

Curriculum Design Literacy Activities Grade One

ESSENCE STATEMENT

Literacy is the ability to read, write and use language proficiently. According to UNESCO, literacy is a basic human right. Literacy as a subject addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner. At this foundational level, literacy aims at equipping the learner with basic skills in reading and writing to aid in all other subjects. It will assist the learner to communicate with others as well as promote learning to learn. Literacy as a set of skills will be useful in giving learners a head start in essential skills that they will carry throughout their lives. The knowledge of literacy which includes the ability to understand, respond to and use forms of written language to communicate in varied contexts are important to facilitate learners' understanding of English as a second language.

SUBJECT GENERAL LEARNING OUTCOMES

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

- 1y use language in and out of school and respond in an appropriate way to spoken language
- 2y use spoken language forms appropriately in different social contexts
- 3y use thematic vocabulary to communicate appropriately in varied contexts
- 4y read texts accurately and fluently to access information
- 5y express feelings, ideas, and opinions through writing in different formats
- 6y demonstrate confidence in expressing self orally and in writing in varied contexts

| The listening strand will focus on oral language development | | | | |
|--|---|---|---|--|
| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
| 1.0 LISTENING | 1.1 Listen to instructions and questions 2 lessons | By the end of the sub-strand, the learner should be able to: a) listen attentively to a variety of simple instructions and questions b) respond appropriately and confidently to a variety of simple instructions and questions c) use appropriate courtesy words and phrases in giving and responding to instructions and questions d) apply the vocabulary learnt to give instructions and ask questions e) appreciate the importance of giving and responding to instructions and questions appropriately | <ul style="list-style-type: none"> Learners listen to a variety of simple instructions and questions through various media(orally, audio-recorded, video-recorded) Learners are encouraged to give and respond to instructions and questions appropriately using both verbal and non-verbal cues Learner practice giving and responding to instructions and questions individually, in pairs and groups Learners role-play and dramatise giving and responding to instructions and questions(Class rules and regulations) Learners model turn taking | <ol style="list-style-type: none"> Who gives us instructions? Who asks us questions? |
| | Core-Competence to be developed: | | | |
| | Communication and collaboration: Learners practice giving simple instructions and responding to instructions and questions in pairs and groups | | | |
| Link to PCIs: Life skills: Skill of knowing and living with oneself - self-efficacy | | | Link to values: Respect, responsibility | |

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| | Links to other learning areas: all learning areas | Suggested Community Service Learning: Learners practice giving and responding to simple instructions with other members of the community |
| | Non-Formal Activity to support learning through application: Learners practice giving and responding to simple instructions with peers | Suggested assessment: oral questions |
| | Suggested Resources: Charts with instruction words and questions, audio- video recording devices (tapes, videos, phones) | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|--|
| Learner <ul style="list-style-type: none"> • always keeps eye contact • completely understands question/instruction and responds appropriately and with ease • uses verbal and non-verbal cues purposefully | Learner <ul style="list-style-type: none"> • keeps eye contact most of the time • understands and responds appropriately to instructions and questions • uses verbal and non-verbal cues | Learner <ul style="list-style-type: none"> • keeps eye contact some of the time • is slow in comprehending and may misinterpret the instruction or question. • is hesitant and use of verbal and non-verbal cues is not concise. | Learner <ul style="list-style-type: none"> • is distracted and fidgety • has difficulty in comprehending and interpreting instructions or questions • does not use appropriate verbal and non-verbal cues |

The listening strand will focus on oral language development

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------------|--|--|---|---|
| 1.0 LISTENING | 1.2 Phonological Awareness 3 lessons | By the end of the sub-strand, the learner should be able to: a) orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words | <ul style="list-style-type: none"> • Learners listen to and participate in rhymes, songs, poems, tongue twisters and riddles on the themes: myself, my school and my home, individually, in pairs and groups | 1) What are some of the sounds we hear? 2) What produces the sounds we hear? |

