



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRE PRIMARY SCHOOL CURRICULUM DESIGN

LANGUAGE ACTIVITIES

PRE PRIMARY I

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitude towards good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

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LESSON ALLOCATION FOR PRE PRIMARY

S/No	Activity Learning Area	Number of Lessons per Week
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	Pastoral Instruction Programme	1
Total		25

Note:

The time allocated for each activity area is **30 minutes**.

LEVEL LEARNING OUTCOMES FOR PRE-PRIMARY EDUCATION

By end of Pre-Primary Education, the learner should be able to:

1. Demonstrate basic pre literacy and pre numeracy skills for learning,
2. Apply creative and critical thinking skills in problem solving,

3. Practice appropriate etiquette for interpersonal relationships,
4. Explore the immediate environment for learning and enjoyment,
5. Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development,
6. Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living,
7. Develop interests, talents and character for positive contribution to the society.

ESSENCE STATEMENT

Language Activities is a learning area that provides learners with opportunities to build on communicative skills acquired at home as they transit to formal learning. Introduction to pre literacy activities facilitate the young learner's ability to build a firm foundation for oral and written communication skills. The aim of the learning area is to develop the learner's pre literacy skills which include listening and speaking, pre reading and pre writing. The skills include aspects such as telling and retelling stories,

listening comprehension, book care and handling, scribbling, colouring, letter articulation of letter sounds, letter names, syllables and three letter words.

Language activities are predominantly learned through the communicative language learning approach. Learners will also be given opportunities to develop pre literacy skills through play-based learning, task-based learning and project-based learning. Learning will take place through interesting, engaging and age appropriate experiences such as playing, singing, chanting rhymes, reciting poems and modelling. The skills in language acquired at the end of Pre Primary level prepare the learner to seamlessly transit to Primary education.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Pre-Primary Education, the learner should be able to:

- a) Develop appropriate listening skills from varied experiences to enrich their ability to communicate,

- b) Express own opinions, ideas and feelings creatively, freely and confidently using basic vocabulary in varied situations as they appreciate others,
- c) Participate in conversations using appropriate verbal and non-verbal language in their everyday experiences,
- d) Articulate letter sounds correctly in preparation for reading,
- e) Articulate syllables correctly in preparation for reading,
- f) Articulate letter sounds and syllables correctly forming three letter words in preparation for reading,
- g) Develop appropriate reading readiness skills in varied learning experiences,
- h) Apply appropriate writing readiness skills in varied learning experiences.

1.0 GREETINGS AND FAREWELL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Greetings and Farewell (3 Lessons)	By the end of the sub strand, the learner should be able to: a) mention why we greet each other in our day-to-day life, b) use greetings in social interactions, c) use farewell words and gestures in social interactions, d) appreciate the importance of greetings and bidding farewell in daily interactions.	The learner is guided to: <ul style="list-style-type: none"> • say why people greet each other, • say people who have greeted them and those they have greeted, • collaboratively imitate greetings, • imitate bidding of farewell, • watch a video clip or listen to an audio recording on people greeting and bidding farewell, • discuss pictures on people greeting one another and bidding farewell, • role play people initiating and responding to greetings, • role play people bidding farewell using words and gestures, • sing songs related to greetings and bidding of farewell. 	Why do we greet people?
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner enhances listening and speaking skills while discussing pictures on people greeting and bidding farewell. 				

- **Self-efficacy:** The learner assertively role plays initiating and responding to greetings and bidding farewell while using words and gestures.

Values:

- **Integrity:** The learner role plays greetings and bidding farewell with humility.
- **Unity:** The learner imitates greetings together with others amicably and in unison.

Pertinent and Contemporary Issues:

Interpersonal relationship: The learners learn to show concern to others by engaging in greetings and bidding each other farewell which creates healthy relationships.

Link to other Activity Areas:

Greetings and bidding of farewell are done to show love and concern and ensure interpersonal relationship with others. This can be linked to Religious Education, (CRE) where the need to love and care for one another emphasised.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Time related greetings and farewell (3 Lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> state words we use to greet at different times of the day, use time related greetings correctly, express farewell words and gestures in relation to time, acknowledge use of greetings and bidding of farewell in social interactions. 	The learner is guided to: <ul style="list-style-type: none"> talk about different greetings used at different times of the day (good morning, good afternoon, good evening), greet and bid farewell to each other using the right words, relate words used in bidding farewell to different times of the day (good bye, good night, see you later), role play greeting and bidding farewell to one another relating to different times of the day, sing songs on time related greetings using words and gestures, sing songs on bidding farewell at different times of the day using words and gestures. 	Why do we bid people farewell at different times?
Core competencies: <ul style="list-style-type: none"> Communication and collaboration: The learner together with others articulate words while singing songs related to greetings and bidding of farewell. Self-efficacy: The learner confidently role-plays greeting and correctly responds to greetings. 				

Values:

- Unity: The learner together with others role-play time related greetings and bidding each other farewell.
- Love: The learner greets and responds to each other in role-playing time related greetings and bidding of farewell as a way of showing concern.

Pertinent and Contemporary Issues:

Social cohesion: The learner learns works collaboratively in greeting and bidding of farewell experiences. The concept of greetings too help develop concern for one another's welfare and thus social cohesion.

Link to other Learning Areas:

Greetings and bidding of farewell are done to show love and concern and ensure interpersonal relationship with others. This can be linked to Religious Education, (CRE) where the need to love and care for one another emphasised. The choice of greeting and farewell words in respect to time relate to the concept of time in Mathematics.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Reading readiness (4 lessons)	By the end of the sub strand, the learner should be able to: a) describe how we move eyes when reading, b) demonstrate top-down orientation in reading, c) turn pages from right to left when opening a book, d) embrace caring for books in preparation for reading.	The learner is guided to: <ul style="list-style-type: none"> • explain in pairs or groups how we move eyes when reading, • read pictures arranged from the top to the bottom of a page or chart, • view a video clip or observe pictures of sequenced activities arranged from left to right in the correct order, • read given series of pictures arranged from left to right as they narrate the happenings, • turn pages of a picture book from right to left, • play a game on turning picture book pages where they tap in advance all pages with a picture responsibly to avoid tearing. 	How can we take care of our books?
<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: The learner persists in viewing pictures on clips and reading the same on books getting more information through the pictures. • Self-efficacy: The learner independently turns pages of a book appropriately and carefully while reading pictures. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner learns to carefully turn pages of a book from left to right without tearing among the book handling skills. 				

- Integrity: The learner with resilience reads pictures arranged from left to right and narrates the happenings.

Pertinent and Contemporary Issues:

Social economic awareness: the learner learns to take good care of books while reading or handling to avoid unnecessary cost in replacing them.

Link to other Learning Areas:

Reading readiness is a skill needed in all Learning Activities. This means that up-bottom and left-right book reading skills as well as turning pages from right to left are skills used across the Learning areas in preparation for learning.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Print awareness (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify given pictures of familiar things within the environment, b) scribble freely on books in preparation for writing, c) Have fun while scribbling on books and other surfaces in preparation for writing.	The learner is guided to: <ul style="list-style-type: none"> • recognize pictures of familiar things within their environment (on charts, books, digital devices), • talk about the pictures, • hold pencils, pens, sticks crayons or coloring pictures pencils correctly and scribble freely on surfaces, • display their scribbled work for self and peer assessment, • freely colour pictures of familiar things in their environment, • model pictures of familiar things in the environment, • clear the working space, • wash hands with clean water the modelling experience. • sing songs while colouring pictures in the environment for motivation. 	How can we make pictures?
<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: The learner scribbles freely on surfaces with diligence. 				

- Imagination and creativity: The learner interacts with the pictures and acquires new ideas on how to handle books and digital devices.
- Self-efficacy: The learner scribbles persistently and proudly displays own work for others to see because there a belief thats it is well done.

Values:

- Responsibility: The learner is involved in the colouring of pictures in the environment without assistance.
- Peace: The learner shares scribbling and colouring materials such as pencils, crayons without conflict.

Pertinent and Contemporary Issues:

Personal hygiene awareness: The learner clears working area and washes hands with soap and clean water after modelling pictures in the environment to enhance cleanliness.

Link to other Learning Areas:

The learners can connects modelling things in the environment to modeling in Creative Arts.

