ENGLISH

Syllabus for Primary Schools
LEARNING OUTCOMES
for
YEAR 4
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<td>4.2.2 With support demonstrate ability to access information from a range of sources</td>
<td>4.3.2 Begin to use a range of presentational features</td>
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<td>4.1.3 Demonstrate ability to recite poems, songs and refrains</td>
<td>4.2.3 Demonstrate efficiency in using a variety of strategies to understand and maintain meaning</td>
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<td>4.1.4 Demonstrate increasing ability in using appropriate language when participating in discussion on read-aloud text, stories, poems and songs</td>
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<td>4.1.6</td>
<td>With support use appropriate and grammatically correct language to communicate meaningfully and with a purpose</td>
<td>4.2.6</td>
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<td>4.1.7</td>
<td>Use the correct intonation to distinguish statements from questions, and to express feelings</td>
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<td>4.1.8</td>
<td>Demonstrate gradual competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience</td>
<td>4.2.8</td>
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<td>4.1.9</td>
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<tr>
<td>4.1.10</td>
<td>Use a range of vocabulary related to a particular topic</td>
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Curriculum Department, Floriana

Year 4
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<td>4.1.11 Participate enthusiastically in oral activities</td>
<td>4.2.10 Demonstrate self-motivation to read for a range of purposes</td>
<td>4.3.11 With support create and write own book/s experimenting with different genres</td>
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<td>4.1.12 Demonstrate a positive view of their own opinions and appreciate the views of others</td>
<td>4.2.11 Show a marked preference for a particular author or genre or topic</td>
<td>4.3.12 Demonstrate understanding of the functions of sentence structure</td>
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<td>4.3.13 With support begin to demonstrate understanding of the function and relation of words in context</td>
<td>4.3.14 Use grammatically correct sentences</td>
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<td>4.3.15 Write answers to literal and inferential questions on picture, topic, story and poem</td>
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<td>4.3.16 Experiment with words drawn from topics, literature, language activities, media …</td>
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<td>ATTITUDE</td>
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<tr>
<td>4.3. 17 Demonstrate enjoyment and motivation to participate in writing activities</td>
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PROGRAMME

for

YEAR 4
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<th>Learning Outcomes</th>
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<tr>
<td>4.1.1  Demonstrate enjoyment, increasing interest and concentration during listening or viewing activities</td>
<td>Initially starting with short text and eventually using more challenging text of moderate length</td>
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<tr>
<td>✤ Listen attentively to read-aloud text, stories, poems, songs</td>
<td>Audio/video cassettes, CD-Rom, DVD, use fiction / non-fiction text</td>
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<tr>
<td>✤ Listen for specific information</td>
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<tr>
<td>✤ Listen for main ideas</td>
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<tr>
<td>4.1.2  Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form</td>
<td>Listening activities provide a stimulus for participating in other activities e.g. discussion type activities (reading and writing activities)</td>
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<tr>
<td>✤ Interact and participate</td>
<td>React to instructions</td>
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<tr>
<td>✤ Carry out instructions</td>
<td>The participants perform actions or express themselves without using words</td>
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<tr>
<td>✤ Participate in role-play using miming</td>
<td>As a pleasurable activity and using traditional or pop songs for intonation, pronunciation ...</td>
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<tr>
<td>✤ Make out the words in a song</td>
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<tr>
<td>✤ With support organize thoughts</td>
<td></td>
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<tr>
<td>4.1.3  Demonstrate ability to recite poems, songs and refrains</td>
<td>As a pleasurable activity memorize favourite poems, or parts of a poem, song...</td>
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<tr>
<td>✤ With support make innovations on a poem</td>
<td>E.g. May give a different ending, add on lines, suggest different rhyming words</td>
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<tr>
<td>✤ With support create a simple poem</td>
<td>Need not have rhyming words</td>
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<tr>
<td>✤ Demonstrate a sensitivity to rhyme, rhythm, alliteration, onomatopoeia, personification</td>
<td>Recognize rhyming words, beat the rhythm; Alliteration:- the repetition of initial sounds in successive words e.g. The wind in the willows whistled Woo – oo - oo whistled the wind</td>
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</tbody>
</table>
Onomatopoeia:- words which seem to imitate the sound they describe  
* e.g. Woo-oo-oo  
Personification:- giving human-like qualities to animals, objects, ideas...  
* e.g. The wind whistled  
**Emphasis is not on technical terms**