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| | | b) segment syllables in spoken words and onset rimes of single-syllable words c) discriminate the initial, middle and final sounds in three letter words for correct pronunciation d) add or substitute individual sounds in simple, one-syllable words to make new words. e) recognise and sound the commonly used letter sounds and syllables f) appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles | <ul style="list-style-type: none"> • Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) • Learners listen to letter sounds and the syllables formed from them(depends on each language) • Learners observe the displayed letters as they listen to the sounds • Learners participate in language games e.g. guess- the word game, change- a name game as they manipulate phonemes | 3) How do we say those sounds? |
| <p>Core-Competence to be developed: <u>Communication and collaboration:</u> learners sound and segment syllables and words <u>Learning to learn:</u> learners blend and segment words <u>Critical thinking and problem solving:</u> learners form words from letter sounds and syllables</p> | | | | |
| <p>Link to PCIs: Life skills: Skills of knowing and living with others –effective communication Service learning, Parental Empowerment and engagement: Guidance</p> | | <p>Link to Values: Respect, responsibility</p> | | |
| <p>Links to other learning areas: All learning areas</p> | | <p>Suggested Community Service Learning: learners recite rhymes and tongue twisters</p> | | |
| <p>Non-formal activity to support learning through application: Learners sing rhymes as they play</p> | | <p>Suggested assessment: oral questions</p> | | |
| <p>Suggested Resources: sound recordings, a collection of riddles and tongue twisters, resource persons</p> | | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|---|
| Learner accurately recognises, pronounces, blends and segments words to syllables. | Learner recognises, pronounces, blends and segments words to syllables. | Learner is slow in recognising, pronouncing, blending and segmenting words to syllables. | Learner has difficulty in recognising, pronouncing, blending and segmenting words to syllables. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------------|--|---|---|--|
| 1.0 LISTENING | 1.3 Story Telling 2 lessons | By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories b) use a variety of thematic vocabulary c) develop an interest in listening to oral stories d) appreciate their culture and values as taught through oral stories e) empathise with familiar people in stories f) develop their creative and imaginative power as they create mental images of the oral stories | <ul style="list-style-type: none"> Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories) Learners record their stories and listen to them Learners respond to oral questions related to the story learned or orally recreate a story Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups | <ol style="list-style-type: none"> Who tells us stories? When are stories told? What do stories teach us? |
| | <p>Core-Competence to be developed:</p> <p>Communication and collaboration: learners listen to and retell stories.</p> <p>Critical thinking and Problem solving: learners recreate stories</p> <p>Learning to learn: learners listen to stories as narrated by parents and guardians</p> | | | |

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| Digital literacy: learners record stories | |
| Link to PCIs: Citizenship: respect for others and intercultural understanding, Social cohesion Life Skills: Skills of knowing and living with others –effective communication | Link to Values: Respect, responsibility, patriotism |
| Links to other learning areas: All learning areas | Suggested Community Service Learning: Parental involvement in telling learners stories. Learners join story-telling clubs and collect stories from the community |
| Non-Formal Activity to support learning through application: learners retell stories to peers | Suggested Assessment: retelling stories, question and answer |
| Suggested Resources: Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| Learner <ul style="list-style-type: none"> can use learnt vocabulary to recreate a story orally, in detail include a lesson to be learnt. | Learner <ul style="list-style-type: none"> is able to retell a story with some detail using learnt vocabulary while maintaining logical flow can pick out the moral of the story. | Learner is able to retell and a story with moderate assistance. | Learner can mention some characters and retell a story with considerable assistance. |

The listening strand will focus on oral language development

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|----------------------|---|--|---|---|
| 1.0 LISTENING | 1.4 Effective Communication 2 lessons | By the end of the sub-strand, the learner should be able to: a) acquire a variety of vocabulary to talk about own and others’ | <ul style="list-style-type: none"> Learners share their experiences and feelings (texts on health and hygiene), in pairs, groups and whole class Learners are guided to ask and respond to questions to clarify | <ol style="list-style-type: none"> What makes us happy? What makes us sad? How do we respond when someone is |

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| | | <p>experiences</p> <p>b) use non-verbal cues in oral communication to express feelings and experiences</p> <p>c) show appreciation of others' feelings as they share their experiences</p> | <p>information on experiences</p> <ul style="list-style-type: none"> Learners interact with audio and audio-visual teaching aids to relate to the experiences and feelings of others Learners listen to songs and poems related to feelings | <p>happy</p> <p>4) How do we respond when someone is sad?</p> |
| <p>Core-competences to be developed:</p> <p>Communication and Collaboration: learners share feelings and experiences</p> | | | | |
| <p>Link to PCIs: Life skills: Skills of knowing and living with oneself -Self-efficacy</p> | | | <p>Link to Values: Respect, love</p> | |
| <p>Link to other learning areas: All learning areas</p> | | | <p>Suggested community service learning: Learners share their daily experiences with people at home</p> | |
| <p>Non-Formal Activity to support learning through application: Learners share various experiences with peers</p> | | | <p>Suggested Assessment: Question and answer, Observation of non-verbal cues as the learners share experiences, Role play (drills)</p> | |
| <p>Suggested Resources: audio-recording devices, learners</p> | | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|---|
| Learner consistently uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences. | Learner frequently uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences. | Learner occasionally uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences. | Learner rarely uses suitable vocabulary and non-verbal cues to express feelings and talk about experiences. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) | |
|---------------|---|---|--|--|--|
| 1.1 LISTENING | 1.5 Conversation 2 lessons | By the end of the sub-strand, the learner should be able to: a) listen attentively and actively participate in conversations in different contexts b) recognize and use vocabulary related to the themes myself, my family, my school, and my home c) appreciate taking turns while engaged in collaborative conversations | <ul style="list-style-type: none"> • Learners role play or dramatise a conversation involving issues relating to the theme my home • Learners participate in collaborative conversation on different themes(check on Fluency, accuracy with words and pronunciation, turn taking skills, in pairs and small groups • Learners associate the keywords displayed with those in the conversation listened to • Learners record audios of conversations and listen to them • Learners watch videos of different conversations | 1) Who do we talk to? 2) What do we talk about? | |
| | <p>Core-Competence to be developed: Communication and collaboration: learners engage in collaborative conversations Learning to learn: learners engage in conversations with parents/guardians Digital literacy: learners record and listen to conversations</p> | | | | |
| | Link to PCI: Life skills: Skills of knowing and living with others - effective communication | | | Link to Values: respect, integrity | |
| | Links to other learning areas: All learning areas | | | Suggested Community Service Learning: Learners engage parents /guardians in conversations in different contexts e.g. at home, in church | |
| | Suggested non-formal activity to support learning through application: Learners engage in conversation with peers on different subjects | | | Suggested assessment: Question and answer, role play, dramatisation | |

