GRADE 5 SCHEMES OF WORK

ENGLISH

This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.

TERM 1-3 SAMPLE

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MWALIMU CONSULTANCY

GRADE 5 ENGLISH SCHEMES OF WORK TERM 1

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	Listening and speaking **Child rights and responsibilities**	Listening comprehension	By the end of the lesson the learner should be able to: -recognise the selected sounds, words and phrases correctly -use words and phrases related to the theme to make sentences -adopt attentive listening for effective communication	Why should we say the sounds in words, Phrases and sentences correctly?	The learner is guided to: -identify words and phrases containing the selected sounds -say words and phrases related to the theme accurately	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	2	Reading	Extensive reading	-select relevant reference materials -use reference materials to find the required information -appreciate the use of reference materials for lifelong learning	What is a reference material?	-select relevant reference materials and read independently -look for information related to the theme from reference materials	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	3	Reading	Extensive reading	-select relevant reference materials -spell words correctly -adopt the use of reference materials for lifelong learning	Why do we read books?	-select relevant reference materials -spell words correctly -read the reference materials correctly	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	4	Grammar	demonstrative determiners	-identify demonstrative determiners: this, these,that,those in variety of texts -use demonstrative determiners: this, these, that, those correctly -desire to use the correct determiner	What is a determiner?	-identify demonstrative determiners: this, these, that, those in variety of texts -use demonstrative determiners to fill gaps in sentences	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	5	Writing	Functional writing	-outline specific details required to be filled in a form -design a form to obtain the required information	What is the importance of filling	-discuss specific details required to be filled in a form -search for samples of forms from the internet	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	

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				-appreciate the importance of filling forms correctly	forms accurately?	-design a form to obtain the required information			
2	1	Listening and speaking **Child rights and responsibilities**	Listening comprehension	By the end of the lesson the learner should be able to: -recognise the selected sounds, words and phrases correctly -use words and phrases related to the theme to make sentences -adopt attentive listening for effective communication	Why should we listen attentively?	The learner is guided to: -identify words and phrases containing the selected sounds -say words and phrases related to the theme accurately	Skills in English Grade 5 page Skills in English Grade 5 tr's guide	-oral questions -written questions	
	2	Reading	Extensive reading	-select relevant reference materials -use reference materials to find the required information -appreciate the use of reference materials for lifelong learning	Which type of books do you enjoy reading?	-select relevant reference materials and read independently -look for information related to the theme from reference materials	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	3	Reading	Extensive reading	-select relevant reference materials -spell words correctly -adopt the use of reference materials for lifelong learning	Why do we read books?	-select relevant reference materials -spell words correctly -visit a libray to find reading materials related to the theme	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	4	Grammar	demonstrative determiners	-identify demonstrative determiners: this, these, that, those in variety of texts -use demonstrative determiners: this, these, that, those correctly -desire to use the correct determiner	What is a determiner?	-identify demonstrative determiners: this, these, that, those in variety of texts -use demonstrative determiners to fill gaps in sentences	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	5	Writing	Functional writing	-outline specific details required to be filled in a form -design a form to obtain the required information -appreciate the importance of filling forms correctly	What is the importance of filling forms	-discuss specific details required to be filled in a form -search for samples of forms from the internet -design a form to obtain the required information	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	

					accurately?				
3	1	Listening and speaking **National celebrations**	Pronunciation and vocabulary	-identify words, containing the target sounds -construct sentences orally using words related to the theme -appreciate the importance of non-verbal cues and appropriate word choice in communication	Why do we take turns when talking?	-discuss words with these sounds/p/,/b/ from print materials - construct sentences orally using words related to the theme -say tongue twisters with the sounds /b/,/p/	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	2	Reading	Intensive reading	-identify characters, places and events in a story -use contextual clues to infer the meaning of words for comprehension -appreciate reading	Why is the title of the poem or story important?	- identify characters, places and events in a story -get the meaning of words from the context -read a narrative of up to 400 words silently	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	3	Reading	Intensive reading	-identify characters in a story -make predictions of what the story is about - appreciate reading	How do we predict events in a story or a poem?	-identify characters in a story - make predictions of what the story is about -read a poem of not more than 5 stanzas	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	-oral questions
	4	Grammar	Collective nouns/ reflexive pronouns	-identify collective nouns and reflexive pronouns in texts -use collective nouns and reflexive pronouns in sentences -appreciate the use of collective and reflexive pronouns during communication	How do you emphasize that you did something on your own?	-discuss collective nouns and reflexive pronouns in texts -watch a video clip in which collective and reflexive pronouns (myself, ourselves) have been used in sentences	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	5	Writing	Creative writing Open ended compositions	-select relevant points when planning a composition -write an open-ended composition -advocate for the use of creativity in writing	how do we express ideas on different topics?	-in groups discuss relevant points when planning a composition -write the composition of about 100-150 words -proof read the composition	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
4	1	Listening and speaking	Pronunciation and	-identify words, containing the target sounds	Why do we take turns	-discuss words with these sounds/p/,/b/ from print materials	Skills in English Grade 5	-oral questions	

