

Curriculum Design English

Activities Grade One

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)
I.0 LISTENING AND SPEAKING	<p>I.1 Attentive listening</p> <p>This should blend in as part of every component of learning to ensure that learners acquire the habit of listening attentively. It will progressively improve their competencies in all language areas.</p> <p>Learners with low attention spans, should be observed closely 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> <p>a) listen attentively during a conversation.,</p> <p>b) respond to simple specific one-directional instructions in oral communication,</p> <p>c) appreciate the importance of listening attentively for effective communication.</p>	<ul style="list-style-type: none"> • Learner is shown demonstrations and pictures/ photos or models on correct sitting postures • Learners practise correct sitting posture. • Learners practise good eye contact and appropriate facial expressions in small groups and pairs • Learners respond through actions, like identifying objects by pointing, orally and in writing. • Learners give simple commands and obey by acting or miming • Learners demonstrate simple rules of turn taking by being quiet when others are talking. 	<ol style="list-style-type: none"> 1) What do people do as they talk? 2) What do you do when someone's is talking to you? 3) Why do you look at someone's face as they talk?
<p>Core Competences to be developed: Communication and Collaboration will be achieved through pair and group work involving practise of good posture, use of facial expressions and familiar gestures.</p>				
<p>Link to PCIs: Life skills; self awareness, especially the use of body language appropriately for effective communication.</p>			<p>Values: Respect for others, through turn taking in speech.</p>	
<p>Links to other subjects: Linked to all the subjects in the school curriculum, they require attentive listening.</p>			<p>Suggested Community Service Learning activities: Interact with the community to share about gestures learnt and what they mean, and report back what they found out about somebody language like facial expressions used in the community.</p>	
<p>Suggested non formal activity to support learning: Find out and say</p>			<p>Suggested assessment: Oral questions, portfolio, observation</p>	

if family members listen attentively.

Suggested Learning Resources: Realia, Pictures/ Photographs and models and computer devices illustrating attentive listening.

Suggested Formative Assessment Rubric

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

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>1.2 Pronunciation and Vocabulary</p> <p>The sounds practised during pronunciation will help learners get familiar with the vocabulary in the thematic areas. The vocabulary is contextualized within the</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) discriminate the sounds in</p>	<ul style="list-style-type: none"> • In groups, learners identify words which have the taught sounds. • Learners pronounce the sounds by taking turns as modeled by the teacher or audio record. • Learners construct simple sentences using 	<ol style="list-style-type: none"> 1) Name any word that has the sound 2) What sound do you hear at the beginning/middle/end of this word?

	<p>thematic areas to be covered during the teaching of language structures and functions. The vocabulary developed is linked to sounds learnt during pronunciation.</p> <p>Learners could be exposed to four to five new words with learnt sounds every week, starting with words that have familiar sounds, and moving progressively to words with sounds that are different from the first language.</p> <p>Variations to this suggestion should be made by increasing the number of sounds and new words in instances where learners can comfortably pronounce more sounds and use new words. This is intended to take care of differentiated curriculum and learning. For those struggling with some sounds and new words, opportunities for more practise should be created.</p> <p>/p/ - put, pit; /b/ - bat, book; /t/ - top, tin; /d/ - dog, door; /i:/ - been, beat; /l/ - bin, big; /b/ - been, beat, /k/ - cow, kettle, queen; /g/ - go, get; /f/ - frog, cough; /v/ - van, vest; /ɑ:/ - ask, arm, car; /æ/ - cat, mat; /ð/ - this, that; /θ/ -</p>	<p>different spoken words for comprehension,</p> <p>b) pronounce the words with the sounds in isolation in preparation for reading,</p> <p>c) recognise new words used in the themes to acquire a range of vocabulary and their meaning,</p> <p>d) use new words in relevant contexts in oral communication,</p> <p>e) enjoy using the vocabulary learnt to communicate confidently in various contexts</p> <p>f) appreciate the variation in meaning of</p>	<p>words with the taught sounds.</p> <ul style="list-style-type: none"> • Learners recite rhyming words that have the learnt sounds. • Learners practise distinguishing similar sounding words in small groups in response to picture cues • Learners pronounce short words that have the learnt sounds, after listening to audio record. • In groups, learners identify minimal pairs with the learnt sounds. • Learners say words beginning with a common sound • Learners are guided to get the meaning of new words by looking at pictures, from a story, and demonstration. • Learners listen to the teacher or an audio recording and mimic pronunciation in pairs and individually. • Learners recite rhymes, sing songs, individually in pairs or groups using the vocabulary related to the theme. • Learners listen to the vocabulary used in short sentences/ short paragraphs/ teacher read aloud stories and practise using it in a language game in pairs. • Learners use simple dialogues to practise the pronunciation of the vocabulary. • Learners use simple demonstrations to 	<p>3) How do you say these words?</p> <p>4) What other words have the same meaning as the words you have learnt?</p> <p>5) How do you use these words in sentences?</p> <p>6) How are these words spelt?</p> <p>7) How are these words pronounced?</p>
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<p>thin, /u:/ - wool, shoe; /u/ - book, put, foot; /s/ - sit, say; /z/- zip, zero; / ʒ/ - measure, pleasure, leisure; /ʃ/- sheep, ship, shape, sure; /ɒ/ - stop, sorry, cloth; /h/ - hot, here, hare; /tʃ/- chair, chin; /dʒ/ - jug, jump;/m/ - man, mat; /n/ - near, neck;/ŋ/ -bring, ring, /l/ - let, lid; /r/ - rat, rope; /w/ - walk, wheel, wave; /j/ - yam, yatch; /ʌ/ - but, cup, /ɔ:/- port, short, broad,/ɜ:/- burn, burst, girl; /e/- bed, pen, tell.</p>	<p>similar sounding words that look different.</p>	<p>learn the meaning of the vocabulary.</p> <ul style="list-style-type: none"> • Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practise vocabulary. • Learners interact with audio material to listen to the correct pronunciation of the vocabulary, where applicable. • Learners practise matching simple short words with pictures and objects • Learners sing songs using the new words. 	
<p>Core Competences to be developed: – Communication and collaboration through working together in pairs and groups, Learning to learn by improving pronunciation to navigate through education., Self Efficacy through practicing and using the new words in communication, learning to learn can be achieved by applying the new vocabulary in other contexts.</p>			
<p>Link to PCIs: 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, Service learning and parental engagement, Education for Sustainable Development.</p>	<p>Link to Values: Respect, Responsibility, Unity</p>		
<p>Links to other subjects: Links to all subjects since the sounds learnt could be applied across board to help with oral communication and reading in other areas of the curriculum, formally and informally.</p>	<p>Suggested Community Service Learning activities: Engaging in a conversation with friends and family from different backgrounds and sharing new sounds .</p>		
<p>Suggested Non formal Activity to support learning: Learners sing songs with words that have the sound during their play time, get more words with same sounds learnt from interactions outside the classroom.</p>	<p>Suggested assessment: Oral questions, portfolio, observation</p>		
<p>Suggested Learning Resources: Plastacine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words.</p>			

Suggested Formative Assessment Rubric

Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
<ul style="list-style-type: none"> Learner always discriminates sounds in different spoken words and pronounces the words with the sounds in isolation correctly with a lot of ease. Learner always recognises, comprehends the meaning of new words and applies them in relevant contexts correctly with a lot of ease 	<ul style="list-style-type: none"> Learner discriminates sounds in different spoken words and pronounces the words with the sounds in isolation correctly with ease. Learner recognises, comprehends the meaning of new words and applies them in relevant contexts correctly with ease. 	<ul style="list-style-type: none"> Learner sometimes discriminates sounds in different spoken words and pronounces the words with the sounds in isolation correctly with some difficulty. Learner sometimes recognises, comprehends the meaning of new words and applies them in relevant contexts correctly with some difficulty. 	<ul style="list-style-type: none"> Learner rarely discriminates sounds in different spoken words and pronounces the words with the sounds in isolation correctly with a lot of difficulty. Learner recognises, comprehends the meaning of new words and applies them in relevant contexts correctly with a lot of difficulty.

