

| Suggested Themes - Reference List | |
|--|---|
| <ul style="list-style-type: none"> • Animals • Body • Clothes • Colours • Days and Months • Emotions • Family • Food • Greetings • Hobbies | <ul style="list-style-type: none"> • House • Likes and dislikes • Music • Nature/environment • Places • School • Sport • Time • Transport • Weather and seasons |

3.4 CONTENT AND TEACHING PLANS FOR ENGLISH SECOND ADDITIONAL LANGUAGE

GRADE 4 ENGLISH SECOND ADDITIONAL LANGUAGE

| GRADE 4 | | | | |
|---------|---|---|---|--|
| TERM 1 | | | | |
| Skill | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 1-2 | <p>Listening and Speaking- basic conversation in target language (e.g. greetings)</p> <ul style="list-style-type: none"> • Answers simple questions • Names characters in the story • Code switches if necessary <p>Practises Listening and Speaking</p> <ul style="list-style-type: none"> • Emphasize the practice of phonics | <p>Reading</p> <p>Reads words based on written conversation</p> <ul style="list-style-type: none"> • Answers basic questions about the text • Expresses feelings about the text • Discusses new vocabulary from the read text • Spells-five words from read text | <p>Introduce script</p> <p>Writes a-basic words</p> <ul style="list-style-type: none"> • Writes words about the story | <p>Working with words</p> <ul style="list-style-type: none"> • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words <p>Working with words</p> <ul style="list-style-type: none"> • Understands and uses words in context <p>Vocabulary in context</p> |
| 3-4 | <p>Listening and Speaking conversation in target language (e.g. communication in the classroom)</p> <ul style="list-style-type: none"> • Answers questions • Discusses new vocabulary • Code switches if necessary | <p>Reading</p> <p>Reads words based on conversation</p> | <p>Writing</p> <p>Introduce script</p> <p>Writes a-basic words</p> <ul style="list-style-type: none"> • Uses appropriate vocabulary | <p>Working with words</p> <ul style="list-style-type: none"> • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words <p>Vocabulary in context</p> |

| GRADE 4 | | | | |
|---------|---|---|--|---|
| TERM 1 | | | | |
| Skill | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 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"> Answers simple questions Names characters in the story correctly Uses words to express feelings about the story Code switches if necessary | <p>Reading</p> <p>Reads an extract from the textbook or reader/s or Teacher's Resource File</p> <ul style="list-style-type: none"> Mixing and matching words about the story with support Expresses feelings about the story Answers questions about the text <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud introduce the idea of appropriate pronunciation and expression | <p>Introduce script</p> <p>Writes about a story</p> <ul style="list-style-type: none"> Writes words or phrases about the story Writes own words to expresses feelings about the story <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or words using the words or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> Breaks words into syllables, e.g. be-cause; sen-ten-ce Words starting with selected letters <p>Working with sentences</p> <ul style="list-style-type: none"> Builds on use of subject verb concord e.g. There is one book/There are two books ... Uses regular forms of the verb e.g. walk, walked |
| 7-8 | <p>Listens to and carries out basic instructions</p> <p>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 Listens and responds appropriately <p>Gives simple instructions</p> <ul style="list-style-type: none"> Uses correct specific details Uses correct sequence <p>Practises Listening and Speaking for enrichment</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 language game Emphasize the practice of phonics | <p>Reads basic procedural (instructions)texts</p> <p>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 and discussion: predicts from title and pictures Answers questions about the text Discusses sequence of instructions Follows the instructions <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud introduce the idea of appropriate pronunciation and expression | <p>Introduce script</p> <p>Writes simple instructions using a frame</p> <ul style="list-style-type: none"> Number the instructions Uses the right sequence (rearrange in correct order) Writes the instructions/ words using a frame 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 words to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words <p>Working with sentences</p> <ul style="list-style-type: none"> Uses the command form. Understands and uses negative forms Uses tenses (e.g. 'I have finished.') Introduces uses of singular and plural correctly <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|---|--|--|---|
| TERM 1 | | | | |
| Skill | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 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"> • Discusses central idea • Relates to own experience • Code switches if necessary • Identifies words which begin with the same sound • Expresses feelings stimulated by the text • Performs song/selected lines <p>Plays a language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses vocabulary <p>Practises Listening and Speaking for enrichment</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 • Emphasize the practice of phonics | <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(for enrichment)</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 basic emotional response (likes and dislikes) to texts read. | <p>Introduce script</p> <p>Writes 2-3 sentences about the selected poem in a frame</p> <ul style="list-style-type: none"> • Writes simple phrases <p>Practises writing for enrichment</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/phrases / words using the words or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> • Words belonging to the same lexical field e.g. cover and page belong to the lexical field “book” <p>Working with sentences</p> <ul style="list-style-type: none"> • Uses question marks • Uses exclamation marks <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|--|---|--|--|
| TERM 2 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 11-12 | <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 • Names characters in the story correctly <p>Practises Listening and Speaking for enrichment</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 • Emphasize the practice of phonics | <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 and discussion: predicting from title and pictures • answers questions about the story • Identifies setting and character <p>Does comprehension activity on the text (oral)</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>Introduce script</p> <p>Writes a short message</p> <ul style="list-style-type: none"> • Chooses appropriate content • Addresses text to a person • Ends with own name <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences/phrases using the words or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words and high frequency words • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Singular and Plural examples • Uses the gender forms of some nouns (e.g. cow/bull) <p>Working with sentences</p> <ul style="list-style-type: none"> • Builds on use of proper nouns <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|---|--|---|--|
| TERM 2 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 13-14 | <p>Listens to information text e.g. simple topics e.g. Communication at the garage or supermarket</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies specific details Relates to personal experience/ Code switches if necessary <p>Listens to and responds to simple oral conversation/ instructions / description</p> <p>Follows the Instructions/ description</p> <p>Shows understanding of vocabulary relating to conversation / instructions / description</p> <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</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 Emphasize the practice of phonics | <p>Reads information text with visuals e.g. / pictures/maps/drawings and photographs</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading and discussion: predicting from title and pictures/ visuals Asks and answers simple questions Discusses main idea 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>Writes information text with support (in a frame)</p> <ul style="list-style-type: none"> Fills in missing words in a written text/summary 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"> Introduce script Selects appropriate information Uses the correct format Uses design basic 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/phrases using the words or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> Introduces plurals Words with long vowel sounds: <p>Working with sentences</p> <ul style="list-style-type: none"> Understands and uses of the possessive form of the noun (e.g. Bongji’s eyes) Revises “a” and “the” with nouns. Introduces tenses <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Synonyms (words that are similar in meaning e.g. soft/gentle) |

