

3.4 CONTENT AND TEACHING PLANS FOR ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 4

GRADE 4 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 – 2	<p>Listens to story</p> <p>Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/real life stories</p> <p>Text from the textbook or Teacher's Resource File</p> <p>Answers simple questions</p> <ul style="list-style-type: none"> • Retells the story in the right sequence • Names characters in the story correctly • Expresses feelings about the story <p>Gives a simple personal recount</p> <ul style="list-style-type: none"> • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence <p>Practises Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game 	<p>Reads a story Text from the textbook or reader/s or Teacher's Resource File</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Answers questions about the text • Explains the story line and identifies the main characters • Retells the story in sequence • Expresses feelings about the story <p>Does comprehension activity on the text (oral or written)</p> <ul style="list-style-type: none"> • Discusses new vocabulary from the read text • Spells ten words from read text • Uses a dictionary to revise alphabetical order <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells story or main ideas 	<p>Writes about the story</p> <ul style="list-style-type: none"> • Writes sentences about the story (e.g. summary or own ending) • Writes sentences to expresses opinions or feelings about the story) • Uses punctuation correctly <p>Writes a simple personal recount using a frame, (e.g. yesterday!..... Then I.....)</p> <p>From the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> • Uses the frame • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence <p>Creates a personal dictionary</p> <ul style="list-style-type: none"> • Labels pages with letters of alphabet • Enters 5 words and meanings (drawing/sentence using the word/ explanation of word) 	<p>Spelling and punctuation</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Punctuates correctly: full stop, capital and small letters</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Understands and uses uncountable nouns (e.g. chalk)</p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p> <p>Builds on understanding and use of simple past</p> <p>Vocabulary in context</p> <p>Synonyms (words that are similar in meaning, e.g. soft/gentle)</p>

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WEEK 3–4	<p>Listens to information text, e.g. a factual recount/simple news report</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers questions • Describes the event • Shares ideas and offers opinions <p>Gives a factual recount of a news event based on personal experience</p> <ul style="list-style-type: none"> • Tells about the event in at least 3 sentences • Selects appropriate content • Tells about the event in the correct sequence <p>Listens to and responds to simple oral directions</p> <ul style="list-style-type: none"> • Follows the directions • Shows understanding of vocabulary relating to direction, e.g. left, right, up, down <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game 	<p>Reads information text, e.g. factual recount/news report Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning • Discusses the title and headlines/headings and sub-headings <p>Does comprehension activity on the text (oral or written)</p> <ul style="list-style-type: none"> • Answers questions about main idea and specific details • Explains meaning of unfamiliar words <p>Reads a simple map</p> <ul style="list-style-type: none"> • Identifies the place/s on the map • Follows a route on the map • Describes a route on the map using vocabulary relating to direction <p>Reflects on texts read during independent/ pair reading</p> <ul style="list-style-type: none"> • Retells story or explains main ideas 	<p>Writes a factual recount/writes about a news event based on personal experience</p> <ul style="list-style-type: none"> • Writes sentences about an event using a frame • Selects appropriate content • Writes a title • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary <p>Labels a simple map</p> <ul style="list-style-type: none"> • Writes the names of place/s and other features on the map <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling and punctuation</p> <p>Builds on knowledge of sight words and high frequency words</p> <p>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city</p> <p>Punctuates correctly: full stop, comma</p> <p>Working with words and sentences</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog</p> <p>Understands and uses verbs to describe actions</p> <p>Builds on understanding and use of simple past</p> <p>Builds on understanding and use of present progressive</p> <p>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</p> <p>Vocabulary in context</p> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft)</p> <p>Abbreviations such as acronyms e.g. AIDS and initialism, e.g. HIV</p>

