

GHANA EDUCATION SERVICE
(MINISTRY OF EDUCATION)



REPUBLIC OF GHANA

**GHANAIAN LANGUAGE
CURRICULUM FOR PRIMARY SCHOOLS
(KGI - BASIC 3)**

SEPTEMBER 2019



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Ghanaian Language Curriculum for Primary schools

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Ministry of Education
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FOREWORD

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

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

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

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

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

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

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RATIONALE FOR GHANAIAN LANGUAGE

Language is both a medium of communication and a library in which the elements of culture are stored. It remains the most reliable means through which elements of culture are preserved and transmitted from generation to generation. First, the study of learners' first language and culture will make them conscious about their identity and equip them with effective communication skills that will provide them with the ability to appreciate the values embodied in their language and culture. They will know their cultural values and practices to help them to become honest and responsible citizens in their communities.

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

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

PHILOSOPHY

The language and culture-learning curriculum is informed by two main philosophical ideas, namely the Developmental Theory and the Social Constructivism.

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

In teaching language and culture, the syllabus adopts the socio-constructivists dimensions to learning. Children have in-built potentials to develop and acquire new language while approximating grammatical structures as they learn to speak. They invent names for the objects in their world from the beginning but gradually as they interact, they learn the appropriate language of the community.

The Social Constructivist Theory holds the notion that reading, and writing are active processes of constructing meaning from print; hence the use of their favourite phrase "meaning making" to describe how active the reader is in learning a first language and comprehending what s/he reads or hears. In this way, the teacher serves as guide and facilitator to enhance children's ability to decode text, and support them to engage and make sense of what they read. This is to ensure that good readers constantly make hypothesis and predictions and modify them as they read along.

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

Language learning is not just listening, speaking, reading and writing, but also involves the appropriate use of the language in an appropriate context. Teachers should therefore develop the linguistic and sociolinguistic competence of the learners. Teachers should also promote effective use of verbal and non-verbal strategies in their communication. The Ghanaian language and culture curriculum, therefore, assumes that learners who are knowledgeable in their first language are able to access indigenous and educational information effectively, construct their knowledge, thoughts and experiences efficiently and appreciate their language and culture and that of others and contribute meaningfully in the development of their communities as honest and responsible citizens.

GENERAL AIMS

The curriculum aims to develop individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in the Ghanaian society as responsible citizens, locally and globally.

SPECIFIC AIMS

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

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

CORE COMPETENCIES

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

CRITICAL THINKING AND PROBLEM SOLVING (CP)

This skill develops learners' cognitive and reasoning abilities to enable them analyse and solve problems. Critical thinking and problem solving skills enables learners to draw on their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

CREATIVITY AND INNOVATION (CI)

Creativity and Innovation promotes entrepreneurial skills in learners through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this skill are also able to think independently and creatively.

COMMUNICATION AND COLLABORATION (CC)

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

CULTURAL IDENTITY AND GLOBAL CITIZENSHIP (CG)

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

PERSONAL DEVELOPMENT AND LEADERSHIP (PL)

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

DIGITAL LITERACY (DL)

Digital Literacy develop learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

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

- Knowledge, Understanding and Application
- Process Skills
- Attitudes and Values

KNOWLEDGE, UNDERSTANDING AND APPLICATION

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

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

You will notice that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases has tended to stress knowledge acquisition to the detriment of other higher level behaviours such as knowledge application.

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

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

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

SKILLS AND PROCESSES

These are specific activities or tasks that indicate performance or proficiency in a given learning area. They are useful benchmarks for planning lessons, developing exemplars and are the core of inquiry-based learning. It is evidently clear from the definition that four skills are to be developed. These skills are **Listening, Reading, Speaking** and **Writing**. Explanation of the meaning of the four skills is as follows:

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

ATTITUDES AND VALUES

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

Attitudes

- i. **Curiosity:** The inclination or feeling toward seeking information about how things work in a variety of fields.
- ii. **Perseverance:** The ability to pursue a problem until a satisfying solution is found.
- iii. **Flexibility in ideas:** Willingness to change opinion in the face of more plausible evidence
- iv. **Respect for Evidence:** Willingness to collect and use data in one's investigation, and also have respect for data collected by others.
- v. **Reflection:** The habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon. The teacher should endeavour to ensure that learners cultivate the above scientific attitudes and process skills as a prelude to effective work in Ghanaian Language.

VALUES

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

- i. **Respect:** This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.
- ii. **Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for national development. The curriculum promotes social cohesion.
- iii. **Equity:** Socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, and require the provision of equal opportunities to all, and that all strive to care for each other both personally and professionally.
- iv. **Commitment to achieving excellence:** Learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology.
- v. **Teamwork/Collaboration:** Learners are encouraged to become committed to team-oriented working and learning environments. This also means that learners should have an attitude of tolerance to be able to live peacefully with all persons.
- vi. **Truth and Integrity:** The curriculum aims to develop learners into individuals who will consistently tell the truth irrespective of the consequences, and be morally upright with the attitude of doing the right thing even when no one is watching. Also, learners are taught to be true to themselves and be willing to live the values of honesty and compassion. Equally important, the ethos or culture of the work place, including integrity and perseverance, must underpin the learning processes to allow learners to apply skills and competencies in the world of work.

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

ASSESSMENT

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

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

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

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

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

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

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

SUGGESTED TIME ALLOCATION

A total of five periods a week, each period consisting of thirty minutes, is allocated to the teaching of Ghanaian Languages at the Upper Primary level.

PEDAGOGICAL APPROACHES

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

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

LEARNING-CENTRED PEDAGOGY

The learner is at the centre of learning. At the heart of the curriculum is learning progression and improvement of learning outcomes for Ghana’s young people with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. At the primary school, the progression phases are: pre-primary (KG1 – 2), primary phases (B1 – B3 and B4 to B6).

The curriculum encourages the creation of a learning-centred classroom with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning centred classroom is a place for the learners to discuss ideas, and through the inspiration of the teacher actively engage in looking for answers through working in groups to solve problems. This also includes researching for information and analysing and evaluating the information obtained. The aim of the learning-centred classroom approach is to develop learner autonomy so that learners can take ownership of their learning. It provides the opportunity for deep and profound learning to take place.

The teacher should create a learning atmosphere that ensures:

- Learners feel safe and accepted.
- Learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- The teacher assumes the position of a facilitator or coach who helps learners to identify a problem suitable for investigation via project work.
- Problems are connected to the context of the learners’ world so that it presents authentic opportunities for learning.
- Subject matter around the problem, not the discipline.
- Learners responsibly define their learning experience and draw up a plan to solve the problem in question.
- Learners collaborate whilst learning.
- Demonstrate the results of their learning through a product or performance.

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

INCLUSION

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

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

DIFFERENTIATION AND SCAFFOLDING

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

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

- Task
- One-on-one support
- Outcome

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

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

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

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

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

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

INFORMATION COMMUNICATIONS TECHNOLOGY

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

- improved teaching and learning processes;

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

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

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

ORGANISATION OF THE CURRICULUM

The curriculum has been structured into four columns which are Strands, Sub-strands, Content standards and indicators and exemplars. A unique annotation is used for numbering the learning indicators in the curriculum for the purpose of easy referencing. The notation is indicated in table 2.

Example: KGI.2.3.4.1

ANNOTATION	MEANING / REPRESENTATION
KGI	Year Or Class
2.	Strand Number
3.	Sub-Strand Number
4.	Content Standard Number
5.	Learning / Performance indicator Number

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

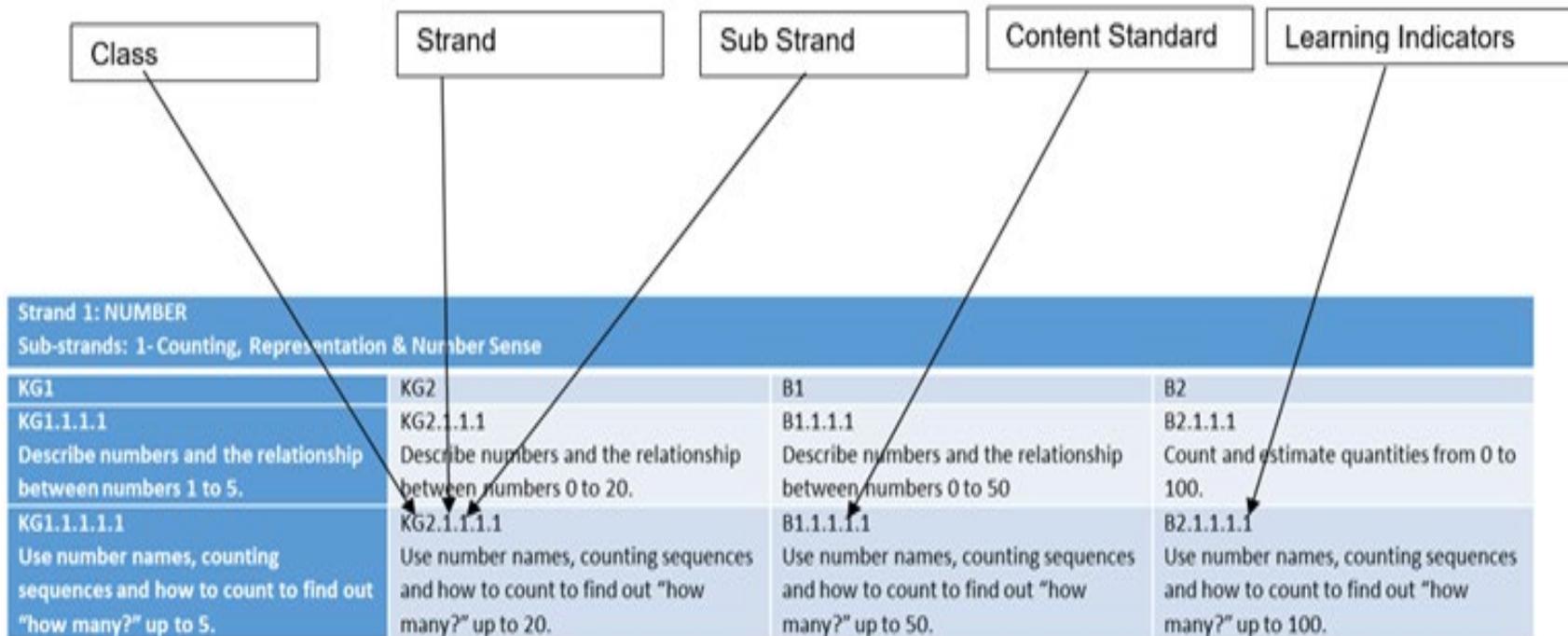
Sub-strands are the topics within each strand under which the content is organised.

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

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

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

ILLUSTRATION



NOTE TO THE TEACHER

Integration of Skills

A fundamental component of this syllabus is its integrated approach to the teaching of language skills and cultural values. In the sense that Listening, Speaking (cultural values), Reading and Writing are integral in building the grammatical and communicative competence of the learner. Grammar simply sets the rules for speaking, reading and writing correctly. This is not to shift the focus of language lessons to preaching these values. Small doses of these values are fused into literature and composition as well as reading and oral work. It is, therefore, advantageous at this level to adopt an integrated approach in the teaching of language skills and cultural values.

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

Approach to Grammar

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

Oral Language (Listening and Speaking)

The section on Oral Work referred to as “Listening and Speaking” in this syllabus has the following segments: songs, rhymes, poems, talking about (oneself, family people and places), storytelling, dramatisation, conversation, listening comprehension, asking and answering questions, giving and following commands/instructions and presentation. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing and carry out instructions in the Ghanaian language. In KG1 to B3, the Grammar has been integrated into the Listening and Speaking as well as Writing aspects of the lessons. The teacher must give the segments their due weight, balance and influence in the teaching process.

Reading Material

To help the teacher to achieve the indicators of the strand “Reading”, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of current interest. The teacher is further encouraged to use his/her initiative in improvising and planning new reading materials. It is a requirement that each learner should read three books on different topics each term, that is, nine books per year. Apart from the prescribed books, the teacher should also encourage learners to read any Ghanaian Language book they find interesting.

Supplementary Material

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

List of Topics for Reading

The following list of topics has been selected to be used in developing materials for reading from B1 to B3. The teacher is encouraged to look for materials that may be relevant to these topics or select passages from other sources that will be of interest to learners at each class level. Materials for reading must also include the basic types of prose: narrative, creative, persuasive, descriptive, informative/academic writing, literary writing, letter writing and argumentative as well as bits of drama and verse.

