the positions of people and objects in daily communication.				<b>Suggested Community Service Learning activities:</b> Taking care of the environment around the home.	
<b>Suggested non-formal activity to support learning:</b> Learners can observe how objects are positioned in their homes and larger environment report back using the prepositions learnt.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia, flash cards, pictures and photos showing positions.					

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always uses prepositions accurately to describe a position and location of objects, people and places	Learner uses prepositions accurately to describe a position and location of objects, people and places	Learner rarely uses prepositions to describe a position and location of objects, people and places	Learner has difficulties in using prepositions to describe a position and location of objects, people and places



Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language structure and functions</b>	<b>Saving</b> ( 6 lessons)	By the end of the sub strand, the learner should be able to: a) ask questions using 'what', 'when', 'how', 'why' and 'where' to learn about saving, b) respond correctly to questions using: 'what', 'when' 'whose', 'how', 'why' and 'where' appropriately for effective communication, c) identify wh-words in a story, poem or conversation for effective oral communication, d) appreciate the use of WH-Words for communication	<ul style="list-style-type: none"> <li>Learners role play activities that lead to the use of 'what', 'when' 'whose', 'how', 'why' and 'where'</li> <li>Learners engage in meaningful question and answer dialogues using 'what', 'when' 'whose', 'how', 'why' and 'where' in pairs/small groups</li> <li>Learners take part in games that allow them to ask questions using the wh- words</li> <li>Learners recite short poems to practice the use of the use of 'what', 'when' 'whose', 'how', 'why' and 'where'</li> <li>Learners listen to a story, poem or conversation read by the teacher or from computing devices, and respond to questions about saving money or conserving other resources.</li> </ul>	1) Which words are used to ask questions? 2) How do you read these sentences?
<b>Core Competences to be developed:</b> Communication and collaboration achieved as learners engage in meaningful question and answer dialogues using 'what', 'when' 'whose', 'how', 'why' and 'where' in pairs and small groups. Self efficacy is inculcated by the capacity to ask questions using WH-words.					
<b>Link to PCIs:</b> Citizenship-social cohesion, Life skills- effective communication.				<b>Link to Values:</b> Respect, Responsibility	
<b>Links to other subjects</b> ESD -environmental education				<b>Suggested Community Service Learning activities:</b> Sensitizing peers, friends and other community members on the	

Kiswahili (Maswali)	need to conserve resources at their disposal.
<b>Suggested Non-formal activity to support learning:</b> Learners can use role play to gather information from their peers using “wh” words.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Realia, pictures, computers, video clips	

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always uses wh- words to frame questions correctly.	Learner uses Wh-words to obtain correct information most of the time.	Learner sometimes uses wh- words to frame questions correctly.	Learner hardly uses wh-words to frame questions correctly.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>Language Structures and Functions</b>	<b>The Festival</b>  Describing words- size, shape, colour  ( 6 lessons)	By the end of the sub strand, the learner should be able to: a) use adjectives to describe people, things and actions in a festival, b) describe given nouns in relation to shape, colour and size clearly in oral communication, c) appreciate the use of colour, size ,shape and number to describe nouns	<ul style="list-style-type: none"> <li>Learners group objects in terms of size, colour, shape and numbers</li> <li>Learner describes objects in the classroom using size, colour and numbers</li> <li>Learners colour different shapes of objects and describe them appropriately, first in pairs then individually.</li> <li>Learners are guided to identify and construct simple sentences about things in the environment that have different colours, size, shape and number.</li> <li>Learners listen to a descriptive story read by the teacher or from computing devices and identify adjectives.</li> </ul>	1) What things can you see outside? 2) What colours are they? 3) How many are they? 4) What are some of the shapes?