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WEEK 5&6	<p>Listens to a story</p> <p>Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/real life stories</p> <p>Text from the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> • Predicts what will happen next • Answers simple questions • Retells the story in the right sequence • Names characters in the story correctly • Identifies characters from oral descriptions • Expresses feelings about the story <p>Describes people/characters from the story</p> <ul style="list-style-type: none"> • Explains what the people look like • Uses a few new words learnt from story • Uses adjectives <p>Practises Listening and Speaking</p> <p>(choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game 	<p>Reads a story from the textbook or reader/s or Teacher's Resource File</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Explains the story line and identifies the main characters • Retells the story in sequence • Expresses feelings about the story • Answers questions about the text <p>Does comprehension activity on the text (oral or written)</p> <ul style="list-style-type: none"> • Discusses new vocabulary from the read text • Spells ten words from read text <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells story or main ideas 	<p>Writes about a story</p> <ul style="list-style-type: none"> • Writes sentences about the story (e.g. summary or own ending) • Writes own sentences to express opinions or feelings about the story • Uses punctuation correctly <p>Writes a description of people/characters from the story using a frame</p> <ul style="list-style-type: none"> • Writes sentences about what people look like • Uses a few new words learnt from story • Uses adjectives • Corrects spelling using a dictionary <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce</p> <p>Words starting with a k sound and followed by e or i: use a k to spell the word</p> <p>Shortening words, e.g. television - telly, telephone – phone</p> <p>Uses abbreviations correctly: acronyms, initialisation, truncation</p> <p>Working with words and sentences</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Uses regular forms of the verb, e.g. walk, walked</p> <p>Uses adverbs of frequency (e.g. 'She hardly ever visits me.')</p> <p>Builds on use of prepositions that show position (on, under, above)</p> <p>Uses connecting words to show addition (and) and sequence (then, before)</p> <p>Uses different types of adjectives including those relating to age e.g. old, young</p> <p>Vocabulary in context</p> <p>Compound words, e.g. playground</p>

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WEEK 7-8	<p>Listens to and carries out instructions, e.g. recipe/instructions for making or doing something</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers questions • Asks questions to obtain information • Listens and responds appropriately • Describes what needs to be done <p>Gives simple instructions</p> <ul style="list-style-type: none"> • Uses correct specific details • Uses correct sequence • Uses the command form of the verb <p>Practises Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a language game 	<p>Reads procedural texts, e.g. recipe/ instructions for making or doing something</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses sequence of instructions • Follows the instructions <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares books read 	<p>Writes simple instructions using a frame</p> <ul style="list-style-type: none"> • Number the instructions • Uses correct specific details • Uses the right sequence • Writes the instructions using a frame • Uses verbs correctly • Corrects spelling using a dictionary <p>Writes a list with headings</p> <ul style="list-style-type: none"> • Writes a list of items • Uses the correct format • Gives the list a heading • Uses singular and plural correctly <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</p> <p>Add s to form most plurals</p> <p>Working with words and sentences</p> <p>Uses the command form.</p> <p>Understands and uses negative forms</p> <p>Revises common nouns: countable nouns e.g. book – books</p> <p>Present perfect tense (e.g. 'I have finished.')</p> <p>Begins to use 'must', 'should' and 'have to' to show obligation.</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

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WEEK 9–10	<p>Listens to a song/simple poem</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm • Identifies words which begin with the same sound • Expresses feelings stimulated by the text • Performs song/selected lines <p>Plays a more complex language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak <p>Practises Listening and Speaking</p> <p>(choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game 	<p>Reads a simple poem/s</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Answers questions about text • Identifies rhythm and rhyme • Breaks up words into syllables • Expresses feelings stimulated by the text <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> • Spells words correctly • Shows understanding of meanings of words <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, rhythm and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read. 	<p>Writes sentences that rhyme or simple poem with frame</p> <ul style="list-style-type: none"> • Writes pairs of sentences of the same length that rhyme • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop the rhythm <p>Practises writing</p> <ul style="list-style-type: none"> • Writes words that begin with the same sound, e.g. Naughty Nomsa <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling and punctuation</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Punctuates correctly: question mark, exclamation mark</p> <p>Working with words and sentences</p> <p>Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Present progressive tense (e.g. ‘He is reading.’);</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog</p> <p>Revises common nouns: countable nouns e.g. book – books</p> <p>Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Words belonging to the same lexical field, e.g. ‘cat’ and ‘dog’ belong to the lexical field ‘animals’</p>