B1-B3

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

SCOPE AND SEQUENCE

STRANDS	SUB STRANDS	KG1	KG2	B1	B2	B3	B4	B5	B6
1. ORAL LANGUAGE: LISTENING AND SPEAKING	1.Songs	√	√	√	√	√	√	√	√
	2. Rhymes	√	√	√	√	√			
	3.Poems					√	√	√	√
	4.Story Telling	√	√	√	√	√	√	√	√
	5.Dramatisation and Role Play	√	√	√	√	√	√	√	√
	6.Conversation	√	√	√	√	√	√	√	√
	7.Talking about Oneself, Family, People and Places,	√	√	√	√	√	√	√	√
	8.Listening Comprehension	√	√	√	√	√			
	9.Asking and Answering Questions	√	√	√	√	√	√	√	√
	10.Giving and Following Commands/ Instructions	√	√	√	√	√	√	√	√
	11.Presentation	√	√	√	√	√	√	√	√
2. READING	1.Pre-Reading Activities	√	√	√					
	2.Print Concept	√	√	√					
	3.Phonological and Phonemic Awareness:	√	√	√	√	√			
	4.Phonics: (Letter and sound knowledge)	√	√	√	√	√	√	√	√
	5.Vocabulary (Sight and Content Vocabulary)			√	√	√	√	√	√
	6.Comprehension			√	√	√	√	√	√

	7.Silent Reading			√	√	√	√	√	√
	8.Fluency			√	√	√	√	√	√
	9.Summarising						√	√	√
3. WRITING									
	1.Penmanship/Handwriting	√	√	√	√	√	√	√	√
	2.Writing Letters-Small and Capital Letters		√						
	3.Writing Simple Words /Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom		√	√	√	√			
	4.Writing/Copying Simple Sentences with Correct Spacing			√	√	√			
4. COMPOSITION WRITING							√	√	√
	1.Creative/Free Writing						√	√	√
	2.Narrative Writing						√	√	√
	3.Descriptive Writing						√	√	√
	4.Persuasive Writing						√	√	√
	5.Argumentative Writing						√	√	√
	6.Informative/Academic Writing						√	√	√
	7.Literary Writing						√	√	√
	8.Letter Writing						√	√	√
5. WRITING CONVENTIONS/ USAGE									
	1.Integrating Grammar in Written Language (Capitalisation)				√	√	√	√	√

	2.Integrating Grammar in Written Language (Punctuation)				√	√	√	√	√
	3.Integrating Grammar in Written Language (Use of Action Words)		√	√	√	√	√	√	√
	4.Integrating Grammar in Written Language (Use of Qualifying Words)		√	√	√	√	√	√	√
	5.Integrating Grammar in Written Language (Use of Postpositions)		√	√	√	√	√	√	√
	6.Integrating Grammar in Written Language (Use of Simple and Compound Sentences)				√	√	√	√	√
	7.Integrating Grammar in Written Language (Spelling)			√	√	√	√	√	√
	8.Integrating Grammar in Written Language (Use of Conjunctions)						√	√	√
6. EXTENSIVE READING/CHILDREN'S LITERATURE/ LIBRARY	1.Building the Love and Culture of Reading in Learners		√	√	√	√	√	√	√
	2.Read Aloud with Children		√	√	√	√	√	√	√
	Reading Texts, Poems, Narratives and Short Stories and Respond to them					√	√	√	√

KG I

KG 1

STRAND 1: Oral Language (Listening and Speaking)
SUB STRAND 1: SONGS

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG1.1.1.1 Demonstrate an understanding and appreciation of familiar songs by listening attentively.</p>	<p>KG1.1.1.1.1: Sing familiar songs of about three lines and recognise names of things heard in the song.</p> <ul style="list-style-type: none"> • Ask learners to sing a song they know. • Let learners say words they heard in the song. • Sing a song for learners to listen and this song should have names of common animals in the community. • Lead learners to mention names of animals they heard in the song. Lead learners to sing popular songs in the community. • Let learners sing and dance to the songs <p>E.g.: Ga: jata, onufu Twi/ Fante: gyata, abowatsena etc</p>	<p>Communication and collaboration Cultural identity and global citizenship</p>

SUB STRAND 2: Rhymes

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG1.1.2.1: Demonstrate an understanding and appreciation of rhymes by listening attentively.</p>	<p>KG1.1.2.1.1: Explore familiar rhymes of about four lines and discuss the names of things heard in them</p> <ul style="list-style-type: none"> • Explore a rhyme for learners to listen. • Allow learners to explore popular rhymes in the community. • Do the gestures that accompany the rhyme and allow the learners to do same. • Ask learners to say a rhyme they know. • Let the whole class say the rhyme again. • Explore a rhyme for learners to listen. e.g. the rhyme should have names of common animals in the community. • Let learners mention some of the animals they heard in the rhyme. <p>E.g.: Tiger, lion, snake, tortoise, ant, etc.</p>	<p>Communication and collaboration</p>

SUB-STRAND 4: Listening and Story Telling

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG1.1.4.1: Exhibit knowledge of listening to and appreciating simple stories.	KG1.1.4.1.1. Discuss the characters in a given story. <ul style="list-style-type: none"> • Let learners sing a song and dance to it. • Let learners mention names of some of the names of animals they heard in the song. • Ask if learners have heard a story about any of the animals. Tell a simple story for learners to listen. • Ask learners to mention the name of a character in the story. 	Communication and collaboration

Sub-Strand 5: Dramatisation and Role Play

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG1.1.5.1: Demonstrate knowledge of oral skills through dramatisation of a story.	KG1.1.5.1.1. Perform a sketch of a story. <ul style="list-style-type: none"> • Ask learners to tell a movie they have watched. • Ask learners to mention some of the characters in the movie. • Lead learners to discuss what they saw in the movie. • Tell a short story and direct learners to dramatise the story. 	Communication and collaboration Creativity and innovation

Sub-Strand 7: Talking About Oneself, Family, People and Places

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG1.1.7.1 Talk about themselves, their family and friends</p>	<p>KG1.1.7.1.1 Say his or her name and parents' names.</p> <ul style="list-style-type: none"> • Let learners mention their names to the class. • Teacher should talk about him/herself to the learners to listen attentively by mentioning name, age and sex (girl or boy). • Ask learners to talk about themselves in groups. • Call learners to talk about themselves individually to the class. • Ask learners to talk about their parents in groups and then individually to the class. 	<p>Communication and collaboration</p>

Sub-Strand 8: Listening Comprehension

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG1.1.8.1 Demonstrate understanding and use of appropriate body languages that convey meaning.</p>	<p>KG1.1.8.1.1 Recognise facial expressions.</p> <ul style="list-style-type: none"> • Show pictures of persons with sad facial expression. • Lead learners to discuss the picture. • Demonstrate a sad facial expression to learners. • Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc. <p>KG1.1.8.1.2 Recognise gestures and body movement.</p> <ul style="list-style-type: none"> • Demonstrate some common gestures or body movement in class for learners to watch. • Help learners to recognize the various gestures and body movement. • Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 10: Giving and Following Commands/Instructions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG1.I.10.1. Exhibit knowledge of giving and responding to commands.</p>	<p>KG1.I.10.1.1 Say and recognise what a command is.</p> <ul style="list-style-type: none"> • Ask learners to sit, stand and clap. • Discuss the actions performed by learners. • Demonstrate command with a learner in class. E.g. call learners to demonstrate command in pairs. • Help learners to recognise commands. E.g. Stand up! Sit down! Keep quiet! <p>KG1.I.10.1. 2 Respond to two commands.</p> <ul style="list-style-type: none"> • Call a learner to issue a command to another learner. • Let learners demonstrate commands and its response in pairs. • Learners should recognise how to obey commands like Stand up! Let learners practice some commands in groups. E.g. Sit down! Keep quiet! 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 11: Presentation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG1.I.11.1 Exhibit knowledge of understanding the times of the days of the week.</p>	<p>KG1.I.11.1.1 Discuss the times of the day.</p> <ul style="list-style-type: none"> • Write the different times of the day on flashcards. • Use the flashcards to help learners recognise the different times of the day. • Show pictures showing the times of the day to learners. For instance, discuss the pictures with learners. • Call learners in pairs and allow one learner to hold the picture of one of the times of the day to the class and the other talk about the picture. E.g. Morning, afternoon and evening. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Strand 2: Reading
Sub-Strand I: Pre-Reading Activities

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG1.2.1.1: Demonstrate knowledge on the manipulating of materials and objects.</p>	<p>KG1.2.1.1.1 Sort out materials and objects by colours.</p> <ul style="list-style-type: none"> • Show objects of different colours to learners to mention the names of the objects. • Lead learners to recognise names of the colours e.g. red, white and black. • Let learners sort out the objects by colour. • Let learners draw any of the objects and choose a colour to colour it. <p>KG1.1.1.1.2 Sort out materials and objects by shapes.</p> <ul style="list-style-type: none"> • Display objects of different shapes in the classroom. • Lead learners to recognise the names of the objects. • Let learners sort them out by shapes. E.g. Round, square, triangle and rectangle. • Let them draw shapes of their choice and colour them. <p>KG1.1.1.1.3 Sort out materials and objects by sizes.</p> <ul style="list-style-type: none"> • Show objects of different sizes on a manila card and discuss the concept of size with learners. • Display objects of different sizes in the classroom and let learners sort them out according to their sizes. E.g. Small, big, large. 	<p>Communication and collaboration Personal development and leadership</p>

SUB-STRAND 2: Print Concept

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG1.2.2.1: Demonstrate knowledge on handling print materials.	<p>KG1.1.2.1.1 Talk about cover page and illustrations.</p> <ul style="list-style-type: none"> • Show learners a book through discussion. • Assist learners to talk about the cover page and illustrations on the book. <p>KG1.1.2.1.2 Turn over the pages of a book by opening gently from right to left.</p> <ul style="list-style-type: none"> • Demonstrate to learners the correct way of opening a book. • Ask learners to open their books from right to left. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 3: Phonological and Phonemic Awareness

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG1.2.3.1: Demonstrate knowledge on hearing, recognising and differentiating sounds in spoken words.	<p>KG1.1.3.1.1 Listen to and recognise words in rhymes and songs.</p> <ul style="list-style-type: none"> • Explore rhymes for learners to listen and allow learners to sing a familiar song. • Ask learners to mention some of the words they heard in the rhyme and song. • Write some of the words mentioned on the board and underline two of the vowels and say them aloud for learners to repeat after you. • Ask learners to mention some of the sounds they heard in the words in the rhyme and song. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

STRAND 3: Writing
Sub-Strand 1: Penmanship/Handwriting

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG1.3.1.1: Apply the development of the gross and fine motor skills to writing.</p>	<p>KG1.3.1.1.1 Move the wrist up and down to develop their muscles.</p> <ul style="list-style-type: none"> • Demonstrate the movement of the wrist in front of learners. • Ask learners to move their wrist up and down. <p>KG1.3.1.1.2 Move the wrist from left to right to develop their motor skills.</p> <ul style="list-style-type: none"> • Demonstrate the movement of the wrist in front of learners. • Assist learners to develop their motor skills by moving their wrist from left to right. <p>KG1.1.1.3 Move the wrist diagonally to develop motor skills.</p> <ul style="list-style-type: none"> • Demonstrate the movement of the wrist in front of learners. • Let learners move their wrist diagonally. 	<p>Personal development and leadership</p>

KG 2

KG 2

STRAND I: Oral Language (Listening and Speaking)
Sub Strand I: Songs

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.1.1.1 Demonstrate an understanding and appreciation of familiar songs by listening attentively.</p>	<p>KG2:1.1.1.1 Sing familiar songs of about three to five lines and recognise the names of animals heard in the song.</p> <ul style="list-style-type: none"> • Sing a familiar song of the community in class. • Let learners also sing the familiar song in the community. • Lead learners to sing an educative song (e.g. <i>a song on parts of the body</i>) and discuss them. • Let learners sing other familiar songs they know. • Sing a song for learners to listen. For example, the song should have names of animals, things and places in the community and other places. • Learners should also sing the song and dance to it. • Lead learners to mention names of things, animals and places they heard in the song. 	<p>Communication and collaboration</p> <p>Cultural identity and global citizenship</p>

