

REVISED ANNUAL TEACHING PLAN 2021- 2023

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



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 story Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/real life stories 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>[LISTENING COMPREHENSION]</p> <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>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>[READING COMPREHENSION]</p>	<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.....) 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>[WRITING: STORY]</p> <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>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) 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> <p>[LS&C ACTIVITIES]</p>

TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<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>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>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>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> <p>[LS&C ACTIVITIES]</p>
<p>FORMAL ASSESSMENT TASK 1 ORAL</p> <p>Read aloud (20 marks)</p> <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) 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"> • 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>[LISTENING COMPREHENSION]</p>	<p>Reads a story e.g. folklore (myth or legend) 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>[READING COMPREHENSION]</p>	<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>[WRITING: MESSAGE/ SMS]</p>	<p>Spelling Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce Words starting with a k sound and followed by e or i: use a k to spell the word Shortening words, e.g. television - telly, telephone – phone Uses abbreviations correctly: acronyms, initialisation, truncation</p> <p>Working with words and sentences 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 Uses adverbs of frequency (e.g. 'She hardly ever visits me.')</p> <p>Builds on use of prepositions that show position (on, under, above) Uses connecting words to show addition (and) and sequence (then, before) Uses different types of adjectives including those relating to age e.g. old, young</p> <p>Vocabulary in context Compound words, e.g. playground</p> <p>[LS&C ACTIVITIES]</p>
	<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>Practice reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression 	<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>Practice 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>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells story or main ideas <p>[READING FOR ENJOYMENT]</p>		

FORMAL ASSESSMENT TASK 2: ESSAY WRITING (20 marks)**Narrative or Descriptive****3 paragraphs****During the term**

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</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>Reads information text with visuals, e.g. charts/tables/ diagrams/ mind-maps /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>[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 TEXT]</p>	<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>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>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>[LS&C ACTIVITIES]</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				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Listens to a song /simple poem 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>[LISTENING COMPREHENSION]</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 Responds physically to instructions Plays a simple language game 	<p>Reads a simple poem/s 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>[READING COMPREHENSION]</p>	<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>Practices writing</p> <ul style="list-style-type: none"> Writes words that begin with the same sound, e.g. Naughty Nomsa <p>[WRITING: RHYMING SENTENCES]</p>	<p>Spelling and punctuation Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words Punctuates correctly: question mark, exclamation mark</p> <p>Working with words and sentences Uses forms of the verb 'to be', e.g. be/ been / being; am/ is/ are; was/ were Present progressive tense (e.g. 'He is reading.');</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog Revises common nouns: countable nouns e.g. book – books Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them</p> <p>Word meaning rhymes Vocabulary in context Words taken from shared or individually read texts Words belonging to the same lexical field, e.g. 'cat' and 'dog' belong to the lexical field 'animals'</p> <p>[LS&C ACTIVITIES]</p>
		<p>Practices reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, rhythm and expression <p>[READ ALOUD]</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>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Expresses emotional response to texts read. <p>[READING FOR ENJOYMENT]</p>		

FORMATIVE ASSESSMENT TASKS				
	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 FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1		
FORMAL ASSESSMENT TASK 1 ORAL <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>	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (20 marks) <p>Descriptive / narrative (3 paragraphs) During the term</p>	FORMAL 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 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>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 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 • 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 <p>[READING COMPREHENSION]</p>	<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 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>Spelling Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Add –es to form plurals of words ending in -s, -sh, -ch, or –z:, e.g. bunch, bunches; brush, brushes Punctuation: full stop, comma, question mark, exclamation mark, colon, etc.</p> <p>Working with words and sentences Uses direct speech Uses quotation marks for direct speech Builds on use of proper nouns, e.g. with capital letter Uses different types of adjectives Begins to use irregular forms of some verbs, e.g. run, ran Constructs simple sentences using subject, verb, object, e.g. 'Bongi / read / her book' Vocabulary in context Words taken from shared or individually read texts [LS&C ACTIVITIES]</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>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 2				
	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 discussion 	<p>Reads information text, e.g. new article</p> <p>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>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. 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> <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 information text, e.g. weather report or a description of a place 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>[LISTENING COMPREHENSION]</p>	<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>[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>[SUMMARISES AN INFORMATIONAL TEXT WITH VISUALS]</p>	<p>Spelling Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. Centre, city 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 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 Builds on understanding and use of simple past Begins to use adverbs of degree, e.g. 'very, really, almost, too'</p> <p>Vocabulary in context Words taken from shared or individually read texts Phrasal verbs, e.g. divide up, move in</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>Practices 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>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) <p>Written before the controlled test</p>			

