

REVISED ANNUAL TEACHING PLAN 2021- 2023

(GRADE 4 - ENGLISH HL - TERM 1-4)



basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA

TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 3 days	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
WEEK 2	<p>Listens to a short story <i>Text from the textbook or TRF</i></p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies characters • Recalls main idea • Answers oral questions <p>[LISTENING COMPREHENSION]</p> <p>Retells a story</p> <ul style="list-style-type: none"> • Retells events in correct sequence • Names the characters correctly 	<p>Reads a short story <i>Text from the textbook or TRF</i></p> <p>Pre-reading: predicting from title and pictures</p> <ul style="list-style-type: none"> • Uses reading strategies: making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Identifies and comments on the characters • Gives and explains own feelings about the text • Uses a dictionary <p>[READING COMPREHENSION]</p>	<p>Writes a story based on a personal experience/ event</p> <ul style="list-style-type: none"> • Chooses appropriate content for the topic • Uses the story structure as a frame • Includes characters • Uses appropriate grammar, spelling and punctuation. • Uses a range of vocabulary related to topic • Creates a personal dictionary <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITING: STORY]</p>	<p>Word level work: common nouns, proper nouns, countable and uncountable nouns</p> <p>Sentence level work: simple sentences</p> <p>Spelling and punctuation: full stop, capital and lower case (small) letters</p> <p>[LS&C ACTIVITIES]</p>
			<ul style="list-style-type: none"> • Reads aloud with clear pronunciation, phrasing, tempo, 	<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)

TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Listens to a poem/song Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm • Expresses feelings stimulated by the poem • Performs song/selected lines <p>[LISTENING COMPREHENSION]</p>	<p>Reads a poem/song Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Discusses main idea/s • Expresses feelings stimulated by the song • Identifies rhythm and rhyme and their effects • Breaks up words into syllables to understand rhythm <p>[READING COMPREHENSION]</p>	<p>Writes a simple poem/song</p> <ul style="list-style-type: none"> • Selects appropriate content • Uses the relevant structure and format • Plans, drafts and revises a song • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop rhythm of the text • Records words and their meanings in a personal dictionary <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITING: POEM / SONG]</p>	<p>Word level work: abstract and concrete nouns, compound nouns</p> <p>Sentence level work: simple sentences</p> <p>Word meaning: rhymes, borrowed words</p> <p>Spelling and punctuation: full stop, comma</p> <p>[LS&C ACTIVITIES]</p>
		<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read <p>[READING FOR ENJOYMENT]</p>	<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>[PERSONAL DICTIONARY]</p>	
	<p>FORMAL ASSESSMENT: TASK 1: ORAL</p> <ul style="list-style-type: none"> • Read Aloud (20 marks) <p>Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.</p>			

Term 1				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens to a story, e.g. folklore (myth or legend) Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies plot, characters and setting • Discusses main message • Answers oral questions <p>LISTENING COMPREHENSION]</p> <p>Retells a story</p> <ul style="list-style-type: none"> • Retells events in correct sequence • Names the characters correctly • Expresses thoughts and feelings 	<p>Reads a story, e.g. folklore (myth or legend) Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies: makes predictions, uses contextual clues to find meaning • Discusses plot, main characters and setting • Discusses the message • Expresses opinions and own feelings about the text • Distinguishes between realistic and unrealistic events 	<p>Writes a message/ An SMS</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>[WRITE AN LETTER/ SMS]</p>	<p>Word level work: prefix, roots and suffix</p> <p>Sentence level work: simple sentences, complex sentences</p> <p>Word meaning: proverbs, idioms</p> <p>Punctuation: full stop, comma, colon, semi-colon</p> <p>[LS&C ACTIVITIES]</p>
		<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Relates to own life <p>[READING FOR ENJOYMENT]</p>	<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>[PERSONAL DICTIONARY]</p>	
<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> • Essay (20 marks) <p>Narrative or Descriptive 3 paragraphs Done during the term</p>				

TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Listens to information text, e.g. a poster advertising an event 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>Reads information text with visuals, e.g. charts/tables/ diagrams/ mind-maps /maps /pictures 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>[READING COMPREHENSION]</p>	<p>Summarizes information text with support</p> <ul style="list-style-type: none"> Fills in missing words in a written summary or in a chart/table/mind-map Uses appropriate vocabulary Uses some new words from the read text <p>[SUMMARY: INFORMATION TEXT]</p> <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>[WRITING: VISUAL TEXTS]</p>	<p>Word level work: Articles (English & Afrikaans), plurals (noun prefixes – African languages)</p> <p>Sentence level work: simple sentences, statements, questions</p> <p>Word meaning: antonyms</p> <p>Spelling and punctuation: question mark, exclamation mark, dictionary use</p> <p>[LS&C ACTIVITIES]</p>
		<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Relates to own life <p>[READING FOR ENJOYMENT]</p>	<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>[PERSONAL DICTIONARY]</p>	
		<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)</p> <ul style="list-style-type: none"> Literary/Non- literary text (15 marks) Visual text (10 marks) Language Structures and Conventions (15 marks) <p>Activities for this task do not have to be written in one session</p>		

Term 1				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Listens to and discusses an instructional text, e.g. recipe</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions <p>[LISTENING COMPREHENSION]</p>	<p>Reads instructional text</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>[READING COMPREHENSION]</p>	<p>Writes instructions e.g. how to make a cup of tea</p> <ul style="list-style-type: none"> • Lists materials and ingredients • Uses correct specific details • Uses correct sequence • Uses the command form of the verb • Uses correct structure and format • Records words and their meanings in a personal dictionary <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITING: INSTRUCTIONS]</p>	<p>Word level work: personal pronouns, possessive pronouns, demonstrative</p> <p>Sentence level work: subject, object</p> <p>Word meaning: borrowed words</p> <p>[LS&C ACTIVITIES]</p>

FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 4 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1			
	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Read aloud (20 marks) Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (20 marks) Descriptive / narrative (3 paragraphs) During the term	FORMAMAL ASSESSMENT TASK 3 RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> Literary/Non- literary text (15 marks) Visual text (10 marks) Language Structures and Conventions (15 marks)

TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Listens to and discusses a short story Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and specific details • Discusses plot, setting and characters • Relates to own life • Discusses and gives opinion • Participates in class/ teacher-led discussion e.g. on issues related to the story • Asks relevant questions • Gives feedback • Maintains discussion • Responds to others' ideas with empathy and respect • Takes turns to speak <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>Does a role-play, based on the story</p>	<p>Reads a short story Pre-reading: predicting from title and pictures</p> <ul style="list-style-type: none"> • Identifies and comments on the main character, plots and setting • Uses reading strategies: makes predictions and inferences, uses phonic and contextual clues • Discusses a character including what he or she says or does and what other characters say about him or her or do to him or her • Infers reasons for actions in the story • Gives and explains own feelings and opinions about the text • Discusses new vocabulary from the read text • Uses a dictionary • Interprets and explains the message • Retells events in correct sequence <p>[READING COMPREHENSION]</p> <p>Book review Does comprehension activity on the text (oral or written) 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>Writes dialogue (using a frame)</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 • <i>writes the names of the characters on the left side of the page</i> • <i>uses a colon after the name of the character who is speaking</i> • <i>use a new line to indicate each new speaker</i> • <i>presents the action in brackets before the words are spoken</i> • <i>sketches a scenario before you start writing.</i> <p>[WRITES A DIALOGUE]</p> <p>Writes a description of a character</p> <ul style="list-style-type: none"> • Gives specific details • Uses topic and supporting sentences to develop coherent paragraphs • Uses a variety of vocabulary including synonyms and antonyms and adjectives • Uses the dictionary to check spelling and meanings of words <p>[WRITING: DESCRIPTIVE ESSAY]</p> <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps • Produces first draft • Editing • Proofreads • Writes final draft 	<p>Word level work: Adjectives, verbs – main verbs, regular verbs, transitive and intransitive verbs, degrees of comparison</p> <p>Sentence level work: subject, object, subject-verb agreement, present tense, simple past tense, future tense</p> <p>Spelling and punctuation: full stop, comma, question mark, exclamation mark, colon, etc.</p> <p>[LS&C ACTIVITIES]</p>
				<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>[PERSONAL DICTIONARY]</p>

TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Listens to and discusses current issues based on newspaper or magazine article</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to the questions • Discusses the social, moral and cultural values in the text • Participates in a class / teacher-led discussion 	<p>Reads information text, e.g. news article Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, skims for general idea • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Discusses headlines • Discusses central idea and specific details • Comments on choice of pictures in text • Explains meaning of unfamiliar words <p>[READING COMPREHENSION]</p>	<p>Writes a news report based on personal experience /event</p> <ul style="list-style-type: none"> • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Selects appropriate content • Uses an appropriate frame • Writes a headline/title • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITE A NEWS REPORT]</p>	<p>Word level work: Adjectives, verbs – main verbs, regular verbs, transitive and intransitive verbs</p> <p>Sentence level work: subject, object, subject-verb agreement, present tense</p> <p>Spelling and punctuation: full stop, comma, question mark, exclamation mark, etc.</p> <p>[LS&C ACTIVITIES]</p>
	<p>Presents a prepared speech</p> <ul style="list-style-type: none"> • Selects relevant content • Uses beginning, middle and ending • Stays on topic • Uses logical organization of ideas • Uses presentation skills, e.g. volume, pause, posture <p>[SPEECH]</p>	<p>Reflects on texts read during independent/ pair reading</p> <ul style="list-style-type: none"> • Retells story or explains main ideas • Expresses emotional response to texts read <p>[READING FOR ENJOYMENT]</p>	<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>FORMAL ASSESSMENT TASK 1: ORAL</p> <ul style="list-style-type: none"> • Read Aloud (20 marks) <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>			

Term 2

	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS	
WEEK 5-6	<p>Listens to weather reports Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details <p>Participates in class / teacher led discussions</p> <ul style="list-style-type: none"> • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations 	<p>Reads information texts with visuals, e.g. charts/tables/maps Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organized • Compares differences and similarities in different places • Reads an information text with visuals e.g. map • Uses dictionary to check meaning of new vocabulary <p>[READING COMPREHENSION]</p>	<p>Summarizes information text (e.g. weather chart) with support</p> <ul style="list-style-type: none"> • Fills in missing words in a written summary or in a chart/table/mind-map • Uses appropriate vocabulary • Uses some new words from the read text <p>[SUMMARY: INFORMATIONAL TEXT WITH VISUALS]</p>	<p>Word level work: regular and irregular verbs, finite and infinite verbs, stative verbs, adjectives</p> <p>Sentence level work: subject-verb agreement, past tense, future tense</p> <p>Word meaning: idioms and proverbs</p> <p>[LS&C ACTIVITIES]</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>[ORAL PRESENTATION]</p>		<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>[WRITING: DESCRIPTIVE ESSAY]</p>		
			<p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares books/texts read <p>[READING FOR ENJOYMENT]</p>	<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>FORMAL ASSESSMENT TASK 4:</p> <ul style="list-style-type: none"> • Transactional writing (10 marks) Written before the controlled test 				

Term 2				
	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 something Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a sandwich • Makes notes and applies instructions read • Asks questions for clarity • Comments on clarity of instructions <p>[LISTENING COMPREHENSION]</p> <p>Listens to and gives directions</p> <ul style="list-style-type: none"> • Listens for specific details • Uses details accurately • Uses the correct language form 	<p>Reads an instructional text Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Uses the dictionary to check spelling and meanings of words <p>[READING COMPREHENSION]</p>	<p>Writes an instructional text e.g. how to make a sandwich Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Orders information logically • Uses topic and supporting sentences to develop coherent paragraphs • Uses appropriate grammar, spelling and punctuation • Presents work neatly using headings, spacing for paragraphs • Records words and their meanings in a personal dictionary <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITE AN INSTRUCTIONAL TEXT]</p>	<p>Word level work: auxiliary verbs, modal verbs, moods Sentence level work: future tense Spelling and punctuation: word division, dictionary use</p> <p>[LS&C ACTIVITIES]</p>
	<p>Practices 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>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>[PERSONAL DICTIONARY]</p>	
WEEK 9-10	<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST (RESPONSE TO TEXTS 40 marks)</p> <ul style="list-style-type: none"> • Question 1: Literary/Non- literary text (15 marks) • Question 2: Visual text (10 marks) • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions (10 marks) 			