SUB STRAND 2: Rhymes

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.1.2.1: Demonstrate an understanding and appreciation of rhymes by listening attentively.</p>	<p>KG2.1.2.1.1 Explore rhymes of about five to six lines they know and discuss the names of animals and places heard in the them</p> <ul style="list-style-type: none"> • Explore familiar rhyme for learners to listen. • Let learners explore their own rhymes. • Lead learners to explore a rhyme with the gestures involved. • Let learners say the rhyme also. For example, the rhyme should have names of things, animals and places. • Let learners mention some of the names of things, animals and places they heard in the rhymes. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 4: Listening and Story Telling

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.1.4.1: Exhibit knowledge of listening to and appreciating simple stories.</p>	<p>KG2.1.4.1.1 Recognise and discuss the characters in the story.</p> <ul style="list-style-type: none"> • Ask learners to mention the names of characters of a story they know. • Tell an interesting story with not more than four characters for learners to listen. • Let learners mention the names of characters in the story. <p>KG2.1.4.1.2 Discuss some key words in the story.</p> <ul style="list-style-type: none"> • Learners listen to an interesting story. • Allow learners to recognise some of the key words in the story. • Explain some of the keywords to learners. <p>KG2.1.4.1.3 Retell parts of the story</p> <ul style="list-style-type: none"> • Let learners watch an interesting story of at least two characters. • Discuss the story with learners. • Make learners retell parts of the story. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 5: Dramatisation and Role Play

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG2.1.5.1: Demonstrate knowledge of oral skills through dramatisation of a story	KG2.1.5.1.1 Perform a sketch of a story of about five characters. <ul style="list-style-type: none"> • Show a movie to learners. • Lead learners to discuss the key issues in the movie. • Direct learners to dramatise the story. 	Creativity and innovation

Sub-Strand 6: Conversation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG2.1.6.1: Exhibit knowledge of greeting and responding appropriately according to the time of day.	KG2.1.6.1.1 Discuss and dramatise the day greetings (morning, afternoon, evening) and response. <ul style="list-style-type: none"> • Revise the greetings learnt in the early stage. • Let learners come out to dramatise a morning greeting and respond appropriately in pairs. • Let learners come out to dramatise an afternoon greeting and respond appropriately in pairs. • Let learners come out to dramatise an evening greeting and respond appropriately in pairs. 	Communication and collaboration Personal development and leadership

Sub-Strand 9: Asking and Answering Questions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.1.9.1 Demonstrate knowledge on understanding and answering of questions correctly using question words.</p>	<p>KG2.1.9.1.1 Recognise and use the question words, “what”, “who”.</p> <ul style="list-style-type: none"> • Write questions on flashcards and show them to learners. • Let learners point to the question words ‘what’ and ‘who.’ • Lead learners to use “what” and “who” to form questions. E.g. What is your age? What did you do today? Who is your mother? Who is your teacher? <p>KG2.1.9.1.2 Recognise and use the question words, “where” and when”</p> <ul style="list-style-type: none"> • Write questions on flashcards and show them to learners. • Let learners recognise the question word. • Let learners recognise when to use the question word “where” E.g. Where is your school? Where is your house? Etc. • Let learners use known questions words to form questions. • Write questions on the board. • Let learners recognise the new question word. • Let learners use the new question word “when” in their speech. Eg. When is your birthday? When did you eat today? Etc. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 10: Giving and Following Commands/Instructions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.1.10.1 Exhibit knowledge of giving and responding to commands.</p>	<p>KG2.1.10.1.1 Recognise what a command is and how to respond to commands.</p> <ul style="list-style-type: none"> • Let learners watch a short clip on giving and responding to commands. • Discuss the clip with learners. • Demonstrate command with a learner in class. • Help learners to recognise and respond to commands. E.g. Stand up! Sit down! Keep quiet! 	<p>Communication and collaboration</p> <p>Cultural identity and global citizenship</p>

Sub-Strand II: Presentation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.1.11.1: Demonstrate knowledge on the days of the week.</p>	<p>KG2.1.11.1.1 Discuss the times of the day.</p> <ul style="list-style-type: none"> • Write the different times of the day on flashcards. • Use the flashcards to help learners recognise the different times of the day. • Show a picture of the times of the day. • Let learners match the pictures with the words on the flashcard. E.g. Morning, afternoon and evening. <p>KG2.1.11.1.2 Recognise the names of the days of the week.</p> <ul style="list-style-type: none"> • Write the different names of the days of the week on flashcards. • Say them aloud to learners. • Let learners recognise the names of the days of the week from the card. E.g. Monday, Tuesday, Wednesday, etc. 	<p>Communication and collaboration Personal development and leadership.</p>

Strand 2: Reading
Sub-Strand 1: Pre-Reading Activities

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.2.1.1: Demonstrate knowledge of matching materials and objects. E.g. Colours, shapes and sizes</p>	<p>KG2.2.1.1.1 Match materials and objects according to colours.</p> <ul style="list-style-type: none"> • Show learners materials and objects with different colours on flashcard. • Let learners match the different materials and objects according to colours. E.g. Red, white, yellow, green and black. <p>KG2.2.1.1.2 Match materials and objects according to shapes.</p> <ul style="list-style-type: none"> • Show learners materials and objects with different shapes. • Let learners match the different materials and objects according to shapes. <p>KG2.2.1.1.3 Match materials and objects according to sizes.</p> <ul style="list-style-type: none"> • Show learners materials and objects with different colours. • Let learners match the different materials and objects according to sizes. • Help learners recognise different sizes of objects. <p>KG2.2.1.1.4 Match letters of the alphabet and numerals.</p> <ul style="list-style-type: none"> • Write the letters of the alphabet and numerals on the board. • Say the letters and numbers aloud and discuss. • Let learners distinguish between the letters of the alphabet and numerals. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 2: Print Concept

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG2.2.2.1: Demonstrate knowledge on handling print materials.	<p>KG2.2.2.1.1 Talk about cover page and illustrations.</p> <ul style="list-style-type: none"> Show learners a book through discussion, assist learners to talk about the cover page and illustrations on the book. E.g. Colour, size, shape, thickness of cover, number of pages, etc. <p>KG2.2.2.1.2 Turn over the pages of a book by opening gently from right to left.</p> <ul style="list-style-type: none"> Demonstrate to learners the correct way of opening a book. Ask learners to open their books from right to left. <p>KG2.2.2.1.4 Move fingers across tables and books from left to right (do picture walk) and top to bottom.</p> <ul style="list-style-type: none"> Open a book and use your finger to demonstrate how reading is done for learners to observe. Assist learners to move their fingers from left to right and from top to bottom. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 3: Phonological and Phonemic Awareness

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG2.2.2.1 Demonstrate knowledge on hearing, recognising and differentiating sounds in spoken words.	<p>KG2.2.3.1.1. Recognise the location of individual sounds in one-syllable words (beginning or end).</p> <ul style="list-style-type: none"> Write the letters of the alphabet on the board. Teach learners the corresponding sounds. Allow learners to recognise the individual sounds in one-syllable words. E.g. Go, come, eat, etc. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 4: Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.2.4.1: Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.</p>	<p>KG2.2.4.1.1 Recognise and differentiate between all the upper and lower cases of the alphabets.</p> <ul style="list-style-type: none"> • Write on the board upper and lower cases of the letters of the alphabet. • Say them aloud for learners to listen. • Lead learners through discussion to differentiate between all the upper and lower cases of the alphabet. <p>KG2.2.4.1.2 Recognise letter names and connect them with their corresponding sounds.</p> <ul style="list-style-type: none"> • Write the letters of the alphabet on the board. • Allow learners to relate sounds to their corresponding letters of the alphabet. E.g. A=/a/ <p>KG2.2.4.1.3 Recognise and say letter sounds in their own name.</p> <ul style="list-style-type: none"> • Refer to the letters of the alphabet on the board or manila card. • Let learners mention their names and write them on the board. • Put learners in pairs to recognise letter sounds in their own names by pointing to them. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

STRAND 3: Writing
SUB-STRAND 1: Penmanship/Handwriting

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.3.1.1: Develop motor skills by practising and holding the pencil.</p>	<p>KG2.3.1.1.1 Hold the pencil properly.</p> <ul style="list-style-type: none"> • Let learners raise their pencils for teacher to see them. • Demonstrate how to hold a pencil properly. • Encourage learners to hold the pencil properly while the teacher goes around to supervise. <p>KG2.3.1.1.2 With the pencil in hand, move hand up and down routinely.</p> <ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it up and down. • Allow learners to practice how to hold and move pencil up and down. <p>KG2.3.1.1.3 With the pencil in hand, move the wrist from left to right to develop their motor skills.</p> <ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it from left to right. • Allow learners to hold and move pencil from left to right. <p>KG2.3.1.1.4 With the pencil in hand, move the wrist diagonally to develop motor skills.</p> <ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it diagonally. • Allow learners to hold and move pencil diagonally. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 3: Writing Letters-Small and Capital

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.3.3.1. Show an understanding of copying given letters and words correctly in lower and upper case.</p>	<p>KG2.3.3.1.1 Write letters in lower and upper case correctly.</p> <ul style="list-style-type: none"> • Write the lower case of the letters of the alphabet on the board. • Call a learner to point to the letter and mention it. • Let the whole class say the letters aloud. • Let learners write letters in the lower case correctly. • Write the upper case of the letters of the alphabet on the board. • Mention the letters aloud to learners. • Call learners individually to point and mention the letters. • Let learners write letters in the upper case correctly. 	<p>Communication and collaboration</p> <p>Personal Development and leadership</p>

Sub-Strand 4: Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.3.4.1: Show an understanding of combining strokes to form shapes of some letters of the alphabet.</p> <p>Label items in the environment/classroom.</p>	<p>KG2.3.4.1.1 Combine strokes to write some letters in lower and upper case correctly.</p> <ul style="list-style-type: none"> • Make strokes on the board and combine them to write some letters in lower case. • Assist learners to combine strokes to write some letters in lower case correctly. • Make strokes on the board and combine them to write some letters in upper case. • Assist learners to combine strokes to write some letters in upper case correctly. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Strand 5: Writing Conventions/ Usage
 Sub-Strand 3: Integrating Grammar in Written Language (Use of Action Word)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>KG2.5.3.1 Show an understanding of writing the letters that combine to give action words.</p>	<p>KG2.5.1.1.1 Write two-letter action words correctly.</p> <ul style="list-style-type: none"> • Write two-letter action words on flashcards and show them to learners. • Mention them to learners. • Let learners pick and mention the words. • Let learners write some two-letter action words. E.g. Do, up, go, etc. <p>KG2.5.1.1.2 Write three letter action words correctly</p> <ul style="list-style-type: none"> • Write three-letter action words on flashcards and show them to learners. • Mention the words to learners. • Let learners pick and mention the words. Write the words on the board. • Let learners copy the three-letter action words. E.g. Sit, eat, hit, run, etc. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 5: Integrating Grammar in Written Language (Use of Postpositions)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG2.5.5.1: Exhibit knowledge of recognising and using postpositions.	<p>KG2.5.5.1.1 Recognise and know postpositions</p> <ul style="list-style-type: none"> • Write sentences that have postpositional words in them on the board. • Let learners recognise the post-positions words. <p>KG2.5.5.1.2 Demonstrate the use of postpositions in context.</p> <ul style="list-style-type: none"> • Write sentences that have postpositional words in them on the board. • Let learners use the postpositions words to form their own sentences. 	<p>Communication and collaboration Personal development and leadership</p>

Strand 6: Extensive Reading

Sub-Strand 1: Building The Love And Culture Of Reading In Learners

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG2.6.1.1 Demonstrate love for the culture of reading /books.	<p>KG2.6.1.1.1 Read pictures/stories</p> <ul style="list-style-type: none"> • Learners should be put in a horse formation. • Display a picture to learners and let learners talk about the picture. • Demonstrate picture reading in front of learners. • Let learners read pictures/stories in groups. 	<p>Communication and collaboration Personal development and leadership</p>

SUB-STRAND 2: Read Aloud with Children

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
KG2.6.2.1: Demonstrate knowledge by reading picture/story books relevant to their age.	KG2.6.2.1.1 Read picture stories <ul style="list-style-type: none">• Put learners in groups.• Give picture books to the groups and allow learners to talk about the picture.• Supervise the groups as they do picture reading.	Communication and collaboration Personal development and leadership

