



TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>Baseline Assessment (set internally by the school) 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>				
1-2	<p><b>Listens to information text of a poster advertising an event</b></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></p> <ul style="list-style-type: none"> <li>Pre-reading: Predicting from title and pictures/visuals</li> <li>Use 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>Reading for meaning</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><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes</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>Uses 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>Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress.</p>	<p><b>Word level work</b> Articles, plurals (noun prefixes), common nouns, abstract nouns, adjectives, verbs</p> <p><b>Sentence level work</b> Simple sentences, statements, questions</p> <p><b>Word meaning</b> Similes, metaphors, idioms</p> <p><b>Spelling and punctuation</b> Question mark, exclamation mark, dictionary use</p>

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3-4	<p>Listens to and responds to an extract from the novelette</p> <p>Introductory activities</p> <ul style="list-style-type: none"> <li>Makes predictions</li> <li>Listens to extracts from the novel</li> <li>Listens for main message and specific details</li> <li>Describes events</li> <li>Discusses the main ideas and specific details</li> <li>Explains events clearly and in sequence</li> <li>Expresses feelings in relation to events</li> <li>Relates to own life</li> <li>Discusses the social, moral and cultural values in the text</li> <li>Participates in group discussions</li> <li>Takes turns</li> <li>Stays on topic</li> <li>Asks relevant questions</li> <li>Maintains discussions</li> <li>Responds to others' ideas with empathy and respect</li> </ul>	<p>Reads an extract from a novelette</p> <ul style="list-style-type: none"> <li>Pre-reading strategies: Skims, scans, predicts from title and discusses related themes/ content</li> <li>Identifies and explains the central events</li> <li>Discusses the characters</li> <li>Identifies and discusses feelings expressed</li> <li>Relates events and characters to own life</li> </ul> <p>Uses summary writing frame</p> <ul style="list-style-type: none"> <li>✓ Who?</li> <li>✓ What?</li> <li>✓ When?</li> <li>✓ Where?</li> <li>✓ Why?</li> <li>✓ How?</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Discusses the structure, language use, purpose and audience</li> <li>Identifies the difference/s between biographies/ diaries and stories</li> <li>Uses a dictionary for vocabulary development</li> </ul> <p>Reading methodologies</p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired /independent reading of novelette</p> <p>Assessment for Learning – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <p>Novel/ reader to be read daily for at least 30 minutes</p>	<p>Write a character sketch of the main/ compelling central character</p> <ul style="list-style-type: none"> <li>Uses a frame</li> <li>Pre-writing: Listens to extracts from a novelette</li> <li>Selects content appropriate for the purpose</li> <li>Uses appropriate language and text structure</li> <li>Uses the correct format</li> <li>Organises content logically – uses chronology</li> <li>Uses appropriate grammar, spelling and punctuation, including subject-verb concord</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</li> <li>Presenting</li> </ul> <p>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses reading log/ card to manage reading progress.</p>	<p>Word level work</p> <p>Relative pronouns, reflexive pronouns, adverbs, connections, interjections</p> <p>Sentence level work</p> <p>Simple present tense, simple past tense, concord</p> <p>Word meaning</p> <p>Antonyms, synonyms</p> <p>Spelling and punctuation</p> <p>Full stop, comma, dictionary use, word division</p>

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>FORMAL ASSESSMENT TASK 1: ORAL</b>				
<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>				
5-6	<p><b>Listens to a short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions</li> <li>Identifies characters</li> <li>Recalls main idea</li> <li>Answers oral questions</li> </ul> <p><b>Retells a story</b></p> <p>Retells events in correct sequence</p> <p>Names the characters correctly</p>	<p><b>Reads a short story</b></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> </ul> <p><b>Reading for meaning</b></p> <p>Uses a dictionary</p> <p>Uses reading strategies</p> <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting details</li> <li>Making predictions</li> <li>Inferring the meaning of unfamiliar words and images</li> <li>Reviewing to promote understanding</li> </ul> <p>Uses reading comprehension strategies</p> <ul style="list-style-type: none"> <li>Visualisation</li> <li>Making connections</li> <li>Predictions</li> <li>Inferences</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Identifies and comments on the characters</li> <li>Gives and explains own feelings about the text</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</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</li> <li>✓ Presenting</li> </ul> <p><b>Records words and their meanings in a personal dictionary or word wall.</b></p> <p><b>Uses a dictionary for spelling and vocabulary development.</b></p> <p><b>Uses reading log/ card to manage reading progress.</b></p>	<p><b>Word level work</b></p> <p>Countable and uncountable nouns</p> <p><b>Sentence level work</b></p> <p>Simple sentences</p> <p><b>Spelling and punctuation</b></p> <p>Full stop, capital and lower case (small) letters</p>

