

REVISED ANNUAL TEACHING PLAN (POST COVID 19)

GRADE 4 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 - 2	<p>Listens to and carries out instructions E.g. instructions for making something (how to wash your hands)</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>Reads an instructional text (Preferably Covid-19 related) 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>Writes an instructional text (e.g. how to make hand sanitizer) 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>Word level work: auxiliary verbs, modal verbs, moods</p> <p>Sentence level work: future tense</p> <p>Spelling and punctuation: word division, dictionary use</p>

GRADE 4 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 - 2	<p>Listens to a short story Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies characters • Recalls main idea • Answers oral questions <p>(Listening Comprehension)</p>	<p>Reads a short story Text from the textbook or TRF</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 • Reads aloud with clear pronunciation, phrasing, tempo, • Uses a dictionary <p>Reflects on texts read independently</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 <p>Creates a personal dictionary Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work: Adverbs</p> <p>Sentence level work: complex sentences</p> <p>Word meaning: one word for a phrase</p>
WEEK 3-4	<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 	<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 	<p>Summarises information text with support</p> <ul style="list-style-type: none"> • Fills in missing words in a written summary • Uses appropriate vocabulary • Uses some new words from the read text 	<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>

	<ul style="list-style-type: none"> • Listens and responds appropriately • Answers oral questions • Relates own experiences <p>(Listening Comprehension)</p>	<p>details, skims for general idea</p> <ul style="list-style-type: none"> • 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>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares books/texts read 	<ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words <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>Spelling and punctuation: Capital and small letters, full stop, comma</p>
<p>WEEK 5-6</p>	<p>Listens to a poem</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings stimulated by the poem • Identify the atmosphere in the poem <p>(Listening Comprehension)</p>	<p>Reads a poem</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title • Describes and analyses emotional response to texts • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Uses dictionary to check the meaning 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>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, initialisation</p>

		(Reading Comprehension)		
	FORMAL ASSESSMENT TASK 6 ORAL [Total 20 marks] <ul style="list-style-type: none"> (Un)prepared Speech OR Listening Comprehension (Completed during the term)			
WEEK 7-8	Listens to a drama from radio, TV or written text <ul style="list-style-type: none"> Introductory activities: prediction from title Retells the drama scene in sequence Names characters correctly Listens to specific details Uses details accurately Expresses thoughts and feelings about the text Uses the correct language form 	Reads a drama Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> Pre-reading predicting from title Uses reading strategies Discusses characters, central idea and setting Expresses feelings stimulated by the text Uses a dictionary to check the meaning of words 	Uses the writing process <ul style="list-style-type: none"> Planning / pre-writing, Drafting, Revising, Editing, Proofreading, and Presenting 	Word level work: collective nouns, reflexive pronouns, stems Sentence level work: subject-verb agreement Spelling and punctuation: full stop, commas, colon, semi-colon, question marks
FORMAL ASSESSMENT TASK 7 RESPONSE TO TEXTS: TEST [Total: 40 marks] <ul style="list-style-type: none"> Literary / non-literary text comprehension (15 marks) Visual text comprehension (10 marks) Summary writing (5 marks) Language Structures and Conventions in context (10 marks) 				

GRADE 4 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>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 • Recognises the structure, language use, purpose and audience of the story • Discusses new vocabulary from the read text • Uses a dictionary <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares books/texts read 	<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>Word level work: conjunctions, auxiliary verbs</p> <p>Sentence level work: subject, object, subject-verb agreement, tenses</p> <p>Word meaning: synonyms, antonyms</p> <p>Spelling and punctuation: dictionary use, word order, word division</p>
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 	<p>Reads short story Text from the textbook or Teacher's Resource File (TRF)</p>	<p>Writes a friendly letter/diary entry</p> <ul style="list-style-type: none"> • Uses a correct format • Selects appropriate content for the 	<p>Word level work: adverbs of place and degree, tenses, conjunctions, pronouns</p>

	<ul style="list-style-type: none"> • 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 	<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>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>topic</p> <ul style="list-style-type: none"> • 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 <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 with correct spacing between paragraphs 	<p>(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>
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>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 	<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 	<p>Word level work: conjunctions</p> <p>Sentence level work: adjectives, adverbs</p> <p>Spelling and punctuation: exclamation mark, colons, capital letters</p>

		<p>the economical use of language</p> <ul style="list-style-type: none"> • 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>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read 	<ul style="list-style-type: none"> • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft 	
<p>FORMAL ASSESSMENT TASK 8: PAPER 3 WRITING [TOTAL 30 marks]</p> <ul style="list-style-type: none"> • Transactional text (10 marks) <p>AND</p> <ul style="list-style-type: none"> • Essay: narrative / descriptive (20 marks) 3 paragraphs. 				
WEEK 7-8	<p>Listens a story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens and relates to own experience • Identifies specific details 	<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 	<p>Writes a character sketch</p> <ul style="list-style-type: none"> • Thinks about characterization • Uses descriptive words to compare characters • Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs • Shows understanding of setting, plot, 	<p>Word level work: infinitive verbs</p> <p>Sentence level work: main clause, dependent clause (simple)</p> <p>Word meaning: similes, metaphor, idioms and proverbs</p>

		<ul style="list-style-type: none"> • Uses a dictionary Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read 	characters, conflict and theme <ul style="list-style-type: none"> • Correct use of tenses Uses the writing process <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	
GRADE 4 TERM 4 END YEAR EXAMINATION PAPERS				
FORMAL ASSESSMENT TASK 9		FORMAL ASSESSMENT TASK 10		
PAPER 1 ORAL: [TOTAL 20 marks] <ul style="list-style-type: none"> • (Un)prepared speech OR Listening Comprehension • Completed during the term Task 9 (Paper 1) oral comprises term 4 oral mark only		PAPER 2 RESPONSE TO TEXTS: [TOTAL 40 marks] 2 HOURS Question 1 <ul style="list-style-type: none"> • Literary / non-literary text comprehension (15 marks) Question 2 <ul style="list-style-type: none"> • Visual text comprehension (10 marks) Question 3 <ul style="list-style-type: none"> • Summary writing (5 marks) Question 4 <ul style="list-style-type: none"> • Language Structures and Conventions in context (10 marks) Timetabled during exam writing period.		