BASIC I

Basic 1

Strand 1: Oral Language (Listening and Speaking)
Sub Strand 1: Songs

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.1.1: Demonstrate knowledge of a song by saying the words heard in the song after listening attentively.</p>	<p>BI.1.1.1.1. Sing familiar songs of more than six lines and recognise place names heard in the song.</p> <ul style="list-style-type: none"> • Use a recorder to play some popular songs in the community. • Ask learners to sing some of the popular songs in the community and dance to it with the gestures they can do • Let learners sing and dance to the song. • Learners should listen to a song which has names of animals, things and places. • Let learners sing and enjoy the song. • Let learners mention names of people and animals in the song they have heard. 	<p>Communication and collaboration</p> <p>Cultural identity and global citizenship</p>

SUB STRAND 2: Rhymes

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.2.1: Demonstrate an understanding of words in a rhyme by listening attentively.</p>	<p>BI.1.2.1.1 Explore rhymes of about seven or more lines and recognise names of places and people heard in the rhyme.</p> <ul style="list-style-type: none"> • Using actions and gestures, teacher explores rhymes for pupils to imitate. • Learners explore rhymes accompanied by tapping, clapping and other sound making actions. • Ask learner to explore some rhymes they know. • Teacher explores rhymes to learners and help them to mention names of things and places heard in the rhymes etc. • Write the names of things mentioned on the board and say them aloud • Discuss some of the words with the learners. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

SUB-STRAND 7: Talking about Oneself, Family, People and Places

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B1.1.7.1 Talk about themselves, their family and friends.</p>	<p>B1.1.7.1.1 Describe themselves</p> <ul style="list-style-type: none"> • Put learners into groups and let learners talk about themselves. • Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc. <p>B1.1.7.1.2 Describe their family.</p> <ul style="list-style-type: none"> • Call learners out one by one to stand in front of the class to talk about their mothers, fathers and siblings. • Write a few of the said sentences on the board for learners to copy into their books after reading them aloud. E.g. their names, where they live, and where they come from. <p>B1.1.7.1.3 Describe their classmates.</p> <ul style="list-style-type: none"> • Describe a friend or colleague to learners. • Ask learners to tell you what they heard. • Call learners out one by one to stand in front of the class to talk about their classmates. E.g. their names, where they live, and where they come from. 	<p>Communication and collaboration</p>

Sub-Strand 8: Listening Comprehension

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.8.1: Show an understanding of answering questions from a passage.</p>	<p>BI.1.8.1.1 Produce what the story is about and answer simple questions on the story</p> <ul style="list-style-type: none"> • Show a movie to learners. • Lead learners through discussion to tell them what the story is about. • Tell learners an interesting story. • Ask learners questions about the story and let them answer. • Write some of the key words in the story on the board and some of the answers also on the board. • Read them aloud for learners. <p>E.g. What is the story about? Mention a character in a story.</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>

Sub-Strand 9: Asking and Answering Questions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.9.1: Demonstrate knowledge on understanding and answering of questions correctly by the use of question words.</p>	<p>BI.1.9.1.1. Recognise and use the question words “what” and “who”.</p> <ul style="list-style-type: none"> • Engage a learner in a conversation using the question words “who” and “what.” • Let learners also converse in pairs using the question tags “who” and “what.” • Ask learners questions to find out if they can recognise when to use question word. E.g. “What?” and “who?”. <p>BI.1.9.1.2 Recognise and use the question words “where” and “when”.</p> <ul style="list-style-type: none"> • Engage a learner in a conversation using the question word “who” and “what.” • Let learners also converse in pairs using the question words / tags “who” and “what.” • Ask learners questions to find out if they can recognise when to use question word. “What?” and “who?”. • Ask learners to say a sentence each using the question words. <p>BI.1.9.1.3 Recognise how to answer questions on, ‘who’, ‘what’, ‘where’ and” when”.</p> <ul style="list-style-type: none"> • Arrange the class in a horse shoe formation and engage learners in a group conversation using the question tags. “who”, “what”, “where” and “when.” • Ask learners questions to find out if they can recognise when to use question tags. “what?”, “who?”, “where” and “when”. • Ask some learners to write some questions consisting of the question words on the board. • Ask another learner to read and identify the question words. 	<p>Communication and collaboration Critical thinking and problem solving</p>

Sub-Strand 10: Giving and Following Commands/Instructions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.10.1: Exhibit knowledge of giving and responding to commands.</p>	<p>BI.1.10.1.1. Explain what a command is.</p> <ul style="list-style-type: none"> • Write some commands on a flashcard. • Lead learners to read the commands on the flashcard. • Direct learners to demonstrate the commands they have read. • Assist learners to recognise commands. E.g: Stand up! Sit down! etc. <p>BI.1.10.1.2 Respond to four or five commands</p> <ul style="list-style-type: none"> • Revise the commands with learners. • Call learners in pairs and let one issue a command while the other does what the command says. • Ask learners to tell you the reaction of the other learner when the command was issued. • Let learners know why they should obey commands. 	<p>Communication and collaboration</p>

Sub-Strand II: Presentation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.1.11.1: Demonstrate knowledge of the days of the week and say the time by the hour.</p>	<p>BI.1.11.1.1. Discuss the times of the day</p> <ul style="list-style-type: none"> • Write the different times of the day on a flashcard. • Lead learners to read the different times of the day. • Assist learners to recognise and mention the different times of the day. E.g.: morning, afternoon and evening. <p>BI.1.11.1.2 Say the names of the days of the week.</p> <ul style="list-style-type: none"> • Write the names of the days of the week on the board. • Lead learners to read the names of the days of the week. • Assist learners to recognise and mention the names of the days of the week. E.g. Monday, Tuesday, Wednesday, etc. <p>BI.1.11.1.3 Say the time by the hour.</p> <ul style="list-style-type: none"> • Ask a learner to tell the time for assembly and for recreation time in the school. • Discuss time with the learners using a model clock. • Assist learners through discussion to tell time by the hour. E.g.: The time is 1 o'clock. The time is 12 o'clock, etc. 	<p>Communication and collaboration Cultural identity and global citizenship</p>

STRAND 2: Reading
SUB-STRAND 1: Pre-Reading Activities

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.2.1.1: Recognise and talk about objects at home and school.</p>	<p>BI.2.1.1.1. Say the names of items in the home and the school.</p> <ul style="list-style-type: none"> • Show some concrete items to learners and ask learners to mention the names. • Write the names of some items in the home and school on a manila card. • Lead learners to mention the items on the manila card. <p>BI.1.1.1.2 Recognise and discuss the items in the home and school.</p> <ul style="list-style-type: none"> • Draw some items in the home and school on a manila card. • Show some concrete items that can be found in home and school. • Lead learners to recognise the items by mentioning the names of the items and group them under the following: “School Items” and “Home Items”. • Lead learners to apply their knowledge on colours, shapes and sizes to discuss the items. For example: School: chairs tables, arm board, pencils, chalk, books, cupboards, chalkboard, etc. Home: cups, plates, bed, mat, shoes, dress, television, radio, spoons etc. <p>BI.1.1.1.3 Demonstrate the uses of the items.</p> <ul style="list-style-type: none"> • Learners should mention names of items in the home and school. • Display some of the items in the class and call learners one by one to demonstrate how the item is used for. • Lead learners through questions and answers to tell what each of the items are used for. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 2: Print Concept

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.2.2.1: Demonstrate knowledge on handling print materials.</p>	<p>BI.2.2.1.1 Turn over the pages of a book gently from right to left (handle a book appropriately).</p> <ul style="list-style-type: none"> • Tell learners not to fold a book; that will break the spine. • Discuss with learners how to keep the print material neat. For instance, by not writing/ drawing in the book <p>BI.2.2.1.2 Move fingers across tables and books from left to right (do picture walk) and top to bottom (Handle a book appropriately).</p> <ul style="list-style-type: none"> • Demonstrate how reading is done holding the book appropriately for learners to observe. • Learners demonstrate how reading is done holding the book correctly. 	<p>Personal development and leadership</p>

Sub-Strand 4: Phonics: Letter and Sound Knowledge

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.2.4.2: Demonstrate knowledge of listening and pronouncing sounds correctly.</p>	<p>BI.2.4.2.1. Listen and say and read words with identical sounds from list of words.</p> <ul style="list-style-type: none"> • Write words with identical sounds on a flashcard. • Mention the words for learners to listen. • Lead learners to say words with identical sounds from the list of words one by one. • Allow learners to write two words with identical sounds and read to the class. • Play an audio with identical words in them and talk about the words in the audio. • Write words with identical sounds on a flashcard/board. • Read the words for learners to listen. • Lead learners to read words with identical sounds from the list of words one by one. <p>BI.2.4.2.2 Listen, say and recognise rhyming words in poems.</p> <ul style="list-style-type: none"> • Explore a poem. • Invite a resource person explore a poem to learners. • Learners to listen and say rhyming words in the poems. • Write the identified rhyming words on the board. • Explain some of the rhyming words. <p>BI.2.4.2.3 Listen and say diagraphs correctly.</p> <ul style="list-style-type: none"> • Write list of words that consist of both diagraphs and non-diagraphs on the board. • Discuss the words and explain diagraphs to learners. • Write some of the diagraphs on a manila card. Example... • Read the diagraphs aloud for learners to listen. • Call learners one by one to pronounce the diagraphs correctly in words. 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B1.2.4.2: Demonstrate knowledge of listening and pronouncing sounds correctly. CONT'D</p>	<p>B1.2.4.2.4 Read two-syllable words.</p> <ul style="list-style-type: none"> • Write some two-syllable words on a manila card and display the card on the board. • Lead learners to read the words. • Call learners one by one to read the two syllable words. • Use some of the words to form sentences and ask learners also to form sentences with some of the words. <p>B1.2.4.2.5 Recognise and say consonants in a language.</p> <ul style="list-style-type: none"> • Write the consonants on flashcards. • Show it to learners and lead them to say the consonants in a group. • Call learners one by one to recognise and mention the consonants. • Let learners write some consonants in their books. 	

Sub-Strand 6: Comprehension

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.2.6.1: Exhibit knowledge of answering questions based on pictures presented.</p>	<p>BI.2.6.1.1. Answer questions based on pictures.</p> <ul style="list-style-type: none"> • Display a large picture on the board. • Ask learners questions based on the picture displayed for learners to answer. E.g. What is the colour of the mango? What shape is the watermelon? How many human beings did you see in the picture? etc. Write some of the answers on the board. <p>BI.2.6.1.2 Answer questions based on simple sentences.</p> <ul style="list-style-type: none"> • Read short sentences aloud. • Lead learners to read the short sentences. • Ask questions based on the sentences read for learners to answer. <p>BI.2.6.1.3 Answer questions based on text read by teacher.</p> <ul style="list-style-type: none"> • Read a short text aloud. • Encourage learners to ask questions based on the text read for their friends to answer. • Ask learners questions based on the text you have read for learners to answer. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Critical thinking and problem solving</p>

Sub-Strand 7: Silent Reading

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.2.7.1: Demonstrate knowledge on reading for comprehension.</p>	<p>BI.2.7.1.1. Do picture reading.</p> <ul style="list-style-type: none"> • Put learners into groups and provide them with a picture book. • Encourage learners to discuss the pictures among themselves while you go around to monitor. • Call leaders of the various groups to read their pictures to the whole class. <p>BI.2.7.1.2 Read simple sentences of about four to five words.</p> <ul style="list-style-type: none"> • Write simple sentences made up of four or five words on a card and display it on the board for learners to see. • Lead learners to read the sentences as a group. • Call learners to read and point to the sentences one by one. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 2: Writing Letters-Small and Capital

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.3.2.1: Show an understanding of combining strokes to form shapes of some letters of the alphabet, write lower and upper-case letters; copy from writing cards and writing board. Trace drawings from cards.</p>	<p>BI.3.2.1.1 Combine strokes to form shapes.</p> <ul style="list-style-type: none"> • Draw strokes of lines on papers. • Give the papers to learners and lead them to trace the strokes of lines to form shapes. • Let each learner show his/her work to the class and discuss it. <p>BI.3.2.1.2 Write lower and upper-case letters.</p> <ul style="list-style-type: none"> • Write the lower and upper case letters on the board. • Talk about the letters written on the board. • Say the sounds of the letters aloud to the learners. • Lead learners to write the lower- and upper-case letters correctly. <p>BI.3.2.1.3 Copy and trace letters and words from given letter cards on the board.</p> <ul style="list-style-type: none"> • Provide learners with letter cards. • Lead learners to trace the letters on the cards. • Charge learners to write the letters without tracing. NB: Teacher to go around to monitor this activity. <p>BI.3.2.1.4 Trace from a given templates.</p> <ul style="list-style-type: none"> • Provide learners with templates with objects drawn on them. • Put learners into groups and lead them to trace the objects on the templates. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Creativity and innovation</p>

