LOWER PRIMARY

CONTENT DISTRIBUTION IN SCHOOL YEAR 2025/2026

SUBJECT: ENGLISH LANGUAGE

Number of periods per week: 5 periods
Grade: P1 Double shift

TERM 1

Unit 1: Welcome to the classroom		**Periods: 20**		
Key unit competence: Pupils will be able to greet, introduce themselves and others, and respond to basic classroom instructions using simple present tense				
Week	**Sub Unit titles**	**Periods**	**Key words (theme)**	**Key words (phonemic awareness)**
1	**Greeting children in the classroom** ● Listening Comprehension and Vocabulary: Dialogue, role play and/or read aloud to practice greetings ● Phonological awareness: Greeting songs (to introduce English language sounds.)	5	Good morning , Good afternoon , Good evening , Goodbye , See you tomorrow , Hello , How are you?	Greeting songs
2	**Introducing oneself** ● Listening Comprehension and Vocabulary: Dialogue and/or read aloud to practice introducing oneself ● Phonological awareness: Song around introducing oneself (to	5	My name is , What is your name? , I am, I am new here, what's your name again?	Introduction (oneself) song

	introduce English language sounds.)			
3	**Introducing others** ● Listening Comprehension and Vocabulary: Dialogue and or read read aloud to practice introducing others ● Phonological awareness: Song around introducing others (to introduce English language sounds.)	5	Possessives: Who is this? , This is , Who is that? , That is , He is , She is , They are, This is my friend, He/she is my classmate	Introduction (others) song
4	**Giving and following instructions** ● Listening Comprehension and Vocabulary: Pictures, role play and/or read aloud to practice giving instructions and applying instructions ● Phonological awareness: Instructions song (to introduce English language sounds.) ● End unit assessment	5	clap , stamp , sit , stand , sing, point, raise your hand, look at the board, listen carefully, sit down , Stand up , Listen , Sing a song , Point to , listen to me	Instructions song
Unit 2: Classroom objects			**Periods: 15**	
Key unit competence: Pupils will able to identify classroom objects and describe their colour using demonstratives and plural forms				
5	**Describing classroom objects** ● Listening Comprehension and Vocabulary: Pictures and/or read aloud to talk about classroom objects ● Phonological awareness: Classroom objects song (to	5	Plurals. - Indefinite article: What is this? What is that? It is, these are desk , pencil , window , blackboard , book , cupboard , duster ,	Classroom objects song

	introduce English language sounds.)		notebook , pen , rubber , chair, sharpener	
6	**Describing colours** ● Listening Comprehension and Vocabulary: Dialogue, pictures, games and/or read aloud to talk about colours around them ● Phonological awareness: Color song (to introduce English language sounds.)	5	Plurals. - Indefinite article: What colour is this pen? What colour is the ruler?, What colour are these books? blue, yellow, white, Red, Black, Green, Indigo, Orange, Violet, brown, purple, pink, grey	Color song
7	**Talking about possession** ● Listening Comprehension and Vocabulary: Dialogue and/or read aloud on possession. Eg: My, your, etc. ● Phonological awareness: Identify when words end by noticing spaces between them; count words in sentences; clap hands and point to boxes or count manipulatives to signal words (Rhyme) ● End unit assessment	5	I have got, have you got? - My, your (Eg: my notebooks, your pen, his backpack, etc…) etc	Rhyme with endings that sound the same. Eg. This is my cup, I drink tea. That is your ball, you kick to me. This is his book, he likes to read. That is her hoe, she plants a seed. This is our mat, we sit and chat. That is their goat, it's big and fat.
Unit 3: People at home and at school			**Periods: 15**	
Key unit competence: Pupils will able to talk about their family members and people at school using correct subject pronouns and possessive forms				

8	**Introducing family members** ● Listening Comprehension and Vocabulary: Pictures and/or read aloud to talk about family members ● Phonological awareness: Identify when words end; count words in sentences; clap hands and point to boxes or count manipulatives to signal words (Rhyme)	5	Mother, Father, Brother, Sister, grandfather, grandmother - Who is this? This is my/her/his	Rhyme with endings that sound the same: eg: Mama cooks rice, Papa makes it nice. Sister plays a drum, Brother starts to hum. We sit to eat, The food is sweet.
9	**Describing people in school** ● Listening Comprehension and Vocabulary: Pictures and dialogue and/or read aloud to talk about people at school ● Phonological awareness: Identify which words rhyme (Alliteration)	5	Who is this? This is my/her/his head teacher, English teacher, friends, deputy head, school secretary, school guard, school nurse	Rhyme with alliteration: eg. Ten tall pupils stand by the table Ten tall pupils stand by the table ne tall pupil falls Nine tall pupils stand by the table
10	**Talking about people's ages** ● Listening Comprehension and Vocabulary: Roles play and/or read aloud to talk about their age ● Phonological awareness: Identify which words rhyme (Alliteration) ● End unit assessment	5	I am 7, how old are you? How old is she/he? I am 6. I am 6 years old.	Rhyme with alliteration: eg. Five fish flip Six cats curl Seven snakes slither Eight ants eat Nine dogs dig Ten cats tap
Unit 4: Clothes and parts of my body			**Periods: 15**	
Key unit competence: Pupils will be able to name clothes and body parts and describe what people are wearing using appropriate sentence structures.				

11	**Describing parts of the body** ● Listening Comprehension and Vocabulary: Role play, actions and/or read aloud to learn parts of the body ● Singular and plural nouns. - This, these ● Phonological awareness: Rhyme to count words in sentences and to identify words that rhyme	5	this, these, What is, what are these? Nose, eyes, mouth, neck, shoulder, chest, stomach, arm, hand, elbow, finger, feet, head, hair, face, teeth, toes	Here are my ears. (Child points to ears) Here is my nose. (Child points to nose) Here are my hands. (Child holds up hands) Here are my toes. (Child points to toes) Here are my eyes. (Child points to eyes) Both opened wide. (Child opens eyes wide) Here is my mouth. (Child opens mouth) With white teeth inside. (Child smiles showing teeth)
12	**Describing clothes** ● Listening Comprehension and Vocabulary: Name pictures of clothes and/or read aloud a text around clothes ● Singular and plural nouns. - This, these ● Possessive pronouns: my, her, his ● Phonemic awareness: Syllable awareness - clapping syllables ● Alphabet: Learning the ABC song (grapheme names)	5	This, these, my, her, his Shirt, dress, shorts, vest, T-shirt, jacket, skirt, trousers, blouse, scarf, jumper, sweater, socks, shoes, cap, belt	1 syllable: shirt, dress, hat, shoes, blue, red, long, short 2 Syllables: yellow, jumper, pockets, jacket, trousers, 3 syllables: beautiful, comfortable

13	**Saying what people are wearing** ● Listening Comprehension and Vocabulary: Dialogue, role play and/or read aloud with clothes people are wearing - Use Present continuous tense ● Phonemic awareness: Syllable awareness - clapping syllables ● Alphabet: Learning the ABC song (grapheme names) ● End unit assessment	5		1 syllable: shirt, dress, hat, jeans, shoes, skirt, socks 2 syllables: trousers, buttons 3 syllables: uniform
TERM 2				
Unit 5: Counting and locating my objects		**Periods: 20**		
Key unit competence: Pupils will be able to describe the position, number and ownership of classroom items using prepositions and possessive forms				
1	**Identifying places** ● Listening Comprehension and Vocabulary: Role play, games and/or read aloud texts with prepositions of place: on, under, next to, behind ● Phonemic awareness: Syllable awareness - clapping syllables ● Alphabet: Learning the ABC song (grapheme names)	5	Under, in, in front of, behind, next to, between, near, far	**1 syllable:** on, in, by, up, down, left, right, near, far **2 syllables:** under, over, inside, outside, between, beside, behind, above, below **3 syllables:** underneath, in-between, all-around, faraway, up-against
2	**Describing positions** ● Listening Comprehension and Vocabulary: Role play and/or read aloud describing positions: Prepositions of place	5	on, under, next to, behind There are, how many	

	• Phonemic awareness: Syllable awareness - identify the number of syllables in a word • Alphabet: Singing the ABC song			
3	**Describing numbers** • Listening Comprehension and Vocabulary: Dialogue and/or read aloud talking about possessions and possessive form: Mutesi's • Phonemic awareness: Syllable awareness - identify the number of syllables in a word • Alphabet: Singing the ABC song	5	There are, how many, Mutesi's notebook, ours, hers, his, ours, theirs, pen, chalk, desk, book	**1 syllable:** yours, hers, his, ours, theirs, pen, chalk, desk, book **2 syllables:** owner, classroom, object, table **3 syllables:** Mutesi
4	**Talking about possessions** • Listening Comprehension and Vocabulary: Review dialogue and/or Read aloud talking about possessions and possessive form: Mutesi's • Phonemic awareness: Onset and rime (c-at-->cat) using stretching out words and blending strategies with support from pictures (Sound identification through pictures) of words with the /a/ sound • Alphabetic awareness: Learning the letter "a" name, the short /a/ and long /ā/ sounds, and writing it	5		**Short a**: apple, ax, bag, cap, hat, map, rag, van

