



LAGOS STATE GOVERNMENT

MINISTRY OF EDUCATION

CURRICULUM SERVICES DEPARTMENT

**UNIFIED SCHEMES OF WORK
PRIMARY 1 - 3**

2016

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ENGLISH STUDIES

PRIMARY ONE FIRST TERM

TOPICS

Phonological Awareness - Identify and name sounds made by various animals.

Speech work - Simple greetings and commands.

- a. Greetings at home.
- b. Greetings at school
- c. Simple commands at home and school.

Structure

Vocabulary - New words

Reading - Oral and written comprehension

- a. Story telling e.g. The tortoise and the dog
- b. Picture reading e.g. Identification of subject

Writing - Writing of alphabets.

Phonemic Awareness - Produce and identify sounds in given words correctly e.g. /a/b/d/

Speech work - Pronunciation of words:

- i. /l:/ beat
- ii. /ɔ:/ floor
- iii. /ɔi/ toy
- iv. /au/ fowl.

Vocabulary - New words

Reading - Picture reading e.g. Who is this?. This is my mother.

Structure - Identification of persons - self.

Writing - Writing of alphabets (cont'd).

Phonemic Awareness:

- i. Identify rhyming words
- ii. Blend sounds to form one. Syllable words e.g. ex, to my, do etc.

Speech : Identification of objects in the classroom and compound.

Vocabulary: New words

Reading: Reading names of objects inside the classroom and the school compound.

Structure: Identification with emphasis on the articles "a" and "an" e.g. This is a book; This is an orange etc.

Writing: Writing of alphabets (cont'd).

PRIMARY SCHOOLS (PRY 1 - 3) September 2016



Phonemic Awareness: build rhyming word families.

Speech: Naming of objects in the kitchen e.g. Cup, Spoon etc.

Vocabulary: New words

Reading: Pictorial reading of object on the road.

Structure: Uses of object in the kitchen e.g. knife is used for cutting.

Writing: Writing of first alphabets or letter of all the objects mentioned for the week. e.g. knife, cup.

5. **Phonemic Awareness:** Songs and Rhymes.

Speech: Counting 1-5 in words e.g 1- ONE, 2- TWO etc.

Vocabulary: New words.

Reading: Identification of objects - picture reading. this is a ball

Structure: Matching of words and figure 1 for one, 3 for three etc.

Writing: Writing of two letter words e.g. an, is, it etc.

6. **Phonics:** Names of all upper and lower cases letters of the alphabet.

Speech: Identification/ pronunciation of names of objects such as:

i. /ɔ/ - dog, pot

ii. /ɑ/ - farm; fart

Vocabulary: New words.

Reading: Pictorial reading of objects that go with "an"

Structure: Identification of objects with emphasis on the articles "a" and "an" contd.

Writing: Writing of two letter words (contd.)

7. **Phonics:** Blending sounds of letters to form words e.g. /v/-an (to form VAN; or /c/- an (to form CAN) or /c/- at to form CAT); etc.

Speech: Introduction of persons (self) e.g. I am a girl.

Vocabulary: New words

Reading: Reading column of introduction by pictures.

Structure: Differentiation of sex e.g. She is a girl, He is a boy. Who is this?.

Writing: Writing of two letter words (contd)



8. **Phonics:** identification of familiar sounds in words e.g. house/mouse; try/fry; cat/bat/hat.

Speech: Introduction of persons (self) e.g. I am a girl (contd).

Vocabulary: New words

Reading: Reading column of introduction by pictures.

Structure: Differentiation of sex e.g. She is a girl, He is a boy; who is this?

Writing: Writing two letter word (contd)

9. **Phonics:** Use sounds of letters to form three-letter words e.g. Mat, man, dog etc.

Speech: Identification/pronunciation of names of objects such as:

(i) /ɑ:/ - park; pack

(ii) /æ/ - cap; fan.

Vocabulary: New words

Reading: Picture reading of introduction of persons

Structure: More on simple commands e.g.

i. Bring that book

ii. Give me that ruler/pen please

Writing: Writing of two letter words (contd)

10

Phonics: use letter - sound correspondence to build and read unfamiliar words.

Speech: Identification/pronunciation of names of objects such as:

i. /ʌ/ - cup; hut

ii. /ɑ:/ - Park; pack

Vocabulary: New words

Reading: Picture reading of Introduction of persons.