Sub-Strand 3: Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.3.3.1: Show an understanding of combining strokes to form shapes of letters of the alphabet and copying simple words name of people and places.</p>	<p>BI.3.3.1.1 Combine strokes to form shapes of the letters of the alphabets correctly.</p> <ul style="list-style-type: none"> • Draw strokes on papers and give them to learners. • Ask learners to combine the strokes on the papers. • Let learners show their work to the class and discuss it with them. • Draw the strokes on the board and call learners to combine them to form letters of the alphabet. <p>BI.3.3.1.2 Combine strokes to form shapes of the lower-case letters.</p> <ul style="list-style-type: none"> • Draw strokes on papers and give them to learners. • Ask learners to combine the strokes on the papers. • Let learners show their work to the class and discuss it with them. • Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters. <p>BI.3.3.1.3 Combine strokes to form shapes of the upper-case letters.</p> <ul style="list-style-type: none"> • Draw strokes on papers and give them to learners. Ask learners to combine the strokes on the papers. • Let learners show their work to the class and discuss it with them. • Draw the strokes on the board and call learners to combine them to form shapes of the upper-case letters. <p>BI.3.3.1.4 Copy and trace letters and words from a given letter cards on the board.</p> <ul style="list-style-type: none"> • Provide learners with letter cards. • Lead learners to trace the letters on the cards. • Guide learners to write the letters without tracing. <p>NB: Teacher to go round to monitor this activity.</p>	<p>Personal development and leadership</p> <p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Creativity and innovation</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.3.3.2: Show an understanding of items in the environment/ classroom.	BI.3.3.2.1 Label and mention items in the classroom/environment. <ul style="list-style-type: none"> • Draw some of the items in the classroom and the environment on the board. • Ask learners to label the items and tell their uses. • Guide learners to mention the items one by one. 	Communication and collaboration

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.3.4.1: Exhibit knowledge of copying simple sentences with correct word spacing.	BI.3.4.1.1 Copy short meaningful sentences with correct spacing. <ul style="list-style-type: none"> • Ask a learner to give a simple sentence and write it on the board. • Say the sentence aloud. • Explore and write a short meaningful sentence on the board with the correct spacing. • Let learners copy the short meaningful sentences with correct spacing. 	Communication and collaboration

Strand 5: Writing Conventions/Usage
Sub-Strand 1: Integrating Grammar in Written Language (Capitalization)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B1.5.1.1: Exhibit knowledge of writing capital letters.</p>	<p>B1.5.1.1.1. Learn to write capital letters correctly.</p> <ul style="list-style-type: none"> • Write the letters of the alphabet in upper case on cards and show it to learners. • Guide learners through modelling to say them. • Ask learners to write the capital letters correctly. <p>B1.5.1.1.2 Use capital letters to write names.</p> <ul style="list-style-type: none"> • Write names of some objects using capital letters on flashcards. • Lead learners to read the words. • Let learners use capital letters to write names of the objects correctly. <p>B1.5.1.1.3 Use capital letters to write proper nouns.</p> <ul style="list-style-type: none"> • Ask learners to mention their names; write them on the board and discuss with them. • Ask them to say what they see about the letters in the names. • Write names of persons and places on manila card in capital letters. • Guide learners to read the names and discuss the names with them. • Let learners use capital letters to write the proper nouns. 	<p>Creativity and innovation</p> <p>Communication and collaboration</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>BI.5.7.1: Exhibit knowledge of recognising and spelling simple words correctly.</p>	<p>BI.5.7.1.1. Write two letter words correctly.</p> <ul style="list-style-type: none"> • Write two letter words on flashcards and show it to learners. • Lead learners to mention the words. • Put learners in groups and do spelling game or competition among the groups. • Let learners write the two letter words correctly. <p>BI.5.7.1.2 Write three letter words correctly.</p> <ul style="list-style-type: none"> • Ask learners to say some words they know. • List the words on the board. • Write the three-letter words at one side and say them aloud to learners. • Write some of the three-letter words on flashcards and show it to learners. • Lead learners to mention the words. • Let learners write the three-letter words correctly. <p>BI.5.7.1.3 Fill in blank spaces with simple words.</p> <ul style="list-style-type: none"> • Write some words on the board. • Lead learners to read the words. • Delete some of the letters of the alphabet from the words and let learners fill in the blank spaces created with the correct letter(s). 	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Creativity</p> <p>Problem solving</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.6.1.1: Demonstrate knowledge by reading short and simple sentences made up of three to four words.	BI.6.1.1.1 Read simple sentences of about three to four words. <ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learners to read the sentences. • Call learners to read the sentences one by one. • Allow other learners to point to the word /sentence as another learner reads. 	Personal development and leadership

Sub-Strand 2: Read Aloud With Children

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
BI.6.2.1: Demonstrate knowledge by reading short simple sentences made of words they have learnt.	BI.6.2.1.1 Read simple sentences of about three to four words. <ul style="list-style-type: none"> • Write sentences made up of three or four words on the board. • Lead learner to read the sentences. • Call learners to read the sentences one by one. 	Communication Personal development

BASIC 2

Basic 2
Strand I: Oral Language (Listening and Speaking)
Sub Strand I: Songs

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them.</p>	<p>B2.1.1.1.1. Sing work and play songs and discuss their importance.</p> <ul style="list-style-type: none"> • Revise traditional occupations with learners. • Lead learners to sing a popular work song. • Introduce a new work and its song. Teach learners the song. • Let learners sing the song in groups and individually. • Introduce a new play and its song. • Lead learners to discuss how the play is performed and the song associated with the play. • Let learners sing a popular play song as a group and individually. • Discuss the importance of work and play songs with learners. <p>E.g. Work songs: – reduce fatigue, removes boredom, provides enjoyment, allows systematic work, inspires fellow workers to work harder, builds vocabulary etc.</p> <p>Play songs – creates unity, develops one’s creativity, provides enjoyment and inspiration.</p>	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.1.1: Demonstrate an understanding of types of work and play songs and learn them. (CONT'D)</p>	<p>B2.1.1.1.2 Relate types of play songs to everyday activities in their environment.</p> <ul style="list-style-type: none"> • Show a picture of a playground to learners. • Lead learners to talk about the picture. • Discuss the various traditional plays in the community with learners. • Pick one traditional play and teach how it is performed. • Teach the song that is sung when playing the game. • Let learners sing song again. • Put learners into groups to perform the play. E.g. Moonlight play songs etc. <p>B2.1.1.1.3. Relate types of work songs to everyday activities in their environment.</p> <ul style="list-style-type: none"> • Let learners sing a familiar traditional song. • Show a picture of someone weaving to learners. • Discuss the picture with learners. • Discuss the various traditional occupations in the community with learners. • Pick a particular song of a traditional occupation and teach learners the song that is associated with that occupation. • Let learners sing the song in groups and then individually. • Lead learners to recognise various works and their corresponding songs. E.g. Fishing, kente weaving, farming, etc. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 2: Rhymes

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.2.1 Demonstrate knowledge of some selected rhymes with their correct rhythms by listening attentively.</p>	<p>B2.1.2.1.1. Explore rhymes with correct rhythm.</p> <ul style="list-style-type: none"> • Ask learners to sing a popular traditional occupational song. • Explore a rhyme. • Lead learners to learn how to explore the rhyme with correct rhythm. • Lead learners to explore the rhyme with gestures. • Call learners individually to explore the rhyme with correct rhythm. <p>B2.1.2.1.2. Explore rhymes with problematic sounds.</p> <ul style="list-style-type: none"> • Let learners explore a popular rhyme they know. • Explore a rhyme made up of sounds that pose problems to learners. • Teach learners how the rhyme is explored. • Let learners explore rhymes with problematic sounds in groups and in pairs. • Lead learners to explore the rhyme with gestures. • Let learners explore the rhyme individually with gestures. • NB: Please take note of the sounds and correct learners where necessary. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 4: Listening and Story Telling

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.4.1 Exhibit knowledge of listening to and retelling simple stories.</p>	<p>B2.1.4.1.1 Retell part of a story.</p> <ul style="list-style-type: none"> • Tell or show a clip of an interesting story of not more than ten minutes long to learners. • Discuss the clip with learners. • Ask learners to retell it. <p>B2.1.4.1.2 Recognise the morals/values in a story.</p> <ul style="list-style-type: none"> • Tell an interesting story. • Show video of an interesting story. • Discuss with learners the morals/values in the story they have heard or watched. <p>B2.1.4.1.3. Dramatise part of the story.</p> <ul style="list-style-type: none"> • Let learners watch the video again. • Assign roles to them and let them dramatise the first three scenes. • Direct learners to dramatise the story. 	<p>Communication and collaboration</p> <p>Creativity and innovation</p>

Sub-Strand 5: Dramatisation and Role Play

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.5.1 Perform a sketch of a story heard or told.	B2.1.5.1.1 Dramatise a story a story and discuss key issues and lessons in the sketch. <ul style="list-style-type: none"> • Tell or read an interesting story to learners. • Lead learners to discuss the story in groups. • Call the groups to tell the class their thoughts on the story. • Assign roles to learners. • Direct learners to dramatise the story. • Lead learners through discussions to recognise key issues and lessons in the story. 	Communication and collaboration Creativity and innovation

Sub-Strand 6: Conversation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.6.1 Exhibit knowledge of greeting and responding appropriately according to the time of day and occasion.	B2.1.6.1.1 Discuss occasions to greet and talk about the importance of greetings. <ul style="list-style-type: none"> • Ask learners to tell you what they do when they meet a teacher in school in the morning. • Demonstrate different greeting to learners. • Lead learners through discussions to recognise the various occasions to greet. • Pick about three occasions and discuss their greetings with learners. E.g. Festivals, birth, death, etc. • Lead learners to discuss the values of greetings. E.g.to show respect, politeness, concern, friendliness, phatic communion, etc. B2.1.6.1.2 Discuss the greetings associated with different occasions. <ul style="list-style-type: none"> • Let learners mention some occasions they know. • Write the occasions on the board. • Write the various occasional greetings on the board and lead learners to connect the occasions with the greetings. • Allow learners to practice the greetings in pairs. 	Communication and collaboration Cultural identity and global citizenship

Sub-Strand 7: Talking about Oneself, Family, People and Places

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.7.1 Narrate personal experiences at events.</p>	<p>B2.1.7.1.1 Narrate an experience at the market.</p> <ul style="list-style-type: none"> • Show a picture of a market to learners. • Discuss the picture with learners. • Discuss what goes on at the market with learners. • Ask learners to tell their experiences at the market. <p>B2.1.7.1.2 Narrate an experience at the hospital.</p> <ul style="list-style-type: none"> • Show a picture of a hospital to learners. • Discuss the picture with learners. • Discuss what goes on at the hospital with learners. • Ask learners to tell their experience at the hospital. <p>B2.1.7.1.3 Narrate experiences at school.</p> <ul style="list-style-type: none"> • Let learners talk about their homes. • Show a picture of a school to learners. • Let learners talk about the picture. • Discuss what goes on at the school with learners. • Ask learners to tell their experiences at school. <p>B2.1.7.1.4 Narrate experiences at the church/mosque, palace etc.</p> <ul style="list-style-type: none"> • Show a picture of a palace to learners/ Visit a palace/church. • Discuss what goes on at the church or palace with learners. • Ask learners to tell their experiences at the church or palace. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 8: Listening Comprehension

