

ENGLISH STUDIES CURRICULUM

THEME: READING					PRIMARY 1	
TOPIC / SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Phonological Awareness	Pupils should be able to: 1. identify and name sounds made by various animals; and 2. reproduce sounds made by animals.	Auditory perception and discrimination - Sounds of domestic animals such as cat, horse, dog, cock, cow, goat, etc.	1. Identifies the sounds of various animals. 2. Asks pupils to imitate the sound of the various animals.	1. Identify the sounds of the various animals as listed by the teacher. 2. Try to produce the various sounds.	1. Picture books. 2. Pictures of animals. 3. Appropriate rhymes. 5. Teacher's demonstration.	Pupils to : 1. name various sounds that animals make; and 2. mimic sounds made by animals.
Phonemic Awareness	Pupils should be able to: 1. produce and identify basic sounds correctly; 2. distinguish the sounds of the different letters of the alphabet correctly; and 3. reproduce sounds of letters of the alphabet.	Sounds of letters: - Production of basic sounds in given words correctly, e.g. /a/, /b/, /d/	1. Presents and pronounces basic sounds correctly. 2. Presents and pronounces letters of the alphabet correctly. 3. Guides pupils to distinguish sounds of different alphabets correctly. 4. Guides pupils to pronounce the letters of the alphabet correctly.	1. Produce sounds and pronounce letters correctly. 2. Listen to teacher's pronunciation of letters of the alphabet. 3. Identify sounds of given alphabets. 4. Reproduce sounds of letters.	1. Flash cards/Alphabet charts. 2. Toys 3. Pictures/ Drawing. 4. Real objects. 5. Tape recording / Sound charts.	Pupils to: 1. pronounce sounds of the letters of the alphabet correctly; and 2. identify letters and sounds in given words.

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Phonemic Awareness	Pupils should be able to: 1. listen to one-syllable words and recognises words that begin with same letter sounds; 2. recognise words that end with same letter sounds; 3. identify rhyming words; 4. identify beginning and end sounds; 5. blend sounds to form one-syllable words e.g. ex, to, my, do, etc.; and 6. segment one - syllable words into separate letter sounds.	Word Sounds and Syllables	1. Uses pictures to lead pupils to identify sounds heard at the beginning and ending of the words e.g. dog; cat; etc. 2. Guides pupils to: - identify and count the number of sounds in a syllable. - identify letter sounds at the beginning, middle and end of spoken words; - blend letter sounds to form words; and - segment words into lettersounds.	1. Take turns to identify sounds of letters in words; 2. Listen to sentences and clap to each syllable in a word (e.g. sis-ter; man-go; hap-py; etc.) syllables in speech. 3. Build new words by blending letter sounds. 4. Distinguish between sounds at the beginning, middle and end of words. 5. Play Listening games:- listen to poems, Rhymes etc .and clap each time they hear a word.	1. Word Cards 2. Audio Tape 3. Tape Recorders 4. Listening Game	Pupils to: 1. identify beginning and ending sounds in one syllable words; 2. clap to the number of syllables in words; 3. form three-letter words by blending letter sounds; and 4. recognise letter sounds at the beginning, middle and ending of one syllable words.

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Phonemic Awareness	Pupils should be able to: 1. sing songs taught; 2. recite rhymes; 3. identify letter sounds in songs and rhymes; 4. recognise rhyming words from given word sets; and 5. build rhyming word families.	Songs and Rhymes	1. Sings songs and recites rhymes with the pupils. 2. Guides the pupils to repeat sounds of rhyming words in the songs and rhymes. 3. Writes down sets of words on the board and lead pupils to identify word sets that rhyme. 4. Uses Pocket Chart to help pupils build rhyming word families.	1. Sing songs and recite rhymes after the teacher. 2. Reproduce sounds of rhyming words in songs and rhymes. 3. Match rhyming words to given word. 4. Build families of words that rhyme.	1.Charts 2.Picture books with rhymes and songs 3.Flash cards 4.Tape recorder	Pupils to: 1. recite rhymes and sing songs; 2. make the letter sounds in rhymes and songs; 3. Match rhyming words to given word;and 4. form new rhyming word sets.

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Phonics	Pupils should be able to: 1. say the sounds of the alphabet correctly; 2. recognise sounds of different letters of the alphabet; 3. describe the shapes of letters of the Alphabet; and 4. arrange the letters of the alphabet in the correct order.	The Alphabet: - Sounds of letters of the alphabet /a/ - /z/ - Names of all uppercase and lower case letters of the alphabet. - Alphabetical Order.	1. Says the sounds of the alphabets. 2. Guides pupils to say the sounds of the alphabets.	1. Listen to teacher say the sounds of the alphabets. 2. Participate in saying the sounds of the letters of the alphabets.	1. Cut – out letters of the alphabet. 2. Sounds chart. 3. Flash cards.	Pupils to recognise and say sounds of the letters correctly.

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Phonics	Pupils should be able to: 1. build words by blending the sounds of letters of the alphabets.	Blending sounds of Letters to form words e.g. /v/ -an (to form Van ; or /c/ -an (to form Can); or /c/ -at (to form Cat); etc.	1. Prepare Pocket Charts. 2. Makes sounds of letters of the alphabet for pupils to imitate. 3. Guides pupils to blend the sounds of letters to form words e.g. /v/ -an (to form Van; or /c/ -an (to form Can); or /c/ -at (to form Cat); etc. 4. Guides and directs drill exercises on blending sounds of letters to make new words.	1. Imitate sounds of letters. 2. Participate in class drills and exercises. 3. Build new words by blending sounds of the alphabets.	1. Pocket Chart 2. Picture cards 3. Letter Cards 4. Word Charts	Pupils to: 1. pronounce the sounds of the alphabets correctly; 2. blend the sounds to build three letter words; and 3. build sounds of the alphabets to build at least five new, but simple, words.

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Phonics	Pupils should be able to: 1. read familiar words and text; 2. compare words with similar sounds; 3. apply long and short vowel rule correctly; 4. decode one-syllable word; and 3. monitor own reading and self corrects.	1. Identification of familiar sounds in words e.g. house/mouse; try/fry; cat/bat/hat; etc.	1. Guides pupils to track familiar sounds: - from words read aloud; - when reading own writing; and - in spoken words. 2. Provides pupils with appropriate drills and exercises to improve their reading.	1. Track sounds in spoken words in texts read. 2. Participate in reading drills and activities and self corrects own reading. 3. Read assigned books and stories.	1. Pocket Chart 2. Picture cards 3. Letter Cards 4. Word Charts	Pupils to 1. track familiar sounds in words; 2. identify sounds when re-reading own writing; and 3. read and self-correct own reading.
	Pupils should be able to: 1. use sounds of letters to form three-letter words, e.g. mat, cat, bad, bag, man, dog, rag; and 2. break large words into smaller words.	2. Combining sounds to form two and three letter words (e.g. "tonight from "to" and "night"; "into" from "in" and "to";etc.).	1. Reads given words emphasising the sounds in the words. 2. Guide pupils to read given three letter words using sounds.	1. Practise by imitating teacher's action. 2. Read given two and three letter words. 3. Clap to the number of syllables in a word.	1. Flash cards of given three letter words. 2. Chart of common three letter words 3. Class text.	Pupils to read given three letter words and correctly using sounds.

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Phonics	Pupils should be able to: 1. break words into sounds; 2. break words into smaller words; 3. break words into parts and identify the word parts; 4. use letter-sound correspondence to build and read unfamiliar words; and 5. recognise and use vowel digraphs and r-controlled letter sounds to read unfamiliar words .	3. Decoding Strategies: - Sounding out words in text - Break words into smaller words - Words parts (compound words, digraphs) - Apply long and short vowels	1. Guides pupils to: - Readwords placed in a row (e.g. doll – dot - dill and match text to the words). 2. Teaches correct pronunciation of words syllable by syllable while clapping and counting syllables in words; 3. Guides pupils to separate words into consonant and vowel sounds / parts. 4. Build words by blending word parts (long vowels/short vowels/ digraphs, etc.) to form new words.	1. Match pictures to words read aloud. 2. Listen and clap to syllables in words. 3. Use pronunciation and listening games to: - recognise words from sounds - identify word parts; - Break words into small parts, - build and read unfamiliar words 4. identify, read and build compound words.	1. Pocket Charts 2. Listening Games 3. Tape Recorders 4. Audio Tapes 5. Flash Cards 6. Word walls	Pupils to: 1. sound out words they listen to; 2. identify smaller word in compound words; 3. identify the word parts in speech, words read aloud, etc.; and 4. build and read compound words and contractions.

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Fluency	Pupils should be able to: 1. correctly read letters of the alphabets; 2. read given text with fluency; and expression; 3. reflect appropriate pacing, intonation, punctuation when reading orally; 4. sight-read about 100-300 easily sounded words; and 5. read accurately without hesitations, omissions, repetitions, or mispronunciations .	1. Reading Aloud with: - Pacing, - Intonation - Punctuations ; 2. Reading Variety of texts (poems, fantasy, etc.). 3. Independent Reading.	1. Prepare Pocket Charts. 2. Makes sounds of letters of the alphabet for pupils to imitate. 3. Guides pupils to the letters of the Alphabet fluently with in the correct order. 4. Helps pupils reflect pacing, punctuation and correct intonation while reading given text. 5. Gives class appropriate reading assignments to pupils to build speed and vocabulary.	1. Imitate sounds of letters. 2. Participate in class drills and exercises on reading. 3. Read a variety of texts (story books, newspapers, etc.). 4. Identifies and practice correct pronunciation of new words.	1. Pocket Chart 2. Picture cards 3. Letter Cards 4. Word Charts 5. Story books 6. News Papers 7. Magazines 8. Charts 9. Content Specific Texts.	Pupils to: 1. read the alphabets in the correct order without hesitation; 2. pronounce the sounds of the alphabets correctly; 3. recognise and express appropriate pacing, punctuations and intonation in reading; and 4. sight-read high frequency words in texts.

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Fluency	Pupils should be able to: 1. recognise common words (e.g. my, you, I, are, is, yes, no, etc.) by sight; 2. read class appropriate texts and sentences accurately without hesitation; and 3. use decoding to identify new words in reading passages.	Recognition of common one-letter words (e.g. "a"; and "I"); two-letter (e.g. "is", "my"); and three-letter words (e.g. "the", "was"; "can").	1. Writes common one-letter (e.g. "a"; and "I"); two-letter (e.g. "is", "my"); and three-letter (e.g. "the", "was") words on the board. 2. Guides the pupils to: - correctly pronounce the words; - identify the words as letters of the alphabet; and - use the words in oral context in own speech. 3. Guides and directs oral drill reading exercises.	1. Pronounce given words correctly. 2. Use words in own speech. 3. Participate in drill exercises involving sight-reading of simple words and sentences.	1. Pupil textbooks 2. Story books. 3. School Library.	Pupils to: 1. sight-read common one-letter, two-letter and three-letter words correctly; 2. use words in own speech; and 3. sight-read simple sentences accurately without hesitation.