	● End unit assessment			
Unit 6: Home			**Periods: 15**	
Key unit competence: Pupils will be able to describe different parts of a house, and home activities using correct vocabulary and sentence structures				
5	**Saying where you live** ● Listening Comprehension and Vocabulary: Dialogue and/or Read aloud to talk about where you leave using present simple tense, declarative, negative sentences ● Phonemic awareness: Onset and rime (p-et-->pet) using stretching out words and blending strategies with support from pictures (Sound identification through pictures) of short vowel e ● Alphabetic awareness: Learning the letter "e" name, the short /3/ and long /ē/ sounds, and writing it	5	Prepositions of place: in, under, behind, on, near, etc.	**Short e:** elephant, egg, bed, pen, net,
6	**Describing a house and its rooms** ● Listening Comprehension and Vocabulary: Dialogue, pictures and/or Read aloud to describe your home using present simple tense, declarative or negative sentences ● Phonemic awareness: Onset and rime (d-ot-->dot) using stretching	5	There is/are. Is there Sitting room, dining room, bedroom, washroom, kitchen	**Short o:** ostrich**,** onion, pot, mop, log, dog, sock, box

	out words and blending strategies with support from pictures (Sound identification through pictures) of short vowel o ● Alphabetic awareness: Learning the letter "o" name, the short /o/ and long /ō/ sounds, and writing it			
7	**Describing the contents of rooms** ● Listening Comprehension and Vocabulary: Dialogue, pictures and/or Read aloud to describe content of rooms using present simple tense, declarative or negative sentences ● Phonemic awareness: Review onset and rime of short vowels a, e, o ● Alphabetic awareness: Reviewing the letters "a", "e", "o" name and their sounds ● End unit assessment	5	Bedroom: Lamp, Chair, Mat, Table, Bed, Pillow, Mattress Dining room: Jug, Food dish, Fork, Table knife, Table spoon, Dining table, Dining chair, plates Sitting room: Fan, Table, Flower pot	**Short a:** mat, cap, bat, rat, cat **Short e:** elephant, egg, bed, pen, leg, net, egg, wet **Short o:** onion, pot, hot, rock, pop
Unit 7: Animals at home		**Periods: 15**		
Key unit competence: Pupils will be able to name domestic animals, describe what they eat, and the sounds they make using appropriate language				
8	**Name domestic animals** ● Listening Comprehension and Vocabulary: Pictures and/or Read aloud to name domestic animals	5	Goat, Pig, Rabbit, Dog, Cat, Hens, Sheep, Ducks, Turkeys, cows	**Short i:** pig, fish, lip, lid, bin, sit, dig, hit

	• Phonemic awareness: Onset and rime (k-it-->kit) using stretching out words and blending strategies with support from pictures (Sound identification through pictures) of short vowel i • Alphabetic awareness: Learning the letter "i" name, the short /i/ and long /ī/ sounds, and writing it			
9	**What domestic animals eat** • Listening Comprehension and Vocabulary: Read aloud to review names of domestic animals and learn about what domestic animals eat - Use present simple tense • Phonemic awareness: Onset and rime (h-ut-->hut) using stretching out words and blending strategies with support from pictures (Sound identification through pictures) of short vowel u • Alphabetic awareness: Learning the letter "u" name, the short /u/ and long /ü/ sounds, and writing it	5	meat, grass, maize, vegetables, leaves, hay	**Short u:** cut, bug, hug, sun, rug, drum, bus, cup, run
10	**Sounds domestic animals make:** • Listening Comprehension and Vocabulary: Read aloud an	5	Moo (cow), Baa (sheep), Oink (pig), Meow (cat),	**R:** rabbit, rooster, rice **K:** key, king, kick, kitchen **B:** ball, boat, bird, balloon, baby, bed,

	informational text about domestic animals using present simple tense ● Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : r, k, b ● Alphabetic awareness: Learning the letter "r / R, k / K, b / B" names, the r, k, b sounds, and writing them ● End unit assessment		Bark (dog), Woof (dog), Cluck (chicken), Crow (rooster), etc.	bear, butterfly, book
Unit 8: What we do every day			**Periods: 15**	
Key unit competence: Pupils will be able to describe their daily routine using correct sentence patterns and time expressions				
11	**Describing morning activities** ● Listening Comprehension and Vocabulary: Read aloud highlight daily activities for typical P1 child - use present simple tense ● Phonemic awareness: Review short vowels i, u and beginning sounds: r, k, b ● Alphabetic awareness: Review the letters "short and long vowels i and u and r, k, b" and their sounds (game)		wake up, wash my body, brush my teeth, put on clothes, have my breakfast, comb my hair, go to school, get dressed	**Short i:** sit, wig, lid, dig, hit, bib, bin, bit, itch **Short u:** bun, cup, cut, bun **R:** rice, rabbit, rock, rooster, radio **K:** king, kettle, key, kick, kite **B:** bed, boat, bird, balloon, bicycle, book
TERM 3				
1	**Telling time** ● Listening Comprehension and Vocabulary: Pictures and/or Read aloud for children to		Face clock, short hand, long hand, o'clock, what time it? Half past, quarter	**N:** nest, nail, needle, nine, necklace, newspaper **M:** mouse, mirror, moon, milk, mouth

	practice telling time on a face clock ● Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures): n, m, g ● Alphabetic awareness: Learning the letter "n / N, m / M, g / G" names, the n, m, g (/g/ as in goat and /j/ as in ginger) sounds, and writing them		past	**G as /g/:** glass, goose, guitar, goat, gift, **G as /j/:** giraffe, ginger, gem
2	**Describing daily routine** ● Listening Comprehension and Vocabulary: Read aloud with daily routines ● Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : y, t, z ● Alphabetic awareness: Learning the letter "y / Y, t / T, z / Z " names, the y, t, z sounds, and writing them ● End unit assessment		**Morning Routine:** wake up, brush teeth, wash face, take a bath, get dressed, eat breakfast, pack bag, go to school **Daytime Activities:** attend class, play with friends, eat lunch, read a book, help at home, rest **Evening Routine:** eat dinner, wash dishes, do chores, take a bath, do homework, watch TV, talk with family, prepare for tomorrow	**Y:** yo-yo, yawn, yam, yarn **T:** table, tiger, toilet, tree, telephone, trunk **Z:** zero, zigzag, zebra, zipper
Unit 9: Likes and dislikes			**Periods: 15**	
Key unit competence: Pupils will be able to express their likes and dislikes about food, drinks, colours, clothes, family members,				

animals, and things at home or school using simple words and expressions				
3	**Describing food** ● Listening Comprehension and Vocabulary: Pictures and/or Read aloud to learn about names of food - Use plurals: demonstratives ● Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : h, s, v ● Alphabetic awareness: Learning the letter "h / H, s / S, v / V " names, the h, s (/s/ as in soap and /z/ as in rose), and v sounds, and writing them	5	apple, cabbage, carrots, egg , pawpaw, orange, bananas, potato, cassava, rice, beans, meat, milk, soda, chicken, fish, vegetables	**H:** hat, house, horse, hand, horn, hammer **S (/s/ sound):** sock, sack, sun, six **V:** van, vase, volcano, violin
4	**Talking about likes and dislikes** ● Listening Comprehension and Vocabulary: Role play and/or Read Aloud to talk about food they like, food they do not like using present simple tense, declarative sentences and plural demonstrative ● Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : w, c, d ● Alphabetic awareness: Learning the letter "w / W, c / C, d / D" names, the w, c (/c/ as in cat and	5	like, I don't like, she likes, he likes, Do you? Does she? you? Eg: I like bananas, I don't like apples.	**W:** worm, wheel, wind **C (k/ sound):** cook, cow, cake, cat **D:** dress, drink, duck, door, desk, dice

	/s/ as in **c**ity), and d sounds, and writing them			
5	• **Talking about likes and dislikes** • Listening Comprehension and Vocabulary: Role play and/or Read aloud to talk about other things they like or they do not like using vocabulary learned from previous units • Phonemic awareness: Review beginning sounds with support from pictures (Sound identification through pictures) : n, m, g, y, t, z, h, s, v, w, c, d • Alphabetical awareness: Review the letters "n, m, g, y, t, z, h, s, v, w, c, d" and their sounds (game)	5	I like, I don't like + vocabulary from previous units. Eg: I like cats. I don't like dogs How many likes singing? How many do not like cows?	**N**: nest, net, newspaper, nose, needle, nail **M**: mop, mat, moon, map, man **G**: goat, gum, girl, gate **Y**: yell, yo-yo, yarn, yam, yawn **T**: toy, tea, tie, tree **Z**: zebra, zero, zipper **H**: hat, hen, house, hug, hammer, head, hair **S**: sun, sock, soap, snake **V**: van, vest, volcano **W**: wig, watermelon, wet, walk wash **C**: cat, corn, cone, car, cake, castle **D**: dog, doll, duck, dance
Unit 10: Story telling			**Periods: 20**	
Key unit competence: Pupils will able to listen to and retell simple stories and describe events and activities done throughout the week using time-related language				
6	**Enjoy listening to stories in English** • Listening Comprehension and Vocabulary: Read aloud with a nice story to support children talk about story structure and key elements of a story • Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : f, j, p • Alphabetical awareness: Learning	5	Title, beginning, middle, end, pictures,, words	**F:** fish, frog, fan, flower, finger, fork, feet, fan, feather **J:** jacket, jug, jump, juice, jar **P:** pen, pet, pig, paint, pail, pineapple, pumpkin

