English Language Curriculum for Primary Schools

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FOREWORD

The new curriculum for Ghana’s primary schools is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, Writing, Arithmetic and Creativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana’s school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education
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RATIONALE FOR PRIMARY ENGLISH LANGUAGE

Language is both a medium of communication and a library in which the elements of culture are stored. It remains the most reliable means through which the elements of one’s culture and that of other people are transmitted from generation to generation. First, the study of English as a second Language will equip learners with effective communication skills that will provide them with an appreciation of the values embodied in the language and culture of others. In the light of present day global development and technological advancement, the learning of a second language and the acquisition of literacy must promote the respect for the language and culture of others.

Secondly, the special status of English as a language across the curriculum and as the official language of Ghana and the role it plays in national life including being the language of government business and administration, commerce as well as the media, makes it important that Ghanaian children learn English as a second language.

Also, to enable our learners become members of the international community, they must be exposed to English, the most widely used global language. This means that success in education at all levels depends, to a very large extent, on the individual’s proficiency in the English language. However, children must first be given a strong foundation in their first language to make the learning of English easier for them as confirmed by research. It is for these and other reasons that English Language is a major subject of study in Ghanaian schools.

PHILOSOPHY

Borrowing from a variety of philosophical ideas like the interactionists and contextualists, this language and literacy learning curriculum is informed by two major ideas, namely the Developmental Theory and the Social Constructivism.

Children go through developmental stages as they learn language and research is clear that children develop language at their own pace as they interact with the social environment around them. Therefore, when children are provided with a good social environment, they develop language faster than children who are in a non-interactive and poor language environment.

In teaching language and literacy, the syllabus adopts the socio-constructivist dimensions to learning. At school, literacy learning goes through the same developmental processes. Children have in-built potentials to develop and acquire new languages while approximating grammatical structures as they learn to speak. They invent names for the objects in their world, from the beginning but gradually, as they interact, they learn the appropriate language of the community.

The social constructivist theory holds the notion that reading and writing are an active process of constructing meaning from print; hence, the use of their favourite phrase “meaning making” to describe how active the reader is in learning language and literacy and comprehending what s/he reads or hears. The teacher guides learners to decode text and supports them to engage and make sense of the texts they read. This is to ensure that good readers do not just take in a store of given information but make their own interpretation of experiences to elaborate and test those interpretations.

Thus, participatory and thematic approaches should be emphasised to help children connect literacy learning in the classroom to solving real world problems in their environment and world around them. The teacher should promote interaction and make learners active in their own learning. Learners’ differences in the language classroom should not be taken as a deficit, but provide the teacher with the background to
support children. Current definitions emphasise that literacy is not just reading and writing but also listening, speaking and thinking. It involves the knowledge and skills to engage in social and academic processes needed for effective functioning in the school and community.

**GENERAL AIMS**
The general aim of the language and literacy curriculum is to enable learners develop an appreciation and understanding of the English language and to use it effectively, making meaning with it in ways that are purposeful, imaginative, creative and critical.

**SPECIFIC AIMS**
The overriding aim for the Language and Literacy curriculum (in both Ghanaian Language and English language) in basic schools is to promote high standards of language and literacy by equipping pupils with a good command of the spoken and written word to enable them to:

- acquire the basic skills that will help them decode any text;
- read age-level texts easily, fluently and with comprehension;
- cultivate the habit of reading widely for pleasure and information;
- acquire a wide stock of vocabulary and understanding grammatical structures as well as linguistic conventions for easy reading, good writing and speaking;
- write clearly, accurately and coherently, adapting their first language style in a range of contexts for varied purposes and audience;
- read with pleasure, literary materials and appreciate a great stock of literary repertoire;
- acquire the skill of self-expression and be able to communicate their ideas to different audiences to achieve the intended purpose;
- develop and cultivate the skill and ability to read the lines, in-between the lines and beyond the lines; and to find out hidden meanings and ideas.

**TEACHING AND LEARNING EXPECTATIONS**
Teachers are expected to:

1. guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences;
2. select English Language content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities and experiences of learners;
3. work together as colleagues within and across disciplines and grade levels to develop communities of English Language learners who exhibit good communication skills and positive attitudes towards the learning of English Language;
4. use multiple methods to systematically gather data about learners’ understanding and ability in order to guide the teaching and learning of English Language, and also to provide feedback to both learners and parents;
5. design and manage learning environments that provide learners with the time, space and resources needed for learning English Language.

CORE COMPETENCIES
In using this curriculum, we hope that certain core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

1. **Critical Thinking and Problem-Solving (CP)**
   This skill enables learners to develop their cognitive and reasoning abilities to analyse issues and situations leading to the resolution of problems. Critical thinking and problem-solving skills enable learners to draw on and demonstrate what they have learned from their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

2. **Creativity and Innovation (CI)**
   This competence promotes in learners entrepreneurial skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this competency can think independently and creatively as well.

3. **Communication and Collaboration (CC)**
   This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas, engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

4. **Cultural Identity and Global Citizenship (CG)**
   This involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in them a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socio-economic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

5. **Personal Development and Leadership (PL)**
   PL involves improving self-awareness, self-knowledge, skills, health, building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people’s needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility, and developing a love for lifelong learning.
6. Digital Literacy (DL)
   DL involves developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)
A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:
- Knowledge, Understanding and Application;
- Language Skills;
- Attitudes and Values.

Knowledge, Understanding and Application
Under this domain, learners acquire knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much more higher level, the learner may be required to synthesise knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours namely, “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching, in most cases, tends to stress knowledge acquisition to the detriment of other higher-level behaviours such as applying knowledge.
Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which the teacher has to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to the real world – surface learning – to a new position called – deep learning. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills and to generate creative ideas to solve real life problems in their school lives and later, in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

**Knowing:** This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall concepts already learnt and this constitutes the lowest level of learning.

**Understanding:** This is the ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based on a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.

**Applying:** This dimension is also referred to as “Use of Knowledge”. It is the ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.

**Analysing:** This is the ability to break down concepts/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.

**Synthesising:** This is the ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create and generate new ideas and solutions.

**Evaluating:** This is the ability to appraise, compare features of different things and make comments or judgment, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some concepts based on some criteria.

**Creating:** This is the ability to use information or materials to plan, compose, produce, manufacture or construct products. From the foregoing, creating is the highest form of thinking and learning and is, therefore, a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, beginning right from the lower primary level, it is advised that teachers do their best to help their learners develop analytic skills as has been said already.
Language Skills
There are four main language skills to develop in learners at the primary level. These are:

- Listening
- Reading
- Speaking
- Writing

Explanation of the meaning of the four skills is as follows:

- Listening
  This is the ability to accurately receive and interpret messages in the communication process. For example, the ability to listen to, understand and follow directions, instructions, etc. given in a language.