<b>Core Competences to be developed:</b> Communication and collaboration: Working together in groups as they identify adjectives. Self efficacy develops when they describe people, places and things using adjectives.	
<b>Link to PCIs:</b> Life skills (Effective Communication)	<b>Link to Values:</b> Respect, Responsibility
<b>Links to other subjects :</b> Mathematics (counting) Kiswahili( describing words)	<b>Suggested Community Service Learning activities:</b> visiting older citizens
<b>Suggested Non-formal activity to support learning</b> They can identify colour and shapes for different objects at home and in school	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Realia, computers, pictures, photos, flash cards	

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always demonstrates the ability to describe sizes and, shapes of objects accurately	Learner demonstrates the ability to describe sizes and, shapes of objects accurately.	Learner sometimes demonstrates the ability to describe sizes and, shapes of objects accurately	Learner demonstrates a lot of inaccuracy when describing sizes 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>Play time and Sports</b>  Comparatives and superlatives (-er and -est)  (6 lessons)	By the end of the sub strand, the learner should be able to: a) identify comparatives and superlatives that are used to describe people and things during play time and sports day. b) form comparatives and superlatives appropriately based on the given examples for effective communication; c) enjoy using comparatives and	<ul style="list-style-type: none"> <li>Learners put objects into 3 groups of different sizes</li> <li>Learners observe and describe objects according to size, weight, length, height using positive, comparative and superlative forms</li> <li>Learners construct sentences using comparatives and superlatives to describe</li> </ul>	1) What is the size of a football? 2) What is your best game?

			superlatives to describe people, things and places	objects inside and outside the classroom, in pairs <ul style="list-style-type: none"><li>Learners read a story, poem or conversation from text book or computing device identify comparatives and superlatives.</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration: Working together in groups as they identify superlatives and comparatives. Self efficacy develops when they describe people, places and things using comparatives and superlatives.					
<b>Link to PCIs:</b> Life skills (effective communication)				<b>Link to Values:</b> Responsibility	
<b>Links to other subjects :</b> Mathematics (Measurement)				<b>Suggested Community Service Learning activities:</b> Measure length of windows, doors, tables, pictures and other objects at school and at home and talk about their different sizes.	
<b>Suggested non-formal activity to support learning:</b> Using comparatives and superlatives during play time.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Computing devices					

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently uses appropriate comparatives and superlatives to show differences in people, things and places	Learner uses appropriate comparative and superlative to show differences in people, things and places most of the time	Learner sometimes uses appropriate comparative and superlative to show differences in people, things and places	Learner rarely uses appropriate comparative and superlative to show differences in people, things and places



Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Diseases and Foods we eat  Conjunctions ‘and’ ‘but’ ‘because’ ( 6 lessons)	By the end of the sub strand, the learner should be able to: a) use conjunctions to talk about nutrition and diseases, b) distinguish the uses of conjunctions ‘and’ ‘but’ in sentences, c) enjoy using the conjunctions to convey different meaning	<ul style="list-style-type: none"><li>• In groups, learners group items and talk about them using more than one conjunction as individuals,</li><li>• Learners contrast objects or people in the class room using ‘but’ in pairs/small groups</li><li>• Learners explain reasons using the conjunction <u>because</u> in question and answer dialogues</li><li>• Learners sing and recite poems about diseases and food we eat using conjunctions</li><li>• Learners construct sentences using conjunctions based on a story, poem or conversation they have read or listened to.</li></ul>	1) Why is it important to have a healthy diet? 2) Name two vegetables that you know.
<b>Core Competences to be developed:</b> Communication and collaboration: When learners sing and recite poems about diseases and food we eat , Self-efficacy through the mastery of when to use the three conjunctions.					
<b>Link to PCIs:</b> Health Education-Hygiene and nutrition				<b>Link to Values:</b> Unity, Respect, Responsibility	
<b>Links to other subjects :</b> Mathematics in the area of addition using ‘and’				<b>Suggested Community Service Learning activities:</b> Learners share information about healthy eating habits with friends and community members.	
<b>Suggested non-formal activity to support learning:</b> Learners discuss types of food that they have learnt about during lunch and other meal times.				<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Realia (food) , pictures and photos of food, flash cards, video clips with food types					



### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always uses conjunctions correctly to join words, show contrast and give reasons	Learner uses conjunctions correctly to join words, show contrast and give reasons most of the time	Learner sometimes uses conjunctions correctly to join words, show contrast and give reasons.	Learner hardly uses conjunctions correctly to join words, show contrast and give reasons

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>2.0 READING</b>	<p><b>2.1 Letter sound knowledge:</b> Phonic Reading</p> <p>Read two to three words per week starting with long words that have simple letter-sound correspondence and gradually introducing longer words with more complex letter-sound correspondence.</p> <p>Where learners easily combine sounds to read words, variations to this suggestion should be made by giving more complex sounds to be combined into longer words every week. This is intended to take care of differentiated curriculum and learning. For those struggling with word recognition, a combination of prompts could be used to support them.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) recognise longer words with more complex letter-sound correspondence for reading,</p> <p>b) combine sounds to read longer words,</p> <p>c) appreciate the combination of sounds in reading</p>	<ul style="list-style-type: none"> <li>In groups, learners sort their names by the first, middle and last sounds.</li> <li>Learners pair initial sound picture cards with the corresponding letter while playing memory game using flash cards.</li> <li>Learners sort, illustrate and write first middle and last sounds of objects.</li> <li>Learners watch audio/visual recording of long words with more complex letter-sound correspondence and use look and say, exposure and other word attack skills to read these words.</li> <li>Learners identify and read longer words with more complex letter sound correspondence individually, in pairs and in groups from a chart, poster or digital/ printed list of words.</li> </ul>	<p>1) Which is the first, middle and last sound of your name?</p> <p>2) 2.Which sounds can be joined to make a word</p>
<p><b>Core Competences to be developed:</b> Collaboration and communication will be enhanced through working in groups and pairs. Self efficacy will be achieved as they improve their reading by combining sounds to read words.</p>				
<p><b>Link to PCIs:</b> Life Skills – Effective Communication</p>			<p><b>Link to Values:</b> Respect, Responsibility</p>	

<b>Links to other subjects:</b> All subjects because they can read words in other subjects.	<b>Suggested Community Service Learning activities:</b> Learners help community members with reading basic words that have letter sound correspondence
<b>Suggested Non-formal activity to support learning:</b> Learners sing common songs and poems in their local languages or Kiswahili, to listen to the letter- sound correspondence during their leisure time.	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Flash cards, realia, letter card, digital flash cards, mobile phone text books	

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

<b>Exceeding expectations</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
Learner always reads longer words with letter- sound correspondence and combines sounds to read longer words accurately.	Learner reads longer words with letter- sound correspondence and combines sounds to read longer words accurately.	Learner sometimes reads longer words with letter- sound correspondence and struggles to combine sounds to read longer words.	Learner hardly reads longer words with letter sound correspondence and needs assistance to combine sounds to read longer words.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
	<b>2.2 Word Reading</b>  Learners read eight to ten new words per week starting with long words without letter-sound correspondence and gradually introducing longer words without letter-sound correspondence.  Variations to this suggestion should be made by giving more words without letter sound	By the end of the sub strand, the learner should be able to: a) read more and longer words without letter- sound correspondence for effective communication,	<ul style="list-style-type: none"> <li>Learners recognise and read longer words as modeled by the teacher in group, pairs and individually through look and say, exposure and other word- attack skills.</li> <li>Learners play word ladder game by putting words on top of one another as they pronounce them.</li> <li>Learner listen to audio-visual</li> </ul>	1) What are some of the new words that you know?  2) Why do you enjoy reading some words?