Structure: More on simple commands e.g

i. Bring that book

ii. give me that ruler/pen please

Writing: of two letter words (contd.)

11

Speech: Identification/pronunciation of name of objects such as:

i. /ʌ/ - cup; hut

ii. /ɑ:/ - park; pack

Vocabulary: New words

Fluency Reading; naming objects - picture reading.

Structure: Revision of area of difficulty

Writing: Writing of two letter words (contd.)

12. Revision & Examination



ENGLISH STUDIES

PRIMARY ONE SECOND TERM

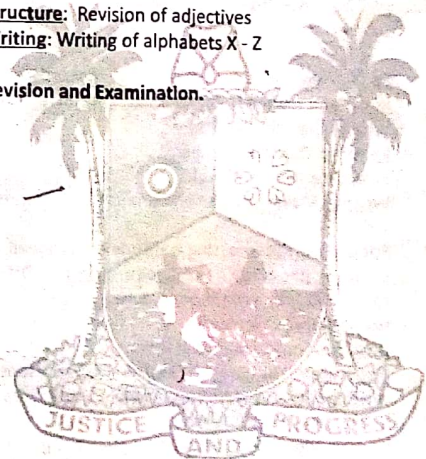
- | WEEKS | TOPICS |
|-------|---|
| 1 | <p>Speech work: Revision of area of difficulty in first week, first term.</p> <p>Fluency: recognise common words (e.g: My, You, I, are, is, yes, no etc) by sight.</p> <p>Vocabulary: New words</p> <p>Comprehension: Identify main characters and setting of a story.</p> <p>Writing: Revision on writing of two letter words.</p> |
| 2. | <p>Speech work: Pronunciation: I - L words</p> <p>Vocabulary: New words</p> <p>Comprehension: Describe information gained from texts in own words.</p> <p>Structure: Identifying major colours e.g. white; black etc.</p> <p>Writing: Introducing three letter words</p> |
| 3. | <p>Speech work: Representation of objects with numbers e.g - There are one; two three cups etc.</p> <p>Vocabulary: New words</p> <p>Comprehension: Explain simple written instructions</p> <p>Structure: Indicating plurals of objects</p> <p>Writing: Introducing three letter words (contd.)</p> |
| 4. | <p>Speech work: Pronunciation practice: e.g. This is a pencil; These are pencils; etc.</p> <p>Vocabulary Acquisition: Name some basic words categories correctly.</p> <p>Reading: Poem: recitation of poem.</p> <p>Writing: Writing of three letter words</p> |
| 5 | <p>Speech work: Pronunciation practices e.g. Is it a bus? Yes, it is a bus.</p> <p>Vocabulary Acquisition: Explain the concept of synonyms, antonyms and homonyms.</p> <p>Reading: Reading and answering question on a given simple text.</p> <p>Structure: Expressing possession using 'his' and 'her' e.g This is his pen; This is her pen etc.</p> <p>Writing: Making strokes to form letters</p> |



6. **Speech work:** Pronunciation: M - P words
Concepts of print: Identify the front cover, back cover, title, author of a book, etc.
Vocabulary: New words
Reading: Answering oral and written questions on a simple text correctly.
Structure: Further practice on asking questions.
Writing: Writing of alphabets a - e
7. **Speech work:** Pronunciation: Q - T words
Concepts of print: Identify letters of the alphabet in printed words and sentences.
Vocabulary: New words
Reading: Expressing wants
Structure: Indicating sizes of the pictures e.g. This is a small ruler; This is a big ruler.
Writing: Writing of alphabets f - j
8. **Speech work:** Pronunciation: Q - T words
Concepts of print: Identification of upper and lower case of letters.
Vocabulary: New words
Reading: Answering oral and written questions
Structure: Placing persons and objects in relation to other objects - use of 'on'; 'outside' 'in', 'under'.
Writing: Writing of alphabets: K - O.
9. **Speech work:** Talking about length:
 The use of long/short
 a. This stick is long
 b. That stick is short
Concepts of print: Punctuation marks-full-stop (.)
Vocabulary: New words
Reading: Answering oral and written questions
Structure
Writing: Writing of alphabets P - S.
10. **Speech work:** Talking about length: The use of fat/thin
Concepts of print: Eye movement: reading from left to right; top to bottom etc.
Vocabulary: New words
Reading: Fluency reading; answering oral and written



