Ghanaian 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 GHANAIAN 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 elements of culture are preserved and transmitted from generation to generation. First, the study of learners’ first language and culture will make them conscious about their identity and equip them with effective communication skills that will provide them with the ability to appreciate the values embodied in their language and culture. They will know their cultural values and practices to help them to become honest and responsible citizens in their communities.

Again, learners must be made to learn Ghanaian Language in their schools to enable them access indigenous and educational knowledge. In the light of the current global development and technological advancement, the learning of a Ghanaian Language will help learners maintain their identity as Ghanaians. It will also help learners to integrate their knowledge in Ghanaian languages into the present-day global development and technological advancement.

In addition, research has proven that learners who are very good in their first language are able to learn a second language faster and better. This implies that emphasis must be put on the teaching and learning of Ghanaian Languages to serve as a foundation block to the effective learning of English as a second language. This will therefore make learners bilinguals, which is crucial in the current global world.

PHILOSOPHY

The language and culture-learning curriculum is informed by two main philosophical ideas, namely the Developmental Theory and the Social Constructivism. Children go through developmental stages as they learn language and research. It 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 their language and culture faster.

In teaching language and culture, the syllabus adopts the socio-constructivists dimensions to learning. Children have in-built potentials to develop and acquire new language 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 active processes of constructing meaning from print; hence the use of their favourite phrase “meaning making” to describe how active the reader is in learning a first language and comprehending what s/he reads or hears. In this way, the teacher serves as guide and facilitator to enhance children’s ability to decode text, and support them to engage and make sense of what they read. This is to ensure that good readers constantly make hypothesis and predictions and modify them as they read along.

This calls for participatory and thematic approaches to help children to connect Ghanaian language learning in the classroom to solve real world problems. The teacher should therefore promote interaction and make learners active in constructing their own knowledge, thoughts and experiences. In this approach, teachers should recognize individual differences in language learning to ensure effective teaching of language in the classroom.

Language learning is not just listening, speaking, reading and writing, but also involves the appropriate use of the language in an appropriate context. Teachers should therefore develop the linguistic and sociolinguistic competence of the learners. Teachers should also promote effective use of verbal and non-verbal strategies in their communication. The Ghanaian language and culture curriculum, therefore, assumes that learners who are knowledgeable in their first language are able to access indigenous and educational information effectively, construct their knowledge, thoughts and experiences efficiently and appreciate their language and culture and that of others and contribute meaningfully in the development of their communities as honest and responsible citizens.
GENERAL AIMS
The curriculum is aims to develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible citizens, locally and globally.

SPECIFIC AIMS
The overriding aim for Ghanaian Language and Culture curriculum in Basic Schools is to develop the linguistic and cultural awareness of the learner. The following aims may culminate into the achievement of this broad aim:

1. Heighten learners' sensitivity to their Ghanaian Language.
2. Acquire the basic skills that will help them decode appropriate age-level text in the Ghanaian Languages.
3. Read age level/appropriate text with ease, fluently, and with comprehension.
4. Cultivate life-long habit of reading widely for information and pleasure.
5. Acquire a wide stock of vocabulary and understand grammatical structures as well as linguistic conventions for easy listening, speaking, reading and writing.
6. Write clearly, accurately and coherently in their first language in a range of contexts for varied purposes and audience.
7. Read literary materials with pleasure, appreciate great stock of literary works, and become lifelong learners.
8. To polish existing skills and extend the learner’s linguistic knowledge and experience.
9. Appreciate and value their culture and that of others.
10. Appreciate the linguistic, historical and cultural heritage of their people.

CORE COMPETENCIES
The core competencies describe a body of skills that teachers at all levels should seek to develop in their learners. They are ways in which teachers and learners engage with the subject matter as they learn the subject. The competencies presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning.

CRITICAL THINKING AND PROBLEM SOLVING (CP)
This skill develops learners’ cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skills enables learners to draw on 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.
CREATIVITY AND INNOVATION (CI)
Creativity and Innovation promotes entrepreneurial skills in learners 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 skill are also able to think independently and creatively.

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. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)
This competence 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 learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, COMPETENCIES and attitudes acquired to contribute effectively towards the socioeconomic 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.

PERSONAL DEVELOPMENT AND LEADERSHIP (PL)
This competence involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognising the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enables learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience and self-confidence. PL helps them acquire the skill of leadership, self-regulation and responsibility necessary for lifelong learning.

DIGITAL LITERACY (DL)
Digital Literacy develop learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use 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
- Process Skills
- Attitudes and Values

KNOWLEDGE, UNDERSTANDING AND APPLICATION
Under this domain, learners may acquire some knowledge through some learning experiences. They may also show an 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 synthesize 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 “knowing ”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

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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 notice 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 has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as knowledge application.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which you have 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 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, explain reasoning, and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the point at which learning becomes beneficial to the learner.

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

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

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

**Applying:**
This dimension is also referred to as “Use of Knowledge”. 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.

**Analysis:**
The ability to break down material/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:**
The ability to put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create, generate new ideas and solutions etc.

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

**Creating:**
The ability to use information or materials to plan, compose, produce, manufacture or construct other products. From the foregoing, creation is the highest form of thinking and learning skill and is therefore the most important behaviour. This unfortunately is the area where most learners perform poorly. In order to get learners to develop critical thinking and behavioural skills beginning right from the Upper primary level, it is advised that you do your best to help your learners to develop analytic and application skills as we have said already.
SKILLS AND PROCESSES
These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning. It is evidently clear from the definition that four skills are to be developed. These skills are Listening, Reading, Speaking and Writing. Explanation of the meaning of the four skills is as follows:

Listening: This is the ability to listen to, understand and follow directions, instructions etc. given in a language
Reading: 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. They should also be able to summarise passages read their own words to show understanding of the passage.
Speaking: The ability to speak the language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practice to perfection.
Writing: 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.