FORMATIVE ASSESSMENT ACTIVITIES			
Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 4 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2		
FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Read Aloud (20 marks) <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> Transactional writing: (10 marks) Written before the controlled test 	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> Question 1; Literary / non-literary text comprehension (15 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary writing (5 marks) Question 4: Language Structures and Conventions in context (10 marks)

TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Listens and discusses information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Discusses specific details • Asks questions to obtain information • Listens and responds appropriately • Answers oral questions • Relates own experiences 	<p>Reads information text, e.g. on social issues</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 • Reads short printed resources • Locates information from different sources • Selects the relevant ideas • Identifies different purposes of texts • Identifies and discusses values in the text <p>[READING COMPREHENSION]</p>	<p>Writes a descriptive paragraph (2 paragraphs)</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs) • Creates visual aids for presentation • Uses the dictionary to check spelling and meanings of words <p>[WRITING: DESCRIPTIVE ESSAY]</p>	<p>Word level work: conjunctions, prepositions</p> <p>Sentence level work: past continuous tense, future continuous tense</p> <p>Word meaning: figurative, similes, metaphors</p> <p>Spelling and punctuation: Capital and small letters, full stop, comma</p> <p>[LS&C ACTIVITIES]</p>
		<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares books/texts read 		

TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<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>Practices 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 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>[READING COMPREHENSION]</p> <p>Practices reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo 	<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>[WRITING: VISUAL TEXT]</p>	<p>Word level work: Adverbs Sentence level work: complex sentences Word meaning: one word for a phrase</p> <p>[LS&C ACTIVITIES]</p>
		<p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares books/texts read 	<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. 	

TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens to a story Choose from contemporary realistic fiction/traditional stories/personal accounts/ adventure/funny/fantasy/real life stories 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>[LISTENING COMPREHENSION]</p>	<p>Reads a story Text from the textbook or TRF Pre-reading: predicts from title and pictures</p> <ul style="list-style-type: none"> • Interprets and explains the message • Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences • Describes feelings about the text giving reasons • Discusses characters ,plot ,setting • Uses the dictionary to check spelling and meanings of words <p>[READING COMPREHENSION]</p>	<p>Writes diary entries</p> <ul style="list-style-type: none"> • Uses a correct format • Selects appropriate content for the topic • Uses emotive words • Uses first person narration • Uses the appropriate structure as a frame • Uses topic and supporting sentences to write their text • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITING: DIARY]</p>	<p>Word level work: stems Sentence level work: simple sentences, complex sentences Sentence level work: verb clause Spelling and punctuation: colon</p> <p>[LS&C ACTIVITIES]</p>
		<p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares books/texts read 	<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. 	