- questions correctly.
Structure: Uses of Preposition e.g.
 a. The bag is on the table
 b. The cat is under the table
 c. The pencil is inside the bag
Writing: Writing of alphabets T - W
11. **Speech work:** Review of difficult words during the term
Vocabulary: New words
Reading: Fluency reading, answering oral and written questions correctly.
Structure: Revision of adjectives
Writing: Writing of alphabets X - Z
12. **Revision and Examination.**





ENGLISH STUDIES

PRY ONE THIRD TERM

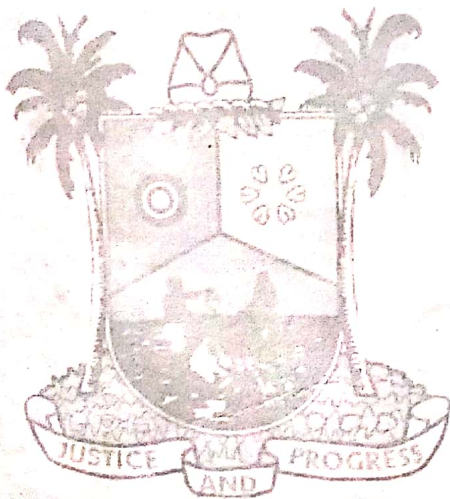
WEEKS	TOPICS
1	<p>Speech work: Matching objects according to colours and shapes.</p> <p>Sounds and Letters: Production of basic sounds in given words correctly e.g. /ə/b/d/.</p> <p>Vocabulary: New words</p> <p>Reading: Introduction of basic reading skills.</p> <p>Structure: Asking about the number of objects with the question form.</p> <p>Writing: Making strokes and curves to form more letters as covered in the previous term.</p>
2	<p>Speech work: Pronunciation of u, v, w, words</p> <p>Songs and Rhymes: Sing songs taught and recite rhymes.</p> <p>Vocabulary: New words</p> <p>Reading: The sounds I hear.</p> <p>Structure: Animal sounds</p> <p>Writing: Making strokes and curves to form more letters.</p>
3	<p>Speech work: Expressing gratitude and farewell.</p> <p>Simple greetings and commands: Differentiate between tones in greetings and commands.</p> <p>Vocabulary: New words</p> <p>Reading: Song on habitual actions.</p> <p>Structure: Habitual actions in the simple present tense.</p> <p>Writing: Writing of words that begin with u; v; w.</p>
4	<p>Speech work: Pronunciation practice e.g. 'Th' e /θ/ and 't' /t/ as in 'thank'/tank'.</p> <p>Identification: Identify self, family members e.g. father, mother, brother and sister etc.</p> <p>Vocabulary: New words</p> <p>Reading: Days of the week</p> <p>Structure: Continuous actions</p> <p>Writing: Word formation.</p>
5	<p>Speech work: Pronunciation practice e.g. 'Th' i.e. /θ/ and 't' i.e. /t/ as 'thank'/'tank'</p> <p>Expressing possession: Using the possessives my, yours, his, hers,</p>



	<p>simple correct sentences - This is my pen; This is his/her pen.</p> <p>Vocabulary: New words</p> <p>Reading: Days of the week</p> <p>Structure: Continuous actions</p> <p>Writing: Word formation</p>
6	<p>Speech work: A. B. C. Song.</p> <p>Expressing gratitude and farewell: When we receive gift etc</p> <p>Vocabulary: New words</p> <p>Reading: Familiar parts of the body.</p> <p>Structure: Word formation (fill in the missing letters)</p> <p>Writing: Formation of letters of the alphabets (contd).</p>
7	<p>Speech work: matching letters of the alphabet with pictures</p> <p>Asking and answering questions: Ask simple questions using 'what'.</p> <p>Vocabulary: New words</p> <p>Reading: Label reading</p> <p>Structure: Expressing past actions</p> <p>Writing: Formation of letters of the alphabets (contd.)</p>
8	<p>Speech work: Pronunciation practice e.g. Days of the week.</p> <p>Vocabulary: New words</p> <p>Reading: Label reading</p> <p>Grammar: Introducing nouns and pronouns</p> <p>Writing: Formation of letters of the alphabets (contd.)</p>
9	<p>Speech work: What I can eat and I cannot eat.</p> <p>Vocabulary: New words</p> <p>Reading: Label reading</p> <p>Grammar: Singular and plural</p> <p>Writing: Writing of numbers 11 - 20 in words</p>
10	<p>Speech work: What I can eat and I cannot eat.</p> <p>Vocabulary: New words</p> <p>Reading: Label reading</p> <p>Grammar: Use of Article "A" and "An"</p> <p>Writing: Writing of numbers 11-20 in words.</p>