		National celebrations	vocabulary	-construct sentences orally using words related to the theme -appreciate the importance of non-verbal cues and appropriate word choice in communication	when talking?	- construct sentences orally using words related to the theme -say tongue twisters with the sounds /b/,/p/	Skills in English Grade 5 tr's guide	-written questions	
	2	Reading	Intensive reading	-identify characters, places and events in a story -use contextual clues to infer the meaning of words for comprehension -appreciate reading	Why is the title of the poem or story important ?	- identify characters, places and events in a story -get the meaning of words from the context -read a narrative of up to 400 words silently	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	3	Reading	Intensive reading	-identify characters in a story -make predictions of what the story is about - appreciate reading	How do we predict events in a story or a poem?	-identify characters in a story - make predictions of what the story is about -read a poem of not more than 5 stanzas	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	-oral questions
	4	Grammar	Collective nouns/ reflexive pronouns	-identify collective nouns and reflexive pronouns in texts -use collective nouns and reflexive pronouns in sentences -appreciate the use of collective and reflexive pronouns during communication	How do you emphasize that you did something on your own?	-discuss collective nouns and reflexive pronouns in texts -watch a video clip in which collective and reflexive pronouns(myself, ourselves)have been used in sentences	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	5	Writing	Creative writing Open ended compositions	-select relevant points when planning a composition -write an open-ended composition -advocate for the use of creativity in writing	how do we express ideas on different topics?	-in groups discuss relevant points when planning a composition -write the composition of about 100-150 words -proof read the composition	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
5	1	Listening and speaking **Etiquette-table manners**	Pronunciation and vocabulary	-identify polite words, phrases and expressions in oral contexts -construct sentences orally using words related to the theme	Why should you use polite expression when	-discuss polite words, phrases and expressions in oral contexts - construct sentences orally using words related to the theme	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	

				-desire to use appropriate words and phrases for expressing politeness	talking to others?				
	2	Reading	Intensive reading	-outline events in the story and relate them with life experiences -predict events in a text for comprehension -desire to relate events in a reading text to real life experiences	Which things do you predict or visualize in a story?	-discuss events in the story and relate them with life experiences -predict events in a story -use digital devices to read online stories	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	3	Reading	Intensive reading	-outline events in the story and relate them with life experiences -create mental images from the events in a story -desire to relate events in a reading text to real life experiences	How do you get information from a text?	-outline events in the story and relate them with life experiences -create mental images from the events in a story -answer factual and inferential questions from the texts	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	4	Grammar	Language pattern	-identify sentences featuring the target language patterns -use language patterns in sentences correctly -appreciate the use of sentence patterns correctly	Why is it important to use sentences correctly?	-make sentences with too…to/for from substitution table -construct sentences with target language patterns	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	5	Writing	Mechanics of writing: Handwriting	-identify text written in joined letters or cursive script -write legibly using joined letters/cursive script -appreciate ways of improving legibility and neatness in written communication	How can you improve your handwriting?	-copy words, sentences and paragraphs using joined letters in their books -observe pictures and compose a story of about (100-120) words in cursive script -discuss the importance of writing legibly and neatly	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,

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GRADE 5 SKILLS IN ENGLISH SCHEMES OF WORK TERM 2

Wk	Lsn	Strand/Theme	Lesson	Specific learning outcomes	Learning experiences	Key inquiry Questions	Learning Resources	Assessment methods	Refl
1	1	**A GREAT TEACHER** **Reading**	**Intensive reading :** Comprehension (Dialogues about 400 words)	By the end of the lesson, the learner should be able to: a. Respond to direct and inferential questions b. Use contextual clues to infer the meaning of words. c. Respond to direct and inferential questions for comprehension. d. Relate events in the story with their own experiences.	Learners is guided to: Make connections between the characters in the text and the people they know. Relate events in the dialogue with their experiences. Answer direct and inferential questions based on the dialogue. Infer the meaning of words from the context (for example, from words occurring before or after).	1. How do we tell the meaning of words? • 2. What makes you a good reader?	• photographs • newspapers • dictionaries • diorama • flash cards • Skills in English T.G pg. 88-89 • Skills in English Learners Bk. Pg.86-87	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	2		**World classes: Determiners** as quantifiers: Few/ a few, little/ a little, a lot, each, all, enough, most, least	By the end of the lesson, the learner should be able to: a. Identify quantifying determiners in a variety of texts b. Use quantifying determiners appropriately in a variety of contexts. c. Judge the appropriateness of quantifying determiners in oral and written texts.	List quantifying determiners that can be used with both countable and uncountable nouns. Read sentences containing quantifying determiners from the internet, in small groups Construct sentences using quantifying determiners with nouns in small groups. Complete sentences by filling in gaps using the correct Quantifying determiners.	1. Which words do we use to show amount or quantity? •2. Why is it important to tell the quantity of something?	•dictionaries •diorama •flash cards •Skills in English T.G pg. 90 •Skills in English Learners Bk. Pg.88-89	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap	
	3		**Creative Writing** Pictorial Composition (120 -160 words)	By the end of the lesson, the learner should be able to: a. Choose possible topics for pictorial compositions. b. Create a composition based on the visuals or pictures c. Judge visuals appropriately for creativity in writing.	Arrange different pictures logically to write a story coherently, in groups. Write a pictorial compositions in small groups. Proof read each groups work and give feedback. Display their compositions in class.	1. Why do we enjoy looking at pictures? • 2. What messages do pictures communicate ?	• photographs • dictionaries • diorama • flash cards • Skills in English T.G pg. 91-92 • Skills in English	c) Peer assessment d) Self-assessment learner e) Portfolio dictation f)Standardized writing tests	