2.0 MYSELF

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Self awareness (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify self by name, b) distinguish self as girl or boy, c) recite a poem mentioning their age, d) acknowledge the importance of personal identity.	The learner is guided to: <ul style="list-style-type: none"> • take turns to say own name in full, • discuss why children should have names, • share what they know about being a girl or being a boy, • participate in poems on self-awareness saying their name, gender and age (teacher-made, pre-recorded), • play games on self-awareness. 	Why is it important to know yourself?
Core Competencies: Self –efficacy: The learner participates in poems on self-awareness saying their name, gender and age independently.				
Values: Respect: The learner takes turns to say own name in full and patiently listens to names of others.				
Pertinent and contemporary issues. <ul style="list-style-type: none"> • Learning to learn: The learner discusses and becomes aware of why names are important. • Self-awareness: The learner correctly identifies self, using name, gender and age. 				
Link to other Learning Areas: Self-awareness is critical to learner in order to build confidence and believe in self. The concept of self-awareness is also taught in CRE as a sub strand under the strand of Creation				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Listening for enjoyment (5 lessons)	By the end of the sub strand, the learner should be able to: a) name different songs children sing, b) sing different children's songs, c) demonstrate ways of dancing to children's songs using different parts of the body, d) value listening to music for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • talk about the songs they know, • sing children songs while others listen, • imitate songs with actions and movements as a group, in pairs and later individually, • listen to audio or videos records of children's music • show various body movements using (fingers, head, waist, feet, shoulders) in response to music/dancing, • respond to music in various ways by tapping, nodding or shaking. 	<ol style="list-style-type: none"> 1. How do people respond to songs? 2. Why do people sing?
<p>Core competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner shows various body movements using fingers, head, waist, feet, shoulders in response to music/dancing with originality. • Self-efficacy: The learner sings songs alone as others listen. 				
<p>Values: Unity: The learner co-operates with others to dance as a group.</p>				

Pertinent and Contemporary Issues:

Health related issues: The learner dances and exercises body muscles while appreciating what music can do to our health.

Link to other Activity Areas:

The sub strand 'Myself' brings about awareness of God's creation and how we appreciate our bodies as it is mentioned in Religious Education.

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Book handling (3 Lessons)	By the end of the sub strand, the learner should be able to: a) state ways of taking care of books, b) organise books in a bag, c) arrange books for safe keeping, d) turn over pages of a book from right to left, e) advocate for appropriate handling of books for sustainability.	Guide learner to: <ul style="list-style-type: none"> • share experiences on how books should be taken care of to avoid destruction, • observe teachers’ demonstration on how to arrange books in bags, on shelves, cupboards and tables. • work together to arrange books appropriately in bags, on shelves, cupboards or tables. • display arranged books for others to see and assess, • take turns in checking the handling of books by peers, • turn over pages from right to left, • turn each page gently. 	How do you take care of books?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: The learners share experiences on how books should be taken care of to avoid destruction. • Self-efficacy: The learner turns pages of a book appropriately and cares for books by arranging them well in own bag and on school shelves/tables. 				

Values:

Responsibility: The learner takes good care of the resources entrusted to them by arranging books appropriately in bags, on shelves, cupboards or tables persistently.

Pertinent and contemporary issues:

Social cohesion: The learner collaborates with others to arrange books.

Link to other Activity Areas:

Proper book handling and care is necessary across all other learning areas as they handle their books daily.

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Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Reading	2.2 Reading posture (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify correct reading posture in given pictures, b) use an appropriate posture when reading, c) acknowledge the importance of correct posture when reading.	The learner is guided to: <ul style="list-style-type: none"> • view pictures of correct and incorrect reading postures video clips, charts or books, • distinguish correct reading posture from incorrect reading posture based on the video clip, or charts and books, • observe correct reading posture demonstrated by the teacher, • practice correct reading posture, • sing songs on correct reading posture as they practice the correct posture, • observe peers and assess each other on correct reading posture. 	Why do we need to sit upright as we read?
<p>Core competencies: Critical thinking and problem solving: The learner distinguishes correct reading posture from incorrect reading posture based on the video clip, a charts or books to select the most viable</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: The learner observes peers and assesses the correct reading posture with love. • Unity: The learners work together in fairness giving one another feedback on how to use right reading posture. 				

Pertinent and contemporary issues:

Health education: The learner learns proper sitting posture while reading that helps avoid unnecessary straining of body parts that could bring about health issues.

Link to other Activity Areas:

Outdoor activities as the learner practices both gross and fine motor muscles in and outside class.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Writing	3.1 Writing posture (3 lessons)	By the end of the sub strand, the learner should be able to: a) identify appropriate sitting posture when scribbling, drawing and writing, b) sit appropriately when scribbling, colouring and writing, c) consult on appropriate sitting posture when involved in pre-writing and writing experiences.	Guide learner to: <ul style="list-style-type: none"> • select the correct sitting posture from a variety of pictures, • observe demonstration of appropriate sitting posture when writing either from the teacher or a video clip, • practice the correct writing posture following demonstration from the teacher or a video clip, • model objects using either clay, dough or plasticine while using correct sitting posture in preparation for writing, • recite a simple poem on appropriate sitting posture while using actions. 	<ol style="list-style-type: none"> 1. How do we sit appropriately when writing? 2. Why sit appropriately when writing?
<p>Core competencies: Self-efficacy: The learner utilizes information observed from demonstration of appropriate sitting posture from the teacher or a video clip.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner is able to sit appropriately when writing and with diligence avoids mistakes associated with inappropriate sitting posture. 				

- Peace: The learner works with love when practising with others appropriate sitting posture.

Pertinent and Contemporary Issues:

Life skill: Self-awareness is developed as the learner realizes that can sit appropriately and write properly.

Link to other Learning Areas:

The learner models objects which is related to modeling in Art and Craft(Creative Activities)

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Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Writing	3.2 Pre writing skills (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify different materials used in writing and colouring, b) demonstrate the ability to scribble from up to bottom of the page. c) demonstrate the ability to scribble from left to right, d) colour pictures within borders, e) take pleasure in scribbling and colouring within borders of shapes.	The learner is guided to: <ul style="list-style-type: none"> • name different writing materials and tools (books, pencils, colour pencils, sticks). • scribble on books from up to bottom of the page. • scribble from the left to the right side of the pages. • hold a book appropriately when colouring. • colour pictures within borders appropriately and show peers, • sit in the right posture while scribbling as earlier demonstrated. 	Which materials do you require when writing?
<p>Core competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner scribbles gently on book from up to bottom of a page and from left to right of same page. • Self-efficacy: The learner independently scribbles and colours within borders as expected. 				
<p>Values: Respect: The learner works with others in humility when colouring pictures within borders appropriately.</p>				

Pertinent and Contemporary Issues:

Social skills: The learner engages in colouring pictures and showing peers.

Link to other Activity Areas:

The learner models to enhance pre writing activities as they model in Art and Craft(Creative activities)

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3.0 MY FAMILY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Active listening (4 lessons)	By the end of the sub strand, the learner should be able to: a) name family members using their appropriate titles as they refer to them, b) tell short stories about family members, c) respond to simple instructions, d) participate with pleasure in reciting poems about family members.	The learner is guided to: <ul style="list-style-type: none"> • say members of the family, • tell their relationship with the members of the family. (father, mother, brother, sister), • to one another tell stories about family members, • tell news about family members • sing songs about family members, • answer questions on family members, • role play family members, • respond appropriately to instructions on family, • recite poems on family members. 	What do you like about your family?
<p>Core competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner interacts with others and talks about family and listens to stories about family members. • Creativity and imagination: The learner creatively tells stories about family members and recalls their roles while role playing family members. • Self-efficacy: The learner confidently talks about family members. 				

Values:

- Respect: The learner with others take turn in telling stories about family members and quietly listen to others do so.
- Responsibility: The learner learns own roles in the family while role playing family members and their tasks.

Pertinent and Contemporary Issues:

Social cohesion: The learner with others in class talk about family members and the strong relationships.

