



LITERACY SCHEME OF WORK GRADE 2 TERM 2

NAME	
TSC NO.	
SCHOOL	



School	Grade	Learning Area	Term	Year
	2	Literacy Activities	2	

Week	Lesson	Strand/ Theme	Sub Strand/Sub Theme	Specific Learning Outcomes	Key Inquiry Questions	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Listening	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words. b) Add or substitute individual sounds in simple, one-syllable words to make new words. c) Recognize and sound the commonly used letter sounds and syllables d) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles.	How do we say these sounds? /ch/ /ng/	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from Them (depends on each language) 3. Learners observe the displayed letters as they listen to the sounds. 4. Learners participate in language games e.g. guess-the word game, change- a name game as they manipulate phonemes.	Sound recordings, a collection of riddles and tongue twisters, resource persons MTP English Activities Grade 2 pg. 59	Oral questions	
	2	Speaking	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Recognize and say multiple letter-sounds to make syllables and	What are some of the sounds we hear?	1. Learners blend syllables to form words and sentences(blending and segmenting drills) individually, in pairs and groups,	Audio and Audiovisual aids, Storybooks, Charts, Pictures MTP English	Form words and sentences	



				<p>words</p> <p>b) Blend and segment syllables correctly to form words.</p> <p>c) Use appropriate words to make short, meaningful sentences</p> <p>d) Appreciate the role of blending and segmenting in forming sentences</p>		<p>2. Learners play auditory discrimination games to enable them to listen to different sounds</p> <p>3. Learners give words that rhyme</p> <p>4. Learners are guided to make a list of all the sounds they can hear from the environment (My home, my community)</p>	<p>Activities Grade 2 pg. 60-61</p>		
	3	Reading	Group Reading	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Read texts collectively with accuracy, fluency, and comprehension.</p> <p>b) Develop peer learning skills of self-assessment</p> <p>c) Improve confidence through peer support in group reading.</p>	<p>What is the importance of reading in groups?</p>	<p>1. Learners find answers to questions from texts read using think- pair-share.</p> <p>2. Learners are divided into reading teams to facilitate peer learning and support</p> <p>3. Learners retell story, events read in pairs and small groups.</p>	<p>Readers, newspapers, journals</p> <p>MTP English Activities Grade 2 pg.62</p>	<p>Peer Assessment, question/answer, retelling a story read</p>	
	4	Writing	Spelling instruction	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) write an increasing number of words and spell them correctly</p> <p>b)) Use phonic knowledge to spell and write familiar and unfamiliar words</p>	<p>Why is it important to spell words correctly?</p>	<p>1. Learners write newly learned words on a word tree</p> <p>2. Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns</p>	<p>Flash cards, word trees, writing materials, stencil</p> <p>MTP English Activities Grade 2 pg. 63-64</p>	<p>learners participate in spelling challenge, dictation</p>	
	5	Writing	Spelling	<p>By the end of the sub-</p>	<p>Why is it</p>	<p>1. Learners write newly</p>	<p>Flash cards, word</p>	<p>learners</p>	



			instruction	strand, the learner should be able to: a) write an increasing number of words and spell them correctly b)) Use phonic knowledge to spell and write familiar and unfamiliar words	important to spell words correctly?	learned words on a word tree 2. Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns	trees, writing materials, stencil MTP English Activities Grade 2 pg. 65-66	participate in spelling challenge, dictation	
2	1	Listening	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Orally pronounce, blend syllables in spoken words and onset- rimes of single-syllable words. b) Add or substitute individual sounds in simple, one-syllable words to make new words. c) Recognize and sound the commonly used letter sounds and syllables d) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles.	How do we say these sounds? /ch/ /ck/	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from Them (depends on each language) 3. Learners observe the displayed letters as they listen to the sounds. 4. Learners participate in language games e.g. guess-the word game, change- a name game as they manipulate phonemes.	Sound recordings, a collection of riddles and tongue twisters, resource persons MTP English Activities Grade 2 pg. 59	Oral questions	
	2	Speaking	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Recognize and say	What are some of the sounds we hear?	1. Learners blend syllables to form words and sentences (blending and segmenting drills)	Audio and Audiovisual aids, Storybooks, Charts, Pictures	Form words and sentences	