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							Learners Bk. Pg.89-90		
	4	**TECHNOLOGY:** LEARNING THROUGH TECHNOLOGY	**Sounds /ə/ as in here, year ;/eɪ/ as in make, brain**	By the end of the lesson, the learner should be able to: a. Identify words, phrases or sentences with the target sound. b. Pronounce sounds correctly for accuracy in speech. a. Challenge others to listen interactively for effective communication.	Learner is guided to: Select words with the sounds /ə/ and /eɪ/ from a dialogue. Take turns to read a dialogue in pairs. Interrupt appropriately. View a video of conversation and list words or phrases used to interrupt politely. Say the target sounds as modelled from a recording. Make sentences with words containing the sounds: /ə /eɪ/.	1. Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? • 4. How do you tell if someone is happy or sad?	• dictionaries • diorama • flash cards • Skills in English T.G pg. 94-96 • Skills in English Learners Bk. Pg.92-94	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	5	**Reading**	**Extensive reading: Extensive** Fiction and Non-Fiction Texts (1000-1250 words)	By the end of the lesson, the learner should be able to: a. Select relevant reading materials from a collection of books. b. Read a variety of materials for information and pleasure. c. Judge the appropriateness of reading materials on the basis of interest, complexity and subject.	Learner is guided to: Skim through reading materials to obtain the main idea. Preview texts to determine suitability and relevance. Scan materials for specific details, in pairs Select appropriate reading materials from a library. Read the selected materials individually. Share reflections on the books read in groups. Keep a record of materials read.	1. What kind of information do you find in books? 2. Why is it necessary to read many books? • 3. What do you consider when choosing a material to read?	• dictionaries • diorama • flash cards • Skills in English T.G pg. 96-97 • Skills in English Learners Bk. Pg.94-98	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
2	**1**	**Grammar In use**	**Tense** Future Time using will/shall	By the end of the lesson, the learner should be able to: a. Identify words that indicate future time in sentences. b. Use will and shall to express future time correctly. c. Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.	Learner is guided to: Pick sentences which express future time from a text. Make sentences from a substitution table. Answer questions on future time using will/shall in pairs. Construct sentences using will/shall in pairs or groups.	1. Which words do we use to show future time? 2. How do you tell the time something happened? • 3. What will you do tomorrow?	• • flash cards • Skills in English T.G pg. 97-98 • Skills in English Learners Bk. Pg.98-99	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	

					⍰ Role play activities they plan or wish to do in future in small groups.				
	2	**Writing**	**Mechanics of Writing** Punctuation Use of the Commas	By the end of the sub strand, the learner should be able to: a. Identify commas and double quotation marks in written texts. b. Use the comma and double quotation marks correctly in sentences. c. Advocate the use of correct punctuation in written communication.	Learner is guided to: ⍰ Read a text in pairs. ⍰ Identify punctuation marks used in the text in pairs. ⍰ Use commas to show pauses between words, phrases or clauses. ⍰ Complete sentences using double quotation marks and commas.	1. Which punctuation marks do you know? • 2. Why do we punctuate sentences?	• diorama • flash cards • Skills in English T.G pg. 98-99 • Skills in English Learners Bk. Pg.100	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f)Standardized writing tests	
	3	**DEAR DIGITAL CHILD**	**Pronunciation and Vocabulary:** Interactive Listening	By the end of the lesson, the learner should be able to: b. Construct sentences orally using words related to the theme. c. Use words and non-verbal cues to express different moods d. Challenge others to listen interactively for effective communication.	Learner is guided to: ⍰ Take turns to read a dialogue in pairs. ⍰ Interrupt appropriately. ⍰ View a video of conversation and list words or phrases used to interrupt politely. ⍰ Say the target sounds as modelled from a recording.	1. Why should we pronounce sounds and words correctly? 2. Why should we listen to one another? 3. Why should you give others a chance to speak? 4. How do you tell if someone is happy • or sad?	• diorama • flash cards • Skills in English T.G pg. 99-100 • Skills in English Learners Bk. Pg.101-102	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	4		**Poems (not more than 5 stanzas)**	By the end of the lesson, the learner should be able to: a. Select relevant reading materials from a collection of books. b. Read a variety of materials for information and pleasure.	Learner is guided to: ⍰ Skim through reading materials to obtain the main idea. ⍰ Preview texts to determine suitability and relevance. ⍰ Scan materials for specific details, in pairs ⍰ Select appropriate reading materials from a library.	1. What kind of information do you find in books? 2. Why is it necessary to read many books? • 3. What do you consider	• poetry books • flash cards • Skills in English T.G pg. 100 • Skills in English	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	

