

GRADE 4 - TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1 - 2	<p><b>Observe a signed information/non-fiction text, e.g. covid-19</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: predictions</li> <li>• Identify the features of instructional text</li> <li>• Reinforce critical observation skills</li> <li>• Collect and synthesise information</li> <li>• Construct knowledge</li> <li>• Express ideas and opinions</li> <li>• Follow the observing process</li> </ul>	<p><b>“Read” an information text with visuals (e.g. Covid-19 comprehension)</b></p> <ul style="list-style-type: none"> <li>• “Pre-reading”: predicting from title/pictures</li> <li>• Use contextual clues</li> <li>• Activate prior knowledge</li> <li>• Ask and answer questions</li> <li>• Explains opinions about the text</li> <li>• Discusses new signs from the text</li> <li>• Share thoughts and opinions</li> <li>• Reflect on what was viewed</li> <li>• Visualise what is being ‘read’</li> <li>• Evaluate and draw conclusions</li> <li>• Follows the visual reading process</li> </ul>	<p><b>Record a simple information text (e.g. on Covid 19)</b></p> <ul style="list-style-type: none"> <li>• Communicate thoughts and ideas coherently</li> <li>• Use correct format/frame</li> <li>• Use appropriate and varied vocabulary</li> <li>• Use correct signing style (register)</li> <li>• Stay on topic</li> <li>• Research ideas and support with evidence</li> <li>• Clarify any unfamiliar concepts</li> <li>• Take the viewer from the known to the unknown</li> <li>• Follow the recording process</li> </ul>	<p><b>Syntax/Semantics:</b> Sentence types Question - Wh; Yes/No</p> <p><b>Discourse:</b> Rhetoricals</p>

GRADE 4 - TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1 - 2	<p><b>Observe and discuss a story</b></p> <ul style="list-style-type: none"> <li>Identify and discuss the main message</li> <li>Recall specific detail in the story</li> <li>Reflect on values and messages values</li> <li>Discuss character, plot and setting</li> <li>Follow the observing process</li> </ul>	<p><b>Read' a longer story</b></p> <p>Focus on key features of literature texts:</p> <ul style="list-style-type: none"> <li>Plot / sub-plot</li> <li>Characterisation</li> <li>Message / theme</li> <li>Background and setting</li> <li>Mood, ironic twist and ending</li> <li>Follow the visual reading process</li> </ul>	<p><b>Record a diary entry (e.g. five-day diary entry)</b></p> <ul style="list-style-type: none"> <li>A diary is a portrayal of daily events</li> <li>Present his/her evaluation of the day or event</li> <li>Record from the signer's point of view</li> <li>The language choice is simple and to the point</li> <li>Use everyday language and keep to the point</li> <li>The signing mode will be determined by the nature of the entry</li> </ul>	<p><b>Morphology:</b></p> <p>Verbs: Indicating verbs; plain verbs</p> <p>Numeral incorporation</p>
- 4	<p><b>Observe and give directions</b></p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Identify the features of instructional signed text</li> <li>Sign clear instructions</li> <li>Ask questions to clarify</li> <li>Follow the observing process</li> </ul>	<p><b>"Read" a poem</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Compare different poems viewed</li> <li>Express feelings stimulated by the poem</li> <li>Discuss main idea and specific details such as the figure of speech elements presented in the poem</li> <li>Discuss the purpose of the text</li> </ul>	<p><b>Record a poem</b></p> <ul style="list-style-type: none"> <li>Produce short simple poems</li> <li>Begin to use appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size</li> <li>Use appropriate SASL discourse conventions</li> </ul>	<p><b>Syntax/Semantics:</b></p> <p>Adjectives</p> <p>Pronouns (placement and indexing)</p> <p>Figures of speech: simile, metaphor, personification, idiom</p>