GRADE 4 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1–2	<p>Listens to a story</p> <p>Choose from contemporary realistic fiction/traditional stories/personal accounts/ adventure/real life stories</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Predicts what will happen next • Answers simple questions • Retells the story in the right sequence • Names characters in the story correctly • Identifies characters from oral descriptions • Gives a personal response to the story <p>Gives a personal recount</p> <ul style="list-style-type: none"> • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence <p>Practises Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game 	<p>Reads a story</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. making predictions and inferences, uses phonic and contextual clues • Asks and answers questions about the story • Identifies plot, setting and character • Explains opinions about the text <p>Does comprehension activity on the text (oral or written)</p> <ul style="list-style-type: none"> • Discusses new vocabulary from the read text • Uses a dictionary <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Share opinions on the book 	<p>Writes a message</p> <ul style="list-style-type: none"> • Chooses appropriate content • Uses correct format • Addresses text to a person • Ends with own name <p>Writes a personal recount using a frame, (e.g. yesterday I.....Then I.....)</p> <p>From the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> • Uses the frame • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence • Uses varied vocabulary <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p>Add –es to form plurals of words ending in -s, -sh, -ch, or -z., e.g. bunch, bunches; brush, brushes</p> <p>Working with words and sentences</p> <p>Builds on use of proper nouns, e.g. with capital letter</p> <p>Uses different types of adjectives including those relating to age</p> <p>Uses different types of adjectives including those relating temperature</p> <p>Begins to use irregular forms of some verbs, e.g. run, ran</p> <p>Constructs simple sentences using subject, verb, object, e.g. 'Bongi / read / her book'</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<p>Listens to information text, e.g. weather report or a description of a place</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies specific details Interprets the information given Relates to personal experience <p>Listens to and responds to simple oral directions</p> <ul style="list-style-type: none"> Follows the directions Shows understanding of vocabulary relating to direction <p>Listens to a description and describes an object</p> <ul style="list-style-type: none"> Identifies the object described correctly Uses words that correctly describe the object Uses some new words Uses adjectives <p>Practises Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song Responds physically to instructions Plays a simple language game 	<p>Reads information text with visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures/visuals Uses reading strategies, e.g. skimming Asks and answers questions Discusses main idea and specific details Interprets the information in the visuals <p>Reads a visual text, e.g. a poster advertising an event</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Interprets the information Discusses the purpose of the text Discusses some of the language used Identifies and discusses design features such as colour and different sizes or kinds of print (font) <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Compares books/texts read 	<p>Summarises information text with support</p> <ul style="list-style-type: none"> Fills in missing words in a written summary or in a chart/table/mindmap Uses appropriate vocabulary Uses some new words from the read text <p>Designs a visual text, e.g. a poster advertising an event</p> <ul style="list-style-type: none"> Selects appropriate information Uses the correct format Uses design features such as colour and different sizes or kinds of print (font) <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Add –es to form plurals of words ending in –s, –sh, –ch, or –z:, e.g. bunch, bunches; brush, brushes</p> <p>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p>Working with words and sentences</p> <p>Revises 'a' and 'the' with nouns.</p> <p>Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</p> <p>Simple present to describe universal statements, e.g. 'The sun sets in the west.'</p> <p>Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.')</p> <p>Develops understanding and use of connecting words showing addition, sequence and contrast.</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Synonyms (words that are similar in meaning, e.g. soft/gentle)</p> <p>Collocations, e.g. Happy birthday, fish and chips</p>