Strand	Sub strand	Themes	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Language structures and Functions Language structures and functions are embedded in themes to provide realistic contexts for the development of the learner's competence. The thematic concerns	Welcome and Greetings (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use the various realisations of the verb 'to be' to introduce oneself or others, to talk about objects and to show politeness in day to day communication. b) recognise the present tense forms of the verb 'to be' in sentences. c) appreciate the various forms of the verb 'to be' in their day to day communication.	<ul style="list-style-type: none"> Learners introduce themselves politely and ask others their names using the verb 'to be', after teacher models. – I am Mota, My name is Mota, Who are you? What is your name? Learners describe themselves using short sentences with the verb 'to be' I am a boy, I am a girl Learners describe people using the verb 'to be' (for example Mary is a girl) 	1) Who are you? 2) Who is she? 3) Who is he? 4) How do we greet people in the morning/afternoon/evening?

	<p>can be conveyed through 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.</p>			<ul style="list-style-type: none"> • In pairs or groups, learners talk about people and things around them –This is a chair, door. • Learners are guided by the teacher to take part in a language game that allows each one of them to greet others, welcome others, introduce themselves and ask the class members their names. • In pairs, learners are guided to engage in question and answer dialogues using the verb ‘to be’ as an interrogative . 	
<p>Core Competences to be developed: Communication and collaboration as they greet each other and welcome others to their class, Learning to learn as they apply the structure to various contexts.</p>					
<p>Link to PCIs: Life skills; Effective communication, Citizenship, Gender issues in education</p>			<p>Values: Respect , Responsibility</p>		
<p>Links to other subjects: The language structure is used in all subjects.</p>			<p>Suggested Community Service Learning activities: Taking part in an activity where they can welcome others.</p>		
<p>Suggested non formal activity to support learning: Learners can practise the self-introductions at home or ask their guardians/ relatives what their names are. They could also try and welcome visitors to a new place.</p>			<p>Suggested assessment: Oral questions, portfolio, observation</p>		
<p>Suggested Learning Resources: Realia, pictures/ photographs, audio oor visual computer devices showing greetings and people welcoming others to a new place.</p>					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner consistently uses the verb “ to be” to introduce himself as well as others, ask and respond to questions, and describe things and people correctly. Can use a variety of greetings appropriately at all times.	The learner is able to use the verb” to be” to introduce himself, ask and respond to questions, and describe things and people correctly. Can greet others appropriately at all times.	The learner sometimes uses the various realizations of verb” to be” to introduce himself, ask and respond to questions, and describe things and people correctly. Can greet others appropriately sometimes.	The learner rarely uses the various realizations of the verb” to be” to introduce himself, ask and respond to questions, and describe things and people correctly. Can greet others appropriately a few times.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.4 Language structures and functions	School Subject-verb agreement (am, is , are) (6 Lessons)	By the end of the sub strand, the learner should be able to: a) construct simple sentences about objects in the classroom, with correct subject-verb agreement for effective communication. b) recognise correct use of subject-verb agreement to in statements and questions. c) appreciate the importance of subject verb agreement for fluency.	<ul style="list-style-type: none"> Learners construct appropriate sentences on pictures showing singular and plural subjects Learners are guided to construct sentences about actions demonstrated by one or many learners Learners engage in simple question and answer dialogues about available realia representing singular and plural objects Learners construct sentences using items with singular and plural subjects at home . 	<ol style="list-style-type: none"> What is Sarah doing? What are Sarah and Farah doing? What are you doing?
Core Competences to be developed: Communication and collaboration through question and answer dialogues; Learning to learn by constructing sentences about subjects in school and at home.					
Link to PCIs: Life skills; Effective communication			Values: Unity, Respect		

Links to other subjects : Kiswahili, Literacy and numbers in Mathematics	Suggested Community Service Learning activities: Helping peers to communicate better through support in English language,
Suggested non-formal activity to support learning: Constructing sentences about things found at home like plates, cups, knife, pot	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts with illustrations, pictures/ photographs, computer devices with audio/visual recordings of words and phrases with subject – verb agreement.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always constructs correct sentences with different subjects and verbs to communicate effectively.	Learner constructs correct sentences with different subjects and verbs to communicate effectively.	The learner sometimes constructs correct sentences with different subjects and verbs to communicate effectively.	The learner rarely constructs correct sentences with different subjects and verbs to communicate effectively.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Family Personal pronouns; I, you, it (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use personal pronouns in relation to gender, number and objects appropriately in dialogues, b) pick out personal pronouns in oral conversations about members of the family, c) appreciate the use of personal pronouns in effective communication.	<ul style="list-style-type: none"> Learners are guided to take part in a demonstration in relation to gender, number and objects. Learners construct sentences using personal pronouns individually, in pairs or in small groups Learners use pronouns in simple sentence constructions where appropriate Learners discuss people and things in their home and school using personal pronouns Learners enact dialogues using personal pronouns Learners listen to a text containing personal pronouns. 	<ol style="list-style-type: none"> Who cooks for you? Who plays with you at home? Who buys you books? Who tells you stories?
Core Competences to be developed: Communication and collaboration through construction of sentences using personal pronouns individually, in pairs or in small groups. Creativity and imagination through enacting dialogues using personal pronouns					
Link to PCIs: Life skills; interpersonal relationships, appreciation of gender.			Link to Values: Respect for members of the opposite sex.		
Links to other subjects : Languages, Religious Education, Environmental activities			Suggested Community Service Learning activities: Exchange of ideas on references made about male and female in the community.		
Suggested Non formal Activity to support learning: Using personal pronouns during play.			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Charts, pictures/ photographs, computer devices with audio-visual recordings of dialogues with structures on personal pronouns.					