	the letter “f / F, j / J, p / P” names, the f, j, and p sounds, and writing them			
7	**Enjoy listening to stories in English** ● Listening Comprehension and Vocabulary: Read aloud with a nice story to support children talk about key vocabulary from a story ● Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : l, q ● Alphabetical awareness: Learning the letter “l / L, q/Q” names, the L and q sounds, and writing them (note: q/Q is a new letter)	5	once upon a time, then, after that, next, ending (final)ly	**L:** lion, lemon, leaf, lamb, laugh, lizard, ladder **Q:** queen, quail, quiet
8	**Enjoy listening to stories in English** ● Listening Comprehension and Vocabulary: Read aloud with a nice story to support learners learn the story structure and key vocabulary linked with stories ● Phonemic awareness: Beginning sounds with support from pictures (Sound identification through pictures) : x ● Alphabetical awareness: Learning the letter “x / X” names, the x sound, and writing it(note: x/X is a new letter) & Learn the letter-	5	Title, beginning, middle, end, pictures,, words, once upon a time, then, after that, next, ending (final)ly	**X:** xylophone, fox, box

	sound song			
9	• End unit assessment • General Revision • Phonemic awareness: Review beginning sounds: z, l, b, v, n, c, q, x, y • Alphabetical awareness: review letters f / F, j / J, p / P, l / L, q/Q, x/ X and learn and sing the letter-sound song	5	All key words from different themes introduced in P1	**F**: fish, frog, fan, flower, finger, fork, feet, fan, feather **J**: jacket, jug, jump, juice, jar, jam **P**: parrot, pig, paint, pineapple, pumpkin **L:** lion, lake, leg, log, lizard, leaf **Q**: queen, quail, quack, **X**: xylophone, taxi, fox, box

LOWER PRIMARY

CONTENT DISTRIBUTION IN SCHOOL YEAR 2024/2025

SUBJECT: ENGLISH LANGUAGE
Number of periods per week: 5 periods
Grade: P2 Double shift

TERM 1

Unit 1: Greetings, introductions and talking about school		**Periods: 15**		
Key unit competence: Pupils will be able to greet people and introduce them using simple social expressions correctly in everyday interactions.				
Week	**Sub Unit titles**	**Periods**	**Key words (theme)**	**Key words (phonics)**
1	**Introductions** ● Listening Comprehension and Vocabulary: Dialogue or role play to practice greetings, farewells, introducing oneself and others, talking about oneself ● Writing: Sentence starters or sentences with missing words to prompts learners write about themselves ● Phonemic awareness: Review of beginning sounds (game) ● Alphabetic awareness: Reviewing the English and Kinya alphabets to	5	**Greetings:** Hello, Good morning, Good afternoon, Good evening, How are you?, Fine thank you, Goodbye, hi, Good night, **Introductions:** My name is, What is your name?, I am, years old, I live in, this is my friend, What about you?, Nice to meet you.	Review English alphabet letters and their sounds

	identify similarities and differences in letters (graphemes)			
2	**Taking about subjects and using school timetable:** ● Listening Comprehension and Vocabulary: Prompting questions to talk about subjects and school timetables using present simple tense ● Writing: Sentence starters or sentences with missing words to prompts learners write about their schools ● Phonemic awareness: Onset rime (Break and blend the word) ; delete and substitute sounds in words ● Phonics: - Read and spell short words with s, m, short a, t - Read decodable text with words containing s, m, short a, and t.	5	Where, When, What subjects? subjects, Mathematics, English, Art, Kinyarwanda, Social Studies, science, music, sport	**Words with s, m, short a, t:** sat, mat, tap, map
3	**Asking for permission:** ● Listening Comprehension and Vocabulary: Role play about asking for and getting permission ● Writing: Sentence starters, sentences with missing words or empty tables to prompts learners write subjects and make timetables	5	may I? Please teacher, .., excuse me teacher.. Eg; May I sit in front? Please teacher, may I go to the toilet? Excuse me teacher, may I come in?	**Words with p, short e, w, g:** pet, get, wet, peg, wag, met, gap, gem, web, pat, peg, wag

	● Phonemic awareness: Onset rime (Break and blend the word) ; delete and substitute sounds in words ● Phonics: - Read and spell short words with p, short e, w, t and - Read a decodable text with words containing p, short e, w, t ● End unit assessment			
Unit 2: Games and Sports				**Periods: 20**
Key unit competence: Pupils will be able to name, talk, read, and write about sports; express abilities/preferences; show fairness/teamwork				
4	**Talking about favorite sport:** ● Listening Comprehension and Vocabulary: Prompting questions to encourage learners talk about favourite sports ● Writing: Matching pictures and corresponding sport words for learners to show understanding of types of sports ● Phonemic awareness: Sound identification (middle) and delete/substitute sounds in words ● Phonics (Review): - Read and spell short words with short a and e, - Contrast short a and e sounds - Read a decodable text with words containing short a and short e	5	Do you like …? Yes, I do, no she doesn't - Like +-ing: She likes swimming. favorite, sport, volleyball, football, basketball, running, cycling, swimming, jumping, skipping, playing	**Words with:** ● **Short e:** men, pen, met, peg, leg, set, net ● **Short a**: bat, bag, man, sat, pan, tag, gap, set

5	**Talking about favorite sport:** ● Listening Comprehension and Vocabulary: Read aloud on favourite sports ● Writing: Sentence starters to encourage learners write about their favorite sports ● Phonemic awareness: Stretch sounds in words; Sound identification (beginning/middle/end) ● Phonics: - Read and spell short words with long o (open syllable) L, h - Read a decodable text with words containing long o, L, and h	5		**Words with long o (open syllable), L, and H**: go, no, so, hoe **Words with L:** leg, lit, leg, lap, **Words with H:** ham, hat, hen, hem
6	**Describing ability** ● Listening Comprehension and Vocabulary: Prompting questions to encourage learners talk about sport they can do and those they can't do ● Writing: Complete the table or sentence starters to confirm sports you can do and those you can't do ● Phonemic awareness: Onset rime (Break and blend the word) ; delete and substitute sounds in words ● Phonics: - Read and spell short words with short o, f, d	5	Can, can't Jump, swim, skip, play, etc.	**Words with short o, f, d**: fog, dot, dog, cod, log, hot, hop, pod, rod, fad, sod, bog **Contrasting t and d words:** tap/dap, ten/den, tip/dip, top/dot, tan/dan

	- Contrast t and d sounds - Read a decodable text with words containing short o, f, and d			
7	**Describing ability** ● Listening Comprehension and Vocabulary: Prompting questions to encourage learners talk about more sports they can do and those they can't do ● Phonemic awareness: Onset rime (Break and blend the word) ; delete and substitute sounds in words ● Phonics: - Read and spell short words with short i, j, k - Read a decodable text with words containing short i, j, and k. ● End unit assessment	5		**Words with short i, j, k:** jig, kid, kit, jam, kin, jet, jog, kip, jig, kick
Unit 3: Telling the time		**Periods: 15**		
Key unit competence: Pupils will be able to use language learnt in the context of time to tell the time, talk about daily routines, and use days, dates, and months accurately in oral and written communication.				
8	**Telling time and describing the time of the day** ● Listening Comprehension and Vocabulary: Pictures of the clocks to encourage learners to tell time. Pictures to encourage learners to talk about time of the day and daily routines	5	clock, watch, o'clock, minutes, hour, half, quarter, to, past, morning, afternoon, evening, night When do you go to school? What do you do in the morning?	**Words with Short i :** pin, sit, kit, hit, lip, tin, pig **Short o:** pot, hot, log, hop, top

	● Writing: Match the clock with the time . Match the picture of activities with pictures of time of the day. Eg: Eating breakfast matched with the morning picture ● Phonemic awareness: Sound identification (middle) and delete/substitute sounds in words ● Phonics: - Read and spell short words with short i and o - Contrast short i and o sounds - Read a decodable text with words containing short i and short o.		wake up, have breakfast, brush teeth, leave for school, eat dinner, do homework, go to bed.	
9	**Talking about days of the week, months and year** ● Listening Comprehension and Vocabulary: Pictures of calendars, songs to encourage learners to talk about days of the week ● Writing: Complete sentences with days of the week. Eg: Today is …, tomorrow will be … ● Phonemic awareness: Onset rime (Break and blend the word) and Sound identification (beginning/middle/end) ● Phonics: - Read and spell short words with	5	What time/day is it? It Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, tomorrow, yesterday,	**Words with short u, b, r:** rub, bun, tub, bus, run, bug, bud, cup, sun, mud

	short u, b, r - Read a decodable text with words containing short u, b, and r.			
10	**Talking about days of the week, months and year** ● Listening Comprehension and Vocabulary: Pictures of calendars, songs to encourage learners to talk about days of the week and months of the year ● Writing: Complete sentences with months of the year. Eg: This months ….., last month was … ● Phonemic awareness: Stretch sounds in words; Sound identification (beginning/middle/end) ● Phonics: - Read and spell short words with v, n, c (/k/) - Read a decodable text with words containing v, n and c. ● End unit assessment	5	What time/day/date/month is it? It is. January, February, March, April, May, June, July, August, September, October, November, December, calendar, year	**Words with v, n, c (/k/):** van, can, cup, cut, cat, nap, cap, con, cod, vet, cab
Unit 4: Food		**Periods: 20**		
Key unit competence: Pupils will be able to talk about food, meals and food types using appropriate vocabulary and structures.				
11	**Talking about mealtimes & Talking about meals** ● Listening Comprehension and Vocabulary: Pictures to encourage learners to talk about mealtimes and	5	**Mealtimes:** breakfast, lunch, dinner, supper, morning, afternoon, evening, night, eat,	**Words with:** **Long i:** hi, I Q: quit, quiz X: six, mix, box, fox