Suggested Resources: Audio tapes, videos on conversations related to theme, Phones

Suggested Formative Assessment and Rubrics

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|--|
| <p>Learner</p> <ul style="list-style-type: none"> speaks clearly and with ease appropriately pronounces different words creatively uses language listens keenly and responds appropriately | <p>Learner</p> <ul style="list-style-type: none"> speaks clearly and audibly generally listens to others provides appropriate responses | <p>Learner</p> <ul style="list-style-type: none"> is hesitant, speaks somewhat clearly and audibly makes minor inaccuracies in word order and sentence formation that affect meaning in conversation | <p>Learner</p> <ul style="list-style-type: none"> speaks inaudibly and without clarity makes significant errors in constructing sentences. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|--|--|---|---|---|
| 2.0 SPEAKING | 2.1 Imitation | By the end of the sub-strand, the learner should be able to: | <ul style="list-style-type: none"> The learners are guided to brainstorm on who, how, when and why people communicate Learners listen to and practice conversations in different contexts Learners simulate communication at home (with parent/guardian, sister, brother), in pairs, small groups and whole class. The learners role play various scenarios of communication based on the theme (my home) | <ol style="list-style-type: none"> Who do you usually speak to? When do you speak to them? Why do you speak to them? |
| | 2 lessons | <ol style="list-style-type: none"> acquire a range of vocabulary for communication in different contexts use appropriate vocabulary to express self in different contexts respond confidently to communication in different contexts exhibit appropriate mannerisms during conversation in different contexts | | |
| | Core-Competence to be developed: | | | |
| | Communication and Collaboration: learners practice conversation in pairs and groups | | | |
| Learning to learn: learners ask parents/guardians about mannerisms when communicating with adults | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with others - | | | Link to values: respect, peace, responsibility | |

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| | effective communication | |
| | Link to other learning areas: All learning areas | Suggested Community Service Learning: learners ask their parents/guardians about etiquette in communication |
| | Non-formal activity to support learning through application: learners communicate appropriately with peers in different contexts | Suggested assessment: Oral questions |
| | Suggested resources: Parents/Guardians, audio-visual materials with sample conversation formats e.g hello, how are you? What is your name? | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| Learner <ul style="list-style-type: none"> creatively uses appropriate vocabulary to communicate exudes confidence responds using appropriate mannerisms to communication in different contexts | Learner <ul style="list-style-type: none"> uses appropriate vocabulary to communicate is confident responds using appropriate mannerisms to communication in different contexts | Learner <ul style="list-style-type: none"> attempts with considerable assistance to select vocabularies for communication in different contexts is hesitant while responding to communication | Learner <ul style="list-style-type: none"> has difficulty selecting appropriate words to communicate in various contexts. lacks confidence responds inappropriately |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------------|--|---|---|---|
| 2.0 SPEAKING | 2.2 Responding to instructions and questions 2 lessons | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> respond confidently to simple oral questions and instructions from different media use appropriate words in giving and responding to instructions and | <ul style="list-style-type: none"> Learners practice asking and answering questions in pairs or groups Learners take and respond to instructions and questions(Myself, my family, my home, my school, my community) | <ol style="list-style-type: none"> What do you do when you want something? How do you respond when asked to do something? |