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always replaces nouns with personal pronouns with ease, picks out personal pronouns in oral conversation and uses them in relation to gender, number and objects appropriately in dialogues.	Learner picks out personal pronouns in oral conversation and uses them appropriately in relation to gender, number and objects in dialogues.	Learner struggles to pick out personal pronouns in oral conversation and occasionally uses them appropriately in relation to gender, number and objects in dialogues.	Learner rarely picks out personal pronouns in oral conversation and hardly uses them appropriately in relation to gender, number and objects in dialogues.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Home Singular/plural (addition of 's' only) (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use singular and plural forms of nouns to talk about objects at home b) ask questions about numbers using "how many?" c) distinguish between singular and plural nouns correctly to demonstrate an understanding of the concept of number d) appreciate the importance of using singular and plural nouns for effective oral communication.	<ul style="list-style-type: none"> Learners identify objects in the classroom Learners practice simple question and answer dialogues using constructions with 'how many' to talk about the objects identified. In pairs and groups, learners group items in their school and home in columns of one and many Learners sing a song on 'one' and 'many' items Learners listen to a text containing singular and plural nouns. 	<ol style="list-style-type: none"> How many ____ (e.g. hands, legs, bags, pencils) do you have? How many ____ (pens, bottles, cups etc) are red/blue? How many, arms etc. are big/small, long/short, round/rectangle are there?
Core Competences to be developed: : Communication and collaboration through question and answer dialogues with constructions that answer 'how many, Digital literacy by employing games that enable them to group items according to number.					
Link to PCIs: Citizenship – social cohesion (working			Link to Values: Respect, Responsibility		

together in groups)	
Links to other subjects: All subjects have the plural concept.	Suggested Community Service Learning activities: Helping others learn about plurals and counting with them.
Suggested non- formal activity to support learning: Naming items in school and home	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Charts, pictures/ photographs with singular and plural nouns, computer devices that have audio/visual recordings of dialogues with sentence structures on plurals of nouns.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always uses singular and plural forms of nouns to talk about different objects, and distinguishes between singular and plural nouns correctly to demonstrate an understanding of the concept of number	Learner uses singular and plural forms of nouns to talk about objects, and distinguishes between singular and plural nouns correctly to demonstrate an understanding of the concept of number	The learner uses singular and plural forms of nouns to talk about a few objects, and occasionally distinguishes between singular and plural nouns correctly to demonstrate an understanding of the concept of number	The learner hardly uses singular and plural forms of nouns to talk about objects correctly, and rarely distinguishes between singular and plural nouns to demonstrate an understanding of the concept of number

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Listening and Speaking	Language structures and functions	Time Present Simple tense (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use present simple tense forms to talk about the time of the day (morning, mid-day, evening) b) apply simple present tense to sequence routine or daily activities in oral communication. c) appreciate the use of language to talk about routine activities	<ul style="list-style-type: none"> Learners respond to questions based on daily routines Learners tell each other their daily routines in pairs/small groups Learners should report what they do when they go home Respond to simple questions demonstrating the use of using simple present tense and routine activities Repeat sentence structures containing simple present tense from a story, poem or conversation they have listened to 	<ol style="list-style-type: none"> 1) What do you do everyday before you come to school? 2) What do you do at break time? 3) What do you do when you are happy?
Core Competences to be developed: Communication and collaboration through pair and group practice of sentences about routine activities. Learning to learn by using the present simple tense to express routine activities.					
Link to PCIs: Life skills -Self esteem as they develop language for expressing daily routines.			Link to Values: Respect, Responsibility		
Links to other subjects : Environmental activities			Suggested Community Service Learning activities: Observe and discuss daily routines with members of their family/ community.		
Suggested non-formal activity to support learning: Songs about daily activities outside the classroom.			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Charts, pictures/ photographs on routine activities, computer devices that have audio-visual recordings of dialogues with sentence structures on present simple tense.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner uses the present simple tense forms confidently to sequence many routine activities, and talks about different times of the day.	Learner uses the present simple tense forms confidently to sequence routine activities, and talks about different times of the day.	Learner struggles to use the present simple tense forms to sequence some routine activities, and talks about different times of the day.	The learner rarely uses the present simple tense forms to sequence routine activities. Needs a lot of support to talk about different times of the day.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Weather and Our Environment Present continuous tense (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use the present continuous tense to describe on-going activities related to the weather and the environment b) talk about on-going actions for effective oral communication. c) respond to questions using the present continuous tense d) appreciate communicating ideas using the present continuous tense in oral communication	<ul style="list-style-type: none"> Learners demonstrate actions of language activities in class Learners are guided to construct sentences about ongoing demonstrations Learners respond to simple questions using the present continuous tense Learners should ask and answer questions in pairs/groups about what is happening Repeat sentence structures containing simple present continuous tense from a story, poem or conversation they have listened to. 	<ol style="list-style-type: none"> What are you doing? What is the teacher doing?
Core Competences to be developed: Communication and collaboration and Self efficacy as they use the present continuous tense to talk about about on-going actions for effective oral communication.					
Link to PCIs: ESD- Environmental education enhanced through the theme. Life skills- effective communication				Link to Values: Respect, Responsibility	

Links to other subjects : Links specifically to Kiswahili. However it also links to all the other subjects because present continuous tense is used in sentence construction in various subjects	Suggested Community Service Learning activities: Share with friends and community about Environmental preservation
Suggested Non formal Activity to support learning: Using the present continuous tense during play	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Charts, pictures/ photographs on ongoing activities, computer devices with audio-visual recordings of dialogues with sentence structures on present continuous tense.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner always describes activities, asks and responds to questions about ongoing activities correctly, using the present continuous tense.	The learner describes activities, asks and responds to questions about ongoing activities correctly, using the present continuous tense.	The learner occasionally describes activities, asks and responds to questions about ongoing activities correctly, using the present continuous tense.	The learner rarely describes activities, asks and responds to questions about ongoing activities correctly, using the present continuous tense.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Hygiene Simple past tense (6 Lessons)	By the end of the sub strand, the learner should be able to: a) talk about personal hygiene activities using simple past tense b) use simple past tense to report on simple activities they carried out in the past c) appreciate/enjoy communicating ideas	<ul style="list-style-type: none"> • Learners respond to simple questions on activities in the past. • Learners engage in games, changing verbs from present simple to past simple tense ,in small groups • Learners group verbs/take part in fishing game on verbs in the simple past tense • Learners construct sentences using simple past on demonstrated actions e.g. jump, walk, laugh, smile • Repeat sentence structures containing 	<ol style="list-style-type: none"> 1) What did you do in the morning before coming to school? 2) What did the head teacher say at the assembly? 3) What did the teacher do before we started out lesson?

			using the simple past tense	simple past tense from a story, poem or conversation they have listened to	
Core Competences to be developed: Communication and collaboration as they engage in games changing verbs from present simple to past simple tense ,in small groups.					
Link to PCIs: Health Education; hygiene and nutrition			Link to Values: Unity		
Links to other subjects : Hygiene and Nutrition			Suggested Community Service Learning activities: Sharing knowledge about hygiene and the importance of being keeping ourselves clean		
Suggested non-formal activity to support learning: Report the activities they were involved in at school to their parents/guardians			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Charts, pictures/ photographs on grooming activities, audio-visual recordings of dialogues with sentence structures on personal hygiene using simple past tense					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always uses the simple past tense to ask and respond to questions about hygiene correctly, using the simple past tense.	Learner uses the simple past tense to ask and respond to questions about hygiene correctly, using the simple past tense.	Learner sometimes uses the simple past tense to ask and respond to questions about hygiene correctly, using the simple past tense.	Learner rarely uses the simple past tense to ask and respond to questions about hygiene correctly, using the simple past tense.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Myself/ Parts of the body Demonstratives for singular and plurals	By the end of the sub strand, the learner should be able to: a) use demonstratives to talk about body parts and gender, b) identify singular and plural nouns,	<ul style="list-style-type: none"> In pairs, learners are aided by picture prompts to attach a demonstrative to either a singular or plural noun . Learners use objects that are near and far in the classroom to illustrate the correct use of 	<ol style="list-style-type: none"> What things can you see inside the classroom? What things can you see outside the classroom? What do we use

