



Republic of Zambia

Ministry of Education

LITERACY IN ENGLISH  
LANGUAGE  
TEACHING MODULE  
GRADE 1-TERM ONE



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**The Curriculum Development Centre**

**TEACHING MODULE**

**GRADE 1-TERM ONE**

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## **PREFACE**

The advent of the Competence-Based Curriculum (CBC) heralds a new era of dynamic and practical learning experiences designed to equip learners with the 21<sup>st</sup> century skills. It marks a trans-formative step in improving education quality and relevance.

The Reading and Writing Module for Grade 1 has been designed in line with the Competence Based Education principles which seek to link education to real life experiences. The General Competences provided in the 2023 Zambia Curriculum Framework are linked to the content of this module.

The Module aims to support Grade 1 teachers in the implementation of the CBC in the absence of approved text books. It therefore reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

I hope teachers will make good use of this resource.

**Joel Kamoko (Mr.)**

**Permanent Secretary- Educational Services**

**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Reading and Writing Module for Grade 1 has been developed with wide consultation involving several stake holders within and outside the Education system. Many individuals, institutions and organizations were consulted to gather their views on the existing English Language practices to accord an opportunity to make suggestions for the Competence-Based Curriculum. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions which culminated in the development of this Module.

Finally, I acknowledge the dedication and hard work of the staff at the Curriculum Development Centre, whose efforts were instrumental in ensuring the successful completion of the syllabus development process.

**Charles K. Ndakala (Dr.)**

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**Ministry of Education**

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## **INTRODUCTION**

The Lower Primary Literacy in English Teaching Module for Grade 1 has been developed to support teachers in the effective delivery of English Literacy and Language lessons under the reformed curriculum. The module is developed based on the approved 2024 Competence-based English language Syllabus. It aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

The Ministry understands the challenges that come with transitioning to a new curriculum that is Competence Based. The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. This module reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these pedagogical skills to their unique classroom dynamics and to explore alternative, acceptable approaches which are learner centred and translanguaging practices that support the multilingual teaching environment necessary in the Zambian classrooms. This flexibility is important to ensuring that all learners, regardless of their environment, benefit from meaningful and impactful Curriculum.

It is envisaged that this module will serve as a valuable resource for teachers as they navigate the new Competence-Based Curriculum, enhancing their ability to inspire and equip learners with essential Language and Literacy knowledge, skills and positive attitudes desired to create a vibrant and responsive education system.

## **HOW THE MODULE SHOULD BE USED**

This module is designed to support teachers in planning and delivering grade 1 reading and writing lessons for Term 1. It is organized into weeks covering several topics and sub-topics. Teachers are encouraged to design their own lessons using the suggested activities and supplementary resources.

## **SUGGESTED TEACHING METHODOLOGY**

The reading and writing skills will be addressed within single lesson. Reading lessons will follow the Primary Literacy Programme (PLP), focusing on Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Additionally, integrated skills, such as Handwriting and Punctuation, will be emphasised during the writing part of a literacy lesson.



## **Topic: 1.9. Sounds**

### **Introduction**

This topic will introduce phonics in English to the learners. Learners will be taught the sounds of English systematically, including short and long vowels, consonants, digraphs, trigraphs, consonant blends, diphthongs, and triphthongs. This sound knowledge will then be applied to developing the skills of blending known sounds together and identifying known sounds in words. This enables learners to begin reading at an early stage of their schooling. The handwriting type to be introduced to the learners at this level should be Print. During handwriting activities, the emphasis will be the concept of print, letter formation, sizing, spacing, consistency, alignment and the correct use of punctuation.

### **General Competence**

The learners will acquire competences which will include:

- Analytical thinking: analyze simple songs and stories.
- Creativity and innovation: construct simple sentences.
- Critical thinking: answer comprehension questions, work in groups and engage in discussions.
- Problem solving: use language to solve real life problems.
- Collaboration: complete shared tasks in pairs or groups.
- Communication: apply good listening, speaking, reading and writing skills.



### **Key Terms**

The following terms will be used frequently in this topic: sound, syllable, blending, word, segmenting, grapheme, phoneme, decodable story, consonant vowel consonant (CVC) words and diagraphs.

### **Overview**

This subtopic will introduce learners to the pre reading and pre writing activities in English language teaching. These skills include sitting posture, book handling, directionality (reading from left to right, top to bottom), page flipping, visual discrimination and picture reading. Pre writing activities include pencil handling, fine motor skills (finger flicking) tracing, copying, labelling, matching, tearing, sitting posture and drawing. These activities will generally prepare learners to develop reading and writing skills in the English language.

### **Specific Competence**

- Demonstrate correct sitting posture
- Use appropriate grip to hold pencils
- Demonstrate knowledge of basic concept of print
- Draw a variety of patterns

## A) Learning Activities



### Activity 1a:



### Tips

#### a) Pre-reading Activities

- Introduce letters of the alphabet (a - g)
- Show both the upper and lower case letters (a – g; A-G)
- Explain how to move the eyes from left to right without moving the head
- Move an object from the learners' left to their right for them to follow it with eyes
- Show pictures depicting movements from left to right for the learners to follow with their eyes. *For example: A picture of a bird (on the left) moving to the nest (on the right); man (on the left) moving to a house (on the right); fish swimming from left to right in the river.*
- Use relevant action songs to reinforce the left to right movements.

#### b) Pre-writing Activities

- Instruct learners to take a correct sitting posture according to the seat (applying sit like Leo, sit like Jumbo activity)
- Tell learners to place their palms on the desks and imitate the way a caterpillar walks using fingers.
- Tell the learners to use fingers to demonstrate how the lights for indicators on a vehicle go on and off.
- Demonstrate a tripod pencil grip
- Do it at the same time with the learners.
- Instruct the learners to do it on their own while you go round the class observing them
- Explain that that is the way they will be holding pencils whenever they are writing.
- Give pre-written letters of the alphabet (a-g; A-G) on A4 size papers (or any other material to pairs of learners.

A	C
B	E
C	F
D	G
E	A
F	B
G	D

- Explain that the learners are going to match some lower- and upper-case letters.
- Demonstrate by matching upper case 'A' to lower case 'a' while emphasising drawing the line from left to right.
- Tell learners to show you the next pair to match.
- Let learners match the remaining letters
- Remind the learners to sit correctly, hold the pencils correctly and draw the lines neatly.
- Display learners' work and correct any wrong matches.
- Stick taught letters on the classroom wall.

### c) Suggested Teaching and Learning Materials

- Letter cards, pictures to facilitate left to right eye movement, A4 size papers with pre-written letters on them, flip chart.

### d) Expected Standards

- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly (left to right eye movement)
- Variety of patterns drawn correctly (drawing lines from left to right)



### Assessment Activities

- |  |
|--|
| • Ask learners to demonstrate correct sitting posture                  |
| • Ask learners to demonstrate correct pencil holding with correct grip |
| • Ask learners to demonstrate eye movement from left to right          |
| • Ask learners to demonstrate drawing lines from left to right         |



### Summary

Teacher to use a song or a game on the lesson of the day to ensure they practice the competences they have learned. For example 2, 3, 7 alphabet rap game (a b, a b c, a b c d e f g).



### Activity 1b:

#### a) Pre-reading

- Revise names of the letters (a-g)
- Introduce names of the letters (h-n)
- Lead learners to do one activity on left to right eye movement
- Tell learners to do one activity on drawing lines from left to right (*the lines can be drawn in the air*)
- Show learners how to handle a book (*the book should have pictures*)
- Hold the book upright
- Explain that a book is read from top to bottom and left to right
- Discuss pictures on the cover, and within the text.
- Explain that pictures carry meaning
- Read the text/story in the same book.
- Read fluently to model reading.
- Ask oral questions considering all the six levels of thinking (*remembering, understanding, applying, analysing, evaluating and creating*)
- Include questions to build learners' vocabulary.

#### b) Pre-writing

- Instruct learners to take a correct sitting posture (*applying sit like Leo, sit like Jumbo activity*)
- Tell learners to move fingers imitating rain falling

- Tell learners to pretend to mold clay such that they move the wrists and fingers
- Demonstrate a tripod pencil grip
- Do it at the same time with the learners.
- Instruct learners to do it on their own while you go round the class observing them
- Explain that, that is the way to hold pencils whenever they are writing.
- Provide pre-written letters (h-n; H-N) in circles. *For example:*




- Mix the lower and upper case letters.
- Demonstrate to colour the circles where the same letters are with the same colour. *For example: if one colours blue where lower case h is, should also colour blue where the upper case H is.*
- Tell learners to identify the next pair of letter circles to be coloured.
- Tell them to colour the remaining circles on their own.
- Remind the learners to colour the circles neatly and hold the crayons/coloured pencils correctly.
- Display learners' work
- Stick the learnt letters on the classroom wall

### c) Suggested Teaching and Learning Materials

- Letter cards, a story book with pictures, watercolours, crayons, flip charts, letter charts

### d) Expected Standard

- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly

 <b>Assessment Activities</b>
Ask learners to demonstrate the correct sitting posture
Ask learners to demonstrate correct pencil holding with correct grip
Ask learners to demonstrate correct eye movement from left to right
Ask learners to colour same letter with the same colour.



### Summary

Teacher to use a song or a game on the lesson of the day to ensure they practice the competences they have learned. For example 2, 3, 7 rap game (a b, a b c, a b c d e f g, h i, h i j, h i j k l m n).



### Activity 1c:

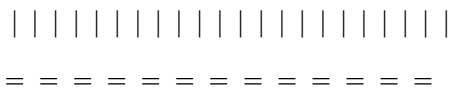
#### a) Pre-reading

- Revise names of the letters (a-n) through the following suggested activity.
- Write letters a – n (both lower and upper case) on the floor where all the learners can see.

- Demonstrate unfolding a piece of paper, naming a letter written on it and placing it near the same letter on the floor (lower case next to upper case and vice versa).
- Tell the learners to name the letter on the next piece of paper and tell them to suggest where to place it (*the teacher and learners to agree on the correct position*).
- Give out pieces of paper, one at a time for each learner who receives one to unfold, say the name of the letter and place it next to the same letter on the floor.
- You can have more than one group of learners as long as you are able to see what the groups are doing.
- Introduce names of the letters (o - u)
- Revise activities reinforcing correct book handling as in activity 1b.

**b) Pre-writing**

- Instruct the learners to take a correct sitting posture (*applying sit like Leo, sit like Jumbo activity*)
- Tell learners to pretend to squeeze something
- Tell learners to pretend to pluck fruits from a tree.
- Demonstrate a tripod pencil grip. Do it at the same time with the learners.
- Instruct the learners to hold pencils on their own while you go round the class observing them
- Explain that, that is the way to hold pencils whenever they are writing.
- Demonstrate how to draw vertical and horizontal strokes while learners observe. *For example:*




- Learner to copy the drawn pattern in their exercise books.
- Remind learners of the correct pencil grip.
- Remind learners of drawing neat strokes.
- Display learners' work ( *appraise, appreciate, correct* )
- Stick the learnt letters on the classroom wall

**c) Suggested Teaching and Learning Materials**

- Letter cards, flip charts, letter charts

**d) Expected Standard**

- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly

	<b>Assessment Activities</b>
	<ul style="list-style-type: none"> <li>• Ask learners to demonstrate the correct sitting posture</li> </ul>
	<ul style="list-style-type: none"> <li>• Ask learners to demonstrate correct pencil holding with correct grip</li> </ul>

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Ask learners to demonstrate correct eye movement from left to right</li> </ul> |
| <ul style="list-style-type: none"> <li>• Ask learners to draw the given patterns correctly</li> </ul>                   |

 **Summary**

Teacher to use a song or a game on the lesson of the day to ensure they practice the competences they have learned. For example 2, 3, 7 rap game (a b, a b c, a b c d e f g, h i, h i j, h i j k l m n, o p, o p q, o p q r s t u).

 **Activity 1d:**

**a) Pre-reading**

- Revise names of the letters (a-u)
- Introduce names of the letters (v-z)
- Lead learners to do a letter hunt game. *For example*
- You will need a big letter chart and letter cards (preferably a – z. *For example a, b, c, g, e, g, f, A, B, C, D, E, F...*).
- Put the letter cards in different boxes and put learners in groups.
- Explain to the learners that they will pick letters randomly from the boxes.
- Once the letter is found, say the name of the letter and place it on the corresponding letter on the chart.
- Repeat the procedure with different learners until all the letters on the chart are marked.

**b) Pre-writing**

- Instruct learners to take a correct sitting posture (*applying sit like Leo, sit like Jumbo activity*)
- Tell learners to demonstrate finger manipulation from the previous activities.
- Demonstrate a tripod pencil grip.
- Practice it at the same time with the learners.
- Instruct the learners to demonstrate pencil grip correctly on their own while you go round the class observing them
- Explain that, that is the way to hold pencils whenever they are writing.
- Demonstrate how to draw slanting lines while learners observe. *For example:*  

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- Learner to copy the drawn pattern in their exercise books.
- Remind them of the correct pencil grip.
- Remind them of drawing neat strokes.
- Display learners’ work (appraise, correct.....)
- Stick the learnt letter on the classroom wall

**c) Suggested Teaching and Learning Materials**

Letter cards, boxes, a ruled part of the board, flip charts

#### d) Expected Standard

- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly

 <b>Assessment Activities</b>
• Ask learners to demonstrate the correct sitting posture
• Ask learners to demonstrate correct pencil holding with correct grip
• Ask learners to demonstrate correct eye movement from left to right
• Ask learners to draw the given patterns correctly
• Ask learners to name all the letters of the alphabet



#### Summary

Teacher to use a song or a game on the lesson of the day to ensure they practice the competences they have learned. For example 2, 3, 7 rap game (a b, a b c, a b c d e f g, h i, h i j, h i j k l m n, o p, o p q, o p q r s t u, v w, v w x, v w x y z z z).