	correspondence per week among learners who can read such words with ease. This is intended to take care of differentiated curriculum and learning. For those struggling with reading grade level vocabulary, shorter words without letter sound correspondence could be given , using suitable word attack skills .	b) read more and longer grade level vocabulary without letter sound correspondence in an appropriate text, c) enjoy reading grade level vocabulary for effective reading.	recording of words without letter-sound correspondence <ul style="list-style-type: none"><li>Learners read words on print or digital format to get correct pronunciation as the teacher models.</li><li>Learners practise reading unfamiliar words using strategies like chunking and finding roots and parts.</li></ul>	3) How do you read words you have not seen before? 4) How many words can you make from a longer word?
<b>Core Competences to be developed:</b> Communication and collaboration and self-efficacy are developed, through group work as learners employ various word attack skills to read words without letter-sound correspondence..				
<b>Link to PCIs:</b> Life skills (effective communication, confidence and self-esteem are developed through reading			<b>Link to Values:</b> Respect, Responsibility	
<b>Links to other subjects :</b> Learners can read words in other subjects			<b>Suggested Community Service Learning activities:</b> Support peers or other community members who do not know how to read	
<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, and others that are more complex .			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Newspapers, word wheels, word slides, flash cards, videos, tablets, multimedia word lists, tablets, charts.				

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always reads grade- level vocabulary and uses word- attack strategies to read more and longer words correctly with a lot of ease.	Learner reads grade- level vocabulary and uses word- attack strategies to read more and longer correctly words with ease.	Learner sometimes reads grade- level vocabulary and uses word- attack strategies to read more and longer words correctly, with some difficulty.	Learner reads grade -level vocabulary and uses few word -attack strategies to read more and longer words correctly, with a lot difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>2.3 Connected text and fluency</b>  Learners read texts of 200 words gradually increasing in length and requiring more accuracy and expression at intervals of two weeks. Variations to this suggestion should be made by giving longer texts demanding more accuracy and expression among learners who can read fluently. This is intended to take care of differentiated curriculum and learning. For those struggling with fluent reading, shorter texts demanding fewer words per minute could be given to support them .	By the end of the sub strand, the learner should be able to: a) read a text of about 200 words transitioning from phrasal to fluent reading, b) read at 90 words per minute accurately and fluently with expression, c) enjoy reading a variety of texts that are appropriate for the grade level.	<ul style="list-style-type: none"> <li>Learners read short passages, narratives or short poems aloud as modelled by the teacher</li> <li>Learners read individually in the library under the guidance of the teacher</li> <li>Learners are guided to read in small groups and pairs</li> <li>Learners interact with different materials such as poems and narratives in both print and digital formats for comprehension</li> <li>Learners read narratives, stories, poems and dialogues as they pay attention to punctuation marks and vary their voices in terms of pace, pitch and volume.</li> <li>Learners watch relevant television programmes that promote reading</li> <li>Learners play a reading game to see who completes reading a certain text first.</li> </ul>	1) How can we increase our reading speed? 2) What do you love reading? 3) Which books do you enjoy reading? 4) When should we lower or raise our voice when reading? 5) What should we remember to do when reading?
<b>Core Competences to be developed:</b> Communication and collaboration, critical thinking and problem solving and self-efficacy are developed through various reading activities like improving fluency and expression that learners part in with their peers.				
<b>Link to PCIs:</b> Life skills (effective communication), Reading for enjoyment boosts the learner's self-esteem), Learner support programmes			<b>Link to Values:</b> Respect, Responsibility and all the values brought out through the genres learners interact with.	
<b>Links to other subjects:</b> All subjects since the learner will be able to read text in other subject areas efficiently.			<b>Suggested Community Service Learning activities:</b> Read stories/religious texts to peers and neighbours.	
<b>Suggested non-formal activity to support learning:</b> Look for reading materials from school, home or library to practice reading for fluency with			<b>Suggested assessment:</b> Oral questions, portfolio, observation	



the help of an older person or librarian	
<b>Suggested Learning Resources:</b> Slides and flash cards with phrases, charts with poems, story books, audio recordings of stories to help learners with expression.	

