

GHANA EDUCATION SERVICE

(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

ENGLISH LANGUAGE CURRICULUM FOR PRIMARY SCHOOLS (BASIC 1 - 3)

SEPTEMBER 2019



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**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**



English Language Curriculum for Primary Schools

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FOREWORD

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

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

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

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

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

Dr. Matthew Opoku Prempeh (MP)
The Honourable Minister of Education

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RATIONALE FOR PRIMARY ENGLISH LANGUAGE

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

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

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

PHILOSOPHY

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

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

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

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

Thus, participatory and thematic approaches should be emphasised to help children connect literacy learning in the classroom to solving real world problems in their environment and world around them. The teacher should promote interaction and make learners active in their own learning. Learners' differences in the language classroom should not be taken as a deficit, but provide the teacher with the background to

support children. Current definitions emphasise that literacy is not just reading and writing but also listening, speaking and thinking. It involves the knowledge and skills to engage in social and academic processes needed for effective functioning in the school and community.

GENERAL AIMS

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

SPECIFIC AIMS

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

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

TEACHING AND LEARNING EXPECTATIONS

Teachers are expected to:

1. guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences;
2. select English Language content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities and experiences of learners;
3. work together as colleagues within and across disciplines and grade levels to develop communities of English Language learners who exhibit good communication skills and positive attitudes towards the learning of English Language;

4. use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of English Language, and also to provide feedback to both learners and parents;
5. design and manage learning environments that provide learners with the time, space and resources needed for learning English Language.

CORE COMPETENCIES

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

1. Critical Thinking and Problem-Solving (CP)

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

2. Creativity and Innovation (CI)

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

3. Communication and Collaboration (CC)

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

4. Cultural Identity and Global Citizenship (CG)

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

5. Personal Development and Leadership (PL)

PL involves improving self-awareness, self-knowledge, skills, health, building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility, and developing a love for lifelong learning.

6. Digital Literacy (DL)

DL involves developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application;
- Language Skills;
- Attitudes and Values.

Knowledge, Understanding and Application

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

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

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching, in most cases, tends to stress knowledge acquisition to the detriment of other higher-level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which the teacher has to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to the real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills and to generate creative ideas to solve real life problems in their school lives and later, in their adult lives. This is the position where learning becomes beneficial to the learner.

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

- Knowing:** This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall concepts already learnt and this constitutes the lowest level of learning.
- Understanding:** This is the ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based on a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.
- Applying:** This dimension is also referred to as “Use of Knowledge”. It is the ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.
- Analysing:** This is the ability to break down concepts/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.
- Synthesising:** This is the ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create and generate new ideas and solutions.
- Evaluating:** This is the ability to appraise, compare features of different things and make comments or judgment, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some concepts based on some criteria.
- Creating:** This is the ability to use information or materials to plan, compose, produce, manufacture or construct products. From the foregoing, creating is the highest form of thinking and learning and is, therefore, a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, beginning right from the lower primary level, it is advised that teachers do their best to help their learners develop analytic skills as has been said already.

Language Skills

There are four main language skills to develop in learners at the primary level. These are:

- Listening
- Reading
- Speaking
- Writing

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

- **Listening**
This is the ability to accurately receive and interpret messages in the communication process. For example, the ability to listen to, understand and follow directions, instructions, etc. given in a language.
- **Reading**
This is the ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently and must be able to answer questions arising from the passage read. He/she should also be able to summarise passages read in his/her own words to show understanding of the passages.
- **Speaking**
This is the ability to speak a language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection.
- **Writing:**
This is the ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

Learning the English Language implies the acquisition of two major abilities or behaviours. These are “Knowledge and Understanding” and the “Use of Knowledge”. “Knowledge and Understanding” refers to the ability to identify and recall, for example, the principles of grammar acquired through instruction and further acquired through Listening and Reading. “Use of Knowledge” implies the ability to use the language in writing and in speaking. Beside the two dimensions are the four skills, Listening, Reading, Speaking and Writing. Listening and Reading are referred to as “Receptive Skills.” They are the skills through which a learner receives communication. Speaking and Writing are referred to as “Productive Skills” since these are the skills which require the learner to produce knowledge acquired through speaking the language and through writing letters, compositions, etc.

ATTITUDES AND VALUES

To be effective, competent and reflective citizens who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners, therefore, need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

Attitudes

i. **Curiosity:**

It is an inclination or a feeling towards seeking information about how things work in a variety of fields.

ii. **Perseverance:**

This is the ability to pursue a problem until a satisfying solution is found.

iii. **Flexibility in ideas:**

It is the willingness to change an opinion in the face of more plausible evidence.

iv. **Respect for Evidence:**

It is the willingness to collect and use data in one's investigation and also have respect for data collected by others.

v. **Reflection:**

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

Values

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

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

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

Equity: The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which requires the provision of equal opportunities for all, and that all should strive to care for one another, both personally and professionally.

Commitment to achieving excellence: Ghana's learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology. Ghana, thus, will instil the value of excellent service above the self.

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

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

ASSESSMENT

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

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

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

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

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

Assessment of learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement.

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

SUGGESTED TIME ALLOCATION

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

PEDAGOGICAL APPROACHES

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

- i. the creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner-empowerment and independent learning;
- ii. the positioning of inclusion and equity at the centre of quality teaching and learning;
- iii. the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind;
- iv. the use of Information Communications Technology (ICT) as a pedagogical tool;
- v. the identification of SUBJECT SPECIFIC instructional expectations needed for making learning in the subject relevant to learners; and
- vi. the integration of assessment into the teaching and learning process and as an accountability strategy.

Learning-Centred Pedagogy

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

The curriculum encourages the creation of a learning-centred classroom, with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher, to also actively engage in looking for answers,

working in groups to solve problems, researching for, analysing and evaluating information. The aim of the learning-centred classroom approach is to develop learner-autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

The teacher should create a learning atmosphere that ensures that:

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

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

Inclusion

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

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

Differentiation and Scaffolding

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

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

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

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

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

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

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

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

INFORMATION COMMUNICATIONS TECHNOLOGY

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

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

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

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

ORGANISATION OF THE CURRICULUM

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

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

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

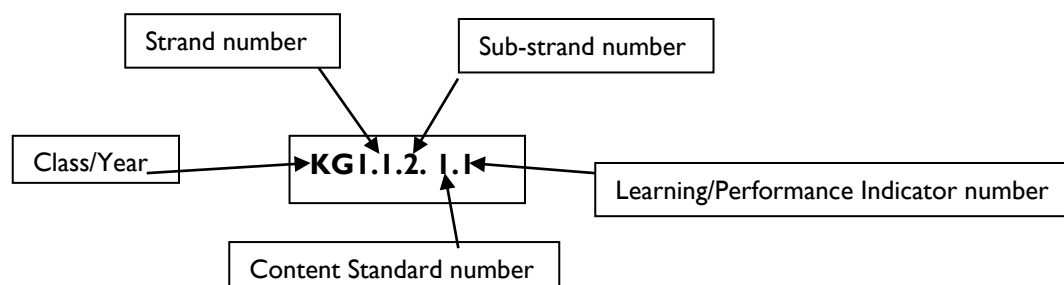
Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

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

Exemplars serve as support and guidance, which clearly explain the expected outcomes of indicators and suggest what teaching and learning activities could support the facilitators/teachers in the delivery of the curriculum.

Curriculum Reference numbers

A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:



Year/Class	Strand	Sub-strand	Content Standards	Learning Indicator
Strand 2: Reading				
Sub-strand 3: Word Families, Rhyming Endings and Common Digraphs				
B1		B2		B3
B1.2.3.1: Identify rhyming/endings words and common digraphs		B2.2.3.1: Identify rhyming/endings words and common digraphs		B3.2.3.1: Identify rhyming/endings words and common digraphs
B1.2.3.1.1 Use common rhyming/ending words for decoding of words. E.g. – at pat, mat, fat, etc		B2.2.3.1.1 Use common rhyming/ending words for decoding of words (last syllable rhymes). E.g. – or/er doctor, teacher		B3.2.3.1.1 Use common rhyming/ending words for decoding of unknown words.

NOTE TO THE TEACHER

Integration of Skills

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

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

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

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

Approach to Grammar

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

Oral Language (Listening and Speaking)

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

Reading Material

To help the teacher to achieve the indicators of the strand “Reading”, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of current interests. The teacher is further encouraged to use his/her initiative in improvising and planning new materials. It is a requirement that each learner should read five books on different topics each term, that is, fifteen books per year.

Supplementary Material

The teacher is further encouraged to constantly look for other supplementary materials which will enhance the teaching/learning especially of the sections on “Listening and Speaking” and “Reading”. Materials that focus on comprehensive sexuality education, moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

List of Topics for Reading

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

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

Primary 1-3

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

Primary 4-5

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

Primary 6

1. Comprehensive sexuality education
2. Teenage pregnancy
3. HIV/AIDS
4. Energy – conservation and importance
5. Inventions
6. Computers
7. Forest depletion
8. Social moral & cultural values such as honesty, diligence, patriotism, commitment, respect for elders, care for public property.
9. Entrepreneurship
10. Climate change awareness

Scope and Sequence

STRANDS	SUB-STRANDS	B1	B2	B3	B4	B5	B6
1. ORAL LANGUAGE: LISTENING AND SPEAKING	SONGS	√	√	√	√	√	√
	RHYMES	√	√	√			
	POEMS				√	√	√
	STORY TELLING	√	√	√	√	√	√
	DRAMATISATION & ROLE PLAY	√	√	√	√	√	√
	CONVERSATION; TALKING ABOUT ONESELF, FAMILY, PEOPLE, PLACES, CUSTOMS, EVENTS, CULTURAL VALUES, MANNERS, AND OTHER THEMES	√	√	√	√	√	√
	LISTENING COMPREHENSION	√	√	√	√	√	√
	ASKING AND ANSWERING QUESTIONS	√	√	√	√	√	√
	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS/DIRECTIONS AND MAKING AND RESPONDING TO REQUESTS	√	√	√	√	√	√
	PRESENTATION	√	√	√	√	√	√
2. READING	PRE-READING ACTIVITIES: PRINT CONCEPT PHONOLOGICAL/PHONEMIC AWARENESS	√					
	PHONICS LETTER-SOUND KNOWLEDGE: VOWEL SOUNDS and CONSONANT SOUNDS	√	√	√	√	√	√
	WORD FAMILIES, RHYMING ENDINGS AND COMMON DIGRAPHS	√	√	√	√	√	√
	DIPHTHONGS			√	√	√	√