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 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>Practices 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 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>Practices reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression 	<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>[WRITING: INSTRUCTIONS]</p> <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>Spelling Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune 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> <p>Working with words and sentences Uses the command form of the verb, e.g. Stop. Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission Uses 'must' to show necessity Begins to use 'shall' and 'will' to show intention. Uses adverbs of place (here, there) Uses adverbs of manner (e.g. quickly, slowly)</p> <p>Vocabulary in context Antonyms (words that are opposite in meaning, e.g. loud/soft) Words taken from shared or individually read texts</p> <p>[LS&C ACTIVITIES]</p>
			<p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares books 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,
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 & 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 FAL 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) <p>Written before the controlled test</p>	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 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 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>Spelling and spelling Punctuates correctly: colon, semicolon, inverted commas, commas, full stop 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 Add s to form most plurals Add -es to form plurals of words ending in -s, -sh, -ch, or -z: e.g. bunch, <i>bunches</i>; brush, <i>brushes</i> Working with words and sentences Builds on use of personal pronouns (e.g. I, you, it, us, them) Builds on use of demonstrative pronouns (e.g. this, that, those, these) Revises common nouns: countable nouns e.g. book – books Uses regular forms of the verb, e.g. walk, walked Understands and uses verbs to describe actions Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/her book' Vocabulary in context Words taken from shared or individually read texts [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>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>Builds on understanding and use of comparative adjectives</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Begins to recognize 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> <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>Spelling Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. Centre, city Words starting with a k sound and followed by e or i: use a k to spell the word Working with words and sentences 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 Builds on understanding and use of simple past Begins to use adverbs of degree, e.g. 'very, really, almost, too'</p> <p>Vocabulary in context Words taken from shared or individually read texts Phrasal verbs, e.g. divide up, move in</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 7-8	<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>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>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>[LS&C ACTIVITIES]</p>
	4-8	<p>PROJECT: Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel.</p> <p>Note: There must be a variation of genres across the grades.</p> <p>Planning / Preparation/ Research/ Investigation of oral presentation and creative writing of project.</p>		

	<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT 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 Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks) 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				
	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 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 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>Spelling and punctuations Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words Punctuates correctly: full stop, commas, colon, semi-colon, question marks, exclamation mark</p> <p>Working with words and sentences Builds on understanding and use of simple present Builds on understanding and use of future tense Present progressive tense (e.g. 'He is reading.')</p> <p>Uses adverbs of time (e.g. tomorrow, yesterday) Uses direct speech Uses quotation marks for direct speech Begins to recognize and use reported speech.</p> <p>Vocabulary in context Words taken from shared or individually read texts</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 FAL 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 Note: There must be a variation of genres across the grades.	FORMAL ASSESSMENT TASK 7 Oral 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.

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 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>Reads 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"> 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>[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>Spelling Uses the dictionary to check spelling and meanings of words 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 Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of subject verb concord, e.g. There is one book/There are two books ... Uses 'will' to indicate something that will happen, e.g. There will be a storm today Builds on use of prepositions that show position (on, under, above) Uses question marks Uses exclamation marks</p> <p>Vocabulary in context Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different unrelated meanings, e.g. flour/flower)</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 or read 	<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>[PERSONAL DICTIONARY]</p>	

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>Reads information text with visuals, e.g. charts/tables/ mind-maps/ 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 <p>[READING COMPREHENSION]</p> <ul style="list-style-type: none"> • SUMMARISES the text with support, e.g. fills in missing words in a written summary <p>[SUMMARY]</p>	<p>Draws, labels and/or completes a visual text, e.g. chart/tables/ mind-maps/ 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>[WRITING: VISUAL TEXT]</p>	<p>Spelling Spells familiar words correctly, using a personal dictionary</p> <p>Working with words and sentences 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. Begins to use connecting words to show cause-and-effect (so that) 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 Words taken from shared or individually read texts Joining prefixes or suffixes to a base word</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 or read 	<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>[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 7: ORAL</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 a story with dialogue Choose from 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>[PRESENTS DIALOGUE DONE DURING WRITING]</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 or read 	<p>Reads a story with dialogue 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 <p>[READING COMPREHENSION]</p> <ul style="list-style-type: none"> • Summarizes story with help • Identifies which parts of the story is the dialogue • Role plays the story or a part of the Story <p>[SUMMARY]</p> <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>[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 Uses the dictionary to check spelling and meanings of words Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</p> <p>Working with words and sentences Begins to use connecting words to show choice (e.g., either...or...). Begins to recognize and use reported speech. Develops use of direct speech. Uses quotation marks for direct speech Uses commas for separating nouns in a list Uses apostrophes for showing possession</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>	
			<p>Reflects on texts read during independent/pair reading</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 8:</p> <ul style="list-style-type: none"> • Transactional writing: (10 marks) Written before the controlled test 				

Term 4				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Participates in conversation on a familiar topic 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>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 information text 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 <p>[READING COMPREHENSION]</p> <p>Summarizes the text with support, e.g. fills in missing words in a written summary [SUMMARY]</p>	<p>Writes a paragraph using a frame</p> <ul style="list-style-type: none"> • 4-5 sentences • 30-40 words • 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>Spelling 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> <p>Working with words and sentences Begins to recognize and use reported speech. Uses adverbs of place (here, there) Uses adverbs of manner (e.g. quickly, slowly) Builds on understanding and use of present progressive</p> <p>Vocabulary in context Words taken from shared or individually read texts Compound words, e.g. playground Joining prefixes or suffixes to a base word</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>	
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 (15 marks) • Question 2 Visual text (10 marks) • Question 3 Summary writing (5 marks) • Question 4 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 FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4		
FORMAL ASSESSMENT TASK 7: ORAL <ul style="list-style-type: none"> Read Aloud (20 marks) <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) Question 4: Language Structures and Conventions in context (10 marks)