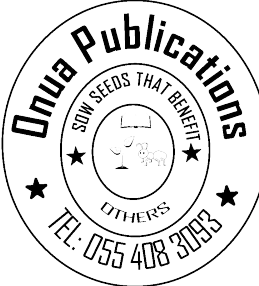



weeks	Strand	Sub Strand	Content standard	Indicators	Resources
	 <p>Oral language</p>	Songs	B5.1.1.1: Demonstrate understanding of a variety of songs	B5.1.1.1.1. Explain the central messages in song	
				B5.1.1.1.2. Relate values in songs to real life experiences	
		Poems	B5.1.3.1: Appreciate poems and other pieces of literary materials	B5.1.3.1.1. Respond to poems by discussing their central messages and expressing own opinion	
				B5.1.3.1.2. Relate values in poems to day-to-day life	
				B5.1.3.1.3. Compose six-line poems.	
		story telling	B5.1.4.1: Respond to stories	B5.1.4.1.1. Demonstrate understanding of lessons in stories by making relevant comments	
				B5.1.4.1.2. Tell stories which are parallel to stories heard or read	
		Dramatization and Role Play	B5.1.5.1: Appreciate pieces of literary materials through dramatization	B5.1.5.1.1. Use costume to dramatize or role-play parts/whole of stories	
				B5.1.5.2: Appreciate key issues in stories/sketches	
				B5.1.5.2.1. Interpret moral values in plays/stories	
				B5.1.5.2.2. Develop sketches from stories read or heard	
		Conversation	B5.1.6.1: Use culturally acceptable language for communication	B5.1.6.1.1. Describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly	
				B5.1.6.2.1. Maintain appropriate posture and facial expression	
			B5.1.6.2: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding	B5.1.6.2.2. Listen and view for the entire duration of a text, speech, presentation, video etc.	
				B5.1.6.3.1. Engage in collaborative conversation on topics such as social issues, values and manners with adults	
				B5.1.6.3.2. Demonstrate turn taking in conversation in different topics and follow agreed-upon rules for conversation, e.g. listening to others, speaking one at a time	
				B5.1.6.3.3. Use knowledge of language and communicative skills to participate in conversation	
	READING	Phonics	B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B5.2.2.1.1. Apply common phonic generalisations (e.g. hard and soft “c” and “g”) when reading continuous texts.	
				B5.2.2.1.2. Read two syllable words with suffixes and “r” controlled words (or, er, ar, ur) when reading continuous texts	
		Word Families: Minimal Pairs and Common Digraphs	B5.2.3.1: Identify minimal pairs and common digraphs	B5.2.3.1.1. Use common minimal pairs to decode words. e.g. –sash, wash B5.2.3.1.2. Use words with digraphs to make meaningful sentences	
		Diphthongs	B5.2.4.1: Identify and use diphthongs to decode	B5.2.4.1.1. Use closing diphthongs, e.g. /aʊ/, /eɪ/ to make meaningful sentences	
		Blends and Consonant Clust	B5.2.5.1: Identify and use consonant blends and clusters in reading	B5.2.5.1.1. Orally produce two-syllable words by blending sounds (phonemes), including consonant blends	
				B5.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs	
		Vocabulary	B5.2.6.1: Understand word meanings and usages	B5.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs), and function words (e.g. prepositions) appropriately in spoken and written communication	
				B5.2.6.1.2. Use the following terms: synonym, antonym, prefix, suffix, phrasal verb etc. in spoken and written expressions.	

			B5.2.6.2: Build vocabulary	5.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate texts, using the dictionary or online resources to look up meanings of words etc.	
			B5.2.6.3: Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skill	B5.2.6.3.1. Deduce meaning of words from the word class they belong to and how they relate to one another (synonyms and antonym)	
	Grammar 	Nouns	B5.3.1.1: Apply knowledge of different types of nouns in communication	B5.3.1.1.1. Identify and use nouns or noun phrases to refer to quantities or units	
				B5.3.1.1.2. Identify and use: - proper nouns - refer to festivals; - Count/non-count - Singular - Plural (regular, irregular) - plural without plural mark	
				5.3.1.1.3 Identify and use collective nouns to refer to a group of objects and people	
				B5.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas	
		Determiners	B5.3.2.1: Apply knowledge of different types of determiners in communication	B5.3.2.1.1. Identify and use indefinite and definite articles “a” and “an” to refer to a person, animal, event, time or objects in general.	
				B5.3.2.1.2. Identify and use quantifiers to show qualities: - ordinal first, second etc.) - a few/a little etc. - both each/every - another, other - fewer, less, e	
				B5.3.2.1.3. Identify and use possessive pronouns to show possession	
				B5.3.2.1.4. Identify and use demonstratives: – this/that, these/those people	
				B5.3.2.1.5. Identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to	
		Penmanship and Handwriting	B5.4.2.1: Copy and rewrite sentences correctly	B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting	
				B5.4.2.1.2. Write compound sentences clearly and correctly	
			B5.4.3.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience and context	B5.4.3.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audiences and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text feature	
				B5.4.3.1.2. Identify the main idea and minor ideas/supporting details in a paragraph	
				B5.4.3.1.3. Elaborate on, explain and or justify the main idea	
	Writing	Paragraph Development		B5.4.3.1.4. Use cohesive devices – pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information	

