

Unit 1

Revising the alphabet

By the end of this unit, the students will be able to:

- Articulate the sounds of letters of the alphabet in series.
- Pronounce and match the initial sound of common words depicted in pictures with their corresponding letters.
- Colour within lines and create simple patterns.
- Trace and write small and capital letters following appropriate writing models of regular shape and size.
- Write small and capital letters in series and in random.
- Recognise that as letters of words change, so do the sounds.
- Identify words that begin with the same sound.
- Practice holding a pencil correctly.
- Recognise that English is written from left to right (implied throughout the book).
- Take dictation of letters of the English alphabet.

Unit 2

nasiR and nadia

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict story by looking at picture(s) in the text.
- Interact with the text and use reading strategies (while reading) to: locate specific factual information to answer simple short questions in a word or two.
- Demonstrate common conventions and dynamics of oral interactions in groups to introduce themselves.
- Fill in missing information to complete simple sentences.
- Read more naming words and match with pictures.
- Pronounce and match the initial sounds of common words depicted in pictures with their corresponding letters.
- Pronounce familiar one-syllable words and common irregular sight words.
- Spell simple one/two syllable words.
- Copy familiar words learnt in class.

By the end of this unit, the students will be able to:

- Interact with text and use reading strategies (while reading) to locate specific information.
- Respond to the text (post-reading) to express like/dislike about the story.
- Read more naming words and match with pictures.
- Identify naming words.
- Arrange a list of words in alphabetical order.
- Read common naming words and match with pictures.
- Recall and match common naming words with pictures.
- Recognise and produce individual sounds, and blend the individual.
- Pronounce one-syllable words that rhyme.
- Write simple one-syllable words with correct spelling. Leave regular spaces between words.
- Provide the missing letter in simple one/two syllable words.
- Pronounce and match spoken words with the written words.
- Identify *a* or *an* as articles.
- Choose between *a* or *an*.
- Read aloud three letter words with reasonable level of accuracy in pronunciation.
- Locate lessons by looking at pictures.
- Recognise and identify consonants and vowels in the English alphabet.
- Identify words that begin with consonant or vowel sounds.
- Pronounce and practise long and short vowel sounds.
- Recognise individual sounds in a word, e.g. /p/, /i/, /n/ in pin, etc.
- Use naming words in speech and writing.
- Identify, recognise and articulate common two- to three-lettered sight words and words with common spelling patterns.
- Recognise that people and places have particular names.
- Identify gender of naming words from immediate environment (masculine/feminine).

Unit 4

What are they doing?

By the end of this unit, the students will be able to:

- Colour within lines.
- Show a series of actions in a picture by writing action words.
- Physically respond to and use some common action words.
- Read common naming and action words and match with pictures.
- Recognise the different categories of some simple action words.
- Identify initial consonant clusters.
- Identify initial and final consonant clusters.
- Use am, is, are in short sentences to identify and describe a person, place, and thing.
- Identify, recognise and articulate common two- to three-lettered sight words.
- Recite short poems or nursery rhymes with actions.
- Write numbers from 1 to 10 in words.
- Recognise the different categories of some numbers in words.

By the end of this unit, the students will be able to:

- *Interact with text and use reading strategies (while reading) to locate specific factual information.*
- *Respond to the text (post-reading) to express likes/dislikes.*
- *Fill in missing information to complete simple sentences.*
- *Read aloud the same story/fairy-tale themselves.*
- *Identify action words.*
- *Write appropriate naming and action word(s) to identify an object or an action in a picture.*
- *Recognise and change the number of simple naming words by adding or removing 's' (singular/plural).*
- *Recognise specific parts of words including common inflectional endings.*
- *Recognise that plural nouns do not take the articles a or an.*
- *Recognise words ending with /s/ and /z/ sounds in the plural form of a word.*
- *Recognise and use words that point to something: this, that, these, those.*
- *Recognise and identify consonants and vowels in the English alphabets using common consonant blends (/bl/, /cl/, /br/ and /dr/) and digraphs (/th/, /ph/, /ch/).*
- *Recognise and pronounce some common consonant digraphs in initial position.*
- *Recognise and produce individual sounds, and blend the individual.*
- *Recognise individual sounds in a word, e.g. /p/, /i/, /n/ in pin, etc.*
- *Colour within lines.*
- *Articulate, recognize, and use some common phrases and formulaic expressions to express limited needs.*
- *Articulate, recognize and use some formulaic expressions to offer and respond to basic routine greetings.*

Unit 6

Colours and animals

By the end of this unit, the students will be able to:

- Recognise and rhyming words from a poem.
- Identify words that end with the same sound.
- Interact with the text and use reading strategies (while reading) to locate specific factual information.
- Use some describing words showing quality, size and colour, e.g. soft, big, yellow.
- Read more naming, action and describing words and match with pictures.
- Recognise the different categories of some colours, shapes, size, directions.
- Respond to the text to express likes/dislikes.
- Articulate and identify simple rhyming words in text.
- Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.