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<b>Assessment for Learning</b> – in preparation for Read Aloud <b>Reading for enjoyment</b> <b>Novel/ reader to be read daily for at least 30 minutes</b>		
<b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li><b>Essay (20 marks)</b>  Narrative or descriptive  Three (3) paragraphs  Done during the term</li> </ul>				
7-8	Listens to and discusses a recipe <b>Introductory activities</b> <ul style="list-style-type: none"> <li>Makes predictions</li> <li>Recalls procedure</li> <li>Identifies the features of instructional text</li> <li>Gives clear instructions on how to make a cup of tea</li> <li>Makes notes and applies instructions read</li> <li>Asks questions to clarify comments on clarity of instructions</li> </ul>	<b>Reads a recipe</b> <ul style="list-style-type: none"> <li>Pre-reading: Predicting from title and pictures</li> <li>Uses reading strategies, e.g., prediction and contextual clues</li> <li>Discusses specific details of the text</li> <li>Discusses sequence of instructions</li> </ul> <b>Reading for meaning</b> <b>Uses reading strategies below</b> <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting details</li> <li>Making predictions</li> <li>Inferring the meaning of unfamiliar words and images</li> </ul> <b>Use reading comprehension strategies</b> <ul style="list-style-type: none"> <li>Visualisation</li> <li>Making connections</li> </ul> <b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i> / group guided/ shared/ paired/ independent reading of novelette <b>Assessment for Learning</b> – in preparation for Read Aloud	<b>Writes instructions: How to make a cup of tea</b> <b>tea</b> <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> <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</li> <li>Presenting</li> </ul> Records words and their meanings in a personal dictionary or word wall. <b>Uses a dictionary for spelling and vocabulary development.</b> Uses reading log/ card to manage reading progress.	<b>Word level work</b> Personal pronouns, possessive pronouns, demonstrative pronouns, conjunctions Sentence level work Subject, object, simple sentences Word meaning Borrowed words

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes		
<b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)</b> <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>				
9-10	<b>Participates in short conversation on a familiar topic</b> <ul style="list-style-type: none"> <li>Takes turns</li> <li>Stays on topic</li> <li>Asks relevant questions</li> </ul> <b>Practises listening and speaking (Chooses one for daily practise)</b> <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> </ul> <b>Retells a story heard or read</b>	<b>Reads poster or notices</b> <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> <b>Practises reading</b> <ul style="list-style-type: none"> <li>Reads aloud with appropriate pronunciation, expression and tempo</li> </ul> <b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i> / Group guided/ shared/ paired/ independent reading of novelette <b>Assessment for Learning – in preparation for Read Aloud</b> <b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes	<b>Designs a poster advertising an event</b> <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> <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</li> <li>Presenting</li> </ul> Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress.	<b>Word level work</b> Adverbs <b>Sentence level work</b> Complex sentences, metaphors, similes <b>Word meaning</b> One word for a phrase

**FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)**

<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</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>Summary</li> <li>Creative writing</li> <li>Transactional texts</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <p>Variety of Language Structures and Convention activities are aligned to the text type</p>
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**CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 4 TERM 1**

<p><b>FORMAL ASSESSMENT TASK 1</b></p> <p><b>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) Descriptive/ narrative (3 paragraphs) During the term</li> </ul>	<p><b>FORMAL ASSESSMENT TASK 3</b></p> <p><b>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>
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## 2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 4 (TERM 2)

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listens to a poem/ song</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</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/ limerick</b></p> <p><b>Literature study</b></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>Reading for meaning</b></p> <p><b>Uses reading strategies below</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> </ul> <p><b>Uses reading comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Making connections</li> <li>• Predictions</li> <li>• Inferences</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b></p> <p>Novel/ reader to be read daily for at least 30 minutes</p>	<p><b>Writes a poem/ song/ limerick</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</li> <li>✓ Presenting</li> </ul> <p>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc..</p> <p>Uses reading log/ card to manage reading progress.</p>	<p><b>Word level work</b></p> <p>Abstract and concrete nouns, compound nouns</p> <p><b>Sentence level work</b></p> <p>Simple sentences</p> <p><b>Word meaning</b></p> <p>Rhymes, borrowed words, personification, alliteration</p> <p><b>Spelling and punctuation</b></p> <p>Full stop, comma</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p><b>Listens to weather reports</b></p> <p><b>Introductory activity</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens for specific details</li> <li>• Participates in class (teacher-led discussions)</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</li> <li>• Indicates preferred destinations with reasons</li> <li>• Justifies own opinion</li> <li>• Identifies features of weather</li> <li>• Reports register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> </ul> <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>Reads weather report / chart/ table / map</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and pictures/ visuals</li> <li>• Uses reading strategies: Skims to get the general idea and 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., a map</li> <li>• Uses dictionary to check meaning of new vocabulary</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b></p> <p>Novel/ reader to be read daily for at least 30 minutes</p>	<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</li> <li>✓ Presenting</li> </ul> <p><b>Records words and their meanings in a personal dictionary or word wall.</b></p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p> <p><b>Uses reading log/ card to manage reading progress.</b></p>	<p><b>Word level work</b></p> <p>Regular and irregular verbs, finite and infinite verbs, transitive verbs, adjectives</p> <p><b>Sentence level work</b></p> <p>Subject-verb agreement, past tense, future tense</p> <p><b>Word meaning</b></p> <p>Idioms and proverbs</p>
<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>				



TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p><b>Listens to a dialogue</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens and relates to own experience</li> <li>• Identifies specific details</li> <li>• Participates in group discussions</li> <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>Role-play a scenario related to the chosen novelette in Term 1</b></p>	<p><b>Reads a dialogue</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and pictures</li> <li>• Uses reading strategies: Skimming, scanning, making predictions, inferring the meaning of unfamiliar words and images</li> <li>• Reviews to promote understanding</li> <li>• Understands the vocabulary</li> <li>• Identifies main and supporting ideas</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> <li>• Reflects on texts read independently</li> <li>• Retells story or main ideas in 3 to 5 sentences</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Identifies and comments on the plot</li> <li>• Gives reasons for action</li> <li>• Identifies and discusses values in the text</li> <li>• Expresses emotional response to texts read</li> </ul> <p><b>Reading for meaning</b></p> <p><b>Uses the reading comprehension strategies below</b></p> <ul style="list-style-type: none"> <li>• Visualisation</li> <li>• Making connections</li> <li>• Predictions</li> <li>• Inferences</li> </ul> <p><b>Asking questions</b></p> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p>	<p><b>Writes an interview</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</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, 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><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</li> <li>✓ Presenting</li> </ul> <p><b>Writes a book review of the chosen novelette in Term 1</b></p> <p><b>Records words and their meanings in a personal dictionary or word wall.</b></p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p><b>Uses reading log/ card to manage reading progress.</b></p>	<p><b>Word level work</b></p> <p>Infinitive verbs</p> <p><b>Sentence level work</b></p> <p>Direct speech, quotation marks for direct speech main clause, dependent clause (simple)</p> <p><b>Word meaning</b></p> <p>Similes, metaphor, idioms and proverbs</p> <p><b>Spelling and punctuation</b></p> <p>Comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		Assessment for Learning – in preparation for Read Aloud		
<b>FORMAL ASSESSMENT TASK 4</b> <ul style="list-style-type: none"> <li>Transactional writing (10 marks)</li> </ul> Written before the June controlled test				
7-8	<p>Listens to and carries out instructions, e.g., directions/ rules/ safety rules when crossing the road/ how to wash your hands/ instructions for making something</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions</li> <li>Recalls procedure</li> <li>Identifies the features of instructional texts</li> <li>Notes key headings</li> <li>Gives clear instructions and examples</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>Practises Listening and Speaking (Choose one for daily practise)</b></p> <ul style="list-style-type: none"> <li>Responds physically to instructions</li> <li>Gives and follows simple instructions/directions</li> </ul>	<p>Reads an instructional text, e.g., directions/ rules/ safety rules when crossing the road/ how to wash your hands/ instructions for making something</p> <ul style="list-style-type: none"> <li>Pre-reading: Predicting from title and pictures</li> <li>Uses reading strategies: Prediction and 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>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p>Assessment of Read Aloud</p> <p><b>Reading for enjoyment</b></p> <p>Novel/ reader to be read daily for at least 30 minutes.</p>	<p><b>Writes an essay explaining why it is important to follow instructions</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>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 and spacing for paragraphs</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</li> <li>Presenting</li> </ul> <p><b>Records words and their meanings in a personal dictionary or word wall.</b></p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses reading log/ card to manage reading progress.</p>	<p><b>Word level work</b></p> <p>Auxiliary verbs, modal verbs, moods</p> <p><b>Sentence level work</b></p> <p>Future tense</p> <p><b>Spelling and punctuation</b></p> <p>Word division, dictionary use</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<b>Task 5: June controlled test: Response to text (40 marks)</b> <b>Question 1: Literary/ non-literary text (15 marks)</b> <b>Question 2: Visual text (10 marks)</b> <b>Question 3: Summary writing (5 marks)</b> <b>Question 4: Language structures and conventions (10 marks)</b>			

FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</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>Summary</li> <li>Creative writing</li> <li>Transactional text</li> </ul>	<b>Language Structures and Conventions activities</b> Variety of Language Structures and Convention activities are aligned with text types
CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 4 TERM 2			
<b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> This task is a continuation from Term 1. It will be completed and recorded in Term 2.	<b>FORMAL ASSESSMENT TASK 4: WRITING</b> <ul style="list-style-type: none"> <li>Transactional writing: (10 marks)</li> </ul> Written before the controlled test	<b>FORMAL ASSESSMENT TASK 5: JUNE 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>	

**2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 4 (TERM 3)**

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listens to folklore, e.g., myth/ legend</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Predicts what the text could be about</li> <li>Identifies the plot, characters and setting</li> <li>Discusses the main message</li> <li>Answers oral questions</li> </ul> <p><b>Learners to retell the story (Folklore: Myth or legend)</b></p> <ul style="list-style-type: none"> <li>Retells events in the text in the correct sequence</li> <li>Names the characters correctly</li> <li>Expresses thoughts and feelings about the storyline/ characters/ setting/ message / theme of the text, etc.</li> </ul>	<p><b>Reads folklore, e.g., myth/ legend</b></p> <p><b>Reading for meaning/ Reading comprehension</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Makes predictions from the title and pictures in the text</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Use reading strategies to make predictions</li> <li>Use contextual clues to make meaning</li> <li>Discuss plot, main characters and setting</li> <li>Discuss the message/ moral of the story</li> <li>Express opinions and own feelings about the text</li> <li>Distinguish between realistic and unrealistic events in the story</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for a minimum of 30 minutes</li> <li>Reflects on texts read independently</li> <li>Relates to own context</li> </ul>	<p><b>Writes a recount of the folklore genre read, e.g., myth/ legend, using a writing frame</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Introduces the characters, place and time of the text read</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Describe a series of events that took place</li> <li>Express an opinion of the text read</li> <li>Use a writing frame or sentence starters (where necessary)</li> <li>Retell events in sequential order</li> <li>Use varied vocabulary</li> <li>Write recounts in the past tense</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary</li> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>Place new vocabulary on a word wall</li> </ul>	<p><b>Word level work</b></p> <p>Prefix, roots and suffix, past tense</p> <p><b>Sentence level work</b></p> <p>Simple sentences, complex sentences, paragraphs</p> <p><b>Word meaning</b></p> <p>Proverbs, idioms, moral (of the story)</p> <p><b>Punctuation</b></p> <p>Full stop, comma, colon, semi-colon, capital letters</p>
3-4  CWP STAGE 1 RESEARCH	<p><b>Listens to and participates in a brief conversation on the creative writing project based on the selected genre, e.g., poetry/ drama/ short story</b></p> <p><b>Introductory activities</b></p>	<p><b>Reads for information based on the genre selected, e.g., poetry/ drama/ short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Provides research material</li> </ul>	<p><b>Uses different types of graphic organisers to collate research findings of the creative writing project</b></p> <p><b>Introductory activities</b></p>	<p><b>Word level work</b></p> <p>Adverbs</p> <p><b>Sentence level work</b></p> <p>Complex sentences</p> <p><b>Word meaning</b></p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>Discusses the research process and timeline</li> <li>Discusses the development of a driving question/ topic</li> <li>Talks about the use of research sources and resources</li> <li>Focuses on note-taking</li> <li>Explains referencing and the importance of a bibliography</li> <li>Explains the assessment criteria and descriptors in the rubric/ checklist</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Divide into groups or work individually</li> <li>Gather information for research</li> <li>Share ideas, opinions and participate in the discussion</li> <li>Compile a bibliography</li> <li>Keep a record of the research process (Portfolio of Evidence)</li> </ul>	<ul style="list-style-type: none"> <li>Encourages learners to add to research material provided</li> <li>Reviews the text to promote understanding</li> <li>Discusses the effects of the features/ elements of poetry/ folklore/ drama/ short story</li> <li>Discusses the impact of visual techniques evident in literature (poetry/ folklore/ drama/ short story)</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Use reading strategies for comprehension</li> <li>Skim for main ideas</li> <li>Scan for supporting details</li> <li>Make predictions</li> <li>Infer the meaning of unfamiliar words and images</li> <li>Synthesise selected information into a graphic organiser, e.g., a mind map, sequence chart, Venn diagram, etc.</li> <li>Take notes in preparation for Stage 2: Writing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates appropriate frames/ tools to support the type of product to be produced, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>Iterates referencing and the importance of a bibliography</li> <li>Reiterates the assessment criteria and descriptors in the rubric/ checklist</li> <li>Reminds learners to pay attention to responding to the driving question/ topic</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Focus on the research process</li> <li>Respond to the driving question/ topic of research by selecting relevant information from the sources used during research</li> <li>Do note-taking in own words and in preparation for Stage 2: Writing</li> <li>Follow a writing frame (if provided)</li> <li>Use suitable language conventions related to literary analysis</li> </ul>	<p>One word for a phrase</p> <p><b>Strengthening of language structures and conventions that are related to research of the literary genre focused on, e.g., poetry/ folklore/ drama/ short story</b></p> <ul style="list-style-type: none"> <li>Organisation of research findings, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>Clarity of information</li> <li>Use of vocabulary related to research</li> <li>Referencing conventions</li> </ul>
	<p><b>NOTE TO THE TEACHER</b></p> <ul style="list-style-type: none"> <li>✓ The research process continues over the two-week cycle</li> <li>✓ Evidence of activities and the process to be kept in learner workbook/ file/ portfolio of evidence</li> <li>✓ Demonstrate how to do research – “<i>I do, We do, You do</i>”</li> <li>✓ Findings in the research should respond to the driving question/ topic</li> </ul>		<ul style="list-style-type: none"> <li>✓ Pay special attention to referencing and the format of the bibliography</li> <li>✓ Assess Stage 1: Research, using a rubric/ checklist and providing feedback to learners</li> <li>✓ All activities must be done in class with the guidance of the teacher</li> <li>✓ Assessment for Learning should be ongoing</li> </ul>	
5-6	<p><b>Listening and Speaking strategies</b></p> <p><b>Focuses on the relevant literature genre, e.g., poetry/ folklore/ drama/ short story</b></p> <p><b>Introductory activities</b></p>	<p><b>Reading and Viewing strategies</b></p> <p><b>Guides learners to understand the creative writing project rubric/s and assessment requirements</b></p> <p><b>Introductory activities</b></p>	<p><b>Writes/ draws/ creates the written aspect of the selected topic</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Gives the learners a frame to use when writing</li> </ul>	<p><b>Word level work</b></p> <p>Stems</p> <p><b>Sentence level work</b></p> <p>Simple sentences, complex sentences</p> <p><b>Sentence level work</b></p>