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 participate in debates and take a stand on issues affecting them and others. The geography curriculum thus focuses on the development of attitudes and values.

Attitudes

i. Curiosity: The inclination or feeling toward seeking information about how things work in a variety of fields.

ii. Perseverance: The ability to pursue a problem until a satisfying solution is found.

iii. Flexibility in ideas: Willingness to change opinion in the face of more plausible evidence

iv. Respect for Evidence: Willingness to collect and use data in one's investigation, and also have respect for data collected by others.

v. Reflection: 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. The teacher should endeavour to ensure that learners cultivate the above scientific attitudes and process skills as a prelude to effective work in Ghanaian Language.
VALUES
At the heart of this 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:

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

ii. **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 national development. The curriculum promotes social cohesion.

iii. **Equity:** 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, and require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.

iv. **Commitment to achieving excellence:** 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.

v. **Teamwork/Collaboration:** Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.

vi. **Truth and Integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences, and be morally upright with the attitude of doing the right thing even when no one is watching. Also, learners are taught be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

The action verbs provided under the various profile dimensions should help you to structure your teaching to achieve desired learning outcomes. Select from the action verbs provided for your teaching, for evaluation exercises and for test construction. Check the weights of the profile dimensions to ensure that you have given the required emphasis to each of the dimensions in your teaching and assessment.

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 learner’s 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 of 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 learner’s 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 of time. 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, try to select indicators in such a way that you 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 you develop 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 you use 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 five periods a week, each period consisting of thirty minutes, is allocated to the teaching of Ghanaian Languages at the Upper Primary level.

PEDAGOGICAL APPROACHES
These include 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. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners attain the expected level of learning outcomes. The curriculum emphasises the following:

- 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.
- The positioning of inclusion and equity at the centre of quality teaching and learning.
- The use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind.
- The use of Information Communications Technology (ICT) as a pedagogical tool.
- The identification of subject specific instructional expectations needed for making learning in the subject relevant to learners.
- The integration of assessment for learning, as learning and of learning into the teaching and learning process and as an accountability strategy.
- Using questioning techniques that promote deeper learning.

LEARNING-CENTRED PEDAGOGY
The learner is at the centre of learning. At the heart of the curriculum is 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 cohort. At the primary school, the progression phases are: pre-primary (KG1 – 2), primary phases (B1 – B3 and B4 to 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 actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. 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 and profound learning to take place.

The teacher should create a learning atmosphere that ensures:
- 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.
- The teacher assumes the position of a facilitator or coach who helps learners to identify a problem suitable for investigation via project work.
- Problems are connected to the context of the learners’ world so that it presents authentic opportunities for learning.
- Subject matter around the problem, not the discipline.
- Learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- Learners collaborate whilst learning.
- Demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than for teachers to provide the answers and their opinions in a learning-centred classroom.

INCLUSION
Inclusion entails 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 are being met. The curriculum suggests a variety of approaches that address learners’ diversity and their special needs in the learning process. These approaches when 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 reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:
- learning that is linked to the learner’s background and to their prior experiences, interests, potential and capacities;
- learning that is meaningful because it aligns with learners’ abilities (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 in the process and also enabling them to assess their own learning outcomes.

DIFFERENTIATION AND SCAFFOLDING
This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process by which differences between learners (learning styles, interest and readiness to learn etc.) are accommodated so that all students in a group have the best possible chances of learning. Differentiation 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:
Differentiation by task involves teachers setting different tasks for learners of different ability 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 of the classroom.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

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

It involves breaking up the learning episode, experience 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, then guiding 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 include:

- giving learners a simplified version of a lesson, assignment, or reading, and then gradually increasing the complexity, difficulty, or sophistication over time.
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding.
- giving learners an exemplar or model of an assignment, they will be asked to complete.
- giving learners a vocabulary lesson before they read a difficult text.
- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve.
- explicitly describing how the new lesson builds on the knowledge and skills learners 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;
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool helps 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 pupils have made their findings, ICT can then help them organize, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them such as calculators, radios, cameras, phones, television sets, and computer and related software like Microsoft Office packages – Word, PowerPoints 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 increase their level of motivation to apply ICT use in later years, both within and outside of education. 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 curriculum has been structured into four columns which are Strands, Sub-strands, Content standards and indicators and exemplars. A unique annotation is used for numbering the learning indicators in the curriculum for the purpose of easy referencing. The notation is indicated in table 2.

Example: KG1.2.3.4.1

<table>
<thead>
<tr>
<th>ANNOTATION</th>
<th>MEANING / REPRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG1</td>
<td>Year Or Class</td>
</tr>
<tr>
<td>2.</td>
<td>Strand Number</td>
</tr>
<tr>
<td>3.</td>
<td>Sub-Strand Number</td>
</tr>
<tr>
<td>4.</td>
<td>Content Standard Number</td>
</tr>
<tr>
<td>5.</td>
<td>Learning / Performance indicator Number</td>
</tr>
</tbody>
</table>

Strands are the broad areas/sections of the Ghanaian Language 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.

Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplar: support and guidance which clearly explains the expected outcomes of an indicators and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.
### Illustration

#### Strand 1: NUMBER
Sub-strands: 1- Counting, Representation & Number Sense

<table>
<thead>
<tr>
<th>Class</th>
<th>Strand</th>
<th>Sub Strand</th>
<th>Content Standard</th>
<th>Learning Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG1</td>
<td>KG2</td>
<td>KG2.1.1.1</td>
<td>B1</td>
<td>B2.1.1.1</td>
</tr>
<tr>
<td>KG1.1.1.1 Describe numbers and the relationship between numbers 1 to 5.</td>
<td>KG2.1.1.1 Describe numbers and the relationship between numbers 0 to 20.</td>
<td>B1.1.1.1 Describe numbers and the relationship between numbers 0 to 50</td>
<td>B2.1.1.1 Count and estimate quantities from 0 to 100.</td>
<td>B2.1.1.1 Use number names, counting sequences and how to count to find out “how many?” up to 50.</td>
</tr>
</tbody>
</table>
NOTE TO THE TEACHER
Integration of Skills
A fundamental component of this syllabus is its integrated approach to the teaching of language skills and cultural values. In the sense that Listening, Speaking (cultural values), Reading and Writing are integral in building the grammatical and communicative competence of the learner. Grammar simply sets the rules for speaking, reading and writing correctly. 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. It is, therefore, advantageous at this level to adopt an integrated approach in the teaching of language skills and cultural values.

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

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 child. As much as is possible, the children must not be bothered with grammatical terminologies, definitions and lengthy explanation 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, poems, talking about (oneself, family people and places), storytelling, dramatisation, conversation, listening comprehension, asking and answering questions, giving and following commands/instructions and presentation. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing and carry out instructions in the Ghanaian language. In KG1 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.

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 interest. The teacher is further encouraged to use his/her initiative in improvising and planning new reading materials. It is a requirement that each learner should read three books on different topics each term, that is, nine books per year. Apart from the prescribed books, the teacher should also encourage learners to read any Ghanaian Language book they find interesting.

Supplementary Material
The teacher is further encouraged to constantly look for other supplementary material 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 B1 to B3. 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, creative, persuasive, descriptive, informative/academic writing, literary writing, letter writing and argumentative as well as bits of drama and verse.

B1-B3

1. Animals – Domestic and Wild Animals
2. Malaria – How the Mosquito spreads malaria and how to prevent malaria
3. Healthy Living – Balanced Meal
   - Personal hygiene
   - Immunisation
   - Exercise
4. Inclusive Education – People with special education needs
5. Sports and Games
6. Safety
7. Forest Destruction – Bush Fires, cutting trees for firewood, etc.
8. Environmental Degradation – Air, water and land pollution
9. Sanitation
10. Social, moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property
## SCOPE AND SEQUENCE

### 1. ORAL LANGUAGE: LISTENING AND SPEAKING

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<thead>
<tr>
<th>SUB STRANDS</th>
<th>KG1</th>
<th>KG2</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>B4</th>
<th>B5</th>
<th>B6</th>
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<tbody>
<tr>
<td><strong>1. Songs</strong></td>
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<td><strong>3. Poems</strong></td>
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<td><strong>4. Story Telling</strong></td>
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<tr>
<td><strong>5. Dramatisation and Role Play</strong></td>
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<tr>
<td><strong>7. Talking about Oneself, Family, People and Places,</strong></td>
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<tr>
<td><strong>9. Asking and Answering Questions</strong></td>
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<tr>
<td><strong>10. Giving and Following Commands/Instructions</strong></td>
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<td><strong>11. Presentation</strong></td>
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### 2. READING

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<th>SUB STRANDS</th>
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<th>KG2</th>
<th>B1</th>
<th>B2</th>
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<th>B4</th>
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<td>2. Writing Letters-Small and Capital Letters</td>
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<td>3. Writing Simple Words /Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom</td>
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<td>4. Writing/Copying Simple Sentences with Correct Spacing</td>
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| 4. COMPOSITION WRITING                                                          |   |   |   |   |   |   |   |
| 1. Creative/Free Writing | ✓ | ✓ | ✓ |
| 2. Narrative Writing | ✓ | ✓ | ✓ |
| 3. Descriptive Writing | ✓ | ✓ | ✓ |
| 4. Persuasive Writing | ✓ | ✓ | ✓ |
| 5. Argumentative Writing | ✓ | ✓ | ✓ |
| 6. Informative/Academic Writing | ✓ | ✓ | ✓ |
| 7. Literary Writing | ✓ | ✓ | ✓ |
| 8. Letter Writing | ✓ | ✓ | ✓ |

<p>| 5. WRITING CONVENTIONS/ USAGE                                                   |   |   |   |   |   |   |   |
| 1. Integrating Grammar in Written Language (Capitalisation) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |</p>
<table>
<thead>
<tr>
<th>2. Integrating Grammar in Written Language (Punctuation)</th>
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<td>4. Integrating Grammar in Written Language (Use of Qualifying Words)</td>
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<td>6. Integrating Grammar in Written Language (Use of Simple and Compound Sentences)</td>
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<td>7. Integrating Grammar in Written Language (Spelling)</td>
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<td>8. Integrating Grammar in Written Language (Use of Conjunctions)</td>
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<thead>
<tr>
<th>6. <strong>EXTENSIVE READING/CHILDREN'S LITERATURE/ LIBRARY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Building the Love and Culture of Reading in Learners</td>
</tr>
<tr>
<td>2. Read Aloud with Children</td>
</tr>
<tr>
<td>Reading Texts, Poems, Narratives and Short Stories and Respond to them</td>
</tr>
</tbody>
</table>

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BASIC I
## Basic 1

**Strand 1: Oral Language (Listening and Speaking)**

### Sub Strand 1: Songs

<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
</table>
| **B1.1.1.1.1**. Demonstrate knowledge of a song by saying the words heard in the song after listening attentively. | **B1.1.1.1.1.** Sing familiar songs of more than six lines and recognise place names heard in the song.  
- Use a recorder to play some popular songs in the community.  
- Ask learners to sing some of the popular songs in the community and dance to it with the gestures they can do.  
- Let learners sing and dance to the song.  
- Learners should listen to a song which has names of animals, things and places.  
- Let learners sing and enjoy the song.  
- Let learners mention names of people and animals in the song they have heard. | Communication and collaboration  
Cultural identity and global citizenship |
| **SUB STRAND 2: Rhymes** | | |
| **B1.1.2.1.1**. Explore rhymes of about seven or more lines and recognise names of places and people heard in the rhyme. | **B1.1.2.1.1** Explore rhymes of about seven or more lines and recognise names of places and people heard in the rhyme.  
- Using actions and gestures, teacher explores rhymes for pupils to imitate.  
- Learners explore rhymes accompanied by tapping, clapping and other sound making actions.  
- Ask learner to explore some rhymes they know.  
- Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc.  
- Write the names of things mentioned on the board and say them aloud.  
- Discuss some of the words with the learners. | Communication and collaboration  
Personal development and leadership |
### SUB-STRAND 4: Listening and Story Telling