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<th>LANGUAGE INTERACTIVE CONVERSATIONS</th>
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<tr>
<td><strong>4.1.4</strong> Demonstrate increasing ability in using appropriate language when participating in discussion on read-aloud text, stories, poems and songs</td>
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</table>
| Use language forms which are typical of the spoken language  
* E.g. contracted forms: ‘I don’t’; short form answers: ‘I’m eight’ ... |
| ❖ Give the general idea of a text, story, poem and song |
| Can give the gist of the subject of a story, poem, song and text |
| ❖ Offer predictions in a story and in a dialogue |
| Suggest what might happen next; suggest different endings |
| ❖ With support recall important events in sequential order |
| Attempt to retell stories in sequence, emphasizing main events, settings ... |
| ❖ With support share ideas and thoughts |
| Give views and opinions on story, poem, text, picture, characters ... |
| ❖ Retell a story |
| Retell stories in sequence emphasizing beginning, middle, and ending; Use the features of story language; Words denoting time: ‘Once upon a time’, ‘One day’, ‘Yesterday’... Words denoting sequence: ‘first’, ‘then’, ‘after’, ‘suddenly’ ... |
| ❖ Retell scenes from a story or video |
| On pictures, stories, poems, topic, songs ...... ‘Wh’ questions; How...? ‘Do/ Did’...? ... |
| ❖ Respond to questions |
| Learners may question why, how come facts or characters or events are presented in such a way? ... |
| ❖ Begin to propose questions |

| **4.1.5** Give short descriptions of characters, scenes, objects and pictures |
| Using appropriate vocabulary and expressions |
| ❖ With support demonstrate ability to sequence ideas while describing |
| May rely on visual |
| ❖ With support demonstrate ability to use grammatically correct language |
| Subject / verb agreement; use of verb tense with reasonable accuracy; pronouns match the nouns they represent ... |
| **4.1.6** With support use appropriate and grammatically correct language to communicate meaningfully and with a purpose |
| Dialogues, discussions, Show and Tell, role-play, drama ... |
| ❖ Use and respond appropriately to greetings |
| E.g. How do you do? Very well, thank you |
| ❖ Give instructions to guide activity |
| During games, in pairs / group work |
| ❖ Report messages to others |
| Learn modelled words and phrases and use them in particular situations  
* E.g. May I... ?, Can I...?, I want ..., I wish...., I like... |
- Participate and ask questions
- Participate in role-play using appropriate modelled language in a simulated situation
- Convey opinion favourable or otherwise
- With support give reason(s) for opinion

4.1.7 Use the correct intonation to distinguish statements from questions, and to express feelings
- Adopt intonation patterns to communicate meaning

4.1.8 Demonstrate gradual competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience
- Participate in performances using appropriate language
- Talk about experiences, interests, possessions, likes and dislikes
- Tell personal anecdotes
- Demonstrate an ability to retell or create a story

4.1.9 Understand and practise the conventions of social discourse
- Demonstrate ability to take-turns in conversations
- Demonstrate ability to listen to others
- Express and exchange ideas and information
- Respond to others
- Appreciate the views and opinions of others

**VOCABULARY**

4.1.10 Use a range of vocabulary related to particular topics, subjects, stories and poems
- Use and experiment with words, phrases and expressions
- Use new words spontaneously

**ATTITUDE**

4.1.11 Participate enthusiastically in oral activities
- Discussions, dialogues, performances

4.1.12 Demonstrate a positive view of their own opinions and appreciate the views of others

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During discussions, dialogues, Show and Tell ...
Learners practise speaking in ‘Let’s Pretend’ situations...
E.g. Giving simple clear necessary directions to someone who asks the way to the local supermarket – repeating phrases, sentences
Change pitch of voice to convey meaning
Show surprise, questions, ...
Speak at a steady and natural pace; With support use grammatically correct language, pronounce words correctly, change pitch of voice to convey meaning in front of peers ...
E.g. In role-play and drama, simulated situations
E.g. Show and Tell
### 4.2 READING