- Reading
  This is the ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently and must be able to answer questions arising from the passage read. He/she should also be able to summarise passages read in his/her own words to show understanding of the passages.

- Speaking
  This is the ability to speak a language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection.

- Writing:
  This is the ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

Learning the English Language implies the acquisition of two major abilities or behaviours. These are “Knowledge and Understanding” and the “Use of Knowledge”. “Knowledge and Understanding” refers to the ability to identify and recall, for example, the principles of grammar acquired through instruction and further acquired through Listening and Reading. “Use of Knowledge” implies the ability to use the language in writing and in speaking. Beside the two dimensions are the four skills, Listening, Reading, Speaking and Writing. Listening and Reading are referred to as “Receptive Skills.” They are the skills through which a learner receives communication. Speaking and Writing are referred to as “Productive Skills” since these are the skills which require the learner to produce knowledge acquired through speaking the language and through writing letters, compositions, etc.
ATTITUDES AND VALUES
To be effective, competent and reflective citizens who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners, therefore, need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

Attitudes
i.  **Curiosity:**
   It is an inclination or a feeling towards seeking information about how things work in a variety of fields.

ii.  **Perseverance:**
   This is the ability to pursue a problem until a satisfying solution is found.

iii. **Flexibility in ideas:**
   It is the willingness to change an opinion in the face of more plausible evidence.

iv.  **Respect for Evidence:**
   It is the willingness to collect and use data in one’s investigation and also have respect for data collected by others.

v.  **Reflection:**
   This is the habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon.

Values
At the heart of the curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values:

**Respect:** This includes respect for the nation of Ghana, its institutions, laws and culture and respect among its citizens and the friends of Ghana.

**Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

**Equity:** The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana’s learners are from diverse backgrounds, which requires the provision of equal opportunities for all, and that all should strive to care for one another, both personally and professionally.
Commitment to achieving excellence: Ghana’s learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology. Ghana, thus, will instil the value of excellent service above the self.

Teamwork/Collaboration: Ghana’s schools are to be dedicated to a constructive and team-oriented working and learning environment. This also means that learners should live peacefully with all persons with an attitude of tolerance and collaboration.

Truth and Integrity: The curriculum aims to develop Ghana’s learners into individuals who will consistently tell the truth, irrespective of the consequences, be morally upright with the attitude of doing the right thing, even when no one is watching, be true to themselves and lawful beliefs, and be willing to live the values of honesty and compassion. Equally important, the ethos of the workplace, including integrity and grit, must underpin the learning processes to allow students to see and apply academic skills and competencies in the world of work.

ASSESSMENT
Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learners' response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment as learning and Assessment for learning.

Assessment as learning: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners set their own goals and monitor their progress.

Assessment for learning: It is an approach used to monitor learners' progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence, which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

Assessment of learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement.
It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, one should try to select indicators in such a way that he/she will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When one develops assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a “Criterion-Referenced Assessment”. In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure one uses i.e. class assessments, homework, projects, etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

**SUGGESTED TIME ALLOCATION**

A total of ten periods a week, each period consisting of thirty minutes, is allocated to the teaching of English Language at the Primary level. It is recommended that two periods of English Language be taught per day.

**PEDAGOGICAL APPROACHES**

These are the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders, such as parents and education authorities. These approaches include the type and use of appropriate and relevant teaching and learning resources to ensure that all learners make the expected level of learning outcomes. The curriculum emphasises:

i. the creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner-empowerment and independent learning;

ii. the positioning of inclusion and equity at the centre of quality teaching and learning;

iii. the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;

iv. the use of Information Communications Technology (ICT) as a pedagogical tool;

v. the identification of SUBJECT SPECIFIC instructional expectations needed for making learning in the subject relevant to learners; and

vi. the integration of assessment into the teaching and learning process and as an accountability strategy.

**Learning-Centred Pedagogy**

The learner is at the centre of learning. At the heart of the national curriculum is the learning progression and improvement of learning outcomes for Ghana's young people, with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her group. At the primary school level, the progression phases are B1 – B6.

The curriculum encourages the creation of a learning-centred classroom, with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher, to also actively engage in looking for answers,
working in groups to solve problems, researching for, analysing and evaluating information. The aim of the learning-centred classroom approach is to develop learner-autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

The teacher should create a learning atmosphere that ensures that:

- learners feel safe and accepted;
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways;
- teacher assumes the position of a facilitator or coach who;
- helps learners to identify a problem suitable for investigation via project work;
- connects the problem with the context of the learners' world so that it presents authentic opportunities for learning;
- organises the subject matter around the problem, not the discipline;
- gives learners responsibility for defining their learning experience and planning to solve the problem;
- encourages learners to collaborate in learning; and
- expects all learners to demonstrate the results of their learning through a product or performance.

In a learning-centred classroom, it is more productive for learners to find answers to their own questions rather than have teachers providing the answers and their opinions.

**Inclusion**

Inclusion is ensuring access and learning for all learners, especially, those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and special needs in the learning process, which when effectively used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflections on daily learning episodes should consider these differences. The curriculum, therefore, promotes:

- learning that is linked to the learners' background and to their prior experiences, interests, potential and capacities;
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life); and
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.
Differentiation and Scaffolding

**Differentiation** is a process by which differences between learners are accommodated so that all learners in a group have the best chances of learning. It could be by task, support and outcome. Differentiation, as a way of ensuring each learner benefits adequately from the delivery of the curriculum, can be achieved in the classroom through:

i. task,
ii. pastoral support and
iii. outcome.

**Differentiation by task** involves teachers setting different tasks for learners of different abilities, e.g. in sketching the plan and shape of their classroom, some learners could be made to sketch with free hand, while others would be made to trace the outline of the plan.

**Differentiation by support** involves the teacher referring weak students to the Guidance and Counselling Unit for academic support.

**Differentiation by outcome** involves the teacher allowing students to respond at different levels. Weaker students are allowed more time for complicated tasks.

**Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving students progressively towards stronger understanding and ultimately, greater independence in the learning process.