		(6 Lessons)	c) appreciate the use of different demonstratives when communicating about objects that are near and far.	<p>demonstratives (This/ That); (These/Those)</p> <ul style="list-style-type: none"> • Learners use simple phrases to talk about parts of the body, in pairs or small groups • Learners identify demonstratives correctly to show location of singular and plural items for effective communication • Learners are assisted to choose appropriate demonstratives for the singular and plural nouns identified • Learners repeat sentence structures containing demonstratives from a story, poem or conversation they have listened to 	to smell/ talk/ hold a pencil?
<p>Core Competences to be developed: Communication and collaboration by using simple phrases to talk about parts of the body, in pairs or small groups ; Self Efficacy as they use demonstratives in locating objects that are far and near.</p>					
<p>Link to PCIs: Life skills; effective communications Education for sustainable development ; Environmental Education; ESD- Gender issues; Learner Support Programmes- self-awareness</p>				<p>Link to Values: Respect, Responsibility</p>	
<p>Links to other subjects: Number in Mathematics, Parts of the body in Kiswahili, use of demonstratives in all subjects.</p>				<p>Suggested Community Service Learning activities: Getting to learn about parts of the body in local languages and sharing about the names in English.</p>	
<p>Suggested non-formal activity to support learning: Peers talk about objects outside the classroom to illustrate the correct use of demonstratives</p>				<p>Suggested assessment: Oral questions, portfolio, observation</p>	

Suggested Learning Resources: Charts, pictures/ photographs and models of parts of the body, computer devices that have audio/visual recordings of dialogues with sentence structures on parts of the body.

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is consistently able to use demonstratives appropriately for communication about a variety of singular and plural nouns that are near and far.	Learner is able to use demonstratives appropriately for communication about singular and plural nouns that are near and far.	Learner sometimes uses demonstratives for communication about some singular and plural nouns that are near and far.	Learner struggles to differentiate demonstratives for singular and plural nouns, that are near and those that far.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Family Noun Sets (6 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise the sets of nouns denoting male and female within the family setting b) use the sets of nouns denoting male and female within the family to communicate effectively c) appreciate the gender sets in communicating effectively about family members	<ul style="list-style-type: none"> Learners talk about male and female members of the family to illustrate the concept of gender sets Learners name the members of a nuclear family based on a picture/video clip/ photo. In groups learners are guided to talk about: the brother to their father or mother, the sister to their father or mother, the father to their father or mother, the mother to their father or mother. 	<ol style="list-style-type: none"> Which word would you replace with mother/sister/aunt ? Which word would you replace with father/brother/uncle?

Core Competences to be developed: Communication and collaboration, learning to learn using different references for male and female members of the family.

Link to PCIs: Citizenship; social cohesion; focus on family Life skills: Self-awareness based on gender	Link to Values: Respect for both gender.
Links to other subjects : Religious Education: Roles of male and female family members	Suggested Community Service Learning activities: Seeking knowledge about male and female relatives from their parents or guardians
Suggested non-formal activity to support learning: Poems about male and female characters during their free time.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Charts, pictures/ photographs and models of members of the family, audio-visual recordings of dialogues with sentence structures on male and female members of the family.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner constructs simple sentences about male and female members of the nuclear family, and a few members of the extended family, with a lot of ease.	Learner constructs simple sentences about male and female members of the nuclear family.	Learner constructs simple sentences about some male and female members of the nuclear family.	Learner communicates correctly about a few male and female members of the nuclear family.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Safety Simple pre-positions (in, on, under, between, behind, in front, inside, outside) (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use prepositions to talk about personal safety, security and simple injuries b) recognise the location given by prepositions in oral construction of	<ul style="list-style-type: none"> Learners describe various positions of realia as displayed in the classroom. Learners engage in hide and find game in small groups to locate various objects/play a digital game. Learners construct sentences based on the objects used in the hide and find game. Learners discuss where objects are 	<ol style="list-style-type: none"> What can you see in the classroom? Where are the objects mentioned?

			sentences c) appreciate the use of pre-positions for indicating location	found in their homes • Repeat sentence structures containing prepositions from a story, poem or conversation they have listened to	
Core Competences to be developed: Critical thinking and problem solving developed through the hide and find game to discuss positions of objects, Learning to learn by using prepositions to describe location of objects.					
Link to PCIs: ESD-Safety and security Life skills (effective communication), Citizenship - social cohesion through hide and find game.				Link to Values: Resepect, Love, Responsibility, Unity	
Links to other subjects : All subjects that mention positions of objects, places and people				Suggested Community Service Learning activities: Sharing with community members about safety in their environment.	
Suggested non-formal activity to support learning: Language games mentioning where objects in their homes are found.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts, pictures/ photographs of people and objects in different positions, computer devices with audio-visual recordings of people and objects in different positions.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner is able to recognise and use a variety simple prepositions to describe the location of objects accurately.	Learner is able to recognise and use simple prepositions to describe the location of objects accurately.	Learner is sometimes able to recognise and use some simple prepositions to describe the location of some objects.	Learner is able to recognise and but rarely uses them to describe the location of objects.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Community leaders Articles ; a, an, the (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use the articles 'a', 'an' and 'the' to talk about community leaders, b) identify objects and attach articles to them in conversations, c) appreciate the use of articles in effective communication.	<ul style="list-style-type: none"> Learners name objects in the classroom and attach appropriate articles to them. Learners name objects in a picture/ photograph/video clip by using correct articles Learners mention some objects/items in the homes using the correct articles Learners engage in language games involving use of a/an/ zero article Repeat sentence structures containing articles from a story, poem or conversation they have listened to 	1) What did you see on your way to school/ market? 2) What do you see in our classroom?
Core Competences to be developed: Communication and collaboration through games during group work, self-efficacy by using articles correctly.					
Link to PCIs: Life skills; effective communication (naming objects in the classroom)				Link to Values: Respect for leaders	
Links to other subjects : Linked to all subjects because articles appear in sentences across all learning activities.				Suggested Community Service Learning activities: Engaging with adults in conversations about respect for leaders around the home and the community, as discussed in theme.	
Suggested non-formal activity to support learning: Use of objects at home to learn about articles				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts,word wheels, pictures/ photographs computer devices with audio-visual recordings of people and objects, and					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
The learner can identify and use different articles suitably in conversations to communicate about various objects.	The learner can identify and use articles suitably in conversations to communicate about objects.	The learner identifies and uses some articles with difficulty in conversations to communicate about objects	The learner identifies but hardly uses articles suitably in conversations to communicate about objects