				multiple letter-sounds to make syllables and words b) Blend and segment syllables correctly to form words. c) Use appropriate words to make short, meaningful sentences d) Appreciate the role of blending and segmenting in forming sentences		individually, in pairs and groups, 2. Learners play auditory discrimination games to enable them to listen to different sounds 3. Learners give words that rhyme 4. Learners are guided to make a list of all the sounds they can hear from the environment (My home, my community)	MTP English Activities Grade 2 pg. 60-61		
	3	Reading	Group Reading	By the end of the sub-strand, the learner should be able to: a) Read texts collectively with accuracy, fluency, and comprehension. b) Develop peer learning skills of self-assessment c) Improve confidence through peer support in group reading.	What is the importance of reading in groups?	1. Learners find answers to questions from texts read using think- pair-share. 2. Learners are divided into reading teams to facilitate peer learning and support 3. Learners retell story, events read in pairs and small groups.	Readers, newspapers, journals MTP English Activities Grade 2 pg.62	Peer Assessment, question/answer, retelling a story read	
	4	Writing	Spelling instruction	By the end of the sub-strand, the learner should be able to: a) Spell words with short and long vowel sounds and consonant clusters. b) Use phonic knowledge to spell	Why is it important to spell words correctly?	1. Learners write newly learned words on a word tree 2. Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns	Flash cards, word trees, writing materials, stencil MTP English Activities Grade 2 pg. 63-64	learners participate in spelling challenge, dictation	



				and write familiar and unfamiliar words					
	5	Writing	Spelling instruction	By the end of the sub-strand, the learner should be able to: a) Spell words with short and long vowel sounds and consonant clusters. b) Use phonic knowledge to spell and write familiar and unfamiliar words	Why is it important to spell words correctly?	1. Learners write newly learned words on a word tree 2. Learner should be guided on the use of spelling strategies including knowledge of letter, sound correspondences, and common letter patterns	Flash cards, word trees, writing materials, stencil MTP English Activities Grade 2 pg. 65-66	learners participate in spelling challenge, dictation	
3	1	Listening	Story Telling	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories	Who tells us stories?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories. 2. Learners respond to oral questions related to the story learned or orally recreate a story.	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person MTP English Activities Grade 2 pg.66	retelling stories, question and answer	
	2	Speaking	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Recognize and say multiple letter-sounds to make syllables and	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups,	Audio and Audiovisual aids, Storybooks, Charts, Pictures MTP English	Form words and sentences	



				<p>words</p> <p>b) Blend and segment syllables correctly to form words.</p> <p>c) Use appropriate words to make short, meaningful sentences</p> <p>d) Appreciate the role of blending and segmenting in forming sentences</p>		<p>2. Learners play auditory discrimination games to enable them to listen to different sounds</p> <p>3. Learners give words that rhyme</p> <p>4. Learners are guided to make a list of all the sounds they can hear from the environment (My home, my community)</p>	<p>Activities Grade 2 pg. 67</p>		
	3	Reading	Group Reading	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Read texts collectively with accuracy, fluency, and comprehension.</p> <p>b) Develop peer learning skills of self-assessment</p> <p>c) Improve confidence through peer support in group reading.</p>	<p>What is the importance of reading in groups?</p>	<p>1. Learners find answers to questions from texts read using think- pair-share.</p> <p>2. Learners are divided into reading teams to facilitate peer learning and support</p> <p>3. Learners retell story, events read in pairs and small groups.</p>	<p>Readers, newspapers, journals</p> <p>MTP English Activities Grade 2 pg. 69-70</p>	<p>Peer Assessment, question/answer, retelling a story read</p>	
	4	Writing	Spelling instruction	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Use phonic knowledge to spell and write familiar and unfamiliar words.</p> <p>b) Use simple editing strategies to correct spelling in simple sentences.</p> <p>c) Appreciate the</p>	<p>Why is it important to spell words correctly?</p>	<p>1. Learners identify spelling errors in own writing or unknown texts and provide correct spelling (spacing, punctuation, and spelling)</p> <p>2. Learners practice spelling sight words</p> <p>3. Learners participate in spelling challenge contest, individually, in pairs and groups.</p>	<p>Flash cards, word trees, writing materials, stencil</p> <p>MTP English Activities Grade 2 pg.71-72</p>	<p>learners participate in spelling challenge, dictation</p>	