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<p style="text-align: center;">WEEK 5–6</p>	<p>Listens to a story</p> <p>Choose from contemporary realistic fiction/ traditional stories/ personal accounts/ adventure/real life stories/ Text from the textbook or Teacher’s Resource File</p> <ul style="list-style-type: none"> Listens and relates to own experience Identifies specific details Retells the story Describes the effect of an action or event Explains the message of the story <p>Listens to a poem/s</p> <ul style="list-style-type: none"> Explains <ul style="list-style-type: none"> what the poem is about Relates to own experience Identifies rhyme and rhythm Identifies words which begin with the same sound Expresses feelings stimulated by the poem Performs poem/selected lines <p>Practises Listening and Speaking</p> <ul style="list-style-type: none"> Practises using words that imitate their sounds, e.g. bees buzz, glass tinkles 	<p>Reads a story</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. predicting, uses phonic and contextual clues Identifies the plot Explains the message of story Describes the effect of an action or event Identifies stereotypes <p>Does comprehension activity on the text (oral or written)</p> <p>Reads a poem/s</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues Identifies rhythm and rhyme Breaks up words into syllables Expresses feelings stimulated by the poem <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate expression and tempo <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Retells story or main ideas in 3 to 5 sentences Expresses emotional response to texts read. 	<p>Writes a story using a frame</p> <ul style="list-style-type: none"> Selects appropriate content for the topic Uses the frame correctly Uses a variety of vocabulary including connecting words and phrases Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Records words and their meanings in a personal dictionary <p>Writes sentences that rhyme</p> <ul style="list-style-type: none"> Writes pairs of sentences of the same length that rhyme Uses appropriate rhythm and rhyme Uses knowledge of syllables to develop the rhythm <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city</p> <p>Words starting with a k sound and followed by e or i: use a k to spell the word</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog</p> <p>Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Builds on understanding and use of simple past</p> <p>Begins to use adverbs of degree, e.g. ‘very, really, almost, too’</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Phrasal verbs, e.g. divide up, move in</p>

GRADE 4 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p>Listens to and carries out instructions, e.g. recipe/instructions for making or doing something</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses specific details of text • Asks questions to obtain information • Listens and responds appropriately <p>Gives instructions (at least two steps)</p> <ul style="list-style-type: none"> • Uses appropriate vocabulary • Uses verbs correctly • Gives instructions in the correct sequence <p>Classifies things</p> <ul style="list-style-type: none"> • Divides items into groups according to specific criteria • Explains why things belong together <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Responds physically to instructions • Gives and follows simple instructions/directions 	<p>Reads procedural text, e.g. a recipe/ instructions for doing or making something</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions <p>Reads information text with visuals, e.g. diagrams/ drawings/tables/charts/ mindmaps/pictures</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures; previews text, e.g. surveys headings • Asks and answers questions • Explains main ideas • Interprets information in the visual <p>Does comprehension activity on the information text (oral or written)</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Relates to own life 	<p>Writes about a procedure with support</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Fills details into a frame • Uses specific details • Stays on topic • Uses appropriate grammar, spelling and punctuation • Records words and their meanings in a personal dictionary <p>Labels and/or completes a visual text, e.g. diagram/drawing/table/ chart/ mindmap</p> <ul style="list-style-type: none"> • Listens to oral information • Includes specific details • Uses appropriate vocabulary • Writes labels in correct place <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Builds on knowledge of sight words and high frequency words</p> <p>Working with words and sentences</p> <p>Uses the command form of the verb, e.g. Stop.</p> <p>Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission</p> <p>Uses 'must' to show necessity</p> <p>Begins to use 'shall' and 'will' to show intention.</p> <p>Uses adverbs of place (here, there)</p> <p>Uses adverbs of manner (e.g. quickly, slowly)</p> <p>Vocabulary in context</p> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft)</p> <p>Words taken from shared or individually read texts</p>
WEEK 9-10	SUMMATIVE ASSESSMENT			