## Subtopic: 1.9.2 Sound /S/

### Overview

This subtopic is about sound /s/ which is a common consonant sound. Learners will be introduced to the sound, shape and the words containing the /s/ sound.

Specific competences: 1.9.2.1

Sound out consonants in English.



Activity 1a:

#### a) Phonemic awareness

- Display a picture with items which have names with the sound of the day /s/.
  - *For example a picture of a spoon or a picture of a bus.*
- Instruct learners to identify the picture.
- Ask them to produce the first or last sound in the word spoon/bus.
- Tell learners to sound it after you for a number of times.
- Let learners think of other words that carry the sound /s/.
  - *For example: sad, pass, kiss, soap, sick.*
- Tell the learners that the sound /s/ in the words they give can be in any position.
- Tell all the learners to repeat each suggested word.
- Ask learners to agree or disagree whether the suggested word carries the sound /s/.
- Then everyone should produce the sound /s/ together after confirming its presence in each suggested word.
- If it is not in a suggested word, there would be no need of sounding /s/.

#### b) Phonics

- Explain that the sound /s/ has a shape
- Tell learners to form the letter 's' 'S' in the air.
- Say the sound as you form it.
- Form it in the air while saying its sound whereas the learners observe.
- Form it in the air at the same time with the learners as they say the sound with you
- Instruct the learners to form it on their own as they say the sound.
- Point at the letter and instruct the learners to say the name of the letter.
- Point at the letter and say its sound.

#### c) Fluency

- Put learners in small groups
- Provide the learners with different grapheme cards including cards with the grapheme 's'
- Instruct them to select all the cards with grapheme 's'
- Collect the selected cards from all the groups
- Confirm what the learners would have selected by showing every card to the entire class to agree or disagree whether the card is carrying the grapheme 's'.
- Tell learners to sound the selected letter correctly.



**d) Vocabulary**

- Show pictures or real objects of items that have names carrying the sound /s/ and those without.
- *For example: pot, sand, cup, sun, school, soap, scissors, insect, food, shirt, screen,*
- Instruct learners to choose pictures or real objects whose names carry the sound /s/
- Discuss meaning of the name of the chosen picture or real object.
- Further, instruct the learners to use the selected words in meaningful sentences. For example. We use *sand* to build a house.

**e) Writing**

- Draw a pattern to prepare the learners to form the letter's'. *For example: A snake or curved lines. (illustration)*
- write the
- Instruct learners to copy own names from the name cards.
- Remind them of the correct sitting posture
- Correct tripod pencil grip, evenness and neatness of letters before they write.

**f) Comprehension:**

- Tell any interesting story of the learners' level.
- Ask oral questions considering all the six levels of thinking (remember, understandings, apply analysis, evaluate and create).

**d) Suggested Teaching and Learning Materials**

- Pictures/real objects, a ruled part of the board and grapheme cards

**e) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly



**Assessment Activities**

Ask learners to draw curved line patterns correctly

Ask learners to sound the /s/ sound correctly

Ask learners to select objects whose name contain /s/ sound



**Summary**

- Learners to say words with /s/ sound.
- Sing a song that supports the sound of the day or play a game with words that contain /s/ sound



## Activity 1 b

### a) Phonemic awareness

- Ask the learners to say the sound they learnt during the previous literacy lesson in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Instruct them to pay attention to what items will be gotten from the magic box
- Pick the following or any other relevant items from the magic box and let the learners name each item: *spoon, sponge, soap, socks, scissors*
- Lead them into eliciting the /s/ sound from the names for the items gotten from the magic box.

### b) Phonics

- Remind learners that the sound /s/ has a shape
- Form its shape on the board as the learners observe as a way of reminding those who would have forgotten
- Say the sound as you form it.
- Form it in the air while saying its sound whilst the learners observe.
- Form it in the air at the same time as the learners whilst they say the sound with you
- Instruct them to form it on their own as they say the sound.
- Point at the letter and once you say ‘name’, the learners should say the name letter, when you say ‘sound’, they should say the sound /s/

### c) Fluency

- Display the following story or any other suitable one:

*Sam had a dog Spot. Sam liked throwing sticks for Spot to chase. One day, Sam took Spot for swimming. Sam and Spot saw a snail sliding down the rock. When Sam and Spot looked behind them, they saw a snake sliding in the grass sss! sss!*

- Do not read the story but instruct the learners to get close.
- Explain that you will underline all the letters with /s/ sound
- Underline the first letter with the /s/ sound.
- Find the second one together with the learners and select any learner to underline it.
- Give them time to look at the text silently and later randomly select individual learners to underline the graphemes with the /s/ sound.

Involve everyone to agree on the selected grapheme by an individual learner before proceeding to the next one.

- After all the correct graphemes have been underlined, point at each one of them and tell the learners to sound each when you say ‘sound’, tell them to say the name of the letter when you say ‘name’.

#### d) Vocabulary

- Tease out words such as *chase, swim, snail, slide, snake and stick* from the passage above and teach their meanings.
- Further, instruct the learners to use the selected words in meaningful sentences. For example. I like to swim.

#### e) Writing

- Remind the learners how to write the letter 's' by demonstrating in the air while learners observe.
- Instruct the learners to form the letter in the air with you
- Tell learners to form letters in the air independently. (*illustration*)
- Using manuscript (Print) write the letter 's' on the board as the learners observe.
- Show learners the starting point and the direction to take until the whole letter is written.
- Ensure that the letters are even in size and height and they are resting on the line.
- Instruct learners to copy own names from the name cards.

#### f) Comprehension

- Read the story used under fluency for the learners to listen to (*without instructing the learners to read with you*).
- Ask oral questions considering all the six levels of thinking (*remembering, understanding, applying, analysing, evaluating and creating*)

#### g) Suggested Teaching and Learning Materials

- Magic box, story, a ruled part of the board, chart with a story,

#### h) Expected Standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly



#### Assessment Activities

- Ask learners to write the letter 's' correctly
- Ask learners to sound the /s/ sound correctly
- Ask learners to underline /s/ from the given text



## Summary

- Learners to say words with /s/ sound.
- Sing a song or play a game with words that contain /s/ sound



## Activity 1c

### a) Phonemic Awareness

- Ask learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Say words that contain the /s/ sound. For example. *bus, sun, sit, lens, class*
- Tell learners to say the position of /s/ sound from the said words (at the beginning or at the end)
- Instruct learners to suggest words that contain /s/ sound at the beginning or at the end.
- Affirm the correct words.

### b) Phonics

- Tell learners to form the letter 's' in the air while sounding the letter.
- Instruct them to form the letter 's', 'S' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /s/.
- Instruct learners to stand in a circle.
- Display the word cards with /s/ sound and those without the /s/ sound on the floor inside the circle. (*change the word cards and the positions- both lower and upper case*)
- Tell learners to step on cards with words containing the /s/ sound.
- Learner who steps on the wrong cards are out of the game.

### c) Fluency

- Display words that contain /s/ sound and those that do not.
- Randomly choose learners to select two or three words that contain /s/ sound without hesitation.
- Appraise those who manage to select the correct words at a fast rate and encourage those who fail.
- Randomly choose learners to sound the /s/ sound correctly from the word cards.
- Appraise those who manage to sound the /s/ sound correctly and encourage those who fail.

**d) Vocabulary**

- Display a chart containing a story with words that contain the /s/ sound.  
*Sarah likes sound /s/.*  
*Sarah likes sitting near the teacher.*  
*Sarah likes seeing letter 's'.*  
*Sarah likes sounding letter 's'.*  
*Sarah likes saying words like soap, socks and sun.*
- Tell learners to identify the words that contain /s/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /s/ sound in the story.
- Tell learners to construct simple oral sentences using words with /s/ sound.

**e) Writing**

- Tell learners to copy four CVC words with the /s/ sound. For example. bus, sat, sad, sit,
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.

**f) Comprehension**

- Read the story used under vocabulary for the learners to listen to (*without instructing the learners to read with you*).
- Ask oral questions considering all the six levels of thinking (remembering, understanding, applying, analysing, evaluating and creating)

**g) Suggested Teaching and Learning Materials**

- A ruled part of the board, chart with a story, word cards.

**h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly



**Assessment Activities**

Ask learners to write the letter 's' correctly

Ask learners to sound the /s/ sound correctly

Ask learners to write the given words.

Ask learners to copy own names.



**Summary**

- Learners to say words with /s/ sound.
- Sing a song or play a game with words that contain /s/ sound



## Activity 1d

### a) Phonemic awareness

- Ask learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Play the 'I spy game'.
- Strategically place items whose names contain the /s/ sound and those that do not (*for example: spoon, cup, plate, soap, sack, socks, bottle, scissors, stone, mat, desk, bag*).
- Demonstrate how to play the game.
- Tell learners to move/ look around the classroom and find items that contain /s/ sound.
- Once the learner finds the items that contain the /s/ sound, the learner shouts I spy, picks the item, shows it to the rest and shout the name of the object.
- Tell learners to put their thumbs up if the spied item contains /s/ sound and thumbs down if it does not.

### b) Phonics

- Tell learners to form the letter 's' in the air while sounding the letter.
- Instruct them to form the letter's', 'S' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /s/.
- Instruct learners to stand in a circle.
- Demonstrate forming letter's' using different body parts such as the head, waist, leg while saying the sound.
- Instruct the learners to form the letter's' as demonstrated by the teacher.

### c) Fluency

- Play a thumb up and thumb down game.
- Put cards with words that contain /s/ sound and those that do not in a box.
- Instruct learners to stand in a circle.
- Sing a song (kambeba) while the box with words is being passed on from one learner to the other.
- A learner holding the box when the song ends, picks the word card from the box.
- The learner puts thumbs up if the picked word contains /s/ sound and thumbs down if it does not.
- All the learners to say the /s/ sound while the learner who picked the card is pointing at the grapheme.

### d) Vocabulary

- Display a chart containing a story with words that contain the /s/ sound.  
*Sam likes a stool.*  
*Sam likes to sit on the stool.*

*Sam likes sitting on the stool every Sunday morning.*

*Sam likes the small stool.*

*Sam likes saying words like sweets, spoon, seed, sip and send.*

- Tell learners to identify the words that contain /s/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /s/ sound in the story.
- Tell learners to construct simple oral sentences using words with /s/ sound.

**e) Writing**

- Tell learners to copy four CVC words with the /s/ sound. For example. sip, sin, set, six.
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.

**f) Comprehension**


- Read the story used under vocabulary for the learners to listen to (*without instructing the learners to read with you*).
- Ask oral questions considering all the six levels of thinking (remembering, understanding, applying, analysing, evaluating and creating)

**g) Suggested Teaching and Learning Materials**

- A ruled part of the board, chart with a story, word cards.

**h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly

 <b>Assessment Activities</b>
Ask learners to write the letter 's' correctly
Ask learners to sound the /s/ sound correctly
Ask learners to write the given words.
Ask learners to copy own names



**Summary**

- Learners to say words with /s/ sound.
- Sing a song or play a game with words that contain /s/ sound.

## Subtopic: 1.9.1 Sound /a/

### Overview

This subtopic is about sound /a/ which is a common consonant sound. Learners will be introduced to the sound, shape and the words containing the /a/ sound.

Specific competences: 1.9.1.1

Sound out short vowels.



### Activity 1a

#### a) Phonemic awareness

- Show a real object whose name starts or ends with the sound /a/. For example *an apple* or *a banana*.
- Instruct learners to identify the object.
- Ask them to produce the first or last sound in the word (*apple* and *banana*)
- Tell learners that the sound /a/ in the words can be in any position. For example: in the word *banana*
- Let learners think of other words that carry the sound /a/

#### b) Phonics

- Explain that the sound /a/ has a shape and a name (*both lower case and upper case*)
- Form letter 'a' 'A' on the board as the learners observe (both lower case and upper case)
- Say the sound as you form the letter.
- Instruct learners to say the name of the letter when you say 'name' as you point to the letter and say the sound when you say 'sound'.
- Form the letter in the air while saying the letter sound while the learners observe.
- Form the letter in the air at the same time with the learners as they say the sound with you
- Instruct them to form the letter on their own as they say the sound.
- Display a chart showing the letters of the alphabet.
- Tell the learners to identify the letter 'a' 'A' and sound the letter.

#### c) Fluency

- Put learners in small groups
- Tell learners that they are going to play the game called 'flip the card'.
- Provide the learners with different grapheme cards including cards with the grapheme 'a'
- Instruct them to select all the cards with grapheme 'a'
- Collect the selected cards from all the groups.
- Confirm what the learners would have selected by showing every card to the entire class to agree or disagree.
- Tell learners to sound the grapheme 'a' correctly.
- Appraise the learners who sound the grapheme 'a' correctly and help those who have challenges.



#### d) Vocabulary

- Show pictures that have names carrying the sound /a/ and those without (*For example: cat, desk, book, hat, pencil, bag, apple, ant, hand.....*).
- Tell learners to say the names of object on the picture.
- Instruct learners to choose pictures whose names carry the sound /a/.
- Discuss the meaning of the names of objects on the picture.
- Further instruct the learners to use the selected words in meaningful sentences.

#### e) Writing

- Draw simple shapes to prepare learners to form the letter 'a' 'A' (*For example: a square, triangle, rectangle, circle...*).
- Instruct learners to copy own names from name cards
- Remind them of the correct sitting posture, correct tripod pencil grip, evenness and neatness of letters before they write.

#### f) Comprehension

- Tell any simple story to the learners.
- Ask oral questions considering all the six levels of thinking (*remember, understanding, applying analysing, evaluating and creating*)

#### g) Suggested Teaching and Learning Materials

- Pictures, real objects, grapheme cards and alphabet chart

#### h) Expected Standard

- Short vowel in English sounded out correctly
- Short vowel in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly



#### Assessment Activities

Ask learners to sound the letter 'a' 'A'.

Ask learners to write the letter 'a' 'A'.

Ask learners to draw simple shapes



#### Summary

Play a game or sing a song containing words with /a/ sound.



