

## 3.4 CONTENT AND TEACHING PLANS FOR ENGLISH HOME LANGUAGE

## GRADE 4

GRADE 4 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK</b> <b>1 – 2</b>	<p><b>Listens to a short story</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies characters</li> <li>• Recalls main idea</li> <li>• Answers oral questions</li> </ul> <p><b>Retells a story</b></p> <ul style="list-style-type: none"> <li>• Retells events in correct sequence</li> <li>• Names the characters correctly</li> </ul>	<p><b>Reads a short story</b></p> <p>Text from the textbook or TRF</p> <p>Pre-reading: predicting from title and pictures</p> <ul style="list-style-type: none"> <li>• Uses reading strategies: making predictions, uses phonic and contextual clues</li> <li>• Discusses new vocabulary from the read text</li> <li>• Identifies and comments on the characters</li> <li>• Gives and explains own feelings about the text</li> <li>• Reads aloud with clear pronunciation, phrasing, tempo,</li> <li>• Uses a dictionary</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read.</li> <li>• Relates to own life</li> </ul>	<p><b>Writes a story based on a personal experience/ event</b></p> <ul style="list-style-type: none"> <li>• Chooses appropriate content for the topic</li> <li>• Uses the story structure as a frame</li> <li>• Includes characters</li> <li>• Uses appropriate grammar, spelling and punctuation.</li> <li>• Uses a range of vocabulary related to topic</li> <li>• Creates a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> common nouns, proper nouns, countable and uncountable nouns</p> <p><b>Sentence level work:</b> simple sentences</p> <p><b>Spelling and punctuation:</b> full stop, capital and lower case (small) letters</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK</b> <b>3 – 4</b>	<p><b>Listens to a poem/song</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Recalls main idea</li> <li>• Discusses central idea</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Performs song/selected lines</li> </ul>	<p><b>Reads a poem/song</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Discusses main idea/s</li> <li>• Expresses feelings stimulated by the song</li> <li>• Identifies rhythm and rhyme and their effects</li> <li>• Breaks up words into syllables to understand rhythm</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read</li> </ul>	<p><b>Writes a simple poem/song</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Uses the relevant structure and format</li> <li>• Plans, drafts and revises a song</li> <li>• Uses appropriate rhythm and rhyme</li> <li>• Uses knowledge of syllables to develop rhythm of the text</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> abstract and concrete nouns, compound nouns</p> <p><b>Sentence level work:</b> simple sentences</p> <p><b>Word meaning:</b> rhymes, borrowed words</p> <p><b>Spelling and punctuation:</b> full stop, comma</p>

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<b>WEEK</b> <b>5 – 6</b>	<p><b>Listens to a story, e.g. folklore (myth or legend)</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies plot, characters and setting</li> <li>• Discusses main message</li> <li>• Answers oral questions</li> </ul> <p><b>Retells a story</b></p> <ul style="list-style-type: none"> <li>• Retells events in correct sequence</li> <li>• Names the characters correctly</li> <li>• Expresses thoughts and feelings</li> </ul>	<p><b>Reads a story, e.g. folklore (myth or legend)</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies: makes predictions, uses contextual clues to find meaning</li> <li>• Discusses plot, main characters and setting</li> <li>• Discusses the message</li> <li>• Expresses opinions and own feelings about the text</li> <li>• Distinguishes between realistic and unrealistic events</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Relates to own life</li> </ul>	<p><b>Writes a story/(folklore, e.g. myth/ legend)</b></p> <ul style="list-style-type: none"> <li>• Develops structure (beginning, middle and ending) plot), characters and setting</li> <li>• Uses language imaginatively especially a variety of vocabulary</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> prefix, roots and suffix</p> <p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Word meaning:</b> proverbs, idioms</p> <p><b>Punctuation:</b> full stop, comma, colon, semi-colon</p>

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<b>WEEK</b> <b>7 – 8</b>	<p><b>Listens to and discusses an instructional text, e.g. recipe</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Recalls procedure</li> <li>• Identifies the features of instructional text</li> <li>• Gives clear instructions, e.g. on how to make a cup of tea</li> <li>• Makes notes and applies instructions read</li> <li>• Asks questions to clarify</li> <li>• Comments on clarity of instructions</li> </ul>	<p><b>Reads instructional text</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, contextual clues</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> </ul>	<p><b>Writes instructions e.g. how to make a cup of tea</b></p> <ul style="list-style-type: none"> <li>• Lists materials and ingredients</li> <li>• Uses correct specific details</li> <li>• Uses correct sequence</li> <li>• Uses the command form of the verb</li> <li>• Uses correct structure and format</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> personal pronouns, possessive pronouns, demonstrative</p> <p><b>Sentence level work:</b> subject, object</p> <p><b>Word meaning:</b> borrowed words</p>