		<ul style="list-style-type: none"> <li>• Discuss some of the language used</li> <li>• Identify and discuss design features, rhythm, parameters, repetition etc.</li> <li>• Explain what the poem is about</li> </ul>		
<b>5 - 6</b>	<p><b>Observe and discuss a story</b></p> <ul style="list-style-type: none"> <li>• Collect and synthesise information</li> <li>• Express ideas and opinions</li> <li>• Ask and answer questions</li> <li>• Identify and comment on main idea and specific details</li> <li>• Discuss character, plot and setting</li> <li>• Retell the events in sequence</li> <li>• Follows the observing process</li> </ul>	<p><b>“Read” a short story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title</li> <li>• Use different types of questions in SASL</li> <li>• Identify main and supporting ideas</li> <li>• Interpret and discuss message</li> <li>• Comment on storyline</li> <li>• Follow the visual reading process</li> </ul>	<p><b>Record a descriptive chunk, e.g. landscape, building</b></p> <ul style="list-style-type: none"> <li>• Communicate thoughts and ideas coherently</li> <li>• Use correct register</li> <li>• Use appropriate and varied signs</li> <li>• Select appropriate information</li> <li>• Stay on topic</li> <li>• Tell information in sequence</li> <li>• Use appropriate signs, expressions, descriptions etc.</li> <li>• Follow the recording process</li> </ul>	<p><b>Syntax:</b> Synonyms and Antonyms</p> <p><b>Discourse:</b> Cohesion and coherence Chunking</p>
<p><b>FORMAL ASSESSMENT TASK 6</b>  <b>OBSERVING AND SIGNING [Total 20 marks]</b></p> <ul style="list-style-type: none"> <li>• (Un)prepared Presentation OR</li> <li>• Observing for Comprehension</li> </ul> <p>(Completed during the term)</p>				

<p>7 - 8</p>	<p><b>Observe and carry out instructions</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identify the features of instructional text</li> <li>• Sign clear instructions</li> <li>• Ask questions to clarify</li> <li>• Follow the observing process</li> </ul>	<p><b>“Read” an instructional text containing a sequence of instruction</b></p> <ul style="list-style-type: none"> <li>• Use reading strategies: prediction, contextual clues</li> <li>• Discuss feature of text</li> <li>• Discuss specific details of text</li> <li>• Discuss sequence of content</li> <li>• Discuss new signs</li> <li>• Answer questions on</li> <li>• Follow the visual reading process</li> </ul>	<p><b>Record an instructional text, e.g. how to make a sandwich</b></p> <ul style="list-style-type: none"> <li>• Instructions must be in chronological order</li> <li>• Plan and prepare</li> <li>• Become familiar with the process</li> <li>• Consider vocabulary, grammar, expressions, technical language and phrases that might be use</li> <li>• Prepare clear and logical sequence of instructions</li> <li>• Use visual material</li> <li>• Follow the recording process</li> </ul>	
<p><b>FORMAL ASSESSMENT TASK 7 RESPONSE TO TEXTS:TEST [Total: 40 marks]</b></p> <ul style="list-style-type: none"> <li>• Literary / non-literary text comprehension (15 marks)</li> <li>• Visual text comprehension (10 marks)</li> <li>• Summary (5 marks)</li> <li>• Language Structures and Conventions in context (10 marks) (10 marks)</li> </ul>				

GRADE 4 - TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1 - 2	<p><b>Observe and discuss a news/ magazine item</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identify main ideas and respond appropriately</li> <li>• Participate in a class discussion, explaining own opinion</li> <li>• Reflect, clarify and discuss</li> <li>• Ask critical questions</li> <li>• Follow the observing process</li> </ul>	<p><b>“Read” a signed news/ magazine item that highlights social issues</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title</li> <li>• Use different visual reading strategies</li> <li>• Identify and explain cause and effect</li> <li>• Use previous knowledge to determine meaning</li> <li>• Make inferences</li> <li>• Follow the visual reading process</li> </ul>	<p><b>Record a social media message to a friend about an interesting magazine article</b></p> <ul style="list-style-type: none"> <li>• Follow the recording process</li> <li>• Communicate thoughts and ideas coherently</li> <li>• Select appropriate detail and content for the topic</li> <li>• Use correct format/frame/design features</li> <li>• Use a variety of vocabulary</li> <li>• Relate to own experiences</li> </ul>	<p><b>Morphology:</b></p> <p>Predicates: Temporal aspects: simple/punctual-repetitive/ iterative, habitual</p>
3 - 4	<p><b>Observe a story</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identify and discuss the main message</li> <li>• Recall specific detail in the story</li> <li>• Reflect on values and messages values</li> <li>• Discuss character, plot and setting</li> </ul>	<p><b>Read” a drama</b></p> <ul style="list-style-type: none"> <li>• Interpret the information in the visuals</li> <li>• Independent/pair reading</li> <li>• Use visual reading strategies, e.g. predicting, uses contextual clues and identifies the plot</li> <li>• Describe the effect of an action or events</li> </ul>	<p><b>Record a description of a character</b></p> <ul style="list-style-type: none"> <li>• A brief description of a character as if you were trying to introduce the character</li> <li>• Include in the description aspects such as physical appearance, mannerisms and values</li> </ul>	<p><b>Syntax/Semantics:</b></p> <p>Tense Adverbs of time, manner, location, intensification Modals</p>