#### Activity 1b

### a) Phonemic awareness

- Put picture cards on the floor upside down (*For example: apple, tree, ant, bag, grass, book, bird*).
- Instruct learners to pick a card and name the picture on the card.
- Ask learners to listen for the sound /a/ in the name of the picture.
- Ask learners to put all the picture cards containing the sound /a/ in the basket.
- Ask learners to mention other words they remember that contain the sound /a/.

### b) Phonics

- Form the shape of the sound /a/ on the board (both the lower and upper case).
- Ask learners to form the shape of the sound /a/ in the air.
- Display a chart showing the letters of the alphabet.
- Ask learners to identify the grapheme 'a' 'A' on the chart.
- Instruct the learners to name and sound the letter 'a' as you point at letter.

### c) Fluency

- Get all learners to stand in a circle.
- Play the 'basket game' as a whole class.
- Put different grapheme cards including cards with the grapheme 'a' in the basket
- Introduce the song to the learners (*kambeba*).
- The basket will be passed round the circle while singing the song.
- When the song ends, the learner holding the basket will pick a card from the basket.
- Ask the learners to confirm if the card selected is the grapheme 'a'.
- Tell learners to put all the correctly selected cards separately.
- Tell learners to sound the graphemes that are correctly selected.

### d) Vocabulary

- Explain how to play the 'mind map' game.
- Write the grapheme 'a' in a circle on the board.
- Tell learners to mention words that have grapheme 'a'.
- Write the mentioned words around the circle on the board.
- Discuss the meaning of the words mentioned by the learners.
- Further instruct the learners to use the mentioned words in meaningful sentences

### e) Writing

- Draw simple curves and right and left slanting strokes to prepare learners to write the letter 'a' 'A' (*illustration*)
- Instruct learners to copy own names from the name cards.
- Remind the learners of the correct sitting posture and correct tripod pencil grip.
- Remind the learners of the evenness, neatness as well as letter 'a' sitting on the line.

### f) Comprehension

- Tell a story to the learners.


- Ask oral questions considering all the six levels of thinking (remember, understanding, apply analysis, evaluate and create)

**g) Suggested Teaching and Learning Materials**

- Picture cards, alphabet chart and basket.

**h) Expected Standard**

- Short vowel in English sounded out correctly
- Short vowel in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly

 <b>Assessment Activities</b>
<ul style="list-style-type: none"> <li>• Ask learners to sound the grapheme ‘a’ correctly.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask learners to write the letter ‘a’ correctly.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask learners to write the given patterns correctly.</li> </ul>



**Summary**

- Play a game or sing a song containing words with /a/ sound.



**Activity 1c**

**a) Phonemic awareness**

- Ask learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Say words that contain the /a/ sound. For example. *apple, ant, tap, pan, fan.*
- Tell learners to say the position of /a/ sound from the said words (at the beginning or in the middle).
- Instruct learners to suggest words that contain /a/ sound at the beginning or at the end.
- Affirm the correct words’.

**b) Phonics**

- Tell learners to form the letter ‘a’ ‘A’ in the air while sounding the letter.
- Instruct them to form the letter ‘a’ ‘A’ on their desks while they say the sound of the letter.
- Point at the letter and once you say ‘name’, the learners should say the name of the letter, when you say ‘sound’, they should say the sound /a/.
- Instruct learners to stand in a circle.
- Display the word cards with /a/ sound and those without the /a/ sound on the floor inside the circle. (*change the word cards and the positions- both lower and upper case*)

- Tell learners to step on cards with words containing the /a/ sound (*learners who step on wrong cards are out of the game*).

### c) Fluency

- Display words that contain /a/ sound and those that do not.
- Randomly choose learners to select two or three words that contain /a/ sound without hesitation.
- Appraise those who manage to select the correct words at a fast rate and encourage those who fail.
- Randomly choose learners to sound the /a/ sound correctly from the word cards.
- Appraise those who manage to sound the /a/ sound correctly and encourage those who fail.

### d) Vocabulary

- Display a chart containing a story with words that contain the /a/ sound.  
*Amos likes apples.*  
*Amos likes plucking apples.*  
*Amos plucks apples with his ant.*  
*Amos likes seeing letter 'a'.*  
*Amos likes sounding letter 'a'.*  
*Amos likes saying words like hat, mat, rat, cat, jam, tap and ant.*
- Tell learners to identify the words that contain /a/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /a/ sound in the story.
- Tell learners to construct simple oral sentences using words with /a/ sound.

### e) Writing

- Tell learners to copy four CVC words with the /a/ sound. For example. *hat, mat, rat, cat*
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.

### f) Comprehension

- Read the story used under vocabulary for the learners to listen to (*without instructing the learners to read with you*).
- Ask oral questions considering all the six levels of thinking (remembering, understanding, applying, analysing, evaluating and creating)

### g) Suggested Teaching and Learning Materials

- A ruled part of the board, chart with a story, word cards.

### h) Expected Standard

- Vowels sounded out correctly
- vowels written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly



## Assessment Activities

Ask learners to write the letter 'a' correctly

Ask learners to sound the /a/ sound correctly

Ask learners to write the given words.

Ask learners to copy own names



## Summary

- Sing a song or play a game with words that contain /a/ sound



## Activity 1d

### a) Phonemic awareness

- Ask the learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Play the 'I spy game'.
- Strategically place items whose names contain the /a/ sound and those that do not (for example: sack, hat, jam, apple, tap, socks, bottle, stone, mat, desk, bag).
- Demonstrate how to play the game.
- Tell learners to move/ look around the classroom and find items that contain /a/ sound.
- Once the learner finds the items that contain the /a/ sound, the learner shouts I spy, picks the item, shows it to the rest and shout the name of the object.
- Tell learners to put their thumbs up if the spied item contains /a/ sound and thumbs down if it does not.

### b) Phonics

- Tell learners to form the letter 'a' in the air while sounding the letter.
- Instruct them to form the letter 'a' 'A' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /a/.
- Instruct learners to stand in a circle.
- Demonstrate forming letter 'a' using different body parts such as the head, waist, leg while saying the sound.
- Instruct the learners to form the letter 'a' as demonstrated by the teacher.

### c) Fluency

- Play a thumb up and thumb down game.
- Put cards with words that contain /a/ sound and those that do not in a box.
- Instruct learners to stand in a circle.

- Sing a song (kambeba) while the box with words is being passed on from one learner to the other.
- A learner holding the box when the song ends, picks the word card from the box.
- The learner puts thumbs up if the picked word contains /a/ sound and thumbs down if it does not.
- All the learners to say the /a/ sound while the learner who picked the card is pointing at the grapheme.

**d) Vocabulary**

- Display a chart containing a story with words that contain the /s/ sound.  
*This is Sam.*  
*Sam is a cat.*  
*Sam likes to nap.*  
*Sam likes to nap on the mat.*  
*Sam likes to nap with dad.*  
*Nap! Nap! Nap!*
- Tell learners to identify the words that contain /a/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /a/ sound in the story.
- Tell learners to construct simple oral sentences using words with /a/ sound.

**e) Writing**

- Tell learners to copy four CVC words with the /a/ sound. For example. *nap, tap, lap, map.*
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.

**f) Comprehension**


- Read the story used under vocabulary for the learners to listen to (*without instructing the learners to read with you*).
- Ask oral questions considering all the six levels of thinking (remembering, understanding, applying, analysing, evaluating and creating)

**g) Suggested Teaching and Learning Materials**

- A ruled part of the board, chart with a story, word cards.

**h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly

 <b>Assessment Activities</b>
Ask learners to write the letter 'a' correctly
Ask learners to sound the /a/ sound correctly
Ask learners to write the given words.
Ask learners to copy own names.



## Summary

- Sing a song or play a game with words that contain /a/ sound

## Subtopic: 1.9.2 sound /t/

### Overview

This subtopic is about sound /t/, which is a common consonant sound. Learners will be introduced to the sound, shape, blending, segmenting and the words it is found in.

Specific Competence: 1.9.2.1

Sound out consonants in English.



### Activity 1a

#### a) Phonemic awareness

- Say words that carry the /t/ sound. (*For example table, tree, teeth, ten*).
- Instruct learners to elicit the common sound in the given words.
- Say the /t/ sound alone.
- Say the /t/ sound together with the learners.
- Tell learners to say /t/ sound by themselves: whole class, small groups and randomly selected individuals.
- Say some words with /t/ and others without in any order. (*For example: roof, true, three, toad, pit, bus, but*).
- Instruct the learners to clap when they hear the /t/ sound in the given words and not to clap when they do not hear it.

#### b) Phonics

- Form the shape of the letter 't' 'T' on the board as the learners observe (both the lower and uppercase).
- Say the sound as you form the letter.
- Point at the letter and say the name of the letter.
- Point at letter 't' again and instruct the learners to say the name of the letter.
- Form letter 't' in the air while saying the /t/ sound as the learners observe.
- Form letter 't' in the air at the same time with the learners as they say the /t/ sound with you
- Instruct learners to form the letter 't' on their own as they say /s/ sound.
- Display a chart showing the letters of the alphabet.
- Tell learners to identify the letter 't' on the alphabet chart and say the /t/ sound.

#### c) Fluency

- Put learners in small groups.
- Explain to the learners how to play 'flip the card' game.
- Provide the learners with different grapheme cards including cards with the graphemes 't', 's', 'a'.
- Instruct them to select all the cards with the learnt graphemes ('t', 's', 'a') as they flip them.
- Instruct the learners to sound the graphemes on the selected cards.
- Using big cards show the card with letter 'a' and tell the learners to sound the letter.



- Show them the card with letter ‘t’ and tell the learners to sound the letter.
- Show the learners the card with letter ‘s’ and tell the learners to sound the letter.
- Put ‘s’, ‘a’, ‘t’ together for you and the learners to blend the grapheme – phoneme cards into the word ‘sat’.
- Drop/ remove the grapheme card with letter ‘s’ and together with the learners read the word ‘at’

**d) Vocabulary**

- Show word cards with the words at, sat.
- Tell learners to read the words on the cards.
- Discuss the meaning of the words on the cards.
- Tell learners to construct simple sentences using the words ‘at’, ‘sat’. for example; *My dog sat on the mat.*

**e) Writing**

- Draw simple shapes to prepare learners to form the letter ‘t’.
- *For example: vertical and horizontal strokes*
- Tell the learners to copy own names from name cards
- Remind them of the correct sitting posture, correct tripod pencil grip.
- Remind learners of the evenness, neatness as well as letters sitting on the line.

**f) Comprehension**


- Tell a story to the learners.
- Ask oral questions considering all the six levels of thinking (*remember, understanding, apply analysis, evaluate and create*)

**g) Suggested Teaching and Learning Materials**

- Pictures/real objects, grapheme cards and alphabet chart

**h) Expected standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Words with consonants read and blended correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly

	<b>Assessment activities</b>
	Ask learners to sound the letter ‘t’.
	Ask learners to write the letter ‘t’.
	Ask learners to blend the grapheme-phoneme into words.



## Summary

Sing a song or play a game with words that contain /a/ sound.



## Activity 1b

### a) Phonemic awareness

- Put picture cards on the floor upside down (*Examples of pictures: tent, shirt, tin, tea, tray*).
- Instruct learners to pick a card and name the picture on the card.
- Tell learners to listen for the sound /t/ in the name of the item on the picture.
- Tell learners to put all the picture cards containing the sound /t/ in the basket.
- Tell to mention other words they remember that contain the sound /t/.

### b) Phonics

- Tell learners to name and sound letters 's', 'a', 't'.
- Display a chart showing the letters of the alphabet.
- Tell learners to identify letters 's', 'a', 't' from the chart and say the sounds.
- Point at the letters and instruct the learners to name and sound the letters alternatively.
- Show the word 'at' to the learners.
- Instruct the learners to read the word at and identify the phonemes in the word as /a/ and /t/.
- Repeat the process with the word 'sat'.

### c) Fluency

- Get all learners to stand in a circle and play the 'basket game' as a whole class.
- Put different grapheme cards including cards with the graphemes 's', 'a', 't', in the basket
- Introduce the song to the learners.
- The basket will be passed round the circle while singing the song.
- When the song ends, the learner holding the basket will pick a card from the basket.
- Tell the learners to confirm if the card selected is the grapheme 't', 's' or 'a'.
- Tell learners to put all the correctly selected cards separately.
- Tell learners to sound out the selected graphemes correctly.
- Put 's', 'a', 't' together for you and the learners to blend the grapheme – phoneme cards into the word 'sat'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'at'

### d) Vocabulary

- Explain how to play the 'mind map' game.
- Write the graphemes 't', 'a', 's' in separate circles on the board.
- Tell learners to mention words that have graphemes 't', 'a', 's'.

- Write two words said by the learners on the board near each appropriate circle (illustration).
- Discuss the meaning of the written words.
- Further instruct the learners to use the mentioned words in meaningful sentences

**e) Writing**

- Write the letter ‘t’, ‘T’ on the board while learners are observing. (both lowercase and uppercase).
- Emphasise the directionality for forming the letter ‘t’, ‘T’. (illustration)
- Instruct learners to copy the given letters in their exercise books.
- Instruct learners to copy own names from the name cards.
- Remind them of the correct sitting posture, correct tripod pencil grip.
- Remind learners of the evenness, neatness as well as letters sitting on the line.

**f) Comprehension**


- Tell a decodable story to the learners.
- Ask oral questions considering all the six levels of thinking (remember, understanding, apply analysis, evaluate and create)
- Ask to mention words from the story that had the sound /t/.

**g) Suggested Teaching and Learning Materials**

- Picture cards, alphabet chart and basket.

**h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Words with consonants read and blended correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Variety of patterns drawn correctly

	<b>Assessment Activities</b>
Ask learners to sound the letter ‘t’.	
Ask learners to write the letter ‘t’.	
Ask learners to blend the grapheme-phoneme into words.	
Ask learners to segment the given words.	



**Summary**

- Sing a song or play a game with words that contain /a/ sound.