TERM 3					
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS	
CWP STAGE 3 ORAL PRESENTATION	<ul style="list-style-type: none"> <li>Iterates the driving question/ topic focused on during research</li> <li>Discusses literary features and elements relevant to the genre researched</li> <li>Ensures that all learners are prepared to commence with Stage 2: Writing</li> <li>Discusses with learners how to plan their writing using their research findings</li> <li>Discusses the writing process</li> <li>Gives instructions based on the writing activity</li> <li>Discusses the format of the writing activity to be produced (essay/ report/ poster, etc.)</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Contribute to the discussion</li> <li>Understand expectations related to the driving question/ topic</li> </ul>	<ul style="list-style-type: none"> <li>Provides clarity regarding timelines</li> <li>Guides learners to read and use the research notes</li> <li>Reads and discusses the rubric</li> <li>Unpacks the criteria and descriptors in the rubric</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Read the selected genre</li> <li>Read and understand the rubric</li> <li>Read and understand the writing frame</li> <li>Identify the conventions specific to the genre being researched</li> </ul>	<ul style="list-style-type: none"> <li>Guides the learners on how to complete the writing frame</li> <li>Discusses the writing process:               <ul style="list-style-type: none"> <li>✓ Planning/ pre-writing</li> <li>✓ Drafting</li> <li>✓ Revising</li> <li>✓ Editing</li> <li>✓ Proofreading</li> <li>✓ Presenting</li> </ul> </li> <li>Discusses the literary elements/ features specific to the selected genre</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Use a writing frame (if required)</li> <li>Edit the first draft</li> <li>Proofread after editing the first draft</li> <li>Write and present the final draft</li> </ul>	Verb clause <b>Spelling and punctuation</b> Colon <b>Reinforcement of language structures and conventions covered in previous weeks</b> <ul style="list-style-type: none"> <li>Punctuation and spelling</li> <li>Vocabulary in context</li> <li>Correct format and features</li> <li>Main and supporting ideas</li> <li>Paragraph/ visual conventions</li> <li>Logical progression of paragraphs/ ideas to ensure coherence</li> <li>Language conventions as required by the selected topics</li> </ul>	
	<p><b>NOTE TO THE TEACHER</b></p> <ul style="list-style-type: none"> <li>✓ The writing process continues over the two-week cycle</li> <li>✓ Evidence of writing process to be kept in learner workbook/ file/ portfolio of evidence</li> <li>✓ Manage the writing process</li> <li>✓ Findings in the research should respond to the driving question/ topic Pay special attention to referencing and the format of the bibliography</li> </ul>			<ul style="list-style-type: none"> <li>✓ Assess Stage 2: Writing, using a rubric and providing feedback to learners</li> <li>✓ All activities must be done in class with the guidance of the teacher</li> <li>✓ Each learner to write his/ her own work that will be marked individually, using a rubric</li> </ul>	
	<p><b>NOTES</b></p> <ul style="list-style-type: none"> <li>All activities must be done in class with the guidance of the teacher.</li> <li>The oral presentation may be done in the following ways: Independent, pairs or groups but marked individually with a separate rubric.</li> <li>It should be relevant to the genre chosen, e.g., poetry/ folklore/ drama/ short story.</li> </ul>			<ul style="list-style-type: none"> <li>For example: Drama can do role-play, Poetry: Slam Poetry, etc. Preparation for the oral presentation should commence in Term 3 and executed during Term 4 for recording and reporting purposes.</li> <li>Assessment for Learning should be ongoing.</li> </ul>	

