TERMLY SCHEME OF LEARNING – TERM 1 ENGLISH LANGUAGE – Basic 6

Veeks	Strand	Sub Strand	Content Standard	Indicators Indicators	Resource
		Songs	B.6.1.1: Demonstrate understanding of variety of songs	B6.1.1.1.1. Relate the central messages in songs to personal experiences	
	publica			discussed	
	THE SECON THAT REAL PROPERTY OF THE SECON THE SE	Poems	B6.1.3.1: Appreciate poems and other pieces of literary materials	B6.1.3.1.1 Relate the central messages of poems to personal experiences	
	* OTHERS SO			B6.1.3.1.2. Discuss values in poems and talk about the importance of these values in society	
	5.055 408 300			B6.1.3.1.3. Compose eight-line poems	
		Story telling	B6.1.4.1 : Respond to stories	B6.1.4.1.1 . Make connections between texts or stories and personal experiences	
				B6.1.4.1.2. Tell stories around given themes	
	ORAL LANGUAGE		B6.1.5.1: Appreciate pieces of literary materials through dramatisation	B6.1.5.1.1 . Dramatise/role-play whole/parts of stories/scenes, events	
		Dramatisation and Role Play	B6.1.5.2: Appreciate key issues in stories/sketche	B6.1.5.2.1. Express personal opinion about moral lessons in sketches	
	ONUA			B6.1.5.2.2. Write plays out of a story and perform them	
	(* (TIN:)*))			B6.1.5.2.3 . Justify the central messages in sketches performed	
	E I CATION		B6.1.6.1: Explore certain culturally acceptable language for communication	B6.1.6.1.1. Describe/talk about objects/personalities/ events in the country and the world	
			B6.1.6.2: Demonstrate positive listening and viewing attitudes and behaviour by showing	B6.1.6.2.1. View and listen attentively and for a sustained period, (e.g., look at the person speaking and maintain eye contact) and	ONUA
			attentiveness and understanding	record the key issues in the discussion	TIN:

	Phonics Phonics		B6.1.6.2.2. Listen and view for the entire duration of text/speech/presentation/video etc
		B6.1.6.3: Use knowledge of language and communicative skills to participate in conversation	B6.1.6.3.1. Engage in collaborative conversation with unfamiliar audience
			B6.1.6.3.2. Demonstrate turn taking in conversation on different topics and follow agreed-upon rules for conversation and express thoughts coherent
			B6.1.6.3.3. Ask and answer questions about key details on topics under discussion
auh/i-		B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write	B6.2.2.1.1. Read words with ending sounds like "sure" as in <i>measure</i> ; "ture" as in <i>creature</i> and "tch" as in <i>Stretch</i>
Publicarias THAT REPORTED TO THE PROPERTY OF T			B6.2.2.1.2. Read ccvcc, cccvc words and multisyllabic words when reading continuous texts.
* (1) 1/155 408 3185	Wor d Families, minimal pairs and Common Digraphs	B6.2.3.1 : Identify minimal pairs and common digraphs	B6.2.3.1.1 . Use common minimal pairs to decode words
			B6.2.3.1.2. Use words with digraphs to make meaningful sentences
	Diphthongs	B6.2.4.1: Identify and use diphthongs to decode texts	B6.2.3.1.1. Use words with centering diphthongs (e.g. / iə, eə, Üə) to make meaningful sentences
	Blends and Consonant Clusters	B6.2.5.1 : Identify and use consonant blends and clusters in reading	B6.2.5.1.1. Orally produce three-syllable words by blending sounds (phonemes), including consonant blends
	Vocabulary	B6.2.6.1: Understand word meanings and usages	B6.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs
			B6.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication

			B6.2.6.1.2. Use the following terms: compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expression	
Reading		B6.2.6.: Build vocabulary	B6.2.6.2.1. Develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns verbs and adjectives in a text with synonyms / near synonyms.	
Rublicarios Barbaras		B6.2.6.3: Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills	B6.2.6.3.1 . Deduce meaning of words from how they relate to one another e.g. Hyponyms – fruits – apple Meronyms – hand – finger	
* * * * * * * * * * * * * * * * * * *		B6.2.6.4: Use words appropriately for purpose, audience, context and culture	B6.2.6.4.1. Recognise how words are formed through compounding B6.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles, puns	
			B6.2. 6.4.3. Use words suitable for purpose,	Publication of the property of
			B6.3.1.1.1. Identify and use nouns or noun phrases to describe condition	755 418 353
Grammar ONUA	Nouns	B6.3.1.1: Apply knowledge of different types of nouns in communication	B6.3.1.1.2. Identify and use: - Proper nouns to refer to organisations/events; - Count/non-count - Singular - Plural (regular, irregular) - Without plural marker	TIN: MOSTON 220X
PR05794220X ON	s)		B6.3.1.1.3. Use "- ing" nouns and noun phrases to refer to activities	

TIN: PROSTRAZZOX		B6. 3.2.1: Apply knowledge of different types of determiners in communication	E.g. I enjoy singing. I like swimming B6.3.1.1. 4. Identify and use abstract nouns to refer to concepts and ideas B6. 3.2.1.1. Identify and use definite and indefinite articles B6.3.2. 1.2. Identify and use quantifiers. - ordinal first, second etc. - Some, few/little etc. - No/both, all each/every - Another, other - Fewer, less, etc. B6.3.2.1.3. Identify and use possessive pronouns to show possession B6.3.2.1.4. Identify and use demonstratives: this/that, these/those - concepts and ideas
	Penmanship and Handwriting	B6.4.2.1: Copy and rewrite sentence correctly	B6.4.2.1.1 Write with a legible, fluent and personal handwriting style B6.4.2.1.2. Write complex sentences clearly and correctly
Writing	Paragraph Development	B6.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and context	facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features B6.4.6.1.2 use key words, phrases or clauses to introduce the main idea in the paragraph B6.4.6.1.3 Elaborate on explain and/or justify

Writing as a Process	selection, development,	B6.4.9.1.1. Select a topic of choice on a national issue or from different learning areas, brainstorm ideas and organize them before writing	
ABS THAT THE REST OF THE REST	B6.4.9.2: Develop and express ideas coherently and cohesively in writing	B6.4.9.2.1. Develop ideas into a three-paragraph draft without considering the writing conventions, linking ideas within and across paragraphs with a wider range of cohesive devices, e.g. as a result, on the other hand, however.	
7/14/113	B6.4.9.3: Apply strategies for	B6.4.9.3.2. Edit/proofread draft, checking capitalisation, usage, punctuation and spelling B6.4.9.3.3. Publish writing piece for other peers to read and in the school magazine.	
Narrative Writing	B6.4.9.3 : Apply strategies for improving drafts for publishing	B6.4.9.3.1. Review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.	ON UATIN:
			P05794270X