### GRADE 4 - TERM 2

<table>
<thead>
<tr>
<th>WEEK</th>
<th>OBSERVING AND SIGNING</th>
<th>VISUAL READING AND VIEWING</th>
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<th>LANGUAGE STRUCTURES &amp; CONVENTIONS</th>
</tr>
</thead>
</table>
| 1 - 2 | Observe a signed information/non-fiction text, e.g. covid-19  
- Introductory activities: predictions  
- Identify the features of instructional text  
- Reinforce critical observation skills  
- Collect and synthesise information  
- Construct knowledge  
- Express ideas and opinions  
- Follow the observing process | “Read” an information text with visuals (e.g. Covid-19 comprehension)  
- “Pre-reading”: predicting from title/pictures  
- Use contextual clues  
- Activate prior knowledge  
- Ask and answer questions  
- Explains opinions about the text  
- Discusses new signs from the text  
- Share thoughts and opinions  
- Reflect on what was viewed  
- Visualise what is being ‘read’  
- Evaluate and draw conclusions  
- Follows the visual reading process | Record a simple information text (e.g. on Covid 19)  
- Communicate thoughts and ideas coherently  
- Use correct format/frame  
- Use appropriate and varied vocabulary  
- Use correct signing style (register)  
- Stay on topic  
- Research ideas and support with evidence  
- Clarify any unfamiliar concepts  
- Take the viewer from the known to the unknown  
- Follow the recording process | Syntax/Semantics:  
Sentence types  
Question - Wh; Yes/No  
Discourse:  
Rhetoricals |
## GRADE 4 - TERM 3

<table>
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<tr>
<th>WEEK</th>
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</table>
| 1 - 2 | Observe and discuss a story  
- Identify and discuss the main message  
- Recall specific detail in the story  
- Reflect on values and messages values  
- Discuss character, plot and setting  
- Follow the observing process | Read’ a longer story  
Focus on key features of literature texts:  
- Plot / sub-plot  
- Characterisation  
- Message / theme  
- Background and setting  
- Mood, ironic twist and ending  
- Follow the visual reading process | Record a diary entry (e.g. five-day diary entry)  
- A diary is a portrayal of daily events  
- Present his/her evaluation of the day or event  
- Record from the signer’s point of view  
- The language choice is simple and to the point  
- Use everyday language and keep to the point  
- The signing mode will be determined by the nature of the entry | Morphology:  
- Verbs: Indicating verbs; plain verbs  
- Numeral incorporation |
| - 4 | Observe and give directions  
- Introductory activities: prediction  
- Identify the features of instructional signed text  
- Sign clear instructions  
- Ask questions to clarify  
- Follow the observing process | “Read” a poem  
- Ask and answer questions  
- Compare different poems viewed  
- Express feelings stimulated by the poem  
- Discuss main idea and specific details such as the figure of speech elements presented in the poem  
- Discuss the purpose of the text | Record a poem  
- Produce short simple poems  
- Begin to use appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size  
- Use appropriate SASL discourse conventions | Syntax/Semantics:  
- Adjectives  
- Pronouns (placement and indexing)  
- Figures of speech: simile, metaphor, personification, idiom |
<table>
<thead>
<tr>
<th>5 - 6</th>
<th><strong>Observe and discuss a story</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Collect and synthesise information</td>
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<td></td>
<td>- Express ideas and opinions</td>
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<td></td>
<td>- Ask and answer questions</td>
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<td></td>
<td>- Identify and comment on main idea and specific details</td>
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<td></td>
<td>- Discuss character, plot and setting</td>
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<tr>
<td></td>
<td>- Retell the events in sequence</td>
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<td></td>
<td>- Follows the observing process</td>
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<thead>
<tr>
<th></th>
<th><strong>“Read” a short story</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Pre-reading activities, e.g. prediction based on title</td>
</tr>
<tr>
<td></td>
<td>- Use different types of questions in SASL</td>
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<tr>
<td></td>
<td>- Identify main and supporting ideas</td>
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<td></td>
<td>- Interpret and discuss message</td>
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<td></td>
<td>- Comment on storyline</td>
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<td>- Follow the visual reading process</td>
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<tr>
<th></th>
<th><strong>Record a descriptive chunk, e.g. landscape, building</strong></th>
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<td>- Communicate thoughts and ideas coherently</td>
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<td>- Use correct register</td>
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<td>- Use appropriate and varied signs</td>
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<td>- Select appropriate information</td>
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<td>- Stay on topic</td>
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<td>- Tell information in sequence</td>
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<td>- Use appropriate signs, expressions, descriptions etc.</td>
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<td>- Follow the recording process</td>
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<tr>
<th>Syntax:</th>
<th>Synonyms and Antonyms</th>
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<tbody>
<tr>
<td>Discourse:</td>
<td>Cohesion and coherence Chunking</td>
</tr>
<tr>
<td>7 - 8</td>
<td>Observe and carry out instructions</td>
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<td>Introductory activities: prediction</td>
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<th>“Read” an instructional text containing a sequence of instruction</th>
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<td>Use reading strategies: prediction, contextual clues</td>
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<td>Discuss feature of text</td>
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<td>Discuss specific details of text</td>
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<td>Discuss sequence of content</td>
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<td>Discuss new signs</td>
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<td>Answer questions on</td>
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<th>FORMAL ASSESSMENT TASK 7 RESPONSE TO TEXTS: TEST [Total: 40 marks]</th>
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<td>Literary / non-literary text comprehension (15 marks)</td>
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<td>Visual text comprehension (10 marks)</td>
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<td>Summary (5 marks)</td>
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<td>Language Structures and Conventions in context (10 marks)</td>
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# GRADE 4 - TERM 4