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Comprehension	Pupils should be able to: 1. identify main characters and setting of a story; 2. correctly answer questions about texts or stories read aloud, 3. explain sequence of events in stories (3-4) and indicate first, second, last, etc; and 4. re-tell and dramatises stories and parts of stories.	Listening Comprehension: - Answering questions from stories. - Making connections and responding to story themes, plots and settings.	Reads a story to the class and guides pupils to: 1. identify characters in the story; 2. explain sequence of events; 3. make connections between story themes and characters in the story e.g. problems encountered, how the problems were solved, lessons learnt, etc; and 4. re-tell and dramatise parts of the story.	1. Listen to story read by the teacher. 2. Identify characters and settings in a story. 3. Answer questions based on story. 4. Re-tell parts of the story. 5. Dramatise the story. 6. Draw pictures to depict parts of the story.	1. Story books. 2. School Library.	Pupils to: 1. answer questions based on stories read to them; 2. describe sequence of events in a story; 3. retell the story; 4. dramatise parts of a story; and 5. draw pictures that depict events in the story.

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Comprehension	Pupils should be able to: 1. describe information gained from texts in own words; 2. answer written comprehension questions based on materials read; 3. make predictions based on illustrations in stories or portions of stories; and 4. justify predictions of events in stories (draw a conclusion)	Written Comprehension: - Making connections and responding to story themes, plots and settings.	Guides pupils to read a text or story, and: 1. explain in own words the instructions and message in the text or story; 2. answer questions based on what is read; 3. make connections between story themes, characters in the story and life experiences; and 5. use pictures or portions of the story to make predictions and justify such predictions.	1. Read stories or texts from books. 2. Explain in own words instructions in texts or story. 3. Answer questions based on text or story. 4. Dramatise the story and connect information in story to life experiences. 5. Make predictions about events in the text or story.	1. Pupils text books 2. Story books. 3. The School Library.	Pupils to: 1. explain in own words meaning of information in print texts; 2. correctly answer questions based on texts or stories read; 3. predict events based on illustrations in texts or stories; and 4. justify predictions with information from the text or story.

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Comprehension	Pupils should be able to: 1. explain simple written instructions; 2. recognise main ideas drawn from looking at pictures, illustrations, tables, charts, graphs, etc.; 3. make predictions based on information contained in texts; and 4. justify predictions of events in stories (draw a conclusion)	Reading informational text: - pictures, - illustrations, - Tables, - Charts, - Graphs, etc.	Guides pupils to read and: 1. explain in own words the instructions and message in the text; 2. answer questions based on what is read; 3. Interprets to the class appropriate Charts, Graphs, Tables, etc.; 4. make predictions based on information contained in Tables, graphs, Charts, etc; and 5. justify such predictions.	1. Read and interpret given pictures, graphs, tables, charts, etc.. 2. Explain given instructions in own words. 3. Answer questions based on materials read. 4. Make and justify predictions about events based on contents of given Tables, Charts, Graphs, etc..	1. Pupils Text books 2. Charts. 3. Graphs. 4. Tables	Pupils to: 1. carry out simple instructions correctly; 2. interpret information contained in Pictures Tables, Charts, Graphs, etc.; 3. predict events based on illustrations in texts and other given materials; and 4. justify predictions with information from the text.

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Vocabulary Acquisition	Pupils should be able to: 1. name some basic words categories correctly; 2. sort pictures and words into basic word categories e.g. foods, colours, shapes, etc.; and 3. recognise and use abbreviations in simple sentences.	Reading Vocabulary Acquisition: 1. Word Categories: - Colours - Shapes - Foods - Animals, - Toys, etc.	1. Uses pictures to lead pupils to: - identify word categories, and - groups words into the different categories. 2. Read stories to pupils and check their understanding by making them use key words in the story in a new sentence.	1. Match pictures to words read aloud. 2. Participates in Picture –Word matching game. 3. Identify word families and sort words into categories/ families. 4. Construct sentences using key words in the stories read.	1. Story books. 2. Text books, 3. Picture books. 4. Word Cards. 5. Poems. 6. Dictionaries.	Pupils to: 1. identify word categories; 2. group words based on word categories correctly; and 3. use simple titles and abbreviations (Mr. Mrs. Dr. etc.) in sentences.
	Pupils should be able to: 1. recognise and explain common abbreviations; 2. use abbreviations appropriately in sentences; AND 3. correctly add endings to base word.	2. Abbreviation and word endings e.g. - Mr. Mrs. Dr. Rev. etc. - -s, -ed, -es, -ing, etc. - Symbols e.g. ₦; K; -; +; =; ÷; ×; %; &; #; *; etc.	1. Explains the meaning of abbreviations, like Mr. Mrs. Dr. Rev. etc. 2. Guides pupils to: - identify common word endings like -s; -es; -ed; and -ing; and - add endings to base word.	1. Listens to teacher explanations. 2. Construct words using abbreviations. 3. Participate in drills and exercises involving abbreviations and adding endings to common words.	1. Story books. 2. Text books, 3. Picture books. 4. Word Cards. 5. Poems. 6. Dictionaries.	Pupils to: 1. identify and use abbreviations of common words; and 2. correctly add endings to words to build new words .

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Vocabulary Acquisition	Pupils should be able to: 1. explain the concept of synonyms and antonyms; 2. identify antonyms and synonyms correctly in own speech and in written texts and stories; and 3. identify homonyms.	3. Synonyms Antonyms, Homonyms	1. Guides pupils to: 2. Identifies words with (a) similar meanings; and (b) opposite meanings; 3. Gives the synonyms and antonyms of common word; and 4. Identifies synonyms, antonyms and homonyms in stories.	1. Listen to the Teacher's explanations. 2. Take turns to give the synonyms and antonyms of common words. 3. Participate in drill exercises.	1. Story books. 2. Text books. 3. Picture books. 4. Word Cards. 5. Poems. 6. Dictionaries.	Pupils to: 1. explain the concept of synonyms and antonyms; and 2. identify antonyms and synonyms correctly in own speech and in written texts and stories.
	Pupils should be able to: 1. explain meaning of new words in content-specific texts correctly; 2. use of new Vocabulary and grammatical constructions in own speech; 3. recognises and understand the meaning of 100-300 new words; and 4. manipulate word families.	4. Content Specific Vocabulary: - numeracy, science, health, etc.	Guides pupils to: 1. identify new and unfamiliar words in texts and stories read; 2. find the meaning of the new words; and 3. correctly use the new words in own speech.	1. Find out the meaning of words in a dictionary. 2. Participate in discussing new words and their meanings. 3. Use words in new sentences.	1. Story books. 2. Text books, 3. Picture books. 4. Word Cards. 5. Poems. 6. Dictionaries.	Pupils to: 1. explain the meaning of words; 2. correctly use new words in own speech; and 3. demonstrate correct use of 100 -300 words in own speech.

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Concepts of Print	Pupils should be able to: 1. Identify the front cover, back cover, Title, Author of a book, etc.; 2. identify upper and lowercase letters in printed words and sentences.	1. Parts of a book: - Front Cover - Back Cover, title, pages - Author, etc.	1. Reads a story to pupils. 2. Guides them to identify front cover, Back cover, Title and Author of the story book read.	1. Listen attentively to the story. 2. Take turns to identify parts of the book i.e. front cover, title, title page, back cover, author, etc.	1. Simple story books. 2. Pupils' text books. 3. School Library.	Pupils to: 1. name the parts of a book; and 2. identify contents of the different parts.
	Pupils should be able to identify letters of the alphabet in printed words and sentences.	2. The Alphabets A-Z.	1. Writes words on the board and call on pupils to name letters in the word. 2. Writes sentences on the board and lets pupils name letters in the sentence. - Frames a word in a sentence and guides pupils to name letters in the word.	1. Points to and name letters in a word. 2. Take turns to frame printed words and name letters in the word. 3. Trace and letters in sand trays. 4. Trace letters in writing books.	1. Frames 2. Word Charts 3. Writing books 4. Sand Trays	Pupils to: 1. name the letters in given prints; and 2. match letters printed on cards to names of the alphabet.

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Concepts of Print	Pupils should be able to: 1. name upper and lowercase letters in printed words and sentences; and 2. recognize and name upper and lower case letters in words and sentences.	3. Identification of Upper and Lower case Letters.	Guides pupils to identify and name: - all upper case letters; and - lower case letters	1. Trace and letters in sand trays. 2. Trace letters in writing books. 3. Identify upper and lower case letters correctly.	1. Simple story books. 2. Pupils' text books. 3. School Library.	Pupils to: 1. identify upper case and lower case letters in words and sentences; and 2. match letters printed on cards to names of the upper case and lower case letters.
	Pupils should be able to: 1. recognise that groups of words make sentences; and 2. identify common punctuation marks in books and other printed materials.	4. Punctuation Marks: - comma “,”; - -full-stop “.”; - -question mark (?)	1. Writes common punctuation signs on the board and explains the meanings of the signs. 2. Guides pupils to locate common punctuations in printed texts.	1. Listen to the teacher's explanations. 2. Identify punctuations in textbooks and other printed materials.	1. Simple story books. 2. Pupils' text books. 3. School Library.	Pupils to: 1. identify sentences in printed materials; and 2. recognise and name punctuation marks in books and other printed materials.

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Concepts of Print	Pupils should be able to: 1. identify the beginning and end of written words and sentences; 2. recognise that sentences are read from the top to the bottom of the page 3. Recognize that books are read from the front (beginning) to the back (end)	5. Eye movement: - reading from left to right; - top to bottom, etc.	1. Guides pupils to identify: - first and last word on a page; and - where to begin reading of printed words on a page. 2. Writes the some familiar words on the board and guide the pupils to read and point at the words as they read from left to right.	1. Make correct eye movement and hold their reading materials correctly. 2. Listen to story read and identify words that start the story, end the story, etc. 3. Read and point to words.	1. Word Charts. 2. Flash Cards. 3. Books and reading materials.	Pupils to read printed words correctly from left to right and from top to bottom.
	Pupils should be able to identify words that begin and end sentences.	6. Matching oral words to print	1. Reads a story to the class and lets the pupils identify where the story start and ends in the book. 2. Displays word chart on the wall and call on pupils to match words printed on flash cards to the words on the wall.	1. Listen to words being read and identify words on word chart. 2. Read words written on flash cards, find and match them to printed words in a book.	1. Word Charts. 2. Flash Cards. 3. Books and reading materials.	Pupils to read words that begin and end sentences in books; flash cards, wall charts.