<table>
<thead>
<tr>
<th>ONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.1.4.1: Exhibit knowledge of listening and retelling simple stories.</td>
<td><strong>B1.1.4.1.1 Discuss the characters of the story</strong>&lt;br&gt;• Show a clip or tell a story to learners.&lt;br&gt;• Use questions to elicit names of characters in stories watched or told in class from learners.&lt;br&gt;&lt;br&gt;<code>B1.1.4.1.2 Discuss the events in the story.</code>&lt;br&gt;• Show a movie/play to learners.&lt;br&gt;• Tell or read an interesting story to learners.&lt;br&gt;• Discuss the story with the learners by talking about key issues.&lt;br&gt;• Encourage learners to retell the actions in the story.&lt;br&gt;&lt;br&gt;<code>B1.1.4.1.3 Role play the story.</code>&lt;br&gt;• Let learners watch the clip again.&lt;br&gt;• Read the story line to the learners and direct them to role play the story.</td>
<td>Communication and collaboration&lt;br&gt;Creativity and innovation</td>
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### SUB-STRAND 5: Dramatisation and Role Play

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<tr>
<th>ONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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<tbody>
<tr>
<td>B1.1.5.1: Demonstrate knowledge of oral skills through dramatisation of a story.</td>
<td><strong>B1.1.5.1.1 Role play a character in a story.</strong>&lt;br&gt;• Ask a learner to tell a story.&lt;br&gt;• Let learners discuss issues in the story told.&lt;br&gt;• Direct learners to role play the story.</td>
<td>Creativity and innovation</td>
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</table>
## SUB-STRAND 6: Conversation

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<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
</table>
| **B1.1.6.1** | **B1.1.6.1.1** Recognise the various categories of people to greet.  
- Revise the lesson on greetings.  
- Ask learners to mention the people they greet.  
- Discuss the categories of people in the community and how they are greeted.  
- Demonstrate greetings of people of various categories in class.  
- Assist learners to recognise the various categories of people to greet. E.g. Friends, parents, elders, etc. | Communication and collaboration |

**B1.1.6.1.2** Discuss the correct terms for the various categories of people.  
- Discuss with learners, various terms for greeting.  
- Demonstrate greetings of various categories of people using the correct terms.  
- Assist learners to recognise the correct terms of greeting the various categories of people. | Cultural identity and global citizenship |
### SUB-STRAND 7: Talking about Oneself, Family, People and Places

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<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</thead>
</table>
| **B1.1.7.1** Talk about themselves, their family and friends. | **B1.1.7.1.1 Describe themselves**  
- Put learners into groups and let learners talk about themselves.  
- Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc. | Communication and collaboration |
| **B1.1.7.1.2 Describe their family.**  
- Call learners out one by one to stand in front of the class to talk about their mothers, fathers and siblings.  
- Write a few of the said sentences on the board for learners to copy into their books after reading them aloud. E.g. their names, where they live, and where they come from. | |
| **B1.1.7.1.3 Describe their classmates.**  
- Describe a friend or colleague to learners.  
- Ask learners to tell you what they heard.  
- Call learners out one by one to stand in front of the class to talk about their classmates. E.g. their names, where they live, and where they come from. | |
## Sub-Strand 8: Listening Comprehension

<table>
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<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| B1.1.8.1: Show an understanding of answering questions from a passage. | B1.1.8.1.1 Produce what the story is about and answer simple questions on the story  
- Show a movie to learners.  
- Lead learners through discussion to tell them what the story is about.  
- Tell learners an interesting story.  
- Ask learners questions about the story and let them answer.  
- Write some of the key words in the story on the board and some of the answers also on the board.  
- Read them aloud for learners.  
  E.g. What is the story about? Mention a character in a story. | Communication and collaboration  
Critical thinking and problem solving |
Sub-Strand 9: Asking and Answering Questions

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<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| **B1.1.9.1:** Demonstrate knowledge on understanding and answering of questions correctly by the use of question words. | **B1.1.9.1.1** Recognise and use the question words “what” and “who”.  
- Engage a learner in a conversation using the question words “who” and “what.”  
- Let learners also converse in pairs using the question tags “who” and “what.”  
- Ask learners questions to find out if they can recognise when to use question word. E.g. “What?” and “who?”. | Communication and collaboration  
Critical thinking and problem solving |
| **B1.1.9.1.2** Recognise and use the question words “where” and “when”.  
- Engage a learner in a conversation using the question word “who” and “what.”  
- Let learners also converse in pairs using the question words / tags “who” and “what.”  
- Ask learners questions to find out if they can recognise when to use question word. “What?” and “who?”.  
- Ask learners to say a sentence each using the question words. | |
| **B1.1.9.1.3** Recognise how to answer questions on, “who”, “what”, “where” and “when”.  
- Arrange the class in a horse shoe formation and engage learners in a group conversation using the question tags. “who”, “what”, “where” and “when.”  
- Ask learners questions to find out if they can recognise when to use question tags. “what?”, “who?”, “where” and “when”.  
- Ask some learners to write some questions consisting of the question words on the board.  
- Ask another learner to read and identify the question words. | |
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<thead>
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<th>CONTENT STANDARD</th>
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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| B1.1.10.1: Exhibit knowledge of giving and responding to commands. | **B1.1.10.1.1. Explain what a command is.**  
- Write some commands on a flashcard.  
- Lead learners to read the commands on the flashcard.  
- Direct learners to demonstrate the commands they have read.  
- Assist learners to recognise commands. E.g: Stand up! Sit down! etc.  
**B1.1.10.1.2 Respond to four or five commands**  
- Revise the commands with learners.  
- Call learners in pairs and let one issue a command while the other does what the command says.  
- Ask learners to tell you the reaction of the other learner when the command was issued.  
- Let learners know why they should obey commands. | Communication and collaboration |
**Sub-Strand 11: Presentation**