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| 1 - 2 | **Observe and discuss a news/ magazine item**  
- Introductory activities: prediction  
- Identify main ideas and respond appropriately  
- Participate in a class discussion, explaining own opinion  
- Reflect, clarify and discuss  
- Ask critical questions  
- Follow the observing process  
**“Read” a signed news/ magazine item that highlights social issues**  
- Pre-reading activities, e.g. prediction based on title  
- Use different visual reading strategies  
- Identify and explain cause and effect  
- Use previous knowledge to determine meaning  
- Make inferences  
- Follow the visual reading process  | **Record a social media message to a friend about an interesting magazine article**  
- Follow the recording process  
- Communicate thoughts and ideas coherently  
- Select appropriate detail and content for the topic  
- Use correct format/frame/design features  
- Use a variety of vocabulary  
- Relate to own experiences  | **Morphology:**  
Predicates:  
Temporal aspects: simple/punctual- repetitive/ iterative, habitual  |
| 3 - 4 | **Observe a story**  
- Introductory activities: prediction  
- Identify and discuss the main message  
- Recall specific detail in the story  
- Reflect on values and messages values  
- Discuss character, plot and setting  
**Read” a drama**  
- Interpret the information in the visuals  
- Independent/pair reading  
- Use visual reading strategies, e.g. predicting, uses contextual clues and identifies the plot  
- Describe the effect of an action or events  | **Record a description of a character**  
- A brief description of a character as if you were trying to introduce the character  
- Include in the description aspects such as physical appearance, mannerisms and values  | **Syntax/Semantics:**  
Tense  
Adverbs of time, manner, location, intensification  
Modals  |
| 5 - 6 | Follow the observing process | Retell drama or main ideas in 1 minute | Show understanding of setting, plot, conflict and theme |
| Observe and discuss information text with visuals | Discuss characters, setting, plot | Follow the recording process |
| Introductory activities: prediction | Express emotional response to texts read. | Relate to own experience |
| Identify main ideas and respond appropriately | ‘Read’ an information text, e.g. advertisement | | |
| Participate in a class discussion, explaining own opinion | Infer meaning | Record an advertisement |
| Reflect, clarify and discuss | Understand purpose of text | Keep the attention of the viewer—ensuring that the important signs stand out. |
| Ask critical questions | Express personal response to images | Create a desire to own the product or use the service. |
| Follow the observing process | Evaluate the image for effectiveness | Consider the following in designing: |
| | Confirm purpose and audience | o The target market (for whom the advertisement is intended) |
| | Follow the visual reading process | o Positioning (where and when the advertisement will appear) |
| | | o Appeals (to what sense is the advertisement appealing?) |
| | | o The structure |
| | | o The language used (repetitive, figurative) |

**FORMAL ASSESSMENT TASK 8: PAPER 3 RECORDING [TOTAL 30 marks]**
- Transactional text (10 marks) 1 – 2 minutes
- Essay: narrative / descriptive (20 marks) 2 – 4 minutes

**Morphology:**
- Compounds
- Lexicalised fingerspelling

**Syntax/ Semantics:**
- Basic sentence types: Question mark wiggle
<table>
<thead>
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<th></th>
<th>Revision and preparation for examination</th>
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</tr>
</thead>
<tbody>
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<td>7 - 8</td>
<td>Signing: Unprepared and prepared presentations</td>
<td>Reading comprehension</td>
<td>Summary</td>
<td>Syntax/Semantics</td>
</tr>
<tr>
<td></td>
<td>Observing: Observing for comprehension</td>
<td>Literature:</td>
<td>- Longer stories/short stories/folklore</td>
<td>- Morphology</td>
</tr>
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<tr>
<td></td>
<td></td>
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**GRADE 4 TERM 4 END YEAR EXAMINATION PAPERS**

**FORMAL ASSESSMENT TASK 9**

**PAPER 1**

OBSERVING AND SIGNING: [TOTAL 20 marks]
- (Un)prepared presentation OR Observing for Comprehension
- Completed during the term

Task 9 (Paper 1) comprises term 4 Observing and Signing mark only

**FORMAL ASSESSMENT TASK 10**

**PAPER 2**

RESPONSE TO TEXTS: [TOTAL 40 marks]

2 HOURS

Question 1
- Literary / non-literary text comprehension (15 marks)

Question 2
- Visual text comprehension (10 marks)

Question 3
- Summary (5 marks)

Question 4
- Language Structures and Conventions in context (10 marks)

Timetabled during exam period