It also involves breaking up the learning episodes, experiences or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, and then guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher are:

- give learners a simplified version of a lesson, assignment or reading and then gradually increase the complexity, difficulty or sophistication over time;
- describe or illustrate a concept, problem or process in multiple ways to ensure understanding;
- give learners an exemplar or a model of an assignment they will be asked to complete;
- give learners a vocabulary lesson before they read a difficult text;
- clearly describe the purpose of a learning activity, the directions learners need to follow and the learning goals they are expected to achieve; and
- explicitly describe how the new lesson builds on the knowledge and skills leaners were taught in a previous lesson.
INFORMATION COMMUNICATIONS TECHNOLOGY

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT-use for teaching and learning are:

- improved teaching and learning processes;
- improved consistency and quality of teaching and learning;
- increased opportunities for more learner-centred pedagogical approaches;
- improved inclusive education practices by addressing inequalities in gender, language, ability;
- improved collaboration, creativity, higher order thinking skills; and
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once learners have made their findings, ICT can then help them organise, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them, including calculators, radios, cameras, phones, television sets and computer-related software like Microsoft Office packages – Word, PowerPoint and Excel, as teaching and learning tools. The exposure that learners are given at the primary school level to use ICT in exploring learning will build their confidence and will also increase their level of motivation to apply ICT use in later years, both within and outside of education. Thus, the ICT use for teaching and learning is expected to enhance the quality and learners’ level of competence in the 4Rs.

ORGANISATION OF THE CURRICULUM

The English Language Curriculum is organised into strands, sub-strands, content standards, indicators and exemplars.

**Strands** are the broad areas/sections of the English content to be studied.

**Sub-strands** are the topics within each strand under which the content is organised.

**Content standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

**Indicators** are clear outcomes or milestones that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

**Exemplars** serve as support and guidance, which clearly explain the expected outcomes of indicators and suggest what teaching and learning activities could support the facilitators/teachers in the delivery of the curriculum.
Curriculum Reference numbers
A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:

<table>
<thead>
<tr>
<th>Year/Class</th>
<th>Strand</th>
<th>Sub-strand</th>
<th>Content Standards</th>
<th>Learning/Performance Indicator number</th>
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<tbody>
<tr>
<td>KG1.1.2.1.1</td>
<td>Strand number</td>
<td>Sub-strand number</td>
<td>B1.2.3.1: Identify rhyming/endings words and common digraphs</td>
<td>B1.2.3.1.1 Use common rhyming/ending words for decoding of words. E.g. – at pat, mat, fat, etc</td>
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<tr>
<td>KG1.1.2.1.1</td>
<td>Strand number</td>
<td>Sub-strand number</td>
<td>B2.2.3.1: Identify rhyming/endings words and common digraphs</td>
<td>B2.2.3.1.1 Use common rhyming/ending words for decoding of words (last syllable rhymes). E.g. – or/er doctor, teacher</td>
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<tr>
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<td>Sub-strand number</td>
<td>B3.2.3.1: Identify rhyming/endings words and common digraphs</td>
<td>B3.2.3.1.1 Use common rhyming/ending words for decoding of unknown words.</td>
</tr>
</tbody>
</table>
NOTE TO THE TEACHER
Integration of Skills

A key concept of this syllabus is the integrated approach to the teaching of language skills.

This is because Listening, Speaking, Reading and Writing complement one another in use, while Grammar simply sets the rules for speaking, reading and writing correctly. It is, therefore, advantageous, at this level, to adopt an integrated approach in the teaching of language skills.

This means, for example, that as you teach a writing/composition lesson, relevant grammatical issues must be raised and explained in relation to the writing task. Similarly, such a lesson must have significant aural and oral components.

Another issue worthy of note is the integration of laudable human values. This is not to shift the focus of language lessons to preaching these values. Small doses of these values are fused into literature and composition as well as reading and oral work.

Approach to Grammar

It is important to point out that at the primary school, grammar is basically internalised. It must be seen as an integral part of listening and speaking and treated as such. The main task is to assist learners to learn to use the listed language/grammatical items correctly and fluently. These should be introduced in meaningful situations in the context of everyday activities, modelled adequately and practised orally by every learner. As much as is possible, the learners must not be bothered with grammatical terminologies, definitions and lengthy explanations of abstract grammatical concepts.

Oral Language (Listening and Speaking)

The section on Oral Work, referred to as “Listening and Speaking” in this syllabus, has the following segments: songs, rhymes, storytelling, dramatization, conversation, listening comprehension, asking and answering questions, giving and responding to commands/instructions/directions, making and responding to requests and presentations. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing, carry out instructions and speak English with confidence. In B1 to B3, the Grammar has been integrated into the Listening and Speaking as well as Writing aspects of the lessons. The teacher must give the segments their due weight, balance and influence in the teaching process. Above all, the teacher must endeavour to get his/her learners to speak English, as much as possible, for them to be able to acquire effective skills in speaking the English Language.

Reading Material

To help the teacher to achieve the indicators of the strand “Reading”, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of current interests. The teacher is further encouraged to use his/her initiative in improvising and planning new materials. It is a requirement that each learner should read five books on different topics each term, that is, fifteen books per year.
Supplementary Material
The teacher is further encouraged to constantly look for other supplementary materials which will enhance the teaching/learning especially of the sections on “Listening and Speaking” and “Reading”. Materials that focus on comprehensive sexuality education, moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

List of Topics for Reading
The following list of topics has been selected to be used in developing materials for reading from Primary 1 to JHS 3. The teacher is encouraged to look for materials that may be relevant to these topics or select passages from other sources that will be of interest to learners at each class level. Materials for reading must also include the basic types of prose: narrative, descriptive, expository and argumentative, as well as bits of drama and verse.

The teacher should select relevant and interesting reading materials that will help improve learners’ understanding and use of English at all levels of primary school.

**Primary 1-3**
1. Animals – domestic and wild animals
2. Malaria – how the mosquito spreads malaria
3. Malaria – how to prevent malaria
4. Healthy living – balanced meal
   - personal hygiene
   - immunisation
   - body exercise
   - Sports and games
5. Safety in the home, school and community
6. Forest destruction – bush fires
7. Forest destruction – cutting trees for firewood
8. Social, moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property
9. Energy: e.g. sources and uses of energy, ways of saving energy in the home, school, and community.
10. Computers
11. Climate change awareness
**Primary 4-5**

1. Drug abuse  
2. Natural disasters – earthquakes  
3. Natural disasters – floods  
4. Road accidents  
5. Water – sources, importance and uses  
6. Leisure  
7. Communication – letters, telephones e-mail, print and electronic media  
8. Social moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property  
9. Comprehensive sexuality education  
10. Energy: e.g. sources and uses of energy, ways of saving energy in the home, school, and community, reasons for saving energy.  
11. Computers  
12. Climate change awareness