Link to other Activity Areas:

Learners are involved in active listening so as to follow instructions and receive information across Activity Areas.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Self-expression (4 lessons)	By the end of the sub strand, the learner should be able to: a) identify the appropriate titles of family members, b) tell stories in details about family members, c) mention work done by family members, d) recommend family members for what they do.	The learner is guided to: <ul style="list-style-type: none"> • tell news about family members, • tell who are the members of the family and the ones not, • tell stories about members of the family, (sister, brother, mother, self and father), their names, what they do, where they live, what they like... • name work done by different members of the family, • sing songs about family members, • role play work done by family members. 	What work is done by different members of the family?
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner assertively talks about family members and their roles. • Citizenship: The learner talks about and appreciates the roles and responsibilities of family members. 				
<p>Values:</p> <p>Unity: The learner appreciates role played by each member of the family to keep them together. Social justice: The learner learns the importance of fairness in sharing work and responsibilities among family members.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Socio-economic issues awareness: The learner understands that parents work in different places and earn differently.</p>				

Link to other Learning Areas:

Self-expression is a life skill necessary in all learning areas for learners to answer questions in class, for daily communications and for expression of needs.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.3 Polite language (3 Lessons)	By the end of the sub strand, the learner should be able to: a) identify words that depict polite language in daily interactions, b) use polite language in daily interactions, c) Appreciate the use of polite language in day-to day interactions.	The learner is guided to: <ul style="list-style-type: none"> • name words used to request, apologise and appreciate. • tell why we should use polite language in day-to-day interactions. • engage in dialogue using polite language in class (please, thank you, may I? kindly,) • use appropriate polite language while • role playing work done by family members. • watch a video clip or listen to a recording on use of polite language. • talk about pictures showing gestures on use of polite language. 	<ol style="list-style-type: none"> 1. Why do we use polite language? 2. When do we use polite language?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner engages in dialogue using polite language in class and together with others role play work done by family members . 				

- Creativity and imagination: The learner assumes the roles of different family members while using polite language.

Values:

- Respect: The learner uses polite language to interact, request, apologise and appreciate others in daily life.
- Love: The learner purposes to maintain good relations with those around by using polite language.

Pertinent and Contemporary Issues:

Family conflicts under citizenship education is avoided by the learner, with the awareness of using polite language to maintain good social relations.

Link to other Learning Areas:

Religious education where learners learn to apologise and use polite language in social interactions.

Strand	Sub strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Print awareness (3 Lessons)	By the end of the sub strand, the learner should be able to: a) name pictures of clothes worn by family members, b) differentiate pictures of food eaten by family members, c) Actively participate in identifying pictures related to family.	The learner is guided to: <ul style="list-style-type: none"> • read aloud pictures on books, charts and boards on clothes worn by family members. • talk about pictures showing clothes worn by boys and those worn by girls, • role play washing clothes worn by family members. • watch a video clip on different types of foods (read pictures on different types of food). • identify the types of food watched on the video or read on the pictures. • talk about different foods eaten at home, • play a look and say game using pictures of foods eaten by family members. • fix puzzles using broken pictures of clothes worn by family members (vest, shirt, dress). 	Why do family members wear different types of clothes?

			<ul style="list-style-type: none"> bring picture cut outs on family members, clothes or food from old books, gazettes or magazines. sing songs related to family. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> Self-efficacy: The learner correctly identifies pictures and fixes puzzles of broken pictures. Critical thinking and problem solving: The learner correctly identifies where to fix the broken puzzles to make a whole picture. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: The learner appreciates the role of school uniform as clothes worn in school that make them belong to the school family. Responsibility: The learner through role play on washing of clothes learns that can wash own clothes at home. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Citizenship: The learner mentions clothes worn by boys and girls and it is emphasised that it is their right to access clothing as a basic need. Health related issues: The learner becomes aware of the importance of eating a balanced diet as they talk about the different types of food eaten. 				
<p>Link to other Learning Areas: Foods eaten and clothes worn by family members relate to the family members strand in Environmental Activities.</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Phonic awareness (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the first five letter sounds of the alphabet (a, b, c, d, e), b) match the first five letter sounds of the alphabet with corresponding objects whose name begin with the sound for mastery (a, b, c, d, e), c) choose to chant rhymes on the letter sounds.	The learner is guided to: <ul style="list-style-type: none"> • listen to the first five letter sounds of the alphabet (from the teacher or an audio recording) then repeat. • read out the first five letter sounds of the alphabet in groups and in pairs then individually. • recognize the letter sounds from charts, books, cards or any other written material within the class. • match the letter sounds with corresponding objects whose name begin with the letter sound (a for apple, b for boy, c for cat). • play letter sound recognition game like a fishing game (picking randomly learnt letter sounds from a box or basket and read it out). • chant rhymes related to the learnt letter sounds for mastery. 	<ol style="list-style-type: none"> 1. What pictures do you enjoy reading? 2. Which letters sound the same?
<p>Core competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner masters reading of the first 5 letter sounds correctly and confidently. • Learning to learn: The learner discovers that letter sounds can be associated with pictures of objects whose names have the letter sounds for a quick memory. 				

Values

- Respect: The learner while with others calmly read out the letter sounds in pairs and groups and appreciate how each one reads.
- Responsibility: The learner reads out the letter sounds independently without repeating after the teacher.

Pertinent and Contemporary Issues:

Citizenship, social cohesion: The learner reads out the letter sounds together and chants them together learning to appreciate one another and living in harmony.

Link to other Learning Areas:

Learners chant rhymes to promote phonic awareness they interact with music.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Eye-hand Co-ordination (2 Lessons)	By the end of the sub strand, the learner should be able to: a) describe what to look at when writing, b) coordinate the eye and hand when writing, c) open pages of a book from left to right to continue writing, d) make attempts of holding a writing tool and write from left to the right side of a book.	The learner is guided to: <ul style="list-style-type: none"> • listen to the teacher’s explanation about looking keenly while handling the writing material, • observe the teacher’s demonstration of how to have the eyes focused on the writing material, • talk about what to do and what to look at when writing, • practice focusing their eyes on the writing material as they write individually and collaboratively, • turn pages from right to left gently to continue writing without skipping pages, • fix puzzles collaboratively using cut pieces of learnt letter sounds to make them whole. 	<ol style="list-style-type: none"> 1. Why should we look at our books when writing? 2. How do we hold our books and pens/pencils when writing?
<p>Core competencies: Creativity and imagination: The learner makes connections between different parts of the puzzle to fix letter sound puzzles correctly to make them complete.</p>				
<p>Values: Unity: The learner works harmoniously with another as a pair to practice focusing their eyes on the writing material.</p>				

Pertinent and Contemporary Issues:

Social cohesion: The learner works with others collaboratively to fix puzzles using cut pieces of learnt letter sounds to make them whole

Link to other Learning Areas:

Pre-writing skills such as eye-hand co-ordination and opening of the books from right to left are necessary across Activity Areas and so links to all.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Writing	3.2 Writing readiness (5 Lessons)	By the end of the sub strand, the learner should be able to: a) identify materials that are required for writing, b) hold a writing tool in readiness for writing, c) join dots correctly to complete writing letter sounds a, b, c, d, e, d) practice holding a writing tool and putting marks on surfaces, e) embrace the use of writing materials to improve writing.	The learner is guided to: <ul style="list-style-type: none"> • mention materials like pencils, colour pencils and books, • hold a pencil or color pencil correctly between the index finger and the thumb while resting on the middle finger, • write the learnt letter sounds in the air while facing same direction (a, b, c, d, e), • place a book correctly ready for writing, • join dots of letter sounds from left to right on their books filling each page from top to bottom, • model letter sounds in groups for mastery using clay, plasticine or dough, • sing songs related to letter sounds with peers as they join the dots. 	<ol style="list-style-type: none"> 1. How do we hold our pencils or pens when writing? 2. Where do we write on?
<p>Core competencies: Learning to learn: The learner pursues to learn about writing and identifies new ways of writing letter sound such as writing in the air.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner appreciates efforts of others as they cooperate when modelling letter sounds in groups using clay, plasticine or dough. 				

- Peace: The learner displays tolerance while working with others and modelling.

Pertinent and Contemporary Issues:

Social cohesion: The learner engages in songs related to letter sounds with peers as they join the dots.

Link to other Activity Areas:

Writing skill is necessary and important in all other Activity Areas to put down on books what has been learned.

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4.0 MY HOME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Naming (3 lessons)	By the end of the sub strand the learner should be able to: a) name things found at home, b) name people found at home, c) construct simple sentences using vocabulary related to things found at home, d) use vocabulary related to people found at home, e) enjoy activities that involve naming of things and people found at home.	The learner is guided to: <ul style="list-style-type: none"> • assign correct names to objects and items found at home, • mention names of members of the family and other people found in the home, • engage in simple conversations using sentences and talking about objects and items found at home in relation to colour, shape, size and use, • talk about members of the family and other people in relation to their different roles, • listen to an audio clip with a story on things found at home, • answer oral questions from the audio clip on things found at home, 	How do people use different things found in the home?