## Activity 1c

### a) Phonemic awareness

- Ask the learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Say words that contain the /t/ sound. For example. *tap, tip, tan, rat*
- Tell learners to say the position of /t/ sound from the said words (at the beginning or at the end)
- Instruct learners to suggest words that contain /t/ sound at the beginning or at the end.
- Affirm the correct words '.

### b) Phonics

- Tell learners to form the letter 't', 'T' in the air while sounding the letter.
- Instruct them to form the letter 't' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /t/.
- Instruct learners to stand in a circle.
- Display the word cards with /t/ sound and those without the /t/ sound on the floor inside the circle. (*change the word cards and the positions- both lower and upper case*)
- Tell learners to step on cards with words containing the /t/ sound.
- Learner who step on the wrong cards are out of the game.
- Show the word 'at' to the learners.
- Instruct the learners to read the word at and identify the phonemes in the word as /a/ and /t/.
- Repeat the process with the word 'sat'.

### c) Fluency

- Display words that contain /t/ sound and those that do not.
- Randomly choose learners to select two or three words that contain /t/ sound without hesitation.
- Appraise those who manage to select the correct words at a fast rate and encourage those who fail.
- Randomly choose learners to sound the /t/ sound correctly from the word cards.
- Appraise those who manage to sound the /t/ sound correctly and encourage those who fail.
- Tell learners to sound out the selected graphemes correctly.
- Put 's', 'a', 't' together for you and the learners to blend the grapheme – phoneme cards into the word 'sat'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'at'.

#### d) Vocabulary

- Display a chart containing a story with words that contain the /s/ sound.  
*Tip the cat has a mat.*  
*Tip likes to sit on the mat.*  
*Tip likes to put sticks on the mat.*  
*Tip likes to make ticks.*  
*Tip likes to play with Tim.*  
*Tisa!Tina!Teddy.*
- Tell learners to identify the words that contain /t/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /t/ sound in the story.
- Tell learners to construct simple oral sentences using words with /t/ sound.

#### e) Writing

- Tell learners to copy VC and CVC words with the /t/ sound. For example. at, sat, pat, cat,
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.

#### f) Comprehension

- Read the story used under vocabulary for the learners to listen to (*without instructing the learners to read with you*).
- Ask oral questions considering all the six levels of thinking (**remembering, understanding, applying, analysing, evaluating and creating**)

#### g) Suggested Teaching and Learning Materials

- A ruled part of the board, chart with a story, word cards.

#### h) Expected Standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly



#### Assessment Activities

- Ask learners to sound the /t/ sound correctly.
- Ask learners to segment and blend the given words.
- Ask learners to write the given words.
- Ask learners to copy own names.



#### Summary

Sing a song or play a game with words that contain /t/ sound



## Activity 1d

### a) Phonemic awareness

- Ask the learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Play the '*I spy game*'.
- Strategically place items whose names contain the /t/ sound and those that do not (for example: plate, stone, mat, desk, bag, table, boat.....).
- Demonstrate how to play the game.
- Tell learners to move/ look around the classroom and find items that contain /t/ sound.
- Once the learner finds the items that contain the /t/ sound, the learner shouts I spy, picks the item, shows it to the rest and shout the name of the object.
- Tell learners to put their thumbs up if the spied item contains /t/ sound and thumbs down if it does not.

### b) Phonics

- Tell learners to form the letter 't' in the air while sounding the letter.
- Instruct them to form the letter 't', 'T' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /t/.
- Instruct learners to stand in a circle.
- Demonstrate forming letter 't' using different body parts such as the head, waist, leg while saying the sound.
- Instruct the learners to form the letter 't' as demonstrated by the teacher.
- Show the word 'at' to the learners.
- Instruct the learners to read the word at and identify the phonemes in the word as /a/ and /t/.
- Repeat the process with the word 'sat'.

### c) Fluency

- Play a thumb up and thumb down game.
- Put cards with words that contain /t/ sound and those that do not in a box.
- Instruct learners to stand in a circle.
- Sing a song (kambeba) while the box with words is being passed on from one learner to the other.
- A learner holding the box when the song ends, picks the word card from the box.
- The learner puts thumbs up if the picked word contains /t/ sound and thumbs down if it does not.

- All the learners to say the /t/ sound while the learner who picked the card is pointing at the grapheme.
- Put /s/, /a/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word ‘sat’.
- Drop/ remove the grapheme card with letter‘s’ and together with the learners read the word ‘at’.

**d) Vocabulary**

- Display a chart containing a story with words that contain the /t/ sound.  
*Tom had two toys.*  
*Tom’s first toy was a truck.*  
*Tom’s second toy was a train.*  
*Tom’s two toys were truck and train.*  
*Tom’s toys took trips to town.*  
*Tom’s friends were Tamara, Taizya, Twalumba*
- Tell learners to identify the words that contain /t/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /t/ sound in the story.
- Tell learners to construct simple oral sentences using words with /t/ sound.

**e) Writing**

- Tell learners to copy CVC words with the /t/ sound. For example: set, pet, let, net.
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.

**f) Comprehension**


- Read the story used under vocabulary for the learners to listen to (without instructing the learners to struggle to read with you).
- Instruct learners to re-tell the story.

**g) Suggested Teaching and Learning Materials**

- A ruled part of the board, grapheme-phoneme cards, chart with a story, word cards.

**h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly

 <b>Assessment Activities</b>
Ask learners to blend and segment the given words.
Ask learners to sound the /t/ sound correctly.
Ask learners to write the given words.
Ask learners to copy own names.



## Summary

- Sing a song or play a game with words that contain /t/ sound



## Subtopic: 1.9.1 sound /i/

### Overview

This subtopic is about sound /i/ which is a common consonant sound. Learners will be introduced to the sound, shape, blending, segmenting and the words it is found in.

Specific Competence: 1.9.1.1

Sound out short vowels.



### Activity 1a

#### a) Phonemic Awareness

- Display pictures whose name starts with the sound /i/. (For example *.insect, ink*).
- Instruct learners to identify the given pictures (insect, ink).
- Tell learners to produce the first sound in the words insect and ink.
- Say the sound /i/ loudly and clearly.
- Tell the learners to think of other words that carry the sound /i/.
- Tell the learners that the sound /i/ in the words they give can be in any position (For example, *ink, insect, ill, polish, lip, wish, swish, swing, ring, king, sing...*).

#### b) Phonics

- Form the shape of letter 'i', 'I' on the board as the learners observe the letter formation
- Say the sound /i/ clearly and loudly as you form the letter 'i'.
- Form the letter in the air while saying its sound as the learners observe.
- Form the letter with the learners in the air as they say the sound with you
- Instruct the learners to form the letter on their own on the desk as they say the sound.
- Point at the letter and instruct the learners to say its name.
- Put /s/, /i/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word 'sit'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'it'.

#### c) Fluency

- Put learners in pairs or groups
- Play a game of identifying graphemes i, a, t, s using the grapheme cards
- Provide the learners with i, a, t, s and other different graphemes
- Instruct the learners to select the cards with the already learnt graphemes
- Instruct the learners to sound each of the selected grapheme /s/, /a/, /t/, /i/
- Show the learners 'a' and sound the letter
- Show the learners 't' and sound the letter.
- Blend /a/ and /t/ and sound them until you read the word 'at' for the learners.

- Together with learners, sound /i/.
- Together with learners, sound /t/.
- Blend /i/ and /t/ and read the word 'it' with the learners.
- Put learners in pairs or small groups,
- Provide grapheme phoneme cards carrying (s, a, i, t, s, a, i, t) for each pair or group.
- Instruct learners to blend the grapheme -phoneme cards to build words
- Instruct the groups represented by different members to explain how they came up with the built words. *For example: we picked /s/, /a/ and /t/ to form the word 'sat'.*

**NOTE:** The teacher should also appreciate local language influenced blending on each topic and lesson but should go ahead and make relevant words into the foreign language. Eg. sa – sat, ta – tab etc.

#### **d) Vocabulary**

- Display a chart containing a story with words that contain the /t/ sound.  
*Kid the pig had a lid.*  
*Kid skids on his lid.*  
*Kid hid his lid in the pit.*  
*Kid found a pin and a zip in the pit.*  
*Kid the pig's friends were Jim, Kip and Tinta.*
- Tell learners to identify the words that contain /i/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /i/ sound in the story.
- Tell learners to construct simple oral sentences using words with /i/ sound.

#### **e) Writing**

- Demonstrate how to write a letter 'i' 'I' on the board while learners observe
- Emphasise on letter directionality as you demonstrate
- Tell learners to copy the letter 'i' 'I'
- Tell the learners to copy own names from the name cards
- Remind them of the correct sitting posture and correct tripod pencil grip.
- Remind the learners of the evenness, neatness and letters sitting on the line.

#### **f) Comprehension**

Read the story used under vocabulary for the learners to listen to (*without instructing the learners to read with you*).

Instruct learners to mention the characters in the story.


#### **g) Suggested Teaching and Learning Materials**

Pictures, chart and grapheme cards

#### **h) Expected standard**

- Short vowel in English sounded out correctly

- Short vowel in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly

 Assessment Activities
Ask learners to blend and segment the given words.
Ask learners to sound the /i/ sound correctly.
Ask learners to write the given words.
Ask learners to copy own names



## Summary

Sing a song or play a game with words that contain /i/ sound



## Activity 1b

### a) Phonemic awareness

- Tell/read a story with the sound /i/ dominating
- Ask learners to identify the common sound they heard in the story
- Tell learners to mention the words carrying the sound /i/ in the story
- Instruct the learners to mention each identified word and confirm if the sound /i/ is heard.
- Tell learners to sound the sound /i/ after you.
- Tell learners to sound /i/ independently as a class, in groups and as selected individuals

### b) Phonics

- Tell learners to form the letter ‘i’ ‘I’ in the air.
- Form the letter ‘i’ ‘I’ on the board as a reminder to some learners who might have forgotten.
- Show letter cards one with the lowercase ‘i’ and the other one with uppercase ‘I’ for the learners to sound.
- Say the sound /i/ clearly and loudly as you form and show the letter.
- Form the letter ‘i’ in the air while saying its sound while the learners observe.
- Form it in the air at the same time with the learners as they say the sound with you
- Instruct the learners to form the letter on their own on the desk as they say the sound.
- Point at the grapheme and instruct the learners to sound and say its name, alternatively
- Put /s/, /i/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word ‘sit’.
- Drop/ remove the grapheme card with letter ‘s’ and together with the learners read the word ‘it’.

### c) Fluency

- Use small stones/beads/bottle tops/seeds for the following activity.
- Put learners in small groups

- Give stones/beads to each group
- Direct the groups to sit in such a way you will be able to see all of them at the same time (preferably on the floor/mat).
- Instruct each group to form /s/ using stones/beads.
- Tell the learners to form /a/ next to /s/ and /t/ after /a/
- Instruct the learners to point to the each grapheme and sound it.
- Instruct the learners to blend the grapheme – phonemes and read the formed word as they move the fingers under the graphemes from left to right.
- Repeat the activity to form other words like sit, it, at.

#### **d) Vocabulary**

- Show pictures of items that have names carrying the sound /i/ and those without (For example: wig, pot, pig, sand, school, scissors, food, fish)
- Instruct learners to choose pictures whose names carry the sound /i/
- Discuss the meaning of the given words.
- Further instruct the learners to use the selected words in meaningful sentences (For example: *The fish is in a bin. Dig a small pit. We sit on desks*)

#### **e) Writing**

- Demonstrate how to write the letter ‘i’ ‘I’ on the ruled part of the board as the learners observe.
- Emphasise on evenness of letters in height

*For example:*

I I I I I I I I I I I I I I  
 i i i i i i i i i i i i i i  
 Ii Ii Ii Ii Ii Ii Ii Ii Ii

- Tell learners to copy their own names in their exercise book.

#### **f) Comprehension**

- Tell the story you used on the phonemic awareness.
- Tell the learners to re-tell the story.

#### **g) Suggested Teaching and Learning Materials**

- Pictures/real objects and small stones/beads/bottle tops/seeds, grapheme-phoneme cards.

#### **h) Expected Standard**

- Short vowel in English sounded out correctly
- Short vowel in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with short vowels read and blended correctly



## Assessment Activities

Ask learners to blend and segment the given words.

Ask learners to sound the /i/ sound correctly.

Ask learners to write the given words.

Ask learners to copy own names.



## Summary

Sing a song or play a game with words that contain /i/ sound



## Activity 1c

### a) Phonemic awareness

- Ask learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Say words that contain the /i/ sound. For example. *tin, bin, sin, it, pit, kiss, tick, sit, miss.*
- Tell learners to say the position of /i/ sound from the said words (at the beginning or at the end)
- Instruct learners to suggest words that contain /i/ sound at the beginning or middle.
- Affirm the correct words).

### b) Phonics

- Tell learners to form the letter 'i' 'I' in the air while sounding the letter.
- Instruct the learners to form the letter 'i' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /i/.
- Instruct learners to stand in a circle.
- Display the word cards with /i/ sound and those without the /i/ sound on the floor inside the circle. (*change the word cards and the positions- both lower and upper case*)
- Tell learners to step on cards with words containing the /i/ sound.
- Learner who step on the wrong cards are out of the game.
- Put /s/, /i/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word 'sit'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'it'.
- Put /s/, /a/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word 'sat'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'at'.

### c) Fluency

- Display words that contain /i/ sound and those that do not.
- Randomly choose learners to select two or three words that contain /i/ sound without hesitation.
- Appraise those who manage to select the correct words at a fast rate and encourage those who fail.
- Randomly choose learners to sound the /i/ sound correctly from the word cards.
- Appraise those who manage to sound the /i/ sound correctly and encourage those who fail.
- Put /s/, /a/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word ‘sat’.
- Put /s/, /i/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word ‘sit’.

### d) Vocabulary

- Display a chart containing a story with words that contain the /s/ sound.