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Living Together Use of possessives; my, our, her, his, their, its (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use possessives to talk about social cohesion in various contexts. b) recognise possessives in oral communication, c) appreciate the use of possessiveness to show ownership in speech.	<ul style="list-style-type: none"> Learners role play ownership of items/objects In groups, learners use phrases to illustrate ownership Learners identify objects in the classroom and attach appropriate possessives to them In pairs, learners use interrogatives whose responses will be possessives like (my pen, his book) 	1) What does your father, mother, friend, sister, teacher have? 2) Whose ____ is it?
Core Competences to be developed: Communication and collaboration, Self-efficacy through being assertive about what belongs to you					
Link to PCIs: Life skills (Effective communication)				Link to Values: Unity, Respect (for other people's property)	
Links to other subjects : All subjects Citizenship (living together)				Suggested Community Service Learning activities: Sharing about respect for other people's property	
Suggested non-formal activity to support learning: Find out what people own at home and share the findings at school.				Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs showing ownership, audio-visual recordings of dialogues with sentence structures on possessives.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner enjoys using a range of possessives appropriately in conversation to show ownership of a variety of objects and people.	Learner uses possessiveness appropriately in conversation, to show ownership of objects and people.	Learner sometimes uses a few possessiveness appropriately in conversation, to show ownership of objects and people.	Learner hardly uses possessiveness appropriately in conversation, to show ownership of objects and people.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Technology (Mobile Phone) WH questions What, where, who (6 Lessons)	By the end of the sub strand, the learner should be able to: a) ask questions about technology phone using 'what', 'who' and 'where' b) use what, who and where to denote person, object, and place c) appreciate the use of what, who and where to seek information	<ul style="list-style-type: none"> • Learners role play activities that will elicit use of where, who and what • Learners ask questions using the terms who, what and where in pairs/small groups • Learners use songs/short poems to practice the use of the questions with who, what and where • Learners use simple questions and dialogues • Repeat sentence structures containing WH- questions from a story, poem or conversation they have listened to 	<ol style="list-style-type: none"> 1) What is the name of your friend? 2) Where is their home? 3) Who is your best friend? 4) How does your father/mother talk to people who are far away?
Core Competences to be developed: developed Communication and collaboration as they ask questions in pairs and small groups , Self efficacy, Learning to learn as they ask questions using WH questions					
Link to PCIs: Life skills (effective communication)				Link to Values: Respect, Responsibility, Unity	
Links to other subjects : Seek information in all subjects				Suggested Community Service Learning activities: Helping others to use gadgets in communication	
Suggested non-formal activity to support learning: Learners can visit members of the community and find out information like name, interest, places they have visited				Suggested assessment: Oral questions, portfolio, observation	

Suggested Learning Resources: Pictures, photographs and models of people using mobile phones, audio-visual recordings of dialogues with telephone conversations that have “ Wh” questions.

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always frames questions correctly using a variety of Wh- words to get information	Learner frames questions correctly using Wh- words to get information	Learner sometimes frames questions correctly using some Wh-words to get information	Learner hardly uses Wh- words correctly to get information

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language Structures and functions	Numbers and Our Classroom Describing words (size, colour, number values in tens, cardinal numbers from 1- 99) (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use describing words to talk about cardinal numbers, shapes and colours, b) describe the shapes, sizes of objects in the classroom using adjectives, c) appreciate the use of colour, size and number to describe nouns	<ul style="list-style-type: none"> • Learners group objects according to their size- big/small, colour- red, orange, yellow and numbers • Learners describe objects in the classroom using size, colour and numbers • Learners colour pictures of various objects • Learners identify things in the environment that have different colours • Learners construct sentences in pairs about the size, colour and numbers different objects • Learners count one (1) to ninety nine to describe objects (99) • Learners colour different drawings of objects appropriately • Repeat sentence structures containing describing words from a story, poem or conversation they have listened to 	<ol style="list-style-type: none"> 1) What things do you see outside the classroom? 2) What colour are they? 3) How many are they?
Core Competences to be developed: Communication and collaboration: Creativity and imagination as they colour objects .					

Link to PCIs: Life skills (Effective communication); ESD- Environmental Education	Link to Values: Unity, Responsibility
Links to other subjects : Mathematics (counting) Kiswahili (describing words)	Suggested Community Service Learning activities: Helping friends and semi-literate members of the community with counting.
Suggested non-formal activity to support learning: Describe objects in their homes and share with other members of the family differences in colour and size, they can describe the days they do not go to school using ordinal numbers (Saturday and Sunday)	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of objects with different colours and sizes, audio-visual recordings of dialogues with sentence structures on colours, sizes and shapes.	

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner always demonstrates the ability to describe objects accurately using different numbers, sizes and shapes.	Learner demonstrates the ability to describe objects accurately using different numbers, sizes and shapes	Learner sometimes demonstrates the ability to describe objects using a few numbers, sizes and shapes	Learner demonstrates a lot of inaccuracy in describing objects using numbers, sizes and shapes.

Strand	Sub strand	Theme	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Language structures and functions	Do Not Waste Imperatives (6 Lessons)	By the end of the sub strand, the learner should be able to: a) use imperatives for receiving and giving instructions/ commands against wastage b) respond to specific instructions for effective oral communication c) recognise imperatives in day today communication d) appreciate the use of imperatives	<ul style="list-style-type: none"> Learners listen to a short dialogue containing imperatives Learners respond to simple imperatives Learners practice the use of familiar imperatives in role play (parent-child) Learners identify imperatives around the 	<ol style="list-style-type: none"> What does this picture of a police officer mean? What does the teacher say when the class is making noise?

				school compound <ul style="list-style-type: none"> • Learners suggest imperatives for their class • Repeat sentence structures containing imperatives from a story, poem or conversation they have listened to 	
Core Competences to be developed: Communication and collaboration through pair work, Creativity and Imagination as they suggest imperatives for their class.					
Link to PCIs: Citizenship - Appreciation of imperatives (Do's and Don'ts) Life skills – Respect for values, rules and regulations, effective communication			Link to Values: Responsibility over what is at their disposal, stewardship		
Links to other subjects: Relevant to all subjects because it is part of the language that is used during instruction.			Suggested Community Service Learning activities: Sharing with friends about using what is at our disposal carefully.		
Suggested non-formal activity to support learning: Identify imperatives around the school compound, Mention rules to be followed during play and practice them			Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of common imperatives, audio-visual recordings of dialogues with sentence structures on imperatives.					