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<th>CONTENT STANDARD</th>
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<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
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</table>
| **B1.1.11.1:** Demonstrate knowledge of the days of the week and say the time by the hour. | **B1.1.11.1.1. Discuss the times of the day**  
- Write the different times of the day on a flashcard.  
- Lead learners to read the different times of the day.  
- Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening.  

**B1.1.11.1.2 Say the names of the days of the week.**  
- Write the names of the days of the week on the board.  
- Lead learners to read the names of the days of the week.  
- Assist learners to recognise and mention the names of the days of the week. E.g. Monday, Tuesday, Wednesday, etc.  

**B1.1.11.1.3 Say the time by the hour.**  
- Ask a learner to tell the time for assembly and for recreation time in the school.  
- Discuss time with the learners using a model clock.  
- Assist learners through discussion to tell time by the hour. E.g.: The time is 1 o’clock. The time is 12 o’clock, etc. | Communication and collaboration  
Cultural identity and global citizenship |
### STRAND 2: Reading

#### SUB-STRAND 1: Pre-Reading Activities

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</thead>
</table>
| **B1.2.1.1** Recognise and talk about objects at home and school. | **B1.2.1.1.1** Say the names of items in the home and the school.  
- Show some concrete items to learners and ask learners to mention the names.  
- Write the names of some items in the home and school on a manila card.  
- Lead learners to mention the items on the manila card. | Communication and collaboration |
| | **B1.1.1.1.2** Recognise and discuss the items in the home and school.  
- Draw some items in the home and school on a manila card.  
- Show some concrete items that can be found in home and school.  
- Lead learners to recognise the items by mentioning the names of the items and group them under the following: “School Items” and “Home Items”.  
- Lead learners to apply their knowledge on colours, shapes and sizes to discuss the items. For example:  
  - School: chairs, tables, arm board, pencils, chalk, books, cupboards, chalkboard, etc.  
  - Home: cups, plates, bed, mat, shoes, dress, television, radio, spoons etc. | Personal development and leadership |
| | **B1.1.1.3** Demonstrate the uses of the items.  
- Learners should mention names of items in the home and school.  
- Display some of the items in the class and call learners one by one to demonstrate how the item is used for.  
- Lead learners through questions and answers to tell what each of the items are used for. | |
### Sub-Strand 2: Print Concept

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</thead>
</table>
| B1.2.2.1: Demonstrate knowledge on handling print materials. | **B1.2.2.1.1** Turn over the pages of a book gently from right to left (handle a book appropriately).  
- Tell learners not to fold a book; that will break the spine.  
- Discuss with learners how to keep the print material neat. For instance, by not writing/ drawing in the book.  
**B1.2.2.1.2** Move fingers across tables and books from left to right (do picture walk) and top to bottom (Handle a book appropriately).  
- Demonstrate how reading is done holding the book appropriately for learners to observe.  
- Learners demonstrate how reading is done holding the book correctly. | Personal development and leadership |
## SUB-STRAND 3: Phonological and Phonemic Awareness

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</thead>
</table>
| **B1.2.3.1**: Demonstrate knowledge on hearing, recognising and differentiating sounds in spoken words. | **B1.2.3.1.1**. Recognise the location of individual sounds in one and two-syllable words (beginning or end).  
- Write the letters of the alphabet on the board.  
- Teach learners the corresponding sounds.  
- Assist learners to recognise the individual sounds in one-syllable and two syllable words. E.g. Go, come, eat, etc. E.g. Paddle, cradle, parrot, carrot, bucket, corner etc.  
**B1.2.3.1.2** Recognise and create rhyming words.  
- Write rhyming words on the board.  
- Say them aloud for learners to repeat.  
- Lead learners to create rhyming words with one and two syllable words.  
- Let learners write the rhyming words on the board.  
- Put learners in groups and do creating rhyming words game among the groups. | Critical thinking and problem solving  
Communication and collaboration |
### Sub-Strand 4: Phonics: Letter and Sound Knowledge

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<tbody>
<tr>
<td>B1.2.4.1: Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.</td>
<td><strong>B1.2.4.1.1. Blend sounds to produce syllables.</strong>&lt;br&gt;- Write the letters of the alphabet on the board.&lt;br&gt;- Say the sounds aloud to learners.&lt;br&gt;- Let learners say the sounds of the letters.&lt;br&gt;- Lead learners to use the sounds of the letters on the board to produce syllables. Eg: /b/ + /a/ = ba; /t/ + /o/ = to etc</td>
<td>Communication and collaboration</td>
</tr>
<tr>
<td></td>
<td><strong>B1.2.4.1.2 Blend syllables to produce simple words.</strong>&lt;br&gt;- Write letters on the board and create some syllables from them.&lt;br&gt;- Write the syllables on the board.&lt;br&gt;- Lead learners to use the syllables on the board to produce simple words.&lt;br&gt;- Say the simple words aloud to learners. E.g: /ba/ + /se/ = base /cry/ + /ing/ = crying.</td>
<td>Critical thinking and problem solving</td>
</tr>
<tr>
<td></td>
<td><strong>B1.2.4.1.3 Segment syllables and words into sounds and words.</strong>&lt;br&gt;- Revise sounds and syllables with learners.&lt;br&gt;- Write some words on the board and lead learners to segment the words into syllables and sounds.&lt;br&gt;- Ask learners to write a word and divide it into syllables and then into the sounds. E.g. Pencil = /pen/ + /sil/, Pen = /p/ + /e/ + /n/, cil = /s/ + /i/ + /l/</td>
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</table>
## Sub-Strand 4: Phonics: Letter and Sound Knowledge