	BLENDS AND CONSONANT CLUSTERS			√	√	√	√
	VOCABULARY SIGHT VOCABULARY CONTENT VOCABULARY	√	√	√	√	√	√
	COMPREHENSION	√	√	√	√	√	√
	SILENT READING				√	√	√
	FLUENCY	√	√	√	√	√	√
	SUMMARISING					√	√
3. GRAMMAR USAGE AT WORD AND PHRASE LEVELS	NOUNS				√	√	√
	DETERMINERS				√	√	√
	PRONOUNS				√	√	√
	ADJECTIVES				√	√	√
	VERBS				√	√	√
	ADVERBS				√	√	√
	IDIOMATIC EXPRESSIONS				√	√	√
	CONJUNCTIONS				√	√	√
	MODALS				√	√	√
	PREPOSITIONS				√	√	√
	ADJECTIVE PHRASE				√	√	√
	ADVERB PHRASE				√	√	√
	DIRECT AND REPORTED SPEECH				√	√	√
4. WRITING	PRE-WRITING ACTIVITIES	√					

	PENMANSHIP/HANDWRITING	√	√	√	√	√	√
	WRITING/COPYING LETTERS-SMALL AND CAPITAL LETTERS	√					
	LABELING ITEMS	√					
	WRITING SIMPLE WORDS AND SENTENCES	√	√	√			
	PARAGRAPH DEVELOPMENT				√	√	√
	CONTROLLED WRITING	√	√				
	GUIDED COMPOSITION		√	√			
	WRITING AS A PROCESS			√	√	√	√
	NARRATIVE WRITING		√	√	√	√	√
	CREATIVE/FREE WRITING				√	√	√
	DESCRIPTIVE WRITING	√	√	√	√	√	√
	PERSUASIVE/ARGUMENTATIVE WRITING			√	√	√	√
	INFORMATIVE/ACADEMIC WRITING			√	√	√	√
	LETTER WRITING				√	√	√
5. USING WRITING CONVENTIONS /GRAMMAR USAGE	USING CAPITALISATION	√	√	√	√	√	√
	USING PUNCTUATION		√	√	√	√	√
	USING NAMING WORDS	√	√	√	√	√	√
	USING ACTION WORDS/VERBS	√	√	√	√	√	√
	USING QUALIFYING WORDS: ADJECTIVES	√	√	√	√	√	√

	USING QUALIFYING WORDS: ADVERBS			√	√	√	√
	USING SIMPLE PREPOSITIONS	√	√	√	√	√	√
	USING CONJUNCTIONS				√	√	√
	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES		√	√	√	√	√
	SPELLING	√	√	√	√	√	√
6. EXTENSIVE READING	BUILDING THE LOVE AND CULTURE OF READING	√	√	√	√	√	√

BASIC I

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

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.1.1: Demonstrate understanding of a variety of songs	B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions - Let learners identify some familiar songs. - Let learners sing familiar songs and clap, tap and or dance to the rhythm. - Let learners answer a variety of questions on the songs. - Discuss the moral lesson in the songs with learners.	Listening and Speaking skills Cultural Identity and Global Citizenship

Sub-Strand 2: Rhymes

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.2.1: Appreciate a variety of literary pieces	B1.1.2.1.1. Listen to and recite rhymes and tongue-twisters with accompanying actions - Have learners recite familiar rhymes. - Introduce new rhymes by performing them. - Lead learners to echo-read the rhymes. - Let learners recite the lines in groups/pairs and as individuals, as they tap or clap to the rhythm. - Guide learners to identify rhyming words and teach the accompanying actions. Note: <i>Recycle the rhymes in the next few days for learners to memorise them.</i>	Listening and Speaking skills Cultural Identity and Global Citizenship

Sub-Strand 3: Story Telling

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

Sub-Strand 4: Dramatisation and Role-Play

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.1.5.1: Perform stories	BI.1.5.1.1. Dramatise stories heard • Begin the lesson with the narration of a familiar story. • Have learners identify the characters in the story and their roles. • Have learners role-play some specific characters in groups. • Let learners talk about theirs and others' roles.	Listening and Speaking skills Communication and Collaboration Cultural Identity and Global Citizenship

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

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.1. 6.1: Use certain culturally acceptable language for communication	BI.1. 6.1.1. Use appropriate greetings for different times of the day • Revise daily greetings by having learners identify greeting times in the day. e.g. Morning–Good morning, Afternoon–Good afternoon, Evening–Good evening. • Discuss the correct responses to these greetings. • Let learners take turns to demonstrate greetings at different times of the day and also practise the appropriate responses. • Discuss the importance of greetings.	Listening and Speaking Skills Personal development and Leadership Communication and Collaboration Cultural Identity and Global Citizenship

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.6.1: Use culturally acceptable language for communication	B1.1. 6.1.2. Describe the home, people or places • Welcome children and have them sit in a semi-circle. Greet them and introduce the topic for discussion. Use the Community Circle Time Strategy. • Learners are provided with an opportunity to interact freely with the teacher and peers, starting with greetings. • Have learners use appropriate responses and non-verbal language (body language and facial expression) as they greet each other. • Show pictures of homes, people and places and have learners think-pair-share their observations with the person sitting next to them and with the class. B1.1.6.1.3. Talk about their school and places in the school • Use the Community Circle Time Strategy. • Show pictures of their school and places in the school (the library, the computer lab, the headmaster's office, the playing field etc.) • Have learners think-pair-share ideas/views about the pictures in pairs and then with the large group. • Have learners talk about the activities that go on in these places and their importance to the individual.	Listening and speaking skills Communication and collaboration.

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.6.1: Use culturally acceptable language for communication CONT'D	B1.1.6.1.4. Use a wide variety of words to describe different situations and events • Use a conversational poster on different situations/events. • Have learners think-pair-share, looking at the various illustrations on the poster. • Have them use expressions learnt and other new ones to describe the situations and events. Have learners, working in groups, role-play the situations and events on the poster. B1.1.6.2.1. Engage in collaborative conversation • Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher's office, library, etc.). • Lead learners, with questions, to talk about the places and their importance. • Let learners identify the importance of the places listed above. • In pairs/small groups, let learners engage in conversations on specific topics. B1.1.6.2.2. Talk about likes and dislikes: food, animals, toys, etc.	Listening and speaking skills Communication and collaboration.

Sub-Strand 7: Listening Comprehension

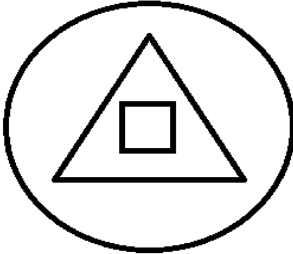
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.1.7.1: Use appropriate skills and strategies to process meaning from texts	BI.1.7.1.1. Listen to and reproduce narrative texts • Before Reading – Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. – Have them predict the story. • During Reading – Read a story. Pause at vantage points and have learners talk about the content of the text. • After Reading – Have the learners answer simple questions based on the text. – Have them role-play the events in the story.	Listening and speaking skills Personal Development and Leadership Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.1.7.1: Use appropriate skills and strategies to process meaning from texts	BI.1.7.1.2. Recognise and relate the sequence of events in a narrative text • Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending). BI.1.7.1.3. Recognise and discuss characters in a story • Read a story aloud to learners. • Have them discuss, in pairs/small groups, the main and minor characters in the story. • Have groups/pairs share their views with the whole class. BI.1.7.1.4. Listen to and produce descriptions of pictures and objects (e.g. vehicles, animals) • Show pictures of common objects and animals to learners. • Have learners think-pair-share what they see in the picture. Have them describe, in groups/pairs, the pictures to one another in turns.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 8: Asking and Answering Questions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.1.8.1: Demonstrate understanding in asking and answering questions	BI.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering Yes/No questions • Demonstrate Yes/No questions and their responses. • Drill learners on the questions and responses. • Let pair of learners ask and answer questions, e.g. Pupil A: Is this a book? Pupil B: Yes, it is / No, it isn't.	Listening and speaking skills Communication and Collaboration Personal Development and Leadership
BI.1.8.1: Demonstrate understanding in asking and answering questions	BI.1.8.1.2. Use appropriate pronunciation and intonation in asking and answering Wh – questions • Revise Yes/No questions. • Let learners identify some objects in the class (e.g. board, bag, chair, etc.) and use them in asking simple questions, e.g. Should I clean the board? Is that your chair? Do you have a pencil in your bag? • Introduce Wh- questions in context. e.g. i. What is this? ii. What is your name? iii. How old are you? iv. How are you? • Pair learners to ask and answer questions. Note: Yes/No questions use rising intonation and Wh is falling intonation. However, answers for both use the falling intonation.	Communication and Collaboration Personal Development and Leadership Listening and speaking skills

Sub-Strand 9: Giving and Responding to Commands/Instructions and Making Requests

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.1.9.1: Demonstrate understanding in commands, instructions, directions and requests	BI.1.9.1.1. Give and respond to commands and instructions • Give commands and instructions to learners. e.g. Command: • Keep quiet. • Hands up. • Sit down. • Bring your books. • Start work, etc. • Pair learners to give/obey commands. • Have learners listen to simple instructions and act in response. • Let learners practise by giving commands in pairs, etc. e. g. Instructions: • Draw a circle. • Draw a triangle in the circle. • Draw a square in the triangle. Response: 	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.1.9.1: Demonstrate understanding in commands, directions, instructions and requests CONT'D	BI.1.9.1.2. Make and respond to polite requests using the word “Please” • Demonstrate knowledge of requests and their responses. • Let learners respond to requests using; yes, ok, etc. • Pair with learners to take turns to make and respond to polite requests. e.g. Please give me your pencil. A: May I use your pen? B: Yes/No. • Let them change roles.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 10: Presentation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.1.10.1: Plan and present information and ideas for a variety of purposes	B1.1.10.1.1. Identify audience and purpose of presentation - Have learners to do “show and tell” to introduce a friend to their parents at their birthday party. - Create more scenarios for learners to introduce their friends. <i>Note: Introduce expressions like “Hello, meet my Dad”, etc.</i> B1.1.10.1.2. Generate and select ideas on a given topic for presentation e.g. My father, My friend, etc - Introduce the activity and as learners listen and observe, talk about the topic, e.g. “My friend”. - Briefly discuss your presentation. - Let learners take turns to talk about their friends. - Encourage others to ask questions after each presentation. B1.1.10.1.3. Speak with confidence before different audiences, e.g. small group, class, etc - Have learners draw members of their nuclear family. - Through think-pair-share strategy, let learners show and talk about their family members in pairs, smaller groups and as a class. - Use probing questions to have learners talk more about their family members. e.g. - Who is this one? - Why did you draw him or her first? - Encourage shy learners to speak.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

STRAND 2: READING

Sub-Strand I: Pre-Reading Activities

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.1.1: Know how a text works for reading and writing	BI.2.1.1.1. Handle books appropriately - Have learners think-pair-share the reasons for keeping books neat and handling them well. - Lead learners to make some rules to guide the handling of books. - Demonstrate how to handle books, e.g. holding it, turning a book, opening the pages properly, etc. - Discuss the information on the cover and title pages with learners, e. g. What can you find on the cover? - The title, - Author, - Illustrations and illustrators, etc. - Call learners in turns to demonstrate how to handle books, e.g. opening a book, holding a book, etc. - Let learners, in groups, role-play how to handle books, e.g. keeping them neat.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration
BI.2.1. 2: Manipulate the sounds of the letters of the English alphabet	BI.2.1.2.1. Orally blend two or three sounds together to make one syllable word, e.g. (a-sh = ash, b-i-n = bin) Make individual sounds and have learners blend them together to make one-syllable words, e.g. (a-sh = ash, b-i-n = bin, a-t = at, a-m = am, i-n = in, c-o-t = cot).	