			<ul style="list-style-type: none"> • collaboratively engages in vocabulary games about things and people found at home, • view and discuss video clip on things and people found at home, • discuss use of different objects found at home, • recite poems and rhymes about things and people found at home. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner confidently recites poems and rhymes about things and people found at home. • Creativity and imagination: The learner engages in vocabulary games about things and people found at home and tries all means to win. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner while playing vocabulary games with others learns to forgive one another when wronged. • Respect: The learner demonstrates humility while engaging in daily interactions with family members. 				
<p>Pertinent and Contemporary Issues:</p> <p>Social cohesion: The learner embraces living and working together with others as they engage into conversations and play vocabulary games together.</p>				
<p>Link to other Activity Areas:</p> <p>The concept of home, people found at home, work done by family members and food eaten at home is also learned in Environmental Activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Passing information (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify similarities of things found at home, b) discuss the differences in things found at home, c) talk about the differences in people found at home, d) use relevant vocabulary to pass verbal information about the environment in relation to things found at home, e) e) show involvement by contributing in the passing of verbal messages about the home environment.	The learner is guided to: <ul style="list-style-type: none"> • mention similarities in things found at home, • mention differences in things found at home, • name different buildings found at home like cowshed, latrine/toilet, houses, kitchen, • read aloud pictures of things found at home such as furniture (tables, stools, coaches), utensils (spoons, cups, kettles, knives, pot...), animals and people, • tell the differences in people found at home • in groups mention things found within the home environment using relevant vocabulary, • collaboratively talk about things found at home that can be harmful and how they can avoid them 	<ol style="list-style-type: none"> 1. Why do we have different things and people at home? 2. How can some of the items and objects found at home injure us?

			<p>(guide well, not instilling fear learners),</p> <ul style="list-style-type: none"> • talk about differences in animals found at home, • sing songs about things found at home. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner with other learners talk about things found at home that can be harmful so as to avoid them. • Self- efficacy: The learner assertively mentions things found within the home environment using relevant vocabulary. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner respects others’ opinions as they all talk about things found at home. • Responsibility: The learner works hard to complete the assigned roles such as talking about people found at home, things found at home and their similarities and differences. 				
<p>Pertinent and Contemporary Issues:</p> <p>Disaster Risk Reduction: The learner is cautioned against some harmful things found at home as they discuss this together with avoidance of the same.</p>				
<p>Link to other Activity Areas:</p> <p>Environmental Activities where people and animals are learned.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual discrimination (5 lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) recognise pictures of things found at home, b) points out similarities in pictures of objects found at home, c) points out differences in pictures of objects found at home, d) enjoy pointing out differences in observed things in the environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • read pictures of things found at home such as people, animals, houses, farm tools, furniture, utensils, digital devices, clothes and plants either from a video clip, books, cards, charts or board, • identify similarities in the pictures on their use, where they are found, color, size, • identify the differences in digital pictures of objects found at home and their uses, • collaboratively looks at the things found in the class and relate them to some things found at home for example, tables, desks and furniture at home, buildings, plants, toilets... • talk about things in school that are not found at home, as well as things at home that are not in school, 	<ol style="list-style-type: none"> 1. How do we use different items and objects found at home? 2. How do we take care of the things found at home?

			<ul style="list-style-type: none"> • talk about how to care of the things found at home, • sing songs related to things found at home. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner objectively identifies similarities and differences in things found at home. • Digital literacy: The learner uses technology to identify differences in digital pictures of objects found at home and their uses. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: The learner together with others exercise discipline while singing songs related to things found at home. • Love: The learner works with others at peace and with concern as they look at the things found in the class and relate them to some things found at home. 				
<p>Pertinent and Contemporary Issues:</p> <p>Environmental Awareness: The learner exhibits awareness of the environment by identifying similarities of objects in pictures on their use, where they are found, color, size.</p>				
<p>Link to other Activity Areas:</p> <p>The learner learns about things found at home as things found in the environment in Environmental activities.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Phonic awareness (6 Lessons)	By the end of the sub strand the learner should be able to: a) read letter sounds of the alphabet (f g h i j), b) articulate correctly all the learnt letter sounds (a-j), c) match learnt letter sounds with corresponding objects whose names begin with the sound, d) participate with pleasure in activities related to reading.	The learner is guided to: <ul style="list-style-type: none"> • name the second set of 5 letter sounds in the alphabet, • pick letter cards randomly and read out the sounds, • match letter sounds with corresponding object names whose names begin with the learnt sound, • chant rhymes on letter sounds in groups, in pairs and individuals, • play letter sound fishing game by picking a letter sound from a box, bag or basket, reads it out and displays as other learners confirm if read out correctly, • sing songs related to letter sounds. 	Why are there different sounds in the environment?
Core Competencies: <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner has to think critically to correctly match letter sounds with the corresponding objects. • Creativity and imagination: The learner devices creative ways of playing letter sounds fishing game in order to win. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner independently matches letter sounds with corresponding objects. 				

- **Unity:** The learner cooperates with others as they play the letter sound fishing game with others.

Pertinent and Contemporary Issues:

Effective communication: The learner chants rhymes on different letter sounds articulating them correctly.

Link to other Learning Areas:

Linked to Music activists (Creative activities) when they sing songs and chant rhymes related to letter sounds.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0. Writing	3.1 Writing readiness (6 lessons)	By the end of the sub strand the learner should be able to: a) name tools used for writing, b) show how to hold writing tool correctly, c) Participate in pre-writing letter sounds, d) enjoy participating in pre-writing activities in.	The learner is guided to: <ul style="list-style-type: none"> • list different tools used for writing such as pencil, colour pencils, pens, • name different tools that can be used for writing, • demonstrate how to hold a writing tool correctly (index finger and the thumb supported by the middle finger), • write letter sounds a, b, c, d, e in the air and on the ground, • colour the above letter sounds, • join dots to complete letter sounds a, b, c, d, e, • chant rhymes on letter sounds a, b, c, d, e in groups, in pairs and as individuals, • model letter sounds a, b, c, d, e using clay, plasticine or dough, • wash hands after modelling, • display own work for others to see and wash their hands with soap and water. 	Why do we write?
Core Competencies: <ul style="list-style-type: none"> • Creativity and imagination: The learner exercises originality in modeling letter sounds a, b, c, d, e. 				

- **Learning to learn:** The learner learns how to model letter sounds a, b, c, d, e using different modelling materials.

Values:

- **Responsibility:** The learner engages in the pre-writing activities such as coloring, modelling with determination.
- **Integrity:** The learner commits self to complete the assigned pre-writing activities consistently.

Pertinent and Contemporary Issues:

- **Social cohesion:** The learner interacts with others in the pre-writing activities and works in harmony with them.
- **Personal hygiene awareness:** The learner washes hands after a modeling activity.

Link to other Learning Areas:

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2. Writing letter sounds (6 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify the first five letter sounds (a, b, c, d, e),</p> <p>b) write the first five letters of the alphabet that match the sounds learned,</p> <p>c) write the second set of five letter sounds (f, g, h, i, j),</p> <p>d) enjoy participating in writing activities</p>	<p>Guide the learner to;</p> <ul style="list-style-type: none"> • recognize the first five letter sounds (a, b, c, d, e), • write the first 5 letter sounds in books, • read letter sounds f,g,h,i,j on books, charts, board, from a digital device or cards. • observe teacher write letter sounds f,g,h,i,j one by one while facing same direction. • write in the air letter sounds f,g,h,i,j, • Join dots for letter sounds f,g,h i,j, • in pairs or small groups, learner to trace and shade outlines of letter sound f,g,h,i j, • colour and paint letter sounds a,b,c,d,e while singing related rhymes, • model letter sounds f,g,h,i,j in groups and in pairs, • display their modelled painted and coloured work. 	How can we write on different surfaces?

Core Competencies:

- **Creativity and imagination:** The learner exercises originality in coloring, modeling and writing letter sounds in the air.
- **Learning to learn:** The learner becomes aware that letter sounds can be created by writing, modelling and even painting.