				importance of correct spelling in writing.					
	5	Writing	Spelling instruction	By the end of the sub-strand, the learner should be able to: a) Use phonic knowledge to spell and write familiar and unfamiliar words. b) Use simple editing strategies to correct spelling in simple sentences. c) Appreciate the importance of correct spelling in writing.	Why is it important to spell words correctly?	1. Learners identify spelling errors in own writing or unknown texts and provide correct spelling (spacing, punctuation, and spelling) 2. Learners practice spelling sight words 3. Learners participate in spelling challenge contest, individually, in pairs and groups.	Flash cards, word trees, writing materials, stencil MTP English Activities Grade 2 pg. 73	learners participate in spelling challenge, dictation	
4	1	Listening	Story Telling	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories	Who tells us stories?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories. 2. Learners respond to oral questions related to the story learned or orally recreate a story.	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person MTP English Activities Grade 2 pg. 66	retelling stories, question and answer	
	2	Speaking	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Recognize and say multiple letter-sounds	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and	Audio and Audiovisual aids, Storybooks, Charts, Pictures	Form words and sentences	



				<p>to make syllables and words</p> <p>b) Blend and segment syllables correctly to form words.</p> <p>c) Use appropriate words to make short, meaningful sentences</p> <p>d) Appreciate the role of blending and segmenting in forming sentences</p>		<p>groups,</p> <p>2. Learners play auditory discrimination games to enable them to listen to different sounds</p> <p>3. Learners give words that rhyme</p> <p>4. Learners are guided to make a list of all the sounds they can hear from the environment (My home, my community)</p>	<p>MTP English Activities Grade 2 pg. 67-68</p>		
	3	Reading	Group Reading	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Read texts collectively with accuracy, fluency, and comprehension.</p> <p>b) Develop peer learning skills of self-assessment</p> <p>c) Improve confidence through peer support in group reading.</p>	<p>What is the importance of reading in groups?</p>	<p>1. Learners find answers to questions from texts read using think- pair-share.</p> <p>2. Learners are divided into reading teams to facilitate peer learning and support</p> <p>3. Learners retell story, events read in pairs and small groups.</p>	<p>Readers, newspapers, journals</p> <p>MTP English Activities Grade 2 pg. 69-70</p>	<p>Peer Assessment, question/answer, retelling a story read</p>	
	4	Writing	Spelling instruction	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Use phonic knowledge to spell and write familiar and unfamiliar words.</p> <p>b) Use simple editing strategies to correct spelling in simple sentences.</p>	<p>Why is it important to spell words correctly?</p>	<p>1. Learners identify spelling errors in own writing or unknown texts and provide correct spelling (spacing, punctuation, and spelling)</p> <p>2. Learners practice spelling sight words</p> <p>3. Learners participate in spelling challenge contest, individually, in pairs and groups.</p>	<p>Flash cards, word trees, writing materials, stencil</p> <p>MTP English Activities Grade 2 pg.71-72</p>	<p>learners participate in spelling challenge, dictation</p>	