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.2.1. 2: Manipulate the sounds of the letters of the English alphabet CONT'D	B1.2.1.2.2. Orally segment spoken syllables/words into individual sounds e.g. stop = s-t-o-p • Model segmenting spoken syllables/words into individual sounds, e.g. (stop = s-t-o-p, am = a-m, pot = p-o-t). • Provide opportunities for learners to practise segmenting syllables/words into individual sounds. B1.2.1.2.3. Say the new word when asked to delete, add initial sound or substitute an initial, middle or final sound (Phoneme deletion, addition, substitution) • Say a word and model using phoneme deletion, addition and substitution strategies to say new words from the given word, e.g. - phoneme deletion: brat= rat, etc. - phoneme substitution: cat=bat, bat = bet, bet=bell, etc. - phoneme addition: all =ball, etc.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Phonics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	BI.2.2.1.1. Identify the alphabet in order • Introduce the lesson with alphabet songs paying attention to the letters as they sing. • Show an alphabet chart and have learners identify the letters of the alphabet (aA- zZ). • Use alphabet cards, alphabet trees, picture cards, etc. to play alphabet games. Let learners play matching games with the cards, e.g. Sound Ball Game, Find My Partner, etc. BI.2.2.1.2. Recognise and produce letter names and sounds randomly • Have learners play alphabet games to practice recognition of letter names at random. e.g. Lucky Dip game, Treasure Hunt. • Let learners use letter cards to order the letters of the alphabet. • Have learners find out which letter comes before the other, among a given set of letters, as a whole class, in groups, in pairs and individually. • Select letters whose sound you intend to teach, e.g. two letters at a time. • Say each sound first in context and then in isolation, e.g. ants-a • Have learners repeat it after you. • Give examples of words that contain each sound at the initial, medial and final positions, e.g. <u>b</u>ag, ta<u>b</u>le, bu<u>l</u>b • Have learners work in pairs to provide examples of words that contain the sounds.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	BI.2.2.1.3. Understand the relationship between spelling of words and sounds of speech • Blend vowel sounds with consonant sounds to produce words, e.g. am, at. • Let learners segment the sounds in the words and blend them by using blending games. • Ask learners to give examples of words. • Write the words and have learners sound the individual letters and blend them to produce words. • Have learners work in pairs/groups to further practise sound segmentation and blending to produce the words. BI.2.2.1.4. Blend sounds to produce simple syllables/words and blend syllables to produce words Blending sounds • Clap the syllables of common words. e.g. table, pencil, pen, book, boy, girl, etc. • Let learners clap the syllables of words after teacher. • Put learners into groups/pairs. • Distribute letter cards to the groups.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	Demonstrate blending using letter cards, e.g. f-a-n = fan b-a-g = bag b-e-d = bed p-e-n = pen. - Use learners' words to build a vocabulary chart and encourage them to go round to read. Blending syllables - Have learners use think-pair-share to come out with single syllables and blend them to form words, e.g. sis - ter = sister. - Let the pairs present their words and guide them by using the words to form two-word or three-word sentences. e. g. My sister is happy. Note: Pairs that would be able to make sentences score points for their houses or colour groupings. BI.2.2.1.5. Segment syllables/words into sounds. - Revise the sounds of letters and words learners have learnt. - Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables. e.g. pencil = pen-cil baby = ba-by mother = mo-ther - Let learners read the words and use them in sentences.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write CONT'D	BI.2.2.1.6. Use alphabetic knowledge to decode known words - Let learners sing an alphabet song. - Put them into groups and write sentences containing some new words for learners to decode by segmentation. e.g. This is a <u>mango</u>. This is my <u>sister</u>. - Have learners read similar words from the word charts.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

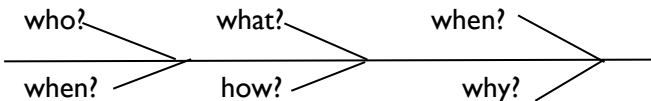
Sub-Strand 3: Word Families, Rhyming Endings and Common Digraphs

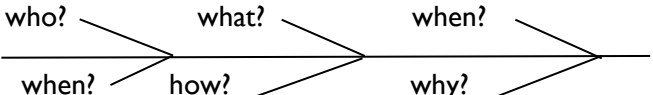
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.3.1: Employ knowledge of rhyming endings to enhance reading comprehension	BI.2.3.1.1. Use common rhyming endings to decode simple words - Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, <u>m</u>at, <u>f</u>at. - Have learners build on these rhyming endings. - In groups, let learners read out their words. - Have learners form sentences with these rhyming words.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 6: Vocabulary

[illegible]

Sub-Strand 7: Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.2. 7.1: Understand texts read	B1.2. 7.1.1. Use illustrations, text clues (title, headings) and context to make inferences and predictions - Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text. B1.2. 7.1.2. Ask and answer factual and inferential and applicative questions about level-appropriate texts - Have learners read level appropriate texts independently, with minimal support from peers/teacher. - Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension. B1.2.7.1.3. Retell level-appropriate texts in own words - Use the Simple Herring Bone strategy to guide learners to retell the story in their own words.  The diagram illustrates the Simple Herring Bone strategy for retelling a story. It consists of a horizontal line with three points where it is crossed by diagonal lines, forming a herringbone shape. Above the horizontal line, the words 'who?', 'what?', and 'when?' are written from left to right. Below the horizontal line, the words 'when?', 'how?', and 'why?' are written from left to right. Each word is connected to the horizontal line by a diagonal line, with the top line sloping down and the bottom line sloping up.	Reading and Writing Skills Personal Development and Leadership

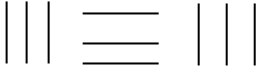
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.7.2: Use knowledge skills and techniques of reading to understand	BI.2.7.2.5. Use a variety of comprehension-strategies e. g prediction before reading a text, cover page, etc - Begin the comprehension lesson with before reading activities that develop and activate the background knowledge of learners. e.g. K of KWL(What learners know about the topic of information text, prediction using pictures, title, treatment of vocabulary, etc.). - Continue with while reading activities to enhance their understanding of the text. e.g. a) Herring Bone strategy  b) W of KWL(What the learners want to know). - End the lesson with after reading activities that help learners to organize their ideas, remember the story, use the information acquired from the text and relate it to their daily lives, e.g. answering questions, retelling the story in their own words, learners linking story to their everyday life experiences etc.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.7.2: Use knowledge skills and techniques of reading to understand	BI.2.7.2.6. Identify the structure of a story e.g. beginning, middle and the end - Narrate a suitable story. - Have learners identify the structure of the story by recalling what happened at the beginning, middle and ending.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 9: Fluency

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.2.9.1: Read texts with good speed, accuracy and expression	BI.2.9.1.1. Read short and simple sentences at good pace - Teacher models reading at a reasonable pace. - Have learners read short and simple sentences at a reasonable pace. - Let learners read in small groups. BI.2.9.1.2. Recognise one hundred and twenty sight words including content words - Have learners go over the sight words they have learnt during the period. - Let learners echo-read simple texts. - Let learners play vocabulary games for vocabulary consolidation, e.g. Lucky Dip game, Pick and Say, Word Hunt. - Have learners make simple meaningful sentences with the sight words.	Communication and Collaboration Personal Development Reading Communication and Collaboration Personal Development Reading

STRAND 4: WRITING
Sub-Strand I: Pre-Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI. 4.1.1: Write patterns for muscular control and hand-eye coordination	BI. 4.1.1.1. Make given patterns, trace and draw various objects - Demonstrate vertical, horizontal and oblique strokes/patterns. e.g.   - Let learners write these strokes/patterns in the air. - Have learners write them in their books Note: <i>If need be, learners may first make these strokes by tracing and/or joining dots. Ensure correct sitting posture and correct grip of the writing tool.</i> BI.4.1.1. 2. Model various objects of interest - Use papers to model an object as learners observe. - Let learners, in their groups, choose and model different objects. - Let learners tell the name of the object and what it can be used for.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 2: Penmanship

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B1.4.2.1: Copy and write letters of the alphabet correctly	B1.4.2.1.1. Copy letters of the alphabet clearly • Introduce learners to the lines and spaces they will be expected to write in. • Demonstrate the letter on the board and in the air several times. • Give ample practice. Let learners practise writing in the air, on sheets of paper or in jotters. • Let learners execute the writing task. • Give feedback after assessing learners' work.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration Critical Thinking

Sub-Strand 3: Writing Letters – Small and Capital

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

Sub-Strand 4: Labelling Items

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.4.4.1: Draw and label simple objects	BI.4.4.1.1. Draw simple pictures of peers or various objects and use invented spelling to write about oneself • Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. Have a chart of various objects labelled (e.g. objects at home in, the environment etc.) and post them on the walls of the classroom. • Have learners go round to observe the pictures. • In groups, let learners share their observations. • Ask learners to draw and label three objects of their choice. • Have each learner choose and draw a peer and write a line or two about that person. • Assist learners with spelling where necessary. • Have learners share their work with their partners. • Similarly, let learners draw pictures of themselves and write a sentence or two about the pictures.	Reading and Writing Skills Critical Thinking Communication and Collaboration Personal Development

Sub-Strand 5: Writing Simple Words and Sentences

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

Sub-Strand 7: Controlled Writing

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

Sub-Strand 12: Descriptive Writing

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

Strand 5: Using Writing Convention/Grammar Usage Sub-Strand 1: Using Capitalisation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.5.1.1: Apply knowledge of capitalisation in writing	BI.5.1.1.1. Write capital letters correctly - Through pick and write activity, revise writing of capital letters with learners. BI.5.1.1.2. Use capital letters at the beginning of titles and names of people. - Demonstrate knowledge of capital letters and invite individuals to write names with capital letters on the board. - Assist learners to write their names. Let them begin with capital letters, e.g. Kofi, Ama, Samuel, Sule. - Lead learners to write titles of people. e.g. Mr Badu, Mrs Darko	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.5.1.1: Apply knowledge of capitalisation in writing CONT'D	BI.5.1.1.3. Use capital letters to write other proper nouns Let them write the names of towns and particular places they are familiar with, beginning with capital letters,e.g. names of schools, Adukrom Primary School.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 4: Using Action Words

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.5.4.1: Apply knowledge of action words in communication	BI.5.4.1.1. Use the present tense of verbs to describe habitual actions • Introduce the activity and tell learners two things you do daily. • Put learners in groups to talk about the things they do everyday: e. g. I wash my face every morning. • Write the two things you do in two simple sentences and read it out to learners. • Have each learner write two of the habitual things they do. You may assist them with spelling. • Invite each of them to present their work to the class for the class to react to the presentations. BI.5.4.1.2 Use the present tense of verbs to express the present state of things or situations • Introduce the activity and demonstrate it. • Guide learners with questions to describe the state of given things or situations, e.g. My bag is red. BI.5.4.1.3 Use the present tense continuous form of verbs.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 5: Using Qualifying Words – Adjectives