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Sounds and Letters	Pupils should be able to: 1. produce and identify basic sounds correctly; and 2. pronounce letters of the alphabet correctly.	1. Production of basic sounds in given words correctly e.g. /a,/b/,/d/. 2. Correct pronunciation of letters of the alphabet e.g A, B, C.	1. Presents and pronounces basic sounds correctly. 2. Guides pupils to pronounce and identify basic sounds correctly. 3. Presents and pronounces letters of the alphabet correctly. 4.Guides pupils to pronounce the letters of the alphabet correctly.	1. Produce sounds and pronounce letters correctly. 2. Identify sounds of given words. 3. Listen to the teacher's pronunciation of letters of the alphabet.	1 .Flash cards/Alphabet charts. 2.Toys 3. Pictures/ Drawing. 4. Real objects. 5. Tape recording / Sound charts.	Pupils to: 1. pronounce sounds of the letters of the alphabet correctly; and 2. identify letters and sounds in given words.
Songs and Rhymes	Pupils should be able to: 1. listen to songs and rhymes attentively; 2. sing songs taught; and 3.recite rhymes.	1.Clear recitation of various rhymes depicting nature, care, kindness and love. 2. Short songs which appeal to children's sentiments.	1. Presents a rhyme reads it aloud, pronouncing the words clearly. 2. Writes the rhyme on the chalk board and encourages pupils to recite the rhyme clearly. 3. Introduces song by singing it clearly and encourages pupils to sing the song.	1. Listen while teacher recites rhymes. 2. Recite rhymes after the teacher. 3. Recite rhymes alone sounding words clearly.	1.Charts 2.Picture books with rhymes and songs 3.Flash cards 4.Tape recorder	Pupils to: 1. listen to rhymes attentively; and 2. recite rhymes and sing songs with demonstration where appropriate.

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Simple greetings and Commands	Pupils should be able to: 1. greet and respond to simple greetings with appropriate tones; 2. give and carry out simple commands; and 3. differentiate between tones in greetings and commands.	1. Greetings at home and appropriate time for particular greetings e.g: Pupil: "Good morning dad, how do you do?" Dad: "Good morning Ade, How do you do?" 2. Greetings at school e.g. Pupil: "Good morning Madam/Sir/Mr. Obi." Teacher: "Good morning Olu, how are you?" Pupil: "I am very well thank you Sir." 3. Greetings in the community, neighbours, elders/clan heads, nurse, doctor. e.g. "Good afternoon' Doctor/ Sir/Madam etc. 4. Simple commands at home: e.g 'wake-up!', 'go to bed', 'greet your daddy'	1. Creates home and school atmosphere through role play characters e. g father, mother, elder, teacher, etc. 2. Demonstrates appropriate greeting for each character 3. Encourages pupils to greet one another with appropriate gestures 4. Gives commands and demands appropriate responses from pupils.	1. Role-play members of the family, home, school and class community. 2. Demonstrate appropriate greetings for different people. 3. Greet and respond to greetings from colleagues. 4. Obey the teacher's commands. 5. Model giving and obeying commands in pairs.	1. Pictures depicting modes of greeting among various groups 2. Charts	Pupils to: 1. greet and respond to simple greetings; and 2. give and respond to commands using the appropriate tone.

ENGLISH STUDIES CURRICULUM

THEME: LISTENING AND SPEAKING					PRIMARY 1	
TOPIC/ SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Identification of persons, objects, colours and animals.	Pupils should be able to: 1. identify self, family members e.g. father, mother brother and sister etc; 2. identify named objects: at home, on the way to and from school, and in the school compound; 3. identify primary colours associating them with objects appropriately; 4. identify named animals; and 5. clearly pronounce names of objects, persons, colours identified.	1. Introductions, such as: "What is your name?" "My name is Tinu". "What is your father's/mother's/brother's /sister's name?" 2 .Identification of objects at home e.g. bed, mat, radio. "What is this?" "Show me a cup". Etc. 3. Identification of major colors: white, red, blue, yellow, black. 4.Description of things according to their colours. e.g 'yellow bag', 'red bucket'. "Give me the green book" etc. 5.Identification of animals - Domestic animals e.g "cats, dogs and goats" -Wild animals e.g. Lions, Elephants and Hyenas.	1.Introduces himself to the class "My name is Abu". 2. Asks different pupils their names, names of family members. 3. Guides different pairs of children to introduce themselves to one another. 4. Presents different household, classroom, and school objects, and guides pupils to identify them by name, e.g a bag, a table. 5. Associates colours with objects in the classroom. 6. Guides pupils to identify objects of named colours.	1. Say their names and those of family and class members clearly. 2. Participate in self introduction. 3. Identify given objects by names and colours. 4. Explain what domestic and non-domestic animals are with examples.	1. Pictures 2. Charts 3. Real objects 4. Brightly coloured picture books.	Pupils to: 1. introduce themselves; 2. identify persons by names; 3. identify major colours; and 4. name some domestic and wild animals.

ENGLISH STUDIES CURRICULUM

THEME: LISTENING AND SPEAKING					PRIMARY 1	
TOPIC / SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Expressing possession	Pupils should be able to use singular forms of possessives to express ownership.	Using the possessives my, yours, his, hers, in simple correct sentences e.g.: a. This is my pen. b. This is your pen. c. This is his/her pen.	1. Explains possessive forms: forms that show ownership. 2. Lists possessive words. 3. Uses possessives in sentences and encourages pupils to repeat his examples. 4. Asks pupils to make their own sentences.	1. Listen to teacher's explanation. 2. Repeat teacher's examples. 3. Make their own sentences using possessives in clear correct sentences.	1. Real objects 2. Picture of objects 3. Course book.	Pupils to : 1. name some possessives; and 2. use singular forms of possessives in simple correct sentences.
Expressing gratitude and farewell.	Pupils should be able to: 1. Express gratitude correctly. 2. Say farewell to people correctly.	1. Expressing gratitude through role play 2. Expressing farewell in various ways and situations. 3. Expressing farewell. .	1. Leads pupils to mention occasions when we should express gratitude e.g. when we receive gifts, when people show us kindness or are polite to us. 2. Makes sentences expressing gratitude to children, parents, elders. 3. Asks pupils to repeat the sentences. 4. Guides children to role play a situation which allows them to express gratitude. 5. Makes sentences expressing farewell in various ways e.g. goodbye, farewell, bye-bye.	1. Listen to teacher and repeat the teacher's expression. 2. Dramatise different situations for using "thank you", Ma/Sir/Daddy etc. e.g. after eating our food, when we receive gifts from people. 3. Role play "farewell"	1. Pictures depicting relevant situations. 2. Wall charts 3. Course books 4. Audio/video tapes.	Pupils to: 1. express gratitude to their peers correctly; 2. make sentences using thank you; and 3. say farewell, bye-bye, good bye to people correctly.

ENGLISH STUDIES CURRICULUM

THEME: LISTENING AND SPEAKING					PRIMARY 1	
TOPIC / SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Asking and Answering Questions	Pupils should be able to: 1.ask simple questions using 'what'; and 2. answer simple questions correctly	Simple questions and answers, such as: i. 'What is your name?' 'My name is Olu'. ii. 'What is your father's name?' 'My father's name is Ahmed'.	1.Asks simple questions from pupils using 'what'. 2. Leads them to give correct answers to the questions. 3. Pairs pupils and guides them as they take turns to ask one another questions and answer them.	1. Answer teacher's questions e.g. "My name is Akpan". 2.Ask one another simple questions, giving correct answers to the questions	1. Charts 2.Flannel graph 3.Real objects 4. Audio-visual materials	Pupils to: 1.answer two simple questions correctly.; and 2. ask two simple questions correctly using 'what'.

ENGLISH STUDIES CURRICULUM

THEME: GRAMMATICAL ACCURACY				PRIMARY 1		
TOPIC / SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Introducing Nouns and Pronouns	Pupils should be able to: 1. identify Nouns and pronouns in phrases and sentences; and 2. correctly use nouns and pronouns in sentences.	Nouns: e.g. Lagos, house, Hauwa, etc Pronouns: e.g. she, they he, it etc.	1.Explains nouns and pronouns and their uses 2. Guides pupils to identify and use nouns and pronouns in sentences.	1. Identify nouns and pronouns 2. Use nouns and pronouns in sentences	1. Course book 2. Real objects 3. Pictures 4. Flash card	1. Pupils to identify nouns and pronouns in phrases/ sentences; and 2. use nouns and pronouns in phrases and single sentences of the own.
Indicating Singular/ Plural forms.	Pupils should be able to Identify: 1. singular forms of objects; and 2. identify Plural forms of object.	Singular forms e.g. ball, boy, girl. Plural forms e.g. balls, boys, girls	1. Gives examples of Singular forms 2. Gives examples of Plural forms	1. Identify Singular forms 2. Identify plural forms of objects	1. Real objects 2. Wall charts 3. Pictures 4. Flash card	Pupils to: 1.identify singular forms; 2. identify plural forms; and 3. use real objects to show singular and plural forms.

ENGLISH STUDIES CURRICULUM

THEME: GRAMMATICAL ACCURACY					PRIMARY 1	
TOPIC/ SKILLS	OBJECTIVES	CONTENTS	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Use of Articles "A" and "An"	Pupils should be able to identify objects that use articles "A" or "An"	1. Identification of objects using articles "a" e.g. A goat; A dog 2. Identification of objects using articles "an" e.g. An egg; An umbrella	1. Gives examples of objects using articles "a" 2. Gives examples of those using article "an"	1. Identify objects using article "a" 2. Identify objects using article "an"	1. Real objects 2. Pictures 3. toys	Pupils to: identify objects that use: 1. article "a" 2. article "an"
Present and Past Actions	Pupils should be able to identify Present and Past actions E.g. I eat every morning. I ate rice yesterday.	Identification of Present and Past actions	Gives examples of present and past actions e.g. eat/ate;	Identify present and past actions	1. Wall charts 2. Pictures	Pupils to orally express present and past actions.