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<p><b>Listens to a poem/s and completes a listening comprehension activity</b></p> <p><b>Introductory activities</b></p> <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 stanzas</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Practise various listening and speaking activities</li> <li>Relate poem to own experience</li> <li>Identify rhythm and rhyme in the poem</li> <li>Express feelings stimulated by the poem</li> <li>Identify words which begin with the same sound</li> <li>Practise, using words that imitate their sounds, e.g., bees buzz, glass tinkles, etc. (onomatopoeia)</li> <li>Perform a poem/ selected stanzas</li> </ul> <p><b>NOTE</b> Ongoing Assessment for Learning</p>	<p><b>Reads a poem/s and completes a reading comprehension</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Predicts from title and pictures</li> <li>Uses reading strategies, e.g., prediction</li> <li>Looks at pictures carefully</li> <li>Uses contextual clues</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Identify rhythm and rhyme</li> <li>Break up words into syllables</li> <li>Express feelings stimulated by the poem read</li> </ul> <p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Poetry/ novelette to be read daily for a minimum of 30 minutes</li> <li>Reflects on texts read independently</li> <li>Relates to own context</li> </ul>	<p><b>Writes sentences that rhyme</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Identifies and demonstrates how words rhyme by manipulating, adding, deleting or substituting sounds in words</li> <li>Uses descriptive language to explain or to ask questions</li> <li>Recognises letters and letter-sound matches</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Write pairs of sentences of the same length that rhyme</li> <li>Use appropriate rhythm and rhyme</li> <li>Use knowledge of syllables to develop the rhythm and rhyme</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Record words and their meanings in a personal dictionary</li> <li>Use drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>Place new vocabulary on a word wall</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 and rhyme</p> <p><b>Spelling and punctuation</b> Dictionary use, abbreviations: acronyms, truncation, initialisation</p>
9-10	<p><b>Listens to an advertisement read aloud or from radio or TV</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions</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>Reads an advertisement and completes a reading comprehension</b></p> <p><b>Introductory activities</b></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> </ul> <p><b>Learners are to:</b></p>	<p><b>Writes an advertisement</b></p> <p><b>Introductory activities</b></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> </ul> <p><b>Learners are to:</b></p>	<p><b>Word level work</b> Collective nouns, reflexive pronouns, stems, conjunctions</p> <p><b>Sentence level work</b> Subject-verb agreement, adjectives, adverbs, verbs, similes, metaphors, idioms</p> <p><b>Spelling and punctuation</b></p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<p><b>Learners are to participate in group discussions on a social issue related to the advertisement</b></p> <ul style="list-style-type: none"> <li>Discuss social values</li> <li>Ask relevant questions using appropriate question forms, e.g. who, which, what, when, how, why</li> </ul> <p><b>NOTE</b> Ongoing Assessment for Learning</p>	<ul style="list-style-type: none"> <li>Discuss language use, including persuasive and emotive language and the economical use of language</li> <li>Ask relevant, critical questions using appropriate question forms, e.g., who, which, what, when, how, why</li> <li>Identify and discuss stereotypes</li> <li>Identify and discuss graphical techniques such as colour, design, choice of images, etc. and how they affect the message conveyed</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Reads aloud (<i>Drop All and Read</i>)</li> <li>Group-guided reading</li> <li>Shared reading</li> <li>Paired reading</li> <li>Independent reading of the novelette</li> <li>Reads aloud with appropriate pronunciation, expression and tempo</li> <li>Reflects on texts read during independent/ paired reading</li> <li>Completes a short oral book review, using an appropriate frame</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Poetry/ reader to be read daily for a minimum of 30 minutes</li> <li>Reflects on texts read independently</li> <li>Relates to own context</li> </ul>	<ul style="list-style-type: none"> <li>Use content appropriate for the purpose and audience</li> <li>Use appropriate visuals and layout for the purpose</li> <li>Use appropriate grammar and vocabulary</li> <li>Use language creatively</li> <li>Use the dictionary to check spelling and meanings of words</li> </ul> <p><b>Use the writing process</b></p> <ul style="list-style-type: none"> <li>✓ Brainstorms ideas using mind maps</li> <li>✓ Produces a first draft</li> <li>✓ Revises</li> <li>✓ Proofreads</li> <li>✓ Writes final draft</li> <li>✓ Presents neat, legible final draft</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary</li> <li>Uses drawings or sentences, using the words or explanations to show the meaning, etc.</li> <li>Places new vocabulary on a word wall</li> </ul>	<p>Full stop, commas, colon, semi-colon, question mark, exclamation mark, capital letters</p>