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.5. 5.1: Apply knowledge of adjectives in communication	BI.5. 5.1.1. Identify adjectives and use them to describe oneself and other people • Have learners read level-appropriate texts describing people. • Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words. • Have learners write simple sentences to describe themselves, using the descriptive words identified. • Have learners write parallel sentences to describe their friends.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

Sub-Strand 7: Using Simple Prepositions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.5.7.1: Apply knowledge of prepositions in communication	BI.5.7.1.1. Identify and use prepositions in oral and written language to indicate position • State the position of various classroom objects using simple prepositions. • Give sample sentences (on sentence cards) to learners. e.g. Mary is <u>in</u> the room. Aba is sitting <u>on</u> the chair. • Let learners identify the words <u>in</u>, <u>on</u>, etc. as words that show position. • Pair up learners and have them use the prepositions identified in simple and meaningful sentences. • Let each learner write two sentences describing the position of objects in the classroom.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

BI.5.10.1: Use phonics knowledge to spell words	BI.5.10.1.1 Identify and spell simple words correctly • Help learners to write two letter words correctly e. g. <u>go</u>, <u>so</u>, <u>in</u>, <u>on</u>. • Using word cards, help learners to write three letter words correctly, e. g. <u>see</u>, <u>low</u>, <u>bow</u>. BI.5.10.1.2. Fill in blank spaces in simple words • Provide a passage with blank spaces and help learners to fill in the gaps or spaces with familiar two or three letter words.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration
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Sub-Strand 10: Spelling

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

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	BI.6.1.1.1. Read a variety of age – appropriate books and texts from print • Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement.	Reading and Writing Skills Personal Development and Leadership Communication and Collaboration

BASIC 2

Basic 2
Strand I: Oral Language
Sub-Strand I: Songs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.1.1: Demonstrate understanding of a variety of songs	B2.1.1.1.1. Interpret familiar songs - Identify some familiar songs from learners' locality. - Teach the songs with themes from their locality. - Discuss the moral values of the songs. - Let learners sing songs using gestures appropriately. - Have learners interpret the songs in their own words.	Cultural Identity and Global Citizenship Communication and Collaboration

Sub-Strand 2: Rhymes

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.2.1: Show understanding of a variety of literary pieces.	B2.1.2.1.1. Interpret rhymes and tongue-twisters in own words - Revise some familiar rhymes and tongue-twisters learnt. - Select a rhyme from learners. - As learners listen and observe, perform the rhyme (Recite it, accompanied with actions and gestures, two or three times). - Recite lines of the rhyme as learners join in and repeat lines after you. - Teach the accompanying actions through demonstration. - Let learners repeat lines of the rhyme on their own accompanied with appropriate actions. - Through questions, have learners interpret the rhymes in their own words.	Personal Development and Leadership Communication and Collaboration Cultural identity and Global Citizenship

Sub-Strand 4: Story Telling

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.4.1: Respond to stories	B2.1.4.1.1. Identify characters in a story and relate them to real life situations - Choose a story from learners' background. - Tell the story with appropriate actions, gestures, facial expressions, etc. - Have learners retell the story and answer questions on it. - Let learners say whether or not they have enjoyed the story and why. - Put learners into groups to identify the characters and their actions and relate them to real life situations. <i>NOTE. Use pictures/sketches, real objects, etc.</i> B2.1.4.1.2. Retell stories sequentially, following story structure (beginning, middle and ending) - Revise the previous story told by having learners recall some of the characters. - Discuss the moral lessons/values of the story. - Let learners retell the story sequentially, following story structure (beginning, middle and ending). - Let learners relate the story to real life situations. B2.1.4.1.3. Tell stories from cultural background - Revise some stories learners have heard. - Tell the story as learners listen. - Let learners tell their own stories. - Discuss the moral lessons/values in the stories told.	Cultural Identity and Global Citizenship Communication and Collaboration Listening and speaking skills

Sub-Strand 5: Dramatisation and Role Play

Content Standards	Indicators and Exemplars	SUBJECT SPECIFIC Practices and Core Competencies
B2.1.5.1: Perform Stories	B2.1.5.1.1. Dramatise/role-play stories heard or read • Have learners select an interesting story heard or read in class. • Retell the story. • Discuss the story and have learners recall main events and characters. • Select characters and assign them roles to play. • Let learners dramatise/role-play the story. • Discuss moral values from the story. • Have learners say whether or not they have enjoyed the drama and why.	Cultural Identity and Global Citizenship Communication and Collaboration Creativity

Strand 1: Oral Language

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

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.6.1: Use certain culturally acceptable language for communication	B2.1.6.1.1. Use appropriate greetings for special occasions • Revise daily greetings by having learners identify greeting times in the day: e.g. Morning–Good morning, Afternoon–Good afternoon, Evening–Good evening. • Discuss special occasions such as birthdays, anniversaries and festivals. • Discuss the correct greetings and responses on these occasions. • Let learners take turns to demonstrate greetings for special occasions and also practise the appropriate responses.	Cultural Identity and Global Citizenship Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.6.2: Apply knowledge of language and communicative skills to participate in conversation	B2.1.6.2.2. Ask and answer questions for clarifications about what other people say • Have learners recall the discussion on turn-taking in conversation and state the rules. • Encourage learners to ask and answer questions for clarification on what other learners have said. • Encourage appropriate language use during conversations.	Communication and Collaboration Personal Development and Leadership

Sub-Strand 7: Listening Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.7.1: Use appropriate skills and strategies to process meaning from texts	B2.1.7.1.1. Listen to and interact actively with drama • Before Reading – Activate the previous knowledge of the learners by making them think-pair and share with their friends. • Discuss illustrations accompanying the text. • Have them predict the content of the text. • Teach key vocabulary. • During Reading – Read the text aloud to learners. Pause often and have learners talk about the content of the text and answer simple questions based on the text. • After Reading – Have learners retell the story. • Let learners role-play the story.	Communication and Collaboration Personal Development and Leadership

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.7.1: Use appropriate skills and strategies to process meaning from texts	B2.1.7.1.2 Recognise and relate the sequence of events (beginning, middle and end) in drama • Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2. • Put learners in groups to identify and talk about the parts of the drama (beginning, middle and ending). B2.1.7.1.3. Recognise and discuss events in a story (characters, settings, moral, etc.) • Read aloud a story to learners. • Have them identify and discuss (in pairs) the events in the story. • Have groups share their views with the whole class. B2.1.7.1.4. Share facts from texts heard with a partner, groups or the teacher • Read an information text aloud to learners, using the KWL Strategy. – KWL Strategy: Before reading, have learners think-pair-share and talk about what they already know(K) about the title of the text. Have learners ask questions about what they want to know (W). While you read the text, pause often to give the children the chance to share what they have learned or answer the questions they have asked before reading. • After the reading, have learners share what they have learned. • Put learners in groups to share facts from the text heard.	Communication and Collaboration Personal Development and Leadership

Sub-Strand 8: Asking and Answering Questions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES						
B2.1.8.1: Demonstrate understanding in asking and answering questions	B2.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering Wh – questions	Communication and Collaboration						
	- Revise Yes/No questions and have learners answer some such question - Ask Wh questions and have learners answer them. e.g.	Personal Development and Leadership						
	<table><tr><td>Questions</td><td>Answers</td></tr><tr><td>Who took my pen?</td><td>I did.</td></tr><tr><td>Where is the book?</td><td>It is on the table.</td></tr></table>	Questions	Answers	Who took my pen?	I did.	Where is the book?	It is on the table.	Listening and Speaking
	Questions	Answers						
	Who took my pen?	I did.						
Where is the book?	It is on the table.							
- Ask them to say what is common to all the questions introduced by Wh words (what? when? why? how? Which? Who?). e.g. Why did you eat her food? - Guide learners to use appropriate pronunciation and intonation in asking and answering simple Wh – questions in pairs. One asks a Wh question and the other answers. They then reverse roles. - Let learners write out simple Wh – questions on their own.								

Sub-Strand 9: Giving and Responding to Commands, Instructions, Directions and Making Requests

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.9.1: Demonstrate understanding in commands, instructions, directions and requests	B2.1.9.1.1. Give and respond to commands • Revise verbs (action words) by having learners identify the present form of verbs and use them in sentences, e.g. come, go, sit, etc. (action). • Have several learners obey commands such as “stand up”, “close the door”. • The teacher gives commands which the class/individuals promptly obey. • Have learners role-play giving and responding to commands. B2.1.9.1.2. Make and respond to polite requests • Let learners demonstrate in pairs how they ask for favours. • Discuss polite requests using examples. e. g. Can you hold the bag? • Discuss words used in polite requests. e.g. Please, could you..., do you mind....May I... • Have learners take turns to make and respond to polite requests using the word, “please”. • Discuss the importance of the word, “please”, in making requests.	Communication and Collaboration Personal Development and Leadership

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.9.1: Demonstrate understanding in commands, instructions, directions and requests CONT'D	B2.1.9.1.3. Respond to commands, instructions and requests • Introduce instructions by having learners respond to typical classroom instructions. • Create situations for learners to practise giving and responding to instruction. • Let learners role-play parents, teachers, prefects, learners giving and responding to instructions, etc. e. g. Instruction: 1. Draw a circle in a square. 2. Write the letter “A” in the circle. Response:	Communication and collaboration

Sub-Strand 10: Presentation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.10.1: Plan and present information and ideas for a variety of purposes	B2.1.10.1.1. Speak with confidence before different audiences • Put learners in pairs to share their holiday plans with each other. • Have each person share his/her friend's plans with the class. • Use probing questions to get learners give additional information: e.g. - Where will he go first? - What will he be doing there? etc. B2.1.10.1.2. Maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning • Model appropriate posture, eye contact and use verbal and non-verbal clues. • Let learners observe and do same. • Discuss when to use various postures, eye contact, verbal and non-verbal clues when talking to different people e.g. teacher, friend. • Have learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication. e.g. crossed arms and unblinking eye gaze to indicate disapproval.	Communication and Collaboration Personal Development and Leadership

Strand 2: Reading
Sub-Strand 2: Phonics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B2.2.2.1.1. Blend syllables to produce words • Introduce the lesson with a recital that links the letters of the alphabet. • Have learners work in pairs, groups or individually to blend syllables to form meaningful words. • Use word families as a guide to help build on the words. B2.2.2.1.2. Use the alphabetic knowledge to decode unknown words (e. g. use beginning and ending consonants, consonant blends, consonant digraphs, vowel sounds, vowel digraphs and word patterns) • Begin the lesson with an alphabet song, a rhyme or a poem. • Play games with the alphabet to decode unknown words, changing the position of the letters from beginning to middle and to ending. • Use demonstrations to show learners that whenever a letter moves (especially the consonant), it may still sound the same. • Have learners play alphabet games in pairs and groups.	Personal Development and Leadership Cultural identity and Global citizenship