**Primary 6**

1. Comprehensive sexuality education  
2. Teenage pregnancy  
3. HIV/AIDS  
4. Energy – conservation and importance  
5. Inventions  
6. Computers  
7. Forest depletion  
8. Social moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property.  
9. Entrepreneurship  
10. Climate change awareness
<table>
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<tr>
<th>STRANDS</th>
<th>SUB-STRANDS</th>
<th>B1</th>
<th>B2</th>
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### 5. USING WRITING CONVENTIONS /GRAMMAR USAGE

<p>| USING CAPITALISATION | √ | √ | √ | √ | √ | √ |
| USING PUNCTUATION |   | √ | √ | √ | √ | √ |
| USING NAMING WORDS |   | √ | √ | √ | √ | √ |
| USING ACTION WORDS/VERBS |   | √ | √ | √ | √ | √ |
| USING QUALIFYING WORDS: ADJECTIVES |   | √ | √ | √ | √ | √ |</p>
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**6. Extensive Reading**

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### Basic I
#### Strand 1: Oral Language
##### Sub-Strand 1: Songs

<table>
<thead>
<tr>
<th>CONTENT STANDARDS</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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<tbody>
<tr>
<td>B1.1.1.1: Demonstrate understanding of a variety of songs</td>
<td>B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions</td>
<td>Listening and Speaking skills</td>
</tr>
<tr>
<td></td>
<td>• Let learners identify some familiar songs.</td>
<td>Cultural Identity and Global Citizenship</td>
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<td></td>
<td>• Let learners sing familiar songs and clap, tap and or dance to the rhythm.</td>
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<td>• Let learners answer a variety of questions on the songs.</td>
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<td>• Discuss the moral lesson in the songs with learners.</td>
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<tr>
<td><strong>Sub-Strand 2: Rhymes</strong></td>
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<tr>
<td>B1.1.2.1: Appreciate a variety of literary pieces</td>
<td>B1.1.2.1.1. Listen to and recite rhymes and tongue-twisters with accompanying actions</td>
<td>Listening and Speaking skills</td>
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<tr>
<td></td>
<td>• Have learners recite familiar rhymes.</td>
<td>Cultural Identity and Global Citizenship</td>
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<td>• Introduce new rhymes by performing them.</td>
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<td>• Lead learners to echo-read the rhymes.</td>
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<td>• Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm.</td>
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<td>• Guide learners to identify rhyming words and teach the accompanying actions.</td>
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<td><strong>Note:</strong> Recycle the rhymes in the next few days for learners to memorise them.</td>
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### Sub-Strand 3: Story Telling

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| B1.1.4.1: Respond to stories | **B1.1.3.1.1. Listen to stories and be able to identify characters with their roles**  
- Mount appropriate story pictures.  
- Guide learners to tell the story logically, using the pictures at each stage.  
- Pause and show pictures for learners to ask questions or answer questions to predict the next stage.  
- Let learners retell the story in a chain, using the pictures, if necessary.  
- Tell learners your personal response and guide them to do same.  
  e.g.  
  i. Why do you like the story?  
  ii. I like the story because…  
  iii. Which part do you like best?  
  iv. I like where… | Listening and Speaking skills  
Communication and Collaboration  
Cultural Identify and Global Citizenship |
|                   | **B1.1.4.1.2. Retell short stories**  
- Show pictures to guide learners to retell a story told in class.  
- Let learners follow the pictures to retell the story logically/sequentially.  
- Let learners tell other stories they know.  
- Let storyteller pause for others to sing any appropriate song. |
Sub-Strand 4: Dramatisation and Role-Play

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</table>
| B1.1.5.1: Perform stories | B1.1.5.1.1. Dramatise stories heard | Listening and Speaking skills  
Communication and Collaboration  
Cultural Identity and Global Citizenship |

- Begin the lesson with the narration of a familiar story.
- Have learners identify the characters in the story and their roles.
- Have learners role-play some specific characters in groups.
- Let learners talk about theirs and others’ roles.

Sub-Strand 6: Conversation – Talking about Oneself, Family, People, Places, Greetings, Customs, Events, Social/Cultural Values, Manners and other Themes

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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| B1.1. 6.1: Use certain culturally acceptable language for communication | B1.1. 6.1.1. Use appropriate greetings for different times of the day | Listening and Speaking Skills  
Personal development and Leadership  
Communication and Collaboration  
Cultural Identity and Global Citizenship |

- Revise daily greetings by having learners identify greeting times in the day. e.g. Morning–Good morning, Afternoon–Good afternoon, Evening–Good evening.
- Discuss the correct responses to these greetings.
- Let learners take turns to demonstrate greetings at different times of the day and also practise the appropriate responses.
- Discuss the importance of greetings.
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<tbody>
<tr>
<td>B1.1.6.1: Use culturally acceptable language for communication</td>
<td><strong>B1.1.6.1.2. Describe the home, people or places</strong>&lt;br&gt;• Welcome children and have them sit in a semi-circle. Greet them and introduce the topic for discussion. Use the Community Circle Time Strategy.&lt;br&gt;• Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings.&lt;br&gt;• Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other.&lt;br&gt;• Show pictures of homes, people and places and have learners think-pair-share their observations with the person sitting next to them and with the class.</td>
<td>Listening and speaking skills&lt;br&gt;Communication and collaboration.</td>
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<td></td>
<td><strong>B1.1.6.1.3. Talk about their school and places in the school</strong>&lt;br&gt;• Use the Community Circle Time Strategy.&lt;br&gt;• Show pictures of their school and places in the school (the library, the computer lab, the headmaster’s office, the playing field etc.)&lt;br&gt;• Have learners think-pair-share ideas/views about the pictures in pairs and then with the large group.&lt;br&gt;• Have learners talk about the activities that go on in these places and their importance to the individual.</td>
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<td>CONTENT STANDARDS</td>
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<tr>
<td>B1.1.6.1: Use culturally acceptable language for communication CONT'D</td>
<td>B1.1.6.1.4. Use a wide variety of words to describe different situations and events • Use a conversational poster on different situations/events. • Have learners think-pair-share, looking at the various illustrations on the poster. • Have them use expressions learnt and other new ones to describe the situations and events. Have learners, working in groups, role-play the situations and events on the poster. B1.1.6.2.1. Engage in collaborative conversation • Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher's office, library, etc.). • Lead learners, with questions, to talk about the places and their importance. • Let learners identify the importance of the places listed above. • In pairs/small groups, let learners engage in conversations on specific topics. B1.1.6.2.2. Talk about likes and dislikes: food, animals, toys, etc.</td>
<td>Listening and speaking skills Communication and collaboration.</td>
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<tr>
<td>CONTENT STANDARDS</td>
<td>INDICATORS AND EXEMPLARS</td>
<td>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</td>
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</table>
| B1.1.7.1: Use appropriate skills and strategies to process meaning from texts | **B1.1.7.1.1. Listen to and reproduce narrative texts**  
  - Before Reading  
    - Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story.  
    - Have them predict the story.  
  - During Reading  
    - Read a story. Pause at vantage points and have learners talk about the content of the text.  
  - After Reading  
    - Have the learners answer simple questions based on the text.  
    - Have them role-play the events in the story. | Listening and speaking skills  
Personal Development and Leadership  
Communication and Collaboration |
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<tbody>
<tr>
<td><strong>B1.1.7.1: Use appropriate skills and strategies to process meaning from texts</strong></td>
<td><strong>B1.1.7.1.2. Recognise and relate the sequence of events in a narrative text</strong></td>
<td>Reading and Writing Skills</td>
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<td>• Read a narrative text aloud to learners.</td>
<td>Personal Development and Leadership</td>
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<td>• Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).</td>
<td>Communication and Collaboration</td>
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<td><strong>B1.1.7.1.3. Recognise and discuss characters in a story</strong></td>
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<td>• Read a story aloud to learners.</td>
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<td>• Have them discuss, in pairs/small groups, the main and minor characters in the story.</td>
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<td>• Have groups/pairs share their views with the whole class.</td>
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<td><strong>B1.1.7.1.4. Listen to and produce descriptions of pictures and objects (e.g. vehicles, animals)</strong></td>
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<td>• Show pictures of common objects and animals to learners.</td>
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<td>• Have learners think-pair-share what they see in the picture.</td>
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<td></td>
<td>• Have them describe, in groups/pairs, the pictures to one another in turns.</td>
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### Sub-Strand 8: Asking and Answering Questions