	meals ● Writing: Sentence with missing words - complete with meals or meal times. Eg: I eat …. In the ….. ● Phonemic awareness: Stretch sounds in words; Sound identification (beginning/middle/end) ● Phonics: - Read and spell short words with long i (open syllable), qu (q is always followed by u in English) and x (says two sounds /k/ /s/) - Read a decodable text with words containing long i, qu, and x.		drink, meal **Meals:** milk, chicken, bananas, bread, porridge, rice, sweet potatoes, cabbage, beans, eggs, tomatoes, honey, sugar, meat, avocado, mango, pineapple, carrots, potatoes, soup, salad, tea, coffee, water	
12	**Talking about food likes and dislikes** ● Listening Comprehension and Vocabulary: Dialogue or role play to encourage learners talk about food they like ● Writing: Sentence starters for learners to complete with food they like ● Phonemic awareness: Sound identification (beginning, middle, end) and delete/substitute sounds in words ● Phonics: - Read short words with long e (open syllable), y (y as a consonant)	5	I like, I don't like, She/he likes, she/he does not like milk, chicken, bananas, bread, porridge, rice, sweet potatoes, cabbage, beans, eggs, tomatoes, honey, sugar, meat, avocado, mango, pineapple, carrots, potatoes, soup, salad, tea, coffee, water	**Words with: Long e:** he, me, we, be Y: yet, yes, yip, yam

	- Read a decodable text with words containing long e and y.			
13	**Talking about food likes and dislikes** ● Listening Comprehension and Vocabulary: Dialogue or role play to encourage learners talk about food food they don't like ● Writing: Sentence starters for learners to complete with food they don't like. ● Phonemic awareness: tap and say; Sound identification (beginning/middle/end) ● Phonics: - Read and spell short words with short u and short a and long vowels e and i - Contrast short u and a sounds and contrast long vowel e and i - Read a decodable text with words containing short u and short a and long vowels e and i.	5		Words with: **Short u:** cup, cut, sun, bug, rug, us **Short a:** bat, bag, mat, tag, fan Words with **Long e:** he, we, me, be **Long i:** hi, I
TERM 2				
1	**Describing food types & Describing diet** ● Listening Comprehension and Vocabulary: Read aloud on types of food and their importance in the body ● Writing: Draw a plate with pictures of they 3 types of food and say the role	5	fruits, vegetables, body, healthy, strong, healthy food, balanced diet, energy, grow, bad for our body, sugar, fruits, vegetables,	**Words with sh and th:** ship, shop, thin, this, shut, path, them, she, than

	of each of them in the body ● Phonemic awareness: tap and say; Sound identification (beginning/middle/end) ● Phonics: - Read and spell short words with sh, th - Read a decodable text with words containing sh and th. ● End unit assessment		cereals, tubers, legumes	
Unit 5: Stories and descriptions		**Periods: 15**		
Key unit competence: Pupils will be able to read and listen to simple stories, show understanding of time sequence using words like 'first', 'then', and 'finally', and write short sentences using these words.				
2	**Telling stories** ● Listening Comprehension and Vocabulary: Read aloud with a nice story to support children review the story structure and key vocabulary linked with stories - use present simple tense. ● Writing: Drawing and talking about their favorite part of the story. Write a sentence on their favorite part of the story. Remember to use capital letter at the beginning and full stop at the end. ● Phonemic awareness: tap and say; Sound identification (beginning/middle/end) ● Phonics:	5	Once upon a time, then, next, after that, ending (final)ly character, beginning, middle, ending, storytelling, pictures, titles	**Words with ch and wh:** chop, chat, chip,, when, which, chin

	- Read and spell short words with ch, wh - Read a decodable text with words containing ch and wh.			
3	**Describing story process** ● Listening Comprehension and Vocabulary: Re reading of the story above stressing the main parts of the story. Show pictures in order and ask learners to work together to create a story around them. ● Writing: Organizing mixed pictures to make a story. Write a sentence under each picture. Remember to use capital letter at the beginning and full stop at the end. Write a sentence under each pictures. Remember to use capital letter at the beginning and full stop at the end. Share your story with the rest of the class. ● Phonemic awareness: tap and say; Sound identification (beginning/middle/end) ● Phonics: - Read and spell short words with ck and short vowels a, e, i, o, u - Read a decodable text with words containing ck and short vowels a, e,	5		**Words with ck:** back, pack, pick, lock, duck, neck, rock, sick

	i, o, and u.			
4	**Describing story process** ● Listening Comprehension and Vocabulary: Questions to encourage learners to talk about the story process and key words (Eg: once upon a tim, beginning, middle, end, etc.) ● Writing: Reorganize simple sentences to make a story and write it in their notebooks. ● Phonemic awareness: Sound identification (beginning/middle/end) ● Phonics (Review): - Read and spell short words with ck, sh, th, wh and ch - Read a decodable text with words containing ck, sh, th, wh, and ch. ● End unit assessment	5		**Words with :** **ck:** back, pack, lock, duck, neck, sack, pick, rock **sh:** ship, shop, shut, shed, dash, wish **th:** thin, this, then, path, math, bath, moth, with **ch:** chat, chip, chin, chop, chum, rich, much, such **wh:** when, which, wham, whiz
Unit 6: Family members and household activities		**Periods: 15**		
Key unit competence: Pupils will be able to talk, read, and write about family members, their jobs, and daily routines using simple words, correct spelling, and time order words like 'first', 'then', and 'after that'.				
5	**Describing family members and talking about their jobs** ● Listening Comprehension and Vocabulary: Questions to encourage learners to talk about family members . Pictures to encourage learners talk about jobs for family	5	Who is this? How old is he? She is 74. Mama, dad, grandmother, children, grandfather, , uncle, aunt, father, mother, brother, sister	**Words with s blends :** ● **st:** stop, step, stem, stun, stub ● **sw:** swim, swam, swum ● **sc/sk:** scan, scab, skip ● **sp:** spin, spit, spot, spat ● **sm:** smog, smack

	members ● Writing: Match the picture and family members. Look at the picture and complete the words with the right letters (Words should be around jobs for family members) ● Phonemic awareness: onset-rime; Sound identification (beginning) ● Phonics: - Read and spell short words with s blends (st, sw, sc, sp sm, sn, squ) - Read a decodable text with words containing s blends.		Mama, dad, grandmother, children, grandfather, , uncle, aunt, father, mother, brother, sister, police officer, teacher, nurse, carpenter, shopkeeper, farmer, doctor, driver, fisherman, artist	● **sn:** snap, snip, snug ● **squ:** squat, squid
6	**Describing household activities** ● Listening Comprehension and Vocabulary: Pictures to encourage learners talk about household activities ● Writing: Match the picture and what family members do at home ● Phonemic awareness: onset-rime; Sound identification (beginning) ● Phonics: - Read and spell short words with s blends (st, sw, sc, sp sm, sn, squ) - Read a decodable text with words containing s blends.	5	Mama, dad, grandmother, children, grandfather, , uncle, aunt, father, mother, brother, sister, cooks food, milks the cow, collects firewood, fetches water, washes clothes, works on the farm, makes her bed, waters the garden, sets the table, washes the dishes, dries the dishes, helps with homework, clean the house, sweep the floor, feed the animals	**Words with s blends (see above)**
7	**Describing daily activities** ● Listening Comprehension and Vocabulary: Read aloud of a story	5		

	around daily activities ● Writing: Look at the picture, describe daily activities and write a sense under each of them ● Phonemic awareness: onset-rime; Sound identification (beginning) ● Phonics (review): - Read and spell short words with s blends (st, sw, sc, sp sm, sn, squ) - Read a decodable text with words containing s blends. ● End unit assessment			
Unit 7: Weather			**Periods: 20**	
Key unit competence: Pupils will be able to talk, read, and write about the weather in Rwanda using simple words				
8	**Describing the weather** ● Listening Comprehension and Vocabulary: Pictures to support learners describe different types of weather using present continuous tense ● Writing: Look at the picture, describe the weather and complete the word in the sentence under each picture with missing letters (Eg; It is rai-y). Or Match the sentences (about weather) with corresponding pictures. - Phonemic awareness: onset-rime; Sound identification (beginning) - Phonics: - Read and spell short words with r	5	Cloudy, Rainy, Windy, Sunny, hot, cold, sky is blue, weather is lovely, raining heavily, stormy, thunder, lightning, dry, wet, season, sunshine, warm	**Words with r blends:** **dr:** drum, drop, drip, drag, drug **br:** brag, brat, brim, brick **cr:** crib, crop, crab, crack, cram **pr:** prop, pram, prim **tr:** trap, trip, trim,

	blends (dr, br, cr, pr, tr) - Read a decodable text with words containing r blends. ● End unit assessment			
9	**Describing temperature** ● Listening Comprehension and Vocabulary: Read aloud of an informational text around temperature ● Writing: Sentences with missing words, learners complete them with key words on temperature ● Phonemic awareness: onset-rime; Sound identification (beginning) ● Phonics: - Read and spell short words with l blends (bl, cl, pl, sl, gl) - Read a decodable text with words containing l blends.	5	thermometer, temperature, degrees Celsius, high, low, warm, freezing, boiling	**Words with l blends :** **bl:** blip, blob, blab, black **cl:** clap, clip, clog, clam, club **pl:** plug, plan, plum, plop, plot **sl:** slip, slam, sled, slap, slot **gl:** glad, glob, glum, glam
10	**Describing temperature during the year** ● Listening Comprehension and Vocabulary: Reread the informational text around temperature ● Writing: Complete sentence about temperature during the year. Eg: It — (warm) in July and August ● Phonemic awareness: onset-rime; Sound identification (beginning) ● Phonics: - Read, contrast and spell short words	5	thermometer, temperature, degrees Celsius, high, low, warm, freezing, boiling	**See r and l blends above**