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always reads a text transitioning from phrasal to fluent reading accurately and with expression	Learner reads a text transitioning from phrasal to fluent reading accurately and with expression	Learner reads some texts transitioning from phrasal to fluent reading accurately	Learner rarely reads a text transitioning from phrasal to fluent reading accurately.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>2.4 Comprehension</b>  Learners read texts of about 200 words, starting by making simple predictions, retelling the stories and gradually responding to questions that require inference. The stories increase in length and complexity at intervals of two weeks so that learners retell stories in more details and respond to more inferential questions. Variations to this suggestion should be made by giving longer texts with more complex inferential questions in cases where learners easily answer direct and indirect questions. This is intended to take care of differentiated	By the end of the sub strand, the learner should be able to: a) make predictions based on the pictures and titles and anticipate possible outcomes, b) read and retell a story, poem or conversation to enhance oral communication, c) answer simple direct and indirect questions based on a text of about 200 words, d) appreciate the importance of connecting personal	<ul style="list-style-type: none"> <li>Learners talk about the picture/title before they read a short print or digital text and make predictions.</li> <li>Learners practise reading a short text and retell a story, poem or conversation according to their understanding.</li> <li>Learner answer questions after reading a text by getting clues from the story read.</li> <li>Learners talk about the characters and events in</li> </ul>	1) What do you think will happen in this story? 2) What familiar words are in this story? 3) What have you learnt from the story?



	curriculum and learning. For those struggling with making predictions and inferences, shorter stories with more direct questions could be given to support them .	experiences with what happens in the story.	the story in pairs and small groups. <ul style="list-style-type: none"><li>• Learners talk about their own experiences in relation to the story.</li></ul>	
<b>Core Competences to be developed:</b> Communication and collaboration, critical thinking and problem solving and self efficacy are all accomplished by engaging in reading stories, making predictions and applying oneself to answer inferential questions.				
<b>Link to PCIs:</b> Life skills - effective communication, Reading for enjoyment boosts the learner's self-esteem, Learner support programmes			<b>Link to Values:</b> Respect, Responsibility and Patriotism brought out in the thematic areas of the stories.	
<b>Links to other subjects:</b> All subjects because the learner will be able to read text in other subject areas efficiently.			<b>Suggested Community Service Learning activities:</b> Share ideas and values acquired from stories read with peers and other members of the community	
<b>Suggested non-formal activity to support learning:</b> Compare characters in stories read to real life situations with peers during free time			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Newspaper cuttings of simple stories, audio-visual narrations, picture books				

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching Expectations	Below Expectations
Learner retells a story, predicts and anticipates possible outcomes based on pictures and titles and always answers questions correctly.	Learner retells a story, predicts and anticipates possible outcomes based on pictures and titles and answers questions correctly.	Learner retells some parts of a story, occasionally makes predictions or anticipates possible outcomes based on pictures and titles. Answers some questions correctly.	Learner retells parts of a story, poem or conversation with difficulty, occasionally makes predictions or anticipates possible outcomes based on pictures and titles. Rarely answers questions correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<b>3.0 WRITING</b>	<b>3.1 Handwriting</b>  Learners practise handwriting every week starting from copying models of shapes and progressively improving to writing dictated words and sentences neatly and legibly. Variations to this suggestion should be made by giving more complex patterns for learners who have demonstrated the competence in writing legibly. The progression to writing words and sentences should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling handwriting, more time could be spent encouraging them to copy for clarity and legibility.	By the end of the sub strand, the learner should be able to: a) demonstrate neat and legible handwriting for effective communication, b) appreciate the importance of writing neatly and legibly for different purposes.	<ul style="list-style-type: none"> <li>• Learners observe and copy models of well-shaped letters.</li> <li>• Learners model spacing of letters in words and sentences.</li> <li>• Learners write words and short sentences as modelled by the teacher from a visual display- digital or other available surfaces.</li> <li>• Learners draw and label objects.</li> <li>• Learners copy sentences.</li> <li>• Learners write simple words as teacher or peer dictates</li> <li>• Learners write sentences as a peer or teacher dictates</li> <li>• Learners interact with and discuss samples of good and bad handwriting in groups.</li> </ul>	1) How do you write letter- ? 2) From where do you start writing in your exercise book? 3) Where do you place your note book when writing? 4) How do you sit when writing? 5) How do you take care of your exercise books?
<b>Core Competences to be developed:</b> Self-efficacy and Communication and collaboration are achieved when learners engage in activities that improve their handwriting in groups.				
<b>Link to PCIs:</b> Life skills-effective communication		<b>Link to Values:</b> Unity, Respect, Responsibility		
<b>Links to other subjects :</b> All subjects because learners require neat and legible handwriting for effective communication.		<b>Suggested Community Service Learning activities:</b> Observation of how the people in the surrounding community sit and position materials as they write. They could be sensitized on how to sit appropriately		