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</table>
| B1.1.8.1: Demonstrate understanding in asking and answering questions | **B1.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering Yes/No questions**  
  - Demonstrate **Yes/No** questions and their responses.  
  - Drill learners on the questions and responses.  
  - Let pair of learners ask and answer questions, e.g.  
    Pupil A: Is this a book?  
    Pupil B: Yes, it is / No, it isn’t. | Listening and speaking skills  
Communication and Collaboration  
Personal Development and Leadership |
|                   | **B1.1.8.1.2. Use appropriate pronunciation and intonation in asking and answering Wh – questions**  
  - Revise **Yes/No** questions.  
  - Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g.  
    Should I clean the board? Is that your chair? Do you have a pencil in your bag?  
  - Introduce **Wh**- questions in context.  
  e.g.  
  i. What is this?  
  ii. What is your name?  
  iii. How old are you?  
  iv. How are you?  
  - Pair learners to ask and answer questions.  
**Note:** **Yes/No** questions use **rising intonation** and **Wh** is **falling intonation**. However, answers for both use the **falling intonation.** | Communication and Collaboration  
Personal Development and Leadership  
Listening and speaking skills |
### Sub-Strand 9: Giving and Responding to Commands/Instructions and Making Requests

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<tr>
<td><strong>B1.1.9.1:</strong> Demonstrate understanding in commands, instructions, directions and requests</td>
<td><strong>B1.1.9.1.1. Give and respond to commands and instructions</strong>&lt;br&gt;- Give commands and instructions to learners.&lt;br&gt;e.g. Command:&lt;br&gt;- Keep quiet.&lt;br&gt;- Hands up.&lt;br&gt;- Sit down.&lt;br&gt;- Bring your books.&lt;br&gt;- Start work, etc.&lt;br&gt;- Pair learners to give/obey commands.&lt;br&gt;- Have learners listen to simple instructions and act in response.&lt;br&gt;- Let learners practise by giving commands in pairs, etc.&lt;br&gt;e. g. Instructions:&lt;br&gt;- Draw a circle.&lt;br&gt;- Draw a triangle in the circle.&lt;br&gt;- Draw a square in the triangle.&lt;br&gt;Response:</td>
<td>Reading and Writing Skills&lt;br&gt;Personal Development and Leadership&lt;br&gt;Communication and Collaboration</td>
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</table>
| B1.1.9.1: Demonstrate understanding in commands, directions, instructions and requests | B1.1.9.1.2. Make and respond to polite requests using the word “Please”  
- Demonstrate knowledge of requests and their responses.  
- Let learners respond to requests using: **yes**, **ok**, etc.  
- Pair with learners to take turns to make and respond to polite requests.  
  e.g. Please give me your pencil.  
  A: May I use your pen?  
  B: Yes/No.  
- Let them change roles. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |

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### CONTENT STANDARDS

**B1.1.10.1: Plan and present information and ideas for a variety of purposes**

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<td><strong>B1.1.10.1.1. Identify audience and purpose of presentation</strong></td>
<td><strong>Reading and Writing Skills</strong></td>
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<td>• Have learners to do &quot;show and tell&quot; to introduce a friend to their parents at their birthday party.</td>
<td><strong>Personal Development and Leadership</strong></td>
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<tr>
<td>• Create more scenarios for learners to introduce their friends.</td>
<td><strong>Communication and Collaboration</strong></td>
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*Note: Introduce expressions like “Hello, meet my Dad”, etc.*

**B1.1.10.1.2. Generate and select ideas on a given topic for presentation e.g. My father, My friend, etc**

| • Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend”. |  |
| • Briefly discuss your presentation. |  |
| • Let learners take turns to talk about their friends. |  |
| • Encourage others to ask questions after each presentation. |  |

**B1.1.10.1.3. Speak with confidence before different audiences, e.g. small group, class, etc**

| • Have learners draw members of their nuclear family. |  |
| • Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. |  |
| • Use probing questions to have learners talk more about their family members. |  |