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| | | <p>questions</p> <p>c) appreciate the importance of responding appropriately when taking instructions and answering questions</p> | <ul style="list-style-type: none"> Learners sing songs that are action based (giving instructions), individually, in pairs and groups Learners record themselves while giving instructions | |
| <p>Core-Competence to be developed:</p> <p>Communication and collaboration: learners respond to instructions and questions in pairs and groups</p> <p>Digital Literacy: learners record themselves giving instructions</p> | | | | |
| <p>Link to PCIs: Life skills: Skills of knowing and living with oneself - Self-efficacy</p> | | | <p>Link to Values: Respect, responsibility</p> | |
| <p>Link to other learning areas: All learning areas</p> | | | <p>Suggested Community Service Learning: learners practice asking questions and giving instructions with those at home</p> | |
| <p>Suggested Non-Formal Activity to support learning through application: Learners practice giving and responding to simple instructions with peers</p> | | | <p>Suggested Assessment: Oral questions, role play</p> | |
| <p>Suggested resources: Audiovisual tapes, resource persons – community leaders</p> | | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| <p>Learner</p> <ul style="list-style-type: none"> is highly attentive responds appropriately to instructions and questions uses verbal and non-verbal cues purposefully with confidence and ease. | <p>Learner</p> <ul style="list-style-type: none"> is generally attentive responds appropriately to instructions and questions uses verbal and non-verbal cues with confidence | <p>Learner</p> <ul style="list-style-type: none"> is moderately attentive is slow in comprehending may misinterpret the instruction or questions. is hesitant and use of verbal and non-verbal cues is not concise. | <p>Learner</p> <ul style="list-style-type: none"> lacks concentration and confidence has difficulty in comprehending and interpreting instructions or questions, does not use appropriate verbal and nonverbal cues |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---|--|---|---|--|
| 2.0 SPEAKING | 2.3 Phonological Awareness 3 lessons | By the end of the sub-strand, the learner should be able to: a) name and say letters representing sounds b) blend given letter sounds to make syllables and syllables to form words c) segment syllables to letter sounds and words to syllables d) appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables | <ul style="list-style-type: none"> Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups Learners say and point to pictures with sight words Learners sing songs (themes: myself, my home, my community) | <ol style="list-style-type: none"> What are some of the sounds we hear? How do we say to the sounds? |
| | Core-Competence to be developed: | | | |
| | Communication and collaboration: learners work in pairs and groups to sound words | | | |
| | Critical thinking and problem solving: learners blend and segment words | | | |
| | Link to PCIs: Life skills: Skills of knowing and living with others - effective communication | | | Link to values: Respect, responsibility |
| | Link to other learning areas: All learning areas | | | Suggested Community Service Learning: Learners practice sounding words to members of the community. |
| Suggested non-formal activity to support learning through application: Learners practice to sound words with peers | | | Suggested assessment: Matching oral sounds with pictures | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|---|
| Learner accurately recognises, pronounces, blends and segments words to syllables. | Learner recognises, pronounces, blends and segments words to syllables. | Learner is slow in recognising, pronouncing, blending and segmenting words to syllables. | Learner has difficulty in recognising, pronouncing, blending and segmenting words to syllables. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------------|---|--|--|--|
| 2.0 SPEAKING | 2.4 Talk About 2 lessons | By the end of the sub-strand, the learner should be able to: a) use acquired vocabulary to talk about self appropriately b) identify themselves with people, objects and places in their environment c) demonstrate interest to use names of people, places, and objects within the environment d) express personal emotions, feelings, and opinions about people, places, and objects | <ul style="list-style-type: none"> Learners practice rules on social interactions (turn-taking, respecting others opinions) Learners engage in conversations to talk about self(name, class, age and gender), home, and community, in pairs and groups, Learners observe the teacher modelling effective speaking skills Learners record their speech and listen as teacher observes | <ol style="list-style-type: none"> Who/what do you like? Why do you like him/her/it? |
| | <p>Core-Competence to be developed: <u>Self-efficacy:</u> learners name objects, people, and places <u>Communication and collaboration:</u> learners work in pairs and groups to discuss various topics <u>Digital literacy:</u> learners interact with the audio and visual recorders as they engage in conversation <u>Creativity and imagination:</u> learners recreate stories</p> | | | |

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| | Link to PCIs: Life skills: Skills of knowing and living with others - effective communication Citizenship: Integrity | Values: Respect, love, responsibility, integrity |
| | Link to other learning areas: All learning areas | Suggested Community Service Learning: learners to engage people around them in conversations |
| | Non-formal activity to support learning through application: learners are encouraged to express personal feelings with peers | Suggested assessment: Oral presentations, question/answer |
| | Suggested resources: Audio-visual aids (recorders), Charts bearing names of people, places, and objects | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|---|
| Learner <ul style="list-style-type: none"> speaks clearly and audibly creatively uses language initiates a response listens to and answers questions clearly and with ease Expresses self exceptionally well. | Learner <ul style="list-style-type: none"> speaks clearly listens to and answers questions correctly is confident and expresses self within context. | Learner <ul style="list-style-type: none"> speaks hesitantly listens to and answers some questions responses to questions are neither clear nor complete. | Learner <ul style="list-style-type: none"> speaks without clarity listens to but does not answer questions clearly and completely does not stay on topic |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Question(s) |
|---------------------|--|--|---|-----------------------------------|
| 2.0 SPEAKING | 2.5 Presentation skills 2 lessons | By the end of the sub-strand, the learner should be able to: a) use a variety of vocabulary to express self appropriately | <ul style="list-style-type: none"> Learners are guided to name activities in the order in which they occur (daily routine activities, market days, school and religious days) Learners are guided to brainstorm on activities for each day of the week, individually, in pairs and groups | 1) What does a good presenter do? |