11. **Speech work:** Counting 1 - 10 and indicating plurals.
Vocabulary: New words
Reading: Story "Tortoise and Ajayi"
Structure: Using 'This' 'These' and 'Those'
Grammar: Present and past actions.
Writing: Writing of numbers 11-20 in words.
12. **Revision and Examination.**



ENGLISH STUDIES

PRIMARY TWO FIRST TERM

WEEKS	TOPICS
1	i. Vocabulary Building - Teaching of the new words and reading. ii. Oral and written comprehension iii. Phonetic awareness - Using songs and rhymes to identify sound. iv. Picture reading - wall chart containing words. v. Writing- write the sounds /a/ /ai/ in isolation.
2.	i. Teaching of the new words and meaning. ii. Oral and written comprehension on passage read. iii. Speech work - learn sounds through songs. iv. Simple commands at home and school. v. Picture reading - wall chart sounds and words on the chart.
3	i. Teaching of the new words and meaning. ii. Oral and written comprehension on passage read. iii. Using songs and rhymes to identify sounds. iv. Learning simple commands at home and school. v. Writing of alphabets.
4.	i. Vocabulary building - Teaching of the new words and meaning ii. Oral and written comprehension iii. Phonics - Pronounce consonants sounds in isolation. iv. Picture reading of the classroom environment v. Writing of alphabets - two letter words.
5.	i. Teaching of the new words and reading. ii. Oral and written comprehension. iii. Differentiates between words in each pair. iv. Production of consonant sound and words. v. Picture reading - charts, wall reading in the classroom.
6	i. Vocabulary building - Teaching of the new words and meaning.



- ii. Oral and written comprehension.
- iii. Structure - Identification with emphasis on the articles (a) and (an).
- iv. Speech - Fluency - Reading of different kinds of book fluently.
- v. Reading of different kinds of texts fiction and non fiction.

- 7
- i. Vocabulary building - Teaching of the new words and meaning.
 - ii. Oral and written comprehension
 - iii. Grammar - provide simple passage
 - iv. Provide simple passage on HIV/AIDS. Identification of key words.
 - v. Writing - Charts and picture reading, selected words to be written from the charts.

- 8.
- i. Vocabulary Building - Teaching of the new words and reading.
 - ii. Oral and written comprehension
 - iii. Grammar - Provide simple passage on drug abuse. identification of key words in the topic.
 - iv. Reading - selected word on the topic drug abuse
 - v. Writing of words from the charts key words on HIV/AIDS and drug abuse.

- 9.
- i. Vocabulary building - Teaching of the new words and meaning.
 - ii. Oral and written comprehension.
 - iii. Speech - fluency Reading of different kinds of book. Read with confidence. reading of different kinds of texts fiction non fiction.
 - iv. Grammar - Provide simple words on HIV/AIDS.
 - v. Identification and writing of key words, charts and picture reading on key words on HIV/AIDS.

- 10
- i. Vocabulary building - Teaching of the new words and meaning.
 - ii. Oral and written comprehension.
 - iii. Speech - fluency. Reading of different kinds of book, fluently and confidence. Reading of different kinds of texts fiction non fiction.



- iv. Writing - charts and picture reading. selected words on HIV/AIDS.

- 11.
- i. Vocabulary building - Teaching of the new words and reading.
 - ii. Oral and written comprehension passages, rhyme, stories and answer questions.
 - iii. Structure - Demonstrate, stories rhymes to pupils on the need to wash hands before eating.
 - iv. Speech - pronunciation of the key words.
 - v. Grammar - Supplementary readers wall charts flash cards showing the key words.