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</thead>
</table>
| B1.2.4.2: Demonstrate knowledge of listening and pronouncing sounds correctly. | B1.2.4.2.1. Listen and say and read words with identical sounds from list of words.  
- Write words with identical sounds on a flashcard.  
- Mention the words for learners to listen.  
- Lead learners to say words with identical sounds from the list of words one by one.  
- Allow learners to write two words with identical sounds and read to the class.  
- Play an audio with identical words in them and talk about the words in the audio.  
- Write words with identical sounds on a flashcard/board.  
- Read the words for learners to listen.  
- Lead learners to read words with identical sounds from the list of words one by one. | Communication and collaboration |
|                  | B1.2.4.2.2 Listen, say and recognise rhyming words in poems.  
- Explore a poem.  
- Invite a resource person explore a poem to learners.  
- Learners to listen and say rhyming words in the poems.  
- Write the identified rhyming words on the board.  
- Explain some of the rhyming words. | Critical thinking and problem solving |
|                  | B1.2.4.2.3 Listen and say diagraphs correctly.  
- Write list of words that consist of both diagraphs and non-diagraphs on the board.  
- Discuss the words and explain diagraphs to learners.  
- Write some of the diagraphs on a manila card. Example...  
- Read the diagraphs aloud for learners to listen.  
- Call learners one by one to pronounce the diagraphs correctly in words. |
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</thead>
</table>
| B1.2.4.2: Demonstrate knowledge of listening and pronouncing sounds correctly. CONT’D | **B1.2.4.2.4 Read two-syllable words.**  
- Write some two-syllable words on a manila card and display the card on the board.  
- Lead learners to read the words.  
- Call learners one by one to read the two syllable words.  
- Use some of the words to form sentences and ask learners also to form sentences with some of the words. | |
| | **B1.2.4.2.5 Recognise and say consonants in a language.**  
- Write the consonants on flashcards.  
- Show it to learners and lead them to say the consonants in a group.  
- Call learners one by one to recognise and mention the consonants.  
- Let learners write some consonants in their books. | |
## Sub-Strand 5: Vocabulary (Sight and Content Vocabulary)

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</thead>
</table>
| B1.2.5.1: Show an understanding of recognising and reading about things in their environment. | **B1.2.5.1.1** Match pictures or objects with words.  
- Draw some objects on the board and write their names beside them.  
- Lead learners to match pictures or objects with their names.  
- Draw more objects on the board and provide their names.  
- Call learners one by one to match the pictures with the names written.  

**B1.2.5.1.2** Read labelled objects and pictures.  
- Draw some objects on the board and write their names under them.  
- Lead learners to read the names written under the pictures.  
- Draw more objects on the board and provide their names.  
- Call learners one by one to read what is written under the pictures.  

**B1.2.5.1.3** Recognise and read simple words on cards.  
- Write some simple words on cards and display it on the board.  
- Lead learners to read the words on the card.  
- Call learners one by one to read the words as you point them (the words).  

**B1.2.5.1.4** Group cards bearing the same words together.  
- Use flash cards with words on them.  
- Put learners into groups and charge them to group cards bearing the same words together.  

*NB: Teacher supervises the groups.* | Communication and collaboration  
| Personal development and leadership |
**Sub-Strand 6: Comprehension**

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</thead>
</table>
| **B1.2.6.1:** Exhibit knowledge of answering questions based on pictures presented. | **B1.2.6.1.1. Answer questions based on pictures.**  
- Display a large picture on the board.  
- Ask learners questions based on the picture displayed for learners to answer. E.g. What is the colour of the mango? What shape is the watermelon? How many human beings did you see in the picture? etc. Write some of the answers on the board. | Communication and collaboration |
| | **B1.2.6.1.2 Answer questions based on simple sentences.**  
- Read short sentences aloud.  
- Lead learners to read the short sentences.  
- Ask questions based on the sentences read for learners to answer. | Personal development and leadership |
| | **B1.2.6.1.3 Answer questions based on text read by teacher.**  
- Read a short text aloud.  
- Encourage learners to ask questions based on the text read for their friends to answer.  
- Ask learners questions based on the text you have read for learners to answer. | Critical thinking and problem solving |
### Sub-Strand 7: Silent Reading

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<tbody>
<tr>
<td><strong>B1.2.7.1: Demonstrate knowledge on reading for comprehension.</strong></td>
<td><strong>B1.2.7.1.1. Do picture reading.</strong></td>
<td>Communication and collaboration</td>
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<td>- Put learners into groups and provide them with a picture book.</td>
<td>Personal development and leadership</td>
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<td>- Encourage learners to discuss the pictures among themselves while you go around to monitor.</td>
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<td>- Call leaders of the various groups to read their pictures to the whole class.</td>
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<td><strong>B1.2.7.1.2  Read simple sentences of about four to five words.</strong></td>
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<td>- Write simple sentences made up of four or five words on a card and display it on the board for learners to see.</td>
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<td>- Lead learners to read the sentences as a group.</td>
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<td>- Call learners to read and point to the sentences one by one.</td>
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</table>
## Sub-Strand 8: Fluency

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</table>
| B1.2.8.1: Exhibit knowledge by reading with minimal mistakes. | **B1.2.8.1.1. Blend syllables to form words.**  
- Revise syllables with learners.  
- Write some syllables on the board and lead learners to read them.  
- Lead learners through discussion to blend the syllables to form words. E.g.: /ba/ + /se/ = base  
  /cry/ + /ing/ = crying  