FORMATIVE ASSESSMENT TASKS (ASSESSMENT FOR LEARNING): GRADE 4 TERM 3			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Class discussions</li> <li>Conversations</li> <li>Debate</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Read daily</li> <li>Reading process</li> <li>Reading aloud and other methodologies</li> <li>Reading comprehension activities (<i>Reading for meaning</i>)</li> <li>Literature activities based on the literature genres studied</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing process</li> <li>Summarise</li> <li>Paragraphing</li> <li>Creative writing</li> <li>Transactional texts</li> </ul>	<b>Language Structures and Conventions activities</b> Variety of Language Structures and Convention activities are aligned with text types
<b>INFORMAL OR FORMATIVE ASSESSMENT</b> <ul style="list-style-type: none"> <li>Informal assessments should be used to guide instruction and opportunities for remediation and strengthening</li> <li>Through the use of questioning, discussions and observation, informal assessments can provide a teacher with quick feedback</li> <li>Assessment for Learning should be ongoing</li> <li>Ongoing Assessment for Learning to prepare for the oral presentation in Term 4</li> </ul>			
CAPS: SUMMARY OF FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 4 TERM 3			
<b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b> <ul style="list-style-type: none"> <li>Stage 1: Research (10 marks)</li> <li>Stage 2: Writing (30 marks)</li> <li>Total marks (40)</li> <li><b>Creative writing project will be based on any ONE of the literature genres studied: Poetry/ folklore/ drama/ short story</b></li> </ul>		<b>FORMAL ASSESSMENT TASK 7: ORAL</b> <ul style="list-style-type: none"> <li>Oral presentation of creative writing project (20 marks)</li> <li>Total marks (20)               <ul style="list-style-type: none"> <li>Commence with the oral task in Term 3 and conclude in Term 4 when the marks will be recorded</li> <li>There must be a variation of genres across the grades</li> <li>Ongoing Assessment for Learning to prepare for the oral presentation in Term 4</li> <li>Grades 4-6 proposed amendments of weightings of 80% (SBA) and 20% (exams)</li> </ul> </li> </ul>	

**2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 4 (TERM 4)**

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listens to a short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</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>• Answers oral questions based on the story</li> <li>• Retells the story</li> </ul> <p>Participates in group discussions</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>• Discusses the literary devices</li> <li>• Responds to others' ideas with empathy and respect</li> <li>• Gives balanced and constructive feedback</li> </ul> <p>Assessment for Learning – in preparation for oral presentation</p>	<p><b>Reads a short story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and pictures</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses reading strategies <ul style="list-style-type: none"> <li>– Skimming for main ideas and scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> <li>– Reviewing to promote understanding</li> </ul> </li> <li>• Understands the impact of figurative and rhetorical devices</li> <li>• Determines the impact on visual techniques</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <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> <li>• Reflects on texts read independently</li> <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 short story</b></p> <ul style="list-style-type: none"> <li>• Uses the 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><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 with correct spacing between paragraphs</li> </ul> <p>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses reading log/ card to manage reading progress.</p>	<p><b>Word level work</b></p> <p>Adverbs of place and degree, tenses, conjunctions, pronouns (focus on concepts that have been covered)</p> <p><b>Sentence level work</b></p> <p>Noun phrase, noun clause</p> <p><b>Spelling and punctuation</b></p> <p>Capital letters, full stop, comma, word division</p>