				c. Judge the appropriateness of reading materials on the basis of interest, complexity and subject.	Read the selected materials individually.	when choosing a material to read?	Learners Bk. Pg.102-103		
	5		**Tense** Future Time using will/shall	By the end of the lesson, the learner should be able to: a. Identify words that indicate future time in sentences. b. Use will and shall to express future time correctly. c. Collaborate with others to determine the correctness and appropriates of the tense used in own or provided texts.	Learner is guided to: Watch videos, computer, tablets, audio materials you tube which feature future time. Make predictions (events, weather among others using will and shall Create display charts with sentences which feature will and shall.	1. Which words do we use to show future time? 2. How do you tell the time something happened? • 3. What will you do tomorrow?	• pictures and • photographs • flash cards • Skills in English T.G pg. 101 • Skills in English Learners Bk. Pg.103-104	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
3	**1**		Use of Double Quotation Marks	By the end of the lesson, the learner should be able to: a. Identify commas and double quotation marks in written texts. b. Use the comma and double quotation marks correctly in sentences. c. Advocate the use of correct punctuation in written communication.	Learner is guided to: Pick out sentences with double quotation marks in newspapers, magazines, articles or internet resources. Play punctuation games. Create posters or charts with sentences with double quotation marks and commas and display them in class.	1. Which punctuation marks do you know? • 2. Why do we punctuate sentences?	• flash cards • Skills in English T.G pg. 101-102 • Skills in English Learners Bk. Pg.104-106	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner	
	2	**THE FARM - CASH CROPS - THE PLANTATION**	Oral narrative featuring proverbs and sayings (about 130 words	By the end of the lesson, the learner should be able to: a. List proverbs and saying in a narrative. b. Use words, proverbs and sayings appropriately in oral communication. c. Anticipate what is likely to happen as a story unfolds. d. Display varied emotions and feelings when listening to an oral presentation.	Learner is guided to: Listen to a narrative and select proverbs and saying. Search for vocabulary, proverbs and sayings in the internet Listen and view stories and songs featuring proverbs and sayings. Create posters and charts with common proverbs and sayings that the learners can relate to, in small groups. Display them in the classroom.	1. Why should we pronounce words correctly? 2. Which proverbs and sayings do you know? • 3. Why are proverbs and sayings important in speech?	• course book • story books • poetry books • dictionaries • diorama • flash cards • Skills in English T.G pg. 104-106 • Skills in English Learners Bk. Pg.107-108	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	

	3	**Reading**	**Fluency in Reading** Texts of about 400 words	By the end of the lesson, the learner should be able to: a. Identify unfamiliar words in texts for fluency. b. Read a text accurately and with expression for fluency. c. Challenge peers and parents to read accurately, at the right speed and without hesitation.	Learner is guided to: Skim and scan through paragraphs for information, in pairs or small groups. Search for an article on a topic they enjoy, select a portion to read, set a goal of the words to read per minute and time themselves as they read.	1. What makes someone a good reader? 2. How long do you take to read a text? • 3. What can you do to improve your reading speed?	• course book • story books • poetry books • diorama • flash cards • Skills in English T.G pg. 107-108 • Skills in English Learners Bk. Pg.109-112	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	4	**Grammar in use**	**Use of Double imperatives:** how many/ could/would	By the end of the lesson, the learner should be able to: a. Identify double imperatives correctly in texts. b. Use question tags correctly in different contexts. c. Write correct sentences using double imperatives for effective communication. d. Advocate the correct use of double imperatives and question tags in communication.	Learners is guided to: Fill in gaps in sentences using double imperatives. Select question tags from a story, dialogue or poem. Match statements with the correct question tag to make a tag question.	1. What are some of your school rules? 2. How do you give instructions? • 3. Why do we ask questions?	• course book • story books • poetry books • dictionaries • diorama • flash cards • Skills in English T.G pg. 109-110 • Skills in English Learners Bk. Pg.112-113	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	
	5	**Writing**	Similes and Proverbs	By the end of the lesson, the learner should be able to: a. Identify similes and proverbs in a variety of texts. b. Use similes and proverbs in writing for self-expression. c. Create a narrative composition featuring similes and proverbs. d. Advocate the use of similes and proverbs to enhance creativity in writing.	Learner is guided to: Read narratives with formulaic expressions in print and digital format. List similes and proverbs in texts, in small groups. Create a clear and coherent story line using proverbs and similes. Compose a story featuring similes and proverbs, small groups.	1. How do we make our compositions interesting? 2. Which stories do you enjoy reading? • 3. Which similes and proverb do you know?	• pictures and • flash cards • Skills in English T.G pg. 110-111 • Skills in English Learners Bk. Pg.113-114	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f)Standardized writing tests	