| GRADE 4 | | | | |
|---------|---|---|--|---|
| TERM 2 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 15-16 | <p>Listens to a story</p> <p>Choose from 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 • Names characters in the story • Identifies characters from oral descriptions <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 • Emphasize the practice of phonics | <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 and discussion: predicting from title and pictures • answers questions about the story • Introduces setting and character <p>Does comprehension activity on the text (oral)</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>Writes a short message/ notes</p> <ul style="list-style-type: none"> • Chooses appropriate content • Addresses text to a person • Ends with own name <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences/phrases using the words or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Reinforce Singular and Plural examples • Uses the gender forms of some nouns (e.g. cow/bull) <p>Working with sentences</p> <ul style="list-style-type: none"> • Builds on use of proper nouns • Introduce verbs • Uses different types of adjectives • Builds on understanding and use tenses • Builds on use of subject verb concord <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|---|--|---|--|
| TERM 2 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 17-18 | <p>Listens to and carries out basic 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 • Introduces the uses of verbs • Gives instructions in the correct sequence <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Responds physically to instructions • Gives and follows simple instructions / directions • Emphasize the practice of phonics | <p>Reads basic procedural (instructions) 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 with discussion: predicting from title and pictures • Discusses specific details of text • Discusses sequence of instructions | <p>Introduce script</p> <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 in a frame • 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. /drawing/+ pictures/cartoons/maps/ photographs</p> <ul style="list-style-type: none"> • Listens /read 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/phrases / words-or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> • Words with long and double vowel sounds: • Spells familiar words correctly, using a personal dictionary • Uses the dictionary to check spelling and meanings of words • Builds on knowledge of sight words and high frequency words <p>Working with sentences</p> <ul style="list-style-type: none"> • Uses the command form of the verb e.g. Stop. • Teach interrogatives <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Antonyms (words that are opposite in meaning e.g. loud/soft) • Words taken from shared or individually read texts |
| 19-20 | FORMAL ASSESSMENT | | | |