GRADE 4 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Listens to a story</p> <p>Choose from contemporary realistic fiction/traditional stories/personal accounts/ adventure/funny/fantasy/real life stories</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses plot, setting and characters • Answers simple questions • Names characters in the story correctly • Retells the story in the right sequence • Expresses feelings about the story • Describes causes and effects of actions or events <p>Describes a person/animal character from story/place from the story</p> <ul style="list-style-type: none"> • Explains what the person/animal/ character/ place looks like • Uses a few new words learnt from story • Uses adjectives <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read 	<p>Reads a story</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Interprets and explains the message • Uses reading strategies, e.g. makes predictions, uses contextual clues to determine meaning, makes inferences • Retells events in correct sequence • Describes feelings about the text giving reasons • Discusses the main character and other character • Does a role-play based on the story <p>Does comprehension activity on the text (oral or written)</p> <p>Reads a simple book review</p> <ul style="list-style-type: none"> • Identifies key information, e.g. title of book being reviewed, writer, etc. • Identifies main points • Discusses format of the review • Discusses response to the review <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Does a short oral book review using an appropriate frame 	<p>Writes dialogue</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the frame appropriately • Characters' 'speech' follows in logical order • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary <p>Writes a description of a person/ animal/place</p> <ul style="list-style-type: none"> • Description is clear • Uses properly constructed complete sentences. • Uses appropriate grammar (adjectives), spelling and punctuation <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling and spelling</p> <p>Punctuates correctly: colon, semi-colon, inverted commas, commas, full stop</p> <p>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</p> <p>Builds on knowledge of sight words and high frequency words</p> <p>Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce</p> <p>Add s to form most plurals</p> <p>Add -es to form plurals of words ending in -s, -sh, -ch, or -z: e.g. bunch, <i>bunches</i>; brush, <i>brushes</i></p> <p>Working with words and sentences</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Builds on use of demonstrative pronouns (e.g. this, that, those, these)</p> <p>Revises common nouns: countable nouns e.g. book – books</p> <p>Uses regular forms of the verb, e.g. walk, walked</p> <p>Understands and uses verbs to describe actions</p> <p>Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/ her book'</p> <p>Uses direct speech</p> <p>Uses quotation marks for direct speech</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 4 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<p>Listens to information text, e.g. a factual recount/report/news article</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers questions • Describes the event • Share ideas and offer opinions <p>Participates in short conversation on a familiar topic</p> <ul style="list-style-type: none"> • Takes turns • Stays on topic • Asks relevant questions <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read 	<p>Reads information text, e.g. a factual recount/report/news article</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. scans for specific details, skims for general idea • Answers complex questions, e.g. Why...? How do you think...? <p>Does comprehension activity on the text (oral or written)</p> <p>Reads visual text, e.g. poster or notices</p> <ul style="list-style-type: none"> • Pre-reading: discusses pictures • Discusses what the text is about • Identifies specific information • Interprets the information • Discusses the purpose of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font) <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares books/texts read 	<p>Summarises information text with support</p> <ul style="list-style-type: none"> • Fills in missing words in a written summary • Uses appropriate vocabulary • Uses some new words from the read text • Uses the dictionary to check spelling and meanings of words <p>Designs and produces a visual text, e.g. poster or notice</p> <ul style="list-style-type: none"> • Uses the correct format • Selects appropriate information • Uses design features such as colour and different sizes or kinds of print (font) <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p>Working with words and sentences</p> <p>Uses nouns that have only plurals, e.g. scissors and trousers</p> <p>Revises 'a' and 'the' with nouns.</p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p> <p>Buils on understanding and use of comparative adjectives</p> <p>Buils on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Begins to recognise and use reported speech</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Shortening words, e.g. television – telly, telephone - phone</p> <p>Acronyms, e.g. AIDS</p> <p>Initialism, e.g. HIV</p>