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4	**1**	**THE FARM**	**Listening and speaking:** Sounds /k/ as in acre, cotton; /g/ as in grow, green	By the end of the lesson, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Pronounce words with the target sounds correctly. c. Display varied emotions and feelings when listening to an oral presentation.	Learner is guided to: - Make oral sentences using vocabulary. - Practice saying words with the sounds /k/ /g/, in pairs. - Create tongue twisters with the sounds /k/ /g/. - Create posters and charts with common proverbs and sayings that the learners can relate to, in small groups. - Display them in the classroom.	1. Why should we pronounce words correctly? 2. Which proverbs and sayings do you know? • 3. Why are proverbs and sayings important in speech?	• course book • story books • poetry books • pictures and • flash cards • Skills in English T.G pg. 111-112 • Skills in English Learners Bk. Pg.115-116	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
	2		**Fluency in Reading** Texts of about 400 words	By the end of the lesson, the learner should be able to: a. Read a text accurately and with expression for fluency. b. Read a text at the right speed for fluency. c. Challenge peers and parents to read accurately, at the right speed and without hesitation.	Learner is guided to: - Find a word or phrase from a word - chart within a stipulated time. - Read aloud in unison as a whole class or groups (choral reading). - Read a short passages from a poem reader's theatre materials, poems, and short plays. - Echo or imitate a model intonation and expression as they read a short paragraph or sentence at a time.	1. What makes someone a good reader? 2. How long do you take to read a text? • 3. What can you do to improve your reading speed?	• course book • story books • poetry books • pictures and • photographs • flash cards • Skills in English T.G pg. 112-113 • Skills in English Learners Bk. Pg.116-118	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	3		Question Tags on the Verb to be	By the end of the lesson, the learner should be able to: a. Identify double imperatives correctly in texts. b. Use question tags correctly in different contexts. c. Write correct sentences using double imperatives for effective communication. d. Advocate the correct use of double imperatives and question tags in communication.	- Practice giving instructions related to the theme using double imperatives such as: Shut down your tablets and listen to the teacher. Type this word in your tablet and look up its meaning. - Role play giving and receiving instructions at home using double imperatives. - Use double imperatives to make rules for their class and display them in charts or posters	1. What are some of your school rules? 2. How do you give instructions? • 3. Why do we ask questions?	• course book • story books • poetry books • pictures and • flash cards • Skills in English T.G pg. 114 • Skills in English Learners Bk. Pg.118-120	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	

	4		**Creative Writing** Narrative Composition (120 -160 words)	By the end of the lesson, the learner should be able to: a. Use similes and proverbs in writing for self-expression. b. Create a narrative composition featuring similes and proverbs. c. Advocate the use of similes and proverbs to enhance creativity in writing.	Learner is guided to: Read narratives with formulaic expressions in print and digital format. Engage in a dialogue to advance plot and story line. Write creative compositions using featuring similes and proverbs, individually. Create and display charts with proverbs and similes, in pairs or small groups.	1. How do we make our compositions interesting? 2. Which stories do you enjoy reading? • 3. Which similes and proverb do you know?	• course book • story books • poetry books • pictures and • photographs • diorama • flash cards • Skills in English T.G pg. 115-116 • Skills in English Learners Bk. Pg.120	a) Teacher-made tests b) Learner journals c) Peer assessment d) Self-assessment learner e) Portfolio dictation f)Standardized writing tests	
	5	**HEALTH-COMMUNICABLE DISEASES** **-** **Visiting a doctor**	**Listening and speaking:** Speaking Fluency Narrative of about 150 words	By the end of the lesson, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Use vocabulary related to the theme correctly. c. Display appropriate emotions and feelings when making an oral presentation.	Learner is guided to: Construct sentences in pairs or small groups. Listen to a poem or narrative and identify words with the /h/ sound. Retell the narrative in own words in small groups.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? • 3. Which words do you use to talk about diseases?	• pictures and • dictionaries • diorama • flash cards • Skills in English T.G pg. 119-120 • Skills in English Learners Bk. Pg.122-128	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	
5	**1**		**Listening and speaking:** Speaking Fluency Narrative of about 150 words	By the end of the lesson, the learner should be able to: a. Construct sentences orally using words related to the theme. b. Use vocabulary related to the theme correctly. c. Display appropriate emotions and feelings when making an oral presentation.	Learner is guided to: Listen to music and pick out sounds and vocabulary. Watch news at home for fun, and retell the interesting episodes to peers and friends in the classroom. Practice delivering the news highlights in the classroom. Recite poems on communicable diseases.	1. Why is it important to speak accurately and express the right feelings? 2. How can you listen more attentively? • 3. Which words do you use to talk	• pictures and • dictionaries • diorama • flash cards • Skills in English T.G pg. 119-120 • Skills in English Learners Bk. Pg.122-128	a) Oral reading or dictation recitations b) Role play c) Debates d) Oral interviews e) Dialogues f) Oral discussions	