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<b>WEEK 9 – 10</b>	<p><b>Listens to and discusses current issues based on newspaper or magazine article</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Discusses the main ideas and specific detail</li> <li>• Uses information from the text in response to the questions</li> <li>• Discusses the social, moral and cultural values in the text</li> <li>• Participates in a discussion</li> </ul> <p><b>Presents a prepared speech</b></p> <ul style="list-style-type: none"> <li>• Selects relevant content</li> <li>• Uses beginning, middle and ending</li> <li>• Stays on topic</li> <li>• Uses logical organisation of ideas</li> <li>• Uses presentation skills, e.g. volume, pause, posture</li> </ul>	<p><b>Reads information text, e.g. news article</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, skims for general idea</li> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Discusses headlines</li> <li>• Discusses central idea and specific details</li> <li>• Comments on choice of pictures in text</li> <li>• Explains meaning of unfamiliar words</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Expresses emotional response to texts read</li> </ul>	<p><b>Writes a news report based on personal experience/event</b></p> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Selects appropriate content</li> <li>• Uses an appropriate frame</li> <li>• Writes a headline/title</li> <li>• Sequences events correctly</li> <li>• Uses appropriate vocabulary</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Corrects spelling using a dictionary.</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> Articles (English &amp; Afrikaans), plurals (noun prefixes – African languages)</p> <p><b>Sentence level work:</b> simple sentences, statements, questions</p> <p><b>Word meaning:</b> antonyms</p> <p><b>Spelling and punctuation:</b> question mark, exclamation mark, dictionary use</p>

## GRADE 4 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK</b> 1 – 2	<p><b>Listens to weather reports</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Links information to own life</li> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places, indicates preferred destinations with reasons</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Identifies features of weather reports: register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> </ul>	<p><b>Reads information texts with visuals,</b> e.g. charts/tables/maps</p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures/visuals</li> <li>• Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>• Identifies the way the text is organised</li> <li>• Compares differences and similarities in different places</li> <li>• Reads an information text with visuals e.g. map</li> <li>• Uses dictionary to check meaning of new vocabulary</li> </ul>	<p><b>Writes information text e.g. weather chart</b></p> <ul style="list-style-type: none"> <li>• Organises information logically</li> <li>• Includes specific details</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Designs appropriate visuals, e.g. charts/tables/maps</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses appropriate vocabulary</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> adjectives, degrees of comparison</p> <p><b>Sentence level work:</b> simple past tense, future tense</p>

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<b>WEEK 3 – 4</b>	<p><b>Listens to and discusses a short story</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies main ideas and specific details</li> <li>• Discusses plot, setting and characters</li> <li>• Relates to own life</li> <li>• Discusses and gives opinion</li> <li>• Participates in group discussion e.g. on issues related to the story</li> <li>• Asks relevant questions</li> <li>• Gives feedback</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy and respect</li> <li>• Takes turns to speak</li> </ul>	<p><b>Reads a short story</b></p> <p>Pre-reading: predicting from title and pictures</p> <ul style="list-style-type: none"> <li>• Identifies and comments on the main character, plots and setting</li> <li>• Uses reading strategies: makes predictions and inferences, uses phonic and contextual clues</li> <li>• Discusses a character including what he or she says or does and what other characters say about him or her or do to him or her</li> <li>• Infers reasons for actions in the story</li> <li>• Gives and explains own feelings and opinions about the text</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul>	<p><b>Writes a description of a character</b></p> <ul style="list-style-type: none"> <li>• Gives specific details</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Uses a variety of vocabulary including synonyms and antonyms and adjectives</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Editing</li> <li>• Proofreads</li> <li>• Writes final draft</li> </ul>	<p><b>Word level work:</b> Adjectives, verbs – main verbs, regular verbs, transitive and intransitive verbs</p> <p><b>Sentence level work:</b> subject, object, subject-verb agreement, present tense</p> <p><b>Spelling and punctuation:</b> full stop, comma, question mark, exclamation mark, etc.</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 5 – 6</b>	<p><b>Listens to and discusses a fable/ myth/legend</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies the central idea, plot, setting, and characters of a fiction story</li> <li>• Distinguishes between realistic and unrealistic events</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Responds sensitively to ideas and suggestions</li> <li>• Gives feedback</li> <li>• Gives balanced and constructive feedback on: plot, theme, setting</li> </ul>	<p><b>Reads fables/ myth/legend</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies: skimming and scanning</li> <li>• Identifies and comments on the plot, setting and characters</li> <li>• Gives reasons for actions of characters</li> <li>• Understands the vocabulary</li> <li>• Identifies main and supporting ideas</li> <li>• Identifies and discusses values in the text</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read</li> </ul>	<p><b>Writes a fable/ myth/legend</b></p> <ul style="list-style-type: none"> <li>• Uses animals as characters</li> <li>• Selects appropriate content for the topic</li> <li>• Uses the story structure as a frame</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Links paragraphs using connecting words and phrases</li> <li>• Uses a variety of vocabulary</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Edit</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> </ul>	<p><b>Word level work:</b> regular and irregular verbs, finite and infinite verbs, stative verbs</p> <p><b>Sentence level work:</b> subject-verb agreement, past tense</p> <p><b>Word meaning:</b> idioms and proverbs</p>