**B1.2.8.1.2 Read aloud words and simple sentences using correct pronunciation.**  
- Read aloud a text or simple sentences with correct pronunciation.  
- Let learners say the simple sentences after you.  
- Call learners to read the sentences with correct pronunciation of the words in the text and simple sentences. | Communication and collaboration  
Personal development and leadership |
### Strand 3: WRITING

**Sub-Strand 1: Penmanship/Handwriting**

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</thead>
</table>
| **B1.3.1.1:** Make given patterns, trace and draw various objects; model various objects that interest them. | **B1.3.1.1.1** Control wrist in letter writing and pattern drawing.  
- Using a sand tray, demonstrate to learners the correct way of moving the wrist when writing letters and drawing patterns.  
- Call learners one by one to write the letters and draw patterns in the sand tray while you control them.  
- Make sure they move their wrist correctly.  
**B1.3.1.1.2** Trace given shapes.  
- Draw broken lines on papers.  
- Give the papers to learners and lead them to trace the broken lines to form shapes.  
- Let each learner show his/her work to the class and discuss it.  
**B1.3.1.1.3** Write patterns of letters in continuous form.  
- Write the letters of the alphabet on a manila card and show it to learners.  
- Lead learners to practice how to write letter patterns in continuous form.  
**B1.3.1.1.4** Model various objects that interest them  
- Provide learners with different objects.  
- Let learners recognise the objects and talk about them.  
- Talk about their uses and where the objects can be found.  
- Lead learners to model various objects that interest them individually. | **Personal development and leadership**  

**Communication and collaboration** |
## Sub-Strand 2: Writing Letters-Small and Capital

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<tr>
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</table>
| **B1.3.2.1:** Show an understanding of combining strokes to form shapes of some letters of the alphabet, write lower and upper-case letters; copy from writing cards and writing board. Trace drawings from cards. | **B1.3.2.1.1** Combine strokes to form shapes.  
- Draw strokes of lines on papers.  
- Give the papers to learners and lead them to trace the strokes of lines to form shapes.  
- Let each learner show his/her work to the class and discuss it.  

**B1.3.2.1.2** Write lower and upper-case letters.  
- Write the lower and upper case letters on the board.  
- Talk about the letters written on the board.  
- Say the sounds of the letters aloud to the learners.  
- Lead learners to write the lower- and upper-case letters correctly.  

**B1.3.2.1.3** Copy and trace letters and words from given letter cards on the board.  
- Provide learners with letter cards.  
- Lead learners to trace the letters on the cards.  
- Charge learners to write the letters without tracing.  
  NB: Teacher to go around to monitor this activity.  

**B1.3.2.1.4** Trace from a given templates.  
- Provide learners with templates with objects drawn on them.  
- Put learners into groups and lead them to trace the objects on the templates. | Communication and collaboration  
Personal development and leadership  
Creativity and innovation |
### Sub-Strand 3: Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom

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</table>
| **B1.3.3.1** Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places. | **B1.3.3.1.1** Combine strokes to form shapes of the letters of the alphabets correctly.  
- Draw strokes on papers and give them to learners.  
- Ask learners to combine the strokes on the papers.  
- Let learners show their work to the class and discuss it with them.  
- Draw the strokes on the board and call learners to combine them to form letters of the alphabet.  

**B1.3.3.1.2** Combine strokes to form shapes of the lower-case letters.  
- Draw strokes on papers and give them to learners.  
- Ask learners to combine the strokes on the papers.  
- Let learners show their work to the class and discuss it with them.  
- Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters.  

**B1.3.3.1.3** Combine strokes to form shapes of the upper-case letters.  
- Draw strokes on papers and give them to learners. Ask learners to combine the strokes on the papers.  
- Let learners show their work to the class and discuss it with them.  
- Draw the strokes on the board and call learners to combine them to form shapes of the upper-case letters.  

**B1.3.3.1.4** Copy and trace letters and words from a given letter cards on the board.  
- Provide learners with letter cards.  
- Lead learners to trace the letters on the cards.  
- Guide learners to write the letters without tracing.  
- NB: Teacher to go round to monitor this activity. | Personal development and leadership  
Communication and collaboration  
Critical thinking and problem solving  
Creativity and innovation |
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</table>
| B1.3.3.2: Show an understanding of items in the environment/classroom. | B1.3.3.2.1 Label and mention items in the classroom/environment.  
- Draw some of the items in the classroom and the environment on the board.  
- Ask learners to label the items and tell their uses.  
- Guide learners to mention the items one by one. | Communication and collaboration |

Sub-Strand 4: Copying/Writing Simple Sentences with Correct Spacing

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</table>
| B1.3.4.1: Exhibit knowledge of copying simple sentences with correct word spacing. | B1.3.4.1.1 Copy short meaningful sentences with correct spacing.  
- Ask a learner to give a simple sentence and write it on the board.  
- Say the sentence aloud.  
- Explore and write a short meaningful sentence on the board with the correct spacing.  
- Let learners copy the short meaningful sentences with correct spacing. | Communication and collaboration |
## Strand 5: Writing Conventions/Usage
Sub-Strand 1: Integrating Grammar in Written Language (Capitalization)

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</table>
| B1.5.1.1: Exhibit knowledge of writing capital letters. | **B1.5.1.1.1. Learn to write capital letters correctly.**  
- Write the letters of the alphabet in upper case on cards and show it to learners.  
- Guide learners through modelling to say them.  
- Ask learners to write the capital letters correctly.  

**B1.5.1.1.2 Use capital letters to write names.**  
- Write names of some objects using capital letters on flashcards.  
- Lead learners to read the words.  
- Let learners use capital letters to write names of the objects correctly.  