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES												
B2.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write CONT'D	B2.2.2.1.3. Use elements of structural analysis to decode unknown words. - Have learners analyse the basic structure of unknown two-syllable words using specific indicators as a guide. <table border="1"> <tr> <th>Word</th><th>Prefix</th><th>root word</th></tr> <tr> <td>Unclean</td><td>un-</td><td>Clean</td></tr> <tr> <th>Word</th><th>Suffix</th><th>root word</th></tr> <tr> <td>slowly</td><td>-ly</td><td>Slow</td></tr> </table> - Let learners look at the different features of compound words. - Give learners the opportunity to work as teams/groups to come up with their own features, e. g. “class” and “room” will give “classroom”. Note: Consonant blends, digraphs, prefixes, suffixes, root words, compound words, etc.	Word	Prefix	root word	Unclean	un-	Clean	Word	Suffix	root word	slowly	-ly	Slow	Communication and Collaboration
Word	Prefix	root word												
Unclean	un-	Clean												
Word	Suffix	root word												
slowly	-ly	Slow												

Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.3.1. Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B2.2.3.1.1. Use common rhyming/endings to decode simple words • Introduce learners to simple word formation by changing the beginning letter of words. e.g. <u>p</u>an, <u>m</u>an, <u>f</u>an (You may use a phonic slide to give practice). • Have learners build on these rhyming endings. • In groups, let learners read out their words. • Have learners form sentences with these rhyming words. B2.2.3.1.2. Use words containing digraphs to make meaningful sentences. • Introduce learners to simple digraphs as in; ch- church ph- photo sh - shirt • Have learners build as many words as possible from digraphs. • Have learners form meaningful sentences with the words.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 6: Vocabulary

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.6.1: Understand word meanings and usages	B2.2.6.1.1. Read level-appropriate sight words, understand and use many of them in meaningful sentences • Introduce the selected sight words, one at a time, in context and write them on the board. • Start from the basic words they already know. • Have learners repeat the words aloud a number of times. • Write the words on the board. • Have learners read the words in order and at random. • Use think-pair-share to have learners form sentences with them. B2.2.6.1.2. Use context clues to infer meanings of words • Create a story around a theme, using specific key words or vocabulary items you wish to teach. • Have learners use context to find the meaning of the key words. • Have learners make their own sentences using these key words. B2.2.6.1.3. Show awareness that homonyms have different meanings in different contexts • Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. right and bat a. You are right. Raise your right hand. b. I saw a bat fly this morning. My mother bought a tennis bat for me. B2.2.6.1.4. Use dictionaries and glossaries to clarify meaning of words • Introduce learners to the use of picture dictionaries and glossaries. • Have learners use guide words to find meaning of words used. • Have learners practise in pairs.	Personal Development and Leadership Communication and Collaboration

Sub-Strand 7: Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.7.1: Understand and analyse texts read	B2.2.7.1.1. Use illustrations, text clues and context to make predictions during reading • Have learners use text features like title, illustrations and text clues to make meaning and inferences. • Have learners predict, brainstorm on the topic and have them read to confirm their predictions. • Have learners pause frequently during reading to make predictions to enhance comprehension. B2.2.7.1.2. Ask and answer factual and inferential questions about level-appropriate texts • Have learners read level-appropriate texts in pairs. • Guide learners to ask and answer simple inferential questions on the texts B2.2.7.1.3. Retell level-appropriate texts in own words • Revise some previous stories told. • Have learners retell a story using simple herring-bone strategies.	Personal Development and Leadership Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.7.2: Use knowledge skills and techniques of reading to understand and interpret texts	B2.2.7.2.1. Demonstrate understanding of the purpose and features of information texts - Have learners read informational texts to identify their purpose and features through think-pair-share. B2.2.7.2.2. Describe events in a story - Have learners retell stories sequentially. - Have them identify and describe events in the stories. - Guide learners to unfold the events in a story sequentially. B2.2.7.2.3. Connect characters, ideas and information within a text - Have learners connect the ideas and information within a text to help construct meaning. B2.2.7.2.4. Read level-appropriate texts with little support - Have learners read different texts with little support from teacher. Gradually, scaffold to help learners read independently. B2.2.7.2.5. Use visualisation strategy (form mental images about texts) to enhance understanding of level-appropriate texts - Model using visualisation strategy to construct meaning from a text. - Through appropriate questions, guide learners to practise using visualisation strategy to construct meaning from texts. Note: <i>visualisation strategy = forming mental image about texts.</i>	Critical Thinking Communication and Collaboration

Sub-Strand 9: Fluency

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.9.1: Read texts fluently	B2.2.9.1.1. Read texts/stories/passages with good pace, accuracy and expression • Model reading aloud with the focus on pace and expression. • Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression. B2.2.9.1.2. Read and recognise 120 sight words • Introduce learners to more sight words in context • Have them identify and use at least 120 sightwords Remember to focus on a few at a time. B2.2.9.1.3. Use contextual clues to confirm or self-correct pronunciation while reading aloud • Have learners use the context in which words are found to confirm or self-correct pronunciation of words while they read aloud. • Check intonation as they read to make meaning.	Communication and Collaboration Personal Development and Leadership

STRAND 4: WRITING
Sub-Strand 2: Penmanship/Handwriting

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.2.1: Copy and rewrite sentences correctly	B2.4.2.1.1. Copy sentences clearly • Demonstrate copying (sentences) on the board. • Let learners practise writing legibly and correctly on the board or into their books. • Have learners copy sentences from a book into their books. • Draw attention to inter and intra word spacing and alignment of letters, as well as clarity of writing.	Personal Development and Leadership

Sub-Strand 3: Writing Letters – Small and Capital

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.3.1: Use general skills, strategies and knowledge of letter sounds to enable them write legibly and boldly	B2.4.3.1.1. Copy words in lower and upper case using correct spacing • Let learners write letters, both in upper and lower cases. • Copy words from learners' reading book on the board as learners observe. • Let learners take turns to read out words from the list. • Draw attention to appropriate spelling and alignment of letters. • Let learners copy the words. Let them check correct spelling, formation of letters and spacing.	Personal Development and Leadership Collaboration and Communication

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.3.1: Use general skills, strategies and knowledge of letters to enable them write legibly and boldly	B2.4.3.1.2. Use lower and upper case letters appropriately in words and simple sentences • Guide learners to choose level-appropriate topics. e. g. My Family, My Pet, My Friend, etc. • Let learners talk about the topic. • Write what learners say about the topic on the board. e. g. <u>My Family</u> There are six people in my family. My father is a teacher. My mother is a nurse, etc. • Have learners read the sentences. • Re-write the sentences with wrong capitalisation and ask learners re-write them appropriately. e. g. my father is a teacher. B2.4.3.1.3. Space words appropriately in sentences • Write the sentences on the board. • Let learners copy the sentences, paying attention to spacing of words in the sentence. • Encourage learners to display their work.	Personal Development and Leadership Collaboration and Communication

Sub-Strand 4: Labelling Items

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.4.1: Draw and label simple pictures	B2.4.4.1.1. Draw and label objects found in their environment • Take learners round to look at charts showing labelled objects. • Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.). • Let learners draw and label objects from the area studied by their group. • Help them to edit their work particularly spelling and spacing. • Let learners write their names under their work and post their charts on the walls of the classroom for peer review.	Collaboration and Communication Personal Development and Leadership

Sub-Strand 5: Writing Simple Words and Sentences

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.5.1: Use knowledge of grammar and vocabulary to write words and sentences correctly. CONT'D CONTENT STANDARDS	B2.4.5.1.1. Write simple sentences to express feelings - Put learners in groups to share their feelings. - Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." B2.4.5.1.2. Write simple and meaningful sentences on objects found in the environment - Take learners out on a field-trip outside the school to observe things. - Discuss the trip and write their observations in simple sentences on the board. e.g. - There is a blue house near the school. - The house is small. - I saw a big bus. - The bus has a driver. - A big shop is near the school. - Taxi cabs are on the road. etc. - Put learners into groups to write simple sentences about the objects and places found in the environment. - Encourage each group to add pictures to their sentences. - Publish their work on the walls and encourage gallery walk.	Collaboration and Communication Personal Development and Leadership

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.5.1: Use knowledge of grammar and vocabulary to write words and sentences correctly. CONT'D	B2.4.5.1.3. Draw a picture and write at least a sentence to share an opinion • Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc. • Let learners study the pictures and interpret them. • Let learners, in pairs, discuss their opinions. Note: <i>The learner's opinion is very important and whatever interpretation learners give must be accepted.</i>	Collaboration and Communication Personal Development and Leadership

Sub-Strand 7: Controlled Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES										
B2.4.7.1: Write simple compositions	B2.4.7.1.1. Write or copy correct sentences from substitution tables - Have a simple 3-4 column substitution table on the board. e.g.<table><tr><td>I</td><td>Sing</td><td rowspan="3">at</td><td>School</td></tr><tr><td>We</td><td>Play</td><td>Home</td></tr><tr><td>The Boys</td><td>Read</td><td>the park</td></tr></table> - Have learners identify the words that make up the table. - With an example, let learners form sentences from the substitution table. - Have learners read out their sentences and write down their sentences in their books.	I	Sing	at	School	We	Play	Home	The Boys	Read	the park	Communication and Collaboration Personal Development
	I	Sing	at		School							
We	Play	Home										
The Boys	Read	the park										
	B2.4.7.1.2. Match parts of sentences to compose meaningful texts - Let learners talk about the topic (My House) by using descriptive words in sentences. - Write the sentences on the board. e.g. - My house is big. - The walls are blue. - The house has many windows. - The windows are big. - The doors and windows are blue.	Communication and Collaboration Personal Development										

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES												
B2.4.7.1: Write simple compositions CONT'D	- Write the sentences and break each into two parts for learners to match the beginning with their correct endings. e. g. <table><tr><td>My house</td><td></td></tr><tr><td>The walls</td><td>many windows.</td></tr><tr><td>The windows</td><td>is big.</td></tr><tr><td>There are</td><td>are blue.</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> - Encourage learners to do peer editing.	My house		The walls	many windows.	The windows	is big.	There are	are blue.					Communication and Collaboration Personal Development
My house														
The walls	many windows.													
The windows	is big.													
There are	are blue.													
B2.4.7.2: Matching parts of sentences to composition	B2.4.7.2.1. Re-arrange jumbled sentences logically - Tell/Read an interesting story to learners. - Let them retell the story. - Jumble up the sentences making up the story and ask learners to re-arrange them.	Communication and Collaboration Personal Development												

Sub-Strand 8: Guided Composition

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.8.1: Compose short paragraphs through answering questions	B2.4.8.1.1. Develop two coherent paragraphs on one idea or concepts using leading questions - Write selected topics on the board, e.g. "Myself". - Teacher and learners brainstorm to generate ideas about the topic. - Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs.	Communication and Collaboration Personal Development

Sub-Strand 10: Narrative Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.10.1: Narrate situations, express feelings and convey point of view about the real or fictional world	B2.4.10.1.1. Write about real or imagined experiences or events using the process approach - Ask learners simple questions on their daily routines. - Let learners brainstorm and choose a topic for the day. e. g. "A visit to the market" or "A visit to the beach" - Using questions, assist learners to write a paragraph or two about their experiences. e. g. - What is the name of the market? - Where is the market? - What did you buy from the market? - Let learners write a short paragraph and paste it on the notice board. Note: Learners may create imaginary experiences and write about them.	Communication and Collaboration Personal Development