*Kip the pig had a big tin.*

*Kip’s big tin had a pin on top.*

- Tell learners to identify the words that contain /i/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /i/ sound in the story.
- Tell learners to construct simple oral sentences using words with /i/ sound.

### e) Writing

Tell learners to copy four CVC words with the /i/ sound. For example. bin, tin, sin, pin.

Tell learner to copy own names from the name cards.

Ensure that the letters are even in size and height and they are resting on the line.

### f) Comprehension

- Read the story used under vocabulary for the learners to listen to (*without instructing the learners to read with you*).
- Ask oral questions considering all the six levels of thinking (remembering, understanding, applying, analysing, evaluating and creating)

### g) Suggested Teaching and Learning Materials

- A ruled part of the board, chart with a story, word cards, grapheme-phoneme cards.

### h) Expected Standard

- Short vowels in English sounded out correctly
- Short vowels in English written correctly

- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly



### Assessment Activities

Ask learners to write the letter 'i' correctly

Ask learners to sound the /i/ sound correctly

Ask learners to copy the given words.

Ask learners blend and segment words.

Ask learners to copy own names.



### Summary

Sing a song or play a game with words that contain /i/ sound



### Activity 1d

#### a) Phonemic awareness

- Ask the learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Play the 'I spy game'.
- Strategically place items whose names contain the /i/ sound and those that do not (for example: bin, tin, lid, spoon, cup, bottle, scissors, stone).
- Demonstrate how to play the game.
- Tell learners to move/ look around the classroom and find items that contain /i/ sound.
- Once the learner finds the items that contain the /i/ sound, the learner shouts I spy, picks the item, shows it to the rest and shout the name of the object.
- Tell learners to put their thumbs up if the spied item contains /i/ sound and thumbs down if it does not.

#### b) Phonics

- Tell learners to form the letter 'i' in the air while sounding the letter.
- Instruct them to form the letter 'i', 'I' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /i/.
- Instruct learners to stand in a circle.
- Demonstrate forming letter 'i' using different body parts such as the head, waist, leg while saying the sound.
- Instruct the learners to form the letter 'i' as demonstrated by the teacher.

- Put /s/, /i/, /t/ together for you and the learners to blend the grapheme - phoneme cards into the word 'sit'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'it'.
- Put /s/, /a/, /t/ together for you and the learners to blend the grapheme - phoneme cards into the word 'sat'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'at'.

### c) Fluency

- Play *thumbs up and thumbs down* game.
- Put cards with words that contain /i/ sound and those that do not in a box.
- Instruct learners to stand in a circle.
- Sing a song (kambeba) while the box with words is being passed on from one learner to the other.
- A learner holding the box when the song ends, picks the word card from the box.
- The learner puts thumbs up if the picked word contains /i/ sound and thumbs down if it does not.
- All the learners to say the /i/ sound while the learner who picked the card is pointing at the grapheme.
- Put /s/, /a/, /t/ together for you and the learners to blend the grapheme -phoneme cards into the word 'sat'.
- Put /s/, /i/, /t/ together for you and the learners to blend the grapheme - phoneme cards into the word 'sit'

### d) Vocabulary

- Display a chart containing a poem with words that contain the /i/ sound.  
*Into the big bin was a tin*  
*Tin with ink*  
*The ink was pink*  
*It was in a pink tin*
- Tell learners to identify the words that contain /i/ sounds from the poem on the chart.
- Discuss the meaning of the words that contain /i/ sound in the poem.
- Tell learners to construct simple oral sentences using words with /i/ sound.

### e) Writing

- Tell learners to copy four CVC words with the /i/ sound (For example. rip, big, pig, rib, lip).
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.



### f) Comprehension

- Read the story used under vocabulary for the learners to listen to (without instructing the learners to struggle to read with you).
- Ask oral questions considering all the six levels of thinking (remembering, understanding, applying, analysing, evaluating and creating)

### g) Suggested Teaching and Learning Materials

- A ruled part of the board, chart with a story, word cards.

### h) Expected Standard

- Short vowels sounded out correctly
- Short vowels written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly



### Assessment Activities

Ask learners to write the letter 'i' correctly

Ask learners to sound the /i/ sound correctly

Ask learners to copy the given words.

Ask learners blend and segment words.

Ask learners to copy own names.



### Summary

Sing a song or play a game with words that contain /i/ sound

## Subtopic: 1.9.2 Sound /p/

### Overview

This subtopic is about sound /p/ which is a common consonant sound. Learners will be introduced to the sound, shape, blending, segmenting and the words it is found in.

Specific competence: 1.9.2.1

Sound out consonants in English.



### Activity 1a

#### a) Phonemic awareness

- Display a picture of a pot or the real object
- Tell learners to identify the picture or the real object
- Tell learners to say the first sound in the word 'pot'
- Say the sound /p/ loudly and clearly.
- Say the sound /p/ together with the learners.
- Instruct the learners to sound /p/ independently; as a whole class, small groups and individuals.
- Let them think of other words that carry the sound /p/
- Tell them that the sound /p/ in the words they give can be in any position (For *example, lip, polish, police, pond, top, cap, cup, pop*).

#### b) Phonics

- Form the letter 'p' 'P' on the board as the learners observe (both lowercase and uppercase).
- Say the sound /p/ clearly and loudly as you form the letter.
- Form the letter 'p' in the air while saying the /p/ sound while the learners observe.
- Form the letter in the air together with the learners as they say the /p/ sound with you
- Instruct the learners to form the on their own on the desk as they say the /p/ sound.
- Point at the letter and instruct them to say the name and the sound of the given letter.

#### c) Fluency

- Write the following words on the board: sip, pat, pit, tap, tip
- Point at the graphemes in the word 'sip' and sound them as /s/, /i/, /p/.
- Then slide a pointer from left to right under the word while reading it as 'sip'
- Point at the graphemes in the word 'pat' and instruct the learners to sound each grapheme as /p/, /a/, /t/.
- Slide the pointer left to right under the word and let the learners read the word as 'pat'
- Provide pairs or small groups of learners with grapheme – phoneme cards.

- Ask learners to form words using the provided grapheme-phoneme cards. *For example: 'pit', 'tap', 'tip', 'sit', 'sat', 'it', 'at' ...* (some groups can build the same words to avoid big groups).
- Go round to observe and assist the groups where necessary.
- Instruct each pair or group of learners to stick their cards, sound each grapheme in the built word and read the word as they slide their fingers left to right under each word.

#### d) Vocabulary

- Discuss the meaning of the given words with the learners.
- Instruct the learners to act out the following words: sit, tap, pat, sip

#### e) Writing

- Draw a circle and write 'p' inside.
- Map the 'p' with words as follows:
- Instruct the learners to select the words carrying /p/ from the following list of words and write them around the circle: tap, sat, pit, sit, pat, tip, sip (illustration)
- Instruct learners copy own names from the name cards
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness

#### f) Comprehension

- Tell a story appropriate for the level.
- Ask learners to retell the story in their own words.

#### g) Suggested Teaching and Learning Materials

- Picture of a pot/real object and grapheme-phoneme cards

#### h) Expected Standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



#### Assessment Activities

Ask learners to write the letter 'p' correctly

Ask learners to sound the /p/ sound correctly

Ask learners to copy the given words.

Ask learners blend and segment words.

Ask learners to copy own names.



#### Summary

- Sing a song or play a game with words that contain /p/ sound



## Activity 1b

### a) Phonemic awareness

- Make a sound that a pig makes.
- Tell learners to identify an animal that makes the sound.
- Instruct the learners to identify the first sound in the word 'pig' after mentioning that the pig makes the sound you made.
- Say the sound /p/ loudly and clearly.
- Instruct them to say the sound with you.
- Instruct the learners to sound /p/ after you say words with the /p/ sound such as popcorn, lip and they should stay quiet when you say words without the sound /p/ such as train, shoes

### b) Phonics

- Instruct learners to play a fishing game as follows:
- Put the following words in a box or anything suitable: *sip, sit, tip, it, tap, pat, sat, at, pit, spat, spit*.
- Put learners in two teams (a and b) to compete.
- Instruct learners to alternate to 'fish out' words from the box.
- When a learner from team a picks a word, the members from team b should spell the word (mentioning letter names) and sound the phonemes forming the word (*For example: if a member from team a 'fishes out' spit, the members from team b should spell the word and sound the phonemes /s/, /p/, /i/, /t/*).
- Award a point for the correctly spelt word and a point for the correct sounding of phonemes.
- Give a chance to the other team when one team fails before you come in as a teacher.

### c) Fluency

- Put learners in pairs
- Tell learners that they will sound phonemes in the given words and they will write the graphemes for the sounds as instructed (*For example: tell them to write: /s/, /i/, /p/ to make the word sip*).
- Instruct them to write the next sounds in the next line down: */t/, /a/, /p/ to make the word tap*.
- You can reach five words as long as they only contain the learnt grapheme – phonemes.
- Instruct the pairs to present the written words
- Write the same words on the board.
- Read the words
- Read the words with the learners
- Instruct them to read as a whole class, small groups, pairs and as individuals

#### d) Vocabulary

- Show pictures of items that have words carrying the sound /p/ and those without.
- For example: wig, pot, pig, sand, food, comb, spoon, plate, fish.
- Instruct learners to choose pictures whose names carry the sound /p/
- Discuss the meanings of the words with the learners
- Further instruct the learners to use the selected words in meaningful sentences (For example: *use a spoon to put food on the plate*).

#### e) Writing


- Instruct learners to copy the following words: *tip, dip, sip, lip*
- Instruct learners to copy own names from the name cards.
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness

#### f) Comprehension

- Sing a song using words with /p/ sound.
- Ask oral questions considering all the six levels of thinking (remember, understanding, apply analysis, evaluate and create)

#### g) Suggested Teaching and Learning Materials

Grapheme-phoneme cards and word cards

 <b>Assessment Activities</b>
Ask learners to write the letter 'p' correctly
Ask learners to sound the /p/ sound correctly
Ask learners to copy the given words.
Ask learners blend and segment words
Ask learners to copy own names



#### Summary

Sing a song or play a game with words that contain /p/ sound



#### Activity 1c

##### a) Phonemic awareness

- Ask learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember do not remind them, yet.
- If they remember, let them sound it as a class.
- Say words that contain the /p/ sound. For example. *tip, dip, sip, lip*
- Tell learners to say the position of /p/ sound from the said words (at the beginning or at the end)
- Instruct learners to suggest words that contain /p/ sound at the beginning or at the end.

- Affirm the correct words '.

## b) Phonics

- Tell learners to form the letter 'p' in the air while sounding the letter.
- Instruct them to form the letter 'p', 'P' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /p/.
- Instruct learners to stand in a circle.
- Display the word cards with /p/ sound and those without the /p/ sound on the floor inside the circle. (*change the word cards and the positions- both lower and upper case*)
- Tell learners to step on cards with words containing the /p/ sound.
- Learners who step on the wrong cards are out of the game.
- Put /s/,/p/, /a/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word 'spat'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'pat'.
- Drop/ remove the grapheme card with letter 'p' and together with the learners read the word 'at'.

## c) Fluency

- Display words that contain /p/ sound and those that do not.
- Randomly choose learners to select two or three words that contain /p/ sound without hesitation.
- Appraise those who manage to select the correct words at a fast rate and encourage those who fail.
- Randomly choose learners to sound the /p/ sound correctly from the word cards.
- Appraise those who manage to sound the /p/ sound correctly and encourage those who fail.
- Put /i/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word 'it'.
- Tell learners to read the word 'it'.
- Add /p/ to the word 'it'.
- Together with the learners, blend /p/ with the word 'it' to form 'pit'.
- Tell learners to read the word 'pit'
- Add /s/ to the word 'pit'.
- Together with the learners, blend /s/ with the word 'pit' to form 'spit'.
- Tell learners to read the word 'spit'
- Instruct the learners to read the words it, pit, spit.

#### d) Vocabulary

Display a chart containing a story with words that contain the /p/ sound.

*Patrick has a pin.*

*Patrick has a sharp pin.*

*Patrick's pin is pink.*

*Patrick's pin is on a pan.*

*Patrick likes his pink pin on the pan.*

- Tell learners to identify the words that contain /p/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /p/ sound in the story.
- Tell learners to construct simple oral sentences using words with /p/ sound.

#### e) Writing

- Tell learners to copy words with /p/ sound (for example; pit, spit, spat, spin)
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.

#### f) Comprehension

- Read the story used under vocabulary for the learners to listen to (*without instructing the learners to read with you*).
- Ask oral questions considering all the six levels of thinking (remembering, understanding, applying, analysing, evaluating and creating)

#### g) Suggested Teaching and Learning Materials

- A ruled part of the board, chart with a story, grapheme-phoneme cards.

#### h) Expected standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly



#### Assessment Activities

Ask learners to write the letter 'p' correctly

Ask learners to sound the /p/ sound correctly

Ask learners to write the given words.

Ask learners to copy own names



#### Summary

Sing a song or play a game with words that contain /p/ sound



## Activity 1d

### a) Phonemic awareness

- Tell the learners to say the sound they learnt during the previous literacy activity in English.
- If they fail to remember, do not remind them, yet.
- If they remember, let them sound the letter as a class.
- Play the 'I spy' game.
- Strategically place items whose names contain the /p/ sound and those that do not (for example. spoon, cup, plate, soap, sack, socks, bottle, stone, pat, pan, desk, pot, bag, pencils, pens,).
- Demonstrate how to play the game.
- Tell learners to move/ look around the classroom and find items that contain /p/ sound.
- Once the learner finds the items that contain the /p/ sound, the learner shouts I spy, picks the item, shows it to the rest and shout the name of the object.
- Tell learners to put their thumbs up if the spied item contains /p/ sound and thumbs down if it does not.