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.8.1 Show an understanding of answering questions from a passage.</p>	<p>B2.1.8.1.1 Recount what a story is about and answer simple questions on the story.</p> <ul style="list-style-type: none"> • Revise the lesson on learners’ experiences at the market, school and palace. • Tell an interesting story or show a movie of a short story. • Lead learners to discuss the story or movie. • Let learners tell what the story is about. • Ask questions based on the story for learners to answer. E.g.: What is the story about? Mention a character in the story. Where did the story take place? <p>B2.1.8.1.2 Explain the meaning of some key words in the story.</p> <ul style="list-style-type: none"> • Write some key words of the story you told. • Let learners discuss the meaning of some of the key words contextually. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 9: Asking and Answering Questions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.9.1 Demonstrate knowledge on understanding and answering of questions correctly using question words.</p>	<p>B2.1.9.1.1 Recognise and use the question words, “what”, “who”, “where”, “when.”</p> <ul style="list-style-type: none"> • Write some questions on a flashcard using the question words “what”, “who”, “where”, “when” and show them to learners. • Lead learners to read the questions. • Let learners form their own questions using the question words under discussion. • Assist learners to recognise when to use question words/tags ‘what’ and ‘who,’” where” and” when”. • E.g. What is your age? Who is your mother? Where is your teacher? When will you come? <p>B2.1.9.1.2. Recognise when to use the question word, “how.”</p> <ul style="list-style-type: none"> • Write some questions on flashcards using the question word “how” and show them to learners. • Lead learners to read the questions. • Let learners form their own questions using the question word under discussion. • Assist learners to understand when to use the question word “How” <p>B2.1.9.1.3 Recognise and use the question word, “why.”</p> <ul style="list-style-type: none"> • Write some questions on flashcards and show them to learners. • Lead learners to read the questions. • Let learners form their own questions using the question word under discussion. • Assist learners to recognise when to use the question word “why”. • Let learners form their own questions using the question word under discussion. 	<p>Communication and collaboration Personal development and leadership</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.1.9.1 Demonstrate knowledge on understanding and answering of questions correctly using question words. (CONT'D)	B2.1.9.1.4. Answer questions on, ‘who’, ‘what’, ‘where’ and ‘when.’ <ul style="list-style-type: none"> • Write questions on flashcards and show them to learners. • Call learners individually to read the questions. • Let learners understand when to use the question words “who,” “what,” “where” and “when”. • Ask learners questions using the question words under discussion and call them to answer the questions (correct learners where necessary). E.g. What is your age? Who is your mother? Where is your teacher? When will you come?	Communication and collaboration

Sub-Strand 10: Giving and Following Commands/Instructions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.1.10.1 Exhibit knowledge of understanding and carrying out simple instructions and commands.</p>	<p>B2.1.10.1.1 Say what a command is.</p> <ul style="list-style-type: none"> • Revise the lesson on greetings with learners. • Demonstrate command and respond with a learner in class. • Discuss what a command is with learners. <p>B2.1.10.1.2 Respond to six to seven commands</p> <ul style="list-style-type: none"> • Call learners in pairs and let one issue a command for the other to respond to the command. • E.g. Stand up! Sit down! Keep quiet! <p>B2.1.10.1.3 Discuss the importance of commands and instructions.</p> <ul style="list-style-type: none"> • Write some commands on the board and lead learners to read them. • Let learners read the command as a group and then individually. • Call a learner to come out and issue a command for the class to respond. • Lead learners to recognise the importance of commands and instructions. E.g. to get work done on time; to draw your attention; for safety, peace, success, etc. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Strand 2: Reading
Sub-Strand 3: Phonological and Phonemic Awareness.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.3.1 Demonstrate knowledge of hearing, recognising and differentiating sounds in spoken words.	B2.2.3.1.1 Recognise and create words with the same sounds - initial and final position. <ul style="list-style-type: none"> • Let learners explore a rhyme. • Write some words on the board. • Lead learners to mention the words. • Call learners to mention the words individually. • Assist learners through discussion to recognise and create words with the same sounds in word initial and final positions. 	Communication and collaboration Personal development and leadership

Sub-Strand 4: Phonics (Blend and Connect Sounds)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.2.4.1 Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.</p>	<p>B2.2.4.1.1 Blend syllables to produce simple words.</p> <ul style="list-style-type: none"> • Let learners explore a rhyme. • Write some syllables on a manila card and show it to learners. • Lead learners to read the syllables. • Lead learners to blend syllables to produce simple words. <p>B2.2.4.1.2 Use alphabetic knowledge to decode words.</p> <ul style="list-style-type: none"> • Revise the letters of the alphabet with learners. • Write some words on a manila card and assist learners to use alphabetic knowledge to decode the words. <p>B2.2.4.1.3 Read simple short sentences.</p> <ul style="list-style-type: none"> • Write some simple sentences on the board. • Lead learners to read the sentences. • Call learners to read the simple sentences on the board as a group. • Let learners read the sentences individually and correct them where necessary. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.2.4.2 Recognise and read words with identical sounds</p>	<p>B2.2.4.2.1 Listen and say words with identical sounds from simple sentences.</p> <ul style="list-style-type: none"> • Write some words on the board and lead learners to read the words. • Lead learners to recognise the words with identical sounds among the words you have written. • Let learners listen to and say words with identical sounds from simple sentences. <p>B2.2.4.2.2 Read simple poems and recognise rhyming words.</p> <ul style="list-style-type: none"> • Let learners explore a rhyme. • Write a simple poem on the board. • Lead learners to explore the poem. • Call learners to explore the poem individually. • Lead learners to explore the poem again with gestures. • Assist learners to read simple poems and lead learners to recognise rhyming words. <p>B2.2.4.2.3 Recognise diagraphs from letters of the alphabet.</p> <ul style="list-style-type: none"> • Let learners explore a poem. • Write some diagraphs and the letters of the alphabet on the board. • Let learners say the letters of the alphabet. • Assist learners to recognise diagraphs from the letters of the alphabet. <p>B2.2.4.2.4 Read three-syllable words.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Write some three-syllable words on the board and lead learners to read them. • Call learners one by one to read the words. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 5: Vocabulary

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.2.5.1 Show an understanding of recognising and reading about things in their environment.</p>	<p>B2.2.5.1.1 Recognise sounds that make up words.</p> <ul style="list-style-type: none"> • Revise sounds with learners. • Write some words on the board and lead learners to read them. • Assist learners to recognise sounds that make up the words. <p>B2.2.5.1.2 Make picture dictionaries.</p> <ul style="list-style-type: none"> • Let learners cut pictures of different objects and arrange them in alphabetical order in their books. • Lead learners to write the names of the images in the pictures under them. <p>B2.2.5.1.3 Match action words with corresponding pictures.</p> <ul style="list-style-type: none"> • Display a picture showing actions of various kinds. • Write the actions on the board and lead learners to match the action words with the pictures. • Allow learners to do some actions. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 7: Silent Reading

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.7.1 Demonstrate knowledge on reading for comprehension.	<p>B2.2.7.1.1 Read four to five sentences consisting of eight to ten words</p> <ul style="list-style-type: none"> • Give learners story books consisting of four to five sentences. • Lead learners to read the sentences in the story books. • Call learners to read the sentences on individual bases. • Let learners tell what they understand from what they have read. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 8: Fluency

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.2.8.1 Exhibit knowledge by reading with minimal mistakes.	<p>B2.2.8.1.1 Read aloud words and sentences of about four to five words using correct pronunciation.</p> <ul style="list-style-type: none"> • Share Readers or reading books with sentences of four to five words to learners. • Let learners scan through the book to look for new vocabulary. • Lead learners to mention the words. • Lead the class to read and call learners to read as well using correct pronunciation. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

STRAND 3: Writing
SUB-STRAND 1: Penmanship/Handwriting

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.3.1.1 Understand how to copy sentences clearly; write letters or words and practice saying those that give them difficulty.</p>	<p>B2.3.1.1.1 Write letters clearly and boldly.</p> <ul style="list-style-type: none"> • Write the letters of the alphabet boldly on the board. • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Assist learners to write letters boldly and clearly. <p>B2.3.1.1.2 Write words clearly and boldly.</p> <ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet aloud. • Call learners individually to say the letters of the alphabet aloud. • Write short words boldly on the board. • Lead learners to mention the words aloud. • Call learners individually to mention the words. • Assist learners to write the words boldly and clearly. <p>B2.3.1.1.3 Copy simple sentences clearly and boldly.</p> <ul style="list-style-type: none"> • Write simple sentences boldly on the board. • Lead learners to read the sentences. • Assist learners to write the sentences boldly and clearly. <p>B2.3.1.1.4 Practise saying letters or words that present difficulty to them.</p> <ul style="list-style-type: none"> • Write the letters of the alphabet and simple words on the board. • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other. • Let learners keep practicing those they have difficulty with. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 3: Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom.

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.3.3.1 Practise saying words which they have difficulty in pronouncing.</p> <p>B2.3.3.2.1: Show understanding of items in the environment/ classroom.</p>	<p>B2.3.3.1.1 Write and practise saying letters they have difficulty with.</p> <ul style="list-style-type: none"> • Write the letters of the alphabet and simple words on the board. • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other. • Let learners keep practicing those they have difficulty with. <p>B2.3.3.1.2 Write and practice saying words they have difficulty with.</p> <ul style="list-style-type: none"> • Write the letters of the alphabet and simple words on the board and lead learners to say them. • Call learners to say them one after the other. • Let learners keep practicing those they have difficulty with. <p>B2.3.3.2.1 Label and mention items in the classroom and in the school.</p> <ul style="list-style-type: none"> • Draw some items in the home and school on a manila card. • Let learners use their knowledge on sorting to sort the items into those found in the home and in the school. • Lead learners to label and mention items in the classroom and in the school. • Point to some items in the class and let learners mention the names and draw and label them. 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>

Sub-Strand 5: Integrating Grammar in Written Language (Punctuation)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.5.2.1 Show an understanding of the use of full stops.</p>	<p>B2.5.2.1.1 Know what the full stop and the comma are.</p> <ul style="list-style-type: none"> • Let learners demonstrate the morning greeting. • Write simple sentences that are well punctuated on a card (the sentence should have full stops and comma). • Lead learners to read the sentences aloud. • Call learners to read aloud the sentences individually. • Discuss what a full stop is with learners. • Discuss what a comma is with learners. • Assist learners to tell what full stop and commas are. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 3: Integrating Grammar in Written Language (Use of Action Words)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.5.3.1 Show an understanding of writing action words.</p>	<p>B2.5.3.1.1 Write two-letter present tense action words.</p> <ul style="list-style-type: none"> • Give a command for learners to respond. • Call learners in pairs to demonstrate a command and its response. • Write two-letter present tense action words on the board. • Lead learners to read the words. • Let learners read the action words as a group. • Let learners read the action words one after the other. • Demonstrate the action words with the class. • Let learners write two-letter present tense action words. <p>B2.5.3.1.2 Write three-letter present tense action words.</p> <ul style="list-style-type: none"> • Write three-letter present tense action words on the board. • Lead learners to read the words. • Let learners read the action words as a group. • Let learners read the action words one after the other. • Demonstrate the action words with the class. • Let learners write three-letter present tense action words. <p>B2.1.1.3 Use present tense action words in a simple sentence correctly.</p> <ul style="list-style-type: none"> • Revise the action words introduced with learners. • Write simple sentences made up of present tense action words on the board. • Lead learners to read the sentences. • Let learners read the sentences as a group. • Let learners read the sentences one after the other. • Help learners to use present tense action words to form simple sentences. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 4: Integrating Grammar in Written Language (Use of Qualifying Words)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.5.4.1 Demonstrate knowledge on recognition and use of qualifying words (adjectives).</p>	<p>B2.5.4.1.1 Recognise comparative words/adjectives in sentences.</p> <ul style="list-style-type: none"> • Write sentences with adjectives underlined on flashcards. • Lead learners to read the sentences. • Let learners read the sentences on their own and correct them where necessary. • Use the flashcards to assist learners to recognise comparative words/adjectives in sentences. <p>B2.5.4.1.2 Use comparative words/adjectives to form short sentence.</p> <ul style="list-style-type: none"> • Let learners sing a popular song. • Write sentences that show comparison and underline the word that show this on flashcards. • Lead learners to read the sentences. • Let learners read the sentences on their own and correct them where necessary. • Help learners to use adjectives to form comparative words in sentences. 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>