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<td><strong>READING STRATEGIES</strong></td>
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<tr>
<td><strong>4.2.1 Demonstrate awareness of book conventions</strong></td>
<td>Title, author, page, contents page, chapter / lesson / unit, Preface / blurb (preliminary remarks on subject of book), Index</td>
</tr>
<tr>
<td>❖ Show knowledge of specific features in a text</td>
<td>E.g. picture, diagram,</td>
</tr>
<tr>
<td>❖ With support demonstrate ability to locate a specific portion of a book</td>
<td>Use index or contents page</td>
</tr>
<tr>
<td>❖ With support use the preface / blurb for information about the subject matter of book</td>
<td>Summary / preliminary remarks found on book cover</td>
</tr>
<tr>
<td>❖ With support use a dictionary</td>
<td>Use children’s dictionaries; introduce alphabetic skills to locate words</td>
</tr>
<tr>
<td><strong>4.2.2 With support demonstrate ability to access information from a range of sources</strong></td>
<td>Messages, notices, instructions, newsletters, advertisements, posters …</td>
</tr>
<tr>
<td>❖ With support select appropriate reading materials from a range of text forms</td>
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<tr>
<td>❖ With support gather information from a range of sources</td>
<td>E.g. Books, internet, videos, CD-Rom, DVD, notice-boards, magazines, newspapers …</td>
</tr>
<tr>
<td><strong>4.2.3 Demonstrate efficiency in using a variety of strategies to understand and maintain meaning</strong></td>
<td>Make connections between what they read and what they know</td>
</tr>
<tr>
<td>❖ Demonstrate ability to relate text to own experience</td>
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<tr>
<td>❖ Create images in the mind for enhancing reading comprehension</td>
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<tr>
<td>❖ Identify with main characters in text</td>
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<tr>
<td>❖ Use prior knowledge to understand text</td>
<td></td>
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<tr>
<td>❖ Begin to generate self-questions about the text</td>
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<tr>
<td><strong>4.2.4 Demonstrate gradual awareness and efficiency in using a variety of strategies when encountering difficult text</strong></td>
<td>Respond to challenges in text</td>
</tr>
<tr>
<td>❖ Self-correct</td>
<td>E.g. say ‘chicken’ instead of ‘kitchen’; ‘for’ instead of ‘from’… and realize that it does not make sense</td>
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<tr>
<td>❖ Re-read to clarify meaning</td>
<td>Sweep back on line and read sentence again for meaning</td>
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<tr>
<td>❖ Read on</td>
<td>The ability to read smoothly and easily</td>
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<tr>
<td>❖ Slow down and sub-vocalise when encountering difficult text</td>
<td>Move lips and mouth and try to pronounce the words silently</td>
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<tr>
<td>❖ Substitute familiar words for unknown words</td>
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<tr>
<td>Use punctuation</td>
<td>The use of full stops, question marks and other graphic marks which help to clarify meaning of text e.g. raising voice for exclamation marks ...</td>
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<tr>
<td>Use sounding out (graphophonic knowledge)</td>
<td>Use different methods when learners come across difficult or unfamiliar words</td>
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<tr>
<td>Use common letter patterns</td>
<td>Letter-sound correspondence</td>
</tr>
<tr>
<td>Show knowledge of known parts of words</td>
<td>E.g. ‘ing’ ‘ly’ ‘er’ ‘tion’ ‘ive’ ‘ful’ ‘ness’ ...</td>
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<tr>
<td>Use knowledge of meaning when encountering homophones</td>
<td>E.g. ‘ring’ in ‘string’; ‘won’ in ‘wonder’ in ‘wonderful’</td>
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<tr>
<td>Use knowledge of meaning when encountering homonyms</td>
<td>E.g. ‘their’ and ‘there’ .....</td>
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</tbody>
</table>

### 4.2.5 Demonstrate gradual awareness and efficiency in the use of word identification strategies

- Use sounding out (graphophonic knowledge)
- Use common letter patterns
- Show knowledge of known parts of words
- Use knowledge of meaning when encountering homophones
- Use knowledge of meaning when encountering homonyms

### 4.2.6 Participate in shared reading experiences

- Read with teacher and peers using fiction, non-fiction, poetry, newspapers ...
- Read for different purposes

### 4.2.7 Read confidently, with fluency, expression and clear diction

- Read gradual knowledge of common punctuation marks to enhance intonation and comprehension
- Read different genres for an audience
- Read silently with sustained concentration

### 4.2.8 Demonstrate competence in comprehension strategies

- With support identify main ideas and key words
- With support identify and explain words that enhance meaning in a text
- Skim and Scan simple texts for different purposes
- Respond by referring to relevant parts in the text
- Demonstrate ability to respond to literal questions
- Begin to deduce meaning from text
- Begin to respond to inferential questions

### 4.2.9 Develop an increasing bank of words which are recognized when encountered in different contexts

- Including some difficult and subject specific words e.g. science, dinosaurs, volcano, temperature ...
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<th></th>
<th>Recognise immediately most frequently used words and common words</th>
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<td></td>
<td>Identify functions of naming words, of descriptive words, words that show action, and words that describe actions in a text / in context</td>
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<td>Nouns, adjectives, verbs, adverbs to expand their vocabulary and enhance comprehension of text</td>
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<td>Emphasis on their function rather than on the technical terms</td>
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</table>