Values:

- **Responsibility:** The learner is accountable when collecting writing materials together before and after writing and clearing of working area after modelling.
- **Peace:** The learner interacts with others and cares to work together harmoniously.

Pertinent and Contemporary Issues:

Personal hygiene awareness: The learner becomes aware of the need to wash hands after a modelling activity.

Link to other Activity Areas: As learners join dots to form letter sounds, art and craft in Creative activities is enhanced.

5.0 MY NEIGHBOURHOOD

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Environmental awareness (4 Lessons)	By the end of the sub strand the learner should be able to: a) name things found in the neighbourhood, b) construct simple sentences about things in the neighbourhood, c) enjoy observing the neighbouring environment for familiarisation.	The learner is guided to: <ul style="list-style-type: none"> • engage in naming different things in the neighboring environment like pets, roads, cars, animals, play fields, people, and houses, • talk about use of those things in the neighbourhood, • listen to peers sentences about uses of things in the environment. • view a video clip that shows common things found in different environments, • talk about similarities of things in the neighbourhood, • talk about differences of things in the neighbourhood, • sing songs about things found in the neighbourhood, • recite poems about things found in the environment and their care. 	How do we use different things in our environment?

Core competencies to be developed:

Learning to learn: The learner gets new information and vocabulary by engaging in naming different things in the neighboring environment like pets, roads, cars, animals, play fields, people, and houses,

Values:

Respect: The learners take into consideration diverse opinions of peers as they construct sentences about uses of things in the environment.

Pertinent and Contemporary Issues:

Environmental awareness: The learner discovers use of things in the environment and gets sensitised to participate actively in keeping the environment clean.

Link to other Learning Areas: Through environmental activities, the learner learns more about environmental awareness by daily taking care of the environment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.2 Auditory discrimination (5 Lessons)	By the end of the sub strand the learner should be able to: (a) recognize various sounds in the environment, (b) respond appropriately to sounds that represent safety in the environment, (c) respond appropriately to sounds that represent danger in the environment, (d) advocate for correct responses to sounds in the environment.	The learner is guided to: <ul style="list-style-type: none"> • name things that make different sounds in the environment in and outside school such as bells, animals, alarms, vehicles, crying babies and phones, • identify sounds in the environment that communicate safety like claps, cheers, laughter, • identify sounds in the environment that communicate danger like sirens of ambulance and fire extinguisher, screams and barking dogs, • role play both safe and dangerous situations that are represented by certain sounds in the environment, • go for a nature walk within school compound and identify sounds heard, 	How do you respond to different sounds in the environment?

			<ul style="list-style-type: none"> • identify different sounds in a sound recognition game, blind folded. 	
<p>Core competencies:</p> <p>Creativity and imagination: The learner will select right and effective course of action from alternatives during the role play about safe and dangerous situations that are represented by certain sounds in the environment,</p>				
<p>Values:</p> <p>Responsibility: Observes safety precautions by identifying sounds in the environment that communicate safety or danger.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Disaster Risk Reduction: The learner is able to keep safe in relation to sounds that communicate danger in the environment since will help to be more alert.</p>				
<p>Link to other Learning Areas:</p> <p>The learner can connect the learning of things found in the environment in Environmental activities such as animals, objects among others.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and speaking	1.3 Audience awareness (3 Lessons)	By the end of the sub strand the learner should be able to: a) mention ways to ensure that one is audible, b) speak clearly and loudly when talking to others in and out of class, c) exhibit audience awareness while speaking to a group of people.	The learner is guided to: <ul style="list-style-type: none"> • interact with each other to discuss how to be audible when speaking, • listen to a recording or the teacher reading a short story clearly and audibly, • listen to news or presentation from radio, • imitate brief statements from the recording, teacher and radio, • talk loudly and clearly about things found in the neighbourhood while projecting voice as others listen, • to present songs, poems and rhymes in class, during parade and get feedback from friends and teacher on clarity and audibility. 	Why do people talk sometimes loudly and other times softly?
Core competencies: Communication and collaboration: The learner projects own voice to speak clearly and effectively about things found in the neighbourhood.				

Values

Unity: The learner displays team spirit during presentation of songs, poems and rhymes in class, during parade.

Pertinent and Contemporary Issue

Peer Education and mentorship: The learners interact with each other to discuss how to be audible when speaking.

Link to other Learning Area:

Audience awareness links to creative activities when learners present songs and ensure that they are audible to audience.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Visual memory (3 Lessons)	By the end of the sub strand the learner should be able to: a) recognise pictures of things found in the neighbourhood, b) demonstrate awareness of use of objects in the neighbourhood with pictures presented, c) initiate reading of pictures when interacting with print materials.	The learner is guided to: <ul style="list-style-type: none"> • respond to questions about pictures of things found in the neighbourhood either from charts, a digital device, books or board, • take turns to discuss with peers the use of pictures of things found in the neighbourhood • collaboratively role play use of things found in the neighbourhood, • look at pictures on a page within given time, put the book away and recall the pictures seen earlier, • talk about use of things in the neighbourhood, • match pictures in books, cards or charts with people and items they use e g a police man and a gun, a farmer and a jembe, a nurse and a syringe a cook and a sufuria...), 	What did you observe on the way as you were coming to school?

			<ul style="list-style-type: none"> • view items in a learning corner in the class-room and answer questions to recall what they saw, • recite poems on things found in the neighbourhood, • sing songs about things that they have seen in the neighbourhood. 	
<p>Core Competencies: Learning to learn : The learner works independently to match pictures in books, cards or charts with people and items they use.</p>				
<p>Values Social justice: The learners turn take during the question and answer session about pictures of things found in the neighbourhood.</p>				
<p>Pertinent and Contemporary Issues: Environmental awareness. The learner’s creativity and environmental awareness is promoted by matching pictures in books, cards or charts with people and items they use .</p>				
<p>Link to other Learning Areas: This is comparable to creative activities as they both entail singing about things that learners have seen in the neighbourhood</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Phonic awareness (8 Lessons)	By the end of the sub strand the learner should be able to: a) read sounds representing letters of the alphabet in a sequence, b) match learnt sounds correctly with objects whose name begin with similar sound for mastery, c) chant rhymes on learnt sounds, d) d) participate in sound recognition activities.	The learner is guided to: <ul style="list-style-type: none"> • identify the sounds in a sequence (k, l, m, n, o, p, q, r, s, t), • identify the learnt sounds from charts, board, books, cards and labels in pairs to enhance sound recognition, • select objects and pictures whose names begin with the learnt sound for memorization (k for kite, l for ladder...), • sing songs, recite poems and chant rhymes related to sounds corresponding to letters displayed letters, • play letter recognition games like fishing letter games and letter sorting to reinforce understanding of sounds, • compete in sound recognition games and show fairness in winning and acceptance in losing. 	Which things have sound ‘b’ in their name?
<p>Core Competencies: Learning to learn: The learner develops self-discipline when they play letter recognition games like fishing letter games and letter sorting to reinforce understanding of sounds.</p>				

Values:

Unity: The learner identifies sounds from charts, board, books, cards and labels in pairs to enhance sound recognition.

Pertinent and Contemporary Issues:

Learner support is enhanced as the learner develops inter-personal relationships during sound recognition games.

Link to other Learning Areas:

Phonic awareness is a skill necessary in all Activity Areas in preparation for reading, it is therefore linked to all.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0. Writing	3.1 Pattern writing (3 Lessons)	By the end of the sub strand the learner should be able to: a) identify patterns written using letters of the alphabet, b) use writing tools appropriately to make pattern, c) participate in activities related to pattern writing.	The learner is guided to: <ul style="list-style-type: none"> • recall learnt letter sounds using a chart, • demonstrate the meaning of a pattern as repeated arrangement using physical objects in the class such as sticks, letter cards, books, • write learnt letter sounds in the air facing same direction as the teacher, • observe the teacher writing a letter sound pattern, • write in the air the demonstrated letter sound pattern, • complete writing a letter sound pattern, in pairs, • complete writing a letter sound pattern individually, • display completed letter sound patterns to others in class for peer assessment. 	Why do we sometimes write something repeatedly?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner writes the letter patterns in the air. • Self-efficacy: The learner completes the patterns and displays for other learners and teacher for feedback. 				

Values

- **Respect:** The learner shows resilience by following instructions to complete letter sound patterns to the end.
- **Responsibility:** The learner strives to independently complete patterns on letter sounds using a writing tool.