12. **Revision and Examination**



ENGLISH STUDIES

PRIMARY TWO SECOND TERM

- | WEEKS | TOPICS |
|-------|--|
| 1 | <ul style="list-style-type: none"> i. Revision of first term work. ii. Oral and written comprehension. iii. Revision of first term's work. iv. Structure - Revision of first term's work. v. Writing - Revision of first term's work. |
| 2 | <ul style="list-style-type: none"> i. Vocabulary building - Teaching of the new words and reading. ii. Oral and written comprehension iii. Grammar - selected sentences from various sources based on health or other issues. iv. Structure - Informational texts on dangers of wrong use of pesticides. v. Writing - Writing on the flip charts. |
| 3 | <ul style="list-style-type: none"> i. Vocabulary building - Teaching of the new words and reading. ii. Oral and written comprehension iii. Structure - Informational texts on the dangers of excess use and wrong use of pesticides. iv. Grammar - selected sentences from various sources based on health or other issues of interest to the children. |
| 4 | <ul style="list-style-type: none"> i. Vocabulary building - Teaching of the new words and reading. ii. Oral and written comprehension passages. iii. Grammar - Identifying facts and other kinds of information e.g The use of herbal medicine. iv. Structure - Stating the use of medicine, people occupations. v. Writing - Writing of facts about occupation - work people do. |
| 5 | <ul style="list-style-type: none"> i. Vocabulary building - teaching of the new words and reading. ii. Oral and written comprehension. iii. Grammar - customs and tradition of the people. iv. Dramatise the stories on effect of harmful herbal medicine. v. Writing - writing of facts about the customs of the people. |

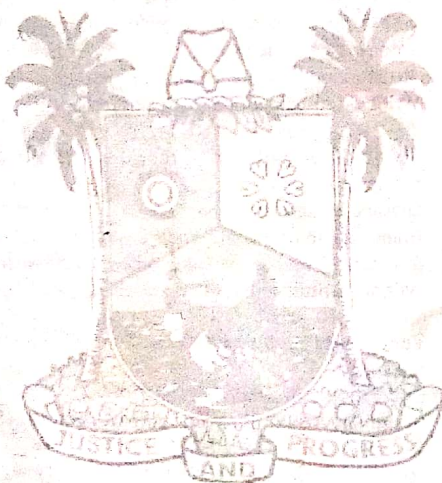


- 6.
 - i. Vocabulary building - Teaching of the new words and reading.
 - ii. Oral and written comprehension.
 - iii. Grammar - The important information about the use of herbal medicine.
 - iv. Structure - facts and other kinds of information about tradition of the people.
 - v. Writing - Writing about herbal and occupations of people.
- 7.
 - i. Vocabulary building. New words and meaning.
 - ii. Oral and written comprehension.
 - iii. Grammar - Vocabulary increase the knowledge of antonyms and synonyms.
 - iv. Structure - Make sentences on antonyms and synonyms.
 - v. Writing - Oral composition about my school.
- 8.
 - i. Vocabulary building - teaching of the new words and reading.
 - ii. Oral and written comprehension.
 - iii. Grammar - Antonyms and synonyms
 - iv. Structure - Sentence building on antonyms and synonyms.
 - v. Writing - Written composition about my school.
- 9.
 - i. Vocabulary building - Teaching of the new words and reading.
 - ii. Oral and written comprehension
 - iii. Grammar - Identification of sex names both in man and animal.
 - iv. Structure - Making relevant sentence about sex the use of his/her.
 - v. Writing - writing of two and three letter words.
- 10.
 - i. Vocabulary building - Teaching of the new words and leading.
 - ii. Oral and written comprehension
 - iii. Grammar - Asking question about the present past and future actions.
 - iv. Structure - Combination of sounds to spell and pronounce.
 - v. Writing composition about my school.



- 11
- i. Vocabulary building - New words and reading.
 - ii. Oral and reading comprehension.
 - iii. Grammar - Expressing ownership.
 - iv. Structure - Present, past and future tense.
 - v. Writing composition about my school.