GRADE 4 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p style="text-align: center;">WEEK 5–6</p>	<p>Listens to a story</p> <p>Choose from</p> <ul style="list-style-type: none"> • Listens and relates to own experience • Identifies specific details • Retells in correct sequence • Describes cause and effect, e.g. the effect of an action or event • Explains the moral of story <p>Listens to a poem/s</p> <ul style="list-style-type: none"> • Discusses what the poem is about • Relates to own experience • Identifies rhyme and rhythm • Identifies words which begin with the same sound • Expresses feelings stimulated by the poem • Performs poem/selected lines <p>Practises Listening and Speaking</p> <ul style="list-style-type: none"> • Practises using words that imitate their sounds, e.g. bees buzz, glass tinkles 	<p>Reads a story</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. predicting, uses phonic and contextual clues • Identifies and comments on the plot • Explains the moral of story • Describes cause and effect, e.g. the effect of an action or event • Identifies and discusses stereotypes <p>Does comprehension activity on the text (oral or written)</p> <p>Reads a poem/s</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies rhythm and rhyme • Breaks up words into syllables • Expresses feelings stimulated by the poem <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. 	<p>Writes a story using a frame</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the frame correctly • Uses a variety of vocabulary including connecting words and phrases • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary <p>Writes sentences that rhyme</p> <ul style="list-style-type: none"> • Writes pairs of sentences of the same length that rhyme • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop the rhythm <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city</p> <p>Words starting with a k sound and followed by e or i: use a k to spell the word</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog</p> <p>Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Builds on understanding and use of simple past</p> <p>Begins to use adverbs of degree, e.g. ‘very, really, almost, too’</p> <p>Uses alliteration, assonance, consonance, personification, rhyme, rhythm, etc.</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Phrasal verbs, e.g. divide up, move in</p>