| GRADE 4 | | | | |
|---------|--|--|---|---|
| TERM 3 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 21-22 | <p>Listens to information text e.g. simple topics e.g. My family Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies specific details Relates to personal experience/ Code switches if necessary <p>Listens to and responds to simple oral / description</p> <ul style="list-style-type: none"> Follows the /description Shows understanding of vocabulary relating to description <p>Practises Listening and Speaking for enrichment (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 Emphasize the practice of phonics | <p>Reads information text with visuals e.g. / pictures/maps/drawings and photographs</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading and discussion: predicting from title and pictures/ visuals Asks and answers simple questions Discusses main idea Interprets the information in the visuals <p>Does comprehension activity on the text (oral)</p> <p>Reads a simple text.</p> <ul style="list-style-type: none"> Discusses main ideas Responds to simple questions <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, expression and tempo | <p>Introduce script</p> <p>Labels and/or completes a visual text e.g.</p> <p>drawing /pictures / cartoons / maps / photographs</p> <ul style="list-style-type: none"> Listens /read 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/words/ phrases to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. Builds on knowledge of sight words and high frequency words Breaks long words into smaller chunks e.g. be-cause; sen-ten-ce Builds on the use of singular and plural forms of nouns <p>Working with sentences</p> <ul style="list-style-type: none"> Builds on use of personal pronouns (e.g. I, you, it, us, them) Reinforces connectors Builds on use of demonstrative pronouns (e.g. this, that, those, these) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|---|--|--|--|
| TERM 3 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 23-24 | <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 for enrichment</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 • Emphasize the practice of phonics | <p>Reads information text e.g. a short text / story / poem / song</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading and discussion: predicts from title and pictures • Answers simple questions e.g. What ? Who? When? Introduce complex questions Why...? How do you think...? <p>Does comprehension activity on the text (oral)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud striving for appropriate pronunciation, expression and tempo | <p>Introduce script</p> <p>Write short information text with support</p> <ul style="list-style-type: none"> • Fills in missing words in a written summary/text • Uses appropriate vocabulary • Uses some new words from the read text • 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>Working with words</p> <ul style="list-style-type: none"> • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Reinforces words starting with selected letters <p>Working with sentences</p> <ul style="list-style-type: none"> • Uses nouns and plurals Revises “a” and “the” with nouns. • Begins to use determiners such as one, two, etc and first, second, last. <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|--|--|--|---|
| TERM 3 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 25-26 | <p>Listens to information contained in a poster</p> <ul style="list-style-type: none"> Identifies specific details Listens and relates to own experience Discuss information own words Code switching <p>Listens to a poem/s/ song for enrichment</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 for enrichment</p> <ul style="list-style-type: none"> Practises using words that imitate their sounds e.g. bees buzz, glass tinkles Emphasize the practice of phonics | <p>Reads information contained in a poster Reads visual text e.g. poster</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Discusses what the text is about Identifies specific information -Understands the information Discusses the purpose of the text Discusses some of the language use Identifies and discusses basic design features such as colour and different sizes or kinds of print (font) <p>Reads a poem/s/song for enrichment</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies with support e.g. prediction, looks at pictures or text 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>Introduce script</p> <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 basic design features such as colour and different sizes or kinds of print (font) <p>Writes sentences</p> <ul style="list-style-type: none"> Writes sentences of Uses appropriate vocabulary Uses knowledge of syllables to develop new 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>Working with words</p> <ul style="list-style-type: none"> Words starting with selected letters <p>Working with sentences</p> <ul style="list-style-type: none"> Understands and uses countable nouns (e.g. book - books) Builds on use of adjectives before nouns e.g. The small dog Uses forms of the verb 'to be' e.g. be/ been/ being; am/ is/ are; was/ were Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|---|--|--|---|
| TERM 3 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 27-28 | <p>Listens to information text e.g. factual recount / narrative</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <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 for enrichment</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 Emphasize the practice of phonics | <p>Reads information text with visuals e.g. maps / pictures / photographs</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 Identifies and comments on main idea and specific details with support Interprets information in the visual text <p>Does comprehension activity on the text (oral or written)</p> | <p>Introduce script</p> <p>Labels and/or completes visual text e.g. maps / pictures / cartoons / photographs / drawings</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>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>Working with words</p> <ul style="list-style-type: none"> Words with long / short and double vowel sounds: <p>Working with sentences</p> <ul style="list-style-type: none"> Begins to use prepositions Extends use of forms of the verb Builds on use of connectors to show contrast (but), reason (because) and purpose (so that). <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|---|---|--|---|