12 **Revision and Examination.**



ENGLISH STUDIES

PRIMARY TWO THIRD TERM

WEEKS	TOPICS
1	<ol style="list-style-type: none"> i. Revision of second term work. ii. Reading - Oral and written comprehension. iii. Grammar - Revision on the knowledge of antonyms and synonyms. iv. Revision on making sentences on antonyms and synonyms. v. Writing - Writing oral composition on how I spent my last holiday.
2	<ol style="list-style-type: none"> i. Vocabulary building - New words and meaning. ii. Reading - oral and written comprehension. iii. Grammar - Reading about concept of print. Recognise different print. iv. Reading different print, newspaper, magazines e.t.c v. Writing - Written composition on how I spent my last holiday
3	<ol style="list-style-type: none"> i. Vocabulary building - Teaching of the new words and meaning. ii. Oral and written comprehension iii. Grammar - Identification of sex names both in man and animal. iv. Identification of names of different sex in plants and animal. v. Writing - Composition on my school.
4	<p>Vocabulary building - Teaching of the new words and</p> <ol style="list-style-type: none"> i. reading. ii. Oral and written comprehension. iii Grammar - Asking question about the present, Past and future action. iv. Structure - Combination of sounds to spell and pronounce words. v. Writing - Writing composition about my school.
5	<ol style="list-style-type: none"> i. Vocabulary building - Teaching of the new words and meaning. ii. Oral and written comprehension iii. Grammar - Making sentence and telling the present, past and future sentences.



- iv. Structure - Spelling and pronunciation of words
v. Writing - Writing of composition about myself
- 6
- Vocabulary building - New words and meaning.
 - Reading - Oral and written comprehension.
 - Grammar - Expressing ownership.
 - Structure - Present, past and future tense.
 - Composition - Composition about myself.
- 7
- Vocabulary building - Teaching of the new words and meaning.
 - Reading - Oral and written comprehension.
 - Grammar - Present, past and future tense.
 - Structure - Writing about the expression of ownership.
 - Writing - Poem reading. Twinkle twinkle little star.
- 8
- Vocabulary building - Teaching of the new words and meaning.
 - Oral and written comprehension
 - Speech work - Pronunciation of vowels and diphthongs e a e i o u and diphthongs /oi/ as in boy and /ea/ as in air.
 - Structure - Apostrophes in possessive
e.g i. It is the boy's bag.
ii. It is a boy's college.
 - Writing - Writing of poem one, two three four five catching fishes all alone.
- 9
- Vocabulary building - Teaching of the new words and meaning.
 - Oral and written comprehension
 - Speech work - pronunciation practice on vowels sound.
 - Grammar - Teaching of the meaning of apostrophe.
e.g i. It is the girl's hostel
ii. It is the boy's shirt
- 10
- Vocabulary building - Teaching of the new words and meaning.
 - Oral and written comprehension
 - Speech work - pronunciation of diphthongs
 - Structure - Apostrophes in possessive
 - Writing poem reading Jack and Jill.



- Vocabulary building - Teaching of the new words and meaning.
- Oral and written comprehension
- Structure - Apostrophes in possessive
- Grammar - Irregular plurals of nouns.
- Writing - Composition about my best friend.

Revision and Examination





ENGLISH STUDIES

PRIMARY THREE FIRST TERM

- WEEKS** **TOPICS**
- 1 i. Vocabulary building - Teaching of the new words and reading.
 ii. Reading - Oral and written comprehension.
 iii. Speech work - Phonemic awareness
 iv. Structure - Stories built on Road Safety. charts containing simple sentences.
 v. Composition - How I spent my last holiday.
2. Vocabulary building. Teaching of the new words and reading.
 ii. Oral and writing comprehension based on the topic read.
 iii. Speech work - Phonemic awareness - Aural discrimination of the sound
 /ɜ:/ /ʌ/
 burn born
 film porch
 iv. Structure - Stories built on road safety. charts containing simple sentences.
 v. Writing - Composition on how I spent my last holiday.
- 3 i. Vocabulary building - Teaching of the new words and meaning.
 ii. Oral and writing comprehension
 iii. Grammar - Stories built on dangers of chemicals
 iv. Speech work - Phonic - pronunciation of vowels sounds.
 v. Writing of poem - Once I saw a little bird.
- 4 i. Vocabulary building - Teaching of the new words and meaning.
 ii. Oral and writing comprehension based on the passage read.
 iii. Speech work - Phonic pronunciation of diphthongs e.g /ɔ:/ /ea/
 iv. Structure - folktales and short stories on how to use chemicals.
 v. Writing - Composition on my best friend.

