

## REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 4 - ENGLISH HL - TERM 1)

TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 1</b> 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.			
<b>WEEK 2</b>	<p><b>Listens to a short story</b> <i>Text from the textbook or TRF</i></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>[LISTENING COMPREHENSION]</b></p> <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> <i>Text from the textbook or TRF</i></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>• Uses a dictionary</li> </ul> <p><b>[READING COMPREHENSION]</b></p>	<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><b>Uses the writing process</b></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>[WRITING: STORY]</b></p>	<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> <p><b>[LS&amp;C ACTIVITIES]</b></p>
			<ul style="list-style-type: none"> <li>• <b>Reads aloud</b> with clear pronunciation, phrasing, tempo,</li> </ul>	<p><b>Creates a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Labels pages with letters of alphabet</li> <li>• Enters 5 words and meanings (drawing/sentence using the word/ explanation of word)</li> </ul>

Expected class activities/ informal assessment are indicated in brackets

TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p><b>Listens to a poem/song</b> 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>[LISTENING COMPREHENSION]</p>	<p><b>Reads a poem/song</b> 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>[READING COMPREHENSION]</p>	<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><b>Uses the writing process</b></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>[WRITING: POEM / SONG]</p>	<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> <p>[LS&amp;C ACTIVITIES]</p>
		<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>[READING FOR ENJOYMENT]</p>	<p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul> <p>[PERSONAL DICTIONARY]</p>	
	<p><b>FORMAL ASSESSMENT: TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> <p>Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.</p>			

Expected class activities/ informal assessment are indicated in brackets

Term 1				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p><b>Listens to a story, e.g. folklore (myth or legend)</b> 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>LISTENING COMPREHENSION]</b></p> <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> 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>Writes a message/ An SMS</b></p> <ul style="list-style-type: none"> <li>• Chooses appropriate content</li> <li>• Uses correct format</li> <li>• Addresses text to a person</li> <li>• Ends with own name</li> </ul> <p><b>Writes a personal recount</b> using a frame, (e.g. yesterday I.....Then I.....)</p> <p>From the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> <li>• Uses the frame</li> <li>• Selects from own experience</li> <li>• Selects appropriate topic</li> <li>• Stays on topic</li> <li>• Tells event in sequence</li> <li>• Uses varied vocabulary</li> </ul> <p><b>[WRITE AN LETTER/ SMS]</b></p>	<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> <p><b>[LS&amp;C ACTIVITIES]</b></p>
			<p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Relates to own life</li> </ul> <p><b>[READING FOR ENJOYMENT]</b></p>	<p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul> <p><b>[PERSONAL DICTIONARY]</b></p>
<p><b>FORMAL ASSESSMENT TASK 2: WRITING</b></p> <ul style="list-style-type: none"> <li>• Essay (20 marks)</li> </ul> <p><b>Narrative or Descriptive</b> 3 paragraphs Done during the term</p>				

Expected class activities/ informal assessment are indicated in brackets

TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p><b>Listens to information text, e.g. a poster advertising an event</b> Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Identifies specific details</li> <li>Interprets the information given</li> <li>Relates to personal experience</li> </ul>	<p><b>Reads information text with visuals, e.g. charts/tables/ diagrams/ mind-maps /maps /pictures</b> 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/visuals</li> <li>Uses reading strategies, e.g. skimming</li> <li>Asks and answers questions</li> <li>Discusses main idea and specific details</li> <li>Interprets the information in the Visuals</li> </ul> <p><b>Reads a visual text, e.g. a poster advertising an event</b></p> <ul style="list-style-type: none"> <li>Pre-reading: discusses pictures</li> <li>Interprets the information</li> <li>Discusses the purpose of the text</li> <li>Discusses some of the language used</li> <li>Identifies and discusses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p>[READING COMPREHENSION]</p>	<p><b>Summarises information text with support</b></p> <ul style="list-style-type: none"> <li>Fills in missing words in a written summary or in a chart/table/mind-map</li> <li>Uses appropriate vocabulary</li> <li>Uses some new words from the read text</li> </ul> <p>[SUMMARY: INFORMATION TEXT]</p> <p><b>Designs a visual text, e.g. a poster advertising an event</b></p> <ul style="list-style-type: none"> <li>Selects appropriate information</li> <li>Uses the correct format</li> <li>Uses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p>[WRITING: VISUAL TEXTS]</p>	<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> <p>[LS&amp;C ACTIVITIES]</p>
		<p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Relates to own life</li> </ul> <p>[READING FOR ENJOYMENT]</p>	<p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul> <p>[PERSONAL DICTIONARY]</p>	
		<p><b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)</b></p> <ul style="list-style-type: none"> <li>Literary/Non- literary text (15 marks)</li> <li>Visual text (10 marks)</li> <li>Language Structures and Conventions (15 marks)</li> </ul> <p>Activities for this task do not have to be written in one session</p>		