	with l blends and r blends - Read a decodable text with words containing l blends.			
11	**Describing rainfall throughout the year** ● Listening Comprehension and Vocabulary: bar graph to encourage learners talk about rainfall ● Writing: Look at the bar graph and complete sentences with missing words ● Phonemic awareness: onset-rime; Sound identification (beginning) ● Phonics: - Read and spell short words with tw blend. - Read a decodable text with words containing tw blend. ● End unit assessment	5	A lot, a little, rain, rainy season, bar graph	**Words with tw blend:** twig, twin, two (exception), twelve, twenty
TERM 3				
Unit 8: The zoo (Animals)		**Periods: 15**		
Key unit competence: Pupils will be able to talk, read, and write about animals, their features, what they eat, where they live, and what they can do.				
1	**Naming & describing animals and how they moves** ● Listening Comprehension and Vocabulary: Pictures that encourage learners to talk about animals, birds, insects and how they move ● Writing: Look at the picture of	2	**Animals:** Elephant, Butterfly, Crane, Lion, Mosquito, Monkey, Eagle, Snake, fish, chimpanzee, zebra, giraffe, leopard, hare, antelope, duck,	**REVIEW:** **Words with r blends (dr, br, cr, pr, tr, gr, fr)** **dr**: drum, drop, drip, drag, drug,

	animals, complete the missing letters in their names. Match the animals with their category.		crocodile, hippopotamus, frog, buffalo **How animals move:** fly, crawls, run, jump, swims, walk, hop, climb trees	dress **br**: brag, brat, brim, brick, **cr**: crib, crop, crab, crack, cram **pr**: prop, pram, prim, prod **tr**: tree, trap, trip, trim,truck **gr**: grab, grip, gram, grub, grin **fr**: frog, from, fret **Words with l blends (bl, cl, pl, sl, gl, fl):** **bl:** blip, blob, blab, blot, black **cl:** clap, clip, clog, clam, club **pl:** plug, plan, plum, plop, plot **sl:** slip, slam, sled, slap, slot **gl:** glad, glob, glum, glam, gloss **fl:** flag, flap, flip, flat, fled **Words with tw blends:** two (exception)**,** twig, twin, twelve, twenty
	Talk about sounds animals make: ● <u>Listening Comprehension and Vocabulary:</u> Read aloud a poem around sounds animals make to help learners identify them ● <u>Writing:</u> Match the animal with its sound ● <u>Phonemic awareness</u>: Sound identification (beginning) ● <u>Phonics (Review)</u>: - Read and spell short words with r, l, and tw blends - Contrast words with r and l blends - Read a decodable text with words containing r, l, and tw blends.	3	squeak, bow wow, meow, quack, cluck, bark, moos, bleat, bray, roar, buzz, hiss	
2	**Saying what animals eat** ● <u>Listening Comprehension and Vocabulary:</u> Read aloud an informational text or use picture to help learners learn about what	5	what, meat, grass, weeds, grains, millet, maize, leaves, insects, fruit	**Words with -st, -nt, -mp ending (final) blends:** **st:** past, best, mast, nest, test, list, rust

	animals eat ● Writing: Match the animal with their food. Complete sentences with missing words. ● Phonemic awareness: Stretch sounds in words; Sound identification (end) ● Phonics: - Read and spell short words with -st, -nt, -mp ending (ending (final)) blends - Read a decodable text with words containing -st, -nt, -mp ending (final) blends.			**nt:** tent, bent, sent, lent, pant, hunt, rent **mp:** lamp, camp, ramp, damp, jump, bump, hump
3	**Saying where they live** ● Listening Comprehension and Vocabulary: Read aloud an informational text or use pictures to help learners learn about where animals live ● Writing: Match animals with their home. Complete sentences with missing words. ● Phonemic awareness: Stretch sounds in words; Sound identification (end) ● Phonics: - Read and spell short words and decodable text with -st, -nt, -mp ending (final) blends - Read decodable text with words containing -st, -nt, -mp ending (final) blends. ● End unit assessment	5	where, zoo, forests, national parks, water, in trees, on the ground	

Unit 9: Counting and Writing		Periods: 15		
Key unit competence: Pupils will be able to talk, read, and write about numbers and operations (add, subtract, multiply, divide) using correct number words.				
4	**Talking about numbers and counting** ● Listening Comprehension and Vocabulary: Use number chart to encourage learners to talk about numbers. Use real objects and help learners to count in English. ● Writing: Dictation: Say the number, learners write that number in words. Say the number in words, learners write it in figure. Match the words with numbers. ● Phonemic awareness: Stretch sounds in words; Sound identification (end) ● Phonics: - Read and spell short words with -nd, -ng, nk ending (final) blends. - Read a decodable text with words containing -nd, -ng, nk ending (final) blends.	5	One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, Twelve, etc., up to Hundred, count, figure	**Words with -nd, -ng, nk, ending (final) blends:** **nd:** hand, sand, land, band, lend, mend, send **ng:** ring, sing, long, song, wing, bang, rung **nk:** bank, sank, tank, pink, link, wink, dunk
5	**Talking about addition and subtraction** ● Listening Comprehension and Vocabulary: Point to the addition, subtraction operations and encourage learners to talk about them. Eg: What is added to 4? ● Writing: Match the addition, subtraction sentences with the right	5	Add, subtract, add, minus, addition subtraction, plus, equal to, total	

	mathematical representation ● Phonemic awareness: Stretch sounds in words; Sound identification (end) ● Phonics: - Read and spell short words with -nd, -ng, nk, -ct ending (final) blends. - Read a decodable text with words containing -nd, -ng, nk, ending (final) blends.			
6	**Talking about multiplication and division** ● Listening Comprehension and Vocabulary: Point to the division, multiplication operations and encourage learners to talk about them. Eg: What is multiplied by 4? ● Writing: Match the division & multiplication sentences with the right mathematical representation ● Phonemic awareness: Sound identification (end) ● Phonics (review): - Read and spell short words with-st, -nt, -mp, -nd, -ng, nk ending (final) blends - Read a decodable text with words containing -st, -nt, -mp, -nd, -ng, nk ending (final) blends. ● End unit Assessment	5	multiply, divide, division, multiplication, divided by, multiply by	**REVIEW** **Words with -st, -nt, -mp, -nd, -ng, nk ending (final) blends**: **st:** past, best, nest, rust **nt:** tent, bent, sent, pant **mp:** camp, lamp, jump, bump **nd:** hand, sand, band, land **ng:** ring, sing, wing, long **nk:** bank, link, tank, wink
Unit 10: Talking about events in the past and future			**Periods: 15**	
Key unit competence: Pupils will be able to talk, read, and write about past events and future plans using simple sentences and time word.				

7	**Recounting past events & Describing lessons in the past** ● Listening Comprehension and Vocabulary: Read aloud a story related to someone in the past - Use past tense to support learners identify where and how past tense is used ● Writing: Draw a picture of your favorite party in the story and write a sentence underneath in the past ● Phonemic awareness: tap and say; and delete/substitute sounds in words ● Phonics: - Read and spell short words with endings -ff, -ll - Read a decodable text with words containing endings -ff and -ll.	5	yesterday, last week, last month, last year, ago, finished, happened, then, after that, next, ending (final)ly	**Words ending with:** **-ff:** off, puff, muff, cuff, huff, sniff, bluff **-ll:** hill, bell, fill, mill, tell, sell, well, doll, pill, will
8	**Describing a day in the past** ● Listening Comprehension and Vocabulary: Tell learners about one of your favorite days in the past. Use past tense. Encourage them to do them same in small groups. ● Writing: Draw a picture with 1 sentence about your favorite day in the past. Use past tense. ● Phonemic awareness: tap and say; and delete/substitute sounds in words	5		**Words ending with:** **-ss:** kiss, mess, hiss, pass, fuss, boss, loss, toss, miss, less **-zz:** fuzz, buzz, jazz, fizz

	● Phonics: - Read and spell short words with endings -ss, -zz - Read a decodable text with words containing endings -ss, and -zz.			
9	**Describing future plans:** ● Listening Comprehension and Vocabulary: Tell learners about one thing you are going to do next month. Encourage them to do the same in small groups. ● Writing: Sentence starters for learners to complete with what they are going to do tomorrow, next week, next month or next year ● Phonemic awareness: Sound identification (end) ● Phonics (Review): - Read and spell short words with endings -ff, -ll, -ss, and -zz - Read a decodable text with words containing endings -ff, -ll, -ss, and -zz. ● End unit assessment	5	tomorrow, next week, next month, next year, soon, later, will, going to	**Words ending with:** **-ff:** puff, cuff, huff **-ll:** hill, fill, doll **-ss:** mess, kiss, hiss **-zz:** buzz, fuzz, jazz

LOWER PRIMARY

CONTENT DISTRIBUTION IN SCHOOL YEAR 2024/2025

SUBJECT: ENGLISH LANGUAGE

Number of period per week: 5 periods

Grade: P3 Double shift

TERM 1				
Unit 1: Places in the community		Periods: 20		
Key unit competence: Pupils will be able to use simple English confidently to talk about places in the community, including giving and following directions, describing community buildings and their functions, and describing the position of places using present simple tense and prepositions of place				
Week	**Sub Unit titles**	**Periods**	**Key words (theme)**	**Key words (phonics)**
1	**Talking about where you live** ● Listening Comprehension and Vocabulary: Use questions to encourage learners to talk about their town/village using present simple tense. ● Writing: Sentence starter for learners to complete with in words to describe where they live ● Phonemic awareness: Onset rime (Break and blend the word) ; delete and substitute sounds in words ● Phonics: - Read and spell short words with short-a versus Long -a (CVCe) (includes review of short vowel a).	**5**	he, she, they, we, you, I, live in, town, village, district, sector, city, home, house, street, road, neighborhood	**Short a:** cat, bat, man, fan, tap, cap, map, mat, pan, Sam, can **Long a (CVCe):** cake, make, name, tape, gate, lake, same, rake, cane **Note**: Point out to pupils that the silent “e” at the end of the word makes the “a” vowel sound like its name.

