

PP1**LANGUAGE ACTIVITIES SCHEME OF WORK TERM TWO**

WE EK	LES SO N	STRA ND	S- STRAND	SPECIFIC LEARNINIG OUTCOMES	KEY INQUIRY QUESTI ONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCE S	ASSESSME N	REFLECTIO N
2	1-2	SPEA KING	Articula tion of Letter Sounds	By the end of the sub-strand, the learner should be able to Articulate vowels correctly in and out of school	How do different letters soun	Effective communication	Unity peace	Learners could observe and imitate articulation of vowel sounds (a, e, i, o,	Charts realia	Observatio oral questions	
	3-4		Articula tion of Letter Sounds	By the end of the sub-strand, the learner should be able to Articulate consonants correctly in and out of school	How do different letters soun	Effective communication	Unity peace	Learners should be encouraged to practise articulating consonant sounds.	Charts realia	Observatio oral questions	
	5		Articula tion of Letter Sounds	By the end of the sub-strand, the learner should be able to Demonstrate awareness of letter-sound correspondence in class	How do different letters soun	Effective communication	Unity peace	Learners could be encouraged to articulate letter sounds after the teacher	Charts realia	Observatio oral questions	
3	1-2	REA DIN G	Book handling skills	By the end of the sub-strand, the learner should be able to	How do we hold books	Communication and collaboration,	esponsi bility	Learners could be engaged in a book handling	Charts Realia	Observatio oral questions	

				Hold a book top side up in and out of school	when reading?	digital literacy		activities and be guided to hold books top side up and turn pages from right to left			
	3-4		Book handling skills	By the end of the sub-strand, the learner should be able to Demonstrate ability to turn pages from right to left when opening a page in and out of school	How do we hold books when reading?	Communication and collaboration, digital literacy	responsibility	Learners could view a video clip depicting holding a book top side up and turning pages from right to left and be guided to imitate	Charts realia	Observational questions	
	5		Book handling skills	By the end of the sub-strand, the learner should be able to Take pleasure in book handling and storage activities in and out of school	How do you open pages of a book when reading	Communication and collaboration, digital literacy	responsibility	Learners could sing rhymes related to holding books top side up and turning pages from right to left	Charts realia	Observational questions	
4	1-2	READING	Reading readiness skills	By the end of the sub-strand, the learner should be able to	How do you move your eyes when reading	Communication and collaboration, digital literacy	responsibility	In pairs or in groups, learners could arrange pictures from left to right.	Charts realia	Observational questions	
	3-4		Reading readiness skills	By the end of the sub-strand, the learner should be able to	How do you move	Communication and collaboration,	responsibility	Learners could be engaged in a picture walk	Charts realia	Observational questions	

					your eyes when reading	digital literacy		activity and guided to turn pages from right to left			
	5		Reading readiness skills	By the end of the sub-strand, the learner should be able to Turn pages from right to left when opening a page	How do you move your eyes when reading	Communication and collaboration, digital literacy	responsibility	Learners could be engaged in a picture walk activity and guided to turn pages from right to left	Charts realia	Observational questions	
5	1-2		Print awareness	By the end of the sub-strand, the learner should be able to Talk about pictures in and out of school	What pictures do you enjoy looking at?	Communication and collaboration, digital literacy	responsibility	Learners could be provided with relevant pictures and encouraged to talk about them.	Charts realia	Observational questions	
	3-4		Print awareness	By the end of the sub-strand, the learner should be able to Demonstrate awareness of print in and out of school	What pictures do you enjoy looking at?	Communication and collaboration, digital literacy	responsibility	Learners could be engaged in 'read aloud' activities. Learners could view pictures depicting a story during a read aloud session	Charts realia	Observational questions	
	5		Print awareness	By the end of the sub-strand, the learner should be able to Enjoy reading pictures in and out of school	What pictures do you enjoy looking at?	Communication and collaboration, digital literacy	responsibility	Learners could view picture cut outs depicting stories and be encouraged to answer questions on the story in	Charts realia	Observational questions	

								pairs or in small groups			
6	1-2		Visual discrimination	By the end of the sub-strand, the learner should be able to: Talk about similarities in objects and pictures in class	What do you see around class	Decision making, Critical thinking	Peace unity	Learners could be engaged in games that enhance visual discrimination e.g. fixing jigsaw puzzles.	Charts realia	Observational questions	
	3-4		Visual discrimination	By the end of the sub-strand, the learner should be able to: Talk about differences in objects and pictures in class.	What do you see around class	Decision making, Critical thinking	Peace unity	Learners could be engaged in identifying 'odd-one out' pictures, objects from a set of pictures or objects respectfully	Charts realia	Observational questions	
	5		Visual discrimination	By the end of the sub-strand, the learner should be able to: Enjoy participating in visual discrimination activities in and out of class	What do you see around class	Decision making, Critical thinking	Peace unity	Learners could match and pair objects and pictures.	Charts realia	Observational questions	
7	1-2		Visual memory	By the end of the sub-strand, the learner should be able to Recall objects, colours	What do you see around class?	Decision making, Critical thinking	Peace unity	In pairs or small groups, learners could be engaged in visual memory games.	Charts realia	Observational questions	