Expected class activities/ informal assessment are indicated in brackets

Term 1				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<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>[LISTENING COMPREHENSION]</b></p>	<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>[READING COMPREHENSION]</b></p>	<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> <li>• Uses the writing process</li> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul> <p><b>[WRITING: INSTRUCTIONS]</b></p>	<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> <p><b>[LS&amp;C ACTIVITIES]</b></p>

FORMATIVE ASSESSMENT ACTIVITIES				
	<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> <li>• Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> <li>• Creative Writing</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Language Structures and Convention activities</li> </ul>

GRADE 4 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1				
	<p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>• Read aloud (20 marks)</li> </ul> <p>Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.</p>	<p><b>FORMAL ASSESSMENT TASK 2: WRITING</b></p> <ul style="list-style-type: none"> <li>• Essay (20 marks)</li> </ul> <p>Descriptive / narrative (3 paragraphs)</p> <p>During the term</p>		<p><b>FORMAL ASSESSMENT TASK 3 RESPONSE TO TEXTS (40 MARKS)</b></p> <ul style="list-style-type: none"> <li>• Literary/Non- literary text (15 marks)</li> <li>• Visual text (10 marks)</li> <li>• Language Structures and Conventions (15 marks)</li> </ul>

Expected class activities/ informal assessment are indicated in brackets

TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p><b>Listens to and discusses a short story</b> 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 class/ teacher-led 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>Describes a person/animal character from story/place from the story</b></p> <ul style="list-style-type: none"> <li>• Explains what the person/animal/ character/ place looks like</li> <li>• Uses a few new words learnt from story</li> <li>• Uses adjectives</li> </ul> <p><b>Does a role-play, based on the story</b></p>	<p><b>Reads a short story</b> 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> <li>• Interprets and explains the message</li> <li>• Retells events in correct sequence</li> </ul> <p><b>[READING COMPREHENSION]</b></p> <p><b>Book review</b> <b>Does comprehension activity on the text (oral or written)</b> Reads a simple book review</p> <ul style="list-style-type: none"> <li>• Identifies key information, e.g. title of book being reviewed, writer, etc.</li> <li>• Identifies main points</li> <li>• Discusses format of the review</li> <li>• Discusses response to the review</li> </ul>	<p><b>Writes dialogue (using a frame)</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content for the topic</li> <li>• Uses the frame appropriately</li> <li>• Characters' 'speech' follows in logical order</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• <i>writes the names of the characters on the left side of the page</i></li> <li>• <i>uses a colon after the name of the character who is speaking</i></li> <li>• <i>use a new line to indicate each new speaker</i></li> <li>• <i>presents the action in brackets before the words are spoken</i></li> <li>• <i>sketches a scenario before you start writing.</i></li> </ul> <p><b>[WRITES A DIALOGUE]</b></p> <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><b>[WRITING: DESCRIPTIVE ESSAY]</b></p> <p><b>Uses the writing process</b></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, degrees of comparison</p> <p><b>Sentence level work:</b> subject, object, subject-verb agreement, present tense, simple past tense, future tense</p> <p><b>Spelling and punctuation:</b> full stop, comma, question mark, exclamation mark, colon, etc.</p> <p><b>[LS&amp;C ACTIVITIES]</b></p>
				<p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul>