Sub-Strand 12: Descriptive Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.4.12.1: Demonstrate knowledge of description in writing	B2.4.12.1.1. Use simple sentences to describe feelings - Let learners name and describe common objects using adjectives. - Let learners name various objects in the classroom. - Explain what they have to do. - Demonstrate the activity by describing an object in 3-5 sentences. Write the sentences on the board. - Let individuals choose objects and describe them orally and then in writing.	Communication and Collaboration Personal Development

Strand 5: Using Writing Conventions/Grammar Usage Sub-Strand 1: Using Capitalisation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.5.1.1: Apply knowledge of capitalisation in writing	B2.5.1.1.1. Use capital letter to write names of particular places and days of the week - Provide a sample text and have learners identify names of particular places and days of the week. - Have them compare the initial letters of these names and other common names and share their observations with the class. - Give learners a text with names of particular places and days of the week, beginning with small letters. Let learners rewrite the text, beginning the names of particular places and days of the week, with capital letters. B2.5.1.1.2. Use capital letters to begin the first words of sentences - Assist learners to begin sentences with capital letters. For example: - Kofi is a good boy. - The house is beautiful.	Communication and Collaboration

Sub-Strand 2: Using Punctuation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.5.2.1: Apply knowledge of punctuation in written communication	B2.5.2.1.1. Use full stops at the end of sentences and question marks at the end of questions - Have learners look at sentences in their class readers to observe how they begin and end. - Demonstrate placing a full stop (.) at the end of a sentence. - Let learners copy and punctuate sentences with full stop. - Present the question mark similarly.	Communication and Collaboration

Sub-Strand 4: Using Action Words

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.5.4.1: Apply knowledge of action words in communication	B2.5.4.1.1. Use the simple present tense to express habitual actions (simple truths, interest, feelings and opinions) - Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday. - Create situations for learners to use the structure. e.g. i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. - Introduce drills for learners to have practice. - Put learners into small groups to discuss given topics, using the structures.	Communication and Collaboration

Sub-Strand 5: Using Adjectives

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.5.5.1: Apply knowledge of adjectives in communication	B2.5.5.1.1. Identify and use simple sentences to describe the weather and show quantity and position or order of people and things Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things, e.g: weather - It is cold. quantity – I have two pens. position or order of people and things – She is on the first row.	Communication and Collaboration

Sub-Strand 7: Using Simple Preposition

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.5.7.1: Understand and identify the use of prepositions	B2.5.7.1.1. Identify prepositions in sentences to indicate days, dates and places - Let learners use the preposition <u>in</u>, <u>on</u>, in context. e.g. i. I saw a bird <u>on</u> Monday. ii. I have a test <u>on</u> 1st May, 2018. iii. They are <u>in</u> the classroom. B2.5.7.1.2. Use prepositions to form simple sentences to indicate position and time - Provide a short passage containing prepositions that indicate position and time. - Let learners identify the prepositions. e. g. i. Esi sat <u>on</u> a chair <u>in</u> the room. ii. The other pupils stood <u>on</u> the veranda. iii. The teacher went to the classroom <u>at</u> night.	Communication and Collaboration

Sub-Strand 9: Using Simple and Compound Sentences

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.5.9.1: Understand simple sentences in writing	B2.5.9.1.1. Identify the structure of simple sentences - Use context to help learners identify the structure of simple sentences. Yaa came. (Name) + (Doing word) Musa ate. B2.5.9.1.2. Identify nouns and verbs in simple sentences - Use questions and samples to learners to identify nouns and verbs in the structure of simple sentences. e. g. i. Ofori danced. (Who danced? What did Ofori do?) ii. Ama laughed.	Communication and Collaboration

Sub-Strand 10: Spelling

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.5.10.1: Use phonics knowledge to spell words	B2.5.10.1.1. Use phonics knowledge to spell words with irregular phonic letter pattern - Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face - Have learners use these words in oral and written sentences. - Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e. g. i. This is my-----.	Communication Critical Thinking

Strand 6: Extensive Reading
Sub-Strand 1: Building The Love and Culture of Reading

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.6.1.1: Read widely for pleasure and to demonstrate independent reading and learning in the literary area	B2.6.1.1.1 Read a variety of age and level-appropriate books and texts from print and non-print • Use the Author's chair to introduce the reading/ library time. • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books.	Personal Development and Leadership

BASIC 3

Basic 3
Strand I: Oral Language
Sub-Strand I: Songs

Content Standards	Indicators and Exemplars	SUBJECT SPECIFIC Practices and Core COMPETENCIES
B3.1.1.1: Demonstrate understanding of a variety of songs	B3.1.1.1.1. Talk about the benefits of songs - Let learners identify some familiar songs e.g. patriotic songs such as “The National Anthem”. - Teach the songs identified, e. g. “The National Anthem” - Let learners sing rhythmically, using claps, gestures and dance where necessary. - Let learners, in convenient groups, identify and talk about the moral lessons in the songs. - Have learners think-pair-share the benefits of songs. Let the pairs then share their views with the whole class.	Cultural Identity and Global Citizenship Communication and Collaboration Listening and Speaking

Sub-Strand 2: Rhymes

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.2.1: Appreciate a variety of literary pieces	B3.1.2.1.1.Compose short rhymes and tongue-twisters and recite them - Revise some previously taught rhymes. - Present the new rhymes and perform them as learners listen and observe. - Read through the lines meaningfully with learners. - Let learners read through the lines in groups and individually on their own. - Focus on rhyming words by helping learners to identify them. - Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one. - Have groups recite their rhymes with the class.	Communication and Collaboration Creativity and innovation Listening and Speaking

Sub-Strand 4: Story Telling

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.4.1: Respond to stories	B3.1.4.1.1. Respond to and ask questions based on stories heard • Select a suitable story to tell or read to the class. e.g. Ananse and the family. • Let learners tell their favourite parts of the story. • Have learners respond to the story by asking and answering relevant questions to enhance comprehension. B3.1.4.1.2. Tell parallel stories • Select a suitable story to tell or read to learners, e.g. The old man. • Put learners into groups to compose a parallel story. • Let learners present their stories to the class for feedback. B3.1.4.1.3. Create own events to extend stories heard • Let learners retell some stories they have read or heard. e.g. Ananse and the wisdom pot. • Pair up learners and have them create their own events to extend a story of their choice. • Invite representatives of the groups to share the part of the story they have created with the class.	Communication and Collaboration Cultural Identity and Global Citizenship

Sub-Strand 5: Dramatisation and Role Play

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.5.1: Perform stories	B3.1.5.1.1. Dramatise and role-play stories heard and read - Let learners mention titles of stories they have heard or read, e.g. The Magic Pot. - Let learners identify some characters in the stories mentioned. - Let learners dramatise or role-play stories they have heard, read or created, with appropriate characters. - Discuss stories dramatised or role-played. - Let learners comment on stories dramatised or role-played.	Communication and Collaboration Creativity Listening and Speaking

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

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.6.1: Explore using certain culturally acceptable language for communication	B3.1.6.1.1. Use appropriate greetings for special occasions - Revise greetings for special occasions such as birthdays, anniversaries, festivals. - Let learners take turns to demonstrate greetings for special occasions and practise the appropriate responses. - Put learners into groups. Assign each group a special occasion for them to practise greetings and responses for that occasion.	Communication and Collaboration Cultural identity and Global Citizenship Listening and Speaking

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.6.1: Explore using certain culturally acceptable language for communication CONT'D	B3.1.6.1.2. Talk about events in the community • Have learners sing a familiar song about a topic. • Show pictures of events in the community, e.g. durbar, festival, naming ceremony, birthday. • Have learners think-pair-share the events with the person sitting next to them. • Have the pairs share their experiences with the class. • Have learners talk about which of the events they like most and why they like them. • Let learners, in groups, role-play the events of their choice. B3.1.6.1.3. Talk about important places in their communities • Show pictures of important places in their communities such as the community centre, the lorry station, the mission house, the market, the fire service station etc. • Let learners think-pair-share their views and opinions about the pictures. • Put learners into groups according to the number of pictures. • Have each group talk about the activities that go on in these places and their importance to the community and the nation.	Communication and Collaboration Cultural identity and Global Citizenship Listening and Speaking

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.6.1: Explore using culturally acceptable language for communication CONT'D	B3.1.6.1.4. Use a wider variety of words to talk about different customs and cultural values • Using conversational posters on different customs and cultural practices, let learners think-pair-share, looking at the various illustrations on the poster. • Have them use expressions learnt and other new ones to talk about the customs and cultural practices. • Let learners, in groups, role-play the customs and cultural practices on the poster.	Communication and Collaboration Cultural identity and Global Citizenship Listening and Speaking
B3.1.6.2: Apply knowledge of language and communicative skills to participate in conversation	B3.1.6.2.1. Demonstrate turn-taking in conversation in different topics • Let learners identify some familiar/interesting topics based on their environment for discussion.eg. Sanitation, Bush fires, Flooding, Pollution. • Let learners give scenarios from the identified topics. • Let learners demonstrate taking turns in conversations. • Guide appropriate language use in conversation. •	Communication and Collaboration Cultural identity and Global Citizenship Listening and Speaking

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.6.2: Apply knowledge of language and communicative skills to participate in conversation CONT'D	B3.1.6.2.2. Ask and answer questions for clarification about what other people say • Revise topics previously discussed, e.g. Climate Change. • Ask questions on the topic discussed. • Let learners answer questions based on the topic discussed. • Guide and encourage learners to ask and answer questions for clarification on what other learners say. B3.1.6.2.3. Participate in communication, using more varied and more accurate language • Put learners in groups. Have each group discuss the conversation posters on issues such as situations, events, customs, etc. B3.1.6.2.4. Express a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing) • Let learners role-play topics or themes discussed. • Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g. apologising, agreeing or disagreeing with partners on issues. • Guide learners to express a variety of communicative meanings.	Communication and Collaboration Cultural identity and Global Citizenship Listening and Speaking

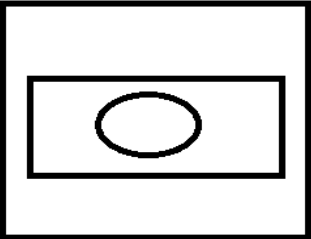
Sub-Strand 7: Listening Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.7.1: Use appropriate skills and strategies to process meaning from texts B3.1.7.1: Use appropriate skills and strategies to process meaning from texts	B3.1.7.1.1. Listen to and interact actively within information texts Note: For all information text, use the KWL strategy. Below is the process: • Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners ask questions about what they want to know (W). • While you read the text, pause often to give the children the chance to share what they have learned • Let learners answer the questions they asked before reading. • After the reading, have learners share what they have learned. B3.1.7.1.2. Recognise and relate the sequence of events in stories • Read a narrative text aloud to learners. • Put learners in groups to identify and talk about the parts of the story (e.g. beginning, middle and end). B3.1.7.1.3. Share facts from information texts heard with a partner, groups or the teacher • Read an information text aloud to learners using the KWL Strategy. – KWL Strategy: Before reading, have learners think-pair-share and talk about what they already know (K) about the title of the text. Have learners ask questions about what they want to know. (W). While you read the text, pause often to give the children the chance to share what they have learned or answer the questions they have asked before reading. • After the reading, have learners share what they have learned. Put learners in groups to share facts from the text heard.	