GRADE 4 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p>Listens to information text, e.g. factual recount/report/description</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers questions • Identifies and comments on main idea and specific details • Share ideas and offer opinions • Uses a range of vocabulary <p>Listens to description of and describes places/plants/ animals/ objects</p> <ul style="list-style-type: none"> • Identifies places correctly • Uses words that correctly describe the place • Uses some new words • Uses adjectives <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read 	<p>Reads information text with visuals, e.g. charts/tables/mindmaps/ maps/ pictures</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies, e.g. skimming • Identifies and comments on main idea and specific details • Interprets information in the visual text <p>Does comprehension activity on the text (oral or written)</p> <p>Reads procedural texts, e.g. a recipe or simple instructions</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses sequence of instructions • Follows the instructions <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Relates to own life 	<p>Labels and/or completes visual text, e.g. charts/ tables/mindmaps/maps/ pictures</p> <ul style="list-style-type: none"> • Uses appropriate vocabulary • Labels the text correctly • Uses correct format for labels, e.g. one or two words only <p>Uses information from a visual text to write information text</p> <ul style="list-style-type: none"> • Interprets the information correctly • Captures the information correctly • Uses appropriate vocabulary • Uses the dictionary to check spelling and meanings of words <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> ☐ Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p>Working with words and sentences</p> <p>Uses prepositions that show direction (towards), time (on, during), possession (with)</p> <p>Extends use of forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission</p> <p>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 4 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9–10	<p>Listens to a play read aloud or from radio or TV</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Predicts from title • Retells the drama in sequence • Names characters correctly <p>Role plays a character or a familiar situation</p> <ul style="list-style-type: none"> • Selects appropriate content • Uses details accurately • Expresses thoughts and feelings • Stays on topic • Shows awareness of social differences • Switches from one language to another as appropriate <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read 	<p>Reads a play</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading predicting from title • Uses reading strategies • Identifies the story-line • Discusses characters and setting • Expresses feelings stimulated by the text • Discusses features of the text especially punctuation and format • Acts out the play or a short section of the play <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Does a short oral book review using an appropriate frame 	<p>Writes a dialogue</p> <ul style="list-style-type: none"> • Selects appropriate characters • Organises the conversation logically • Uses the frame correctly • Uses direct speech appropriately • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spacing • Records words and their meanings in a personal dictionary <p>Writes a simple book review using a frame</p> <ul style="list-style-type: none"> • Selects appropriate content • Gives own opinion <p>Records words and their meanings in a personal dictionary</p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p>Spelling and punctuations</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Punctuates correctly: full stop, commas, colon, semi-colon, question marks, exclamation mark</p> <p>Working with words and sentences</p> <p>Builds on understanding and use of simple present</p> <p>Builds on understanding and use of future tense</p> <p>Present progressive tense (e.g. 'He is reading.')</p> <p>Uses adverbs of time (e.g. tomorrow, yesterday)</p> <p>Begins to recognise and use reported speech.</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 4 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1–2	<p>Participates in conversation on a familiar topic</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Maintains the conversation Respects others' ideas <p>Plays a more complex language game</p> <ul style="list-style-type: none"> Follows instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song Plays a simple language game Gives and follows simple instructions/directions Tells own news Retells a story heard or read 	<p>Reads a story</p> <p>Choose from contemporary realistic fiction/traditional stories/personal accounts/ adventure/funny/fantasy/real life stories</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies, e.g. predicting what will happen next Answers and begins to ask more complex questions, e.g. Why? How do you think? Retells story in sequence using connecting words Guesses and explains reasons for actions in the story Explains the cause and the effect in the story. Gives a personal response to the text <p>Does comprehension activity on the text (oral or written)</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Compares books/texts read 	<p>Writes a story with structured support</p> <ul style="list-style-type: none"> Selects appropriate content for the topic Uses the frame correctly Uses a variety of vocabulary including pronouns and connecting words and phrases. Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Records words and their meanings in a personal dictionary Uses language imaginatively <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</p> <p>Working with words and sentences</p> <p>Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Uses 'will' to indicate something that will happen, e.g. There will be a storm today</p> <p>Builds on use of prepositions that show position (on, under, above)</p> <p>Uses question marks</p> <p>Uses exclamation marks</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Homonyms (words that are pronounced or spelled alike but have different unrelated meanings, e.g. flour/ flower)</p>

GRADE 4 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Listens to interviews/talk show Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Recalls main ideas Asks relevant questions Responds appropriately Gives opinions <p>Listens to and gives oral message/s</p> <ul style="list-style-type: none"> Identifies main idea and specific details Identifies who the message is addressed to and who it is from Selects appropriate content for messages <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song Plays a simple language game Gives and follows simple instructions/directions Tells own news Retells a story heard or read 	<p>Reads information text with visuals, e.g. charts/tables/ mindmaps/ maps/ pictures</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information Answers and begins to ask more complex questions, e.g. Why? How do you think? Interprets and discusses visuals Summarises the text with support, e.g. fills in missing words in a written summary <p>Does comprehension activity on the text (oral or written)</p> <p>Reads social texts, e.g. messages</p> <ul style="list-style-type: none"> Identifies main idea and specific details Identifies who the message is addressed to and who it is from Explains the format used 	<p>Writes a paragraph using a frame</p> <ul style="list-style-type: none"> Uses appropriate content Uses a variety of vocabulary including pronouns and connecting words and phrases. Uses appropriate grammar, spelling and punctuation Uses the dictionary to check spellings and meanings of words <p>Draws, labels and/or completes a visual text, e.g. chart/tables/ mindmaps/ maps/pictures</p> <ul style="list-style-type: none"> Captures the information correctly Shows the links between different parts of the visual correctly Writes sentences describing the chart Uses appropriate vocabulary Uses the dictionary to check spelling and meanings of words <p>Writes social texts, e.g. messages</p> <ul style="list-style-type: none"> Selects appropriate content for messages Uses the correct format Addresses the message correctly Orders the information logically Writes own name at the end 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Working with words and sentences</p> <p>Uses connecting words to show addition (and) and sequence (then, before)</p> <p>Develops understanding and use of connecting words showing addition, sequence and contrast.</p> <p>Begins to use connecting words to show cause-and-effect (so that)</p> <p>Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Joining prefixes or suffixes to a base word</p>