Expected class activities/ informal assessment are indicated in brackets

TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<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 class / teacher-led discussion</li> </ul>	<p><b>Reads information text, e.g. news article</b> 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>[READING COMPREHENSION]</b></p>	<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><b>Uses the writing process</b></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>[WRITE A NEWS REPORT]</b></p>	<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> <p><b>[LS&amp;C ACTIVITIES]</b></p>
	<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>[SPEECH]</b></p>	<p><b>Reflects on texts read during independent/ pair reading</b></p> <ul style="list-style-type: none"> <li>• Retells story or explains main ideas</li> <li>• Expresses emotional response to texts read</li> </ul> <p><b>[READING FOR ENJOYMENT]</b></p>	<p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul>	
	<p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>			

Expected class activities/ informal assessment are indicated in brackets

Term 2				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p><b>Listens to weather reports</b> Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> </ul> <p><b>Participates in class / teacher led discussions</b></p> <ul style="list-style-type: none"> <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>• 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 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>[READING COMPREHENSION]</b></p>	<p><b>Summarises information text (e.g. weather chart) with support</b></p> <ul style="list-style-type: none"> <li>• Fills in missing words in a written summary or in a chart/table/mind-map</li> <li>• Uses appropriate vocabulary</li> <li>• Uses some new words from the read text</li> </ul> <p><b>[SUMMARY: INFORMATIONAL TEXT WITH VISUALS]</b></p>	<p><b>Word level work:</b> regular and irregular verbs, finite and infinite verbs, stative verbs, adjectives</p> <p><b>Sentence level work:</b> subject-verb agreement, past tense, future tense</p> <p><b>Word meaning:</b> idioms and proverbs</p> <p><b>[LS&amp;C ACTIVITIES]</b></p>
	<p><b>Listens to a description and describes an object</b></p> <ul style="list-style-type: none"> <li>• Identifies the object described correctly</li> <li>• Uses words that correctly describe the object</li> <li>• Uses some new words</li> <li>• Uses adjectives</li> </ul> <p><b>[ORAL PRESENTATION]</b></p>		<p><b>Writes a description of a person/ animal/place</b></p> <ul style="list-style-type: none"> <li>• Description is clear</li> <li>• Uses properly constructed complete sentences.</li> <li>• Uses appropriate grammar (adjectives), spelling and punctuation</li> </ul> <p><b>[WRITING: DESCRIPTIVE ESSAY]</b></p>	
			<p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul> <p><b>[READING FOR ENJOYMENT]</b></p>	<p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul>

Expected class activities/ informal assessment are indicated in brackets



	<b>FORMAL ASSESSMENT TASK 4:</b> <ul style="list-style-type: none"> <li>• <b>Transactional writing (10 marks)</b> Written before the controlled test</li> </ul>
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Term 2				
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<b>Listens to and carries out instructions</b> , e.g. recipe/instructions for making something Text from the textbook or TRF <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> <b>[LISTENING COMPREHENSION]</b>	<b>Reads an instructional text</b> Text from the textbook or TRF <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> <b>[READING COMPREHENSION]</b>	<b>Writes an instructional text e.g. how to make a sandwich</b> Text from the textbook or TRF <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> <b>Uses the writing process</b> <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> <b>[WRITE AN INSTRUCTIONAL TEXT]</b>	<b>Word level work:</b> auxiliary verbs, modal verbs, moods <b>Sentence level work:</b> future tense <b>Spelling and punctuation:</b> word division, dictionary use  <b>[LS&amp;C ACTIVITIES]</b>
	<b>Practises Listening and Speaking</b> (Choose one for daily practice) <ul style="list-style-type: none"> <li>• Responds physically to instructions</li> <li>• Gives and follows simple instructions/directions</li> </ul>		<b>Records words and their meanings in a personal dictionary</b> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul> <b>[PERSONAL DICTIONARY]</b>	
WEEK 9-10	<b>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST</b> <b>(RESPONSE TO TEXTS 40 marks)</b> <ul style="list-style-type: none"> <li>• <b>Question 1: Literary/Non- literary text (15 marks)</b></li> <li>• <b>Question 2: Visual text (10 marks)</b></li> </ul>			