				c) Appreciate the importance of correct spelling in writing.					
	5	Writing	Spelling instruction	By the end of the sub-strand, the learner should be able to: a) Use phonic knowledge to spell and write familiar and unfamiliar words. b) Use simple editing strategies to correct spelling in simple sentences. c) Appreciate the importance of correct spelling in writing.	Why is it important to spell words correctly?	1. Learners identify spelling errors in own writing or unknown texts and provide correct spelling (spacing, punctuation, and spelling) 2. Learners practice spelling sight words 3. Learners participate in spelling challenge contest, individually, in pairs and groups.	Flash cards, word trees, writing materials, stencil MTP English Activities Grade 2 pg.73-74	learners participate in spelling challenge, dictation	
5	1	Listening	Story Telling	By the end of the sub-strand, the learner should be able to: a) Listen attentively and confidently respond to stories. b) Appreciate their culture and values as taught through oral stories c) Empathize with familiar people in stories d) Develop their creative and imaginative power as they create	When are stories told?	1. Learners record their stories and listen to them 2. Learners respond to oral questions related to the story learned or orally recreate a story 3. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups.	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person MTP English Activities Grade 2 pg. 74	Retelling stories, question and answer	



				mental images of the oral stories.					
	2	Speaking	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups. 2. Learners play auditory discrimination games to enable them to listen to different sounds. 3. Learners give words that rhyme.	Audio and Audiovisual aids, Storybooks, Charts, Pictures MTP English Activities Grade 2 pg. 75-76	Form words and sentences	
	3	Speaking	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups. 2. Learners play auditory discrimination games to enable them to listen to different sounds. 3. Learners give words that rhyme.	Audio and Audiovisual aids, Storybooks, Charts, Pictures MTP English Activities Grade 2 pg. 75-76	Form words and sentences	
	4	Reading	Silent reading	By the end of the sub-strand, the learner should be able to: a) Read texts and passages silently b) Read silently showing sustained focus for longer periods (15-20 minutes)	When do we read silently?	1. Learners are assisted in developing silent reading skills for efficient Reading (through guiding questions, timing reading) 2. Learners discuss questions after silent reading in pairs and groups	Readers, magazines, newspapers, journals, story books, class readers MTP English Activities Grade 2 pg. 77-78	Question/answer, filling gaps	



	5	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) use conventional spacing between words b) use basic punctuation appropriately	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg.79	teacher to provide a written text modelling good handwriting for the learners to copy in their book	
6	1	Listening	Story Telling	By the end of the sub-strand, the learner should be able to: a) Listen attentively and confidently respond to stories. b) Appreciate their culture and values as taught through oral stories c) Empathize with familiar people in stories d) Develop their creative and imaginative power as they create mental images of the oral stories.	When are stories told?	1. Learners record their stories and listen to them 2. Learners respond to oral questions related to the story learned or orally recreate a story 3. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups.	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person MTP English Activities Grade 2 pg.74	Retelling stories, question and answer	
	2	Speaking	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups. 2. Learners play auditory	Audio and Audiovisual aids, Storybooks, Charts, Pictures MTP English Activities Grade 2	Form words and sentences	



						discrimination games to enable them to listen to different sounds. 3. Learners give words that rhyme.	pg. 75-76		
3	Speaking	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Appreciate the role of blending and segmenting in forming sentences	What are some of the sounds we hear?	1. Learners blend syllables to form words and Sentences (blending and segmenting drills) individually, in pairs and groups. 2. Learners play auditory discrimination games to enable them to listen to different sounds. 3. Learners give words that rhyme.	Audio and Audiovisual aids, Storybooks, Charts, Pictures MTP English Activities Grade 2 pg. 77	Form words and sentences		
3	Reading	Silent reading	By the end of the sub-strand, the learner should be able to: a) Read texts and passages silently b) Read silently showing sustained focus for longer periods (15-20 minutes)	When do we read silently?	1. Learners are assisted in developing silent reading skills for efficient Reading (through guiding questions, timing reading) 2. Learners discuss questions after silent reading in pairs and groups	Readers, magazines, newspapers, journals, story books, class readers MTP English Activities Grade 2 pg.78	Question/answer, filling gaps		
4	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) use conventional spacing between words b) use basic punctuation appropriately	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg.79	teacher to provide a written text modelling good handwriting for the learners to copy in their		