ENGLISH STUDIES CURRICULUM

THEME: READING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Phonemic Awareness	Pupils should be able to: 1. Learn sounds through songs; and 2. Repeat sounds they hear.	1. Using Songs and Rhymes to identify sounds.	1. Teaches relevant songs to the pupils involving particular sounds.	1. Listen attentively to the teacher 2. Sing the song with emphasis on the sounds taught	1.Wall chart showing the rhyme and 2.Flash card showing the key words in the songs 3. Approved course book.	Pupils to sing songs to emphasize some given sounds.
	Pupils should be able to: 1. produce the vowel sounds correctly 2. pronounce words correctly; and 3. use combination of sounds to produce words.	2. Using Sounds and Combinations of Sounds to decode unknown words - Production of sounds /a/ as in bat; /s:/ as in sat. 3. Pronunciation of given words correctly.	1. Writes the sounds /a/, /a:/ in isolation on the board. 2. Produces the sound in the words as in fat/ sat/rat/hat. 3. Asks the pupils to pronounce after him. 4. Guides the pupils to identify the sound in given words.	1. Listen to the teacher as he pronounces sounds. 2. Say them after the teacher 3. Identify each of the sounds on the chalkboard.	1.Sound charts and flash cards 2.Wall chart containing words with /a/ and /s/ 3.Course book.	Pupils to: 1. pronounce the sounds in isolation; 2. pronounce words that contain the sounds; and 3. make simple sentences with given words containing sounds.

ENGLISH STUDIES CURRICULUM

THEME: READING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Phonics	Pupils should be able to: 1. pronounce consonant sounds in isolation, in words and in sentences correctly; 2. differentiate between words in each pair in isolation and in sentence context; and 3. produce consonant clusters correctly.	1. Pronunciation of consonants and consonant clusters - Production of consonant sounds in isolation, words and in context e.g. /b/,/d/ in words e.g. bed, dog - Pronunciation practice on consonant clusters e.g. bl - blade, /br/ - bread, /dr/ - dry /fr/ - frog, /f/ - flood e.g. (a) This blade is very sharp. (b) I ate bread this morning. (c) Frogs live in water.	1. Writes the words and the sounds on the board. 2. Demonstrates correct articulation of the sounds. 3. Asks pupils to repeat the sounds after him. 4. Corrects identified pupils' problems with the sounds	1. Copy the articulation of the sounds into their books. 2. Pronounce the words after the teacher. 3. Have more practice in pronouncing such words for the teacher to assess.	1. Objects 2. Pictures of objects. 3. Flash cards. 4. Flannel board 5. Wall charts 6. Course book	Pupils to: 1. pronounce consonant sounds in isolation, in words and in sentences correctly; and 2. differentiate between sounds in pairs of words correctly
	Pupils should be able to: 1. identify mono and bi-syllabic word; 2. read multi-syllabic words using prefixes, suffixes and known words parts; 3. apply basic syllabication rules; and 4. use structural analysis to decode words	2. Identification of mono, bi-syllabic and multi syllabic words: - Identification of mono and bi-syllabic words e.g. go/sit, teacher/under - Reading of multi-syllabic words such as umbrella, diamond etc. - Basic syllabication rules. - Basic decoding skills.	1. Provides simple words for pupils to read. 2. Guides pupils to pronounce the words. 3. Makes sentences with the words. 4. Guides pupils to apply basic syllabication rules. 5. Guides pupils to use structural analysis to decode words.	1. Pronounce the words correctly 2. Read the sentences individually and in parts. 3. Apply basic syllabication rules. 4. Use structural analysis to decode words	1. Teacher-made words and sentences 2. Words in flash cards.	Pupils to: 1. pronounce the correct words; 2. read the sentences correctly; and 3. decode words using structural analysis.

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THEME: READING						PRIMARY 2
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Fluency	1. Pupils should be able to read different kinds of texts with fluency and confidence.	1. Reading different kinds of texts:- - fiction - non-fiction - informational, etc.	1. Explains the meaning of the different texts. 2. Asks pupils to read the texts.	1. Read the texts after teacher's sample reading. 2. Recall information in the texts.	1. texts with illustration on charts 2. Cardboard 3. Chalkboard 4. Children's text. 5. Pictures and drawings.	Pupils to read given texts and recall information in them.
	Pupils should be able to read class appropriate passages: - accurately - with expression - with appropriate speed.	2. Repeated reading and fluency building strategies: - Reading class appropriate passages. - Answering factual questions on the passages.	1. Provides simple passages on HIV/AIDS and drug abuse. 2. Reads the passages in class. 3. Guides pupils to read the passages. 4. Asks questions based on the passages.	1. Read the passages in class fluently. 2. Identify keywords related to the topic of the passages and find out meanings. 3. Answer questions based on the passages.	1. Selected reading passages on HIV/AIDS and drug abuse 2. Charts and pictures to the passages	Pupils to: 1. read the passages fluently; 2. identify key words; 3. say the meanings of key words; and 4. answer questions on the passages.

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THEME: READING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1. Listen to passages/rhymes/stories; and 2. Answer questions involving the identification of facts and meaning of what they listened to.	1. Answering Factual Questions from class appropriate Passages, Stories/Rhymes e.g. simple passage from the course book, a short poem or rhyme on food safety etc.	1. Reads the passages to pupils on the need to wash hands before and after eating. 2. Emphasises the pronunciation of the key words. 3. Demonstrates stories/rhymes to pupils on the need to wash hands before and after eating. 4. Asks pupils questions on what they have listened to in the passage/stories and rhymes.	1. Listen to the teacher. 2. Pronounce the key words. 3. Retell the story in the passage. 4. Answer questions on what they have heard.	1. Supplementary readers. 2. Pupils' course book. 3. Wall chart showing poems or rhymes 4. Flash cards showing the key words.	Pupils to answer the factual questions from what the teacher reads out to them.
	Pupils should be able to: 1. identify main ideas and supporting facts in stories; 2. State the title of their story; and 3. Identify the characters in the story.	2. Listening to and retelling stories e.g. - Talk about facts learned in informational text (e.g. danger of food contamination/ poisoning.) - Identifying the characters and events in the story. - Explaining the beginning, contents and closing of a story.	1. Asks pupils to narrate stories in turns on the dangers of food contamination/ poisoning. 2. Guides them in the narration. 3. Explaining the characters of the story and their actions to them. 4. Asks them questions based on the story.	1. Narrate a story with the teacher's guide. 2. Mention the characters in the story 3. Answer questions on a given story. .	1. Picture showing a story teller and his audience. 2. Different pictures to illustrate the story.	Pupils to: 1. narrate a story correctly; 2. state the title of their story; 3. identify characters in the story; and 4. state the moral of story.

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THEME: READING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1.listen to class appropriate passages read to them; 2.retell the story in the passages; and 3. answer simple comprehension questions.	3. Oral Comprehension/ Games: - Reading passages that will interest the pupils. - Reading class appropriate stories to the pupils.	1. Reads interesting passages to the pupils, emphasising important words. 2. Tells the story in the passage to the pupils. 3. Selects some pupils to re-tell the story. 4. Asks pupils simple questions based on the story.	1. Listen carefully to the passage read by the teacher. 2. Retell the story in the passage 3. Answer simple questions based on the story.	1.Pictures of objects and persons 2.Charts 3. Course book.	Pupils to: 1 .retell the story in the passage; and 2. answer given questions from the story.
	Pupils should be able to read simple sentences and answer factual questions on them.	4. Reading class appropriate texts: - Reading simple sentences on a series of informational texts (e.g. dangers of wrong use of pesticides). - Answering factual questions on the sentences.	1. Provides simple sentences for pupils to read. 2. Guides pupils to read the sentences. 3. Asks factual questions based on the sentences and guides pupils to answer them.	1. Read the sentences silently and aloud. 2. Find answers to factual questions individually, in pairs or in groups.	1. Selected sentences from various sources based on health or other issues of interest to the children. 2. Flip charts and cardboards. 3. Supplementary reading materials.	Pupils to : 1. read out the sentences correctly; and 2.answer questions correctly.

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THEME: READING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1. read the passages correctly; and 2. identify facts and other kinds of information in the passages.	5. Reading class appropriate passages and identifying facts and other kinds of information in them e.g. The use of herbal medicines, occupations, customs and traditions of the people.	1. Provides relevant passages. 2. Guides pupils to read the passages fluently. 3. Explains to pupils how to find facts and other kinds of information from passages. 4. Asks pupils to identify facts and other kinds of information.	1. Read silently and aloud. 2. Identify facts and other information in passages individually, in pairs or in groups..	1. Selected passages from supplementary readers and course book. 2. Flip charts and cardboards. 3. Chalk/white board.	Pupils to read passages and identify facts and other kinds of information.
	Pupils should be able to: 1. read the given narrative and expository passages fluently; 2. answer questions on the passages; 3. dramatize the story in the given passages; 4. make predictions 5. recall sequence of events; 6. draw conclusions; and 7. recognize cause and effect.	6. Application of comprehensive passages to both narrative and expository passages - Reading simple passages based on narrative and expository texts.	1. Provides relevant passages. 2. Reads the passages for pupils. 3. Guides pupils to read the passages fluently. 4. Ask questions from the passages. 5. Guides pupils to dramatise the stories in the passages. 6. Guides pupils to recognise cause and effect in a passage.	1. Read orally and aloud the given passages. 2. Answer questions on the passages. 3. Dramatise the stories on the passages. 4. Recognise cause and effect in a passage.	1. Selected narrative and expository passages by the teacher. 2. Supplementary readers.	Pupils should: 1. read the given passages fluently; 2. answer questions from the passages; and 3. dramatise the stories from the passages.

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THEME: READING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Vocabulary	Pupils should be able to: 1. increase their vocabulary through the knowledge of antonyms and synonyms; and 2. use antonym and synonym words in sentences.	1. Antonyms and Synonyms: - Simple passages containing antonyms and synonyms. - Sample sentences of antonyms and synonyms.	1. Teacher provides simple passages containing antonyms and synonyms 2. Guides pupils to read the passages 3. Identifies antonyms and synonyms words. 4. Guides pupils to read simple sentences on synonyms and antonyms. 5. Guides pupils to make their own sentences with antonyms and synonyms.	1. Read simple passages on antonyms and synonyms . 2. Read simple sentences given by the teacher. 3. Make their own sentences.	1. Teacher - prepared passages on antonyms and synonyms. 2. Teacher's examples of antonyms and synonyms on charts.	Pupils to: 1. read passages on antonyms and synonyms; 2. read sentences on antonyms and synonyms; and 3. make their own sentences orally on antonyms and synonyms
	Pupils should be able to: 1. read passages on registers based on different subjects; 2. identify new words from such passages; 3. explain the meaning of new words; 4. recognize and understand between 250 to 100 new vocabulary words ; and 5. understand multiple meaning words.	2. Registers in different subjects: - Reading passages based on registers of medicine, law, computer, etc. - Multiple meaning words (e.g. bank account, river bank)	1. Provides reading passages on various registers. 2. Guides pupils to read the passages. 3. Guides them to identify new words in the passages. 4. Explains the meaning of new words. 5. Guides pupils to understand multiple meaning words.	1. Pupils read the passages on various registers. 2. Identify new words. 3. Explain the meaning of new word. 4. Give examples of multiple meaning words.	1. Passages on different registers. 2. New words from the passages. 3. Readers on various registers.	Pupils to: 1. read passages on various registers correctly; 2. identify new words in the given passages; 3. explain correctly the meaning of new words; and 4. give at least 3 examples of multiple meaning words.