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| | | b) use appropriate tonal variation, articulation and stress to express self confidently c) appreciate the use of transition words to sequence events | <ul style="list-style-type: none"> Learners attempt to respond to questions related to sequencing of activities for each day of the week (before, after, then) Learners sing songs, rhymes and recite poems related to routine activities Learners could express personal feelings orally using learnt vocabulary related to common routine activities | |
| <p>Core-Competence to be developed: Communication/Collaboration: learners make presentations before their peers Critical thinking and problem solving: learners sequence events and organize their presentations Self-efficacy: confidence in expressing self</p> | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with others - effective communication | | | Link to Values: Responsibility, Respect | |
| Link to other subjects: All learning areas | | | Suggested Community Service Learning: learners make presentations at various functions | |
| Non-formal activity to support learning through application: Learners engage in informal oral presentations | | | Suggested assessment: Narration(check use of signal words), question/answer | |
| Suggested resources: Story maps (graphic organizers), list of transition(signal words), Fairy tales and fables, charts, calendar about events | | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|---|--|
| Learner <ul style="list-style-type: none"> presents ideas in order is comprehensible speaks clearly and audibly using familiar and unfamiliar vocabulary. | Learner <ul style="list-style-type: none"> presents ideas in order is comprehensible speaks clearly and audibly uses learnt vocabulary correctly uses correct intonation for understanding | Learner <ul style="list-style-type: none"> presents some ideas in order includes most details but is not always comprehensible speaks clearly and audibly uses learnt vocabulary satisfactorily | Learner <ul style="list-style-type: none"> does not presented ideas in order does not make sense speaks inaudibly and without clarity does not use learnt vocabulary |

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| <ul style="list-style-type: none"> • uses correct intonation for understanding • independently explores and uses new transition words to sequence routine activities | <ul style="list-style-type: none"> • uses the learnt transition words appropriately with minimal assistance | <ul style="list-style-type: none"> • uses the learnt transition words with moderate assistance. | <p>correctly</p> <ul style="list-style-type: none"> • uses the learnt transition words with considerable assistance. |
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| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---|--|---|---|---|
| 3.0 READING | 3.1 Phonemic awareness 4 lessons | By the end of the sub-strand, the learner should be able to: a) practice left-right eye movement with accuracy b) isolate sounds in a word c) segment words that start with similar sounds d) recognize all the letters of the alphabet in the language of the catchment area | <ul style="list-style-type: none"> • Learners sound and read words to practice left-eye movement(left –right orientation) • Learners identify words that begin with similar sounds(letter –sound recognition) • Learners are guided to isolate sounds in a word • Learners segment words that begin with similar sounds • Learners recognize and read all the letters of the alphabet in the language of the catchment area(visual discrimination) | 1) What sounds do we hear? 2) How do we make them? |
| <p>Core competencies to be developed: <u>Communication and collaboration:</u> learners work in pairs and groups to sound and read words <u>Learning to learn:</u> learners blend and segment new words</p> | | | | |
| <p>Link to PCIs: Life skills: Skills of knowing and living with others - effective communication</p> | | | <p>Link to values: Respect</p> | |

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| Link to other learning areas: all learning areas | Suggested Community Service Learning: learners practice sounding and reading words with those at home |
| Suggested non-formal activity to support learning: Learners practice sounding words as they play with others | Suggested assessment: learners read sounds, syllables and words paying attention to pronunciation. |
| Suggested resources: Word charts, sounds from the environment | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectation | Approaching expectation | Below e.0xpectations |
|--|--|---|---|
| Learner <ul style="list-style-type: none"> • can recognize and sound all letters • can isolate sounds in a word • easily forms and reads all syllables, thematic words and a few unfamiliar words | Learner <ul style="list-style-type: none"> • can recognize and sound letters. • can isolate sounds in a word. • forms and reads all syllables and some thematic words | Learner <ul style="list-style-type: none"> • can recognize and sound letters, • can isolate some sounds in a word, • forms and reads some syllables and thematic words with moderate assistance. | Learner <ul style="list-style-type: none"> • can recognize and sound letters, • can isolate sounds in a word, • form and read syllables and thematic words with considerable assistance. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|--------------------|--|---|--|--------------------------|
| 3.0 READING | 3.2 Phonic development 4 lessons | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> develop knowledge of letter-sound recognition build phonemes into syllables read and sound syllables relate syllables to their sounds | <ul style="list-style-type: none"> • Learners match letter cards to sounds • Learners practice letter-sound matching(letter sound recognition) • Learners build letters into syllables • Learners match diagraphs to words that contain them (ng,ny, ng, dh,th) • Learners blend and segment sounds to build syllables into words | 1) How do we make words? |