	<ul style="list-style-type: none"> <li>Follow the observing process</li> </ul>	<ul style="list-style-type: none"> <li>Retell drama or main ideas in 1 minute</li> <li>Discuss characters, setting, plot</li> <li>Express emotional response to texts read.</li> <li>Relate to own experience</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of setting, plot, conflict and theme</li> <li>Follow the recording process</li> </ul>	
5 - 6	<p><b>Observe and discuss information text with visuals</b></p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Identify main ideas and respond appropriately</li> <li>Participate in a class discussion, explaining own opinion</li> <li>Reflect, clarify and discuss</li> <li>Ask critical questions</li> <li>Follow the observing process</li> </ul>	<p><b>‘Read’ an information text, e.g. advertisement</b></p> <ul style="list-style-type: none"> <li>Infer meaning</li> <li>Understand purpose of text</li> <li>Express personal response to images</li> <li>Evaluate the image for effectiveness</li> <li>Confirm purpose and audience</li> <li>Follow the visual reading process</li> </ul>	<p><b>Record an advertisement</b></p> <ul style="list-style-type: none"> <li>Keep the attention of the viewer—ensuring that the important signs stand out.</li> <li>Create a desire to own the product or use the service.</li> <li>Consider the following in designing: <ul style="list-style-type: none"> <li>The target market (for whom the advertisement is intended)</li> <li>Positioning(when and where the advertisement will appear)</li> <li>Appeals (to what sense is the advertisement appealing?)</li> <li>The structure</li> <li>The language used (repetitive, figurative)</li> </ul> </li> </ul>	<p><b>Morphology:</b> Compounds Lexicalised fingerspelling</p> <p><b>Syntax/ Semantics:</b> Basic sentence types: Question mark wiggle</p>
<p><b>FORMAL ASSESSMENT TASK 8: PAPER 3</b> <b>RECORDING [TOTAL 30 marks]</b></p> <ul style="list-style-type: none"> <li>Transactional text (10 marks) 1 – 2 minutes</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>Essay: narrative / descriptive (20 marks) 2 – 4 minutes</li> </ul>				

<p><b>7 - 8</b></p>	<p><b>Revision and preparation for examination</b></p> <p><b>Signing:</b> Unprepared and prepared presentations</p> <p><b>Observing:</b> Observing for comprehension</p>	<p><b>Revision and preparation for examination</b></p> <ul style="list-style-type: none"> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature:             <ul style="list-style-type: none"> <li>- Longer stories/short stories/folklore</li> <li>- Drama</li> <li>- Poems</li> </ul> </li> </ul>	<p><b>Revision and preparation for examination</b></p> <p>Essays / Transactional texts</p>	<p><b>Revision and preparation for the examination</b></p> <ul style="list-style-type: none"> <li>• Syntax/Semantics</li> <li>• Morphology</li> <li>• Discourse</li> </ul>
<p><b>GRADE 4 TERM 4 END YEAR EXAMINATION PAPERS</b></p>				
<p><b>FORMAL ASSESSMENT TASK 9</b></p> <p><b>PAPER 1</b></p> <p><b>OBSERVING AND SIGNING: [TOTAL 20 marks]</b></p> <ul style="list-style-type: none"> <li>• (Un)prepared presentation OR Observing for Comprehension</li> <li>• Completed during the term</li> </ul> <p>Task 9 (Paper 1) comprises term 4 Observing and Signing mark only</p>		<p><b>FORMAL ASSESSMENT TASK 10</b></p> <p><b>PAPER 2</b></p> <p><b>RESPONSE TO TEXTS: [TOTAL 40 marks]</b></p> <p><b>2 HOURS</b></p> <p>Question 1</p> <ul style="list-style-type: none"> <li>• Literary / non-literary text comprehension (15 marks)</li> </ul> <p>Question 2</p> <ul style="list-style-type: none"> <li>• Visual text comprehension (10 marks)</li> </ul> <p>Question 3</p> <ul style="list-style-type: none"> <li>• Summary (5 marks)</li> </ul> <p>Question 4</p> <ul style="list-style-type: none"> <li>• Language Structures and Conventions in context (10 marks)</li> </ul> <p>Timetabled during exam period</p>		