Expected class activities/ informal assessment are indicated in brackets

<ul style="list-style-type: none"> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language Structures and Conventions (10 marks)</li> </ul>
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FORMATIVE ASSESSMENT ACTIVITIES				
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> <li>• Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> <li>• Creative Writing</li> </ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>• Variety of Language Structures and Convention activities</li> </ul>	

GRADE 4 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2		
<b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>	<b>FORMAL ASSESSMENT TASK 4: WRITING</b> <ul style="list-style-type: none"> <li>• Transactional writing: (10 marks) Written before the controlled test</li> </ul>	<b>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS)</b> <ul style="list-style-type: none"> <li>• Question 1; Literary / non-literary text comprehension (15 marks)</li> <li>• Question 2: Visual text comprehension (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language Structures and Conventions in context (10 marks)</li> </ul>

Expected class activities/ informal assessment are indicated in brackets

TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<b>Listens and discusses information text</b> Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Discusses specific details</li> <li>• Asks questions to obtain information</li> <li>• Listens and responds appropriately</li> <li>• Answers oral questions</li> <li>• Relates own experiences</li> </ul>	<b>Reads information text</b> , e.g. on social issues Text from the textbook or Teacher's Resource File (TRF) <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> <b>[READING COMPREHENSION]</b>	<b>Writes a descriptive paragraph (2 paragraphs)</b> <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> <b>[WRITING: DESCRIPTIVE ESSAY]</b>	<b>Word level work:</b> conjunctions, prepositions <b>Sentence level work:</b> past continuous tense, future continuous tense <b>Word meaning:</b> figurative, similes, metaphors <b>Spelling and punctuation:</b> Capital and small letters, full stop, comma  <b>[LS&amp;C ACTIVITIES]</b>
		<b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul>		

Expected class activities/ informal assessment are indicated in brackets

TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p><b>Participates in short conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a simple rhyme, poem or song</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions/directions</li> <li>• Tells own news</li> <li>• Retells a story heard or read</li> </ul>	<p><b>Reads visual text</b>, e.g. poster or notices</p> <ul style="list-style-type: none"> <li>• Pre-reading: discusses pictures</li> <li>• Discusses what the text is about</li> <li>• Identifies specific information</li> <li>• Interprets the information</li> <li>• Discusses the purpose of the text</li> <li>• Discusses some of the language use</li> <li>• Identifies and discusses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p><b>[READING COMPREHENSION]</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, expression and tempo</li> </ul>	<p><b>Designs and produces a visual text</b>, e.g. poster or notice</p> <ul style="list-style-type: none"> <li>• Uses the correct format</li> <li>• Selects appropriate information</li> <li>• Uses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p><b>[WRITING: VISUAL TEXT]</b></p>	<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> <p><b>[LS&amp;C ACTIVITIES]</b></p>
		<p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul>	<p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul>	

Expected class activities/ informal assessment are indicated in brackets

TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p><b>Listens to a story</b> 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"> <li>• Discusses plot, setting and Characters</li> <li>• Answers simple questions</li> <li>• Names characters in the story correctly</li> <li>• Retells the story in the right sequence</li> <li>• Expresses feelings about the story</li> <li>• Describes causes and effects of actions or events</li> </ul> <p><b>[LISTENING COMPREHENSION]</b></p>	<p><b>Reads a story</b> Text from the textbook or TRF 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>[READING COMPREHENSION]</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>[WRITING: DIARY]</b></p>	<p><b>Word level work:</b> stems <b>Sentence level work:</b> simple sentences, complex sentences <b>Sentence level work:</b> verb clause <b>Spelling and punctuation:</b> colon</p> <p><b>[LS&amp;C ACTIVITIES]</b></p>
		<p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul>	<p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul>	
WEEK 4-8	<p><b>PROJECT:</b> Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel. <b>Note:</b> There must be a variation of genres across the grades. <b>Planning / Preparation/ Research/ Investigation of oral presentation and creative writing of project.</b></p>			

