**WEEKLY SCHEME OF LEARNING**

**WEEK 1**

Name of School……………………………………………….……………………….…………………

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| **Week Ending:** | | | **DAY:** Tuesday | | | **Subject:** English Language | | |
| **Duration:** 60mins | | | | | | **Strand:** Reading | | |
| **Class:** B2 | | **Class Size:** | | | | **Sub Strand:** Phonics | | |
| **Content Standard:**  B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | | | | **Indicator:**  B2.2.2.1.1. Blend syllables to produce words | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can blend syllables to produce words | | | | | **Core Competencies:**  Communication and Collaboration, and Personal | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 49 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar rhymes.  Ask learners;   * Whether they enjoyed singing the songs? * What words did you hear in the songs? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | | | flashcards | |
| PHASE 2: **NEW LEARNING** | Clap the syllables of common words. e.g. table, pencil, pen, book, boy, girl, etc.  Let learners clap the syllables of words after teacher. Put learners into groups/pairs.  Distribute letter cards to the groups.  Introduce the lesson with a recital that links the letters of the alphabet.  Have learners work in pairs, groups or individually to blend syllables to form meaningful words.  Use word families as a guide to help build on the words. | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.  Next lesson: use common rhyming/endings to decode simple words | | | | | |  | |

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| **Week Ending:** | | **DAY:** WEDNESDAY | | **Subject:** English Language | | |
| **Duration: 6**0mins | | | | **Strand:** Writing | | |
| **Class:** B2 | | **Class Size:** | | **Sub Strand:** Penmanship | | |
| **Content Standard:**  B2.4.2.1: Copy and rewrite sentences correctly | | | **Indicator:**  B2.4.2.1.1. Copy sentences clearly | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can write legibly and correctly on the board or into their books. | | | | **Core Competencies:**  Communication and Collaboration, and Personal Development | | |
| **References:** English Language Curriculum Pg.56 | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Flash letter cards to learners for them to make its sounds.  Ask pupils to write some letters in the air as you mention them.   * What letters have been able to write today? * What other letters can you write? * Write the first letter of your name on the floor.   Share performance indicators and introduce the lesson. | | | |  | |
| PHASE 2: **NEW LEARNING** | Demonstrate copying (sentences) on the board.  Let learners practise writing legibly and correctly on the board or into their books.  Have learners copy sentences from a book into their books.  Draw attention to inter and intra word spacing and alignment of letters, as well as clarity or writing. | | | | Word cards, paper, letter cards, | |
| PHASE 3: **REFLECTION** | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.  Next lesson: copy words in lower and upper case using correct spacing | | | |  | |

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| **Week Ending:** | | | **DAY:** THURSDAY | | **Subject:** English Language | | | |
| **Duration: 6**0mins | | | | | **Strand:** Grammar usage | | | |
| **Class:** B2 | | **Class Size:** | | | **Sub Strand:** Using Capitalization | | | |
| **Content Standard:**  B2.5.1.1: Apply knowledge of capitalization in writing | | | | **Indicator:**  B2.5.1.1.1. Use capital letter to write names of particular places and days of the week | | | | **Lesson:**  1 of 2 |
| **Performance Indicator:**  Learners can use capital letter to write names of particular places and days of the week | | | | | | **Core Competencies:**  Communication and Collaboration, and Personal Development | | |
| **References:** English Language Curriculum Pg. 64 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar rhymes.  Ask learners;   * Whether they enjoyed singing the songs? * What words did you hear in the songs? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | | |  | |
| PHASE 2: **NEW LEARNING** | Provide a sample text and have learners identify names of particular places and days of the week.  Have them compare the initial letters of these names and other common names and share their observations with the class.  Give learners a text with names of particular places and days of the week, beginning with small letters.  Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters. | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Next lesson: use full stops at the end of sentences | | | | | |  | |