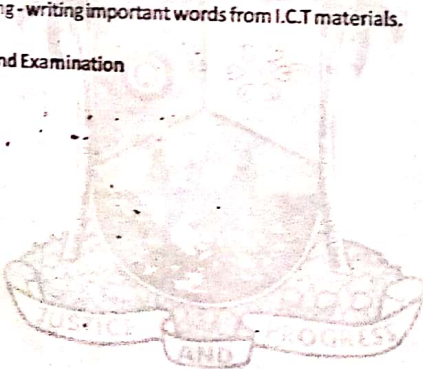


- 5 i. Vocabulary building - Teaching of the new words and meaning.
 ii. Oral and writing comprehension based on the passage read
 iii. Speech work - pronunciation of multi syllabic words e.g Teacher, coffee, father, picture, leather etc.
 iv. Structure - folktales and short stories on the use of chemicals.
 v. Writing - Writing composition on my best friend.
- 6 i. Vocabulary building: Teaching of the new words and meaning.
 ii. Oral and writing comprehension based on the passage read.
 iii. Speech work - Phonic pronunciation of vowels and diphthongs.
 iv. Writing - Reading of poem Twinkle twinkle little star
7. i. Vocabulary building - Teaching of the new words and meaning.
 ii. Oral and writing comprehension base on the passage read
 iii. Structure - write about national values e.g discipline and courage.
 iv. Grammar - Reading charts, graphs calendar to obtain information
 v. Writing - composition about my school.
- 8 i. Vocabulary building - Teaching of the new words and meaning
 ii. Oral and writing comprehension based on the passage read.
 iii. Structure - write about respect for elders
 iv. Reading charts containing information in respect for elders.
 v. Writing - composition about my school
- 9 i. Vocabulary building - teaching of the new words and meaning.
 ii. Oral and writing comprehension based on the passage read
 iii. Structure - concept of print margins.
 iv. Grammar - Reading materials e.g journals, newspaper e.t.c
 v. Writing - composition about my parent.



- 10
- i. Vocabulary building - Teaching of the new words and meaning.
 - ii. Oral and writing composition based on the passage read
 - iii. Structure - concept of prints illustration, pictures and diagrams in printed texts.
 - iv. Grammar - Reading materials like journals, magazines
 - v. Writing - composition about A dog.
- 11.
- i. Vocabulary building - Teaching of the new words and meaning.
 - ii. Reading - Oral and writing comprehension about the passage read.
 - iii. Structure - Reading charts, calendar to obtain information.
 - iv. Grammar - Reading materials e.g journals, newspaper, I.C.T gadgets e.t.c.
 - v. Writing - writing important words from I.C.T materials.

12 Revision and Examination



ENGLISH STUDIES

PRIMARY THREE SECOND TERM

- | WEEKS | TOPICS |
|-------|---|
| 1 | <ol style="list-style-type: none"> i. Revision on the areas of difficulty in first term's work. ii. Teaching of the new words and reading. iii. Oral and writing comprehension based on the passage read. iv. Structure - Revised areas of difficulty in first term's work. v. Writing - Composition on how I spent my last holiday (oral) |
| 2 | <ol style="list-style-type: none"> i. Teaching of the new words and meaning. ii. Oral and writing comprehension based on the passage read. iii. Structure - lead pupils to identify the space between letters in a word or words in a sentences. iv. Grammar - Use of capital letters punctuation marks in a sentence. v. Writing - Composition on how I spent my last holiday (written). |
| 3 | <ol style="list-style-type: none"> i. Vocabulary building - Teaching of the new words and meaning. ii. Oral and writing comprehension based on the passage read. iii. Structure - Pupils identify the space between letters. iv. Grammar - use of punctuation marks in a sentences. v. Writing - Writing about three or four sentences on everyday activity using present and past tenses. |
| 4 | <ol style="list-style-type: none"> i. Vocabulary building - Teaching of the new words and reading. ii. Oral and writing comprehension based on the passage read iii. Grammar - Application of punctuation marks in reading e.g full stop, comma e.t.c. iv. Writing - Writing three or four sentences on everyday activities using present and past tenses. |