				and pictures in class				In pairs, learners could be guided to play letter memory games			
	3-4		Visual memory	By the end of the sub-strand, the learner should be able to Recall letters of the alphabet in books and charts.	What do you see around class?	Decision making, Critical thinking	Peace unity	In pairs or small groups, learners could be engaged in visual memory games. In pairs, learners could be guided to play letter memory games	Charts realia	Observatio oral questions	
	5		Visual memory	By the end of the sub-strand, the learner should be able to Talk about what they have seen in class	What do you see around class?	Decision making, Critical thinking	Peace unity	In pairs or small groups, learners could be engaged in visual memory games. In pairs, learners could be guided to play letter memory games	Charts realia	Observatio oral questions	
8	1-2		Visual memory	By the end of the sub-strand, the learner should be able to tell about what they have seen in class	What do you see around class?	Decision making, Critical thinking	Peace unity	In pairs or small groups, learners could be engaged in visual memory games. In pairs, learners could be guided to play letter memory games	Charts realia	Observatio oral questions	
	3-4		Visual	By the end of the sub-	What do	Decision	Peace	pairs and small	Charts	Observatio	

			memory	strand, the learner should be able to Talk about what they have seen in class	you see around class?	making, Critical thinking	unity	groups, learners could be engaged in interactive digital visual memory games.	realia	oral questions	
	5		Visual memory	By the end of the sub-strand, the learner should be able to Enjoy participating in visual memory activities in and out of class	What do you see around class?	Decision making, Critical thinking	Peace unity	pairs and small groups, learners could be engaged in interactive digital visual memory games.	Charts realia	Observatio oral questions	
9	1-2		Readin g Posture	By the end of the sub-strand, the learner should be able to: Demonstrate appropriate reading posture when reading in and out of class.	What is inappro priate reading posture	Decision making, Critical thinking	Unity, Respect	Learners could be encouraged to practise the correct reading posture after observing a demonstration on sitting properly when picture reading	Charts realia	Observatio oral questions	
	3-4		Readin g Posture	By the end of the sub-strand, the learner should be able to Identify correct reading postures in pictures or in class.	What is inappro priate reading posture	Decision making, Critical thinking	Unity, Respect	Learners could be guided to sing songs and recite poems and rhymes related to appropriate reading posture	Charts realia	Observatio oral questions	
	5		Readin g Posture	By the end of the sub-strand, the learner should be able to	What is inappro priate	Decision making, Critical	Unity, Respect	Learners could record themselves as	Charts realia	Observatio oral questions	

				Enjoy participating in reading posture activities in class.	reading posture	thinking		they practise correct reading posture and receive positive feedback			
10	1-2		Letter Recognition	By the end of the sub-strand, the learner should be able to Recognize letters of the alphabet in upper case in and out of class	Which play experiences enhance letter recognition	Decision making, Critical thinking	Unity, Respect	Learners could be guided to identify letters on print in the immediate environment	Charts realia	Observational questions	
	3-4		Letter Recognition	By the end of the sub-strand, the learner should be able to Match upper case letters with corresponding lower case letters in class.	Which play experiences enhance letter recognition	Decision making, Critical thinking	Unity, Respect	Learners could be asked to match upper and lower case letters incorporated in children's play to enhance letter recognition	Charts realia	Observational questions	
	5		Letter Recognition	By the end of the sub-strand, the learner Enjoy participating in letter recognition activities in and out of class should be able to	Which play experiences enhance letter recognition	Decision making, Critical thinking	Unity, Respect	Learners could compete in letter recognition games and encouraged to show fairness in winning and acceptance in losing	Charts realia	Observational questions	
11	1-2	WRITING	Book handling	By the end of the sub-strand, the learner	How do we	Decision making,	Unity, Respect	Learners could observe as	Charts realia	Observational	

			skills	should be able to: Demonstrate how to handle books properly	arrange books on shelves	Critical thinking		teacher demonstrates how to turn pages from right to left		questions	
	3-4		Book handling skills	By the end of the sub- strand, the learner should be able to: Enjoy participating in book handling activities	How do we arrange books on shelves	Decision making, Critical thinking	Unity, Respect	Learners could be involved in a writing walk where they turn pages from right to left as they scribble on each page	Charts realia	Observatio oral questions	
	5		Book handling skills	By the end of the sub- strand, the learner should be able to: Participate in storing books properly in and out of school	How do we arrange books on shelves	Decision making, Critical thinking	Unity, Respect	Learners could be involved in a writing walk where they turn pages from right to left as they scribble on each page	Charts realia	Observatio oral questions	
12			Writing readines s skills	By the end the sub- strand, learners should be able to: Demonstrate the ability to hold a writing tool properly in and out of class	How do we hold a writing tool?	Decision making, Critical thinking	Unity, Respect	Learners could observe a demonstration on how to turn pages and practise turning pages from right to left	Charts realia	Observatio oral questions	
			Writing readines s skills	By the end the sub- strand, learners should be able to: Scribble from left to right and top to bottom	How do we hold a writing tool?	Decision making, Critical thinking	Unity, Respect	Learners could practise turning pages from right to left as they scribble on each	Charts realia	Observatio oral questions	

				on a page				page. In groups, learners could be guided to scribble from left to right on a page.			
			Writing readines s skills	By the end the sub- strand, learners should be able to: Turn pages from right to left as they scribble	How do we hold a writing tool?	Decision making, Critical thinking	Unity, Respect	Learners could observe a demonstration on how to turn pages and practise turning pages from right to left	Charts realia	Observatio oral questions	
13 &1 4	CA T			CAT							