Sub-Strand 5: Integrating Grammar in Written Language (Use of Postpositions)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.5.5.1 Exhibit knowledge of understanding, recognising and using postpositions.	B2.5.5.1.1 Write and use some postpositions in sentences. <ul style="list-style-type: none"> • Let learners mention some traditional occupations they know. • Lead learners to sing songs associated with the traditional occupation. • Write sentences with postposition words underlined on flashcards. • Call learners individually to pick a card, show it to the class and read the sentence aloud to the class. • Use the flashcards to help learners to recognise the postpositions in the sentences and write the postpositions. • Let learners use postpositions to form simple sentences. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub-Strand 6: Integrating Grammar in Written Language (Use of Simple and Compound Sentences)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.5.6.1 Exhibit knowledge of recognising simple sentence in writing.</p>	<p>B2.5.6.1.1 Know the structure of a simple sentence.</p> <ul style="list-style-type: none"> • Let learners mention names of places and people they know. • Write simple sentences on flashcards. • Let learners read the sentences on the flashcard. • Discuss the various parts of the sentence with learners. • Show learners the structure of simple sentences on a card. • Lead learners through discussions to recognise the structure of a simple sentence. <p>B2.5.6.1.2 Recognise nouns in simple sentences.</p> <ul style="list-style-type: none"> • Let learners mention names of people and places they know. • Write simple sentences on flashcards and lead learners to read the sentences. • Let learners read the sentences as a group. • Call learners to read the sentences individually. • Assist learners to recognise nouns in simple sentences. <p>B2.1.1.3 Use nouns to form simple sentences.</p> <ul style="list-style-type: none"> • Revise the lesson on nouns with learners. • Write simple sentences on flashcards and call learners to read the sentences. • Let learners recognise the nouns in the sentence. • Let learners use the nouns to form simple sentences. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B2.5.7.1 Exhibit knowledge of recognising and spelling simple words correctly.</p>	<p>B2.5.7.1.1 Fill in blank spaces in simple words</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write words on a flashcard. • Let learners pick the flashcards in turns and let them mention the word on the card. • Lead learners to spell the words as a group and on individual bases. • Write the words on the board leaving out some letters. • Call learners to fill the blank spaces with the correct letter. • Write more words on the board leaving some letters out and call learners to fill the blank spaces with the missing letter. • Guide learners to fill in blank spaces in simple words. <p>B2.5.7.1.2 Write four-letter words correctly.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group. • Call individual learners to say the letters of the alphabet. • Write four-letter words on the board. • Lead learners to say the words aloud. • Let learners say the words on their own. • Help learners to write four-letter words correctly. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

**Strand 6: Extensive Reading/Children’s Literature/Library
Sub-Strand 1: Building the Love and Culture of Reading**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.6.1.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt to speak.	B2.6.1.1.1 Read short passages of simple sentences of about four to five words. <ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about four to five words in other parts of the book. 	Communication and collaboration

Sub-Strand 2: Read Aloud With Children

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B2.6.2.1 Demonstrate knowledge by reading short and simple sentences made up of words they have learnt.	B2.6.2.1.1 Read short passages of simple sentences of about five to six words. <ul style="list-style-type: none"> • Let learners sing a traditional occupational song they know. • Provide learners with reading books (the book should have a short passage according to the number of words prescribed). • Lead learners to read the passage in the book. • Let learners read the passage in turns. • Assist learners to read short passages of simple sentences of about five to six words in other parts of the book. 	Communication and collaboration

BASIC 3

Basic 3

Strand I: Oral Language (Listening and Speaking) Sub-Strand I: Songs

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.1.1 Demonstrate an understanding of some selected songs by telling what the songs are about.	B3.1.1.1.1 Sing songs with the correct rhythms and discuss the meaning and moral values of the song. <ul style="list-style-type: none"> • Let learners sing a familiar occupational song they know. • Play familiar traditional songs on a tape/clip for learners to listen. • Teach learners the song and let them sing the song alone. • Allow learners to sing the song with correct rhythms. • Lead learners to brainstorm the meaning of the song. • Lead learners through discussion to tell the moral values in the song. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p>

Sub Strand 2: Rhymes

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.2.1 Show an understanding of some rhymes.	B3.1.2.1.1 Recognise rhyming words. <ul style="list-style-type: none"> • Let learners sing a popular play song they know. • Read aloud a rhyme to learners. • Let learners read aloud the rhyme in turns. • Lead learners through discussions to recognise rhyming words in the rhyme. B3.1.2.1.2 Produce own rhyming words. <ul style="list-style-type: none"> • Let learners sing a popular work song they know. • Write your own rhyme and read it to the learners. • Lead learners to read the rhyme in turns. • Discuss the skills involved in writing a rhyme with learners. • Encourage learners to produce their own rhyming words. 	<p>Critical thinking and problem solving</p> <p>Creativity and innovation</p>

Sub-Strand 3: Poems

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.3.1 Demonstrate knowledge of poem recitation with the correct stress and rhythm by listening attentively.	B3.1.3.1.1. Explore poems and note the words and discuss what the poem is about. <ul style="list-style-type: none"> • Explore poems to learners. • As you read the poem, allow them to note words in the poem. • Let learners explore poems and take note of the words. • Lead learners to explore the poem with gestures. • Let learners tell what the poem is about. 	Communication and collaboration Critical thinking and problem solving

Sub-Strand 4: Listening and Story Telling

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.1.4.1 Exhibit knowledge of listening to and reading simple and interesting stories.</p>	<p>B3.1.4.1.1. Mention some of the key words in a story.</p> <ul style="list-style-type: none"> • Revise occupational songs with learners. • Tell/show an interesting story. • Discuss the story with learners. • Help learners to mention some of the key words in the story. <p>B3.1.4.1.2 Mention issues and morals in a story.</p> <ul style="list-style-type: none"> • Let learners sing a song they know. • Tell/show an interesting story. • Discuss the setting of the story with learners. • Help learners to mention issues and morals in the stories. <p>B3.1.4.1.3 Dramatise the story.</p> <ul style="list-style-type: none"> • Let learners demonstrate an occasional greeting in pairs. • Lead learners to sing a popular traditional song. • Tell/play an interesting story. • Discuss the story with learners. • Assign roles to learners. • Direct learners to dramatise the story. 	<p>Communication and collaboration Critical thinking and problem solving</p> <p>Personal development and leadership</p>

Sub-Strand 5: Dramatisation and Role Play

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.5.1 Perform a sketch of a story heard, told or read.	<p>B3.1.5.1.1 Give details of characters and costumes for a drama.</p> <ul style="list-style-type: none"> • Lead learners to sing a song. • Tell or read an interesting story to learners. • Discuss the story with learners and assign roles to them. • Direct learners to role play the story. • Lead learners to discuss details of characters and costumes for the drama. <p>B3.1.5.1.2 State opinion and feelings on events and characters in stories.</p> <ul style="list-style-type: none"> • Let learners sing a popular song they know. • Tell or read an interesting story to learners. • Help the learners to state their opinions and feelings on events and characters in the story. 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving.</p>

Sub-Strand 6: Conversation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.1.6.1 Exhibit an understanding of appropriate non-formal forms of greeting and communication.	<p>B3.1.6.1.1 Discuss and demonstrate non-verbal forms of greeting.</p> <ul style="list-style-type: none"> • Revise greetings with learners. • Demonstrate some non-verbal forms of greetings for learners to see. • Let learners recognise the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head. • Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs. <p>B3.1.6.1.3 Say why we have non-verbal greetings.</p> <ul style="list-style-type: none"> • Discuss with learners why we use non-verbal forms to greet. 	<p>Communication and collaboration</p> <p>Communication and collaboration</p>

Sub-Strand 7: Talking about Oneself, Family, People and Places

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.1.7.1 Apply the use of pronouns appropriately in simple sentences</p>	<p>B3.1.7.1.1 Describe one’s self using personal pronouns.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write some words on the board and lead learners to say the words. • Let learners form sentences with the words. • Introduce pronoun to learners. • Let learners describe themselves using personal pronouns. E.g. I, me, mine. <p>B3.1.7.1.2 Describe the family using the appropriate pronouns</p> <ul style="list-style-type: none"> • Use pronouns to talk about a family. • Let learners describe their families using the appropriate pronouns. 	<p>Communication and collaboration</p>

Sub-Strand 9: Asking and Answering Questions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.1.9.1 Demonstrate knowledge on understanding and answering of questions correctly by the use of question words.</p>	<p>B3.1.9.1.1 Answer questions on, ‘who’, ‘what’, ‘where’ and ‘when’</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write the question words on flashcards. • Lead learners to read the question words. • Use the question words to form questions and lead learners to read. • Use the flashcards to assist learners to recognise when to use question words. “what”, “who”, “where”, “when”. • Let learners form their own questions using the question words discussed. <p>B3.1.9.1.2 Recognise and tell when to use the question words “how” and “why”</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write the question words on flashcards. • Lead learners to read the question words. • Use the question words to form questions and lead learners to read. • Use the flashcards to assist learners to recognise when to use question words “how” and “why”. <p>B3.1.9.1.3 Answer and ask ‘who’, ‘what’, ‘where’, ‘when’, ‘how’ and ‘why’ questions.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write the question words on flashcards. • Lead learners to read the question words. • Use the question words to form questions and lead learners to read. • Use the flashcards to assist learners to recognise when to use question words. • Write questions using the question words ‘what’, ‘when and ‘how’ and ‘why’ on the board. • Lead learners to read the questions. • Let learners read the questions in turns. • Help learners to recognise when to use question word “why”. • Let learners form their own questions using the question word “why.” 	<p>Communication and collaboration</p>

SUB-STRAND 10: Giving and Following Commands/Instructions

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.1.10.1 Exhibit knowledge of understanding and listening attentively to simple instructions and directions and carrying them out.</p>	<p>B3.1.10.1.1 Understand instructions and carry them out.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Instruct some learners to issue an instruction for the rest to carry out the instruction. • Let learners discuss and understand instructions and carry them out. <p>B3.1.10.1.2 Understand directions and carry them out.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Direct some learners to a given place in the school. • Let learners discuss directions, understand and follow directions. <p>B3.1.10.1.3 Give directions accurately.</p> <ul style="list-style-type: none"> • Direct some learners to a given place in the school. • Help learners to give directions accurately to that place. 	<p>Communication and collaboration</p>

Sub-Strand I I: Presentation

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.1.11.1 Demonstrate knowledge on the days of the week and say the time by the hour and minutes.</p>	<p>B3.1.11.1.1 Say the time by the hour and half hour.</p> <ul style="list-style-type: none"> • Show a clock to learners. • Discuss the use of a clock with learners. • Introduce the hour and minute hands to learners. • Discuss the functions of the hour and minutes hands with learners. • Help learners to tell time by the hour and half hour. E.g. The time is 9 o'clock. The time is 9:30 <p>B3.1.11.1.2 Say the time by the hour and minutes.</p> <ul style="list-style-type: none"> • Show a clock to learners and discuss its function with them. • Revise the functions of the hour and minutes hands with learners. • Help learners to tell time by the hour and minute. E.g. The time is 9:30. The time is 9:15. <p>B3.1.11.1.3 Say the days of the week and names associated with the days.</p> <ul style="list-style-type: none"> • Lead learners to explore a rhyme with gestures. • Write the names of days of the week on flashcards. • Lead learners to read the names of the days of the week. • Use the flashcards to help learners to recognise names associated with the days of the week. E.g. Monday, Tuesday, etc. 	<p>Communication and collaboration</p> <p>Cultural identity and global citizenship</p>

Strand 2: Reading
Sub-Strand 3: Phonological and Phonemic Awareness

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.2.3.1 Demonstrate knowledge of listening, recognising and differentiating sounds in spoken words.</p>	<p>B3.2.3.1.1 Recognise and separate syllables.</p> <ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Practice syllable recognition and separation with learners on the board. • Allow learners to apply the knowledge to recognise and separate syllables in words. <p>B3.2.3.1.2 Add individual sounds in simple one-syllable words to make up new words.</p> <ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Practice adding individual sounds to one syllabic words. • Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat <p>B3.2.3.1.3 Substitute one sound in two-syllable words to make up new words.</p> <ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Demonstrate adding one sound to two-syllabic words to form new words on the board. • Let learners apply the knowledge to substitute one sound in two-syllable words to make up new words. E.g. /table/ -/t/ + /c/ = /cable/ /carrot/ - /c/ + /p/ = /parrot/ /toffee/ -/t/ + /c/=/coffee/ 	<p>Communication and collaboration</p>