<b>Suggested non-formal activity to support learning:</b> Mould letters and words using clay or plasticine; cut letters from papers	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Flash cards , letter cards, charts and digital flash cards.	

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently writes letter patterns, words and sentences neatly.	Learner writes letter patterns, words and sentences neatly most of the times	Learner sometimes writes letter patterns, words and sentences neatly	Learner rarely writes letter patterns, words and sentences neatly

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>3.2 Spelling</b> Learners practise spelling simple and compound words every week, then progressively move to spelling short and long sentences.  Variations to this suggestion should be made by giving more complex words to be spelt by learners who have demonstrated the competence in correct spelling. The progression to spelling short and long sentences should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling spelling simple words, more	By the end of the sub strand, the learner should be able to: a) spell and write words 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>In groups, learners form correct words from long words.</li> <li>Peers compete in language games where a group dictates words as the other(s) write them down.</li> <li>Learners confirm the spelling from the dictionary</li> <li>Learners use word puzzles and jigsaw puzzles to make more familiar words.</li> <li>Learners write short sentences in exercise book or computer as the teacher dictates.</li> <li>Learners re-arrange jumbled letters to make four to five- letter words.</li> <li>Learners play age appropriate spelling</li> </ul>	1) Which letters make the following word...? 2) How do we spell the following words: 1), --- 2)--- 3) Which letter is missing to make the following word: mat m-t 4) How do we spell the name of this picture/object?

	time could be spent encouraging them to improve clarity and legibility even as they strive to spell correctly.		games like scrabble with their peers.	
<b>Core Competences to be developed:</b> Communication and collaboration, creativity and imagination and self-efficacy are achieved as learners spell words and re-arrange jumbled letters to make words.				
<b>Link to PCIs:</b> Learner Support Programme-peer education			<b>Link to Values:</b> Respect, Responsibility, Unity	
<b>Links to other subjects :</b> All subjects as learners need to spell all words			<b>Suggested Community Service Learning activities:</b> Support peers and illiterate members of the community to spell their names and other words correctly	
<b>Suggested non-formal activity to support learning:</b> Listening to words from a television or radio bulletin and writing them down with the help of parents and siblings after school.			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Charts, posters, multimedia word lists, flash cards				

#### Suggested Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner always spells and writes words and sentences correctly	Learner spells and writes words and sentences correctly	Learner sometimes spells and writes words and sentences correctly	Learner rarely spells and writes words correctly

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>3.3 Punctuation</b>  Learners start by using capital letters for proper nouns and progressively write sentences with a variety of correct punctuation marks.  Variations to this suggestion should initially be made by increasing the proper nouns in practice	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	<ul style="list-style-type: none"> <li>• In pairs/groups, learners observe and practise the use of capital and small letters in proper nouns</li> <li>• Learners practise writing their names individually/ pairs,</li> <li>• Learners observe samples of teacher's display of sentences</li> </ul>	1) What letter of the alphabet is this? 2) What is the name of this letter? 3) Who has a name beginning with this letter?