Sub-Strand 8: Asking and Answering Questions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.8.1: Demonstrate understanding in asking and answering questions	B3.1.8.1.1. Ask and answer questions for clarifications about given topics • Let learners select topics of interest for discussion. • Put learners in groups and have them ballot for topics. • Let members of each group discuss topics respecting rules of conversation. • Encourage learners to ask and answer questions for clarifications on issues raised in their discussion. B3.1.8.1.2. Use appropriate pronunciation and intonation in asking and answering the inversion questions • Let learners, in pairs, ask and answer questions on given issues. • Revise inversion questions with learners. e. g. He is going.—Is he going? • Guide learners to use appropriate pronunciation and intonation in asking and answering the inversion type of questions. • Let learners write answers to inversion type of questions on their own.	Communication and Collaboration Listening and Speaking Creative and Innovation Personal Development and Leadership

Sub-Strand 9: Giving and Responding to Commands/Instructions/Directions and Making Requests

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.9.1: Demonstrate understanding in commands, instructions, directions and requests	B3.1.9.1.1. Give and respond to commands, instructions and directions A. Instructions Model giving instructions and ask learners to follow them: • First, draw a square in the middle of your paper. • Next, draw a rectangle inside the square. • Then, draw an oval inside the rectangle. Response:  • Pair up learners to practise giving and following instructions, e.g. giving and following instructions to clean the classroom. B. Directions Model giving directions and ask learners to follow them: • Show directions flash cards (go straight, turn left/right) and ensure learners understand the words. Place objects at different locations of the classroom. • Ask questions such as "Where is the book, pen, bag etc.?" Then show the direction flash cards to help learners locate the items. Invite pairs of learners to practise giving and following directions. They can locate objects and places in the school.	Communication and Collaboration Listening and Speaking

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
	B3.1.9.1.2. Make and respond to polite requests • Show pictures of requests to learners and ask them to guess the requests from pictures: e.g. a picture of a closed door, a picture of an open door, a picture of someone carrying books etc. (Can you help me carry the books? Please, close/open the door.) • Invite pairs of learners to the front of the class to make and respond to polite requests. Let learner A pick a picture and Learner B make the request. Then, Learner A responds to the request made. • Have learners draw pictures of requests for their partners to guess the requests • Let learners practise making and accepting or declining requests using expressions such as "Yes, Of course, No problem, I'm sorry, I can't," etc.	

Sub-Strand 10: Presentation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.10.1: Plan and present information and ideas for a variety of purposes	B3.1.10.1.1. Present ideas logically • Discuss important people (e.g. teachers, footballers, farmers, police officers, etc.) in learners' community and what made them important. • Ask learners to prepare presentations on what they would like to be important for and why. • Have learners present their work logically. B3.1.10.1.2. Use appropriate verbal and non-verbal cues to convey meaning while speaking, e.g. smiling, using gestures, etc • Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval. • Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners. • Let the groups plan their presentations on an appropriate topic. • Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used.	Communication and Collaboration Creativity and Innovation Cultural Identify and Global Citizenship

Strand 2: Reading
Sub-Strand 2: Phonics

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write	B3.2.2.1.1. Understand the relationship between spelling of words and sounds of speech • Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards). • Provide activities for learners to use letter names and sounds to spell and sound out words. B3.2.2.1.2. Use the alphabetic knowledge to decode unknown words (e.g. consonant blends, consonant digraphs, vowel sounds, vowel digraphs and word patterns) • Have learners sing an alphabet song. • Introduce consonant blends and digraphs, one at a time and have learners form words out of them and use them in sentences. <i>Note: An important thing to remember is that a digraph is made of two letters, although the letters spell a sound e.g. bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl</i> • Use the same procedure to teach vowel digraphs e. g. ai, ee, ea, ie, ei, oo, oe, oo, ue, oi, au	Personal Development and Leadership Communication

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write CONT'D	B3.2.2.1.3. Use basic elements of structural analysis (e.g prefixes, suffixes, compound, root words) to decode unknown words • Guide learners with examples to use the structure of words to decode. • Introduce words and have learners look for the parts. e.g. syllables, prefixes and suffixes. • Let learners identify words with similar parts/structures.	Personal Development and Leadership

Strand 2: Reading

Sub-Strand 3: Word Families-Rhyming Endings and Common Digraphs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension	B3.2.3.1.1. Use common rhyming/endings words for decoding of words • Introduce learners to simple word formation by changing the beginning letter. e.g. <u>p</u>in, <u>s</u>in, <u>f</u>in • Have learners build on these rhyming endings and read out the words to their group members. • Have learners form sentences with these rhyming words. B3.2.3.1.2. Use words containing digraphs to make meaningful sentences • Introduce learners to simple digraphs as in: sh- shirt ch- church gh- Ghana ph- phone • Have learners build as many words as possible with the digraphs and form meaningful sentences with some of the words.	Personal Development and Leadership

Sub-Strand 4: Diphthongs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.4.1: Show understanding of diphthongs	B3.2.4.1.1. Use diphthongs to build words - Revise digraphs and have learners identify them in words. - Introduce diphthongs in context. e.g. ou-out, loud, cloud - Through think-pair-share, let learners generate diphthongs and build words with them.	Personal Development and Leadership

Sub-Strand 5: Blends and Consonant Clusters

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.5.1: Identify and use consonant blends in words	B3.2.5.1.1. Use consonant blends to build words - Have learners revise diphthongs and use them in sentences. - Introduce consonant blends and have learners identify words having the blends. e.g. bl - black br- brush st- stone tr- tree - Let learners work in pairs/groups to identify consonant blends and build words from them.	Personal Development and Leadership

Sub-Strand 6: Vocabulary

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.6.1: Understand word meanings and usage	B3.2.6.1.1. Read level-appropriate sight words, understand and use them in meaningful complex sentences • Provide learners with texts containing level-appropriate sight words. • Put them into groups to identify, read and use sight words in meaningful sentences. B3.2.6.1.2. Use knowledge of prefixes and suffixes to interpret unfamiliar words B3.2.6.1.3. Understand and use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words (prepositions, articles) • Revise learners RPK by asking them to use some sight words learnt in earlier lessons. • Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words. • You may introduce game activities e.g. <i>Lucky Dip</i> to provide practice in identification and use of sight words.	Communication and Collaboration Personal development and leadership

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.6.1: Understand word meanings and usage CONT'D	B3.2.6.1.4. Use dictionaries, glossaries and internet to clarify word meanings • Introduce learners to the dictionary and glossaries. • Have learners find the dictionary meaning to key words in a comprehension passage. • Have learners make or build their own glossaries on the words learnt. • In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries.	Personal Development and Leadership

Sub-Strand 7: Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.7.1: Understand and analyse texts read	B3.2.7.1.1. Use self-correction strategies to make meaning when reading texts • Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures). • Model reading the text aloud and have learners echo-read the text (if necessary). • Read out words and sentences for learners to identify in the text. • Let learners read aloud in groups and pairs and answer questions.	Personal Development and Leadership Reading Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.7.1: Understand and analyse texts read CONT'D	B3.2.7.1.2. Ask and answer factual, inferential and vocabulary questions about level-appropriate texts • Have learners brainstorm on the topic on which they will answer questions. • Ask learners to read and answer simple pre-reading questions as you guide them. • Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read. B3.2.7.1.3. Retell level-appropriate text in own, explain and illustrate • Ask a few questions to review the text/story to be retold. • Have learners narrate or retell the story passage using the herring bone or story map strategy. The narration should be sequential to make the story understood.	Personal Development and Leadership Reading Communication and Collaboration

Strand 2: Reading
Sub-Strand 9: Fluency

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.9.1: Read texts fluently	B3.2.9.1.1. Read long texts with good pace, accuracy and expression - Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression. - Have learners practise in pairs and groups. <i>Note: Learners must read at their own pace.</i> B3.2.9.1.2. Recognise more than two hundred high frequency words with automaticity - Revise the knowledge of sight words through games. - Have learners identify sight words in texts using games such as <i>Fishing</i> and <i>Lucky Dip</i>. - Let learners use the sight words to construct meaningful sentences. B3.2.9.1.3. Use self-correction strategy to make meaning from texts (repeated) - Have learners use self-correction strategy as they pronounce words in a read aloud lesson. - Check for intonation and pace as they read to make meaning.	Communication and Collaboration Personal development and leadership

Strand 4: Writing
Sub-Strand 2: Penmanship/Handwriting

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.2.1: Copy and write sentences correctly	B3.4.2.1.1. Copy short paragraphs clearly • Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters. • Let learners practise copying a short paragraph legibly and correctly on the board. • Have learners copy short paragraphs from a book into their exercise books.	Communication and Collaboration

Sub-Strand 3: Writing /Copying Letters – Small and Capital

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.3.1: Use general skills, strategies and knowledge of letter-sounds to write legibly and boldly	B3.4.3.1.1. Use letter-sound relationships to represent most letters in words correctly • Let learners play the alphabet sound game. • Dictate words and simple sentences for learners to write.	Communication and Collaboration

Sub-Strand 4: Labelling Items

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.4.1: Draw and label simple pictures	B3.4.4.1.1. Make a list of objects found in the environment - Lead the class to make a list of objects found in a given thematic area. e.g. The Bus Stop. - Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially. - Guide learners to edit and self-correct the errors before presenting their work to the class. They may use children's pictures, dictionaries and other sources.	Communication and Collaboration Personal Development

Sub-Strand 5: Writing Simple Words and Sentences

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar	B3.4.5.1.1. Write simple sentences to express personal opinions about favourite characters in texts - Put learners in groups to discuss characters in a story read. - Have learners write simple sentences to express personal opinions on favourite characters. - Let learners exchange their books and do peer editing by checking for: i. correct spelling of words, ii. correct writing of capitals, iii. correct writing of small letters, iv. correct spacing of letters and words. B3.4.5.1.2. Write simple meaningful sentences to express feelings and opinions about people and things - Guide learners, with examples, to write simple sentences to express their feelings and opinions about their peers and things found in the environment. - Have the groups edit their work and publish them.	Critical Thinking Communication and Collaboration Taking Turns Critical Thinking Communication and Collaboration Taking Turns

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.5.1: Write accurately using word recognition and knowledge of grammar and vocabulary CONT'D	B3.4.5.1.3. Draw pictures and write, at least, three sentences to share an opinion • Show the images/"smileys" on a mobile phone. • Working in groups, let learners use the computer to search for these smiley/images. (The ICT teacher can guide learners by showing the appropriate icon to help them explore these). • Have learners draw their own pictures and write sentences to explain them. e.g. a drawing showing fruits can have a sentence such as "Eat fruits every day; Fruits have vitamin C; Fruits protect your body." • Guide learners to do self and peer editing (The products can be transferred on to a manila card and posted on the walls in the classroom) to be appreciated and critiqued. • B3.4.5.1.4. Copy various sentences, verses and words of songs legibly (writing should be bold and clear) • Explain the writing activity selected, stressing the need for accuracy, clarity, etc. • As learners observe, demonstrate it. • Assign them to do the exercise. They may copy from the board and books. • Provide feedback after assessing learners' work.	Critical Thinking Communication and Collaboration Taking Turns Critical Thinking Communication and Collaboration Taking Turns