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| | e) appreciate the use of syllables to form words | <ul style="list-style-type: none"> • Learners participate in reading games(bingo games, syllabic map), in pairs and groups • Learners practice reading words containing consonant clusters • Learners mimic word and sentences to produce the right intonation | |
| <p>Core competencies to be developed: Communication and collaboration: learners practice sounding words in groups Learning to learn: learners blend and segment words</p> | | | |
| Link to PCIs: Life skills: Skills of knowing and living with others - effective communication | | Link to values: Respect, responsibility | |
| Link to other learning areas: All learning areas | | Suggested community service learning: Learners read syllables to someone at home | |
| Suggested non-formal activity to support learning: Learners practice reading sounds, syllables, and words as they play. | | Suggested assessment: Check pronunciation and speed as learners read sounds, syllables, and words | |
| Suggested resources: charts, letter cards, syllable box | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|--|--|
| <p>Learner</p> <ul style="list-style-type: none"> • builds phonemes into syllables and reads and sounds them. • can differentiate between a digraph in the language and consonant clusters. • always uses correct intonation. | <p>Learner</p> <ul style="list-style-type: none"> • can build phonemes into syllables and read and sound them. • can differentiate between a digraph in the language and consonant clusters. • uses correct intonation | <p>Learner</p> <ul style="list-style-type: none"> • satisfactory builds phonemes into syllables, reads, and sounds. • can differentiate digraphs and consonant clusters with assistance • attempts to use correct intonation. | <p>Learner</p> <ul style="list-style-type: none"> • has difficulty building phonemes into syllables. • cannot differentiate between a digraph and a consonant cluster. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---|---|--|---|---------------------------------|
| 3.0 READING | 3.3 Reading phrases and sentences 2 lessons | By the end of the sub-strand, the learner should be able to: a) read aloud short phrases and sentences accurately b) read unfamiliar words based on phonic knowledge c) develop an interest in reading new words, phrases and sentences | <ul style="list-style-type: none"> Learners are assisted in reading and predicting the meaning of new words Learners re-arrange jumbled words to make meaningful sentences Learners should be exposed to a variety of reading materials to practice reading for fluency Learners participate in reading games(lucky dip, fishing game), in pairs and groups Learners mimic words and phrases to produce right intonation | 1) Why is it important to read? |
| Core competencies to be developed: | | | | |
| Communication and collaboration: Learners work in pairs and groups to participate in reading games | | | | |
| Digital literacy: Learners interact with reading materials from different media | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with others - effective communication | | | Link to values: Respect | |
| Link to other learning areas: All learning areas | | | Suggested community service learning: learners read short texts to family members | |
| Suggested non-formal activity to support learning: Library reading | | | Suggested assessment: read short words and phrases | |
| Suggested resources: charts | | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Learner <ul style="list-style-type: none"> clearly articulates words in phrases and sentences using phonic knowledge. uses correct intonation and appropriate pauses. | Learner <ul style="list-style-type: none"> articulates words in phrases and sentences using phonic knowledge. | Learner <ul style="list-style-type: none"> can articulate words using phonic knowledge, with assistance | Learner <ul style="list-style-type: none"> needs considerable assistance to articulate words. does not use correct intonations |

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|--|--|--|--|
| <ul style="list-style-type: none"> participates in reading games with ease. | <ul style="list-style-type: none"> uses correct intonation and pauses. can participate in reading games. | <ul style="list-style-type: none"> attempts to use correct intonations and pauses. has difficulty in some reading games. | <ul style="list-style-type: none"> has difficulty participating in reading games. |
|--|--|--|--|

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---|---|---|---|---|
| 3.0 READING | 3.4 Reading comprehension 3 lessons | By the end of the sub-strand, the learner should be able to: a) read simple texts fluently and with understanding b) read aloud short texts and stories accurately c) read at an appropriate speed for enjoyment d) develop an interest in reading short stories with comprehension | <ul style="list-style-type: none"> Learners are exposed to a variety of texts for reading Learners are guided to read sentences aloud for meaning Learners ask and answer simple questions related to materials read Learners are prompted to predict meaning from pictures Learners use learned vocabulary to construct simple sentences Learners identify and name characters from pictures | 1) Why is it important to understand what you read? |
| Core competencies to be developed: | | | | |
| Communication and collaboration: Learners participate in various reading activities | | | | |
| Link to PCIs: Life skills: Skills of knowing and living with others - effective communication | | | Link to values: Respect | |
| Link to other learning areas: All learning areas | | | Suggested community service learning: Learners read short phrases to parents/those at home and discuss the meaning of what is read | |
| Suggested Non-formal Activity to support learning: Learners practice reading simple texts to their peers | | | Suggested Assessment: Listening, Question/Answer | |
| Suggested resources: Reading materials, flashcards, library, readers | | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|---|--|--|
| <p>Learner</p> <ul style="list-style-type: none"> reads aloud a story or text with expressive interpretation, clearly sequences events answers questions about the text completely and correctly | <p>Learner</p> <ul style="list-style-type: none"> reads aloud a story or text with expressive interpretation, sequences many events answers questions about the text | <p>Learner</p> <ul style="list-style-type: none"> reads aloud a story or text with little expressive interpretation, may sequence some events misinterprets some questions about the text | <p>Learner</p> <ul style="list-style-type: none"> reads aloud a story or text haltingly distorting meaning, reads with no expressive interpretation, responds inaccurately to questions |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|--------------------|---|--|--|---------------------------------|
| 4.0 WRITING | <p>4.1 Letter Sounds and letter names-Phonics</p> <p>3 lessons</p> | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> write upper and lower case letters correctly differentiate letters with visual similarities (bdp) (w, vym) (k) sound digraphs and consonant clusters develop an interest in writing using uppercase and letter names correctly handwrite letters, numbers, and symbols | <ul style="list-style-type: none"> Learners say and write letter names correctly (unique to the indigenous languages) Learners sound diagraphs and words with consonant clusters(ng, dh etc.) Learners identify and write upper and lowercase letters (upper and lower case recognition) Learners are guided to develop writing competence (left to right orientation, proper sitting posture, and shaping) Learners practice writing letters in their books individually, in pairs and groups Learners are guided to use a variety of resources and strategies to shape, colour, model letters Learners write dictated letters and words [Letter sound confusion (<i>b, p</i>) (<i>d, t</i>) (<i>m, n</i>)] | <p>1) How are words formed?</p> |