ENGLISH STUDIES CURRICULUM

THEME: READING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Concepts of Print	Pupils should be able to: 1. recognise different print resources; 2. interpret information from diagrams, charts and graph; 3. recognise parts of a book-title, author, and illustration; and 4. recognize that a group of sentences make up a paragraph and paragraphs make a story	1. Basic concepts of print e.g. - picture reading, identification of signs e.g. road signs. - Interpretation of diagrams, charts and graphs to give information. - Parts of a book-title, author, illustrations, etc. - Meaning of paragraph and passage.	1. Explains the basic concepts of print. 2. Guides pupils to recognise signs, diagrams, charts and graphs. 3. Guides pupils to interpret the signs, charts diagrams. 4. Guides pupils to recognise parts of a book. 5. Guides pupils to recognise what makes a paragraph and a passage.	1. Listen to the teachers explanations on concepts of print. 2. Identify signs, diagrams, charts and graphs. 3. Interpret the signs, charts and diagrams. 4. Recognise parts of a book. 5. Identify a paragraph and a passage.	1. Charts 2. Graphs 3. Diagrams 4. Road signs 5. Newspapers 6. Books	Pupils to: 1. explain the concept of print; 2. identify signs, diagrams, charts and graphs; 3. interpret signs, charts and diagrams; 4. mention the different parts of a book; and 5. define a paragraph.

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THEME: READING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Concepts of Print	Pupils should be able to: 1. identify colour of things; 2. observe objects and describe them 3. list names of the principal colours; and 4. describe objects with reference to their colours, e.g. a red cap, a white shirt, etc.	2. Description of objects according to their colours.	1. Teacher provides many objects with different colours. 2. Describes objects according to their colours. 3. Guides students to name the colours of these objects. 4. Asks pupils the colour of the different objects.	1. Pupils observe and listen to the teacher presenting and describing real objects in terms of colours. 2. Repeat after the teacher. 3. Describe objects or pictures with regard to their colours. 4. Write sentences to describe objects by colour.	1. Real objects of different colours 2. Picture/charts of different objects in their different colours.	Pupils to: 1. identify colours; 2. observe objects and describe them; 3. list names of principal colours; and 4. write the description of objects with reference to their colours.

ENGLISH STUDIES CURRICULUM

THEME: LISTENING AND SPEAKING				PRIMARY 2		
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Review of Year One's Work	Pupils should be able to use the structures learned in year one appropriately.	Review of work in the first year.	Give oral test to find out areas where pupils need more support.	1. Listen to the teacher. 2. Practice the exercise given by the teacher.	Relevant instructional materials for teaching the structure, pronunciation and speech patterns identified by the teacher.	Pupils to answer oral questions correctly.
Using Sounds and Combinations of Sounds to Spell and Pronounce Words	Pupils should be able to: 1. produce the vowel sounds correctly; 2. pronounce words correctly; 3. use combination of sounds to produce words.	Production of sound /a/ as in bag; /a:/ as in bark. Spelling and pronunciation of given words correctly.	1. Writes the sounds /a/, /a:/ in isolation on the board. 2. Produces the sound in the words as in fat/ farm, pack/park. 3. Asks the pupils to pronounce after him. 4. Guides the pupils to identify the sound in given words.	1. Listen to the teacher as he pronounces the sounds. 2. Say it after the teacher. 3. Identify each of the sounds on the board.	1. Sound charts and flash cards 2. Wall chart containing /a/ and words and /a:/ and words 3. Course book.	Pupils to: 1. pronounce the sound in isolation; 2. pronounce words that contain the sounds; and 3. make simple sentences with given words containing the sounds.
Answering Factual Questions from Simple Passages Stories/Rhymes Read	Pupils should be able to: 1. listen to passages/rhymes/stories; and 2. answer questions involving the identification of facts and meaning of what they listened to.	A simple passage from the course book. A short poem or rhymes.	1. Reads the passages to pupils 2. Emphasize the pronunciation of the key words 3. Demonstrate stories/rhymes to pupils 4. Asks pupils questions on what they have listened to in the passage/stories and rhymes.	1. Listen to the teacher 2. Pronounce the key words 3. Retell the story in the passage 4. Answer questions on what they have heard.	1. Supplementary reader 2. Pupils course book 3. Wall chart showing poems or rhymes 4. Flash cards showing the key words.	Pupils to answer the factual questions from what the teacher read to them.

ENGLISH STUDIES CURRICULUM

THEME: LISTENING AND SPEAKING					PRIMARY 2	
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Asking and Answering Questions on Present, Past and Future Actions	Pupils should be able to: 1. answer questions on present actions; 2. answer questions on past actions; 3. answer questions on future actions; and 4. respond to 'what' questions on the above actions.	Q – What are you doing now? A – I am writing. Q – What did you eat last night? A – I ate rice last night. Q – What will you eat tomorrow morning? A – I will eat bread tomorrow morning.	Provides 'what' questions for the pupils. Guides the pupils to answer the questions. Correct the pupils' oral works.	1. Listen to the teacher's questions about present, past and future actions. 2. Answer questions on present, past and future actions. 3. Ask and answer question in groups and in pairs.	1. Sentence strips 2. Pictures showing various actions.	Pupils to answer questions on various actions either present, past and future.
Expressing Ownership	Pupils should be able to: 1. use possessive pronouns correctly; and 2. use the structures in meaningful situations to indicate possession.	1. Using possessive pronouns as (singular) e.g. my, his, hers, mine. 2. Using possessive pronouns as (plurals) as ours, theirs, yours.	1. Makes some sentences using the structure: "This is my book" etc. 2. Uses simple drills to provide practicing exercises for pupils. 3. Guides the pupils' activities.	1. Repeat the sentences after the teacher. 2. Answer questions individually and in pairs. 3. Express possessive words in sentences. 4. Identify possessive words in given sentences.	1. Pictures 2. Real objects sentence – strips showing possessive pronouns 3. Flash cards 4. Approved course book.	Pupils to: 1. participate in oral questions and answer session; 2. use possessive word correctly; and 3. express possessions correctly in meaningful situation.

ENGLISH STUDIES CURRICULUM

THEME: LISTENING AND SPEAKING					PRIMARY 2	
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Songs and Rhymes	Pupils should be able to: 1. read simple rhymes fluently; 2. memorize the rhyme after discussing the content; 3. learn sounds through songs; and 4. recite rhymes using the appropriate intonations.	1. Rhymes based on some virtues e.g. nature, love, family, kindness. 2. Songs that can help the pupils to learn sounds in words.	1. Read the rhyme(s) slowly (several times) to the pupils. 2. Demonstrate the action involved in the rhymes. 3. Explain the message in the rhyme to the pupils. 4. Teach relevant song to the pupils involving particular sounds.	1. Listen attentively to the teacher. 2. Read the rhymes aloud together, in groups and individually. 3. Listen to the teacher's explanation. 4. Sing the song with emphasis on the sounds taught. 5. Memorize the rhyme.	1. Wall chart showing the rhyme. 2. Flash card showing the key words in the rhymes. 3. Approved course book.	Pupils to: 1. read simple rhymes correctly; and 2. sing song to emphasize some given sounds
Listening to and Telling Stories	Pupils should be able to: 1. tell a story; 2. state the title of their story; 3. identify the characters in the story; and 4. state the moral of the story.	1. Telling story using an appropriate style of narration; 2. Identifying the characters and events in the story; and 3. Explaining the beginning content and closing of a story.	1. Asks pupils to narrate stories in turns. 2. Guides them in the narration. 3. Explains the characters of the story and their actions to them. 4. Asks them questions based on a given story.	1. Narrate a story with the teacher's guide. 2. Mention the characters in a story 3. Answer questions on a given story. 4. Explain the moral lessons in the story.	1. Picture showing a story teller and his audience. 2. Different pictures to illustrate the story.	Pupils to: 1. narrate a story correctly; 2. state the title of their story; 3. identify characters in the story; and 4. state the moral of story.

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TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
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Simple Oral Comprehension / Games	Pupils should be able to: 1. listen to a short passage read to them; 2. retell the story as it was read to them; and 3. answer simple comprehension questions.	Reading passages that will interest the pupils. Reading short stories to the pupils.	Reads interesting passages to the pupils, emphasizing important words. Tells a story to the pupils. Selects some pupils to re-tell the story. Asks pupils simple questions based on the story.	Listen carefully to the passage read by the teacher. Retell the story to teacher and other pupils. Answer simple questions based on the story.	Pictures of objects and persons. Charts Course book.	Pupils to: 1. listen attentively to a given passage/story; 2. retell the story directly; and 3. answer given questions from the story.
Introducing Individuals	Pupils should be able to: 1. introduce themselves individually; and 2. introduce themselves in pairs by using appropriate words.	Guiding pupils to introduce themselves. Using words like, 'My name is Mary' 'This is my friend' to introduce themselves.	Introduces him/herself to the pupils. Emphasises on the words that make introduction e.g. 'I am', 'You are', 'We are', 'My name is'. Asks pupils to introduce themselves individually.	Introduces themselves individually by mentioning their names. Introduce themselves to their partners in pairs.	Pupils in the class. Picture that shows two people introducing themselves. Course book.	Pupils to make correct introduction of themselves.

ENGLISH STUDIES CURRICULUM

THEME: GRAMMATICAL ACCURACY					PRIMARY 2	
TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Introducing Adjectives and Adverbs	Pupils should be able to identify and correctly use: 1. Adjectives 2. Adverbs	Adjectives e.g. 1. This is a beautiful dress 2. The car is yellow . Adverbs: 1. He eats slowly 2. She runs fast.	1. Teacher to present Adjectives and Adverbs. 2. Guides pupils on the correct use of: Adjectives and Adverbs. 3. Leads pupils to identify adjectives and Adverbs in short sentences.	1. Read adjectives and adverbs presented by the teacher 2. Identify them in sentences	1. Course book 2. Charts 3. Chalk board.	Pupils to identify adjectives and adverbs in sentences.
Use of Regular and Irregular Plurals of nouns	Pupils should be able to: 1. identify regular and irregular plurals; and 2. use regular and irregular plurals in simple sentences.	1. Regular plurals: Plurals with 's' ending-e.g. ball/balls; girl/girls. 2. Irregular plurals, e.g. man/men; ox/oxen, child-children	1. Teacher writes out on the board examples of regular and irregular plurals. 2. Guides them in the formation of plurals.	1. Pupils reproduce in writing teacher's examples of regular and irregular plurals. 2. Form regular and irregular plurals	1. Charts 2. Chalkboard 3. Pictures 4. Flash cards	Pupils to give the plural forms of five words.
Simple Present and Past Tense of Common Verbs	Pupils should be able to identify and use simple past and present tense of common verbs.	Production of simple present and past tense of common verbs in tabular form e.g. run/ran; come/came	1. Teacher to present and demonstrate use of simple present and past tense of common verbs in tabular form. 2. Guides pupils to use present and past tense of common verbs in sentences	1. Pupils reproduce in writing teacher's examples of simple present and past tense of common verbs in tabular form. 2. Pupils produce their own sentences using the present and past tense of common verbs.	1.Chalkboard 2.Pupils charts on display	Pupils to: 1. correctly identify and produce a list of simple present and past tense of common verbs; 2. make simple sentences using present and past tense of common verbs.