						about diseases?			
	2	**Readi ng**	**Reading intensive:** Descriptive Fictional or Non-Fictional Texts (About 400 words)	By the end of the lesson, the learner should be able to: a. Identify the main idea in each paragraph. b. Visualize events, characters and descriptions in texts for comprehension. c. Summarize the main points of a text. d. Challenge others to focus on detail when reading a text	Learners are guided to: Make connections between events in the text and their experiences. Retelling the story in pairs. Use illustrations, the introduction and the title of a text to make predictions. Describe in groups the characters, episodes and places in a text. Answer questions from a text. Say the main ideas from a text	1. How do you describe things? • 2. How can you tell what will happen in a story?	• course book • story books • poetry books • flash cards • Skills in English T.G pg. 120-121 • Skills in English Learners Bk. Pg.123-125	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	3		**Reading intensive:** Descriptive Fictional or Non-Fictional Texts (About 400 words)	By the end of the lesson, the learner should be able to: a. Identify the main idea in each paragraph. b. Summarize the main points of a text. c. Answers factual and inferential questions for comprehension. d. Challenge others to focus on detail when reading a text	Learners are guided to: Make connections between events in the text and their experiences. Retelling the story in pairs. Use illustrations, the introduction and the title of a text to make predictions. Describe in groups the characters, episodes and places in a text. Answer questions from a text. Say the main ideas from a text.	1. How do you describe things? • 2. How can you tell what will happen in a story?	• course book • story books • poetry books • flash cards • Skills in English T.G pg. 120-121 • Skills in English Learners Bk. Pg.123-125	a) Reading aloud b) Dictation c) Oral interviews d) Question and answer e) Teacher-made tests	
	4	**Gram mar in use**	**Adverbs (manner, time, place, frequency)**	By the end of the lesson, the learner should be able to: a. Distinguish between adverbs of manner, time place and frequency for effective communication. b. Use adverbs of manner, time, place and frequency in oral and written contexts. c. Judge the appropriateness of adverbs used in oral and written texts.	Learners is guided to: Identify and list adverbs from a digital or print text, in pairs. Make sentences from a substitution table using the pattern how many…could/would. Fill blank with appropriate adverbs. Construct sentences using adverbs of manner, time place and frequency. Recite poems containing adverbs, in groups.	1. How often do you come to school? • 2. Which words describe when, how and where actions take place?	• course book • story books • poetry books • pictures and • flash cards • Skills in English T.G pg. 121-122 • Skills in English Learners Bk. Pg.126-128	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	

	5		**Adverbs (manner, time, place, frequency)**	By the end of the lesson, the learner should be able to: d. Distinguish between adverbs of manner, time place and frequency for effective communication. e. Use adverbs of manner, time, place and frequency in oral and written contexts. f. Judge the appropriateness of adverbs used in oral and written texts.	Learners is guided to: Identify and list adverbs from a digital or print text, in pairs. Make sentences from a substitution table using the pattern how many…could/would. Fill blank with appropriate adverbs. Construct sentences using adverbs of manner, time place and frequency. Recite poems containing adverbs, in groups.	1. How often do you come to school? • 2. Which words describe when, how and where actions take place?	• course book • story books • poetry books • pictures and • flash cards • Skills in English T.G pg. 121-122 • Skills in English Learners Bk. Pg.126-128	a) Tasks such as multiple choice b) Discrimination c) Gap-filling d) Short-answer e) Dialogue-completion, information gap f) Role play g) Simulation	

FOR COMPLETE SCHEMES OF WORK FOR TERM 2,

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GRADE 5 ENGLISH SCHEMES OF WORK TERM 3

WK	LSN	STRAND	SUBSTRAND	SPECIFIC LEARNING OUTCOME	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS	REFL
1	1	Listening and speaking theme: (Leisure time activities)	Pronunciation and vocabulary Interactive listening -Choral verse -Narrate in dialogue format (conversation narrative)	By the end of the lesson the learner should be able to: -identify different moods in a narrative or a choral verse -use words and phrases with the selected sound in sentences -desire to retell narratives while expressing different moods or feelings	How do you show different moods and feelings when listening to someone?	The learner is guided to: -listen to a narrative and retell it while expressing different moods or feelings -construct sentences orally -say words containing sounds /s/ and /z/	Skills in English Grade 5 page 137 Skills in English Grade 5 English tr's guide	-oral questions -written questions	
	2	Reading	Intensive reading (factual texts of about 400 words)	By the end of the lesson the learner should be able to: -relate the ideas in a text to their experiences -answer direct and indirect questions -summarize the main ideas in a text for comprehension -appreciate reading	Why do we read books?	The learner is guided to: -skim through a text and obtain the main idea -discuss and relate ideas to their experiences -read a text independently and retell it in own words	Skills in English Grade 5 page Skills in English Grade 5 tr's guide	-oral questions -written questions	
	3	Reading	Intensive reading (factual texts of about 400 words)	By the end of the lesson the learner should be able to: -relate the ideas in a text to their experiences -answer direct and indirect questions -summarize the main ideas in a text for comprehension -appreciate reading	Why do we read books?	The learner is guided to: -scan through a text and obtain specific information -discuss and relate ideas to their experiences -watch a video on leisure time and write the main points	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	4	Grammar	Word class: conjunctions	By the end of the lesson the learner should be able to:	Which words do we use to join sentences?	The learner is guided to: -listen to a short dialogue and identify conjunctions	Skills in English Grade 5	-oral questions	

