THE STRIVING

MUSLIM ACADEMY

Islamic and Academic Education

SCHEME OF WORK · THIRTY SIX WEEKS

English at Home

A full year planned, in two tracks: Primary 1 to 6, and Junior Secondary 1 to 3. Reading, grammar, composition and comprehension, sequenced so each week builds on the one before.

WHAT IS INSIDE

- How to use this scheme
- The year at a glance
- Thirty six weeks, Primary track
- Thirty six weeks, Junior Secondary track
- Checking without testing
- When it is not working
- A record of work for the whole year
- What comes after this year

The Striving Muslim Academy

Primary and Junior Secondary · thirty six weeks · two tracks in one book

Written for a parent teaching at home. No training assumed, and nothing else to buy.

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Primary track

PRIMARY 1 TO 6, ROUGHLY AGES 6 TO 11

WK	TOPIC	WHAT YOU ACTUALLY DO	BY FRIDAY THEY CAN	IF THEY CANNOT
Term one · reading that works, and sentences that hold				
1	**Reading aloud, daily**	Ten minutes aloud, every day, their reading to you. You read the next page to them so they hear it done well.	Read a page aloud at a steady pace without stopping at every word.	They stop at every third word. The book is too hard. Drop a level; fluency is built on books that feel easy.
2	**Understanding what they read**	After each page ask: who, where, what happened, what might happen next.	Retell what they have read in their own words.	They can read every word and remember nothing. This is decoding without comprehension. Ask after every paragraph, not at the end.
3	**The sentence**	Hunt for full stops and capitals in a real book. Then write five sentences of their own.	Write a complete sentence with a capital and a full stop.	They write one long sentence joined by "and". Read it aloud to them and ask where they took a breath.
4	**Nouns and verbs**	Point at things and name them, then act and name the action. Label ten of each in a page of their book.	Identify nouns and verbs in a sentence.	They have learned the definitions and cannot spot them. Use their own writing, not a worksheet.
5	**Adjectives**	Describe one object five ways. Then improve a dull sentence together.	Use adjectives to improve their own sentence.	They pile on three adjectives at once. One good word beats three weak ones. Make them choose.
6	**Spelling patterns**	Five words a day from one pattern. Look, cover, write, check.	Spell the week's pattern correctly in their own writing, not only in a list.	They get ten out of ten on Friday and misspells them on Monday. Take the words from their own writing instead of a list.
7	**Questions**	Ask and write five real questions about the book they are reading.	Write a question with the right word order and a question mark.	They write a statement with a question mark. Say both aloud; the voice goes up at the end of a question.
8	**Writing a paragraph**	One idea, three or four sentences. Plan it in three words first.	Write a paragraph that stays on one idea.	They change subject halfway. Ask them to say the paragraph's one idea in three words before writing.

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WK	TOPIC	WHAT YOU ACTUALLY DO	BY FRIDAY THEY CAN	IF THEY CANNOT
Term two · composition and comprehension				
9	**Narrative composition**	Plan, draft, edit across three days. One story, done properly.	Write a planned narrative with a clear structure.	A plot with no problem in it. Every story needs something to go wrong.
10	**Descriptive composition**	Describe a market, a journey, a storm. Senses, and precise nouns.	Write a description using precise nouns rather than piled adjectives.	Adjective stacking. One exact noun is worth three adjectives; show them the difference.
11	**Expository writing**	Explain a process they know well to somebody who does not.	Explain something clearly in writing, in logical order.	They assume knowledge the reader does not have. Have somebody else read it and ask questions.
12	**Argumentative writing**	Take a real question, argue one side, then argue the other.	Write an argument with reasons and a counter argument.	They assert without evidence. Require a reason and an example for every point.
13	**Letters, formal and informal**	Write both, on the same subject, and compare them side by side.	Write a formal and an informal letter correctly.	They use informal language in the formal one. The side by side comparison is the lesson.
14	**Comprehension: literal and inferential**	Two passages a week, questions of both kinds, marked together.	Answer both kinds and say which kind a question is.	Inference again. Ask which words in the passage led them to the answer.
15	**Comprehension: vocabulary in context**	Give the meaning of a word from the passage alone, with no dictionary.	Work out a word's meaning from its context.	They guess from the look of the word. Ask them to replace it with their guess and read the sentence back.
16	**Figures of speech**	Find simile, metaphor, personification and irony in a text.	Name a figure of speech and explain its effect.	They name it and cannot say what it does. The effect carries the marks.

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When it is not working

Every one of these happens to every family. None of them means the child cannot do the subject, and none of them means you are teaching it wrongly.



They read every word and understands nothing

Decoding and comprehension are two different skills, and a child can be strong in one and weak in the other. It is easy to miss because the reading sounds fine.

What to do. Stop at the end of every paragraph and ask what just happened. Do it for three weeks, then every page, then every chapter.

They hate writing

Almost always because their writing has been corrected more than it has been read. Writing has become a test rather than a way of saying something.

What to do. For two weeks, read what they write and respond to the content only. Say nothing about spelling at all. Then reintroduce three corrections at a time.

Their spelling is good on Friday and gone on Monday

They have learned the list, not the words. List learning transfers badly because the words are not theirs.

What to do. Take next week's words from their own writing, from mistakes they actually made. They stick because they matter.

They write one long sentence with no punctuation

They are writing the way they speak, which is a normal stage and not carelessness.

What to do. Have them read their own work aloud and mark where they breathe. Those are the full stops. It works better than any rule.

Their handwriting is painful to read

Usually a grip problem or a speed problem rather than an effort problem.

What to do. Fifteen minutes daily, never longer, and check the grip first. A triangular grip aid costs little and fixes most of it.

English is not the language spoken at home

This is very common and it is an advantage in the long run, not a disadvantage. The short term cost is vocabulary, not ability.

What to do. Increase reading aloud and talk about every new word. Do not reduce the home language: children who keep both do better in both.

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SAMPLE PAGES

You have read a few pages. The pack is longer.

What you are holding is a short sample, taken from different parts of the pack so that you can see how a week is planned and what a child is actually asked to do, before you decide.

The complete pack, and the rest of the academic materials, are on our website: schemes of work for a parent teaching at home, and practice packs for the skills children get stuck on.

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Members of the homeschool community do not buy these. If you have joined the community, the pack for the term you are working on is given to you at no cost.

Our Islamic Education classes are free. These packs are part of what pays the teachers who teach them.