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TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Correct Use of Apostrophe in Possessives	Pupils should be able to correctly use apostrophes in possessives.	Apostrophes in possessives e.g. i. It is the boy's toy. ii. It is a boys' college.	1. Teacher to present and demonstrate use of apostrophes in possessives. 2. Leads pupils to use apostrophes in simple sentences.	1. Listen to teacher's presentation on the use of apostrophes in possessives. 2. Produce their own sentences using apostrophes in possessives.	1. Chalkboard 2. Pupils charts on display.	Pupils to: 1. correctly identify apostrophes in possessives. 2. use apostrophes in possessives
Using the Present Continuous Tense	Pupils should be able to identify and use present continuous tense correctly.	1. Identification and use of present continuous tense. E.g. I am eating; He is running. 2. Guided examples of present continuous tense.	1. Guides pupils to identify present continuous tense in sentences. 2. Leads them to make sentences using present continuous tense	1. Identify present continuous tense in sentences. 2. Use present continuous tense correctly in sentences.	1.Chalkboard 2. Pupils charts on display.	Pupils to: 1. identify present continuous tense in sentences. 2. make four sentences using the present continuous tense

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			TEACHER	PUPILS		
Phonemic Awareness	Pupils should be able to pronounce and distinguish between the sounds in words and sentences using the correct stress and intonation.	Aural discrimination of the sounds / 3/ and / ^/ burn - born firm – form perch – porch - I can burn this bush. A new child is born - The firm sent a form to me ii. / ɔ / and /ɔ:/ cot – court spot – sport.	1. Reads the sentences containing the sounds 2. Distinguishes between the sounds. 3. Pronounces the words paying attention to the stress and intonation. 4. Asks pupils to repeat after him.	1. Listen to and repeat after the teacher. 2. Distinguish between the sounds. 3. Pronounce the words. 5. Read the sentences following the teacher's example.	1. Flash cards. 2. Sentence strips. 3. Flannel board. 4. Course book.	Pupils to: 1. pronounce given words using the appropriate sounds; and 2. distinguish between the sounds in words and in sentences using the correct stress and intonation.

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THEME: READING				PRIMARY 3		
TOPICS/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Phonics	Pupils should be able to: 1. produce vowel sounds and diphthongs correctly; and 2. distinguish between vowels and diphthongs by pronouncing them correctly in words and in sentence contexts.	1. Pronunciation of vowels and diphthongs: - vowels e. g a, e, i, o ,u and - diphthongs /ɔi / as in boy and /ea/ air - Production of vowels and diphthongs in words and in sentences	1. Demonstrates and pronounces the words containing the vowels and diphthongs. 2. Shows objects or their pictures while repeating the words correctly. 3. Engages pupils in role play. 3. Dictates words containing vowels and diphthongs for pupils to copy.	1. Produces the sounds in each of the words correctly. 2. Write dictations based on the use of these words.	1. Relevant pictures of objects. 2. Flash cards 3. Flannel board. 4. Course book.	Pupils to: 1. pronounce the sounds / ɔi / and /ea/ correctly. 2. write correctly the words containing the vowels and diphthongs dictated by the teacher.
	Pupils should be able to: 1. Produce multi syllabic words 2 and 3 syllable words. 2. Identify 2 and 3 syllable words. 3. Complete 2 and 3 syllable words.	1. Production of Multi-syllabic words: 1. 2- syllable words e.g. Teacher, coffee - Father, - Picture, - Leather 2. 3- syllable words e.g. Photograph 3. Identification of the words in sentences 4. Completion of 2 and 3 syllable words.	1. Explains with examples 2 and 3 syllable words 2. Leads pupils to give and pronounce 2 and 3 syllable words. 3. Identifies 2 and 3 syllable words in sentences. 4. Guides pupils to complete 2 and 3 syllable words.	1. Listen attentively 2. Produce 2 and 3 syllable words. 3. Identify 2 and 3 syllable words in sentences. 4. Complete 2 and 3 syllable words	1. Flash cards. 2. Sentence strips. 3. Flannel board. 4. Course book.	Pupils to: 1. produce 2 and 3 syllable words. 2. identify 2 and 3 syllable words in sentences. 3. complete 2 and 3 syllable words.

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			TEACHER	PUPILS		
Phonics	Pupils should be able to: 3. identify regular and irregular plurals 4. use regular and irregular plurals in simple sentences.	Use of Regular and Irregular Plurals: - regular plurals: with 's' ending- e.g. ball/balls; girl/girls - Irregular plurals, e.g. man/men; ox/oxen, child/children.	1. Writes out examples of regular and irregular plurals. 2. Guides pupils in the formation of plurals.	1. Pupils reproduce in writing teacher's examples of regular and irregular plurals. 2. Form regular and irregular plurals.	5. Charts 6. Chalkboard 7. Pictures 8. Flash cards Etc.	Pupils to give the plural forms of five words.
Fluency	Pupils should be able to: 1. read simple sentences correctly with the appropriate stress and intonation 2. respond to simple commands appropriately.	1. Responding to simple commands with emphasis on stress and intonation e.g. - Reading simple sentences with appropriate stress and intonation. - Simple commands.	1. Reads simple sentences with the appropriate stress and intonation 2. Gives commands to pupils, paying attention to the correct stress and intonation. 3. Guides pupils in making sentences and responding to commands.	1. Listen to teacher's sentences and commands. 2. Repeat the sentences after the teacher. 3. Follow teacher's commands appropriately.	1. Course book 2. Supplementary text. 3. Charts containing simple sentences 4. Flash cards	Pupils to: 1. read simple sentences with the appropriate stress and intonation; and 2. Respond to given commands correctly.

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			TEACHER	PUPILS		
Fluency	Pupils should be able to: 1. read class appropriate stories <i>and</i> poems 2. identify values and lessons in given stories and poems.	Reading class appropriate stories and poems on: - discipline - courage - courtesy - road safety etc.	1. Presents class appropriate story and poem for pupils to read. 2. Leads pupils to read and retell what they have read 3. Explains the meaning of the poem to pupils, 4. Guides pupils to dramatize the story. 5. Leads pupils to identify the values and lessons in the stories and poems.	1. Participate in reading the story and poem. 2. Dramatize the poem. 3. Identify values and lessons in pairs or in groups.	1. Poetry and story books 2. A flannel board containing the poem to be taught. 3. Pictures depicting values in the poem. 4. Posters 5. Flash cards.	Pupils to: 1. read given simple stories and poems; and 2. identify values/ lessons learnt.
Comprehension	Pupils should be able to: 1. listen carefully to a story; 2. answer questions on the main points in the story in their own words; and 3. re-tell the story in their own words.	1. Oral Comprehension based on: (a) Stories - e.g. - stories built on any topic such as Road Safety, National Values, Disaster Risk Reduction, Dangers of Chemicals, Drug Abuse, HIV/AIDS etc; - stories that will encourage them to tell their own stories in simple English, e.g. "The house that Jack built".	1. Tells a story slowly, stressing important points with the correct intonation. 2. Asks questions and gives pupils the opportunity to re-tell the story. 3. Guides and supervises pupils' activities.	1. Listen attentively to the teacher telling or reading the story. 2. Re-tell the story. 3. Answer questions on the story.	1. Course book or Supplementary Readers. 2. Relevant pictures or real objects.	Pupils to: 1. answer questions on the main points in the story; and 2. relate a story in their own words;

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			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1. read simple non-fiction passages correctly; 2. answer questions on the passages 3. explain the meaning of difficult words in the passage; and 3. identify and discuss issues of national values in a given passage.	2. Reading class appropriate passages (non-fiction) and answering questions on them e.g. - Simple passages based on national values e.g. discipline and courage; respect for elders etc. - Identification and use of new words in sentences - Identification and discussion of issues of national values in the passage.	1. Guides pupils to read a given passage silently individually or aloud in turns. 2. Asks questions and guides pupils to answer them. 3. Guides pupils to identify and explain the meaning of difficult words 4. Leads pupils to use new words in the passage in sentences. 5. Guides pupils to identify and discuss national values in the passage.	1. Read the passage silently to get the main ideas contained in it. 2. Read it again to get the details. 3. identify and explain the meaning of difficult words in the passage. 4. identify and discuss national values in the passage. 5. Answer the comprehension questions.	1. Course book. 2. Simple passages from magazines and other relevant materials available to the pupils. 3. List of new words to learn from passage on flip chart or chalk board.	Pupils to: 1. read given passages correctly; and 2. answer questions on the passage.

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			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1. read simple poems; and 2. identify values and lessons in given poems.	3. Reading simple poems on: - discipline - courage - courtesy - road safety etc.	1. Presents a relevant poem. 2. Guides pupils to read and dramatise the poem. 3. Explains the meaning of the poem to pupils. 4. Leads pupils to identify the values and lessons.	1. Participate in reading the poem. 2. Dramatise the poem. 3. Identify values and lessons in pairs or in groups.	1. Poetry books 2. A flannel board containing the poem to be taught. 3. Pictures depicting values in the poem. 4. Posters 5. Flash cards	Pupils to: 1. read a given simple poem; and 2. identify values/lessons learnt.
	Pupils should be able to: 1. read folktales/ stories correctly. 2. identify values in the folktales/lessons learnt.	4. Folktales and short stories on how to use chemicals safely; and identifying and discussing values and lessons learnt.	1. Guides pupils to read the given folktales/short stories. 2. Explains the meaning of folktales and their sources. 3. Guides pupils to discuss the folktales/short stories—characters, lessons learnt, etc. 4. Guides pupils to recall the folktales/ short stories.	1. Read given folktales/short stories 2. Discuss the characters and lessons learnt etc. in pairs or groups and make presentations. 3. Recall folktales/ short stories.	1. Collection of popular folktales/short stories 2. Course book 3. Flash cards of new words 4. Chalk/white board	Pupils to: 1. Read folktales/short stories 2. Recall the folktales/short stories.