**B1.5.1.1.3 Use capital letters to write proper nouns.**  
- Ask learners to mention their names; write them on the board and discuss with them.  
- Ask them to say what they see about the letters in the names.  
- Write names of persons and places on manila card in capital letters.  
- Guide learners to read the names and discuss the names with them.  
- Let learners use capital letters to write the proper nouns. | Creativity and innovation  
| Communication and collaboration |
### Sub-Strand 3: Integrating Grammar in Written Language (Use of Action Words)

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</table>
| **B1.5.3.1.1:** Write two letter action words. | - Ask learners to mention some action words on the board.  
- List the words on the board and say them loudly for learners.  
- Write two-letter action words on a manila card and show it to learners.  
- Lead learners to read the words.  
- Let learners write some two-letter action words correctly. | - Personal development and leadership |
| **B1.5.3.1.2** Write three letter action words | - Write three-letter action words on a manila card and show it to learners.  
- Lead learners to read the words.  
- Let learners write some three-letter action words correctly. | - Communication and collaboration |
| **B1.5.3.1.3** Write a sentence with an action word correctly. | - Write a simple sentence on the board. The sentence must have an action word already treated.  
- Discuss the action word with learners.  
- Let learners write the sentences with an action word in their exercise books. | - |
**Sub-Strand 4: Integrating Grammar in Written Language (Use of Qualifying Words)**

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</table>
| B1.5.4.1: Demonstrate knowledge on recognition of qualifying words (adjectives). | **B1.5.4.1.1. Recognise adjectives in sentences.**  
- Show some concrete objects to learners with different colours and size.  
- Discuss the objects with them and ask them to describe the objects.  
- Write down the qualifying words that learners mention on the board.  
- Write group of words on flashcards and show it to learners.  
- Lead learners to read the words and recognise the adjectives in the group of words.  
- Help learners to recognise adjectives.  
  E.g. Colours: red, yellow, blue, etc.  
  Sizes: small, big, etc.  

**B1.5.4.1.2 Recognise comparative words/adjectives in short sentences.**  
- Write simple sentences on flashcards and show it to learners.  
- Lead learners to read the sentences.  
- Lead learners to recognise the adjectives in the sentences.  

**B1.5.4.1.3 Use comparative words/adjectives in sentences**  
- Write the adjectives on a flashcard and show it to learners.  
- Lead them to read the words aloud.  
- Form simple sentences with the adjectives.  
- Ask learners to also use the adjectives to form short sentences. | Communication and collaboration  
| Personal development and leadership |
## Sub-Strand 5: Integrating Grammar in Written Language (Use of Postpositions)

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</table>
| B1.5.5.1: Exhibit knowledge of usage of postpositions. | **B1.5.5.1.1** Use postposition such as *in*, *on*, *into* in context.  
- Place some objects at locations in the class and discuss with the learners these locations.  
- Write the postpositions mentioned during the discussion on the board.  
- Write the postpositions on a flashcard/board.  
- Lead learners to read them.  
- Form simple sentences with the postpositions.  
- Let learners form their own sentences with the postpositions. | Communication and collaboration |
| **B1.5.5.1.2** Recognise postpositions in short sentences.  
- Write the postpositions on a flashcard.  
- Lead learners to read them.  
- Lead learners to recognise postpositions such as *in*, *on*, *into* in short sentences. | | Personal development and leadership |
| **B1.5.5.1.3** Use other forms of postpositions to form short sentences.  
- Write the postpositions on a flashcard.  
- Lead learners to read them.  
- Lead learners to recognise postpositions in short sentences.  
- Let learners form their own sentences with the postpositions. | | |

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## Sub-Strand 7: Integrating Grammar in Written Language (Spelling)

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</table>
| **B1.5.7.1**: Exhibit knowledge of recognising and spelling simple words correctly. | **B1.5.7.1.1.** Write two letter words correctly.  
- Write two letter words on flashcards and show it to learners.  
- Lead learners to mention the words.  
- Put learners in groups and do spelling game or competition among the groups.  
- Let learners write the two letter words correctly.  
**B1.5.7.1.2** Write three letter words correctly.  
- Ask learners to say some words they know.  
- List the words on the board.  
- Write the three-letter words at one side and say them aloud to learners.  
- Write some of the three-letter words on flashcards and show it to learners.  
- Lead learners to mention the words.  
- Let learners write the three-letter words correctly.  
**B1.5.7.1.3** Fill in blank spaces with simple words.  
- Write some words on the board.  
- Lead learners to read the words.  
- Delete some of the letters of the alphabet from the words and let learners fill in the blank spaces created with the correct letter(s). | Communication and collaboration  
Personal development and leadership  
Creativity  
Problem solving |
## Strand 6: Extensive Reading
### Sub-Strand 1: Building the Love and Culture of Reading

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<tbody>
<tr>
<td>B1.6.1.1: Demonstrate knowledge by reading short and simple sentences made up of three to four words.</td>
<td>B1.6.1.1 Read simple sentences of about three to four words.</td>
<td>Personal development and leadership</td>
</tr>
<tr>
<td></td>
<td>• Write sentences made up of three or four words on the board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lead learners to read the sentences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Call learners to read the sentences one by one.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Allow other learners to point to the word/sentence as another learner reads.</td>
<td></td>
</tr>
</tbody>
</table>

### Sub-Strand 2: Read Aloud With Children

<table>
<thead>
<tr>
<th>CONTENT STANDARD</th>
<th>INDICATORS AND EXEMPLARS</th>
<th>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1.6.2.1: Demonstrate knowledge by reading short simple sentences made of words they have learnt.</td>
<td>B1.6.2.1.1 Read simple sentences of about three to four words.</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>• Write sentences made up of three or four words on the board.</td>
<td>Personal development</td>
</tr>
<tr>
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BASIC 2