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				-identify conjunctions in texts -use conjunctions correctly in communication -judge the correctness and appropriateness of conjunctions in oral and written texts		-make sentences from a substitution table using but,or,yet, Because, since,also	Skills in English Grade 5 tr's guide	-written questions	
	5	Writing	Creative writing Descriptive compositions (120-160 words)	By the end of the lesson the learner should be able to: -describe people or things mentioned in a text -create a descriptive composition related to the theme -desire to create a descriptive composition related to the theme	How do you describe things or events clearly?		Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
2	1	Listening and speaking) theme: (Leisure time activities)	Pronunciation and vocabulary	By the end of the lesson the learner should be able to: -identify different moods in a narrative -interrupt politely during a conversation -challenge others to listen interactively during conversations	Why should you interrupt others politely?	The learner is guided to: - identify different moods in a narrative -use digital devices to watch a conversational narrative or a choral verse -engage in dialogue and practice interrupting one another politely	Skills in English Grade 5 page 137 Skills in English Grade 5 English tr's guide	-oral questions -written questions	
	2	Reading	Intensive reading (factual texts of about 400 words)	By the end of the lesson the learner should be able to: -relate the ideas in a text to their experiences -answer direct and indirect questions -summarize the main ideas in a text for comprehension -appreciate reading	Why do we read books?	The learner is guided to: -skim through a text and obtain the main idea -discuss and relate ideas to their experiences -read a text independently and retell it in own words	Skills in English Grade 5 Skills in English Grade 5 English tr's guide	-oral questions -written questions	

	3	Reading	Intensive reading (factual texts of about 400 words)	By the end of the lesson the learner should be able to: -relate the ideas in a text to their experiences -answer direct and indirect questions -summarize the main ideas in a text for comprehension -appreciate reading	Why do we read books?	The learner is guided to: -skim through a text and obtain the main idea -discuss and relate ideas to their experiences -watch a video clip on leisure time and write the main points	Skills in English Grade 5 Skills in English Grade 5 English tr's guide	-oral questions -written questions	
	4	Grammar	Word class: conjunctions	By the end of the lesson the learner should be able to: -identify conjunctions in texts -use conjunctions correctly in communication -judge the correctness and appropriateness of conjunctions in oral and written texts	Which words do we use to join sentences?	The learner is guided to: -listen to a short dialogue and identify conjunctions -fill in blank spaces using conjunctions	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	5	Writing	Creative writing Descriptive compositions (120-160 words)	By the end of the lesson the learner should be able to: -describe people or things mentioned in a text -create a descriptive composition related to the theme -desire to create a descriptive composition related to the theme	How do you describe things or events clearly?	The learner is guided to: -describe people or things mentioned in a text -make sentences to describe how they spent their leisure time	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
3	1	Listening and speaking theme: (Sports-Appreciating talents)	Pronunciation and vocabulary Listening fluency Non-verbal cues	By the end of the lesson the learner should be able to: -select words containing the target sound in sentences -construct sentences orally using words related to the theme -listen for words with sound /ai/ from an audio text	Why is it important to listen carefully?	The learner is guided to: -identify words containing the target sound/ai/ -practise saying selected tongue twisters	Skills in English Grade 5 page 149 Skills in English Grade 5 tr's guide	-oral questions	

	2	Reading	Intensive reading with technology	By the end of the lesson the learner should be able to: -relate ideas in the text to personal experiences -create mental images from the events characters or places in a text -answer factual and inferential questions correctly	Why are digital materials more interesting to read than print ones?	The learner is guided to: - infer the meaning of words from context -create pictures, mimes or crossword puzzles -role play events of characters they have read online	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions		
	3	Reading	Intensive reading Reading with technology	By the end of the lesson the learner should be able to: -relate ideas in the text to personal experiences -create mental images from the events characters or places in a text -answer factual and inferential questions correctly	By the end of the lesson the learner should be able to: -relate ideas in the text to personal experiences -create mental images from the events characters or places in a text -answer factual and inferential questions correctly	Why are digital materials more interesting to read than print ones?	The learner is guided to: - infer the meaning of words from context -create pictures, mimes or crossword puzzles -role play events of characters they have read online	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions	
	4	Grammar	Use of interrogatives	By the end of the lesson the learner should be able to: -identify interrogatives in sentences -use interrogatives accurately in sentences -desire to use interrogatives in communication	Which words do we use to ask questions?	The learner is guided to: -mention words used to ask questions -use the wh-words and how to ask questions -use interrogatives with: else, much….to complete sentences	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions		

	5	Writing	Spelling Commonly misspelt words Homophones homonyms	By the end of the lesson the learner should be able to: -spell selected words correctly -use homophones and homonyms in sentences correctly -advocate the use of correct spellings of words	Which words do we find difficult to write?	The learner is guided to: -discuss words they find difficult to spell -make a presentation on correct spelling of homophones and homonyms -make words from jumbled up letters	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
4	1	Listening and speaking theme: (Sports-Appreciating talents)	Pronunciation and vocabulary Listening fluency Non-verbal cues	By the end of the lesson the learner should be able to: -select words containing the target sound in sentences -construct sentences orally using words related to the theme -listen for words with sound /ai/ from an audio text	Why is it important to listen carefully?	The learner is guided to: -identify words containing the target sound/ai/ -practise saying selected tongue twisters	Skills in English Grade 5 page 149 Skills in English Grade 5 tr's guide	-oral questions	
	2	Intensive reading with technology	By the end of the lesson the learner should be able to: -relate ideas in the text to personal experiences -create mental images from the events characters or places in a text -answer factual and	Why are digital materials more interesting to read than print ones?	The learner is guided to: - infer the meaning of words from context -create pictures, mimes or crossword puzzles -role play events of characters they have read online	Skills in English Grade 5 Skills in English Grade 5 tr's guide	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	