	exercises among learners who have demonstrated the competence in the use of capital letters. The progression to using a variety of punctuation marks should be accelerated in instances where learners recognise and use appropriate punctuation. This is intended to take care of differentiated curriculum and learning. For those struggling with capital letters and punctuation, opportunities for more practise with simpler punctuation should be created.	and small letters, question marks and exclamation marks correctly, c) appreciate use of capital letters, small letters, full stops and exclamation marks in writing.	with correctly used exclamation marks, comma and question marks. <ul style="list-style-type: none"> <li>Learners are guided to write sentences in which the comma, full stop, exclamation and question marks are used correctly.</li> <li>Learners engage in role play in which question marks and exclamation marks are used and then attempt to write down some sentences in groups.</li> </ul>	4) What do we call this? 5) When you are stepped on what do you say? 6) What do you say when you score a goal?
<b>Core Competences to be developed:</b> Self-efficacy is developed through the capacity to punctuate their work correctly as they write.				
<b>Link to PCIs:</b> Life skills- Effective communication achieved through well punctuated writing.			<b>Link to Values:</b> Responsibility and Unity achieved through ensuring writing communicates, and unity is achieved through working in groups.	
<b>Links to other subjects :</b> All subjects			<b>Suggested Community Service Learning activities:</b> Help others who cannot use capital and small letters correctly	
<b>Suggested non-formal activity to support learning:</b> Learners should write down two questions and an exclamation their parents, neighbours etc. have used			<b>Suggested assessment:</b> Oral questions, portfolio, observation	
<b>Suggested Learning Resources:</b> Charts illustrating the punctuation marks, letter name cards, plastacine for modelling capital letters and punctuation marks.				

#### Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently recognises and uses appropriate punctuation marks in a text	Learner recognises and uses appropriate punctuation marks in a text.	Learner sometimes recognises appropriate punctuation marks in a text	Learner hardly recognises appropriate punctuation marks in a text



Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<b>3.4 Guided Writing</b>  Learners practise completing simple blank filling exercises every week, using the correct form of words, then progressively move to making short phrases and writing sentences to make paragraphs.  Variations to this suggestion should be made by increasing the number of blanks to be filled to complete a sentence. The progression from writing phrases to sentences and paragraphs should also be accelerated in instances where learners can comfortably complete sentences. This is intended to take care of differentiated curriculum and learning. For those struggling with completing sentences, opportunities for more practise with simpler sentences and phrases should be created.	By the end of the sub strand, the learner should be able to: a) write words from a prompt to demonstrate mastery of vocabulary/complete sentences, b) recognise the correct form and meaning of the words to be used in filling in gaps, c) re-arrange words to make short phrases and sentences, d) appreciate the importance of writing correct meaningful words, phrases and sentences.	<ul style="list-style-type: none"> <li>Learners are guided on the five steps of the writing process: planning, drafting, revising editing and writing the final piece</li> <li>Learners filling in gaps correctly and sensibly.</li> <li>In groups, learners mime a situation and let others write about it.</li> <li>Learners write phrases in response to a picture prompt appropriately.</li> <li>Learners write meaningful sentences in pairs from simple substitution table.</li> <li>Learners write 3-4 simple short and correct meaningful sentences in response to a prompt.</li> <li>Learners write a paragraph of up to three simple sentences on a familiar topic.</li> <li>Learners write simple guided composition of about 5-10 sentences</li> <li>Learners write a short paragraph on a familiar topic following the five steps of writing.</li> </ul>	1) How do you get to your home from school?  2) How do you get water from the river?
<b>Core Competences to be developed:</b> Communication and Collaboration as they mime a situation or work in pairs as they work in pairs to write sentences from a substitution table. Creativity and Imagination as they write their own sentences to make paragraphs.				
<b>Link to PCIs:</b> Life skills- Effective Communication			<b>Link to Values:</b> Responsibility	
<b>Links to other subjects :</b> Linked to all activity areas that require blank filling			<b>Suggested Community Service Learning activities:</b> Support peers and	

.Closely linked to writing of Insha in Kiswahili.	friends who need help to write meaningful words, phrases and sentences.
<b>Suggested non-formal activity to support learning:</b> Learners look at something of their choice in their environment and write about it	<b>Suggested assessment:</b> Oral questions, portfolio, observation
<b>Suggested Learning Resources:</b> Charts, pictures and photographs	

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

<b>Exceeding expectations</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
Learner always writes and recognises words from a prompt	Learner writes and recognises words from a prompt	Learner sometimes writes and recognises words from a prompt .	Learner rarely writes and recognises words from a prompt .