Sub-Strand 4: Phonics: Letter and Sound Knowledge

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.2.4.1 Show an understanding of connecting sounds to letters and blending letters into syllables in order to read.</p>	<p>B3.2.4.1.1 Use alphabetic awareness to decode words.</p> <ul style="list-style-type: none"> • Lead learners to say the letters of the alphabet as a group. • Call learners to say the letters of the alphabet in turns. • Practice alphabetic awareness to decode words on the board for learners to observe. • Aid learners to use alphabetic awareness to decode simple words. <p>B3.2.4.1.2 Use alphabetic awareness to decode compound words.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Practice alphabetic awareness with learners to decode compound words on the board. • Assist learners to use alphabetic awareness to decode compound words. <p>B3.2.2.1.3 Read simple short sentences that include compound word.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Write and read simple short sentences that include compound words on the board. • Lead learners to read the sentences aloud. • Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words. 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>
<p>B3.2.4.2 Recognise and read words with identical sounds.</p>	<p>B3.2.4.2.1 Listen and say words with identical sounds from poems.</p> <ul style="list-style-type: none"> • Let learners explore a rhyme they know. • Read poems to learners. • Ask learners to listen attentively and pick words with identical sounds. • Let learners say the words with identical sounds from the poem. • Let learners use the words to form their own sentences. 	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.2.4.2 Recognise and read words with identical sounds. CONT'D</p>	<p>B3.2.4.2.2 Read poems and recognise rhyming words.</p> <ul style="list-style-type: none"> • Let learners explore a rhyme they know. • Read or play a poem to learners. • Lead learners through discussions to recognise the rhyming words in the poem. • Ask learners to explore the poem and recognise rhyming words from the poem. <p>B3.2.4.2.3 Read two-syllable words.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Form one-syllable words and lead learners to say the words. • Join two of the one-syllable words to form a new word on the board. • Lead learners to say the words. • Assist learners to read two syllable words. <p>B3.2.4.2.4 Read three-syllable words and segment them into syllables.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Form one-syllable words and lead learners to say the words. • Join two of the one-syllable words to form a new word on the board. • Lead learners to say the words. • Write three-syllable words on flashcards. • Show it to the learners to read the words and segment them into syllables. <p>B3.2.4.2.5 Read one-syllable words with consonant clusters.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Form one-syllable words and lead learners to say the words. • Join two of the one-syllable words to form a new word on the board. • Read several one-syllable words with consonant clusters to learners. • Allow learners to read one syllable words with consonant clusters. 	<p>Communication and collaboration</p>

Sub-Strand 5: Vocabulary (Sight and Content Vocabulary)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.5.1 Show an understanding of recognising and reading about things in their environment.	<p>B3.2.5.1.1 Read texts aloud with correct pronunciation and tone.</p> <ul style="list-style-type: none"> Let learners say the letters of the alphabet as a group and then individually. With correct pronunciation and tone read texts aloud. Let learners read texts aloud with correct pronunciation and tone as a group and then individually. <p>B3.2.5.1.2 Play a variety of words and sentence games.</p> <ul style="list-style-type: none"> Revise the lesson on traditional games with learners. Put learners into groups. Let them play a word and sentence game. Allow learners to play with a variety of words and sentence games. Let learners talk about their experiences group by group. 	Communication and collaboration

Sub-Strand 6: Comprehension

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.6.1 Exhibit knowledge of answering questions based on texts presented.	<p>B3.2.6.1.1 Answer questions based on passage read to them.</p> <ul style="list-style-type: none"> Let learners say the letters of the alphabet as a group and then individually. With correct pronunciation and tone read texts aloud. Let learners read the text in turns. Ask questions based on the text read for learners to answer. <p>B3.2.6.1.2 Answer questions based on passage read by learners.</p> <ul style="list-style-type: none"> Let learners say the letters of the alphabet as a group and then individually. Give textbooks to learners. Lead learners to read the text on a given page as a group and individually. Ask questions based on the text they have read for them to answer. 	Communication and collaboration Critical thinking and Problem solving

Sub-Strand 7: Silent Reading

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.2.7.1 Demonstrate knowledge on reading for comprehension</p>	<p>B3.2.7.1.1 Read longer sentences.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and then individually. • Write long sentences on a card. • Show the card with the sentences to learners. • Read aloud the long sentences. • Let learners read longer sentences as a group and the individually • <p>B3.2.7.1.2 Read short passages/text.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and then individually. • Write a short passage on a card. • Show the card to learners. • Read aloud the long passage. • Let learners read the short passage as a group and the individually. • Ask learners questions based on the short passage read for them to answer. 	<p>Communication and collaboration</p>

Sub-Strand 8: Fluency

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.2.8.1 Exhibit knowledge by reading aloud with minimal mistakes.	<p>B3.2.8.1.1 Read short passages of about six to ten sentences aloud using correct tone.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and then individually. • Write a short passage of about six to ten sentences. • Read aloud the short passage of about six to ten sentences using correct tone for learners to listen. • Lead learners to read the passage. • Let learners read aloud the passage as a group and then individually. • Ask questions based on the passage read for learners to answer. 	Communication and collaboration

STRAND 3: Writing Sub-Strand 1: Penmanship/Handwriting

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.3.1.1 Write and practise saying letters or words with which learners have difficulty; copy various sentences, verses and words of songs legibly.	<p>B3.3.1.1.1 Write letters and words.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Write letter and words boldly on the board. • Give learners some letters and words to write on their own. • Assist learners to write letters and words given them. <p>B3.3.1.1.2 Copy simple sentences boldly and clearly.</p> <ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and individually. • Write simple sentences boldly on the board. • Lead learners to read the sentences aloud as a group. • Let learners read the sentences aloud in turns. • Let learners copy the simple sentences boldly and clearly in their books. 	Communication and collaboration

Sub-Strand 3: Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.3.3.1 Write simple words/names of people and places (proper nouns).</p>	<p>B3.3.3.1.1 Write simple words/names of people and places.</p> <ul style="list-style-type: none"> • Let learners mention names of places and names of their friends. • Create people and place names map on a cardboard. • Show the map to learners and discuss it with them. • Assist learners to write simple words or names of people and places in their books. <p>•</p>	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Communication and collaboration</p> <p>Personal development and leadership</p>
<p>B3.3.3.2: Show understanding of items in the environment/ classroom.</p>	<p>B3.3.3.2.1 Say and label items in the classroom and in the environment.</p> <ul style="list-style-type: none"> • Ask learners to sing a popular song they know. • Display some items in the environment in the classroom. • Call a learner to lead the class to discuss, recognise and name the items. • Draw the items on the board and write their names on a card. • Call learners to pick a card and fix it under the item the name written on the card refers to. • Mention some items seen in the classroom and ask learners to point at the items mentioned. • Let learners mention and label more items in the classroom and in the environment. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Communication and collaboration</p> <p>Personal development and leadership</p>

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

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.3.4.1 Exhibit knowledge of writing simple sentences with correct word spacing.</p>	<p>B3.3.4.1.1 Write correct sentences with correct spacing from substitution table.</p> <ul style="list-style-type: none"> • Let learners explore a rhyme they know. • Make a substitution table on the board. • Lead learners to say aloud the words in the substitution table. • Let learners say aloud the words in the substitution table individually. • Demonstrate how sentences are formed from a substitution table. • Help learners to write correct sentences with correct spacing from the substitution table. <p>B3.3.4.1.2 Use upper case or lower-case letters correctly in sentences with correct spacing.</p> <ul style="list-style-type: none"> • Let learners explore a rhyme they know or say the letters of the alphabet as a group. • Create upper and lower-case letters game. • Play the game with learners. • Let one learner lead the other learners to play the game (supervision is necessary). • Write sentences on the board using upper and lower-case letters. • Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. 	<p>Communication and collaboration Personal development and leadership</p>

Sub-Strand 4: Integrating Grammar in Written Language (Use of Qualifying Words)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.5.4.1 Demonstrate knowledge on recognition of qualifying words (adjectives and adverbs)</p>	<p>B3.5.4.1.1 Know and use comparative words/adjectives in sentences.</p> <ul style="list-style-type: none"> • Let learners say the names of the days of the week. • Use simple adjectives to form simple sentences and lead learners to read. • Underline the adjectives and discuss the adjectives with learners. • Help learners to understand and use adjectives to form simple sentences. E.g. Kofi is <u>taller</u> than Yaw. Ama is <u>smaller</u> than Adwoa. <p>B3.5.4.1.2 Demonstrate knowledge of the use of adverbs.</p> <ul style="list-style-type: none"> • Revise the lesson on command and response with learners. • Write some action words on a card and lead learners to say the words aloud. • Discuss the action words with learners. • Use the action words to form sentences (the sentences should have adverbs in them). Through that help learners to understand adverbs and how they are used. <p>B3.5.4.1.3 Recognise adverbs from a group of words.</p> <ul style="list-style-type: none"> • Let learners mention some action words they know. • Write simple sentences with adverbs on the board/ card. • Lead learners to read the sentences. • Help learners to recognise adverbs from a group of words. • Put learners in groups to write about four adverbs and form sentences with them. 	<p>Communication and collaboration</p> <p>Personal development and leadership</p> <p>Communication and collaboration</p>

Sub-Strand 5: Integrating Grammar in Written Language (Use of Postpositions)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.5.5.1 Exhibit knowledge of understanding recognising and using postpositions.</p>	<p>B3.5.5.1.1 Recognise postpositions in sentences.</p> <ul style="list-style-type: none"> • Let learners mention names of objects in the classroom and the environment. • Use postposition to form simple sentences on a card. • Lead learners to read the sentences aloud. • Let learners read the sentences in turns. • Encourage learners to recognise postpositions in sentences. • Let learners write the postpositions in their books. <p>B3.5.5.1.2 Explore the use of postpositions such as <i>above</i> and <i>below</i> in sentences.</p> <ul style="list-style-type: none"> • Let learners mention names of objects in the classroom and the environment. • Use postposition in simple sentences. • Lead learners to explore the use of postpositions such as <i>above</i> and <i>below</i> in sentences. • Put learners into groups and let them form a given number of sentences using the postpositions “above” and “below.” • Let learners read aloud their sentences to the class and discuss the sentences with learners. 	<p>Communication and collaboration</p>

Sub-Strand 6: Integrating Grammar in Written Language (Use of Simple and Compound Sentences)

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.5.6.1 Exhibit knowledge of recognising features of compound sentence in writing.</p>	<p>B3.5.6.1.1 Recognise conjunctions in compound sentences.</p> <ul style="list-style-type: none"> • Let learners mention names of objects in the classroom and the environment. • Use conjunctions to form simple sentences on the board. • Call learners to read aloud the sentences. • Lead learners to discuss and recognise conjunctions in the sentences. • Let learners form their own sentences using a chosen conjunction. <p>B3.5.6.1.2 Use conjunctions to form compound sentences from simple sentences.</p> <ul style="list-style-type: none"> • Let learners mention names of objects in the classroom and the environment. • Write compound sentences on the board and lead learners to read the sentences. • Lead learners to underline the conjunctions in the sentences. • Help learners to use conjunctions to form compound sentences from simple sentences. • Put learners into groups and let them form a given number of sentences using conjunctions. • Let learners read aloud their sentences to the class and discuss the sentences with learners. 	<p>Communication and collaboration</p>

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p>B3.5.6.1 Exhibit knowledge of recognising features of compound sentence in writing.</p> <p>CONT'D</p>	<p>B3.5.6.1.3 Use conjunctions such as <i>but</i> and <i>because</i> in forming compound sentences.</p> <ul style="list-style-type: none"> • Let learners mention names of objects in the classroom and the environment. • Write compound sentences on the board and lead learners to read the sentences. • Help learners to use conjunctions such as, “but” and “because” to form compound sentences. • Put learners into groups and let them form a given number of sentences using conjunctions “but” and “because.” • Let learners read aloud their sentences to the class and discuss the sentences with learners. 	<p>Communication and collaboration</p>

**Strand 6: Extensive Reading/Children’s Literature/ Library
Sub-Strand 1: Building the Love and Culture of Reading**

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.6.1.1 Demonstrate knowledge by reading short stories with correct intonation.	B3.6.1.1.1 Read short stories aloud correctly. <ul style="list-style-type: none"> • Let learners explore a popular rhyme they know. • Read a short story aloud and correctly to learners. • Discuss the short story with learners. • Call them out one by one to read short stories aloud correctly. • Ask them questions based on the story read. 	Communication and collaboration

SUB-STRAND 2: Read Aloud with Children

CONTENT STANDARD	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
B3.6.2.1 Demonstrate knowledge by reading short stories with correct intonation.	B3.6.2.1.1 Read short stories aloud correctly. <ul style="list-style-type: none"> • Sing a popular song with learners. • Read a short story aloud and correctly to learners. • Discuss the story with learners and read the story again. • Call them out one by one to read short stories aloud correctly. • Call learners to read a sentence each from the story. 	Communication and collaboration

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