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| Core-Competence to be developed: | |
| Communication and collaboration: Learners play games that help in developing fine motor skills in pairs and groups. | |
| Link to PCIs: Life skills: Skills of knowing and living with others - effective communication | Link to Values: Responsibility, Respect |
| Links to other learning areas: All learning areas | Suggested Community Service Learning: Learners practice scribbling and writing at home |
| Suggested non-formal activity to support learning through application: learners share their writing with peers | Suggested Assessment: Build word families e.g three letter words with sound /a/ |
| Suggested Resources: Pencils, books, flash cards, word puzzles, crayons, stencil, writing slates | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|---|
| Learner <ul style="list-style-type: none"> easily identifies, recognizes and writes all syllables, thematic words learnt writes some unfamiliar words correctly. easily identifies words with visual similarities | Learner <ul style="list-style-type: none"> identifies, recognizes and writes syllables and thematic words learnt. can identify words with visual similarities. | Learner <ul style="list-style-type: none"> identifies, recognizes and writes some syllables, thematic words learnt. can identify some words with visual similarities. | Learner <ul style="list-style-type: none"> does not easily identify, recognize and write syllables and thematic words learnt correctly has difficulty identifying words with visual similarities. |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|----------------|--|---|---|--------------------------|
| WRITING | 4.2 Syllable, word, and sentence formation 3 lessons | By the end of the sub-strand, the learner should be able to: a) segment words into syllables b) form words from syllables | <ul style="list-style-type: none"> Learners are guided to choose consonants and vowel blends e.g. - ock, b-y – to complete a word Learners complete sentences by filling in missing words (theme myself, my home and my family the theme myself, my family and my home) | 1) How are words formed? |

| | | | | |
|---|--|--|--|--|
| | | <ul style="list-style-type: none"> c) write commonly used syllables, words, and sentences d) develop an interest in forming words and simple sentences | <ul style="list-style-type: none"> • Learners should form words by blending syllables individually, in pairs and groups (blend, segment, fill in blanks) • Learners practice word formation by participating in word games • Learners be guided to make sentences using basic sight words | |
| <p>Core competencies to be developed: Communication and collaboration: learners write words and sentences in pairs and groups Learning to learn: learners practice how to break and form words</p> | | | | |
| <p>Links to PCIs: Life skills: Skills of knowing and living with others - effective communication</p> | | <p>Links to values: Respect, responsibility, unity</p> | | |
| <p>Link to other learning areas: All learning areas</p> | | <p>Suggested Community Service Learning: Develop the habit of writing in and out of school</p> | | |
| <p>Suggested Non-Formal Activity to support learning through application: Learners label personal items</p> | | <p>Suggested assessment: Build word family</p> | | |
| <p>Suggested Resources: Pencil, book, flash cards, word puzzle</p> | | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|---|--|
| <p>Learner</p> <ul style="list-style-type: none"> • easily forms and writes all syllables, thematic words learnt • Can write unfamiliar words • writes simple sentences with ease | <p>Learner</p> <ul style="list-style-type: none"> • forms and writes syllables, some thematic words learnt • can write some unfamiliar words • can write simple sentences | <p>Learner</p> <ul style="list-style-type: none"> • forms and writes syllables, thematic words learnt, • writes few unfamiliar words with moderate assistance • can write simple sentences with assistance | <p>Learner</p> <ul style="list-style-type: none"> • forms and writes syllables, thematic words learnt with considerable assistance • has difficulty writing simple sentences |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---|---|---|---|--------------------------|
| WRITING | 4.3 Handwriting 3 lessons | By the end of the sub-strand, the learner should be able to: a) use basic punctuation to convey the intended meaning b) use legible handwriting to communicate effectively c) develop speed and ease of handwriting d) acquire the skill of shaping different letters to write syllables, words, and sentences neatly e) handwrite letters, numbers, and symbols | <ul style="list-style-type: none"> • Learners further practice their pre-writing skills (how to grasp a pencil, use lined paper and how to sit when writing) • Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc • Learners practice sorting and grouping of letters based on specific features (ticks, tails, and hoops) | 1) How can I write well? |
| Core-Competence to be developed: Communication and collaboration: Learners practice activities that develop fine motor skills | | | | |
| Links to PCIs: Life skills: Skills of knowing and living with others - effective communication | | | Links to Values: Unity, respect | |
| Links to other learning areas: All learning areas | | | Suggested Community Service Learning: Learners participate in activities that improve the fine motor skills e.g. smearing mud, collecting materials for thatching | |
| Suggested Non-Formal Activity to support learning through application: Learners participate in fine motor activities during play e.g holding, catching objects | | | Suggested assessment: Copy standard letters, words, and sentences in their best handwriting | |
| Suggested Resources: ruled exercise books | | | | |