Pertinent and Contemporary Issues:

Social-cohesion: The learner chants rhymes in pairs and groups.

Link to other Activity Areas:

Creative activities and Mathematics have making patterns and hence they are linked.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0.Writing	3.2 Phonic awareness (8 Lessons)	By the end of the sub strand the learner should be able to: a) write letters of the alphabet correctly in and out of class (r, s, t, u, v, w, x, y, z), b) match letter sounds with corresponding objects whose name begin with same sound for mastery, c) d) take pleasure in using basic tools for writing in class.	The learner is guided to: <ul style="list-style-type: none"> • write learnt letters of the alphabet in the air (r, s, t, u, v, w, x, y, z), • join dots to complete letters of the alphabet, • trace and copy letters of the alphabet. • model letters of the alphabet using clay, dough or plasticine, • practice writing letters of the alphabet using ICT letter writing games, • write letters of the alphabet in writing books, chalkboard, on the ground or other materials, • make patterns using letters of the alphabet, • Models letters of the alphabet and washes hands after, • in pairs and groups learners make patterns using letters of the alphabet, 	<ol style="list-style-type: none"> 1. What do we need to use to write letters of the alphabet? 2. Where can we read letters of the alphabet?

			<ul style="list-style-type: none"> display work done by groups for peer assessment and feedback. 	
Core competencies; <ul style="list-style-type: none"> Communication and collaboration: The learner works with others in groups as they make patterns using letters of the alphabet. Creativity and imagination: The learner while in groups writes patterns and display creatively for peer assessment. 				
Values; <ul style="list-style-type: none"> Unity: The learner works with others to achieve common goals in making patterns using letters of the alphabet. Social justice: Gender equality awareness as boys and girls take equal opportunities in the group activities. 				
Pertinent and Contemporary Issues <ul style="list-style-type: none"> Health education awareness: The learner washes hands after modelling letters of the alphabet. Social cohesion: The learner works with others in harmony and co-operation when making patterns. 				
Link to other Activity Areas: The learner chants rhymes to promote phonetic awareness which is linked to singing in Music.				

6.0 MY SCHOOL

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.1 Auditory memory (4 Lessons)	By the end of the sub strand the learner should be able to: a) recall a variety of sounds in the school environment, b) point out letter sounds correctly in and out of class. c) chant rhymes on letter sounds learnt, d) Take pleasure in listening to sounds in the school environment.	The learner is guided to: <ul style="list-style-type: none"> • listen to a variety of sounds from the school environment, • say letter sounds already learnt, • engage in nature walk within the school and identify each sound made (ringing bells, sound from animals and birds, moving vehicles), • listen to a recorded audio clip on sounds made by familiar things in the environment as they identify them, • tell a variety of sounds heard at home and on the way to school in pairs, in groups and as a whole class, • chant letter sounds and rhymes learnt. 	What are the differences in sounds within the school environment?
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner recalls learnt letter sounds as well as familiar sounds in the environment. • Self-efficacy: The learner tells a variety of sounds heard in the morning in groups and to the whole class. 				

Values:

- **Respect:** The learner works well in humility with others and gives each other time to say sounds recalled.
- **Unity:** The learner cooperates with others as they work in groups.

Pertinent and Contemporary issues:

Animal welfare is enhanced as the learner learns to take care of animals within the environment e g providing food.

Link to other Activity Areas:

Auditory memory helps in recalling what has been learned by way of hearing in the different Activity areas and so is linked to all.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Listening and Speaking	1.2 Articulation of letter sounds (6 Lessons)	By the end of the sub strand the learner should be able to: a) Identify vowel sounds in words, b) select vowels from letter sounds, c) Articulate all letter sounds from the alphabet, d) Take pleasure in articulating vowels and other letter sounds.	The learner is guided to: <ul style="list-style-type: none"> • identify letter sounds from words read by the teacher that relate to school like bag, boy, pen, • list vowels from the letter sounds, • listen to articulation of the vowels from the teacher or a digital device and imitate, • observe charts with all the letters of the alphabet on the wall, • recite letters of the alphabet, • read vowel sounds written on the boards and charts ((a e i o u), • chant rhymes on vowel sounds, • collaboratively engage in sound articulation games like fishing game. 	How do different sounds in school help us?
Core competencies:				
Communication and collaboration: The learner collaboratively articulates letter sounds in preparation for reading.				
Self-efficacy: The learner confidently chants letter sounds and correctly articulates vowels.				
Values: <ul style="list-style-type: none"> • Social justice: The learner together with others work co-operatively to articulate letter sounds in a fishing game. 				

- **Love:** The learner exercises self-sacrifice when engaging in sound articulation fishing games.

Pertinent and Contemporary Issues:

Social cohesion is enhanced as learners articulate letter sounds collaboratively.

Link to other Activity Areas:

Links to Environmental Activities as learners imitate different sounds example, hooting of vehicles.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.1 Letter recognition (8 Lessons)	By the end of the sub strand the learner should be able to: a) read all letters of the alphabet from print in and outside school, b) distinguish between the lower case and upper case letters of the alphabet, c) chant rhymes to match letter names and letter d) participate with pleasure in letter reading activities.	The learner is guided to: <ul style="list-style-type: none"> • Identify all letters of the alphabet from print in and out of school, • recognize letters of the alphabet in lower case, • recognize letters of the alphabet in upper case, • listen to letters of the alphabet being read either from a digital device or by the teacher, • imitate reading letters of the alphabet in bits, • individually or in small groups engage in letter recognition games, e g, letter fishing games, letter sorting, letter hunting, • compete in letter recognition games and show fairness in winning and acceptance in losing, • chant rhymes to match letter names with letter sounds (letter a, sound /a/, letter b, sound /b/ , 	<ol style="list-style-type: none"> 1. Where can we read letter sounds from? 2. Which letter sounds do you like most? Why?

			<ul style="list-style-type: none"> • sing songs or recite poems related to letter recognition, while displaying letters. 	
<p>Core competencies:</p> <ul style="list-style-type: none"> • Learning to learn: The learner pursues and persists to learn more about letter sounds and letter names. • Communication and collaboration: The learner interacts with others in groups to read and chant letter sounds and letter names. 				
<p>2.Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner works hard to become more aware of letters and sounds and can read and recognise them out of class. • Unity: The learner together with others chant letter sounds and rhymes to achieve a common goal with fairness. 				
<p>Pertinent and Contemporary Issues:</p> <p>Self-awareness: The learner becomes more aware of own abilities in relation to reading and recognising letter names and letter sounds.</p>				
<p>Link to other Learning Areas:</p> <p>As learners chant rhymes for letter recognition they link to singing and chanting rhymes in Music Activities (Creative Arts).</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	2.2 Picture reading (2 Lessons)	By the end of the sub strand the learner should be able to: a) recognize pictures of things found at school, b) demonstrates print awareness by matching pictures with things found in and out of school, c) keep participating in activities related to picture reading.	The learner is guided to: <ul style="list-style-type: none"> • view pictures of things found in school either on print, charts or from a digital device, • match pictures with things found in and out of school, • in pairs or groups, talk about the pictures by identifying them and stating use of the objects, • take a nature walk within the classroom and outside the classroom identifying all objects and with guidance on how to be safe, • sing songs related to things found in school, 	What do you like about your school?
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner relates pictures read with the corresponding actual objects seen during the nature walk within the school. • Digital literacy: The learner manipulates, with the help of the teacher, a digital device to see pictures of things found in school. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner works patiently with others as they interact with technology. 				

- **Unity:** The learners co-operate when chanting rhymes on letter sounds.

Pertinent and Contemporary Issues:

Child Safety and Security in the school is enhanced as the learner is guided on how to ensure safety during the nature walk within the school.

Link to other Learning Areas:

Picture reading is a prerequisite for reading and a necessary skill across Activity areas, it links to all.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.1 Letter formation 8 Lessons	<p>By the end of the sub strand the learner should be able to:</p> <p>a) write the letters of the alphabet in lower case and upper case,</p> <p>b) order letters of the alphabet in lower case and upper case in and out of class,</p> <p>c) match letters in lower case and upper case correctly,</p> <p>d) organise activities related to writing of letters of the alphabet guided by the teacher.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe the teacher demonstrate letter formation in the air, writing boards and imitate, • write the letters of the alphabet in upper and lower case, • in pairs and small group learner to trace and join dots to form letters, • write the letters of the alphabet in upper case and lower case, • match letters in upper case and lower case appropriately, • color and paint letters of the alphabet while singing, • use ICT devices to play letter formation games where applicable, • chant rhymes on letters of the alphabet, • collaboratively model letters of the alphabet in upper case and lower case, • clear working area and wash hands with clean water and soap 	<ol style="list-style-type: none"> 1. What can we do with letters of the alphabet to make them appear good? 2. What games relating to letter sounds do you like playing?

