

*St Antonys UP
School, Thazhyil*

*Academic
Master plan*

2025-26

" To improve the quality of public education, this project focuses on students with learning disabilities and those who are backward in studies in the community. In the academic year 2025-26 the project aim to ensure that all students in the school are encouraged and given special attention, giving importance to those who need it, and helping them to reach a higher standard in their learning process. This will also enable more awareness in the new generation. Through this activity it will be possible to make the learning process more enjoyable, and at the same time, the project aims to ensure the participation of parents in their children's education."

AIM - To listen, speak, read and write English without any mistakes.

SKILLS - Listening and Speaking Skill.

- Self Introduction
- Introducing phonetic's sound through examples.

- Reading Skill

- Reading News.
- Finding words from reading materials.
- Describing words and sentences from T.B.

- Writing Skill.

- Making Word Web.
- Picture Description.

Support - Teachers, Parents and Friends.

Duration - June - February.

Finance Resource - Staff, PTA.

As part of the curriculum, we the teachers of St. Antony's UP School Thayyil ensure to focus on learning english effectively under the guidance of our Headmistress and the teachers in charge.

In this case, we'll be focusing on improving the speaking, listening, reading and writing skills in children. It also helps to build confidence in communication and enhancing the ability to express english effectively. we will explore various aspects of spoken english through extra classes ~~on~~ before or after the school time. Such as

- Pronunciation and intonation.
- Vocabulary and phrases for every day conversation.
- Grammar and sentence structure.
- Communication strategies and tips

By the end of this module, students will be able to

MODULE - 1 [June, July] Listening and Speaking Skill.

This module insist on listening and Speaking Skills

- Listening to simple audio materials.
- Engage children to be active with various activities based on the module.

Introducing 26 English Alphabets, among them 5 vowels and 21 consonants. With the help of ICT. the english alphabets and their sounds are taught through phonetics. Concept is made more clear through phonetic songs.

Words are introduced with the help of pictures. Oral drilling is done by the teacher to improve their listening skill. This will also help them to improve pronunciations. The learners are asked to find vowels from the given words.

Eg. Apple, Orange, Egg, Igloo, Umbrella, Ant, Ice-cream etc.

- Engage in conversation and speak English
- Understand different accents and speaking styles.
- Use English with confidence in daily life situations.
- Complete knowledge in grammar and able to frame sentences correctly.

After teaching them various letters and words next we move on to different ways of greetings. For this:

- Rapport is created between students and teachers by asking different questions related to their daily life situations.
- Get answers in their mother tongue and the ts. take initiative to translate the same in English.

Speaking Situations - Greetings

- | | |
|------------------|-------------------|
| • Hello | • How are you? |
| • Good Morning | • Thank you. |
| • Good Afternoon | • You're Welcome. |
| • Good Evening | • Excuse me. |
| • Good Night | • I'm Sorry (etc) |

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MODULE 2 (August, September) Reading Skill

— Rapport is created between the teacher and students by asking different questions related to classroom.

- May I know your name?
- Where are you from?
- Wait a minute.
- How are you? (I'm outstanding)
- Please be seated.
- May I go to the washroom.
- Please speak more loudly.
- I'm very sorry (etc.).

— Students will have to introduce themselves and 'Self Introduction' is taught in a correct manner.

— Through this activity the concept 'Sentence' is introduced in the classroom.

'A sentence is a group of words that make sense'

— It helps children to identify and make them read simple sentence structure.

- Read simple sentences with correct pronunciation using ICT.
- Simple picture descriptions.

Examples of simple sentences.

- My name is —
- I'm 7 yrs old.
- I live in Thagayil.
- I study in class 4.
- My school name is St. Antony's V.P. School.
- My favourite subject is —
- My hobbies are reading, drawing and watching T.V.
- My father is a business man.
- My mother is a house wife.

MODULE 3 (October, November) Reading Skill.

- Students are asked to find simple sentences from their T.B.
- After finding the sentences the students are taught about Nouns, Verbs, Adverbs and adjectives.
- Students are taught to frame simple sentences using noun, verb, adverb and adjectives.

Various words in verbs, nouns, Adverbs and Adjectives are given

Nouns

Book, Table, Fish, Friends.

Verbs

run, read, jump, swim

Adverbs

slowly, loudly, proudly, honestly

Adjectives

Happy, tall, beautiful, old, big, kind etc.

More words related to nouns, verbs, adverbs and adjectives are given to make the concept clear.

Sentence starters are introduced.

I, The, My, If

Eg. I like reading

The dog is barking

My favourite food is Pizza.

If I had a million dollars I will help others.

Introduce sentence connectors.

Eg. And, But, So, Because

Eg. I like reading and drawing.

I wanted to go but I am tired.

I am hungry so I'll eat a snack.

I am tired because I didn't get sleep last night.

Activity

Reading cards with picture descriptions are given.

Eg. This is an apple.

An apple is red

It is a fruit
I like it very much.

This will enable the students to improve
their reading skill.

MODULE 4 (December, January, February) Writing Skill.

In this module we focus more on grammar like

- Singular and Plural
- Prepositions
- Present, Past and Future tense (V_1, V_2, V_3)
- Editing Skill.
- Encourage creative writing.

1. Singular and Plural.

- Identify and explain the difference with the help of objects and other aids.
- Singular refers to one person, place or thing while Plural refers to more than one.

eg. Book - Books.

Bag - Bags.

House - Houses

Child - Children

Foot - Feet.

Baby - Babies

Watch - watches.

2

Preposition

Define and identify prepositions.

Use correctly in sentences.

Words of location

In, on, at, by, with.

Words of direction

To, from, up, down, in, out.

Words of time

At, on, during, before, after.

Provide various examples with pictures and ask them to frame sentences correctly.

3. Present Tense

To create present tense add verb card to a sentence strip with subject (I, She, They)

I + run - I run

She + reads - She reads.

They + play - They play.

Adding additional details to the sentence like (everyday, friends etc)

eg. They play with friends.
She reads every day.

Past Tense.

Definition and examples (eg I ate, she played
they danced)

Verb cards.

ran, sang, wrote, read, played, drew, ate

Daily routine verbs.

woke up

had breakfast

slept

watched TV

studied

Future Tense

Verb cards.

will run

will jump

will sing

will dance

Daily routine verbs.

will wake up, will go to school, will listen

will play with , will help , will have lunch
eg. I will eat dinner with you tomorrow.

we will go for a trip next month.

They are going to build a new house.

Editing and Creative Writing

As per the knowledge they gained in the previous module ; paragraphs written wrongly will be given and they have to identify and correct the errors. More eggs in editing will help to improve writing quality.

Grammatical errors and punctuation errors and Spelling errors are focused and cleared it correctly.

By the end of the module students will be able to write creatively on their own with less grammatical errors and they will be fluent in all the four skills.

By following the structured approach students will develop a strong foundation in LSRW skills.