| TERM 3 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 29-30 | <p>Listens to a dialogue read aloud or from radio or TV</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <p>Introduction to Role plays a character or a familiar situation</p> <ul style="list-style-type: none"> • Selects appropriate content with support • Uses details accurately • Stays on topic • Switches from one language to another as appropriate <p>Practises Listening and Speaking for enrichment</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 • Emphasize the practice of phonics | <p>Reads dialogue</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading predicting from title • Identifies the story-line • Discusses characters and setting • Using basic vocabulary to Expressing feelings stimulated by the text • Discusses features of the text especially punctuation and format <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo | <p>Introduce script</p> <p>Writes a dialogue using a frame or speech bubbles</p> <ul style="list-style-type: none"> • Selects appropriate characters • Organises the conversation logically • Uses the frame correctly • Uses direct speech appropriately • Uses vocabulary • Uses appropriate grammar, spelling, punctuation and spacing • Records words and their meanings in a personal dictionary <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>Working with words</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Uses the dictionary to check spelling and meanings of words <p>Working with sentences</p> <ul style="list-style-type: none"> • Builds on understanding and use of tenses • Uses adverbs of time (e.g. tomorrow, yesterday) • Begins to recognise and use reported speech and related punctuations <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|--|---|---|---|
| TERM 4 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 31-32 | <p>Participates in conversation on a familiar topic (e.g. The School)</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>Reads a short text</p> <p>Choose from contemporary /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"> Pre-reading with support: predicts from the title and pictures Answers simple questions <p>Does comprehension activity on the text (oral)</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> visual texts read | <p>Writes a passage with structured support</p> <ul style="list-style-type: none"> Uses the frame and fill in missing words Uses common vocabulary Records words and their meanings in a personal 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>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words <p>Words starting with selected letters or sounds</p> <p>Working with sentences</p> <ul style="list-style-type: none"> Begins to use determiners such as one, two, etc and first, second, last. Builds on use of subject verb concord e.g. There is one book/There are two books ... Builds on the use of tenses Builds on use of prepositions that show position (on, under, above) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|--|--|---|--|
| TERM 4 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 33-34 | <p>Listens to simple-announcements</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses main ideas • Asks questions • Responds appropriately <p>Practises Listening and Speaking for enrichment</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 information text with visuals e.g. maps / pictures / photographs / cartoons</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading with support: predicts from the title and pictures • Answers simple questions <p>Does comprehension activity on the text (oral)</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 • 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 2 to 3 sentences • Expresses emotional response to texts read. | <p>Writes a paragraph or 2 - 3 short sentences using a frame</p> <ul style="list-style-type: none"> • Uses common /familiar vocabulary including pronouns, connectors 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. maps / pictures / photographs / cartoons</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-visual text • Uses appropriate vocabulary • Uses the dictionary to check spelling and meanings of words <p>Designs and produces a</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences or words or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary <p>Working with sentences</p> <ul style="list-style-type: none"> • Uses connectors to show addition (and) and sequence (then, before) <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|---|---|---|---|
| TERM 4 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 35-36 | <p>Listens to a short story with dialogue</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 setting and characters • Discusses main events in the story • Gives a personal response to the story <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song or part of a story • 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 with support: predicts from the title and pictures • Discusses, setting and characters • Discusses main events in the story • Gives a personal response to the story • Identifies which parts of the story is the dialogue • Role plays the story or a part of the story <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 short story with structured support Uses the frame to fill in missing words/ phrases</p> <ul style="list-style-type: none"> • Uses extended vocabulary including pronouns, connectors and phrases • 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 or words or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words <p>Working with sentences</p> <ul style="list-style-type: none"> • Builds on the use of connectors • Develops use of direct speech. • Introduces the uses quotation marks for direct speech <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts |

| GRADE 4 | | | | |
|---------|---|--|--|---|
| TERM 4 | | | | |
| Weeks | Listening and Speaking (ORAL) | Reading and viewing | Writing and Presenting | Language Structures and Conventions |
| 37-38 | <p>Participates in conversation on a familiar topic (e.g. My Friends)</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>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song or part of a story Plays a simple language game Gives and follows simple instructions/ directions Tells own news Retells a story heard or read | <p>Reads information text on familiar topic</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading with support: predicts from the title and pictures Answers simple questions and begins to ask more complex questions e.g. Why? How do you think? discusses visuals <p>Does comprehension activity on the text (oral)</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Expresses emotional response to texts read. | <p>Writes a paragraph / sentences using a frame or speech bubbles</p> <ul style="list-style-type: none"> Uses appropriate content Uses common a-vocabulary including pronouns, connectors and phrases. Uses appropriate spelling and punctuation Uses the dictionary to check spellings 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 /words or explanations to show the meaning, etc. | <p>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary <p>Working with sentences</p> <ul style="list-style-type: none"> Begins to recognise basic reported speech. Builds on the use of adverbs and adjectives <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts |
| 39-40 | FORMAL ASSESSMENT | | | |