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner uses and responds to the language of commands and instructions with ease in day to day interaction as required.	Learner uses and respond to the language of commands and instructions in day to day interaction as required.	Learner sometimes uses and responds to the language of commands and instructions in day to day interaction as required.	Learner struggles to use and respond to the language of commands and instructions in day to day interaction as required.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 READING	<p>2.1 Pre Reading</p> <p>This should blend in as part of every component of reading to ensure that learners acquire the habit of sitting and placing their materials appropriately as they read.</p> <p>Empasis on sitting posture, placing books in the correct position can be gradually reduced as learners demonstrate that their competencies have improved.</p> <p>Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning reading materials appropriately while reading.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) demonstrate appropriate posture in preparation for reading.</p> <p>b) identify small and capital letters of the alphabet for reading preparedness.</p> <p>c) appreciate the importance of positioning materials appropriately for reading.</p>	<ul style="list-style-type: none"> • Learners demonstrate and practice the correct body posture while reading • Learners place book in the correct book position and practice turning the pages of a book • Turn over the pages of a book from left to right for easy reading • Learners track print through finger pointing as the teacher reads • Differentiate shapes, colours and sizes of objects • Track print through finger pointing for easy identification of letters and focus eyes on a line or word 	<ol style="list-style-type: none"> 1) How do the people you know sit when reading? 2) How do the people you know place books and newspapers while reading? 3) Which do you like reading?
Core Competences to be developed: Communication and collaboration , Critical thinking and problem solving, rearranging of objects				
Link to PCIs: Life skills: self-awareness (appropriate body posture)			Link to Values: Responsibility over reading materials under their custody.	
Links to other subjects : Relevant to all learning areas in the curriculum as it prepares learners for reading across the curriculum.			Suggested Community Service Learning activities: Observation of people’s sitting and positioning of reading materials and helping them.	
Suggested non-formal activity to support learning: Demonstrating good postures in informal settings.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Charts, pictures/ photographs and models of good body postures as one prepares to read, audio-visual recordings of appropriate postures.				

Suggested Formative Assessment Rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently demonstrates appropriate body posture and identifies capital and small letters.	Learner demonstrates appropriate body posture and identifies capital and small letters.	Learner sometimes demonstrates appropriate body posture and identifies capital and small letters.	Learner rarely demonstrates appropriate body posture and identifies capital and small letters.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.2 Phonics</p> <p>Letter sound knowledge: Phonic Reading at letter sound level</p> <p>Expose learners to two to three sound -to- letter matches per week.</p> <p>Variations to this suggestion should be made by increasing the number of sounds in instances where learners can comfortably make more letter-sound matches to take care of differentiated curriculum and learning. For those struggling with some letter-sound matches, opportunities for more practice should be created.</p> <p>A, a; M, m; T, t; E, e; S, s; L, l; I, i; P, p; J, j; ck; a_e; i_e; o_e; u_e; K, k; _ge; _ce; sh; ch; Y, y; V, v; e, ee (me, been); wh; ee, ea; ay, ai; oo; Z, z; -ge (age); -ce (rice); ss.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) match familiar letter shapes to letter sounds for reading preparedness in English,</p> <p>b) match unfamiliar letters to shapes to letter sounds for reading preparedness in English including digraphs ,</p> <p>c) match common consonant blends/clusters to their sounds for reading preparedness,</p> <p>d) appreciate the difference between letters and sounds in the first language and English, for reading preparedness.</p>	<ul style="list-style-type: none"> • Learners recognise letters of the alphabet as the teacher models. • Learners recognise and name letters and their sounds by reading from flash cards in printed or digital format. • Learners engage in sound matching activities using pocket charts, digital flash cards, charts and flash cards on a word tree. • Learners singing rhyming songs and reciting rhymes related to phonics • Learners could play a fishing game by identifying specific sounds. 	<p>1) Can you match letters of the alphabet and their sounds?</p>

	ll; ng; l blends (calm); s blends (mask, task) r blends (drip, drop)			
Core Competences to be developed: Communication and collaboration is enhanced through group and pair activities				
Link to PCIs: Life skills since learner develops self-esteem and confidence as their reading competence improves, effective communication when learners name and recognise letters.			Link to Values: Respect, Responsibility, Love	
Links to other subjects: Relevant to all learning areas because they can read words in other subjects			Suggested Community Service Learning activities: Learners are given take home charts to read with their parents.	
Suggested non-formal activity to support learning: Learners use puns and riddles at their leisure time.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of letters, audio-visual recordings of minimal pairs.				

Suggested Formative Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Learner consistently names letters and their sounds and joins sounds to read short words and a few long ones with letter-sound correspondence	Learner names letters and their sounds and joins sounds to read short words with letter sound correspondence.	Learner names letters and their sounds and joins sounds to read short words with letter sound correspondence with some difficulty	Learner names letters and their sounds and joins sounds to read short words with letter sound correspondence with a lot of difficulty

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.3 Word Reading</p> <p>Learners practise to two to three words per week starting with words with letter-sound correspondence and are gradually introduced to words without letter-sound correspondence.</p> <p>Variations to this suggestion should be made by increasing the number of words in instances where learners can comfortably read most words to take care of differentiated curriculum and learning. For those struggling with certain words, opportunities for more practice should be created.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read short words with letter -sound correspondence in preparation for phrasal reading,</p> <p>b) read short words without letter-sound correspondence using word attack skills in preparation for phrasal reading,</p> <p>c) read grade level vocabulary orally, from print and digital formats for enjoyment .</p>	<ul style="list-style-type: none"> • Join sounds to read short words with letter sound correspondence, in pairs then individually • Sound out words with letter sound correspondence (phonically regular) for reading • Learners watch audio/visual recording of words without letter sound correspondence and use look and say, exposure and other word attack skills to read these words • Sound out words without letter sound correspondence (sight words), as modelled • Learners recognise and read aloud familiar words in groups, pairs and individually. • Read from word cards and match to pictures • Learners play word bingo • Learners play word ladder game by putting words on top of one another as they pronounce. • Learners could read words without letter sound correspondence from either print or digital format (multimedia) for enjoyment. • Learners sing songs and recite rhymes related to phonics • Learners are guided to engage in meaningful word building activities using pocket charts, digital flash cards, charts, flash cards on a word tree. • Learners play language games aimed at improving their reading for example, fishing game by identifying specific spoken words and other games related to rhymes. 	<p>1) What are some of the words that you can read?</p> <p>2) What are some of the words you cannot read?</p>
<p>Core Competences to be developed: Communication and collaboration and self-efficacy, through group work as well as reading activities and games.</p>				
<p>Link to PCIs: Life skills as demonstrated through effective communication,</p>			<p>Link to Values: Unity , Responsibility(as learners play word ladder games)</p>	

confidence and self-esteem are developed through reading)	
Links to other subjects: All subjects because they can read words in other subjects.	Suggested Community Service Learning activities: Use available reading resources at home like newspapers to pick out words which can be read to people who cannot.
Suggested non-formal activity to support learning: Reading a variety of words from available genres in different contexts.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of common imperatives, audio-visual recordings of words that have been learnt.	