### b) Phonics

- Tell learners to form the letter 'p' in the air while sounding the letter.
- Instruct them to form the letter 'p', 'P' on their desks while they say the sound of the letter.
- Point at the letter and once you say 'name', the learners should say the name of the letter, when you say 'sound', they should say the sound /p/.
- Instruct learners to stand in a circle.
- Demonstrate forming letter 'p' using different body parts such as the head, waist, leg while saying the sound.
- Instruct the learners to form the letter 'p' as demonstrated by the teacher.
- Put /s/,/p/, /i/, /t/ together for you and the learners to blend the grapheme – phoneme cards into the word 'spit'.
- Drop/ remove the grapheme card with letter 's' and together with the learners read the word 'pit'.
- Drop/ remove the grapheme card with letter 'p' and together with the learners read the word 'it'.

### c) Fluency

- Play a thumb up and thumb down game.
- Put cards with words that contain /p/ sound and those that do not in a box.
- Instruct learners to stand in a circle.



- Sing a song (kambeba) while the box with words is being passed on from one learner to the other.
- A learner holding the box when the song ends, picks the word card from the box.
- The learner puts thumbs up if the picked word contains /p/ sound and thumbs down if it does not.
- All the learners to say the /p/ sound while the learner who picked the card is pointing at the grapheme.
- Put /a/, /t/ together for you and the learners to blend the grapheme -phoneme cards into the word 'at'.
- Tell learners to read the word 'at'.
- Add /p/ to the word 'at'.
- Together with the learners, blend /p/ with the word 'it' to form 'pat'.
- Tell learners to read the word 'pat'.
- Add /s/ to the word 'pat'.
- Together with the learners, blend /s/ with the word 'pat' to form 'spat'.
- Tell learners to read the word 'spat'.
- Instruct the learners to read the words at, pat, spat.

#### **d) Vocabulary**

- Display a chart containing a story with words that contain the /p/ sound.  
*Peter painted on a paper*  
*Peter painted on a plant*  
*Peter painted on a pig*  
*Peter painted on a paper, plate, plant and pig.*
- Tell learners to identify the words that contain /p/ sounds from the story on the chart.
- Discuss the meaning of the words that contain /p/ sound in the story.
- Tell learners to construct simple oral sentences using words with /p/ sound.

#### **e) Writing**

- Tell learners to copy words with the /p/ sound. (*For example. tip, dip, sip, lip, tap, pit, pat,*)
- Tell learner to copy own names from the name cards.
- Ensure that the letters are even in size and height and they are resting on the line.

#### **f) Comprehension**

- Tell/ read a suitable story to the learners.
- Tell the learners to re-tell the story in their own words.

#### **g) Suggested Teaching and Learning Materials**

- A ruled part of the board, chart with a story, grapheme-phoneme cards.

## h) Expected Standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly



### Assessment Activities

Ask learners to write the letter 'p' correctly

Ask learners to sound the /p/ sound correctly

Ask learners to write the given words.

Ask learners to copy own names.

Ask learners to segment and blend words.



### Summary

Sing a song or play a game with words that contain /p/ sound

## Subtopic: 1.9.2 sound /n/

### Overview

This subtopic is about sound /n/ which is a common consonant sound. Learners will be introduced to the sound, shape, blending, segmenting and the words it is found in.

Specific competence: 1.9.2.1

Sound out consonants in English.



### Activity 1a

#### a) Phonemic awareness

- Read the following five words for the learners: spoon, pen, ten, win, run.
- Tell learners to listen attentively to the words as you read.
- Instruct learners to produce the last sound in the words.
- Demonstrate how to sound /n/.
- Sound /n/ together with the learners.
- Tell Learners to sound /n/ as a class, in groups and one after another.
- Tell Learners to think of other words that carry the sound /n /and say them aloud (For example: nap, nut, net, tan, hen, ten, pin).
- Tell learners that the sound /n/ in the words they give can be in any position (beginning or at the end).

#### b) Phonics

- Explain that the sound /n/ has a shape.
- Form letter 'n' 'N' on the board as the learners observe.
- Say the sound /n/ as you form the letter.
- Form the letter in the air while saying the /n/ sound (learners to observe).
- Form the letter in the air together with the learners as they sound /n/.
- Instruct the learners to form the letter on their own on the desk as they sound /n/.
- Tell learner to say the letter name as you point at the letter (n).
- Put /p/, /a/, /n/, /t/ together for you and the learners to blend the grapheme - phoneme cards into the word 'pant'.
- Drop/ remove /t/ and together with the learners read the word 'pan'.
- Drop/ remove /p/ and together with the learners read the word 'an'.

#### c) Fluency

- Put learners in small groups
- Provide the learners with grapheme-phoneme cards a, s, t, i, p, n and any others.
- Tell learners to select cards with grapheme-phonemes that they have learnt (a, s, t, i, p, n).
- Instruct each group to sound the selected graphemes (make sure each group has all the six graphemes covered).

- Tell learners to present their work by sounding the graphemes correctly.
- Put /a/, /n/ together for you and the learners to blend the grapheme- phoneme cards into the word ‘an’.
- Tell learners to read the word ‘an’.
- Add /p/ to the word ‘an’.
- Together with the learners, blend /p/ with the word ‘an’ to form ‘pan’.
- Tell learners to read the word ‘pan’
- Add /s/ to the word ‘pan’.
- Together with the learners, blend /s/ with the word ‘pan’ to form ‘span’.
- Tell learners to read the word ‘span’
- Instruct the learners to read the words an, pan, span.

#### **d) Vocabulary**

- Learners to work in their same small groups
- Display pictures or real objects of items that have names carrying the sound /n/ and those without. (*For example: pot, cup, tin, scissors, pin, pant, pan, ant ...*)
- Instruct each group to send their group leader to choose one picture / object whose name carry the sound /n/
- Instruct the learners to use the six grapheme-phoneme cards and select correct grapheme-phonemes to build / make the word for the name of the picture / object they got. (If the object/picture is a pan, learners will select the graphemes-phonemes: /p/, /a/, /n/).
- Each group to read their word and make one or two oral sentences using the word they have made.
- Each group to present their work.
- Write the words made by each group for the class to read.

#### **e) Writing**

- Tell learners to copy words: pan, span, pant, ant.
- Tell learners to underline /n/ in the given words independently.
- Instruct learners to write own names independently.
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness.

#### **f) Comprehension**

- Tell any interesting story of the learners’ level.
- Ask oral questions considering all the six levels of thinking (*remembering, understanding, applying, analysing, evaluating and creating*).

#### **g) Suggested Teaching and Learning Materials**

- Pictures and grapheme-phoneme cards.

## **h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Sitting posture demonstrated correctly
- Pencils held with correct grip accordingly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly

## **g) Assessment activities**

- Ask learners to write the letter 'n' correctly
- Ask learners to sound the /n/ sound correctly
- Ask learners to write the given words.
- Ask learners to write own names independently.
- Ask learners to segment and blend words.



### **Summary**

- Sing a song or play a game with words that contain /n/ sound



### **Activity 1b**

#### **a) Phonemic awareness**

- Remind learners on the grapheme learnt in previous lesson.(n)
- Tell learners to sound the phoneme produced by the grapheme 'n'
- Tell learners that you will read five words that have the phoneme/n/in them.
- Instruct learners to listen attentively to the words as you read them aloud one after another
- The words are: spoon, window, pen, net, ant, number (read each word two to three times).
- Instruct learners to identify the position of the phoneme /n/in the words (Beginning of a word or at the end of the word).
- Remind the learners that the sound /n/ in a word can be in any position (beginning or at the end of a word).
- Learner to sound/n/as a class.

#### **b) Phonics**

- Revise forming the grapheme 'n', 'N' on the board while saying the phoneme
- Tell three to four learners to go to the chalkboard one after another and form the
- Grapheme 'n' while saying the phoneme /n/.
- Revise on all the phonemes covered (s, a, t, p, i, n) by flashing the grapheme-phoneme cards while the learners sound each grapheme.

- Flash grapheme – phoneme cards carrying /s/, /p/, /i/, /n/, one after another for the learners to sound.
- Blend the flashed grapheme-phonemes to form the words ‘spin’.
- Tell learners to read the word ‘spin’.
- Remove /n/ from the word ‘spin’ and replace with /t/ to form the word ‘spit’
- Tell learners to read the word ‘spit’.
- Remove /i/ from the word ‘spit’ and replace with /a/ to form the word ‘spat’.
- Tell learners to read the word ‘spat’.
- Instruct the learners to read words: ‘spin’, ‘spit’ ‘spat’

### c) Fluency

- Write the following words on the board: snap, pant, snip, spit, spat, spin.
- Read all the words
- Read all the words with learners.
- Instruct learners to read all the words.
- Read the word ‘snap’ and segment it by sounding the phonemes /s/, /n/, /a/, /p/ while pointing at each of them.
- Tell the learners to read the word ‘pant’ with you and segment it by sounding the phonemes /p/, /a/, /n/, /t/.
- Put learners in pairs or small groups.
- Tell the pairs or small groups of learners to read and segment the remaining words (snip, spit, spat, spin).
- Instruct learners to present their work.
- Tell the learners to read all the words on the board.

### d) Vocabulary

- Discuss the meaning of the words on the board (snap, pant, snip, spit, spat, spin).
- Instruct learners to make oral sentences using the words on the board (*For example: My pant is black.*)

### e) Writing

- Instruct learners to copy the following words: snap, pant, snip, spit, spat, spin
- Tell the learners to write own names independently.
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness

### f) Comprehension

- Tell/read suitable story
- Tell the learners to mention the characters in the story.

### g) Expected Standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



#### Assessment Activities

Ask learners to write the letter 'n' correctly

Ask learners to sound the /n/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to segment and blend words.



#### Summary

- Sing a song or play a game with words that contain /n/ sound



#### Activity 1c

##### a) Phonemic awareness

- Ask learners to sound the phonemes learnt so far (/n/s/a/t/p/i/)
- Play a game where learners will have to say words with the sounds said by the
- Teacher (*the one who says a wrong word is out of the game*).
- Tell learners to stand in a circle.
- Ask them to listen attentively to the phonemes as you sound them aloud one after another.

*For example-:*

*Teacher—words with/n/*

*Learners—pen, pencil, net, window...*

*Teacher—words with /t/*

*Learner—teeth, ten, tin, tree...*

*Focus on the six phonemes learnt only.*

##### b) Phonics

- Instruct the learners to stand in a circle.
- Put the grapheme-phoneme cards (s,a,t,p,i,n,) upside down on the floor.
- Instruct the learners to pick a card when called upon, say the letter name on the card and sound the phoneme it produces (For example: if the learner picks the grapheme 'n', the learner will say "the letter name 'n' and the phoneme /n/.
- This activity can also be done in pairs where two learners pick a card, one learner says the letter name while the other sounds the phoneme.

### c) Fluency

- Put learners in pairs or small groups.
- Give each group three words to practice reading (Words should have the learnt grapheme-phonemes (a,s,t,i,p,n))
- Instruct each pair or small group to segment the three words they have been given.
- Learners to present their work to the class (reading each word with correct pronunciation and explain how each of the three words can be segmented into phonemes (*For example:* the word ‘pant’ can be segmented as /p/, /a/, /n/, /t/).

### d) Vocabulary

- Put learners in pairs or small groups.
- Write some incorrect words with jumbled phonemes on cards and give two cards to each pair or group (For example–tpa, apn, nta, nti....).
- Learners to re-arrange the phonemes in order to make correct words.
- Learners to read the words and sound the graphemes in each word.
- Discuss the meaning of the words.
- Learners to make oral sentences using the word on the board.

### e) Writing

- Write the graphemes s, a, t, p, i, n on the board.
- Instruct the learners to pick the graphemes and blend to form any three words.
- Tell the learners to write own names independently.
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness

### f) Comprehension

- Tell a suitable story
- Instruct the learners to re-tell the story

### g) Suggested Teaching and Learning Materials

- grapheme-phoneme cards, word cards

### h) Expected Standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



### Assessment Activities

Ask learners to write the letter ‘n’ correctly

Ask learners to sound the /n/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to segment and blend words.





## Summary

- Sing a song or play a game with words that contain /n/ sound



## Activity 1d

### a) Phonemic awareness

- Ask learners to say the phonemes learnt so far (/n/, /s/, /a/, /t/, /p/ /i/)
- Play a word segmentation game as follows:
- Put learners in two teams to compete.
- Say words that carry the phonemes that have been learnt.
- Instruct learners in the teams to orally segment each of the said words by you (*For example: if you say the word 'nap', learners should say /n/, /a/, /p/*).
- Award a point to a team that segments a word correctly and none for the wrongly segmented ones.
- Correct the wrongly segmented words and affirm the correct ones.

### b) Phonics

- Get grapheme cards with the graphemes learnt so far.(s, a, t, p, i, n,)
- Play a game with the learners using the grapheme cards
- Flash the grapheme cards one after another to the learners
- Tell learners to chorus and say the letter name on the card and its phoneme (*For example: if the teacher flashes the card with the grapheme 's', learners responds: 's' says /s/, 's' says /s/, /s/, /s/, /s/*)
- Perform the activity with all the phonemes learnt.

### c) Fluency

- Put learners in pairs or small groups
- Give three sets of grapheme-phonemes to each pair or group.
- Instruct learners to sound the grapheme-phonemes for each set and blend them to form words (for example: if learners are given graphemes 't', 'i', 'n', they will sound the graphemes as /t/, /i/, /n/ and make the word 'tin').
- Tell the pairs or groups to read the words they built fluently.
- Tell each pairs or groups of learners to present their work.

### d) Vocabulary

- Write some incomplete words with a missing phoneme on the board.
- Tell learners to identify the missing grapheme from the six (s, a, t, p, i, n) graphemes learnt so far (*For example: (1) \_\_\_en (2) pa \_\_\_ (3) t \_\_\_n (4) \_\_\_nt (5) \_\_\_ap (6) \_\_\_it*)
- Tell learners to do the work on the board one after another.
- Tell learners to read the words and sound the phonemes in each word together as a class.

- Instruct learners to make oral sentences using the words on the board.

