



**ENGLISH LANGUAGE SCHEME
J.S2**

SN	TOPICS	CONTENTS
1.	SPEECH	<ul style="list-style-type: none"> - Introduction to Vowels and Consonant Sounds - Comprehension: Introduction to Comprehension Grammar: Parts of Speech – Verbs, Nouns, Pronouns, etc Composition: Writing an Outline Mechanic/Register: Capital Letters and Full stop
2.	SPEECH	<ul style="list-style-type: none"> - The Vowel Sounds/i/ and /i:/ and /e/ Comprehension; Reading to understand the Writer’s purpose “Madam and her Driver “ Composition: Writing an Outline, Topic sentence, supporting sentence, ‘How I spent my last Holiday’ Register: Health
3.	SPEECH	<ul style="list-style-type: none"> - The Vowels/æ/ and /a:/ - Comprehension: Reading to understand the writer’s purpose, ‘Advances in modern Medicine’ - Grammar: Types and functions of Nouns –Proper and Common - Composition: Writing headings (Titles) - Register: Health
4.	SPEECH	<ul style="list-style-type: none"> - The Vowel sound /D/ and /ɔ:/ - Comprehension: Reading to determine points for a summary “Controlling mosquitoes” (Intensive) - Grammar: Types of Nouns: Abstract and Collective - Composition: Unity of ideas in a paragraph: “My Uncle” - Mechanics: Words commonly mis-spelt
	SPEECH	
5.		<ul style="list-style-type: none"> - The Vowels /ʌ/ and /ɑ:/, /ə/ and /ɜ:/ - Comprehension: Reading to know the meaning of words in various contexts; meaning without the Dictionary (spectrum) - Grammar: Types and forms of pronouns: Personal, Possessive, Reflexive Pronouns. - Composition: Linking paragraphs, “My Siblings”
6.	SPEECH	<ul style="list-style-type: none"> - Consonants /m/ and /n/ - Comprehension: Reading to know the meaning of words in various contexts: “Yes, I had” (Spectrum) - Grammar: Types of pronouns: Demonstrative, Interrogative, Indefinitive Pronouns

		<ul style="list-style-type: none"> - Composition: In the classroom: Paragraph Division in writing. The use of sentence structure “There is” - Mechanics: How to write the Title of Books, Plays, Poems, etc
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7.	SPEECH	<p>Composition: Describing Homes</p> <p>Oral: Consonants /d/ and /d/; Spelling and Dictation (focus on quotation marks)</p> <p>Reading Skills – Reading for specific Details</p> <p>Grammar: - Comparing things using: exactly the same, alike in many respects, similar in one respect, different</p>
8.		<p>Composition – Informal Letters</p> <p>Oral – Consonants /h/ and /j/; spelling and Dictation</p> <p>Reading Sills – Reading for implied meaning</p> <p>Grammar: - Comparing things, Adjective and Adverbs of manner</p>
9.		<p>Composition: Formal Letters (2)</p> <p>Oral – Consonants /m/ and /n/; Spelling and Dictation. (Revision of punctuation marks)</p> <p>Reading Skills: Reading for implied meaning (but); making inference</p> <p>Grammar: Functions and meaning of Adjective and Adverbs</p>
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11.	SPEECH	<ul style="list-style-type: none"> - Composition: Describing situations - Oral: The Consonant /y/ ; spelling and Dictation (Revision of punctuation marks) - Reading Skills: Reading a Dialogue - Grammar: Adverbs of Frequency, Time and Place

12.		<p>Composition: ‘How I spent my Weekend’ Oral: The consonant /l/;spelling and Dictation on nasal sounds Reading Skills: Identifying the subject matter and Tone of a writer Grammar: Expressing cause, Reason and Purpose</p>
13.		<p>Composition: Writing a narrative (A story of/An Accident) Oral: The consonant /r/; spelling and Dictation (focus on lateral sounds) Reading Skills: Identifying the mood of a writer (poetry) Grammar: Open condition and Contrast (Expressing uncertainty and unknown)</p>
14.	SPEECH	<p>Composition: Writing a Debate (supporting and opposing) Oral: Strong and Weak forms of words. Spelling and Dictation (focus on tier one words) Reading Skills: skimming and scanning (picking out main points; reading with questions)</p>

15	SPEECH	<p>Composition – “ My Cultural Background” (Descriptive) Oral: Rising and falling Intonations (Listening Skills): Spelling and</p>
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		<p>Dictation</p> <p>Reading Skills: Oral practice</p> <p>Grammar – Noun Clause (as Objects)</p>
16	SPEECH	<p>Composition – Formal Letter Writing (Expressing views or opinions)</p> <p>Oral – Making a formal Introduction (Speaking and Listening Skills)</p> <p>Spelling and Dictation: (The Oil industry)</p> <p>Grammar: Clauses</p>
17		<p>Composition: Narrative Writing (writing a conversation)</p> <p>Oral: The Short Vowel /e/; Spelling and Dictation (The Question Mark)</p> <p>Reading Skills – Reading to Identify the writer’s purpose</p> <p>Grammar: Questions with question Tags</p>
18	SPEECH	<p>Composition: Planning Paragraphs</p> <p>Oral: The Diphthong /ei/; Spelling and Dictation – using Capital letters</p> <p>Reading Skills: Identifying Sensory Languages</p> <p>Grammar: Identifying Adjectives and Adverbs</p>
19		<p>Composition – Expressing Contrasting ideas</p> <p>Oral: The Diphthong /ai/; Spelling and Dictation – using capital letters and commas</p> <p>Reading Skills: Summarizing Paragraphs</p> <p>Grammar: Phrases and Clauses</p>
18	SPEECH	<p>Composition – Preparing a Schedule</p> <p>Oral: The Diphthong /ɔi/; Spelling and Dictation – using the Full Stop (.)</p> <p>Reading Skills: Summarizing Paragraphs</p>

19	SPEECH	Composition- Filling Out Details Oral: Diphthong /au/; Spelling and Dictation – using commas
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