Suggested Formative Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Learner always recognises and reads long words with letter-sound correspondence, uses word attack skills to read words without letter sound correspondence.	Learner mostly recognises and reads short words with letter-sound correspondence, grade level vocabulary using word attack skills.	Learner sometimes recognises and reads short words with letter-sound correspondence, grade level vocabulary using word attack skills.	Learner recognises and reads short words with letter-sound correspondence, grade level vocabulary using word attack skills with a lot of difficulty.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>2.4 Connected text and fluency Learners read texts of 30 words gradually progressing to phrasal reading and fluency.</p> <p>Variations to this suggestion should be made by giving longer texts with more phrases in cases where learners easily read decodable and non-decodable words. This is intended to take care of differentiated curriculum and learning. For those struggling with non-</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading,</p> <p>b) observe basic punctuation marks (comma, full stop and question marks as they read</p>	<ul style="list-style-type: none"> In groups, learners practice reading aloud while observing punctuation as modelled by the teacher and independently. In pairs, learners practice reading decodable and non-decodable words in isolation. In small groups, learners practice reading unfamiliar sentences containing decodable and non-decodable words. 	<ol style="list-style-type: none"> What do you do when you cannot read some words in a sentence? What do you do when reading a long word?

	decodable words and phrases, shorter texts of about 20 words with more decodable words could be given to support them .	for coherence, c) read about thirty (30) words accurately per minute for fluency, d) appreciate reading connected words for meaning.	<ul style="list-style-type: none"> Learners read writings on the school walls, posters and bill boards in the surrounding environment . 	
Core Competences to be developed: Communication and collaboration and self-efficacy.				
Link to PCIs: (Effective communication, through reading aloud)			Link to Values: Unity (Reading in pairs)	
Links to other subjects All, because they can read words in other subjects.			Suggested Community Service Learning activities: Help members of the community to read words.	
Suggested non-formal activity to support learning: Use available reading resources at home e.g. newspapers to pick out words which can be easily read.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs ,newspaper cuttings.				

Suggested Formative Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Learner consistently applies a variety of skills to read a wide range of words without letter-sound correspondence.	Learner applies a variety of skills to read a wide range of words without letter- sound correspondence.	Learner sometimes applies a variety of skills to read words without letter- sound correspondence.	Learner rarely applies a variety of skills to read words without letter- sound correspondence.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
Reading	<p>2.5 Comprehension</p> <p>Learners read texts of about 60 words starting by making simple predictions and responding to simple questions that do not require inference. The stories increase in length at intervals of two weeks so that learners respond to more questions.</p> <p>Variations to this suggestion should be made by giving longer texts with more challenging questions in cases where learners easily answer direct questions. This is intended to take care of differentiated curriculum and learning. For those struggling with making predictions and making inferences, shorter stories with more direct questions could be given to support them .</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) read the title to make predictions about a story,</p> <p>b) respond to a text of about 60 words to show comprehension,</p> <p>c) respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension,</p> <p>d) appreciate reading pictures and texts for enjoyment and information.</p>	<ul style="list-style-type: none"> • Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. • In groups, learners discuss the title and pictures of comprehension, make predictions of what will happen from what they can see. • Learners read simple sentences aloud in groups, pairs, and individually. • Learners read or listen to a text then answer questions. • Learners read a text or view pictures for enjoyment and information. 	<ol style="list-style-type: none"> 1) What do you see in the pictures? 2) What do the pictures tell us about the story? 3) What does the title tell us about the story?
<p>Core Competences to be developed: The core competences of critical thinking and problem solving are achieved through interaction with different print and digital texts on varied themes.</p>				
<p>Link to PCIs: All the PCI's can be addressed through comprehension passages on themes about health and hygiene, safety and security, financial literacy, ESD: Animal Welfare- identifyinng animals</p>			<p>Link to Values: Respect, Responsibility,</p>	
<p>Links to other subjects: There is a link to all subjects since they will be taught in English from grade 4</p>			<p>Suggested Community Service Learning activities: Learners can share ideas from information texts</p>	

Suggested non-formal activity to support learning: Learners can read story books with peers, listen to indigenous stories from elders, watch television, visit library etc.	Suggested assessment: Oral questions, portfolio, observation
Suggested Learning Resources: Story book, poems, audio-visual recordings of short stories.	

Suggested Formative Assessment Rubric

Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Learner always demonstrates comprehension by responding correctly to questions on the text, makes accurate predictions from the title, pictures and other cues in a text.	Learner demonstrates comprehension by responding correctly to questions on the text, makes accurate predictions from the title and pictures in a text.	Learner sometimes demonstrates comprehension by responding correctly to some questions on the text, makes a few accurate predictions from the title and pictures in a text.	Learner rarely demonstrates comprehension by responding correctly to questions on the text, makes a few accurate predictions from the title and pictures in a text

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 WRITING	<p>3.1 Pre-Writing</p> <p>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.</p> <p>Empasis on sitting posture, placing books in the correct position can be gradually reduced as learners demonstrate that their</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) demonstrate appropriate posture in preparation for writing with ease,</p> <p>b) exhibit appropriate eye hand coordination in preparation for writing,</p> <p>c) appreciate the</p>	<ul style="list-style-type: none"> • Learners demonstrate appropriate sitting position in small groups and in pairs • Learners are guided to sit appropriately, in preparation for writing . • Learners are shown the appropriate writing materials. • Learners are shown how to position the exercise book correctly. • Learners are shown how to hold pencils/ colouring materials correctly • Learners practice writing from the left to the right. • Learners colour and draw different shapes 	<ol style="list-style-type: none"> 1) How do you sit when writing? 2) How do you place your books 3) Which materials do you use for writing?

	competencies have improved. Variations to this suggestion should be made by continuously alerting those struggling with sitting and positioning writing materials appropriately while writing	importance of positioning writing materials appropriately while writing.	and letters. <ul style="list-style-type: none"> • Learners join dotted lines to make letters and patterns, learners draw patterns and shapes, trace letters and shapes, mould letters using plasticine or clay. • Learners are shown how to use their exercise books well. 	
Core Competences to be developed: Creativity and imagination, self efficacy, critical thinking and problem solving				
Link to PCIs: Life skills-appropriate posture writing with ease, self awareness			Link to Values: Responsibility over writing materials.; Unity(working in pairs and small groups)	
Links to other subjects : All subjects			Suggested Community Service Learning activities: visiting older citizens	
Suggested non-formal activity to support learning: Observe how people sit when they are writing, and share with them what they were taught at school.			Suggested assessment: Oral questions, portfolio, observation	
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of good sitting postures 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 and takes good care of writing materials.	The learner is able to: exhibit appropriate body posture while writing, holds and positions writing materials appropriately, maintains focus and follows lines when writing and takes good care of writing materials.	With assistance the learner is able to: sit properly while writing, hold and position writing materials appropriately, maintain focus sometimes and follows lines when writing and is occasionally careless with writing materials.	The learner is unable to: sit properly while writing, hold or position writing materials appropriately, maintain focus or follow lines when writing and does not take care of writing materials.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>3.2 Handwriting Learners practise handwriting every week starting from forming letters and progressively improving to writing dictated words and sentences neatly and legibly. Variations to this suggestion should be made by giving more letter patterns and short words for learners who have demonstrated the competence in writing legibly, from left to right. The progression to writing longer words and phrases 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.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) form letters correctly in terms of shape and size for effective communication,</p> <p>b) draw letter patterns correctly for neat handwriting,</p> <p>c) write from left to right to communicate effectively.</p>	<ul style="list-style-type: none"> • Learners copy letter patterns. • Learners practice correct letter formation from models in on the board, chart, pattern books. • Learners draw and label objects. • Learners practise writing letters and words from left to right. • Learners join dots to complete patterns/ letters 	<p>1) How do you sit when writing? 2) How do you write this letter? 3) How do you take care of your exercise books?</p>
<p>Core Competences to be developed: Creativity and imagination, self efficacy, critical thinking and problem solving</p>				
<p>Link to PCIs: Life skills-Effective communication</p>			<p>Link to Values: Responsibility (learners draw and label objects)</p>	
<p>Links to other subjects :All subjects</p>			<p>Suggested Community Service Learning activities: visiting older citizens</p>	
<p>Suggested non-formal activity to support learning: Look at how other people form letters and compare the formations with what they learnt. Are they able to help others write better?</p>			<p>Suggested assessment: Oral questions, portfolio, observation</p>	
<p>Suggested Learning Resources: Realia, charts, pictures/ photographs and illustrations of writing.</p>				