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes.</p>		
3-4	<p><b>Listens to a play/ drama read aloud or from radio or TV</b></p> <ul style="list-style-type: none"> <li>Predicts from the title</li> <li>Retells the drama in sequence</li> <li>Names characters correctly</li> <li>Role-plays a character or a familiar situation</li> <li>Selects appropriate content</li> <li>Uses details accurately</li> <li>Expresses thoughts and feelings</li> <li>Stays on topic</li> <li>Shows awareness of social differences</li> </ul> <p><b>Assessment for Learning – in preparation for oral presentation</b></p>	<p><b>Reads a play or drama and completes a reading comprehension</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Predicting from title</li> <li>Uses reading strategies</li> <li>Identifies the storyline</li> <li>Discusses characters and setting</li> <li>Expresses feelings stimulated by the text</li> <li>Discusses features of the text, especially punctuation and format</li> <li>Acts out the play or a short section of the play</li> </ul> <p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes.</p>	<p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>Selects appropriate characters</li> <li>Organises the conversation logically</li> <li>Uses the frame correctly</li> <li>Uses direct speech appropriately</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><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>✓ Brainstorms ideas, using mind maps</li> <li>✓ Produces a first draft</li> <li>✓ Revises</li> <li>✓ Proofreads</li> <li>✓ Writes the final draft</li> <li>✓ Presents neat, legible final draft</li> </ul> <p>Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress</p>	<p><b>Word level work</b> Collective nouns, reflexive pronouns, stems</p> <p><b>Sentence level work</b> Subject-verb agreement, direct and indirect speech</p> <p><b>Spelling and punctuation</b> Full stop, comma, colon, semi-colon, question mark</p>
<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>				

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p><b>Listens to and discusses current issues based on newspaper or magazine article</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions</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>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>Assessment for Learning</b> – in preparation for oral presentation</p>	<p><b>Reads newspaper or magazine article</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Predicting from title and pictures</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <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, why and 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 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>Novel/ reader to be read daily for at least 30 minutes</p>	<p><b>Writes a summary of a newspaper report</b></p> <ul style="list-style-type: none"> <li>Uses headline, by-line, lead paragraph, answers to who, what, where, when, why and 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>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p> <p>Uses reading log/ card to manage reading progress.</p>	<p><b>Word level work</b></p> <p>Adjectives, verbs: main verbs, regular verbs, transitive and intransitive verbs</p> <p><b>Sentence level work</b></p> <p>Subject, object, subject-verb agreement, present tense</p> <p><b>Spelling and punctuation</b></p> <p>Full stop, comma, question mark, exclamation mark, etc.</p>
<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>				
7-8	<p><b>Revision</b></p> <p>Formal assessment of the oral presentation</p>			

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
9-10	<b>FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST</b> <b>RESPONSE TO TEXTS (40 marks)</b> <b>Question 1: Literary / non-literary text comprehension (15 marks)</b> <b>Question 2: Visual text comprehension (10 marks)</b> <b>Question 3: Summary writing (5 marks)</b> <b>Question 4: Language structures and conventions (10 marks)</b>			

<b>FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)</b>			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading process</li> <li>Read 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>Summary</li> <li>Creative writing</li> <li>Transactional text</li> </ul>	<b>Language Structures and Conventions activities</b> Variety of Language Structures and Convention activities are aligned with the text types
<b>CAPS: SUMMARY OF FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 4 TERM 4</b>			
<b>FORMAL ASSESSMENT TASK 7: ORAL</b> <ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> This task is a continuation from Term 3. It will be completed and recorded in Term 4.	<b>FORMAL ASSESSMENT TASK 8: WRITING</b> <ul style="list-style-type: none"> <li>Transactional writing (10 marks)</li> </ul> Written before the end-of-the-year controlled test	<b>FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST</b> <b>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 (10 marks)</li> </ul>	
<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 4</b>			
<b>DURING THE YEAR</b>		<b>EXAMINATION</b>	
<b>SCHOOL-BASED ASSESSMENT (SBA)</b>		<b>EXAMS</b>	
<b>Six (6) formal assessment tasks</b> 1 oral task (Read Aloud across Semester 1) 3 writing tasks 1 response to texts 1 June controlled test		1 oral task: Presentation on the creative writing project (Semester 2) 1 transactional writing task 1 end-of-the-year controlled test	