Core Competencies:

- **Communication and Collaboration:** The learner works well in pairs and in groups by modeling letters of the alphabet in upper and lower case.
- **Self-efficacy:** The learner feels confident when writing correctly letter sounds in upper and lower case.

Values

- **Integrity:** The learner works honestly with others when modelling the letters of the alphabet.
- **Social justice:** The learner embraces fairness as they learn to share resources equitably while using paints, crayons to colour letters of the alphabet.

Pertinent and Contemporary Issues:

Personal hygiene: The learner embraces washing hands with soap and clean water after tidying up their coloring, painting and modelling items

Link to other Learning Areas:

Letter formation is artistic in nature as learners design the letters which relates to design making in Creative Activities (art and craft).

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Writing	3.2 Writing practice (5 lessons)	By the end of the sub strand the learner should be able to: a) write letters of the alphabet correctly, b) Write patterns using letters of the alphabet, c) initiate writing activities in and out of school.	The learner is guided to: <ul style="list-style-type: none"> • join dots to make letters of the alphabet, • trace and copy letters of the alphabet correctly, • in pairs or small groups learners to make patterns using letters of the alphabet, • practice writing letters of the alphabet using ICT letter writing games, • write letters of the alphabet in, slate boards, books and any other writing surface, • draw and color pictures of things found in school, • model things found in the school. 	<ol style="list-style-type: none"> 1. Which items do we use for writing, coloring and painting? 2. Why do we learn letters of the alphabet?
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner comes up with unique and new ideas as they draw and colour pictures of things found in school. • Digital literacy: The learner engages in familiarizing with digital device when writing letters of the alphabet through ICT letter writing games. 				

Values:

- **Responsibility:** The learner writes letters of the alphabet independently in sand traces, slate boards, books and any other writing tools.
- **Unity:** The learner inculcates a sense of fairness when sharing writing resources such as plasticine, clay, paints, colour pencils when playing ICT letter writing games in groups, amicably.

Pertinent and Contemporary Issues:

Self-discipline: The learner learns to work collaboratively with others without unnecessary conflicts when writing letters of the alphabet on slates, boards and other writing materials.

Link to other Learning Areas:

Writing practice is necessary in all activity areas therefore linked to all as learners involve themselves in joining dots, tracing, writing and colouring.

SUGGESTED FORMATIVE ASSESSMENT RUBRIC FOR LISTENING AND SPEAKING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use appropriate vocabulary when greeting and bidding farewell in social interactions.	Uses appropriate vocabulary and gestures when greeting and bidding farewell in social interactions.	Uses appropriate vocabulary when greeting and bidding farewell in social interactions.	Uses appropriate vocabulary when greeting but struggles in use of appropriate vocabulary for bidding farewell in social interactions.	Uses appropriate vocabulary when greeting and bidding farewell in social interactions only when guided.
Ability to identify self correctly by name and gender.	Identifies self correctly by name and gender and even gives other details like likes, home location and names of family members.	Identifies self correctly by name and gender.	Attempts to identify self correctly by name and gender.	Identifies self correctly by name and gender with guidance.
Ability to listen and respond to different sounds for enjoyment.	Always listens and responds to different sounds for enjoyment.	Listens and responds to different sounds for enjoyment.	Sometimes listens and responds to different sounds for enjoyment.	Listens but never responds to different sounds for enjoyment.
Ability to identify and use right vocabulary in	Identifies and uses perfect vocabulary in different conversations.	Identifies and uses right vocabulary in different conversations.	Identifies but rarely uses right vocabulary in different conversations.	Identifies and uses right vocabulary in different conversations only when assisted.

different conversations.				
Ability to tell and retell stories correctly to report happenings.	Always tells and retells stories correctly to report happenings.	Tells and retells stories correctly to report happenings.	Sometimes tells and retells stories correctly to report happenings.	Only tells and retells stories correctly to report happenings with cues.
Ability to listen actively and respond to simple instructions.	Listens actively and responds very appropriately to simple instructions.	Listens actively and responds to simple instructions.	Attempts to listen actively and respond to simple instructions.	Listens although not actively and rarely responds to simple instructions.
Ability to identify and use right vocabulary depicting polite language.	Identifies and uses right vocabulary depicting polite language accompanied by gestures.	Identifies and uses right vocabulary depicting polite language.	Identifies but does not always use right vocabulary depicting polite language.	Identifies right vocabulary depicting polite language when guided but has challenges in the use of the right vocabulary depicting polite language even with assistance.
Ability to construct simple sentences using the right vocabulary.	Constructs simple sentences using the right vocabulary and appropriate non-verbal expressions.	Constructs simple sentences using the right vocabulary.	Constructs simple sentences but uses wrong vocabulary.	Constructs simple sentences using the right vocabulary with a lot of difficulty.
Ability to pass information and	Always passes information and	Passes information and communicates	Sometimes passes information and	Passes information but never communicates the

communicate the intended message accurately.	communicates the intended message accurately.	the intended message accurately.	communicates the intended message accurately.	intended message accurately.
Ability to demonstrate environmental awareness through different activities.	Demonstrates environmental awareness through a variety of activities and enlightens others on the same.	Demonstrates environmental awareness through different activities.	Demonstrates environmental awareness through few activities.	Demonstrates environmental awareness through different activities when prompted.
Ability to recall and distinguish sounds from the environment.	Recalls, distinguishes and imitates sounds from the environment.	Recalls and distinguishes sounds from the environment.	Recalls but does not distinguish sounds from the environment.	Recalls and distinguishes sounds from the environment when assisted.
Ability to exhibit audience awareness by varying intonation when addressing audience.	Always exhibits audience awareness by varying intonation when addressing audience.	Exhibits audience awareness by varying intonation when addressing audience.	Sometimes exhibits audience awareness by varying intonation when addressing audience.	Rarely exhibits audience awareness by varying intonation when addressing audience.
Ability to recall and distinguish different objects in the environment using observable characteristics.	Recalls and with details distinguishes different objects in the environment using observable characteristics.	Recalls and distinguishes different objects in the environment using observable characteristics.	Attempts to recall and distinguish different objects in the environment using observable characteristics.	Recalls and distinguishes different objects in the environment using observable characteristics only when guided.
Ability to recognise and imitate familiar	Recognises and imitates familiar and non-familiar	Recognises and imitates familiar	Recognises but finds it difficult to imitate	Recognises and imitates familiar sounds from the

sounds from the environment.	sounds from the environment.	sounds from the environment.	familiar sounds from the environment.	environment with a lot of difficult.
Ability to identify and recall learned letter sounds.	Always identifies and recalls learned letter sounds.	Identifies and recalls learned letter sounds.	Sometimes identifies and recalls learned letter sounds.	Seldom identifies and recalls learned letter sounds.
Ability to articulate correctly letter sounds, both vowels and consonants.	Articulates correctly letter sounds, both vowels and consonants and even demonstrates awareness of syllables.	Articulates correctly letter sounds, both vowels and consonants.	Articulates letter sounds, both vowels and consonants though not all are correctly articulated.	Articulates letter sounds with most of the vowels and consonants being articulated incorrectly even when assisted.