GRADE 4 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4		<p>Reads visual text, e.g. poster or notice or pamphlet</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: discusses pictures • Discusses what the text is about • Identifies specific information • Interprets the information • Discusses the purpose and audience of the text • Discusses some of the language use <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. 	<p>Designs and produces a visual text, e.g. poster or notice or pamphlet</p> <ul style="list-style-type: none"> • Uses the correct format • Selects appropriate information • Uses design features such as colour and different sizes or kinds of print (font) • Uses appropriate layout <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	

GRADE 4 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 5–6</p>	<p>Listens to a story</p> <p>Choose from</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Predicts what will happen next • Discusses plot, setting and characters • Discusses events in the story • Gives a personal response to the story • Retells story in the right sequence using connecting words <p>Plays a more complex language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read 	<p>Reads a story with dialogue</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. predicting, using contextual clues • Discusses plot, setting and characters • Discusses events in the story • Gives a personal response to the story • Summarises story with help • Identifies which parts of the story is the dialogue • Role plays the story or a part of the story <p>Reads a diary or diary entries</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies and discusses the person writing the diary • Expresses feelings stimulated by the text <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Relates to own life 	<p>Writes a story with structured support with dialogue</p> <ul style="list-style-type: none"> • Selects content appropriate • Uses the frame • Uses direct speech for dialogue • Extends sentences by adding adjectives and adverbs • Uses extended vocabulary including pronouns and connecting words and phrases • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spelling and meanings of words <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling and punctuation</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</p> <p>Working with words and sentences</p> <p>Begins to use connecting words to show choice (e.g., either...or...).</p> <p>Begins to recognise and use reported speech.</p> <p>Develops use of direct speech.</p> <p>Uses quotation marks for direct speech</p> <p>Uses commas for separating nouns in a list</p> <p>Uses apostrophes for showing possession</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p>Participates in conversation on a familiar topic</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Maintains the conversation Expresses opinions Respects others' ideas <p>Listens to short talk or announcements, e.g. on radio, TV or read out</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Explains the main message Interprets and discusses message <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song Plays a simple language game Gives and follows simple instructions/directions Tells own news Retells a story heard or read 	<p>Reads information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information Answers and begins to ask more complex questions, e.g. Why? How do you think? Interprets and discusses visuals Summarises the text with support, e.g. fills in missing words in a written summary <p>Does comprehension activity on the text (oral or written)</p> <p>Reads visual text, e.g. poster or notice or pamphlet</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Discusses what the text is about Identifies specific information Interprets the information 	<p>Writes a paragraph using a frame</p> <ul style="list-style-type: none"> Uses appropriate content Uses a variety of vocabulary including pronouns and connecting words and phrases. Uses appropriate grammar, spelling and punctuation Uses the dictionary to check spellings and meanings of words <p>Designs and produces a visual text, e.g. poster or notice or pamphlet</p> <ul style="list-style-type: none"> Uses the correct format Selects appropriate information Uses design features such as colour and different sizes or kinds of print (font) Uses appropriate layout <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary</p> <p>Working with words and sentences</p> <p>Begins to recognise and use reported speech.</p> <p>Uses adverbs of place (here, there)</p> <p>Uses adverbs of manner (e.g. quickly, slowly)</p> <p>Builds on understanding and use of present progressive</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Compound words, e.g. playground</p> <p>Joining prefixes or suffixes to a base word</p>

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		<ul style="list-style-type: none"> • Discusses the purpose and audience of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font) 		
WEEK 9–10	SUMMATIVE ASSESSMENT			