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			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1. read information on charts, diagrams, calendars, etc.; 2. Obtain information from charts, diagrams and calendars.	5. Reading charts, diagrams, graphs, calendars etc. to obtain information	1. Shows pupils relevant charts, graphs, diagrams, calendars etc. 2. Illustrates to pupils how information can be obtained from the above. 3. Asks questions and guides pupils to find answers to them from the charts, graphs, diagrams, calendars etc.	1. Observe charts, graphs, diagrams, calendars presented by teacher. 2. Answer teacher's questions individually, in pairs or in groups.	1. Calendars. 2. Course book. 3. Relevant charts, diagrams, graphs.	Pupils to: 1. read charts, diagrams, graphs, calendars etc 2. answer questions on charts, diagrams, graphs and calendars.
	Pupils should be able to: 1. write answers to questions based on a passage 2. read simple passages effectively; 3. skim simple passages for main ideas.	6. Written Comprehension: (a) answering questions from comprehension passages taken from the course book or supplementary readers e.g. food additives, food adulteration and food safety; (b) Identifying structural words and verb forms already dealt with. (c) Copying identified words and structures in legible handwriting.	1. Presents short comprehension passages and guides pupils to study the passages 2. Asks questions on them. 3. Tells pupils to write the answers in their exercise books.	1. Read the passages silently and quickly for the first time after teacher's pattern reading and explanation. 2. Read them slowly the second time, noting the main points and details. 3. Answer the questions provided in their own handwriting on the chalkboard and into their exercise books.	1. Course book. 2. Supplementary Readers. 3. Any other relevant material.	Pupils to: 1. write answers to a few questions based on a passage they read; and 2. skim given passage for main ideas.

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			TEACHER	PUPILS		
Comprehension	Pupils should be able to: 1. read selected stories on their own. 2. retell the stories.	7. Extensive/ independent Reading: - Reading selected stories and chapters from books	1. Teacher selects appropriate fictional materials and chapters from books for pupils to read. 2. Asks questions on the books read.	1. Pupils read selected material independently, 2. They answer questions on what they have read.	1. Supplementary reading materials.	Pupils to: 1. Read given materials correctly. 2. Answer questions on the materials correctly.
	Pupils should be able to: 1. describe a simple event or a natural disaster and explain the probable cause(s) of such event. 2. pick out important features of the event with emphasis on the causes.	8. Descriptive Comprehension: description of an event or a natural disaster e.g a rainstorm that wreaked havoc on the community.	1. Leads discussion on a given topic. 2. Asks pupils to describe an event or a natural disaster witnessed e.g a rainstorm. 3. Guides pupils to explain the probable cause(s).	1. Pupils describe an event or a natural disaster witnessed. 2. Explain the causes of the event or natural disaster.	1. Pictures showing the effect of an event or a natural disaster e.g a rainstorm. 2. Real objects.	Pupils to describe an event or a natural disaster witnessed.

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			TEACHER	PUPILS		
Vocabulary	Pupils should be able to: 1. substitute words in poems 2. explain the relationship between words; and 3. develop new words.	Vocabulary Acquisition: (a) Using poems on discipline, courage, courtesy, road safety etc. to expand children's vocabulary. (b) Substitution of words in poems. (c) Explanation of the relationship between words. (d) Development of new words.	1. Presents a class appropriate poem. 2. Guides pupils to read the poem. 3. Guides pupils to substitute words in the poems with appropriate words. 4. Explains relationship between words to pupils. 5. Guides pupils to develop new words.	1. Participate in reading the poem. 2. Read the poem. 3. Substitute words in the poems with appropriate words. 4. Explain the relationship between words 5. develop new words	1. Poetry books 2. A flannel board containing the poem to be taught. 3. Pictures depicting values in the poem. 4. Posters 5. Flash cards.	Pupils to: 1. read given simple poems 2. explain the relationship between words; and 3. substitute four words in the poem with others.

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THEME: READING					PRIMARY 3	
TOPICS/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Concepts of Print	Pupils should be able to: 1. recognise that title page, illustrations, margins, pictures, diagrams are components of printed materials, etc 2. obtain information from charts, diagrams and calendars etc.	1. Recognition of title page, margins, illustrations, pictures, diagrams, labels, etc. in printed texts/materials.	1. Shows pupils title page, illustrations, margins, picture, charts, graphs, diagrams, etc in texts. 2. Illustrates to pupils how information can be obtained from the above. 3. Asks questions and guides pupils to identify graphs, diagrams, pictures etc.	1. Observe, graphs, diagrams, labels etc in texts presented by teacher. 2. Answer teacher's questions individually, in pairs or in groups.	1. Supplementary Readers 2. Course book. 3. Relevant charts, diagrams, graphs, Labels, Signs etc.	Pupils to identify diagrams, graphs, title page, illustrations, margins, pictures ,etc in texts etc
	Pupils should be able to correctly recognize reading materials e .g newspapers, journals, magazine, reference books, ICT, etc.	2 Recognition of reading materials e.g. newspapers, journals, magazines, reference books, ICT etc	1. Provides samples of reading materials e.g newspapers, journals, magazines, reference books, ICT. 2. Leads pupils to identify the materials. 3. Explain their special features.	Observe reading materials and explain their special features	1. Selected reading materials. 2.Course book	Pupils to list and explain the features of some reading materials.

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THEME: WRITING				PRIMARY 3		
TOPICS/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Use of Capital Letters, Punctuation Marks – Full Stop, Comma, etc	Pupils should be able to: 1. get an understanding that 'capital letters' and 'higher cases' mean the same thing 2. use capital letters/higher cases correctly; and 3. use the punctuation marks e.g. comma, semi-colon, exclamation marks, etc correctly.	1. Various uses of capital letters/higher cases 2. Uses of full stop and comma. E.g. at the end of sentences and for listing a series of items respectively and for separating ideas or clauses in sentences.	1. Writes sample sentences using higher cases, punctuation marks such as full stop, comma, colon, semi-colon, etc. 2. Explains various uses of comma. 3. Asks pupils to give similar examples 4. Asks them to write their own examples in their books.	1. Read the examples given by the teacher 2. Listen to teacher's explanation 3. Make similar sentences of their own 4. Write teacher's examples in their books 5. Do several exercises on the use of capital letters and punctuation marks.	1. Selected passages from course book. 2. Sample sentences showing the various uses of capital/higher cases and the punctual marks.	Pupils to use the capital letters/higher cases and punctuation marks correctly.
Writing Three to Four Sentences on Everyday Activities using Present and Past Tenses	Pupils should be able to: 1. use habitual sentences in both present and past tenses. Examples: - Present- 1. Audu dances well. 2. He eats amala very well - Past- 1. Audu danced yesterday. 2. He ate amala.	Writing three to four sentences on habitual activities using present and past tenses.	1. Teacher explains what habitual sentences mean. 2. He writes samples of habitual sentences in present tenses as well as in past tenses.	1. Pupils listen to the teacher's explanation 2. Write examples of habitual sentences in their book 3. They write similar sentences as homework.	1. Charts on sample tenses 2. Work book. 3. Any other relevant materials	Pupils to write habitual sentences correctly.

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			TEACHER	PUPILS		
Handwriting	Pupils should be able to: 1. read simple passages on the content column; 2. copy the passage into their exercise books in their own handwriting; 3. write clearly and legibly; and 4. observe the spacing between letters in a word and words in a sentence.	Passages highlighting national values e.g. discipline, honesty and courage.	1. Reads to give a model example. 2. Writes passage on the board. 3. Guides the pupils to identify some difficult words in the passage. 4. Shows them the spacing between letters in a word and words in a sentence. 5. Asks pupils to copy passage into their notebooks 6. Supervises and makes corrections where necessary.	1. Listen to teacher's reading. 2. Read the passage following teacher's example. 3. Identify some difficult words in the passage. 4. Observe the spacing between letters in a word and words in a sentence. 5. Copy the passage into their writing exercise book. 6. Do corrections where necessary.	1. Passages under content column. 2. Any other relevant reference materials.	Pupils to: 1. read given passages correctly; and 2. copy correctly the given passage into their exercise books.

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THEME: WRITING			PRIMARY 3			
TOPICS/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Writing Answers to Questions on Simple Comprehension Passages	Pupils should be able to: 1. write answers to questions based on a passage 2. read simple passages effectively; 3. skim simple passages for main ideas; and 4. identify words and verbs already learnt.	1. Writing answers to comprehension passages from the course book, supplementary readers and any other structures 2. Identifying structural words and verb forms already dealt with. 3. Copying identified words and structures in legible handwriting.	1. Presents short comprehension passages and guides pupils to study the passages 2. Asks questions on them. 3. Tells pupils to write the answers in their exercise books.	1. Read the passages silently and quickly for the first time after teacher's pattern reading and explanation. 2. Read it slowly the second time, noting the main points and details. 3. Answer questions on it orally. 4. Copy in their own handwriting on the chalkboard and into their exercise books.	1. Course book. 2. Supplementary readers. 3. Any other relevant material.	Pupils to: 1. write answers to a few questions based on a passage they read; 2. skim given passage for general ideas; and 3. identify words and structures already learnt.

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TOPIC / SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Pronunciation of Consonants and Consonant Clusters	Pupils should be able to: 1. pronounce consonants sounds in isolation, in words and in sentences correctly; 2. differentiate between words in each pair in isolation and in sentence context; and 3. produce consonant clusters correctly.	1. Production of consonant sounds in isolation, words and in context 2. Pronunciation practice on consonant clusters e.g: /b/ bl - blade, /br/ - bread, /dr/ – dry /fr/ – frog, /f/ - flood, /g/ - grass, /k/ - clipper, quick, /pl/ please, /pr/ - price, /s/ slate, /sm/ smiles, /tr/ train, /st/ stone, /spr/ spread e.g i. This blade is very sharp. ii. I ate bread this morning. iii. Spread the clothes on the grass	1. Writes the words and the sounds on the board. 2. Demonstrates correct articulation of the sounds. 3. Asks pupils to repeat the sounds after him. 4. Corrects identified pupils' problems with the sounds	1. Watch the teacher write the sounds on the board. 2. Copy the articulation of the sounds into their books. 3. Pronounce the words after the teacher. 4. Practice the correct pronunciation of the words/sounds in sentence context. 5. Have more practice in pronouncing such words for the teacher to assess.	1. 1. Objects. 2. Pictures of objects. 3. Flash cards. 4. Flannel board 5. Wall charts 6. Course book	Pupils to: 1. pronounce consonants sounds in isolation, in words and in sentences correctly and 2. differentiate between sounds in pairs of words correctly.