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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 – 8	<p><b>Listens to and carries out instructions</b>, e.g. recipe/instructions for making something</p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Recalls procedure</li> <li>• Identifies the features of instructional text</li> <li>• Notes key headings</li> <li>• Gives clear instructions, e.g. on how to make a sandwich</li> <li>• Makes notes and applies instructions read</li> <li>• Asks questions for clarity</li> <li>• Comments on clarity of instructions</li> </ul> <p><b>Listens to and gives directions</b></p> <ul style="list-style-type: none"> <li>• Listens for specific details</li> <li>• Uses details accurately</li> <li>• Uses the correct language form</li> </ul>	<p><b>Reads an instructional text</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies: prediction, contextual clues</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul>	<p><b>Writes an instructional text e.g. how to make a sandwich</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Selects appropriate content for the topic</li> <li>• Uses the appropriate structure as a frame</li> <li>• Orders information logically</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Presents work neatly using headings, spacing for paragraphs</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> auxiliary verbs, modal verbs, moods</p> <p><b>Sentence level work:</b> future tense</p> <p><b>Spelling and punctuation:</b> word division, dictionary use</p>
WEEK 9 – 10	<b>SUMMATIVE ASSESSMENT</b>			

## GRADE 4 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 1-2</b>	<p><b>Listens to an extract from a novel</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listen to extracts from the novel</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Discusses the main ideas and specific detail</li> <li>• Uses information from the text in response to questions</li> <li>• Discusses the social, moral and cultural values in the text</li> </ul> <p><b>Participates in group discussion</b></p> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy and respect</li> </ul>	<p><b>Reads a novel</b></p> <p>Text from the textbook or TRF</p> <p>Pre-reading: predicts from title and pictures</p> <ul style="list-style-type: none"> <li>• Interprets and explains the message</li> <li>• Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences</li> <li>• Describes feelings about the text giving reasons</li> <li>• Discusses characters ,plot ,setting</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Reflects on texts read independently</b></p>	<p><b>Writes diary entries</b></p> <ul style="list-style-type: none"> <li>• Uses a correct format</li> <li>• Selects appropriate content for the topic</li> <li>• Uses emotive words</li> <li>• Uses first person narration</li> <li>• Uses the appropriate structure as a frame</li> <li>• Uses topic and supporting sentences to write their text</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> Adverbs</p> <p><b>Sentence level work:</b> complex sentences</p> <p><b>Word meaning:</b> one word for a phrase</p>

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<b>WEEK</b> <b>3 – 4</b>	<p><b>Listens and discusses information text</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Discusses specific details</li> <li>• Asks questions to obtains information</li> <li>• Listens and responds appropriately</li> <li>• Answers oral questions</li> <li>• Relates own experiences</li> </ul>	<p><b>Reads information text</b>, e.g. on social issues</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. scans for specific details, skims for general idea</li> <li>• Reads short printed resources</li> <li>• Locates information from different sources</li> <li>• Selects the relevant ideas</li> <li>• Identifies different purposes of texts</li> <li>• Identifies and discusses values in the text</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul>	<p><b>Writes a descriptive paragraph (2 paragraphs)</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content for the topic</li> <li>• Uses the appropriate structure as a frame</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs)</li> <li>• Creates visual aids for presentation</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul>	<p><b>Word level work:</b> conjunctions, prepositions</p> <p><b>Sentence level work:</b> past continuous tense, future continuous tense</p> <p><b>Word meaning:</b> figurative, similes, metaphors</p> <p><b>Spelling and punctuation:</b> Capital and small letters, full stop, comma</p>