By the end of this unit, the students will be able to:

- Interact with the text and use reading strategies to locate specific factual information.
- Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence.
- Recognise the different categories of some pictures, classroom, at home and in the immediate environment.
- Recognise and use substitution words as subjective case: I, we, you, he, she, it, and they.
- Identify and use words showing possession, e.g. my, your, his, her, our and their.
- Identify a book by looking at its title.
- Locate texts/lessons by looking at titles and pictures.
- Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.
- List items of similar category from a given text.
- Respond orally in yes or no and their likes and dislikes about the story/characters.
- Articulate, recognise and use some formulaic expressions to offer and respond to basic routine greetings, express and offer a few basic social courtesies.

Unit 8

taking CaRe oF ouR envi Ronment

By the end of this unit, the students will be able to:

- Recognise, physically/orally respond to and use simple sentences showing request and command in a school scenario.
- Construct simple sentences of three/four words using correct capitalisation, punctuation and spelling.
- Apply capitalisation to the initial letter of the first word of a sentence.
- Write simple sentences leaving spaces between words using correct capitalisation, punctuation and spelling.
- Recognise and use a question mark at the end of a question.
- Recognise and use of comma in a list.
- Recognise and use a full stop at the end of a statement.
- Write date and captions on page top.
- Identify and revise written work for spelling and punctuation.
- Point out specific information in a calendar like name of the month and days of the week using sight reading strategies.
- Change the first sound of a word to make rhyming words, e.g. fan, van, ran, man, etc.
- Identify naming words.

Unit 9

meeting people

By the end of this unit, the students will be able to:

- Identify and fill in speech bubbles with given appropriate words and formulaic expressions.
- Recognise, respond to and use simple sentences showing request and command in a school scenario.
- Articulate, recognise and use some formulaic expressions to offer and respond to basic routine greetings; express and offer a few basic social courtesies; listen and respond to a few commands.
- Demonstrate common conventions and dynamics of oral interactions in group to take turns and participate in conversation; and in group to use appropriate body language for different communicative functions.
- Express understanding through role play.
- Brainstorm to gather ideas for various activities/tasks.
- Recognise the different categories of some naming words, e.g. animals, fruits, vegetables, parts of body, objects, etc.
- Recognise the conventions of a greeting card and make/fill in through guided activity, simple greeting cards: Draw illustrations to make greeting cards; write names of addressee and sender; write appropriate words and formulaic expressions.
- Write name and phone number.
- Recognise the different categories of numbers in words and first, second, and third, etc.

Unit 10

going places

By the end of this unit, the students will be able to:

- Write a few sentences to describe a picture
- Comprehend and respond to simple wh- questions.
- List items of similar category from a given text.
- Demonstrate common conventions and dynamics of oral interactions in group to: express basic emotions (happiness, sadness, anger, etc.); recite poems, express basic needs, etc.
- Recognise and use questioning words: what, who, where, when, why.
- Express understanding through simple role play.
- Point out/name some common objects in a picture. Describe them in a few words or sentences.
- Identify common two to three lettered sight words and words with common spelling patterns.

Unit 11

StoRy time

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict a story by looking at the pictures in the text.
- Interact with the text and use reading strategies (while reading) to locate specific information and follow sequence in simple pictures.
- Respond to the text (post-reading) to express likes/dislikes about the story and express understanding through pantomime.
- Listen to a story/fairy tale of a few sentences read aloud by the teacher.
- Respond orally in yes or no and their likes or dislikes about the story/characters.
- After each story add questions of the students understanding of the story and how they felt when they read it.
- Identify the names and characters in a story.
- Identify naming words.
- List items of similar category from a given text.
- Use *am*, *is*, *are* in short sentences to identify and describe a person, place, and thing, e.g. I am.
- Locate texts/lessons by looking at titles and pictures.