								book	
7	1	Listening	Story Telling	By the end of the sub-strand, the learner should be able to: a) Appreciate their culture and values as taught through oral stories b) Empathise with familiar people in stories	What do stories teach us?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories 2. Learners respond to oral questions related to the story learned or orally recreate a story 3. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person MTP English Activities Grade 2 pg.80	Retelling stories, question and answer	
	2	Speaking	Talk about	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text	How can we talk to others in a proper way?	1. Learners discuss characters and events in a thematic story (prediction of events, seeking clarification by asking questions) 2. Learners role play greeting people of different status showing appropriate emotions (My family, my community)	Audio and Audio visual aids, Resource persons MTP English Activities Grade 2 pg.81	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	Reading	Silent reading	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words b) Answer	When do we read silently?	1. Learners answer comprehension questions from texts read 2. Learner should be provided with follow-up activities for	Readers, magazines, newspapers, journals, story books, class readers	Question/answer, filling gaps	



				comprehension questions from texts read		sustained silent reading (e.g. retell what has been read) 3. Learners could be shown a picture spark that tells the same story (a wedding ceremony)	MTP English Activities Grade 2 pg.82-83		
	4	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) Join letters to form meaningful words b) Use capitalization appropriately	Why should I write well?	1. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually 2. Learners participate in writing contests in class, at school 3. Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg.84	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
	5	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) Join letters to form meaningful words b) Use capitalization appropriately	Why should I write well?	1. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually 2. Learners participate in writing contests in class, at school 3. Learners write dictated sentences, paying attention to the spacing	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg.84	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	



						(between and within words), punctuation and legibility.			
8	1	Listening	Story Telling	By the end of the sub-strand, the learner should be able to: a) Appreciate their culture and values as taught through oral stories b) Empathise with familiar people in stories	What do stories teach us?	1. Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories 2. Learners respond to oral questions related to the story learned or orally recreate a story 3. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person MTP English Activities Grade 2 pg. 80	Retelling stories, question and answer	
	2	Speaking	Talk about	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text	How can we talk to others in a proper way?	1. Learners discuss characters and events in a thematic story (prediction of events, seeking clarification by asking questions) 2. Learners role play greeting people of different status showing appropriate emotions (My family, my community)	Audio and Audio visual aids, Resource persons MTP English Activities Grade 2 pg. 81	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	Reading	Silent reading	By the end of the sub-strand, the learner should be able to: a) Predict the meaning	When do we read silently?	1. Learners answer comprehension questions from texts read 2. Learner should be	Readers, magazines, newspapers, journals, story	Question/answer, filling gaps	



				of unfamiliar words b) Answer comprehension questions from texts read		provided with follow-up activities for sustained silent reading (e.g. retell what has been read) 3. Learners could be shown a picture spark that tells the same story (a wedding ceremony)	books, class readers MTP English Activities Grade 2 pg.82-83		
	4	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) Join letters to form meaningful words b) Use capitalization appropriately	Why should I write well?	1. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually 2. Learners participate in writing contests in class, at school 3. Learners write dictated sentences, paying attention to the spacing (between and within words), punctuation and legibility.	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg. 84	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
	5	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) Join letters to form meaningful words b) Use capitalization appropriately	Why should I write well?	1. Learners engage in a variety of handwriting activities to improve their writing (capital and small letters, commas and full stop), in groups, pairs and individually 2. Learners participate in writing contests in class, at school 3. Learners write dictated	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg. 84	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	