SUGGESTED FORMATIVE ASSESSMENT RUBRIC FOR READING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to move eyes from left to right while holding a book in preparation for reading.	Every time moves eyes from left to right while holding a book in preparation for reading.	Moves eyes from left to right while holding a book in preparation for reading.	Sometimes moves eyes from left to right while holding a book in preparation for reading.	Rarely moves eyes from left to right while holding a book in preparation for reading.
Ability to read text and pictures from top to the bottom of a page.	Reads text and pictures from top to the bottom of a page and uses words to explain the same.	Reads text and pictures from top to the bottom of a page.	Attempts to read text and pictures from top to the bottom of a page.	Reads text and pictures from top to the bottom of a page when prompted.
Ability to turn pages from right to left in preparation for reading.	Turns pages carefully and with an ease from right to left in preparation for reading.	Turns pages from right to left in preparation for reading.	Turns pages from right to left though with difficulty in preparation for reading.	Turns pages from right to left with difficulty even when assisted in preparation for reading.
Ability to take care of books through different ways in preparation for reading.	Takes care of books through different ways in preparation for reading and supports/influences peers to do the same.	Takes care of books through different ways in preparation for reading.	Tries to take care of books through different ways in preparation for reading although with difficulties in arranging the books on	Greatly challenged in taking care of books through different ways in preparation for reading and so is

			shelves/cupboards, bags and even may tear them due to difficulty turning of pages.	always assisted in caring for the books..
Ability to identify and use correct reading posture.	Identifies and always uses correct reading posture.	Identifies and uses correct reading posture.	Identifies although rarely uses correct reading posture.	With guidance identifies but rarely uses correct reading posture.
Ability to interpret drawn pictures correctly.	Always interprets drawn pictures correctly.	Interprets drawn pictures correctly.	Sometimes interprets drawn pictures correctly.	Interprets drawn pictures correctly only with assisted.
Ability to identify and recall letter sounds.	Identifies and recalls letter sounds sequentially.	Identifies and recalls letter sounds.	Identifies and recalls letter sounds although not all and the sequence is not always right.	Identifies with guidance but does not recall letter sounds.
Ability to demonstrate awareness of letter sounds –letter names correspondence.	Demonstrates perfect awareness of letter sounds –letter names correspondence.	Demonstrates awareness of letter sounds –letter names correspondence.	Demonstrates partial awareness of letter sounds –letter names correspondence since not all letter sounds and names are mastered.	Exhibits lack of awareness of letter sounds –letter names correspondence.
Ability to recall and distinguish different objects in the environment using observable features.	Recalls and correctly distinguishes different objects in the environment using observable features.	Recalls and distinguishes different objects in the environment	Recalls but experiences a challenge in distinguishing different objects in the	Experiences a challenge in both recalling and distinguishing different objects in the

		using observable features.	environment using observable features.	environment using observable features.
Ability to read names of the letters of the alphabet.	Reads names of the letters of the alphabet correctly articulating them.	Reads names of the letters of the alphabet.	Reads names of the letters of the alphabet although not all and some are not correctly articulated.	With difficulty reads names of the letters of the alphabet even when guided and correct articulation is a big issue.
Ability to distinguish lower case letters from upper case letters of the alphabet.	Distinguishes lower case letters from upper case letters of the alphabet through both reading and writing.	Distinguishes lower case letters from upper case letters of the alphabet.	Distinguishes lower case letters from upper case letters of the alphabet although not all.	Distinguishes lower case letters from upper case letters of the alphabet only when assisted to do so.

SUGGESTED FORMATIVE ASSESSMENT RUBRIC FOR WRITING

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and use appropriate sitting posture in preparation for writing.	Identifies and always uses appropriate sitting posture in preparation for writing.	Identifies and uses appropriate sitting posture in preparation for writing.	Identifies but rarely uses appropriate sitting posture in preparation for writing.	Identifies appropriate sitting posture when guided and rarely uses the same even when assisted to in preparation for writing.
Ability to hold a writing tool appropriately in preparation for writing.	Holds a writing tool appropriately in preparation for writing and even writes identifiable marks on writing surfaces.	Holds a writing tool appropriately in preparation for writing.	Attempts to hold a writing tool appropriately in preparation for writing.	Experiences challenges in holding a writing tool appropriately in preparation for writing even with prompting.
Ability to put marks on writing materials by scribbling and colouring.	Puts marks on writing materials by scribbling and colouring evenly and within borders.	Puts marks on writing materials by scribbling and colouring.	Attempts to put marks on writing materials by scribbling and colouring.	Assisted to put marks on writing materials by scribbling and colouring since holding the writing tools is a big challenge.

Ability to interpret appropriately illustrated/drawn objects.	Always interprets appropriately illustrated/drawn objects.	Interprets appropriately illustrated/drawn objects.	Sometimes interprets appropriately illustrated/drawn objects.	Interprets illustrated/drawn objects although inappropriately.
Ability to identify and use appropriately writing and colouring materials.	Identifies and realistically uses appropriately writing and colouring materials.	Identifies and uses appropriately writing and colouring materials.	Identifies but experiences a challenge in using appropriately writing and colouring materials.	Exhibits a challenge in identifying and using appropriately writing and colouring materials.
Ability to demonstrate eye-hand coordination in preparation for writing.	Demonstrates perfect eye-hand coordination in preparation for writing.	Demonstrates eye-hand coordination in preparation for writing.	With difficulty demonstrates eye-hand coordination in preparation for writing.	Exhibits a major challenge in coordinating eyes and hands in preparation for writing.
Ability to turn pages from right to left in preparation for writing.	Turns pages carefully and with an ease from right to left in preparation for writing.	Turns pages from right to left in preparation for writing.	Turns pages from right to left though with difficulty in preparation for writing.	Turns pages from right to left with difficulty even when assisted in preparation for writing.
Ability to join dots correctly to complete letter sounds.	Joins dots perfectly to complete letter sounds.	Joins dots correctly to complete letter sounds.	Attempts to join dots correctly to complete letter sounds.	Exhibits a challenge in joining dots correctly to complete letter sounds.

Ability to recognise and write letters of the alphabet.	Correctly recognises and neatly writes letters of the alphabet.	Recognises and writes letters of the alphabet.	Recognises but experiences a challenge in writing letters of the alphabet.	Exhibits a challenge in both recognising and writing letters of the alphabet.
Ability to write patterns using letters of the alphabet	Creatively writes patterns using letters of the alphabet.	Writes patterns using letters of the alphabet.	Attempts to write patterns using letters of the alphabet.	Needs assistance to write patterns using letters of the alphabet.
Ability to write letters of the alphabet in lower case.	Neatly writes all the letters of the alphabet in lower case.	Writes letters of the alphabet in lower case.	Writes letters of the alphabet in lower case although with some mix up.	Seems not differentiate lower case from upper case when writing letters of the alphabet.
Ability to write letters of the alphabet in upper case.	Neatly writes all the letters of the alphabet in upper case.	Writes letters of the alphabet in upper case.	Writes letters of the alphabet in upper case although with some mix up.	Seems not differentiate upper case and lower case when writing letters of the alphabet.
Ability to match lower and upper case letters of the alphabet.	Correctly and speedily matches all lower and upper case letters of the alphabet.	Matches lower and upper case letters of the alphabet.	Matches some lower and upper case letters of the alphabet.	Assisted to match lower and upper case letters of the alphabet.

APPENDIX 1: COMMUNITY SERVICE LEARNING (CSL) AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time,
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning

and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

APPENDIX 2: SUGGESTED ASSESSMENT METHODS FOR THE DIFFERENT LANGUAGE SKILLS

Listening and Speaking Skills	Reading Skills	Writing Skills
• Chanting rhymes	• Oral interviews	• Teacher-made tests
• Singing songs	• Reading aloud	• Peer assessment
• Reciting poems	• Question and answer	• Self-assessment
• Playing conversational games	• Teacher-made tests	• Portfolio
• Role play	• Learner portfolios	• Assessment rubric
• Oral interviews	• Peer assessment	• Checklists
• Dialogues	• Self-assessment	• Rating scales
• Teacher-made tests	• Rating scales	
• Peer Assessment	• Checklists	
• Self-assessment	• Assessment rubric	
• Fluency tests		
• Articulation tests		
• Assessment rubric		
• Checklists		
• Rating scales		

APPENDIX 3: SUGGESTED LEARNING RESOURCES

Non-Digital	Digital
Course books	Pictures and photographs
Pictures and photographs	Electronic and digital devices (mobile phone, laptops, tablets, computers, projectors, radios, televisions)
Flash cards	Flashcards
Charts	Charts
Realia	Video clips (Animated and non-animated)
Letter jigsaw puzzles	Audio-visual resources
Picture puzzles	Radio programmes
Recorded poems and rhymes	Web resources (example, kec- kenya education cloud)
Recorded songs	
Learning corners	
Letter cut-outs	
Book covers, shelves, boxes, bags	
Puppets	
Clay/plasticine/dough for modelling	
crayons	
Colour pencils	
Colouring books	
costumes	

masks	
Letter boards	
Pocket charts	
Paint and brushes	

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