## GRADE 4 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK</b> <b>5 – 6</b>	<p><b>Listens to a poem</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Appreciates and responds to the sound effect stimulated by the poem</li> <li>• Discusses central idea</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Identify the atmosphere in the poem</li> </ul> <p><b>Performs a poem/selected lines</b></p> <ul style="list-style-type: none"> <li>• Selects tone and expression appropriate to content and style of poem</li> <li>• Uses appropriate intonation and facial expressions</li> <li>• Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing</li> <li>• Uses appropriate intonation</li> </ul>	<p><b>Reads a poem</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title</li> <li>• Describes and analyses emotional response to texts</li> <li>• Identifies rhyme, alliteration and onomatopoeia and their effects</li> <li>• Identifies and explains similes and metaphors</li> <li>• Uses dictionary to check the meaning of words</li> </ul>	<p><b>Writes a poem</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Uses the correct format</li> <li>• Uses language imaginatively and creatively</li> <li>• Uses Alliteration, Assonance, Consonance</li> <li>• Uses a variety of vocabulary</li> <li>• Uses figurative language e.g. similes, metaphors</li> <li>• Uses appropriate rhythm and rhyme</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>	<p><b>Word level work:</b> conjunctions</p> <p><b>Sentence level work:</b> statements, simple sentences</p> <p><b>Word meaning:</b> personification, alliteration, similes, metaphors, rhythm, rhyme</p> <p><b>Spelling and punctuation:</b> dictionary use, abbreviations – acronyms, truncation, initialisation</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 7 – 8</b>	<p><b>Listens to information texts with visuals e.g. charts/tables/maps</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Interprets visuals</li> <li>• Links information to own life</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> </ul>	<p><b>Reads information texts with visuals, e.g. charts/tables/maps</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures/visuals</li> <li>• Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>• Reads an information text with visuals e.g. map</li> <li>• Identifies the way the text is organised</li> <li>• Interprets visuals</li> </ul>	<p><b>Writes information from a table/graph/map into a paragraph</b></p> <ul style="list-style-type: none"> <li>• Selects relevant information</li> <li>• Translates graphical information correctly into paragraphs</li> <li>• Links sentences into a coherent paragraph using pronouns and connecting words</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses appropriate vocabulary</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>	<p><b>Word level work:</b> stems</p> <p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Sentence level work:</b> verb clause</p> <p><b>Spelling and punctuation:</b> colon</p>

## GRADE 4 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 9 – 10</b>	<p><b>Listens to a drama</b> from radio, TV or written text</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction from title</li> <li>• Retells the drama scene in sequence</li> <li>• Names characters correctly</li> <li>• Listens to specific details</li> <li>• Uses details accurately</li> <li>• Expresses thoughts and feelings about the text</li> <li>• Uses the correct language form</li> </ul> <p><b>Role plays a character</b></p>	<p><b>Reads a drama</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading predicting from title</li> <li>• Uses reading strategies</li> <li>• Discusses characters, central idea and setting</li> <li>• Expresses feelings stimulated by the text</li> <li>• Uses a dictionary to check the meaning of words</li> </ul> <p><b>Reflects on texts read independently</b></p>	<p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate characters</li> <li>• Uses a correct format</li> <li>• Organises the conversation logically</li> <li>• Uses a variety of vocabulary</li> <li>• Uses appropriate grammar, spelling, punctuation and spacing</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> collective nouns, reflexive pronouns, stems</p> <p><b>Sentence level work:</b> subject-verb agreement</p> <p><b>Spelling and punctuation:</b> full stop, commas, colon, semi-colon, question marks</p>

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

## GRADE 4 TERM 4

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



## GRADE 4 TERM 4

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

GRADE 4 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 – 8	<p><b>Listens a dialogue</b></p> <ul style="list-style-type: none"> <li>• Introductory activities : prediction</li> <li>• Listens and relates to own experience</li> <li>• Identifies specific details</li> </ul> <p><b>Participates in group discussions</b></p> <ul style="list-style-type: none"> <li>• Takes turns to speak</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy and respect</li> <li>• Gives balanced and constructive feedback</li> </ul>	<p><b>Reads a drama</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies: skimming and scanning</li> <li>• Identifies and comments on the plot</li> <li>• Gives reasons for action</li> <li>• Understands the vocabulary</li> <li>• Identifies main and supporting ideas</li> <li>• Identifies and discusses values in the text</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul> <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read</li> </ul>	<p><b>Writes a character sketch</b></p> <ul style="list-style-type: none"> <li>• Thinks about characterisation</li> <li>• Uses descriptive words to compare characters</li> <li>• Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs</li> <li>• Shows understanding of setting, plot, characters, conflict and theme</li> <li>• Correct use of tenses</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> infinitive verbs</p> <p><b>Sentence level work:</b> main clause, dependent clause (simple)</p> <p><b>Word meaning:</b> similes, metaphor, idioms and proverbs</p>
WEEK 9 – 10	<b>SUMMATIVE ASSESSMENT</b>			