*e.g.*

1. Who is this one?
2. Why did you draw him or her first?

• Encourage shy learners to speak.
## STRAND 2: READING

### Sub-Strand I: Pre-Reading Activities

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<td>B1.2.1.1: Know how a text works for reading and writing</td>
<td><strong>B1.2.1.1.1. Handle books appropriately</strong>&lt;br&gt;• Have learners think-pair-share the reasons for keeping books neat and handling them well.&lt;br&gt;• Lead learners to make some rules to guide the handling of books.&lt;br&gt;• Demonstrate how to handle books, e.g. holding it, turning a book, opening the pages properly, etc.&lt;br&gt;• Discuss the information on the cover and title pages with learners,&lt;br&gt;  e.g. What can you find on the cover?&lt;br&gt;    - The title,&lt;br&gt;    - Author,&lt;br&gt;    - Illustrations and illustrators, etc.&lt;br&gt;• Call learners in turns to demonstrate how to handle books, e.g. opening a book, holding a book, etc.&lt;br&gt;• Let learners, in groups, role-play how to handle books, e.g. keeping them neat.</td>
<td>Reading and Writing Skills&lt;br&gt;Personal Development and Leadership&lt;br&gt;Communication and Collaboration</td>
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<tr>
<td>B1.2.1.2: Manipulate the sounds of the letters of the English alphabet</td>
<td><strong>B1.2.1.2.1. Orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin)</strong>&lt;br&gt;• Make individual sounds and have learners blend them together to make one-syllable words,&lt;br&gt;  e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot).</td>
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</table>
| B1.2.1. 2: Manipulate the sounds of the letters of the English alphabet CONT’D | B1.2.1.2.2. Orally segment spoken syllables/words into individual sounds e.g. stop = s-t-o-p  
- Model segmenting spoken syllables/words into individual sounds, e.g. (stop = s-t-o-p, am = a-m, pot = p-o-t).  
- Provide opportunities for learners to practise segmenting syllables/words into individual sounds. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| B1.2.1.2.3. Say the new word when asked to delete, add initial sound or substitute an initial, middle or final sound (Phoneme deletion, addition, substitution) |  
- Say a word and model using phoneme deletion, addition and substitution strategies to say new words from the given word, e.g.  
  - phoneme deletion: brat= rat, etc.  
  - phoneme substitution: cat=bat, bat = bet, bet=bell, etc.  
  - phoneme addition: all =ball, etc. |
### Sub-Strand 2: Phonics

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</table>
| **B1.2.2.1:** Connect sounds to letters and blend letters/syllables in order to read and write | **B1.2.2.1.1. Identify the alphabet in order**  
- Introduce the lesson with alphabet songs paying attention to the letters as they sing.  
- Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ).  
- Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the cards, e.g. Sound Ball Game, Find My Partner, etc.  
**B1.2.2.1.2. Recognise and produce letter names and sounds randomly**  
- Have learners play alphabet games to practice recognition of letter names at random. e.g. Lucky Dip game, Treasure Hunt.  
- Let learners use letter cards to order the letters of the alphabet.  
- Have learners find out which letter comes before the other, among a given set of letters, as a whole class, in groups, in pairs and individually.  
- Select letters whose sound you intend to teach, e.g. two letters at a time.  
- Say each sound first in context and then in isolation, e.g. ants-a  
- Have learners repeat it after you.  
- Give examples of words that contain each sound at the initial, medial and final positions, e.g. bag, table, bulb  
- Have learners work in pairs to provide examples of words that contain the sounds. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
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</table>
| **B1.2.2.1:** Connect sounds to letters and blend letters/syllables in order to read and write | **B1.2.2.1.3. Understand the relationship between spelling of words and sounds of speech**  
- Blend vowel sounds with consonant sounds to produce words, e.g. am, at.  
- Let learners segment the sounds in the words and blend them by using blending games.  
- Ask learners to give examples of words.  
- Write the words and have learners sound the individual letters and blend them to produce words.  
- Have learners work in pairs/groups to further practise sound segmentation and blending to produce the words.  

**B1.2.2.1.4. Blend sounds to produce simple syllables/words and blend syllables to produce words**  

**Blending sounds**  
- Clap the syllables of common words.  
  e.g. table, pencil, pen, book, boy, girl, etc.  
- Let learners clap the syllables of words after teacher.  
- Put learners into groups/pairs.  
- Distribute letter cards to the groups. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |

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</table>
| **B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write** | Demonstrate blending using letter cards, e.g.  
  f-a-n = fan  
  b-a-g= bag  
  b-e-d= bed  
  p-e-n= pen.  
  • Use learners' words to build a vocabulary chart and encourage them to go round to read.  
  **Blending syllables**  
  • Have learners use think-pair-share to come out with single syllables and blend them to form words,  
    e.g. sis - ter = sister.  
  • Let the pairs present their words and guide them by using the words to form two-word or three-word sentences.  
    e.g. My *sister* is happy.  
  **Note:** Pairs that would be able to make sentences score points for their houses or colour groupings.  
  **B1.2.2.1.5. Segment syllables/words into sounds.**  
  • Revise the sounds of letters and words learners have learnt.  
  • Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables.  
    e.g. pencil = pen-cil  
    baby = ba-by  
    mother = mo-ther  
  • Let learners read the words and use them in sentences. | Reading and Writing Skills  
  Personal Development and Leadership  
  Communication and Collaboration |
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<tr>
<td>B1.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write</td>
<td>B1.2.2.1.6. Use alphabetic knowledge to decode known words</td>
<td>Reading and Writing Skills Personal Development and Leadership Communication and Collaboration</td>
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<td>CONT’D</td>
<td>• Let learners sing an alphabet song.</td>
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<td>• Put them into groups and write sentences containing some new words for learners to decode by segmentation.</td>
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<td>e.g. This is a mango.</td>
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<td>This is my sister.</td>
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<td>• Have learners read similar words from the word charts.</td>
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Sub-Strand 3: Word Families, Rhyming Endings and Common Digraphs

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<td>B1.2.3.1: Employ knowledge of rhyming endings to enhance reading comprehension</td>
<td>B1.2.3.1.1. Use common rhyming endings to decode simple words</td>
<td>Reading and Writing Skills Personal Development and Leadership Communication and Collaboration</td>
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<td>• Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words,</td>
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<td>e.g. pat, mat, fat.</td>
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<td>• Have learners build on these rhyming endings.</td>
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<td>• In groups, let learners read out their words.</td>
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<td>• Have learners form sentences with these rhyming words.</td>
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</table>
| B1.2.6.1: Understand word meanings and usages | **B1.2.6.1.1. Read level-appropriate sight words and use many of them in meaningful sentences**  
- Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc.  
- Use the word “tree” to teach the sight words.  
- Have learners repeat the words aloud.  
- Have learners use the sight words in meaningful sentences.  
- Tell a story and have learners identify sight words in the story.  
- Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| - B1.2.6.1.2. Ask questions to find out the meaning of new words | - As learners listen carefully, tell a story twice.  
- Let learners answer questions based on the story.  
- Have them mention words they hear in the story.  
- Let learners tell the meanings of some of the words.  
- Have learners make their own simple sentences using the key words. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
| - B1.2.6.1.3. Use words acquired through talk and reading in conversation | - In groups, let learners engage in conversation using familiar and high frequency words on given topics. e.g. My Classroom |                                                                                     |
## Sub-Strand 7: Comprehension

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</table>
| B1.2.7.1: Understand texts read | B1.2.7.1.1. Use illustrations, text clues (title, headings) and context to make inferences and predictions  
- Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text. | Reading and Writing Skills  
Personal Development and Leadership |
| | B1.2.7.1.2. Ask and answer factual and inferential and applicative questions about level-appropriate texts  
- Have learners read level appropriate texts independently, with minimal support from peers/teacher.  
- Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension. | |
| | B1.2.7.1.3. Retell level-appropriate texts in own words  
- Use the Simple Herring Bone strategy to guide learners to retell the story in their own words.  
  - who?  
  - what?  
  - when?  
  - when?  
  - how?  
  - why? | |
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| B1.2.7.2: Use knowledge skills and techniques of reading to understand | **B1.2.7.2.1. Demonstrate understanding of the purpose and features of narrative texts**  
  - Use examples of short and simple texts to guide learners to understand the purpose and features of narrative texts.  
  - Have learners identify the different purposes in different narrative texts read/heard.  
  - Have them identify the features of given texts in pairs or in groups.  