**ATTITUDE**

|   | 4.2.10 Demonstrate self-motivation to read for a range of purposes |
|   | 4.2.11 Show a marked preference for a particular author or genre or topic |
|   | Show interest in and preference for fiction and non-fiction text and poetry |
## 4.3 WRITING

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<td><strong>HANDWRITING PRESENTATION SKILLS</strong></td>
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</tr>
<tr>
<td><strong>4.3.1 Give importance to quality of handwriting</strong></td>
<td></td>
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<tr>
<td>❖ Produce legible handwriting</td>
<td></td>
</tr>
<tr>
<td>❖ Control basic formation and joining</td>
<td>School policy on handwriting – Ideally use cursive handwriting</td>
</tr>
<tr>
<td><strong>4.3.2 Begin to use a range of presentational features</strong></td>
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<tr>
<td>❖ E.g. Upper case / large font letters as used in newspapers; graphic skills gained in art ...</td>
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<tr>
<td><strong>4.3.3 Demonstrate gradual competence of various strategies to spell correctly</strong></td>
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<tr>
<td>❖ Show and discuss with learners the use of different methods which may be used to spell words (the method is used orally to write correctly)</td>
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<tr>
<td>❖ Use sounding out of phonemes</td>
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<tr>
<td>E.g. interesting: - i/n/t/e/r/e/s/t/i/n/g</td>
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<tr>
<td>Phoneme is the smallest unit of sound in a word e.g. ‘i’ as in ‘interesting’ ...</td>
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<tr>
<td>❖ Use onset and rime</td>
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<tr>
<td>Substituting the initial letter(s) which is the onset e.g. brought, thought, sought, fought ‘br, th, s, f,’ are the onset; ‘ought’ is the rime</td>
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<tr>
<td>❖ Use syllabification</td>
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<tr>
<td>E.g. character: - char / ac / ter</td>
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<tr>
<td>❖ Use little words in long words</td>
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<td>E.g. transport: - ran / sport ...</td>
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<tr>
<td>❖ Identify distinctive features about letters in a word</td>
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<td>E.g. precious: - pre / c / iou / s</td>
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<tr>
<td>❖ Use blends</td>
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<tr>
<td>Blends: the sound of two or more letters joined with minimal changes in those sounds e.g. ‘str’ in ‘strawberry’</td>
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<tr>
<td>❖ Use knowledge of letter patterns</td>
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<tr>
<td>E.g. ‘ing’, ‘ful’, ‘er’, ‘ly’, ‘tion’, ‘ive’, ‘ness’ ...</td>
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<tr>
<td>❖ Use Look and Say</td>
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<td>Remember graphic representation of the word</td>
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<tr>
<td><strong>4.3.4 Use planning before writing</strong></td>
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<tr>
<td>❖ Use brainstorming, spidogram (web), mapping</td>
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<tr>
<td>❖ Draw on classroom resources</td>
<td>Word banks, word charts, books ...</td>
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<tr>
<td>❖ With support begin to research on topic</td>
<td>From various sources: internet, books, CD – Rom, DVD, Videos ...</td>
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<td></td>
<td>With support begin to organize and classify information</td>
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<tr>
<td><strong>4.3.5</strong></td>
<td><strong>Write in a coherent and cohesive manner</strong></td>
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<td></td>
<td>Ideas are organised and developed in a logical and sequential manner</td>
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<tr>
<td><strong>4.3.6</strong></td>
<td><strong>Demonstrate ability to proof-read and with support edit own work</strong></td>
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<tr>
<td></td>
<td>Proof-reading: correct work for spelling and punctuation</td>
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<td></td>
<td>Editing: check if writing makes sense; if there are missing words; if sentence could be improved by varying sentence beginnings, by using more descriptive words ...</td>
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<td>With support use dictionary</td>
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<td>May use alphabetical skills with support</td>
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**WRITING**

| **4.3.7** | **Use drawing and writing to complement and support each other** |
|   | Draw and write captions, words, phrases or sentences to communicate meaning |
| **4.3.8** | **Participate in shared teacher / pupil/s writing** |
|   | Write about 90 words or 6 to 10 or more sentences according to ability |

|   | With support write in chronological order using sequence, time expressions: to-day, yesterday, to-morrow |
|   | ‘Wh’ questions |
|   | Story features: setting, characters, events ... |
|   | Beginning, middle, ending |
|   | Write sentences or a paragraph about a topic |
|   | With support write a simple story |