ENGLISH STUDIES CURRICULUM

THEME: LISTENING AND SPEAKING					PRIMARY 3	
TOPICS/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Making Simple Statements and Responding to Simple Commands with Emphasis on Stress and Intonation.	Pupils should be able to: 1. make simple statements correctly with the appropriate stress and intonation; and 2. respond to simple commands appropriately.	1. Making simple statements using the appropriate stress and intonation. 2. Responding to simple commands appropriately.	1. Makes model statements with the appropriate stress and intonation. 2. Gives commands to pupils, paying attention to the correct stress and intonation. 3. Guides pupils in making statements and responding to commands.	1. Listen to teacher's Statements and commands. 2. Repeat the statements after the teacher. 3. Follow teacher's commands appropriately.	1. Course book 2. Supplementary text. 3. Charts containing simple sentences.	Pupils to: 1. construct simple sentences with the appropriate stress and intonation; and 2. respond to given commands correctly.

ENGLISH STUDIES CURRICULUM

THEME: LISTENING AND SPEAKING				PRIMARY 3		
TOPICS/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Simple Dialogues Expressing Present, past and Future Actions.	Pupils should be able to: 1. participate in simple dialogues using present, past and future tenses. 2. ask and answer simple questions correctly using present, past and future tenses; and 3. practise the use of the rising and falling tones in questions and answers correctly.	1. Simple dialogues – dialogues in present, past and future actions. 2. Asking and answering simple questions using present, past and future tenses with the appropriate intonation e.g i. Question: Where is the teacher? Answer: He is in the class. ii. Question: Who is Mallam Dikko? Answer: Mallam Dikko is the head teacher.	1. Explains what dialogue is 2. Gives examples of dialogue shown in the content column. 3. Gets pupils to engage in dialogues in present, past and future tenses, ensuring that the correct stress and intonations are observed. 4. Guides pupils to practice the use of the rising and falling tones correctly.	1. Listen to teacher's explanation. 2. Repeat the dialogues after the teacher observing the correct stress and intonation (rising and falling tones). 3. Practice the dialogues in twos and in groups, both inside and outside the classroom.	1. Course book 2. Sentence strip. 3. A volunteer pupil for rehearsal. 4. Other suitable materials.	Pupils to: 1. ask two questions and answer them correctly through simple dialogues; and 2. engage in dialogues using the rising and falling tones.

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			TEACHER	PUPILS		
Oral Comprehension	Pupils should be able to: 1. to listen carefully to a story; 2. answer questions on the main points in the story in their own words; 3. re-tell the story in their own words; and 4. tell similar stories.	1 .A story that will interest the pupils but built on any topic such as Road Safety, National, Values, Disaster Risk Reduction, Drug Abuse, HIV/AIDS etc. 2. Provide stories that will encourage them to tell their own stories in simple English e.g the house that Jack built; 3. Prepare them for future life.	1. Tells the story slowly, stressing important points with the correct intonation 2. Asks questions 3. Gives pupils the opportunity to tell their own stories. 4. Guides and supervise pupils' activities.	1. Listen attentively to the teacher telling or reading the story. 2. Re-tell the story 3. Answer questions on the story. 4. Tell similar stories in groups, about children's club or society they know, orally.	1. Course book or Supplementary Readers. 2. Relevant pictures or real objects	Pupils to: 1. answer questions on the main points in the story; 2. relate story in their own words; and 3. participate in telling similar stories.

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TOPICS/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Pronunciation of vowels and diphthongs.	Pupils should be able to: 1. produce vowel sounds and diphthongs correctly 2. distinguish between vowels and diphthongs by pronouncing them correctly in words and sentence contexts.	1. Pronunciation practice: e.g a,e,i,u /i e / and / ea / here hare ear air fear fare/fair beer bear/bare e.g. the hare was here yesterday.	1. Demonstrates and pronounce the words or show objects or their pictures while repeating the words correctly. 2. Lets the pupils imitate him. 3. Engages pupils in drills, using the minimal pair 4. Dictates words to the pupils to copy.	1. Listen attentively to the teacher. 2. Produce the sounds used in each pair of words correctly. 3. Write dictation based on the use of these words.	1. Relevant pictures of objects. 2. Flash cards 3. Flannel board. 4. Course book.	Pupils to: 1.distinguish between the sound /id/ and / ed / by pronouncing them Correctly; 2. write correctly five words dictated by the teacher.

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THEME: LISTENING AND SPEAKING					PRIMARY 3	
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			TEACHER	PUPILS		
Aural Discrimination	Pupils should be able to: 1. pronounce and distinguish between the sounds in words and sentences using the correct stress and intonation; and 2. distinguish between the different sounds in words and sentences.	Aural discrimination of the sounds: i. / 3/ and / ^: / burn - born firm – form perch – porch - I can burn this bush. A new child is born - The firm sent a form to me ii. / D / and / ɔ:/ cot – court spot – sport.	1. Reads the sentences containing the sounds 2. Distinguishes between the sounds. 3. Pronounces the words paying attention to the stress and intonation. 4. Asks pupils to repeat after him.	1. Listen to teacher's reading. 2. Repeat after teacher. 3. Distinguish between the sounds. 4. Pronounce the words. 5. Read the sentences following teacher's example.	1. Flash cards. 2. Sentence strips. 3. Flannel board. 4. Course book.	Pupils to: 1. pronounce given words using the appropriate sounds; and 2. distinguish between the sounds in words and sentences using the correct stress and intonation.

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THEME: GRAMMATICAL ACCURACY					PRIMARY 3	
TOPICS/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
			TEACHER	PUPILS		
Use of Regular and Irregular Plurals in Speaking and Writing	Pupils should be able to: 1. identify regular and irregular plurals 2. use regular and irregular plurals in simple sentences	1. Regular plurals e.g. ball/balls; boy/boys. 2. Irregular plurals e.g. child/children; foot/feet	1. Teacher presents the correct use of regular and irregular plurals in speeches. 2. The correct use of irregular and irregular plurals in writing.	1. identify regular and irregular plurals in speeches and writings. 2. to use regular and irregular plurals in speeches and writings.	1. Real objects 2. Pictures of objects 3. Charts 4. Flash cards	Pupils to : 1. identify regular and irregular plurals in speeches and writings; and 2. pupils to use regular and irregular plurals in speeches and writings.
Use of Auxiliary Verbs	Pupils should be able to: 1. identify auxiliary verbs in sentences; and 2. use auxiliary verbs in sentences.	Auxiliary verbs e.g. may, can, will.	1. Teacher to present and demonstrate the correct use of auxiliary verbs in sentences. 2. Facilitates flash card games to aid pupils understanding of auxiliary verbs.	1. identify auxiliary verbs in sentences 2. Pupils play games with flash cards as facilitated by teacher. 3. correctly use auxiliary verbs	1. Charts 2. Flash card games	Pupils to: 1. identify auxiliary verbs in sentences; and 2. use auxiliary verbs in sentences
Expressing Future Actions in the Negative	Pupils should be able to: 1. make correct sentences in the simple future tense; and 2. respond correctly to interrogative sentences using contracted forms of "will" and "shall".	Expressing future actions in the negative e.g. We will not be going to church next Sunday; Q – Mummy, will we eat rice today? A – No, we will not.	1. Teacher explains and demonstrates what future action is. 2. Teacher gives examples and asks questions in the future tense.	1. Pupils listen to the teacher's explanation. 2. Give examples themselves. 3. Ask and answer teacher's questions	1. Sentence strips. 2. Course book 3. Other supplementary resources like newspapers or magazines.	Pupils to : 1. use future actions in the negative through sentence construction. 2. respond correctly to interrogative sentences using contracted forms of "will" and "shall".

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			TEACHER	PUPILS		
Using Past Continuous Tense	Pupils should be able to: 1. identify past continuous tense in sentences; and 2. use past continuous tense in sentences.	Past continuous tense e.g. 'He was going to school when he fell'; 'He was coming to the house when he met John'.	1. Teacher explains past continuous tense. 2. Demonstrates the correct use of past continuous tense in sentences	1. Listen to teacher's explanation 2. use past continuous tense in sentences.	1. Course book 2. Supplementary materials 3. charts	Pupils to : 1. identify past continuous tense in sentences; and 2. use past continuous tense in sentences.
Present Perfect Using –ed and –en ending	Pupils should be able to: 1. identify present perfect using – ed ending 2. identify present perfect using – en ending 3. express correct use of present perfect with – ed ending; and 4. express correct use of present perfect with – en ending.	1. Present Perfect using –ed ending e.g. I have cleaned the kitchen; I have washed my clothes. 2. Present Perfect using –en ending e.g. John has stolen a pencil; I have eaten my food.	1. Teacher to explains present perfect using both – ed and – en endings. 2. Leads pupils in constructing sentences in the present perfect tense	1. Pupils to identify correctly present perfect tense in sentences. 2. use present perfect tense in sentences.	1. Chalkboard 2. Course book 3. Supplementary materials.	Pupils to: 1. identify present perfect tense in sentences; and 2. express correct use of present perfect in sentences

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			TEACHER	PUPILS		
Present Perfect with "since" and "for"	Pupils should be able to: 1. identify present perfect with "since" 2. identify present perfect with "for" 3. express correct use of present perfect with "since" ; and 4. express correct use of present perfect with "for".	1. Present Perfect with "since" e.g. I have been awake since 8 o'clock; Lunch has been ready since 2 hours ago. 2. Present perfect with "for" e.g. I have been sick for two days; Mum has been in the market for two hours.	1. Teacher to explain the correct use of present perfect with "since" and "for".	1. Pupils correctly use present perfect with "since" and "for"; following teacher's examples.	1. Course book 2. Charts 3. Supplementary materials.	Pupils to : 1. identify present perfect with "since" and "for"; and 2. use "since" and "for" in sentence construction.
Interrogation with Response Using Present Perfect.	Pupils should be able to: 1. use present perfect tense in question forms correctly; and 2. give appropriate responses to such question forms orally in writing.	Interrogation and Responses using present perfect e.g. Interrogation: Have you finished your home work? Response: No, I have not. Interrogation: Are you going to play football with me today? Response: Yes, of course.	1. Makes series of statements using the using the present perfect tense. 2. Transforms each statement into a question 3. Gives the appropriate answer to pupils.	1. Pupils say the statement after the teacher using the present perfect tense. 2. Repeat series of statements using the present perfect tense of verbs after the teacher. 3. Transforms each statement into questions again following teacher's example	1. Course book 2. charts 3. Supplementary materials.	Pupils to: 1. use present perfect tense in question forms correctly; and 2. give appropriate responses to such question forms orally and in writing.

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RESOURCE PERSONS THAT REVISED THE CURRICULUM

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