**B1.2.7.2.2. Describe characters and their actions in a story**  
- Put learners in groups to identify and describe characters and their actions in the stories read.  

**B1.2.7.2.3. Connect, ideas and information in stories to own experiences and knowledge of the world**  
- Tell/read out texts.  
- Let learners answer simple questions based on the events, characters and values, etc. in the text.  
- Have them relate ideas and information in the stories to personal experiences and knowledge of the world.  

**B1.2.7.2.4. Read level-appropriate texts with prompting and support**  
- Have learners read texts with all the prompting and support that can help them in their reading. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
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<td>B1.2.7.2: Use knowledge skills and techniques of reading to understand</td>
<td>B1.2.7.2.5. Use a variety of comprehension-strategies e.g prediction before reading a text, cover page, etc</td>
<td>Reading and Writing Skills Personal Development and Leadership Communication and Collaboration</td>
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</tbody>
</table>
|                   | • Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners.  
  e.g. K of KWL (What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.).  
  • Continue with while reading activities to enhance their understanding of the text.  
  e.g.  
  a) **Herring Bone strategy**  
  who? → what? → when?  
  when? → how? → why?  
  b) W of KWL (What the learners want to know).  
  • End the lesson with after reading activities that help learners to organize their ideas, remember the story, use the information acquired from the text and relate it to their daily lives,  
  e.g. answering questions, retelling the story in their own words, learners linking story to their everyday life experiences etc. |
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</table>
| B1.2.7.2: Use knowledge skills and techniques of reading to understand | B1.2.7.2.6. Identify the structure of a story e.g. beginning, middle and the end  
  - Narrate a suitable story.  
  - Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |

Sub-Strand 9: Fluency

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</thead>
</table>
| B1.2.9.1: Read texts with good speed, accuracy and expression | B1.2.9.1.1. Read short and simple sentences at good pace  
  - Teacher models reading at a reasonable pace.  
  - Have learners read short and simple sentences at a reasonable pace.  
  - Let learners read in small groups.  

B1.2.9.1.2. Recognise one hundred and twenty sight words including content words  
  - Have learners go over the sight words they have learnt during the period.  
  - Let learners echo-read simple texts.  
  - Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt.  
  - Have learners make simple meaningful sentences with the sight words. | Communication and Collaboration  
Personal Development  
Reading  
Communication and Collaboration  
Personal Development  
Reading |
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</table>
| **B1. 4.1.1:** Write patterns for muscular control and hand-eye coordination | **B1. 4.1.1.1. Make given patterns, trace and draw various objects**  
- Demonstrate vertical, horizontal and oblique strokes/patterns.  
  e.g.  
  \[ \begin{array}{c|c|c|c|c|c|c} \hline \ & & & & & & \\ \hline \ & & & & & & \\ \hline \end{array} \]  
  /// \\
  
- Let learners write these strokes/patterns in the air.  
- Have learners write them in their books  
  **Note:** If need be, learners may first make these strokes by tracing and/or joining dots. Ensure correct sitting posture and correct grip of the writing tool.  
  **B1. 4.1.1.2. Model various objects of interest**  
- Use papers to model an object as learners observe.  
- Let learners, in their groups, choose and model different objects.  
- Let learners tell the name of the object and what it can be used for. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
Sub-Strand 2: Penmanship

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</table>
| B1.4.2.1: Copy and write letters of the alphabet correctly | **B1.4.2.1.1. Copy letters of the alphabet clearly**  
• Introduce learners to the lines and spaces they will be expected to write in.  
• Demonstrate the letter on the board and in the air several times.  
• Give ample practice. Let learners practise writing in the air, on sheets of paper or in jotters.  
• Let learners execute the writing task.  
• Give feedback after assessing learners’ work. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration  
Critical Thinking |
### Sub-Strand 3: Writing Letters – Small and Capital

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</table>
| **B1.4.3.1: Use general skills strategies and knowledge of letter sounds to write legibly and boldly** | **B1.4.3.1.1. Match lower and upper case letters**  
- Show a chart of letters (small and capital).  
  e.g. A B C D E…  
  a b c d e…  
- Place letter cards (small and capital letters) on the teacher’s table.  
- Put learners into groups and ask representatives of the groups to take turns to pick and match the letter cards to the letters on the chart. Those who are able to match them correctly win points for their groups and receive stars.  
- Let learners write the letters in their books. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration  
Critical Thinking |
| **B1.4.3.1.2. Copy the names of objects correctly in both upper and lower case letters** |  
- Let learners go round and observe labelled objects in the classroom.  
- Let learners go with their books and change sitting positions to enable them copy the names of the objects.  
- Let learners sit in groups to edit their work.  
- Have them share their work by exchanging their books with other groups to appreciate one another’s work. |  |
| **B1.4.3.1.3. Write words using both capital and small letters** |  
- Write words in upper and lower cases.  
- Model pronunciation of target words for learners to repeat.  
- Let learners copy the words from the board.  
  Encourage learners to space out letters appropriately in the words. Let group leaders help other learners (who are not able to write some letters correctly). |  |
Sub-Strand 4: Labelling Items

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</table>
| B1.4.4.1: Draw and label simple objects | B1.4.4.1.1. Draw simple pictures of peers or various objects and use invented spelling to write about oneself  
• Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom.  
• Have learners go round to observe the pictures.  
• In groups, let learners share their observations.  
• Ask learners to draw and label three objects of their choice.  
• Have each learner choose and draw a peer and write a line or two about that person.  
• Assist learners with spelling where necessary.  
• Have learners share their work with their partners.  
• Similarly, let learners draw pictures of themselves and write a sentence or two about the pictures. | Reading and Writing Skills  
Critical Thinking  
Communication and Collaboration  
Personal Development |
## Sub-Strand 5: Writing Simple Words and Sentences