Sub-Strand 8: Guided Composition

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.8.1: Compose short paragraphs through answering questions	B3.4.8.1.1. Develop two coherent paragraphs on one idea or concept using leading questions • Have learners brainstorm to choose a topic, e. g. My Home • Write the topic on the board. • Ask questions for learners to generate ideas on the topic • Discuss the questions with learners for them to answer appropriately e.g. My home - Where do you live? - How many of you live there? - What kind of buildings are there?	Communication and Collaboration

Sub-Strand 9: Writing as a Process

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing	B3.4.9.1.1. Select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing Take learners through the writing process: Pre-writing stage • Consider composition writing as a process. That is, it should be done in stages. • Take learners through stages such as preparation, writing, editing and publishing. • Assist learners to prepare for writing by discussing the topic to write on, e.g. My School. • In groups, let learners discuss their ideas. • Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic.	Communication and Collaboration Self-Development

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.9.2: Develop and express ideas coherently and cohesively in writing	B3.4.9.2.1. Write ideas on a topic in simple sentences Writing stage • Have learners write their first draft in groups. • Let learners write their ideas as they appear, without taking particular note of corrections or editing. • Let learners add on new ideas that occur to them as they write. B3.4.9.3.1. Review and revise the draft, adding to or taking out ideas • In groups, have learners revise their writing paying attention to little details. • Have learners use these questions as a revision guide: - Is my topic interesting? - Does the beginning catch the reader's attention? - Are the ideas easy to understand? - Are all the sentences saying something about the topic? • Encourage learners to make as many changes as necessary to improve their work. B3.4.9.3.2. Proofread draft to correct punctuation and spelling errors • Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc. • Have learners check their editing through CUPS: C – Capitalisation U – language Usage P – Punctuation S – Spelling • Let learners do peer editing: learners check their partners' writing for punctuation and spelling errors. • Have learners write a neat final copy and read it once again to check for errors.	Communication and Collaboration Self-Development Communication and Collaboration Self-Development

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.9.3: Apply strategies for improving drafts for publishing	B3.4.9.3.3. Read aloud own writing to a group or whole class Have learners publish their work by showing it to others in small groups or in pairs or posting it on the class or school notice board for others to view.	Communication and Collaboration Self-Development

Sub-Strand 10: Narrative Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.10.1: Narrate situations, express feelings and convey point of view about the world/fictional world	B3.4.10.1.1. Add more details of a story structure to narrative stories, for example setting, characters, problem and resolution of the problem - Read a short narrative story to learners; concentrate on the setting and the characters. - Let learners narrate their experiences. - Assist learners to pick a topic. e. g. The Traffic Light. - Let learners write on the topic, narrating their experience. E.g. On my way to school, I crossed the road. I looked left, right and left again. There was no vehicle coming. Then I walked quickly across the road.	Communication and Collaboration Self-Development

Content Standards	Indicators and Exemplars	SUBJECT SPECIFIC Practices and Core Competencies
B3.4.10.1: Narrate situations, express feelings and convey point of view about the world/fictional world CONT'D	B B3.4.10.1.2. Engage and orient the reader by establishing a context and introducing a narrative - Narrate a story stressing the setting and the characters for learners to listen. - Let learners re-tell the story. They may do so in a chain, Let learners create and write their own stories.	Communication and Collaboration

Sub-Strand 12: Descriptive Writing

Content Standards	Indicators and Exemplars	SUBJECT SPECIFIC Practices and Core Competencies
B3.4.12.1: Demonstrate knowledge of description of writing	B3.4.12.1.1. Describe places in a coherent paragraph - Have learners recall periods, times or moments that they had been happy or sad. - Discuss personal experiences with learners. - Guide them to state categorically some personal experiences they have encountered in their lives. - Have learners share their experiences using simple descriptive words. - Discuss lessons learnt from the experiences shared. - Have learners write experiences shared logically and sequentially. e.g. about interesting places they have visited.	Communication and Collaboration

Sub-Strand 13: Persuasive/Argumentative Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.13.1: Support an opinion in writing	B3.3.13.1.1. Write a short paragraph to support an opinion or claims with clear reasons - Choose a simple topic for an argument. e.g. Which food is better; rice or fufu? (It could be any food, depending on learners' background.) - Let learners choose one of the meals and give reasons why they think it is better. - Put the class into two to argue on the topic.	Communication and Collaboration

Sub-Strand 14: Informative/ Academic Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.4.14.1: Write on the events of the day	B3.4.14.1.1. Write picture events using simple sentences - Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners. - Have learners represent this in the form of a picture. - Have learners write simple sentences to accompany the pictures. - Have learners share their work with the class. Note: (Give room for positive appreciation). B3.4.14.1.2. Make a radio/TV presentations/performances - Let Learners rehearse presenting information on radio or TV. - Have learners generate ideas, plan and present them in groups as done on radio. - Assign groups to present their ideas to the whole class. - Plan for a live presentation/performance.	Communication and Collaboration Self-Development

Strand 5: Using Writing Conventions/Grammar Usage

Sub-Strand 1: Using Capitalisation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.5.1.1: Apply knowledge of capitalisation in writing	B3.5.1.1.1. Use capital letters to write initials and abbreviations • Introduce initials and abbreviations in context. • Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu • Give texts having full names of people and organisations. • Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations. B3.5.1.1.2. Demonstrate the ability to capitalise titles of texts • Provide sample varied stories and passages whose titles or headings have capital letters at the beginning of content words, e.g. “Ananse and the Wisdom Pot”. • Put learners into groups to study the titles/headings and discover the use of capital letters in context. • Have groups present their observations. • Give learners titles/headings of stories or texts in lower case for them to re-write using capital letters at the beginning of content words.	Communication and Collaboration Self-Development

Sub-Strand 2: Using Punctuation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.5.2.1: Apply knowledge of the use of punctuation in communication	B3.5.2.1.1. Use full stops in initials and abbreviations - Revise the use of the full stop (.). - Provide a short passage of about four sentences. - Pair learners place a full stop at the end of each sentence. - Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng - Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations. B3.5.2.1.2. Use commas appropriately to list items - Help learners to separate items in a list, using commas, e.g. My friend has a pen, pencil, eraser and a book. B3.5.2.1.3. Identify and use the apostrophe to show possession - Introduce the apostrophe showing possession in context. e.g. <u>Kofi's mother</u> has travelled.	Communication and Collaboration Self-Development

Sub-Strand 4: Using Action Words

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.5.4.1: Apply knowledge of action words in communication	B3.5.4.1.1. Identify the present continuous form of action words in spoken and written communication - Through demonstration, assist learners to use the continuous form of the action words such as <u>running</u>, <u>eating</u> and <u>sitting</u>. Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is <u>running</u> with the ball. B3.5.4.1.2. Use the present continuous form of verbs to describe actions taking place at the time of speaking - Through examples, assist learners to use the continuous forms of action words in sentences. e.g. Aba is <u>singing</u>. They are <u>jumping</u>. - Present action pictures for learners to write simple sentences about the actions taking place. B3.5.4.1.3 Use simple past and the past continuous forms of verbs to express past actions - Revise the use of the present simple and present continuous tenses. - Introduce the new form, one at a time, using examples and situations. - Provide examples for practice through drills and creation of situations.	Communication and Collaboration

Sub-Strand 5: Using Qualifying Words –Adjectives

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.5.5.1: Apply knowledge of adjectives in communication	B3.5.5.1.1. Identify and use adjectives in short sentences to describe height, length, etc - Provide sentences with simple adjectives for learners to identify, e.g. I saw a <u>tall</u> tree. - Put learners in groups to use the adjectives identified in simple sentences.	Communication Collaboration Leadership Skills

Sub-Strand 6: Using Qualifying Words – Adverbs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.5.6.1: Show understanding of adverbs in communication	B3.5.6.1.1. Identify qualifying words - Provide sentences with simple adverbs for learners to identify. e.g. - He walked <u>quickly</u> to the church. - She danced <u>beautifully</u>. - Elicit other adverbs and provide practice. B3.5.6.1.2. Use adverbs correctly to express time, frequency, etc. - Guide learners with examples and situations to use adverbs of time and frequency.	Communication Collaboration

Sub-Strand 7: Using Simple Prepositions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.5.7.1: Apply the knowledge of simple prepositions in oral and written communication	B3.5.7.1.1. Identify prepositions in sentences to indicate directions and means, e.g. by bus - Provide sample sentences. e.g. <u>means</u> – We are going home by bus. <u>direction</u> – The monkey is climbing up the tree. - Guide learners to discover the meaning of the sentences. - Draw learners' attention to the words as prepositions. - Have learners complete sentences with given prepositions that indicate means and direction. e.g. Mr. Badu is travelling _____ train.	Communication Collaboration

Sub-Strand 9: Using Simple and Compound Sentences

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES						
B3.5.9.1: Demonstrate understanding of compound sentences in writing	B3.5.9.1.1. Identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences - Demonstrate the structure of a compound sentence by joining simple sentences with and. e.g. <table border="1"> <tr> <td>simple sentences</td><td>Conjunction</td><td>compound sentence</td></tr> <tr> <td>The boy woke up. The boy prayed.</td><td>And</td><td>The boy woke up and prayed.</td></tr> </table> - Have learners identify the coordinating conjunction in the sentence. - Put learners in groups to form simple sentences. - Have groups join the simple sentences with and and but.	simple sentences	Conjunction	compound sentence	The boy woke up. The boy prayed.	And	The boy woke up and prayed.	Communication Collaboration Personal Development and Leadership
simple sentences	Conjunction	compound sentence						
The boy woke up. The boy prayed.	And	The boy woke up and prayed.						

Sub-Strand 10: Spelling

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.5.10.1: Use phonics knowledge to spell words	B3.5.10.1.1. Spell phonically irregular words correctly - Have learners play the <i>Pick and Spell</i> game to spell phonically irregular words. e. g. <u>enough</u>, <u>answer</u>, <u>because</u>, <u>bought</u>. - Dictate the words for learners to spell. - Have learners use these words in oral and written sentences. - Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e.g. bought, answer, because, enough etc. ii. I drink water. iii. Your is wrong. iv. I miss the class I was late. v. My father chocolate.	Communication and Collaboration Critical Thinking

Strand 6: Extensive Reading

Sub-Strand 1: Building the Love and Culture of Reading

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area	B3.6.1.1.1. Read a variety of age and level-appropriate books and summarise them - Using the Author's chair, introduce the reading/library time. - Have a variety of age/level-appropriate books for learners to make a choice from. - Introduce narratives, expository, procedural texts to learners. - Guide learners to select books for readings	Personal Development and Leadership

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