	- Contrast short vowel a and long-a sounds. - Read a decodable text with words containing short a and long -a.			
2	**Naming types and functions of Community buildings** ● Listening Comprehension and Vocabulary: Pictures to encourage learners talk about functions of community buildings ● Writing: Sentence starter for learners to complete with functions of community buildings in their villages/towns ● Phonemic awareness: Onset rime (Break and blend the word) ; delete and substitute sounds in words ● Phonics: - Read and spell short words with short-i versus Long -i (CVCe) (includes review of short vowel i). - Contrast short vowel i and long-i sounds. - Read a decodable text with words containing short-i and long-i.	**5**	shop, bakery, school, hospital, mosque, bank, pharmacy, library, market, church, salon, farm, supermarket, genocide memorial site, sector office, police station, bus station, playground, stadium, poste office, there is/are, is there? how many? Where?	**Short i:** sit, pin, lip, win, fit, rid, bit, fin, him, kit **Long i (CVCe):** kite, time, line, five, fine, ride, mine, side, pine, dime, bite **Note**: Point out to pupils that the silent "e" at the end of the word makes the "i" vowel sound like its name
3	**Describing the position of community buildings** ● Listening Comprehension and Vocabulary: Pictures to help learners learn about positions of community buildings	**5**	in front of, opposite, behind, across, next to, near, between, far from	**Short o:** pot, not, mop, log, rod, hop, con, dog, top, hot, cob, rob **Long o (CVCe):** note, rope, rode, note, hope, cone,

	● Writing: Complete the sentences with missing words with the right prepositions to describe positions of different buildings ● Phonemic awareness: Onset rime (Break and blend the word) ; delete and substitute sounds in words ● Phonics: - Read and spell short words with short-o versus Long o (CVCe) (includes review of short vowel o). - Contrast short vowel o and long-o sounds. - Read a decodable text with words containing short-o and long o.			bone, rose, vote, home, pole, robe **Note**: Point out to pupils that the silent "e" at the end of the word makes the "o" vowel sound like its name
4	**Describing the location in the community:** ● Listening Comprehension and Vocabulary: Read aloud to help learners learn how they can give directions to someone in their village ● Writing: Complete missing words - use directions words ● Phonemic awareness: Onset rime (Break and blend the word) ; Sound identification/discrimination (contrasting short and long vowel sounds) ● Phonics (Review): - Read and spell short words with short and long a, i, o.	**5**	go straight, turn left, turn right, go along, cross, corner, road junction, go past, take the first/second turn, at the traffic lights, left, right, straight, back, cross the road, look left, look right, be careful, traffic	**Long i (CVCe):** kite, ride, line, time, pine, side **Long o (CVCe):** rope, hope, cone, bone, note, pole **Long a (CVCe):** cake, make, name, tape, gate, lake

	- Contrast words with long i vs long e vs long a. - Read a decodable text with words containing long a, o, and i. ● End Unit Assessment			
Unit 2: Jobs in the community		**Periods: 15**		
Key unit competence: Pupils will be able to confidently identify, describe, and discuss various jobs in the community, including their roles, workplaces, and future aspirations, using correct English vocabulary, sentence structures, and pronunciation.				
5	**Talking about people's jobs,** **Talking about future careers** ● Listening Comprehension and Vocabulary: Pictures of community members at job. Learners name their jobs. ● Writing: Sentence starter, for completing with jobs ● Phonemic awareness: Onset rime (Break and blend the word); delete and substitute sounds in words ● Phonics: - Read and spell short words with short-u versus Long u (CVCe) (includes review of short vowel u). - Contrast short vowel u and long-u sounds. - Read a decodable text with words containing short-u and long u.	**5**	engineer, hair dresser, teacher, pilot, carpenter, farmer, police officer, driver, waiter, soldier, musician, doctor, shepherd, librarian, judge, shopkeeper, mechanic, waitress, pastor, photographer, dentist, chef, nurse, firefighter, postman, fisherman, journalist, air hostess, president, lawyer, mechanic	**Short u:** cut, cup, sun, bug, run, tub, hug, fun, nut, rug, us **Long u (CVCe):** use, cube, mute,, tube, cute, rude, mule, huge **Note**: Point out to pupils that the silent "e" at the end of the word makes the "u" vowel sound like its name
6	**Describing jobs** ● Listening Comprehension and Vocabulary: Prompt learners with	**5**		**Short e:** pet, net, bed, pen, let, red, hen, ten, get

	questions to describe jobs in the community ● Writing: Match pictures of people at work with their description ● Phonemic awareness: Onset rime (Break and blend the word) ; delete and substitute sounds in words ● Phonics: - Read and spell short words with short-e versus Long e (CVCe) and -ee (includes review of short vowel e). - Contrast short vowel e and long-e sounds. - Read a decodable text with words containing short-e, long e, and -ee.			**Long e (CVCe):** Pete, these, theme, eve **-ee (long e):** see, bee, tree, free, feet, meet, seed, week, keep, deep
7	**Talking about future careers Activities** ● Listening Comprehension and Vocabulary: Role play to encourage learners talk about what they want to do in the future ● Writing: Sentence starter for learners to complete with their future carrier ● Phonemic awareness: Sound identification/discrimination (end) ● Phonics: - Read and spell short words with the /k/ sound: ck, ke, k - Read a decodable text with words containing ck, ke, k.	**5**	When I grow up …, I will be …, I want to be ….	**-ck:** back, pack, lock, duck, neck, sack, pick, rock **-ke:** make, bike, like, poke, take, bake, hike, woke **-k:** ask, milk, silk, risk, bark, tank, desk

	• End unit Assessment			
Unit 3: Time		Periods: 20		
Key unit competence: Pupils will be able to tell and write the time accurately using both analog and digital clocks, understand and use dates (days, months, years) correctly, describe daily routines using time expressions, and apply these skills confidently in everyday contexts.				
8	**Telling the time** • Listening Comprehension and Vocabulary: Pictures for learners to talk about elements on a clock face and practice telling time using cock face • Writing: Name elements on a clock face and write them in the right place • Phonemic awareness: Sound identification/discrimination (contrasting long vowel sounds) • Phonics (Review): - Read and spell short words with short and long o, u. - Contrast words with long o vs long u. - Read a decodable text with words containing long u and long o.	**5**	o'clock, minutes, hours, long hand, short hand, half past, quarter past, quarter to, twenty minutes past, on the hour, a.m., p.m.	**Review:** **Long o:** rope, hope, cone, bone, note, pole **Long u:** cube, tube, mute, fume, rude Note: Exaggerate the difference in pronunciation between the long o and the long u sounds in English.
9	**Telling the time** • Listening Comprehension and Vocabulary: Pictures for learners to review elements on a clock face, practice telling time using cock face and digitally • Writing: Match the time shown on	**5**		**ay:** day, say, may, play, clay, tray, gray **ai:** rain, pain, mail, sail, main, gain, tail

	the clock face to the corresponding digital time - Phonemic awareness: Sound identification (middle) - Phonics: - Read and spell short words with -ay,- ai patterns. - Contrast words with -ay,- aipatterns. - Read a decodable text with words containing -ay,- ai, -ei patterns.			
10	**Giving the date in days, months, years** ● Listening Comprehension and Vocabulary: Picture of a calendar for learners to talk about it (focus on days, months, year) ● Writing: Sentence starter for learners to complete based on the information provided ona calendar ● Phonemic awareness: Sound identification (middle) ● Phonics: - Read short words with -oa, -ow patterns. - Contrast words with -oa, -ow patterns. - Read a decodable text with words containing -oa, -ow patterns.	**5**	day, week, month, year, calendar, first, second, third, fourth, fifth, etc., January, February, March, April, May, June, July, August, September, October, November, December, date of birth, today, tomorrow, yesterday	**-oa:** boat, coat, road, load, soap, toad, goat **-ow:** low, row, mow, snow, show, grow, blow
11	**Stating the number of minutes/hours/ months** ● Listening Comprehension and	**5**	minutes, hours, days, weeks, months, years, in a day, in a week,	**-oa:** boat, coat, road, load,