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner consistently writes letters and words, whose forms are legible in terms of size and shape. All the letters and words are on the line, and are well spaced.	Learner writes letters and words, whose forms are legible in terms of size and shape. All the letters and words are on the line, and are well spaced.	With assistance, learner writes letters and words, whose forms are legible in terms of size and shape. Some of the letters and words are not on the line, and are not well spaced.	The learner is unable to write letters and words, whose forms are legible in terms of size, shape and spacing.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>3.3 Spelling</p> <p>Learners practise spelling simple words every week, then progressively legibility and clarity in writing.</p> <p>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 longer words and short phrases should be accelerated among such learners. This is intended to take care of differentiated curriculum and learning. For those struggling spelling simple words, more time could be spent encouraging them to improve clarity and legibility even as they strive to spell</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) spell words based on sounds they have learnt for effective writing,</p> <p>b) write words appropriately for legibility,</p> <p>c) appreciate writing words clearly, legibly and correctly.</p>	<ul style="list-style-type: none"> • Learners listen and write the words read aloud by the teacher • Learners spell the words they have written • Learners make three-letter words from jumbled letters to demonstrate creativity • Learners identify letters that make up the word for effective spelling • Learners name the letters that make the word. • Learners copy words legibly and correctly. • Learners use a jig saw puzzle locally assembled by the teacher to make words. • Learners form words using letters in their names individually, then in pairs and groups, generate as many words as they can from a set of their names. 	<ol style="list-style-type: none"> 1) How do we spell the name of this object? 2) Which letters make the following words...? 3) What is the spelling of these words: 1), --- 2) ---? 4) Which letter is missing to complete the following word: m-t?

	correctly.			
Core Competences to be developed: Creativity and imagination, self efficacy; critical thinking and problem solving				
Link to PCIs: Life Skills- effective communication (learners spell words and name letters)		Link to Values: Responsibility (learners use the jigsaw puzzle assembled by teacher)		
Links to other subjects : All subjects		Suggested Community Service Learning activities: Find out the full names of people who cannot read and write and show them how their names are written using capital letters.		
Suggested non-formal activity to support learning: Share with peers names of places around the school and scroll the names during play time.		Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Realia, charts, pictures/ photographs, word trays and models of different words.				

Suggested Formative Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaching Expectations	Below Expectations
Learner always spells and writes all dictated words correctly, clearly and legibly. The learner can also use words to make simple sentences.	Learner spells and writes dictated words correctly, clearly and legibly. The learner can also use them to make simple sentences	Learner cannot spell and write some dictated words correctly, clearly and legibly .Can only use some words to make simple sentences.	Learner cannot spell and write many dictated words correctly, clearly and legibly. Cannot use the words to make simple sentences.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>3.4 Punctuation</p> <p>Learners start by using capital letters for proper nouns and progressively use full stops in writing correct sentences.</p> <p>Variations to this suggestion should initially be made by increasing the proper nouns in</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) use capital and small letters for correctly for names and proper</p>	<ul style="list-style-type: none"> Learners should be shown the capital and the small letters. Learners should be shown how to use the capital and the small letter correctly. 	<ol style="list-style-type: none"> What is the name of this letter? What is the first letter of your name? When do we use capital letters?

	practice 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.	nouns, b) appreciate the use of capital letters, small letters and full stops in writing.	<ul style="list-style-type: none"> Learners in pairs/individually could practice writing their names. The correctly written capital and small letter should be displayed. 	
Core Competences to be developed: Communication and collaboration ; Self -efficacy.				
Link to PCIs: Citizenship ;social cohesion (learners in pairs practise writing their names)		Link to Values: Unity (learners work in pairs)		
Links to other subjects : All subjects		Suggested Community Service Learning activities: Learners help community members write using capital and small letters.		
Suggested Non-formal activity to support learning: Play language games wit their peers and help those who have not mastered the use of capital and small letters.		Suggested assessment: Oral questions, portfolio, observation		
Suggested Learning Resources: Realia, charts, pictures/ photographs and models of small and capital letters.				

Suggested Formative Assessment Rubric

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Learner recognises and uses punctuation marks, capital and small letters correctly in a sentence. He/she is also able to use them to make a short paragraph	Learner recognises and uses punctuation marks, capital and small letters correctly in a sentence	With assistance, learner recognises and uses punctuation marks, capital and small letters correctly	Learner cannot recognise and use punctuation marks correctly.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>3.5 Guided Writing</p> <p>Learners practise writing words every week, gradually becoming less dependent on prompts as they complete blank filling exercises. They also use the correct form of words.</p> <p>Variations to this suggestion should be made by withdrawing picture prompts early, and increasing the blanks to be filled using various forms of words a sentence. The progression to writing short phrases should also be accelerated in instances where learners can comfortably complete sentences without prompts. This is intended to take care of differentiated curriculum and learning. For those struggling form and meaning of words , opportunities for more practise with various prompts should be availed.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) write words from a picture prompt for effective communication,</p> <p>b) recognise the correct form and meaning of the words to be used in filling in gaps,</p> <p>c) appreciate the importance of writing correct words to express meaning.</p>	<ul style="list-style-type: none"> • Learners observe and respond to picture prompts appropriately. • Learners write a three word sentence using the prompts. • Learners are guided in filling in the gaps correctly and meaningfully. • In groups and pairs, learners match pictures with words. 	<ol style="list-style-type: none"> 1) What items are found in the school? 2) What items are found at home? 3) Which animals are kept at home? 4) How do you get to your home from school?
<p>Core Competences to be developed: Communication and Collaboration, Creativity and imagination, self efficacy, critical thinking and problem solving</p>				
<p>Link to PCIs: Life skills-effective communication; Citizenship-social cohesion (learners work in groups and in pairs)</p>		<p>Link to Values: Responsibility (Learners observe and respond to picture prompts appropriately).</p>		
<p>Links to other subjects : Languages, Nutrition and Hygiene</p>		<p>Suggested Community Service Learning activities:</p>		
<p>Suggested non-formal activity to support learning: Look out for objects or items that they have not been taught about and make an attempt to name them. They should confirm with the teacher whether the names have been written correctly.</p>		<p>Suggested assessment: Oral questions, portfolio, observation</p>		
<p>Suggested Learning Resources: Realia, charts, pictures/ photographs that prompt learners to write.</p>				

Suggested Formative Assessment Rubric

Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Learner fills gaps using correct words and writes words from picture prompts with ease.	Learner fills gaps using correct words and writes words from picture prompts.	Learner fills gaps using correct words and writes words from picture prompts with some difficulty.	Learner fills gaps using correct words and writes words from picture prompts with a lot difficulty.