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|--|--|---|
| Learner <ul style="list-style-type: none"> writes legibly uses correct spacing, shape, and punctuation | Learner <ul style="list-style-type: none"> writes legibly generally uses correct spacing, shape, and punctuation | Learner <ul style="list-style-type: none"> can write but is not always very legible, makes some errors in punctuation, spacing and shape of letters. | Learner <ul style="list-style-type: none"> has illegible handwriting, makes many errors in punctuation, spacing, and shape of letters |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|---|--|--|---|--|
| WRITING | 4.4 Spelling instruction 3 lessons | By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> apply the knowledge of blending and segmenting to write words use proper letter formation with correct spacing to write words correctly develop an interest in spelling and writing new words | <ul style="list-style-type: none"> Learners make new words by playing spelling games (spelling bee, flash cards) in pairs and groups Learners practice formation and spelling of new words by using various strategies (onset and rime, letter-sound correspondence) Learners are guided to use various forms of media to spell and write words Learners write dictated words correctly | 1) Why is it important to spell words correctly? |
| Core-Competence to be developed: Communication and collaboration- learners compete in spelling words in pairs and groups | | | | |
| Links to PCIs: Life skills: Skills of knowing and living with others - effective communication | | | Links to Values: Respect, responsibility | |
| Links to other learning areas: all learning areas | | | Suggested Community Service Learning: Learners participate in spelling competitions bringing together learners from other schools in the community | |
| Suggested Non-Formal Activity to support learning through application: Learners play spelling games out of class | | | Suggested assessment question: Dictation, spelling competition | |

Suggested learning resources: Picture cards, computer, flash cards, containing words, pencils, stencils, reading charts

Suggested Formative Assessment and Rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|--|---|---|---|
| <p>Learner</p> <ul style="list-style-type: none"> • can sort words with similar patterns and write them correctly. • easily forms letters to write words | <p>Learner</p> <ul style="list-style-type: none"> • can sort words with similar patterns, • can recognize correct spelling, can form letters into words | <p>Learner</p> <ul style="list-style-type: none"> • can sort some words with similar patterns, • can recognize spelling of some patterns learnt, • writes words with considerable assistance | <p>Learner</p> <ul style="list-style-type: none"> • can sort very few words with similar patterns, • can recognize spelling of some patterns learnt with considerable assistance, • has difficulty writing words |

| Strand | Sub-strand | Specific Learning Outcomes | Suggested Learning Experiences | Key Inquiry Questions |
|----------------|---|---|--|---|
| WRITING | <p>4.5 Creative Writing</p> <p>3 lessons</p> | <p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> plan and organize ideas learn from oral and reading activities to enrich their written words apply knowledge of writing organizer to write a coherent story apply knowledge of writing conventions to aid meaning and presentation | <ul style="list-style-type: none"> • Learners create stories from pictures provided (picture spark) • Learners are guided to write key words in the story • Learners are guided to develop a storyline by filling in blanks or sequencing jumbled sentences (on the themes myself, my family or my home) in pairs and groups • Learners are guided to construct simple sentences for fluency and meaning | <ol style="list-style-type: none"> Why do we write? What do we write? |

Core-Competence to be developed:

Communication and collaboration: Learners participate in developing and writing creative sentences and stories in pairs, groups and whole class.

| | |
|--|--|
| Links to PCIs : Life skills: Skills of knowing and living with others - effective communication | Links to Values: Respect, unity, responsibility |
| Links to other learning areas: all learning areas | Suggested Community Service Learning: Learners participate in sharing creative stories with other children in the community |
| Suggested non-formal activity to support learning through application: Learners contribute write-ups for the school magazine | Suggested assessment: Learners organize pictures in sequence to tell a story and write words to caption the pictures |
| Suggested learning resources: Pencils, organizers, reading cards, pictures, newspaper cuttings, story books, stencil, crayons | |

Suggested assessment and rubric

| Exceeding expectations | Meeting expectations | Approaching expectations | Below expectations |
|---|--|--|--|
| Learner <ul style="list-style-type: none"> • presents ideas creatively, • is comprehensible, • effectively makes use of learnt vocabulary to organize ideas, • is adventurous in vocabulary choices | Learner <ul style="list-style-type: none"> • presents ideas in order, • is comprehensible • makes use of learnt vocabulary to organize ideas. | Learner <ul style="list-style-type: none"> • presents ideas though not always in order • is not always comprehensible, • makes some use of some learnt vocabulary, • has numerous spelling mistakes. | Learner <ul style="list-style-type: none"> • presents ideas haphazardly • makes major errors in punctuation and spellings. |