	Vocabulary: Review the days of the weeks, months of the year songs + Read aloud of an informational text for learners to learn about how many months in a year, how many days in a month, how many hours in a day, how many minutes in an hour and how many seconds in a minute ● Writing: Questions and write answers down. Eg; How many minutes are in an hour? Answer: 60 ● Phonemic awareness: Sound identification (middle/end) ● Phonics: - Read short words with -oa, -ow patterns. - Contrast words with -oa, -ow patterns. - Read a decodable text with words containing -oa, -ow patterns. ● End unit Assessment		in a month, how many?	soap, toad, goat. **-ow:** low, row, mow, snow, show, grow, blow
Unit 4: Events in the past and future			Periods: 15	
Key unit competence: Pupils will be able to describe present, past, and future events accurately in speech and writing, using appropriate vocabulary, grammar structures, and time expressions.				
12	**Reporting past events** ● Listening Comprehension and Vocabulary: Use questions to prompt learners to talk about one past event that is common to everyone. Eg: the last party the	**5**	past, yesterday, last week, last year, last month, this morning/afternoon/evening *(if the time has already passed)*	**REVIEW:** **a_e:** late, lake, plane, name **ay:** day, say, may, play, clay, tray, gray

	school hosted ● Writing: Paragraph with missing words for learners to complete with information about a past event they experienced - Past simple tense. ● Phonemic awareness: Sound identification (middle and end) ● Phonics (Review): - Read and spell short words with -a_e, -ay, -ai, -ei ; and/or o_e, -oa, -ow patterns. - Read a decodable text with words containing -a_e, -ay, -ai, -ei ; and/or -o_e, -oa, -ow patterns.			**ai:** rain, pain, mail, sail, main, gain, tail **-o_e:** home, note, cone, pole **-oa:** boat, coat, road, load, soap, toad, goat. **-ow:** low, row, mow, snow, show, grow, blow
13	**Telling stories** ● Listening Comprehension and Vocabulary: Read aloud a simple text, ask learners to identify key words of a story structure. Share list of key words around telling stories and encourage learners to make simple stories and share with the class ● Writing: Use key words provided, make own stories and write them down ● Phonemic awareness: Sound identification (middle and end) ● Phonics:	**5**	Title, beginning, middle, end, pictures,, words, once upon a time, then, after that, next, ending (final)ly	**i_e:** time, ride, fine, line, five, mine, kite **-igh:** high, sigh, light, night, might, tight, right **-ie:** tie, pie, lie, die

	- Read and spell short words with -i_e, - igh,- ie patterns. - Contrast words with -i_e, - igh,- ie patterns. ● Read a decodable text with words containing -i_e, - igh,- ie patterns.			
TERM 2				
1	**Describing future plans** ● Listening Comprehension and Vocabulary: Use questions to prompt learners to talk about a future event. Eg: Their next birthday, what they will do tomorrow ● Writing: Sentence starter for completing with what learners planned to do in the future ● Phonemic awareness: Sound identification (beginning, middle and end) ● Phonics: - Read and spell short words with -ea and -ee patterns (long e vowel sound). - Contrast words with -ea and -ee patterns. - Read a decodable text with words containing -ea and -ee patterns. ● End Unit Assessment	**5**	future, tomorrow, next week, next month, next year, next term, going to	-**ea**: eat, tea, sea, read, meat, seat, beat -**ee**: see, bee, tree, free, feet, meet, seed
Unit 5: Domestic animals		**Periods:**	**15**	
Key unit competence: Pupils will be able to identify and classify domestic and wild animals, describe the uses of animal products, and				

communicate orally and in writing about animals and their roles in the community using appropriate vocabulary and sentence structures.				
2	**Talking about domestic animals** ● Listening Comprehension and Vocabulary: Chart with domestic animals, learners name them ● Writing: Look at the picture and each animal and write their name under each picture ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -ew, -oo, and u_e. - Contrast words with -ew, -oo, and u_e patterns. - Read a decodable text with words containing -ew, -oo, and u_e patterns.	5	Chicken, cow, goat, dog, sheep, rabbit, cock, donkey, duck, hen, pig, cat, horse, bee	**-ew:** new, few, dew, stew, flew, chew, grew. **-oo**: moon, food, room, cool, pool, noon, root. **u_e**: cube, tune, mute, huge, fume, rude, dune.
3	**Identifying the uses of animal products** ● Listening Comprehension and Vocabulary: Read aloud an informational text about uses of animal products ● Writing: Complete sentences with key words linked with uses of animal products ● Phonemic awareness: Sound identification/discrimination (beginning, middle and end)	**5**	milk, meat, eggs, cheese, wool, skin, hide, feather, butter, handbag, shoes, belts, drums, honey	**Review:** **-ew:** new, few, dew, stew, flew, chew, grew. **-oo**: moon, food, room, cool, pool, noon, root. **u_e**: cube, tune, mute, huge, fume, rude, dune.

	● Phonics (Review): - Read and spell short words with -i_e, -igh, -ie; -ee, -ea and/or -ew, -oo, u_e patterns. - Read decodable text with words containing -i_e, -igh, -ie; -ee, -ea and/or -ew, -oo, u_e patterns.			**-i_e:** ride, nine, line **-igh:** high, light **-ie:** pie, tie **-ea:** sea, read **-ee:** see, tree
4	**Domestic animals' food** ● Listening Comprehension and Vocabulary: Read aloud on domestic animals, what they eat and uses of their products. ● Writing: Making sentences about domestic animals using selected words from a bank of words provided ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -or, -ore, patterns. - Contrast words with -or, -orepatterns. - Read a decodable text with words containing -or, -orepatterns. ● End Unit Assessment	**5**	grass, meat, maize, vegetables, leaves, hay, grains	**-or:** for, nor, sore, more, core, bore, tore **-ore:** store, bore, wore, score, shore, spore **Note**: When r is doubled after a vowel, it makes the o pronounced like a short vowel sound. Point this out to students by contrasting them with words that do not have a double r after the vowel

Unit 6: The body and health.		**Periods:10**		
Key unit competence: Pupils will be able to describe parts of the body, give and follow simple instructions, and explain how to take care of the body in clear, simple English.				
5	**Naming parts of the body** ● Listening Comprehension and Vocabulary: Poster or a body parts chart to encourage learners talk about parts of the body ● Writing: Look at the picture, name each body part and write down your answer in the right space ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -ar. - Read a decodable text with words containing -ar pattern.	**5**	head, shoulders, knees, toes, eyes, ears, mouth, nose, chin, arm, elbow, hand, finger, leg, foot, hair, chest, stomach, back, buttocks, heel, eyebrow, face, neck, teeth, tongue, hair, this is, these are	**-ar:** car, bar, jar, far, star, scar, tar
6	**Talking about taking care of your body** ● Listening Comprehension and Vocabulary: Give instructions for learners to practice with their body parts + Read aloud an information text around taking care of oneself. ● Writing: Complete sentences to share why we need to take care of ourselves ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics:	**5**	bend forward, nod your head, clap your hands, stand on one leg, wave goodbye, jump, swing your hands, stretch your arms, touch your toes, shout out loud, sit up straight, healthy food, clean water, sleep well, play, jump, run, wash my hands, brush my teeth, soap, towel, toothpaste, toothbrush, handkerchief, comb, cloth, exercise, rest, stay clean, hygiene	**-ar:** car, bar, jar, far, star, scar, tar **-are:** care, fare, bare, dare, mare, rare, share **-air:** air, fair, hair, pair, chair, stair **Note**: When r is added after a vowel, it changes the

	- Read and spell short words with -ar. - Contrast -ar words with -are & -air patterns. - Read a decodable text with words containing -ar, -are, and -air patterns. **End unit Assessment**			pronunciation of the short and long-vowel sounds. Point this out to students by contrasting them with words that do not have an r after the vowel
Unit 7: Clothes			**Periods: 15**	
Key unit competence: Pupils will be able to use correct vocabulary and sentence structures to talk about clothes, describe their colours, say what people are wearing, choose suitable clothes for different weather conditions, and ask or answer about the cost of clothes.				
7	**Naming clothes** ● Listening Comprehension and Vocabulary: Poster with clothes for learners to name them and talk about them (Eg: their colours) + Body parts song ● Writing: Complete a story with missing words. Select words from the list of clothes provided. - Phonemic awareness: Sound identification/discrimination (middle and end) - Phonic (Review)s: - Read and spell short words with review r controlled vowels (-ar, -are, -air and/or -or, -ore) patterns. - Contrast words with r controlled vowels (-ar, -are, -air and/or -or, -ore,) patterns.. - Read a decodable text with words	**5**	He, she, we, I, they……. socks, gumboots, tie, scarf, gloves, skirt, T-shirt, dress, vest, sandals, shirt, sweater, shoes, trousers, raincoat, jacket, pyjamas, hat, cap, blouse, shorts, jumper, red, pink, yellow, black, blue, brown, white, purple, green, orange, grey, light, dark	**-ar:** car, star **-air:** hair, pair **-are:** care, fare **-or:** for, nor, sore, more, core, bore, tore **-ore:** store, bore, wore, score, shore, spore

	containing -or, -ore patterns. ● End unit Assessment			
8	**Matching clothes with the weather** ● Listening Comprehension and Vocabulary: Read aloud to enable learners learn about clothes they should wear depending on the weather ● Writing: Look at the pictures of clothes. Write a sentence on what you should wear depending on the weather + Match the clothes with the weather pictures ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -ir. - Read a decodable text with words containing -ir pattern.	**5**	sunny, hot, rainy, cold, wet, windy, cloudy, warm, dry, seasons, winter, summer	-**ir**: sir, fir, stir, bird, third.
9	**Talking about the cost of clothes** ● Listening Comprehension and Vocabulary: Dialogues to discuss prices of clothes and say if they are cheap or expensive ● Writing: Complete the table with prices of clothes. Discuss with your colleague. Are they cheap or expensive + Sentences with missing words to compare prices. Eg: A sweater is …. Than a …..	**5**	cheap, expensive, cost, price, buy, sell, money, change, packaging, how much?, pay, discount, bargain	**-ir:** sir, fir, stir, bird, third **-ire:** fire, hire, tire

	● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -ir, -ire - Contrast words with -ir, -ire patterns. - Read a decodable text with words containing -ir, -irepatterns. ● End unit Assessment			
Unit 8: Rwanda			**Periods:20**	
Key unit competence: Pupils will be able to use appropriate English vocabulary and expressions to name and describe places in Rwanda, give and follow directions using compass points, talk about one's home location, and describe geographical features using full sentences.				
10	**Naming places on a map** ● Listening Comprehension and Vocabulary: Map of Rwanda with provinces and/or districts, questions encourage learners to talk about what they see on the map. (Eg: Where is Muhanga district located)? ● Writing: Complete sentences with missing words - Pick words from the list provided ● Phonemic awareness: Sound identification (middle and end) ● Phonics: - Read and spell short words with -ir, -er, -ur patterns.	**5**	map, provinces, districts, Kigali city, Northern, Southern, Eastern, Western, capital city, country, location, borders	**-ir:** bird, third, stir, girl, shirt, twirl, mirror, **-er:** her, fern, term, perk, herd, germ, clerk, merry, berry **-ur:** fur, burn, turn, curl, hurt, burst, **Note:** Point out to pupils that the "r" after the vowels i, e, and u make them all sound the same.

	- Read decodable text with words containing -ir, -er, -ur patterns.			
11	**Talking about compass points** ● Listening Comprehension and Vocabulary: Chart with the compass points for learners to talk about them ● Writing: Sentence starter for learners to complete with compass points ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics (review): - Read and spell short words with -ir, -ire, -ir, -er, -ur patterns. - Contrast - -ir, -er, -ur patterns. - Read a decodable text with words containing different r-controlled vowel patterns.	**5**	North, South, East, West, northeast, northwest, southeast, southwest, direction, sun rises, sun sets, where	**-ir:** sir, fir, stir, bird, third **-ire:** dire, fire, hire, tire**-ir:** sir, bird **-er:** her, fern, **-ur:** fur, burn, curl, **Note:** Point out to pupils that the "r" after the vowels i, e, and u make them all sound the same.
TERM 3				
1	**Talking about where people live** ● Listening Comprehension and Vocabulary: Share with learners about where you leave. Encourage them to do the same with their colleagues. ● Writing: Complete a small text with missing words to describe where your family lives.	**5**	Country, province, district, sector, cell, village, street, house number	**-ou:** out, our, loud, sour, shout, mouse, house, sound, found, round **-ow:** now, cow, bow, how, plow, snow, show

	Naming basic geographical features ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -ou and -ow patterns. - Contrast words with -ou and -ow patterns. - Read decodable text with words containing -ou and -ow patterns.			**Note**: Point out to pupils that words with -ou are often in the beginning or middle of a word whereas -ow words are often at the end.
2	**Basic geographical features** ● Listening Comprehension and Vocabulary: Read aloud an informational text with geographical features in Rwanda for learners to talk about them ● Writing: Look at the pictures of geographical features, pick a word from the list provided and complete the sentence under each of the pictures ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -oo patterns but that sound differently. - Contrast the sounds of words with the -oo pattern. - Read decodable text with words	**5**	lakes, mountains, volcanoes, hills, rivers, Land of a Thousand Hills, forest, plain, valley	**-oo (Short /ʊ/):** book, look, foot, good, cook **-oo (as long /u/)**: moon, food, room, cool, pool, noon, root.

	containing -oo pattern which have both sounds. ● End unit Assessment			
Unit 9: Counting with graphs		Periods : 15		
Key Unit Competency:. Pupils will be able to apply numbers, quantity words, and mathematical terms in English to classify items, perform basic arithmetic operations, collect and record data in tables, and describe and interpret graphs orally and in writing.				
3	**Conducting a survey and interpreting the data using graphs** ● Listening Comprehension and Vocabulary: Poster to explore elements on a graph and talk about them ● Writing: Talk to 5 people in your class. Ask them about their favorite food. Complete the table and make a related bar graph. ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -oi and -oy patterns. - Contrast words with -oi and -oy patterns. - Read a decodable text with words containing -oi and -oy patterns.	**5**	Graph, horizontal line, vertical line, chart, data, information, survey, a lot of, many, much, most, a few, a little, some, no, quantity, all, every	**-oi:** oil, coil, soil, foil, boil, toil, join **-oy:** boy, toy, joy, ploy, enjoy **Note**: Point out to pupils that words with -oi are often in the beginning or middle of a word whereas -oy words are often at the end.
4	**Counting, ordinal numbers, adding Subtracting** ● Listening Comprehension and Vocabulary: Number chart, questions to talk about ordinal	**5**	number, figure, one, Two, Three, ..., Fifty, Hundred, ascending order, descending order, ordinal number, count, how many, add, subtract, add, minus, addition subtraction,	**REVIEW** **-ou:** out, loud, shout **-ow:** cow, now, plow **-oi:** coin, soil, boil

	numbers ● Writing: Look at the pictures, count and complete each sentence with the right number + Write the addition/subtraction sentence in words ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics (Review): - Read and spell short words with -ou, -ow, -oi, and -oy patterns. - Contrast words with -ou, -ow, -oi, -oy patterns. - Read decodable text with words containing -ou, -ow, -oi, and -oy patterns.		plus, equal to, total	**-oy:** boy, toy, joy
5	**Multiplying, dividing** ● Listening Comprehension and Vocabulary: Point to the division, multiplication operations and encourage learners to talk about them. Eg: What is divided by 2? ● Writing: Match thedivision & multiplication sentences with the right mathematical representation ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -	**5**	multiply, divide, division, multiplication, divided by, multiply by	**-aw:** saw, paw, jaw, raw, law, draw -

	aw pattern. - Read a decodable text with words containing -aw. ● End Unit Assessment			
Unit 10: Shopping			Periods:20	
Key unit competence: Pupils will be able to use every day English to name goods in a market, distinguish between countable and uncountable nouns in shopping contexts, and carry out simple buying and selling conversations using polite expressions.				
6	**Talking about what we find in the market** ● Listening Comprehension and Vocabulary: Poster of a market with prompt questions for learners to talk about the market and what they see there ● Writing: Complete a small paragraph with missing word to describe the market near your home and what you see there ● Phonemic awareness: Sound identification/discrimination (middle and end) ● Phonics: - Read and spell short words with -au and -aw patterns. - Contrast words with -au and -aw patterns. - Read a decodable text with words containing -au and -aw patterns.	**5**	market, supermarket, shopping list, shopping basket, money, shop, store, countable nous. Eg: banana, mango, shoes, uncountable nouns. Eg: water, milk, juice, sugar, salt, maize flour, soap, cooking oil, tea, coffee, rice	**-au:** haul, fault, cause, pause **-aw:** saw, paw, law, jaw, claw, crawl, yawn, dawn
7	**Talking about buying and selling** ● Listening Comprehension and Vocabulary: Dialogue to encourage learners talk about what to buy in	**5**	I need …..what do you need?, How much/many? That's cheap/expensive, buy, sell, cost, price, cheap, expensive, pay,	**-aw:** saw, paw, law, jaw, claw **-all:** ball, call, fall, hall, tall,

	the market ● Writing: Sentence starter for learner to complete with what they can buy at the market ● Phonemic awareness: Sound identification/discrimination (end) ● Phonics: - Read and spell short words with -all and -awl patterns. - Contrast words with -all and -aw patterns. - Read a decodable text with words containing -all and -aw.		change, loaf of bread, kilogram	wall, mall
8	**Asking for amounts** ● Listening Comprehension and Vocabulary: Poster of a market clearly showing stalls and what is on different stalls to encourage learners talk about stills, what is on each stall and its amount ● Writing: Match the pictures of stalls in the market with corresponding descriptions ● Phonemic awareness: Sound identification/discrimination (end) ● Phonics: - Read and spell short words with -all and -alk patterns. - Contrast words with -all and -alk patterns. - Read a decodable text with words	**5**	some, a lot, a little, a few, any…,who many, how much, or what portion, stills. Eg: Many stills are located at the entrance.	- **-all:** ball, call, fall, hall, tall, wall, mall **-alk:** walk, talk, chalk, stalk

	containing --all and -alk patterns.			
9	**Buying things** ● Listening Comprehension and Vocabulary: Role play to practice buying things at the market ● Writing: If you have 2000frw, what are the different things can you buy at the market? Write that down. ● Phonemic awareness: Sound identification/discrimination (beginning, middle, end) ● Phonics (review): - Read and spell short words with -aw, -au, -all,- awl, and alk patterns - Contrast words with -aw, -au, -all,-awl, and alk patterns. - Read decodable text with words containing -aw, -au, -all,- and alk patterns. ● End of Unit Assessment	**5**	Do you have? I want…, how much, that's expensive, discount	**REVIEW** **-aw:** saw, law, paw, crawl **-au:** haul, fault, pause **-all:** ball, hall, call **-alk:** walk, talk, chalk