						sentences, paying attention to the spacing (between and within words), punctuation and legibility.			
9	1	Listening	Story Telling	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories b) develop an interest in listening to oral stories c) develop their creative and imaginative power as they create mental images of the oral stories.		Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories 2. Learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person MTP English Activities Grade 2 pg. 86-87	retelling stories, question and answer	
	2	Speaking	Talk about	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text. b) Demonstrate interest to address familiar people using appropriate verbal and nonverbal expressions.	How can we talk to others in a proper way?	1. Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) 2. Learners recreate stories using different media individually, in pairs and groups.	Audio and Audio-visual aids, Resource persons MTP English Activities Grade 2 pg.87	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	Reading	Silent reading	By the end of the sub-strand, the learner should be able to: a) Predict the meaning	When do we read silently?	1. Learners discuss questions after silent reading in pairs and groups 2. Learners answer	Readers, magazines, newspapers, journals, story	Question/answer, filling gaps	



				of unfamiliar words d) Answer comprehension questions from texts read. c) Develop an interest in reading texts for enjoyment.		comprehension questions from texts read 3. Learner should be provided with follow-up activities for sustained silent reading (e.g retell what has been read.	books, class readers MTP English Activities Grade 2 pg.88-89		
	4	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately b) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg.90	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
	5	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately b) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg.91	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
10	1	Listening	Story Telling	By the end of the sub-strand, the learner should be able to: a) listen attentively and confidently respond to stories b) develop an interest in listening to oral		Learners listen to a variety of stories about self, family, health, hygiene, and home from different sources (self, peers, teacher, a resource person (if available), audio recorded stories 2. Learners role play, ask	Props for storytelling, picture cards, story books, audio and video-recorded stories, resource person	retelling stories, question and answer	



				stories c) develop their creative and imaginative power as they create mental images of the oral stories.		questions, tell stories and sing songs related to the story learnt (themes: self, family, and home), in pairs and small groups	MTP English Activities Grade 2 pg. 86		
	2	Speaking	Talk about	By the end of the sub-strand, the learner should be able to: a) Confidently talk about characters and events in a story or text. b) Demonstrate interest to address familiar people using appropriate verbal and nonverbal expressions.	How can we talk to others in a proper way?	1. Learners are prompted to retell stories (creativity, turn-taking, vocabulary practice) 2. Learners recreate stories using different media individually, in pairs and groups.	Audio and Audio-visual aids, Resource persons MTP English Activities Grade 2 pg. 87	Panel discussion on an issue affecting the Community e.g jigger infestation, malaria	
	3	Reading	Silent reading	By the end of the sub-strand, the learner should be able to: a) Predict the meaning of unfamiliar words d) Answer comprehension questions from texts read. c) Develop an interest in reading texts for enjoyment.	When do we read silently?	1. Learners discuss questions after silent reading in pairs and groups 2. Learners answer comprehension questions from texts read 3. Learner should be provided with follow-up activities for sustained silent reading (e.g retell what has been read.	Readers, magazines, newspapers, journals, story books, class readers MTP English Activities Grade 2 pg. 88	Question/answer, filling gaps	
	4	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns	Books, pencils, crayons, word puzzles, story books	Teacher to provide a written text modelling good	



				b) Appreciate the importance of clear and legible handwriting		2. Learners observe and practice handwriting as is displayed.	MTP English Activities Grade 2 pg.90	handwriting for the learners to copy in their book.	
	5	Writing	Handwriting	By the end of the sub-strand, the learner should be able to: a) Use capitalization appropriately b) Appreciate the importance of clear and legible handwriting	Why should I write well?	1. Learners use a variety of handwriting activities to practice letter patterns, word patterns, and sentence patterns 2. Learners observe and practice handwriting as is displayed.	Books, pencils, crayons, word puzzles, story books MTP English Activities Grade 2 pg.91	Teacher to provide a written text modelling good handwriting for the learners to copy in their book.	
11	END OF TERM ASSESSMENT AND CLOSING								