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</table>
| **B1.4.5.1: Write words and sentences** | **B1.4.5.1.1. Make a list of objects in the school**  
- Guide learners with questions to talk about the various areas or places in the school e.g. head teacher’s office, canteen etc.  
- Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.  
- Let each group list the objects found in the place of their choice.  
- Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work.  
- Let learners copy the edited words into their books.  
**B1.4.5.1.2. Write simple familiar words**  
- Let learners mention their favourite dishes or food.  
- Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof.  
- Let learners mention the ingredients as teacher writes them on the board.  
- Let them then work as individuals, choose their own special food or dish and write the ingredients.  
- Let learners do peer editing.  
**B1.4.5.1.3. Use basic descriptive words in writing simple sentence**  
- Have learners identify objects in the classroom, e.g. tables, chairs, bags, etc.  
- Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.  
- Have learners work in pairs to write simple sentences, describing objects in the classroom, e.g. *My classroom is big.*  
  *The board is long and white.*  
  *The doors and windows are big.*  
Encourage learners to write two simple sentences each (Exceptional learners should write four simple sentences). | Personal Development and Leadership  
Communication and Collaboration  
Reading and Writing Skills  
Critical Thinking |
### Sub-Strand 7: Controlled Writing

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| **B1.4.7.1:Write simple compositions** | **B1.4.7.1.1. Find, read and copy sentences from a given substitution tables**  
- Have a simple 3-4 column substitution table on the board.  
- Have learners identify the words that make up the table.  
- With examples, guide learners to form oral sentences from the substitution table.  
- Have learners write their sentences.  
- Ask pairs to do peer editing.  
- Invite learners to read out their sentences to the class for feedback. | Personal development and leadership  
Critical thinking  
Listening and speaking skills |
| | **B1.4.7.1.2. Write a simple composition using a substitution table**  
- Write a simple and short composition in a substitution table and have learners copy this out.  
- Using Think-Pair-Share, have learners read their compositions. | |
| | **B1.4.7.1.3. Match parts of sentences to compose meaning texts**  
- Demonstrate the activity.  
- Have learners rearrange jumbled parts of sentences to make meaningful texts.  
- Let learners read their sentences to the class for feedback. | |
### Sub-Strand 12: Descriptive Writing

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| B1.4.12.1: Demonstrate Knowledge of description in writing | **B1.4.12.1.1. Use words and simple sentences to describe self**  
- Model describing yourself in 2-3 simple sentences using simple descriptive words.  
- Write some descriptive words and discuss them with learners.  
- Through questions, have pairs of learners describe themselves to each other.  
  e.g. What is your name?  - My name is...........................  
  How old are you?  - I am ...............................  
- Assist learners to write out their sentences. | Listening and speaking skills  
Reading and Writing Skills  
Personal Development Skills  
Leadership  
Communication and Collaboration |

### Strand 5: Using Writing Convention/Grammar Usage

#### Sub-Strand 1: Using Capitalisation

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| B1.5.1.1: Apply knowledge of capitalisation in writing  | **B1.5.1.1.1. Write capital letters correctly**  
- Through pick and write activity, revise writing of capital letters with learners.  

**B1.5.1.1.2. Use capital letters at the beginning of titles and names of people.**  
- Demonstrate knowledge of capital letters and invite individuals to write names with capital letters on the board.  
- Assist learners to write their names. Let them begin with capital letters, e.g. Kofi, Ama, Samuel, Sule.  
- Lead learners to write titles of people.  
  e.g. **Mr** Badu, **Mrs** Darko | Reading and Writing Skills  
Personal Development Skills  
Leadership  
Communication and Collaboration |
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<tr>
<td>B1.5.1.1: Apply knowledge of capitalisation in writing CONT’D</td>
<td>B1.5.1.1.3. Use capital letters to write other proper nouns Let them write the names of towns and particular places they are familiar with, beginning with capital letters, e.g., names of schools, Adukrom Primary School.</td>
<td>Reading and Writing Skills Personal Development and Leadership Communication and Collaboration</td>
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Sub-Strand 4: Using Action Words

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| B1.5.4.1: Apply knowledge of action words in communication | B1.5.4.1.1. Use the present tense of verbs to describe habitual actions  
- Introduce the activity and tell learners two things you do daily.  
- Put learners in groups to talk about the things they do everyday: e.g., I wash my face every morning.  
- Write the two things you do in two simple sentences and read it out to learners.  
- Have each learner write two of the habitual things they do. You may assist them with spelling.  
- Invite each of them to present their work to the class for the class to react to the presentations.  
B1.5.4.1.2 Use the present tense of verbs to express the present state of things or situations  
- Introduce the activity and demonstrate it.  
- Guide learners with questions to describe the state of given things or situations, e.g., My bag is red.  
B1.5.4.1.3 Use the present tense continuous form of verbs. | Reading and Writing Skills Personal Development and Leadership Communication and Collaboration |
### Sub-Strand 5: Using Qualifying Words – Adjectives

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</table>
| **B1.5. 5.1:** Apply knowledge of adjectives in communication | **B1.5. 5.1.1.** Identify adjectives and use them to describe oneself and other people  
- Have learners read level-appropriate texts describing people.  
- Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.  
- Have learners write simple sentences to describe themselves, using the descriptive words identified.  
- Have learners write parallel sentences to describe their friends. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |

### Sub-Strand 7: Using Simple Prepositions

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| **B1.5.7.1:** Apply knowledge of prepositions in communication | **B1.5.7.1.1.** Identify and use prepositions in oral and written language to indicate position  
- State the position of various classroom objects using simple prepositions.  
- Give sample sentences (on sentence cards) to learners.  
e.g.  
Mary is **in** the room.  
Aba is sitting **on** the chair.  
- Let learners identify the words **in**, **on**, etc. as words that show position.  
- Pair up learners and have them use the prepositions identified in simple and meaningful sentences.  
- Let each learner write two sentences describing the position of objects in the classroom. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |
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| B1.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | B1.6.1.1.1. Read a variety of age – appropriate books and texts from print  
- Using book tease or book talk, introduce the reading/library time.  
- Have a variety of age appropriate books for learners to make a choice from.  
- Introduce picture or wordless books, pop-up and flip-the-page texts to learners.  
- Encourage them to read individually and in pairs, and provide support and encouragement. | Reading and Writing Skills  
Personal Development and Leadership  
Communication and Collaboration |

**B1.5.10.1: Use phonics knowledge to spell words**

**B1.5.10.1.1 Identify and spell simple words correctly**
- Help learners to write two letter words correctly e.g. go, so, in, on.
- Using word cards, help learners to write three letter words correctly, e.g. see, low, bow.

**B1.5.10.1.2. Fill in blank spaces in simple words**
- Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.

**Sub-Strand 10: Spelling**

**STRAND 6: EXTENSIVE READING**
**Sub-Strand 1: Building the Love and Culture of Reading**