			inferential questions correctly						
	3	Intensive reading with technology	By the end of the lesson the learner should be able to: -relate ideas in the text to personal experiences -create mental images from the events characters or places in a text -answer factual and inferential questions correctly	Why are digital materials more interesting to read than print ones?	The learner is guided to: - infer the meaning of words from context -create pictures, mimes or crossword puzzles -role play events of characters they have read online	Skills in English Grade 5 Skills in English Grade 5 tr's guide	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	4	Grammar	Use of interrogatives	By the end of the lesson the learner should be able to: -identify interrogatives in sentences -use interrogatives accurately in sentences -desire to use interrogatives in communication	Which words do we use to ask questions?	The learner is guided to: -mention words used to ask questions -use the wh-words and how to ask questions -use interrogatives with: else, much….to complete sentences	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	

	5	Writing	Spelling Commonly misspelt words - Homophones -homonyms	By the end of the lesson the learner should be able to: -spell selected words correctly -use homophones and homonyms in sentences correctly -advocate the use of correct spellings of words	Which words do we find difficult to write?	The learner is guided to: -discuss words they find difficult to spell -make a presentation on correct spelling of homophones and homonyms -make words from jumbled up letters	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions	
5	1	Listening and speaking (theme: Environmental pollution)	Pronunciation and vocabulary Speaking fluency Making a speech	By the end of the lesson the learner should be able to: -pronounce words with selected sounds accurately -construct sentences orally using words related to the theme -desire to speak accurately without hesitation and with expression	Why should we speak clearly and confidently?	The learner is guided to: -say words containing the sounds/f/ and /v/ -pronounce the words related to the theme correctly -construct oral sentences using vocabulary learnt	Skills in English Grade 5 page 161 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	2	Reading	Intensive reading: Poems, songs and tongue twisters	By the end of the lesson the learner should be able to: -create mental images from events, characters and places in a text -infer information and meaning of words from context -appreciate reading Poems, songs and tongue twisters	What can you learn from poems and songs?	The learner is guided to: -watch a video on environmental pollution and answer questions -read a poem or song and role play the events -answer factual and inferential questions on the poem and song they read	Skills in English Grade 5 Skills in English Grade 5 tr's guide digital devices	-oral questions -written questions	

	3	Reading	Intensive reading: Poems, songs and tongue twisters	By the end of the lesson the learner should be able to: -create mental images from events, characters and places in a text -infer information and meaning of words from context -appreciate reading Poems, songs and tongue twisters	Which poems and songs do you know?	The learner is guided to: -watch a video on environmental pollution and answer questions -read a poem or song and role play the events -answer factual and inferential questions on the poem and song they read	Skills in English Grade 5 Skills in English Grade 5 tr's guide digital devices	-oral questions -written questions	
	4	Grammar	Word class: Nouns (which only occur in singular or plural)	By the end of the lesson the learner should be able to: -identify nouns which occur in singular or plural -use nouns which only occur in singular or plural to make sentences -appreciate use of nouns which only occur in singular or plural	Which singular nouns end with letter-s?	The learner is guided to: - identify nouns which occur in singular or plural -construct sentences using nouns which only occur in singular or plural such as news, dirt, waste	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	5	Writing	Functional writing -Appointment diary -journal	By the end of the lesson the learner should be able to: -identify the key components of a diary/journal -create a journal/diary to convey desired information in the right format -desire to collaborate with others to create personal journals and diaries on varied topics	Why should we plan our activities in advance?	The learner is guided to: -discuss a sample of journal/diary and identify the components -create journal/diary -display their work in class	Skills in English Grade 5 Skills in English Grade 5 tr's guide	-oral questions -written questions	

	1	Listening and speaking (theme : Environmental pollution)	Pronunciation and vocabulary Speaking fluency Making a speech	By the end of the lesson the learner should be able to: -pronounce words with selected sounds accurately -construct sentences orally using words related to the theme -desire to speak accurately without hesitation and with expression	Why should we speak clearly and confidently?	The learner is guided to: -say words containing the sounds/f/ and /v/ -pronounce the words related to the theme correctly -construct oral sentences using vocabulary learnt	Skills in English Grade 5 page 161 Skills in English Grade 5 tr's guide	-oral questions -written questions	
	2	Reading	Intensive reading: Poems, songs and tongue twisters	By the end of the lesson the learner should be able to: -create mental images from events, characters and places in a text -infer information and meaning of words from context -appreciate reading Poems, songs and tongue twisters	What can you learn from poems and songs?	The learner is guided to: -watch a video on environmental pollution and answer questions -read a poem or song and role play the events -answer factual and inferential questions on the poem and song they read	Skills in English Grade 5 Skills in English Grade 5 tr's guide digital devices	-oral questions -written questions	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,2 & 3

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