Expected class activities/ informal assessment are indicated in brackets

	<p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b>  Stage 1: Research (Learners do research on their project)  (10 marks)  Weeks 4 - 5</p> <p><b>Stage 2: Writing</b> (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"> <li>• Planning/pre-writing of the creative writing project</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p>Week 6</p>	<p><b>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT</b>  Stage 3: Oral presentation (Learners do the Oral presentation of their project)  (20 marks)  Oral presentation</p> <ul style="list-style-type: none"> <li>• Uses appropriate structure: introduction, body and conclusion</li> <li>• Presents central idea and supporting details</li> <li>• Shows evidence of research/ investigation</li> <li>• Uses appropriate body language and presentation skills, e.g. makes eye contact, volume</li> <li>• Participates in a discussion</li> <li>• Gives constructive feedback</li> <li>• Maintains discussion</li> <li>• Shows sensitivity to the rights and feelings of others</li> </ul> <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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Expected class activities/ informal assessment are indicated in brackets

TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<b>Listens to a poem/s</b> <ul style="list-style-type: none"> <li>Discusses what the poem is about</li> <li>Relates to own experience</li> <li>Identifies rhyme and rhythm</li> <li>Identifies words which begin with the same sound</li> <li>Expresses feelings stimulated by the poem</li> <li>Performs poem/selected lines</li> </ul> <b>Practises Listening and Speaking</b> <ul style="list-style-type: none"> <li>Practises using words that imitate their sounds, e.g. bees buzz, glass tinkles</li> </ul> <b>[LISTENING COMPREHENSION]</b>	<b>Reads a poem/s</b> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues</li> <li>Identifies rhythm and rhyme</li> <li>Breaks up words into syllables</li> <li>Expresses feelings stimulated by the poem</li> </ul> <b>[READING COMPREHENSION]</b>	<b>Writes sentences that rhyme</b> <ul style="list-style-type: none"> <li>Writes pairs of sentences of the same length that rhyme</li> <li>Uses appropriate rhythm and rhyme</li> <li>Uses knowledge of syllables to develop the rhythm</li> </ul> <b>[WRITING: RHYMING SENTENCES]</b>	<b>Word level work:</b> conjunctions <b>Sentence level work:</b> statements, simple sentences <b>Word meaning:</b> personification, alliteration, similes, metaphors, rhythm, rhyme <b>Spelling and punctuation:</b> dictionary use, abbreviations – acronyms, truncation, initialisation  <b>[LS&amp;C ACTIVITIES]</b>
		<b>Practises reading</b> <ul style="list-style-type: none"> <li>Reads aloud with appropriate pronunciation, expression and tempo</li> </ul>	<b>Records words and their meanings in a personal dictionary</b> <ul style="list-style-type: none"> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul>	

FORMATIVE ASSESSMENT ACTIVITIES				
	<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading Process</li> <li>Reading aloud activities</li> <li>Reading Comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing Process</li> <li>Paragraphing</li> <li>Transactional Texts</li> <li>Essay</li> <li>Creative Writing</li> </ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>Variety of Language Structures and Convention activities</li> </ul>

GRADE 4 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3	
<b>FORMAL ASSESSMENT TASK 6</b> <ul style="list-style-type: none"> <li>Creative Writing (10+30=40 marks)</li> </ul> Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel.	<b>FORMAL ASSESSMENT TASK 7 Oral</b> <ul style="list-style-type: none"> <li>Oral presentation of project (20 marks)</li> </ul> Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded. Note: There must be a variation of genres across the grades.