|   | With support begin to write innovations or transformations to a known story and poem |
|   | Text Innovations: adopting the language pattern used by an author |
|   | E.g. There was a dark dark door; behind the door was a dark dark hall. might be substituted for |
|   | There was a big big square; in the square was a big big house ... |
|   | Transformations: use different endings, different settings, characters, what if ... ?, ... |
| **4.3.9** | **With support write for an audience and with a purpose** |
|   | Use the letter format as a model for a ‘fill in the gap’ exercise or a Cloze exercise; list of ... |
|   | Write messages |
|   | E.g. E-mail |
|   | Write invitation cards |
|   | Make identity kits |
|   | With support write short and simple recipes |
|   | With support begin to write advertisements |
|   | With support fill in tables or charts |
| 4.3.10 | With support write expanded sentences according to ability | E.g. Paul had a big bicycle.  
Paul had a big bicycle. Dad gave him a big bicycle for his birthday.  
Paul was thrilled because he had a big bicycle. Dad gave him a big bicycle for his birthday … |
| --- | --- | --- |
| ❖ Generate sentences from a given model | E.g. The big dog chased a white tabby cat.  
The white tabby cat chased … |
| ❖ Generate sentence patterns | E.g. We enjoy swimming when it is hot.  
We enjoy reading when … |
| ❖ With support expand with words and expressions | Draw from stories, topics, literature, language activities … |
| ❖ Begin to take the initiative to write and generate sentences | E.g. Different parts of speech: naming words, describing words … |
| **4.3.11** With support create and write own books/s experimenting with different genres | Create sentences on topics, stories … |
| **4.3.12** Demonstrate understanding of the functions of sentence structure | Use sentence frames with adjectives and adverbs or adjectival or adverbial phrases to develop an understanding of specific sentence structure.  
Substitute adjectives, nouns etc for another adjective, noun etc … |
| ❖ Use correct word order | Subject-verb-object sentences |
| ❖ Vary sentence beginnings | Use correct punctuation in context |
| ❖ Use correct punctuation in context | Sentences as units of print defined by capital letter and a full stop, commas, use of speech marks, question marks and exclamation marks to heighten the effect of writing on reader |
| ❖ Use parts of speech in context | Content words: naming words (including plurals - regular and irregular), describing words, verbs, adverbs  
Function words: pronouns, prepositions, simple conjunctions, determiners (a, an, the, some, this, my)  
Demonstrative adjectives (this that..)  
Emphasis not on the technical terms |
| **4.3.13** With support begin to demonstrate understanding of the function and relation of words in context | Use sentence transformation by changing one word at a time e.g. a noun must be changed with another noun … |
| ❖ Begin to show some knowledge of the function of words in a sentence and what most of these words are called | E.g. nouns,(plurals: regular and irregular) verbs, adjectives, adverbs, prepositions, simple conjunctions (and, but, because)  
Determiners (a, an, the); possessive adjectives ( my, his ….)  
Demonstrative adjectives (this that..)  
**Emphasis not on the technical terms** |
| **4.3.14** Use grammatically correct sentences | Make good use of verb / tense consistency  
Apply subject / verb agreement |
<table>
<thead>
<tr>
<th>4.3.15 Write answers to questions on picture, topic, story and poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Apply noun / pronoun agreement</td>
</tr>
<tr>
<td>☐ Use conjunctions</td>
</tr>
</tbody>
</table>

| 4.3.15 | Write answers to questions on picture, topic, story and poem |
|---------------------------------------------------------------|
| ☐ Write answers to literal questions on picture or text… | ✗ May skim a text for a main idea or scan a text to give specific information to comprehension questions; Read the lines for … |
| ☐ Give the meaning of words used in the text | ✗ Use prior knowledge, context of text … |
| ☐ With support write answers to inferential questions | ✗ Give information which is implied in the text but not directly stated – read between the lines |

**VOCABULARY**

<table>
<thead>
<tr>
<th>4.3.16 Experiment with words drawn from topics, literature, language activities, media …</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Make use of nouns, verbs, adjectives, pronouns, prepositions, adverbs and conjunctions</td>
</tr>
<tr>
<td>☐ Extend vocabulary by using specific words for generic words</td>
</tr>
</tbody>
</table>

**ATTITUDE**

<table>
<thead>
<tr>
<th>4.3.17 Demonstrate enjoyment and motivation to participate in writing activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Experiment with words, expressions and sentences</td>
</tr>
<tr>
<td>☐ Create own books</td>
</tr>
</tbody>
</table>