**e) Writing**

- Write the graphemes s, a, t, p, i, n on the board.
- Instruct the learners to pick the graphemes and blend to form any three words.
- Tell the learners to write own names independently.
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness.

**f) Comprehension**

- Tell a story to the learners which has words with sound /n/
- Instruct learners to mention the words with the sound /n/ from the story.
- The story should be interesting, simple and not complicated for their level

**g) Suggested Teaching and Learning Materials**

- Decodable story, grapheme-phoneme cards, word cards.

**h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



**Assessment Activities**

Ask learners to write the letter 'n' correctly

Ask learners to sound the /n/ sound correctly

Ask learners to write the given words.

Ask learners to complete given words using the sounds covered

Ask learners to write own names independently.

Ask learners to segment and blend words.



**Summary**

- Sing a song or play a game with words that contain /n/ sound

## Subtopic: 1.9.2 sound /ck/

### Overview

This subtopic is about sound /ck/ which is a common consonant cluster sound (digraph). Learners will be introduced to the sound, shape, blending, segmenting and the words it is found in.

Specific competence: 1.9.2.1

Sound out consonants in English.



### Activity 1a

#### a) Phonemic awareness

- Display pictures of a cat, car and can.
- Tell learners to look at the pictures displayed
- Tell learners to say the names of the objects drawn
- Instruct learners to produce the first common sound in the words
- Tell learners to sound /c/ as a class, in groups and one after another (sample a few)
- Instruct learners to think of other words that carry the sound /c/ and say them aloud
- Tell learners that the phoneme /c/ in the words they are given can be in the beginning, at the middle or at the end of the word.

#### b) Phonics

- Revise the sounds /s/, /a/, /t/, /p/, /i/, /n/.
- Write the grapheme 'c', 'C' on the board as the learners observe.
- Say the sound as you form the grapheme.
- Form the grapheme in the air while saying its sound (learners to observe)
- Form the grapheme in the air at the same time with the learners as they say the sound with you.
- Instruct the learners to form the grapheme on the desk.
- Instruct the learners to form the grapheme on their own on the board as they say the sound (*sample learners to write the grapheme on the board*)
- Do a deletion activity using the given word with learners as follows:
- Show the word 'can' to the learners
- Remove /drop /c/ from the word can to form the word an.
- Tell learners to do the deletion activity using the given words (sit, cat, spin, span.....) as a whole class, in groups, in pairs and as individuals.

#### c) Fluency

- Put learners in pairs or small groups
- Provide the pairs or groups of learners with enough grapheme cards with the phoneme /c/ including cards of graphemes they have learnt so far (a, s, t, i, p, n).

- Do a substitution activity with learners as follows:
- Show the word 'can' and tell the learners to read the word.
- Remove /c/ from the word 'can' and put /p/ and tell the learners to read the new word 'pan'.
- Provide words to the pairs or groups of learners such as sat, pin, scan....
- Tell the learners to do the substitution activity by using the grapheme-phoneme cards with c, a, s, t, i, p, n.
- Tell the learners to present the original and the newly built words.
- Tell the learners to read the original and the newly built words to the class.

#### **d) Vocabulary**

- Tell pairs or groups of learners to construct simple sentences using one of the words used during the substitution activity.
- Instruct learners to share the constructed sentences with the class.
- Give appropriate feedback to the pairs or groups.

#### **e) Writing**

- Write the graphemes c, s, a, t, p, i, n on the board.
- Write three words on the board (tap, tin.....).
- Instruct learners to copy the given words and do the substitution activity using the given graphemes.
- Tell learners to write both the original and the newly built words in their exercise books.
- Tell the learners to write own names independently.
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness.

#### **f) Comprehension**

- Start a simple and interesting story of the learners 'level.
- Say the first sentence of the story.
- Allow individual learners to build on the story by contributing a complete sentence relating to the sequence of the story.

#### **g) Suggested Teaching and Learning Materials**

- Grapheme-phoneme cards, word cards, pictures

#### **h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



## Assessment Activities

Ask learners to write the letter 'c' correctly

Ask learners to sound the /c/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to do a substitution and deletion activity to form words.

Ask learners to complete a story started by the teacher.



## Summary

Sing a song or play a game with words that contain /c/ sound



## Activity 1b

### a) Phonemic awareness

- Say words with the /k/ sound (kid, kite, kind, keep, kick.....).
- Tell learners to listen to the common sound in the said words.
- Instruct learners to produce the common sound in the words.
- Tell learners to sound /k/ as a class, in groups and one after another (sample a few)
- Instruct learners to think of other words that carry the sound /k/ and say them aloud
- Tell learners that the phoneme /k/ in the words they are given can be in the beginning or at the end of the word.
- b) Phonics
- Revise the sounds /c/, /s/, /a/, /t/, /p/, /i/, /n/.
- Write the grapheme 'k', 'K' on the board as the learners observe.
- Say the sound as you form the grapheme.
- Form the grapheme in the air while saying its sound (learners to observe)
- Form the grapheme in the air at the same time with the learners as they say the sound with you.
- Instruct the learners to form the grapheme on the desk.
- Instruct the learners to form the grapheme on their own on the board as they say the sound (*sample learners to write the grapheme on the board*)
- Do a substitution activity using the given word with learners as follows:
- Show the word 'kid' to the learners
- Remove /drop /d/ from the word 'kid' and put /t/ to form the word 'kit'.
- Tell learners to do the substitution activity using the given words (pit, kin, kiss.....) as a whole class, in groups, in pairs and as individuals.

### **c) Fluency**

- Put learners in pairs or small groups
- Provide the pairs or groups of learners with enough grapheme cards with the phoneme /k/ including cards of graphemes they have learnt so far (c, a, s, t, i, p, n).
- Do a substitution activity with learners as follows:
- Show the word 'kin' and tell the learners to read the word.
- Remove /k/ from the word 'kin' and put /p/ and tell the learners to read the new word 'pin'.
- Provide words to the pairs or groups of learners such as pit, kin, kid, kiss....
- Tell the learners to do the substitution activity by using the grapheme-phoneme cards with k, c, a, s, t, i, p, n.
- Tell the learners to present the original and the newly built words.
- Tell the learners to read the original and the newly built words to the class.

### **d) Vocabulary**

- Tell pairs or groups of learners to construct simple sentences using one of the words used during the substitution activity.
- Instruct learners to share the constructed sentences with the class.
- Give appropriate feedback to the pairs or groups.

### **e) Writing**

- Write the graphemes k, c, s, a, t, p, i, n on the board.
- Write three words on the board (kid, kin, kiss...).
- Instruct learners to copy the given words and do the substitution activity using the given graphemes.
- Tell learners to write both the original and the newly built words in their exercise books.
- Tell the learners to write own names independently.
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness.

### **f) Comprehension**

- Tell any interesting story of the learners' level.
- Ask oral questions considering all the six levels of thinking (remember, understanding, apply, analysis, evaluate and create)

### **g) Suggested Teaching and Learning Materials**

Grapheme-phoneme cards, word cards

### **h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



## Assessment Activities

Ask learners to write the letter 'k' correctly

Ask learners to sound the /k/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to do a substitution and deletion activity to form words.



## Summary

Sing a song or play a game with words that contain /k/ sound



## Activity 1c

### a) Phonemic awareness

- Display pictures of a duck, stick and truck
- Tell learners to look at the pictures displayed
- Tell learners to say the names of the objects drawn
- Instruct learners to produce the last common sound in the words
- Tell learners to sound /ck/ as a class, in groups and one after another (sample a few)
- Instruct learners to think of other words that carry the sound /ck/ and say them aloud
- Tell learners that the phoneme /ck/ in the words they are given can be in the middle or at the end of the word.
- b) Phonics
- Revise the sounds /c/ and /k/.
- Explain that the two letters 'c' and 'k' put together as 'ck' gives the same sound as /c/ and /k/.
- Write the grapheme 'ck' on the board as the learners observe.
- Say the sound as you form the grapheme.
- Form the grapheme in the air while saying its sound (learners to observe)
- Form the grapheme in the air at the same time with the learners as they say the sound with you.
- Instruct the learners to form the grapheme on the desk.
- Instruct the learners to form the grapheme on their own on the board as they say the sound (*sample learners to write the grapheme on the board*)
- Segment the given word with learners as follows:
- Show the word 'pack' to the learners
- Segment the word pack in its phonemes as /p/, /a/, /ck/.
- Tell learners to segment the given words in their phonemes (pick, cat, kick...) as a whole class, in groups, in pairs and as individuals.

### c) Fluency

- Put learners in pairs or small groups
- Provide the pairs or groups of learners with enough grapheme cards with the phoneme /ck/ including cards of graphemes they have learnt so far (c, k, a, s, t, i, p, n).
- Tell learners to form two words using the provided grapheme-phoneme cards.
- Tell the learners to present the built words and read them to the class.

### d) Vocabulary

- Tell pairs or groups of learners to construct simple sentences using one of the built words.
- Instruct learners to share the constructed sentences with the class.
- Give appropriate feedback to the pairs or groups.

### e) Writing

- Write the graphemes c, k, ck, s, a, t, p, i, n on the board.
- Instruct the learners to pick any grapheme and blend to write any three words in their exercise books.
- Tell the learners to write own names independently.

Remind them about the correct sitting posture, correct tripod pencil grip and neatness.

### f) Comprehension

- Tell any interesting story of the learners 'level.
- Ask oral questions considering all the six levels of thinking (remember, understanding, apply analysis, evaluate and create)

### g) Suggested Teaching and Learning Materials

- Grapheme-phoneme cards, word cards

### h) Expected Standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



#### Assessment Activities

Ask learners to write the letter 'ck' correctly

Ask learners to sound the /ck/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to segment and blend words.





## Summary

Sing a song or play a game with words that contain /ck/ sound

## Subtopic: 1.9.1 Sound /e/

### Overview

This subtopic is about sound /e/ which is a short vowel sound. Learners will be introduced to the sound, shape, blending, segmenting and the words it is found in.

Specific competence: 1.9.1.1

Sound out short vowels.



### Activity 1a

#### a) Phonemic awareness

- Show learners two pictures of a bed and a pen.
- Tell learners to name the objects in the pictures
- Instruct learners to identify the common phoneme in the words they said
- Tell learners to identify the position of the phoneme /e/ in the given words.
- Learner to sound /e/ as a class.
- Learners to say more words that have the phoneme /e/.

#### b) Phonics

- Explain that the sound /e/ has a shape
- Form the letter 'e' 'E' on the board as the learners observe
- Say the sound as you form the letter.
- Form the letter in the air while saying its sound (learners to observe)
- Form the letter in the air at the same time with the learners as they say the sound with you.
- Instruct learners to form the letter on their own on the desks as they say the sound.
- Segment the given word with learners as follows:
- Show the word 'sent' to the learners
- Segment the word 'sent' in its phonemes as /s/, /e/, /n/, /t/.
- Tell learners to segment the given words in their phonemes (nest, tent, peck, net ...) as a whole class, in groups, in pairs and as individuals.

#### c) Fluency

- Show words with the learnt grapheme-phonemes (for example: test, packet, ticket, insect...).
- Tell learners to mention the individual sound in each word (for example: /t/ /i/ /ck/ /e/ /t/).
- Tell learners to read the whole word 'ticket'.
- Put learners in pairs or small groups.
- Instruct learners to do the same activity using the given words.

- Emphasis fluent reading of the words by the learners.

#### d) Vocabulary

- Write the following words on the board: nest, pet, packet, ticket
- Tell learners to read the words fluently.
- Discuss the meaning of the words with the learners.
- Learners to make oral sentences using the words on the board.

#### e) Writing

- Write the learnt graphemes on the board: s, a, t, p, i, n, c, k, ck, e.
- Write incomplete words on the board (for example: pa...)
- Instruct the learners to choose suitable graphemes to complete the incomplete given words (for example: pack.)
- Ask learners to write their own names independently.
- Remind learners about the correct sitting posture, correct tripod pencil grip and neatness.

#### f) Comprehension

- Tell a simple and interesting story to the learners.
- Tell learners to mention characters that they like or dislike with reasons.

#### g) Suggested Teaching and Learning Materials

Pictures, grapheme-phoneme cards, word cards

#### h) Expected Standard

Short vowel in English sounded out correctly

Short vowel in English written correctly

Knowledge of basic concepts of print demonstrated correctly

Words with consonants read and blended correctly



#### Assessment Activities

Ask learners to write the letter 'e' correctly

Ask learners to sound the /e/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to segment and blend words.



#### Summary

Sing a song or play a game with words that contain /e/ sound

## Subtopic: 1.9.2 Sound /h/

### Introduction

This subtopic is about sound /h/ which is a common consonant sound. Learners will be introduced to the sound, shape, blending, segmenting and the words it is found in.

### Specific competence: 1.9.2.1

Sound out consonant in English.