WEEK 4-8	PROJECT: Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel. Note: There must be a variation of genres across the grades. Planning / Preparation/ Research/ Investigation of oral presentation and creative writing of project.
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	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 1: Research (Learners do research on their project) (10 marks) Weeks 4 - 5</p> <p>Stage 2: Writing (Learners engage in the write-up of their project. Introduction and explanation of project instructions and methodology.) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting <p>Week 6</p>	<p>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT</p> <p>Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</p> <p>Oral presentation</p> <ul style="list-style-type: none"> • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Shows evidence of research/ investigation • Uses appropriate body language and presentation skills, e.g. makes eye contact, volume • Participates in a discussion • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</p>
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TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 7-8</p>	<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>Practices Listening and Speaking</p> <ul style="list-style-type: none"> • Practices using words that imitate their sounds, e.g. bees buzz, glass tinkles <p>[LISTENING COMPREHENSION]</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>[READING COMPREHENSION]</p>	<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>[WRITING: RHYMING SENTENCES]</p>	<p>Word level work: conjunctions</p> <p>Sentence level work: statements, simple sentences</p> <p>Word meaning: personification, alliteration, similes, metaphors, rhythm, rhyme</p> <p>Spelling and punctuation: dictionary use, abbreviations – acronyms, truncation, initialization</p> <p>[LS&C ACTIVITIES]</p>
		<p>Practices reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo 	<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. 	

Term 3				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Listens to a play/ drama 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>Reads a play / drama</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>[READING COMPREHENSION]</p>	<p>Writes a dialogue</p> <ul style="list-style-type: none"> • Selects appropriate characters • Organizes 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>[WRITING: DIALOGUE]</p>	<p>Word level work: collective nouns, reflexive pronouns, stems</p> <p>Sentence level work: subject-verb agreement</p> <p>Spelling and punctuation: full stop, commas, colon, semi-colon, question marks</p> <p>[LS&C ACTIVITIES]</p>
	<p>Practices 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 	<p>Practices 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>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. 	

FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 4 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3	
FORMAL ASSESSMENT TASK 6 <ul style="list-style-type: none"> Creative Writing (10+30=40 marks) Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel.	FORMAL ASSESSMENT TASK 7 Oral <ul style="list-style-type: none"> Oral presentation of project (20 marks) Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded. Note: There must be a variation of genres across the grades.

TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Listens to a newspaper article / magazine Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Discusses the social, moral and cultural values in the text <p>Participates in discussions</p> <ul style="list-style-type: none"> • Asks relevant questions and responds to questions • Compares own ideas with others • Respects others' ideas • Gives opinions and constructive feedback 	<p>Reads a newspaper article / magazine that highlights social issues 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 • Infers reasons for actions in the story • Explains the cause and the effects in a story • Expresses feelings about the text giving reasons • Discusses values in the text • Discusses the choice of words and imagery • Recognizes the structure, language use, purpose and audience of the story • Discusses new vocabulary from the read text • Uses a dictionary <p>[READING COMPREHENSION]</p>	<p>Writes a newspaper article / magazine about a social issue</p> <ul style="list-style-type: none"> • Uses content appropriate to the audience and purpose of the text • Uses a frame • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Links paragraphs using connecting words and phrases • Uses appropriate grammar, spelling and punctuation • Uses different tenses consistently • Uses the dictionary to check spelling and meanings of words <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITING: NEWSPAPER ARTICLE / MAGAZINE]</p>	<p>Word level work: conjunctions, auxiliary verbs Sentence level work: subject, object, subject-verb agreement, tenses Word meaning: synonyms, antonyms Spelling and punctuation: dictionary use, word order, word division</p> <p>[LS&C ACTIVITIES]</p>
			<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares books/texts read 	

TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Listens to short story Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens and relates to own experience • Identifies specific details • Keeps to the topic • Identifies plot setting and characters • Answer oral questions based on the story • Retells the story <p>Participates in group discussions</p> <ul style="list-style-type: none"> • Takes turns to speak • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect • Gives balanced and constructive feedback 	<p>Reads short story 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: skimming and scanning • Identifies and comments on the plot, setting and characters • Gives reasons for action of the characters • Understands the vocabulary • Identifies main and supporting ideas • Identifies and discusses values in the text • Discusses new vocabulary from the read text • Uses a dictionary <p>[READING COMPREHENSION]</p>	<p>Writes a friendly letter</p> <ul style="list-style-type: none"> • Uses a correct format • Selects appropriate content for the topic • Uses topic and supporting sentences to develop coherent paragraphs • Links paragraphs using connecting words and phrases • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Uses the dictionary to check spelling and meanings of words • Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing between paragraphs <p>[WRITING; FRIENDLY LETTER]</p>	<p>Word level work: adverbs of place and degree, tenses, conjunctions, pronouns (focus on concepts that have been covered)</p> <p>Sentence level work: noun phrase, noun clause</p> <p>Spelling and punctuation: Capital letters, full stops, commas, word division</p> <p>[LS&C ACTIVITIES]</p>
			<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read 	
<p>FORMAL ASSESSMENT TASK 7:</p> <ul style="list-style-type: none"> • Oral Presentation (20 marks) <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				