- 5
- Vocabulary building - Teaching of the new words and meaning.
 - Reading - Oral and writing comprehension based on the passage read.
 - Structure - Handwriting, allow the children to observe the spacing between letters in a sentences.
 - Grammar - Verbs, Identifying structured verb.
 - Writing - Writing passages highlighting national values e.g discipline and courage.
- 6
- Vocabulary building - teaching of the new words and meaning.
 - Oral and writing comprehension based on the topic read.
 - Structure - Handwriting, allows pupils to observe the space in writing.
 - Grammar - Verbs - Identification of structural word verbs.
 - Writing - Writing passages highlighting national values e.g discipline, honesty and courage.
- 7
- Vocabulary building - Teaching of the new words and meaning.
 - Oral and writing comprehension
 - Speech work - pronunciation of consonants and consonants clusters.
 - Structure - Making simple statement and responding.
 - Writing composition on what I do on sundays.
- 8
- Vocabulary building - Teaching of the new words and meaning.
 - Oral and writing comprehension.
 - Structure - making simple statements and responding to simple commands with emphasis on stress and intonations.
 - Writing - Composition on what I do on Sundays.
- 9
- Vocabulary building - Teaching of the new words and meaning.
 - Oral and writing comprehension
 - Speech work - Pronunciation of vowels and diphthong e.g
/ie/ /ea/
here hare



- ear air
fear fair
- Structure - Use of regular and irregular plurals in speaking and writing.
 - Writing - Composition on my best friend.
- 10.
- Vocabulary building - Teaching of the new words and reading.
 - Oral and writing comprehension.
 - Speech work - Continuation of vowels and diphthongs produce sound and words.
 - Structure - Use of regular and irregular plurals in speaking and writing.
 - Writing - composition on my best friend.
- 11.
- Vocabulary building - Teaching of the new word and meaning.
 - Oral and writing comprehension
 - Structure - regular and irregular plurals
 - Grammar - Use of auxilliary verbs
 - Writing - composition about myself
12. **Revision and Examination**



ENGLISH STUDIES

PRIMARY THREE THIRD TERM

- | WEEKS | TOPICS |
|-------|--|
| 1 | i. Vocabulary building - Teaching of the new words and meaning.
ii. Oral and writing comprehension.
iii. Grammar - Revision on some areas of difficulty in second term's work.
iv. Structure - Revision on areas of difficulties in second term's work.
v. Writing - composition on how I spent my last holiday. |
| 2 | i. Vocabulary building - Teaching of the new words and meaning.
ii. Oral and writing comprehension
iii. Structure - Expressing future actions in negative form
iv. Grammar - Using past continuous tense - use past continuous tense in sentences.
v. Writing - Composition on how I spent my last holiday. |
| 3 | i. Vocabulary building - Teaching of the new words and meaning.
ii. Oral and writing comprehension
iii. Structure - Expressing future actions
iv. Grammar - Using past continuous tense - Use past continuous tense in sentence.
v. Writing - Composition what I would like to be in future. |
| 4 | i. Vocabulary building - Teaching of the new words and meaning.
ii. Oral and written comprehension
iii. Structure - Expressing future actions in negative form
iv. Grammar - Using past continuous tense in sentence.
v. Writing - Composition about myself. |
| 5 | i. Vocabulary building - Teaching of the new words and meaning
ii. Oral and writing comprehension
iii. Structure - Using past continuous
iv. Grammar - Present perfect using ed and en ending.
v. Writing - Composition about my School. |



- | | |
|----|---|
| 6. | i. Vocabulary building - Teaching of the new words and reading.
ii. Oral and written comprehension
iii. Structure - Using past continuous tense in sentences.
iv. Grammar - Present perfect using ed and en ending e.g I have cleaned the kitchen.
v. Writing - Composition about my classroom. |
| 7 | i. Vocabulary building - Teaching of the new words and meaning.
ii. Oral and written comprehension.
iii. Structure - Past continuous tense
iv. Grammar - Using sentence for past continuous tense
v. Writing - Composition about my classroom. |
| 8 | i. Vocabulary building - New words and meaning.
ii. Oral and written comprehension.
iii. Grammar - Present perfect with since and for pupils use correctly present perfect tense with since and for.
iv. Grammar - Interrogation with response using present perfect.
v. Writing - Composition about a dog. |
| 9 | i. Vocabulary building - New words and meaning
ii. Oral and written comprehension
iii. Grammar - Interrogation with response
iv. Structure - Present perfect with since and for
v. Writing - Composition about my dog. |
| 10 | i. Vocabulary building - New words and meaning.
ii. Oral and written comprehension
iii. Grammar - present perfect tense
iv. Structure - interrogation with response
v. Writing - Composition about my dog. |
| 11 | Revision on the term's work |
| 12 | Examination |