#### Activity 1a

##### a) Phonemic awareness

- Display a picture whose name starts with the sound /h/. (For example, a picture of a hand, hat and/or hoe (rhymes with ‘toe’)).
- Instruct learners to identify what is on the picture.
- Ask learners to produce the first sound in the words hand, hat or hoe.
- Let them think of other words that carry the sound /h/

Ask learners to identify the sounds /h/ from the words. Use thumbs up, thumbs down, (if the word has sound /h/ - thumbs up. If the word doesn't have the sound /h/ - thumbs down)

##### b) Phonics

Explain that the sound /h/ has a shape

- Form the graphemes ‘h’, ‘H’ on the board while saying the phoneme. Emphasise that they make the same sound.
- Form it in the air while saying its sound, while the learners observe.
- Form it in the air at the same time with the learners, as they say the sound with you
- Instruct them to form it on their own as they say the sound.
- Tell three to four learners to go to the chalkboard one after another and form the
- Grapheme ‘h’ and ‘H’ while saying the phoneme /h/.
- Revise some previously taught sounds (s, a, t...ck, e) by flashing the grapheme-phoneme cards while the learners sound each grapheme. Focus on the sounds that learners need to practice
- Flash grapheme – phoneme cards carrying /h/, /a/, /t/, one after another for the learners to sound.
- Blend the flashed grapheme-phonemes to form the words ‘hat’.
- Tell learners to read the word ‘hat’.
- Remove /a/ from the word ‘hat’ and replace with /i/ to form the word ‘hit’
- Tell learners to read the word ‘hit’.
- Remove /t/ from the word ‘hit’ and replace with /p/ to form the word ‘hip’.
- Tell learners to read the word ‘hip’.
- Instruct the learners to read words: ‘hat’, ‘hit’, ‘hip’

### **c) Fluency**

- Write the following words on the board: hen, hit, hiss, had, hint.
- Identify the phonemes in the first word ('hen') with the learners, as /h/, /e/, /n/
- Model blending these phonemes for the learners to help read the word 'hen'
- /h/ and /e/, together make /he/. When we add the /n/ it make 'hen' - /h/,/e/, /n/ makes 'hen'
- Repeat with 'hit', blending with the learners
- Ask learners, in pairs or small groups, to blend the remaining words.
- Tell the learners to read all the words on the board fluently.

### **d) Vocabulary**

- Show pictures or real objects of items that have names carrying the sound /h/ and those without. For example: hand, pen, head, house, horse, hippo, hen hat, cat
- Tell the learners to name the items in the pictures
- Instruct learners to choose pictures whose names carry the sound /h/
- Discuss the meaning of these words with the learners
- Further instruct the learners to use the selected words in meaningful sentences. Eg I live in a house/ A horse can run.

### **e) Writing**

- Draw pictures of different objects that depict a word (containing letter /h/ and previously taught sounds) that you want learners to write. E.g. hat, hen, hip
- Identify the pictures with the learners
- Write the words for these pictures on the other side of the board.
- Instruct the learners to match the pictures and the words
- Tell the learners to copy the picture and write the correct word. This should be done neatly and using correct formations.
- Tell the learners to write own names independently.
- Remind the learners about the correct sitting posture, correct tripod pencil grip
- f) Comprehension
- Tell any interesting story of the learners' level.
- Ask oral questions considering all the six levels of thinking (remember, understanding, apply, analysis, evaluate and create)

### **g) Suggested Teaching and Learning Materials**

- Pictures or real objects and grapheme phoneme cards

### **h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



### Assessment Activities

Ask learners to write the letter 'h' and 'H' correctly

Ask learners to sound the /h/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to segment and blend words.



### Summary

Sing a song or play a game with words that contain /h/ sound

## Sound /h/ revision



### Activity 1b

#### a) Phonemic awareness

- Remind learners on the grapheme learnt in previous lesson /h/
- Tell learners to sound the phoneme produced by the grapheme ‘h’ and ‘H’
- Tell learners that you will read five words that have the phoneme /h/ in them.
- Instruct learners to listen attentively to the words as you read them aloud one after another
- The words are: hat, head, hit, house, hippo (read each word two to three times).
- Instruct learners to identify the position of the phoneme /h/ in the words (Beginning of a word).
- Tell the learners to sound /h/ as a class.
- Teachers should move around the class to ensure learners are pronouncing /h/ correctly

#### b) Phonics

- Revise forming the grapheme ‘h’, ‘H’ on the board while saying the phoneme
- Tell three to four learners to go to the chalkboard one after another and form the
- Grapheme ‘h’ while saying the phoneme /h/.
- Revise on a range of the phonemes covered (s, a, t, p, i, n, c, k) by flashing the grapheme-phoneme cards while the learners sound each grapheme.
- Flash grapheme – phoneme cards carrying /p/, /i/, /ck/, one after another for the learners to sound.
- Blend the flashed grapheme-phonemes to form the words ‘pick’.
- Tell learners to read the word ‘pick’.
- Remove /i/ from the word ‘pick’ and replace with /a/ to form the word ‘pack’
- Tell learners to read the word ‘pack’.
- Remove /p/ from the word ‘pack’ and replace with /s/ to form the word ‘sack’
- Tell learners to read the word ‘sack’.
- Instruct the learners to read words: ‘pick’, ‘pack’, ‘sack’

#### c) Fluency

- Write the following words on the board: hand, hit, hip, sick, hot, stick, pant
- Read all the words
- Read all the words with learners.
- Instruct learners to read all the words.
- Read the word ‘hand’ and segment it by sounding the phonemes /h/, /a/, /n/, /d/ while pointing at each of them.
- Tell the learners to read the word ‘hit’ with you and segment it by sounding the phonemes /h/, /i/, /t/.
- Put learners in pairs or small groups.

- Tell the pairs or small groups of learners to read and segment the remaining words (hip, sick, hot, stick, pant).
- Instruct learners to present their work.
- Tell the learners to read all the words on the board.

#### **d) Vocabulary**

- Discuss the meaning of the words on the board (hand, hit, hip, sick, hot, stick, pant).
- Instruct learners to make oral sentences using the words on the board (*For example: My hand has fingers*).

#### **e) Writing**

- Draw pictures of different objects/pictures drawn that depict a word (containing letter /h/ and previously taught sounds) that you want learners to write. E.g. hat, hen, hip
- Identify the pictures with the learners
- Tell the learners to write the names of the objects/pictures drawn as dictated by the teacher.
- Teachers should model the process of segmenting.
- Ask learners to say the first sound they hear in the word 'hat'? (Learners respond with /h/)
- Ask learners to write the sound /h/? (Learners write the letter 'h')
- Ask learners to say the next sound we hear in the word 'hat'? (Learners respond with /a/)
- Ask learners to write the sound /a/? (Learners write the letter 'a')
- Ask learners to say the last sound we hear in the word 'hat'? (Learners respond with /t/)
- Ask learners to write the sound /t/? (Learners write the letter 't')
- Teacher repeats this pattern for the remaining objects/pictures drawn
- Tell the learners to write own names independently.
- Remind them about the correct sitting posture, correct tripod pencil grip and neatness

#### **f) Comprehension**

- Tell any interesting story of the learners' level.
- Tell the learners to retell the story from previous lesson.

#### **g) Suggested Teaching and Learning Materials**

- Pictures/real objects and grapheme cards

#### **h) Expected Standard**

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly

Words with consonants read and blended correctly





## Assessment Activities

Ask learners to write the letter 'h' and 'H' correctly

Ask learners to sound the /h/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to segment and blend words.



## Summary

Sing a song or play a game with words that contain /h/ sound

### Subtopic: 1.9.2 Sound /r/

#### Overview

This subtopic is about sound /r/ which is a common consonant sound. Learners will be introduced to the sound, shape, blending, segmenting and the words it is found in.

Specific competence: 1.9.2.1

Sound out consonant in English.



## Activity 1c

### a) Phonemic awareness

- Display pictures of a rat, rain, radio, and rainbow (or what is available locally).
- Tell learners to look at the pictures displayed
- Tell learners to say the names of the objects drawn/displayed in the picture
- Instruct learners to produce the first common sound in the words
- Tell learners to sound /r/ as a class, in groups and one after another (sample a few)
- Instruct learners to think of other words that carry the sound /r/ and say them aloud

### b) Phonics

- Revise the sounds /p/, /i/, /n/, /c/, /k/, /e/, /h/,
- Write the grapheme 'r', 'R' on the board as the learners observe.
- Say the sound as you form the grapheme.
- Form the grapheme in the air while saying its sound (learners to observe)
- Form the grapheme in the air at the same time with the learners as they say the sound with you.
- Instruct the learners to form the grapheme on the desk.
- Instruct the learners to form the grapheme on their own on the board as they say the sound (*sample learners to write the grapheme on the board*)
- Do a deletion activity using the given word with learners as follows:

- Show the word 'ran' to the learners
- Remove /drop /r/ from the word 'ran' to form the word 'an'.
- Tell learners to do the deletion activity using the given words (crack, rest, rat, trap.....) as a whole class, in groups, in pairs and as individuals.

### c) Fluency

- Put learners in pairs or small groups
- Provide the pairs or groups of learners with enough grapheme cards with the phoneme /r/ including cards of graphemes they have learnt so far (t, s, i, p, n, c, k, e, h, r).
- Do a substitution activity with learners as follows:
- Show the word 'ran' and tell the learners to read the word.
- Remove /r/ from the word 'ran' and put /c/ and tell the learners to read the new word 'can'.
- Provide words to the pairs or groups of learners such as hen, rip, nest....
- Tell the learners to do the substitution activity by using the grapheme-phoneme cards with t, a, s, i, p, n, c, k, e, h, r.
- Tell the learners to present the original and the newly built words.
- Tell the learners to read the original and the newly built words to the class.

### d) Vocabulary

- Tell pairs or groups of learners to construct simple sentences using the words used during the substitution activity. (e.g. The hen laid an egg. My hen is fat....)
- Instruct learners to share the constructed sentences with the class.
- Give appropriate feedback to the pairs or groups.

### e) Writing

- Write the graphemes t, a, s, i, p, n, c, k, e, h, r on the board.
- Tell learners, in a pair, to form a word that only uses the sounds written on the board (*For example, neck...*).
- Ask a few pairs to report to check learner understanding.
- Tell learners to form and write additional words in their exercise books, that only use the sounds written on the board
- Tell the learners to write own names independently.
- f) Comprehension
- Tell any interesting story of the learners 'level.
- Ask learners to roleplay parts of the story.

### g) Suggested Teaching and Learning Materials

- Grapheme - phoneme cards, Word flashcards (that only contain sounds already taught)

## h) Expected Standard

- Consonant in English sounded out correctly
- Consonant in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



### Assessment Activities

Ask learners to write the letter 'r' and 'R' correctly

Ask learners to sound the /r/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to segment and blend words.



### Summary

Sing a song or play a game with words that contain /r/ sound



### Activity 1d

#### a) Phonemic awareness

- Display pictures or real objects whose names starts with the sound /r/.
- For example, a picture of 'radio' or 'rubber'.
- Instruct learners to identify the pictures.
- Tell learners to produce the first sound in the word radio and the word rubber.
- Tell learners that the sound /r/ should be at the beginning. E.g rope ring, ruler, rabbit.....
- Let learners think of other words that carry the sound /r/
- Tell learners to identify the sounds /r/ from the words. Use thumbs up, thumbs down, (if the word has sound /r/ thumbs up. If the word doesn't have the sound /r/ thumbs down)
- Tell learners to clap every time they hear the sound /r/. Then the teacher repeats by stretching out the sounds of the syllables or parts the word (letter sound and syllables with clapping).

#### b) Phonics

- Revise the formation for 'r', 'R' by forming the letter (both lower and upper case) on the board for the learners to observe.
- Say the sound as you form the letter.
- Form the letter in the air while saying the sound /r/ (while the learners observe).
- Form the letter in the air at the same time with the learners as they say the sound with you
- Instruct the learners to form the letter on their own, as they say the sound /r/.

- Tell learners to blend the sound /r/ with other known letter sounds to make words. For example, /r/ blending with /a/ and /t/ to make the word 'rat'.
- Tell learners to sound out each letter of the words they have made.

### **c) Fluency**

- Put learners into small groups
- Provide the learners with different word cards carrying sounds already taught (some of these words should include the grapheme 'r', but not all)
- Instruct the learners to select all the word cards with grapheme 'r'
- Collect the selected word cards from all the groups
- Show these flashcards to the entire. Tell the learners indicate whether they agree or disagree with the cards selected, using 'thumbs up or thumbs down'.
- Tell learners to blend the sounds in the selected words
- In their small groups, learners can then blend the sounds in the remaining words that don't contain the 'r' sound.
- Tell learners recite phrases containing words carrying sound /r/. eg a red bag/ a big ring/ a long rope/ a small rat.

### **d) Vocabulary**

- Show pictures or real objects of items that have names carrying the sound /r/ and those without.
- For example: rope, ring, rubber, ruler, pencil, book
- Instruct learners to choose pictures whose names carry the sound /r/
- Discuss meaning of new vocabulary with learners.
- Further instruct the learners to use the selected words in meaningful sentences. E.g. This rubber is small. We draw lines with a ruler.

### **e) Writing**

- Write the graphemes t, a, s, i, p, n, c, k, e, h, r on the board.
- Tell learners, in a pair, to form a word that only uses the sounds written on the board (For example, neck...).
- Instruct a few pairs to report to check learner understanding.
- Tell learners to form and write additional words in their exercise books, that only use the sounds written on the board
- Tell the learners to write own names independently.

### **f) Comprehension**

- Tell any interesting story of the learners' level.
- Tell the learners to retell the story from previous lesson.

### g) Expected Standard

- Consonants in English sounded out correctly
- Consonants in English written correctly
- Knowledge of basic concepts of print demonstrated correctly
- Words with consonants read and blended correctly



#### Assessment Activities

Ask learners to write the letter 'r' and 'R' correctly

Ask learners to sound the /r/ sound correctly

Ask learners to write the given words.

Ask learners to write own names independently.

Ask learners to segment and blend words.



#### Summary

Sing a song or play a game with words that contain /r/ sound

#### Overview

This subtopic is about revising sounds covered during the term. The revision will be based on sounds and shapes taught, and the development of blending, deletion, substitution and segmentation skills.

#### Specific competence

- Sound out short vowels
- Sound out consonant in English.
- Blend and read words with consonants.



#### Activity

Revise the following graphemes: s, a, t, p, i, n, c, k, ck, e, h, r

Consider the following competences:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Writing
- Comprehension

Consider the following skills:

- Blending

- Segmenting
- Substituting
- Deleting
- Adding

Consider the following under writing practice:

- Letter shaping in both lower and uppercase.
- Evenness and neatness of letters
- Letters sitting correctly on the line
- Ascending and descending
- Emphasising the concept of print, letter formation, sizing, spacing and consistence.



NOTE: Assess learners in:

- a) Phonemic awareness
- b) Phonics
- c) Fluency
- d) Vocabulary
- e) Comprehension
- f) Writing

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