Term 4

	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens to advertisements Text from the textbook or Teacher's Resource File (TRF) or any other source</p> <ul style="list-style-type: none"> • Introductory activities: Prediction • Interprets and discusses message including the values in the text • Discusses the structure, language use, purpose and audience of the text <p>Participates in group discussion on a social issue related to the advertisements</p> <ul style="list-style-type: none"> • Discusses social values • Asks relevant questions using appropriate question forms, e.g. who, which, what, when, how, why 	<p>Reads information text, e.g. advertisement Text from the textbook or Teacher's Resource File (TRF) or any other source</p> <ul style="list-style-type: none"> • Interprets and discusses the message including the values in the text • Discusses the structure, purpose and audience of the text • Discusses language use including persuasive and emotive language and the economical use of language • Asks relevant, critical questions using appropriate question forms, e.g. who, which, what, when, how, why • Identifies and discusses stereotypes • Identifies and discusses graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed <p>[READING COMPREHENSION]</p>	<p>Writes an advertisement</p> <ul style="list-style-type: none"> • Uses content appropriate for purpose and audience • Uses appropriate visuals and layout for the purpose • Use appropriate grammar and vocabulary • Uses language creatively • Uses the dictionary to check spelling and meanings of words <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft <p>[WRITING: ADVERTISEMENT]</p>	<p>Word level work: conjunctions Sentence level work: adjectives, adverbs Spelling and punctuation: exclamation mark, colons, capital letters</p> <p>[LS&C ACTIVITIES]</p>
			<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read 	
<p>FORMAL ASSESSMENT TASK 8:</p> <ul style="list-style-type: none"> • Transactional writing: (10 marks) <p>Written before the controlled test</p>				

Term 4				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Listens a dialogue</p> <ul style="list-style-type: none"> • Introductory activities : prediction • Listens and relates to own experience • Identifies specific details <p>Participates in group discussions</p> <ul style="list-style-type: none"> • Takes turns to speak • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect • Gives balanced and constructive feedback 	<p>Reads a drama</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies: skimming and scanning • Identifies and comments on the plot • Gives reasons for action • Understands the vocabulary • Identifies main and supporting ideas • Identifies and discusses values in the text • Discusses new vocabulary from the read text • Uses a dictionary <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read <p>[READING COMPREHENSION]</p>	<p>Write a 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>[WRITING: DIALOGUE]</p>	<p>Spelling and punctuation</p> <p>Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</p> <p>Word level work: infinitive verbs</p> <p>Sentence level work: Use direct speech. Uses quotation marks for direct speech main clause, dependent clause (simple)</p> <p>Word meaning: similes, metaphor, idioms and proverbs</p> <p>[LS&C ACTIVITIES]</p>
WEEK 9-10	<p>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST (RESPONSE TO TEXTS 40 marks)</p> <ul style="list-style-type: none"> • Question 1: Literary / non-literary text comprehension (15 marks) • Question 2: Visual text comprehension (10 marks) • Question 3: Summary writing (5 marks) • Language Structures & Conventions (10 marks) 			

FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 4 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4		
FORMAL ASSESSMENT TASK 7: ORAL <ul style="list-style-type: none"> Read Aloud (20marks) <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>	FORMAL ASSESSMENT TASK 8: WRITING <ul style="list-style-type: none"> Transactional writing: (10 marks) <p>Written before the controlled test</p>	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> Question 1: Literary / non-literary text comprehension (15 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary writing (5 marks) Language Structures & Conventions (10 marks)