Expected class activities/ informal assessment are indicated in brackets

TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p><b>Listens to a newspaper article / magazine</b> 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> 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>[READING COMPREHENSION]</b></p>	<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><b>Uses the writing process</b></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>[WRITING: NEWSPAPER ARTICLE / MAGAZINE]</b></p>	<p><b>Word level work:</b> conjunctions, auxiliary verbs <b>Sentence level work:</b> subject, object, subject-verb agreement, tenses <b>Word meaning:</b> synonyms, antonyms <b>Spelling and punctuation:</b> dictionary use, word order, word division</p> <p><b>[LS&amp;C ACTIVITIES]</b></p>
			<p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul>	

Expected class activities/ informal assessment are indicated in brackets



TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p><b>Listens to short story</b> 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> 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>[READING COMPREHENSION]</b></p>	<p><b>Writes a friendly letter</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> <li>• Uses the writing process</li> <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>[WRITING; FRIENDLY LETTER]</b></p>	<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> <p><b>[LS&amp;C ACTIVITIES]</b></p>
			<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>FORMAL ASSESSMENT TASK 7:</b></p> <ul style="list-style-type: none"> <li>• Oral Presentation (20 marks)</li> </ul> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				

Expected class activities/ informal assessment are indicated in brackets

Term 4					
	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS	
WEEK 5-6	<p><b>Listens to advertisements</b> 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> 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>[READING COMPREHENSION]</b></p>	<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><b>Uses the writing process</b></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>[WRITING: ADVERTISEMENT]</b></p>	<p><b>Word level work:</b> conjunctions <b>Sentence level work:</b> adjectives, adverbs <b>Spelling and punctuation:</b> exclamation mark, colons, capital letters</p> <p><b>[LS&amp;C ACTIVITIES]</b></p>	
			<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>FORMAL ASSESSMENT TASK 8:</b></p> <ul style="list-style-type: none"> <li>• Transactional writing: (10 marks)</li> </ul> <p>Written before the controlled test</p>				

Expected class activities/ informal assessment are indicated in brackets

Term 4				
	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>[READING COMPREHENSION]</p>	<p><b>Write a dialogue</b></p> <ul style="list-style-type: none"> <li>• Selects content appropriate</li> <li>• Uses the frame</li> <li>• Uses direct speech for dialogue</li> <li>• Extends sentences by adding adjectives and adverbs</li> <li>• Uses extended vocabulary including pronouns and connecting words and phrases</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p>[WRITING: DIALOGUE]</p>	<p><b>Spelling and punctuation</b></p> <p>Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</p> <p><b>Word level work:</b> infinitive verbs</p> <p><b>Sentence level work:</b> Use direct speech. Uses quotation marks for direct speech main clause, dependent clause (simple)</p> <p><b>Word meaning:</b> similes, metaphor, idioms and proverbs</p> <p>[LS&amp;C ACTIVITIES]</p>
WEEK 9-10	<p><b>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST</b> (RESPONSE TO TEXTS 40 marks)</p> <ul style="list-style-type: none"> <li>• Question 1: Literary / non-literary text comprehension (15 marks)</li> <li>• Question 2: Visual text comprehension (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Language Structures &amp; Conventions (10 marks)</li> </ul>			

Expected class activities/ informal assessment are indicated in brackets

FORMATIVE ASSESSMENT ACTIVITIES				
	<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading Process</li> <li>Reading aloud activities</li> <li>Reading Comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing Process</li> <li>Paragraphing</li> <li>Transactional Texts</li> <li>Essay</li> <li>Creative Writing</li> </ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>Variety of Language Structures and Convention activities</li> </ul>

GRADE 4 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4		
<b>FORMAL ASSESSMENT TASK 7: ORAL</b> <ul style="list-style-type: none"> <li>Read Aloud (20marks)</li> </ul> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>	<b>FORMAL ASSESSMENT TASK 8: WRITING</b> <ul style="list-style-type: none"> <li>Transactional writing: (10 marks)</li> </ul> <p>Written before the controlled test</p>	<b>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS)</b> <ul style="list-style-type: none"> <li>Question 1: Literary / non-literary text comprehension (15 marks)</li> <li>Question 2: Visual text comprehension (10 marks)</li> <li>Question 3: Summary writing (5 marks)</li> <li>Language Structures &amp; Conventions (10 marks)</li> </ul>

Expected class activities/ informal assessment are indicated in brackets