

ENGLISH

Syllabus for Primary Schools

YEAR 4

LEARNING OUTCOMES

for

YEAR 4

ORACY LISTENING AND SPEAKING	READING	WRITING
STORIES POEMS SONGS TOPICS	READING STRATEGIES	HANDWRITING PRESENTATION SKILLS
4.1.1 Demonstrate enjoyment, increasing interest and concentration during listening or viewing activities	4.2.1 Demonstrate awareness of book conventions	4.3.1 Give importance to quality of handwriting
4.1.2 Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form	4.2.2 With support demonstrate ability to access information from a range of sources	4.3.2 Begin to use a range of presentational features
4.1.3 Demonstrate ability to recite poems, songs and refrains	4.2.3 Demonstrate efficiency in using a variety of strategies to understand and maintain meaning	WRITING STRATEGIES
LANGUAGE INTERACTIVE CONVERSATIONS	4.2.4 Demonstrate gradual awareness and efficiency in using a variety of strategies when encountering difficult text	4.3.3 Demonstrate gradual competence of various strategies to spell correctly
4.1.4 Demonstrate increasing ability in using appropriate language when participating in discussion on read-aloud text, stories, poems and songs	4.2.5 Demonstrate gradual awareness and efficiency in the use of word identification strategies	4.3.4 Use planning before writing

4.1.5 Give short descriptions of characters, scenes, objects and pictures	READING	4.3.5 Write in a coherent and cohesive manner
4.1.6 With support use appropriate and grammatically correct language to communicate meaningfully and with a purpose	4.2.6 Participate in shared reading experiences	4.3.6 Demonstrate ability to proof-read and with support begin to edit own work
4.1.7 Use the correct intonation to distinguish statements from questions, and to express feelings	4.2.7 Read confidently, with fluency, expression and clear diction	WRITING
4.1.8 Demonstrate gradual competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience	4.2.8 Demonstrate competence in comprehension strategies	4.3.7 Use drawing and writing to complement and support each other
4.1.9 Understand and practise the conventions of social discourse	VOCABULARY	4.3.8 Participate in shared teacher / pupil/s writing
VOCABULARY	4.2.9 Develop an increasing bank of words which are recognized when encountered in different contexts	4.3.9 With support write for an audience and with a purpose
4.1.10 Use a range of vocabulary related to a particular topic		4.3.10 With support write expanded sentences according to ability

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

		ATTITUDE
		4.3. 17 Demonstrate enjoyment and motivation to participate in writing activities

PROGRAMME

for

YEAR 4

4.1 ORACY – LISTENING AND SPEAKING

Learning Outcomes	Notes
STORIES POEMS SONGS TOPICS	
4.1.1 Demonstrate enjoyment, increasing interest and concentration during listening or viewing activities	<i>Initially starting with short text and eventually using more challenging text of moderate length</i>
<ul style="list-style-type: none"> ❖ Listen attentively to read-aloud text, stories, poems, songs 	<i>Audio/video cassettes, CD-Rom, DVD, use fiction / non-fiction text</i>
<ul style="list-style-type: none"> ❖ Listen for specific information 	
<ul style="list-style-type: none"> ❖ Listen for main ideas 	
4.1.2 Demonstrate growing confidence in being able to listen and progressively understand the spoken language without reference to the written form	
<ul style="list-style-type: none"> ❖ Interact and participate 	<i>Listening activities provide a stimulus for participating in other activities e.g. discussion type activities (reading and writing activities)</i>
<ul style="list-style-type: none"> ❖ Carry out instructions 	<i>React to instructions</i>
<ul style="list-style-type: none"> ❖ Participate in role-play using miming 	<i>The participants perform actions or express themselves without using words</i>
<ul style="list-style-type: none"> ❖ Make out the words in a song 	<i>As a pleasurable activity and using traditional or pop songs for intonation, pronunciation ...</i>
<ul style="list-style-type: none"> ❖ With support organize thoughts 	
4.1.3 Demonstrate ability to recite poems, songs and refrains	<i>As a pleasurable activity memorize favourite poems, or parts of a poem, song, ...</i>
<ul style="list-style-type: none"> ❖ With support make innovations on a poem 	<i>E.g. May give a different ending, add on lines, suggest different rhyming words</i>
<ul style="list-style-type: none"> ❖ With support create a simple poem 	<i>Need not have rhyming words E.g. It is great to be a bird A tiny chirpy bird And flying in the sky Just flying up and down</i>
<ul style="list-style-type: none"> ❖ Demonstrate a sensitivity to rhyme, rhythm, alliteration, onomatopoeia, personification 	<i>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</i>

*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

LANGUAGE INTERACTIVE CONVERSATIONS

4.1.4	Demonstrate increasing ability in using appropriate language when participating in discussion on read-aloud text, stories, poems and songs	<i>Use language forms which are typical of the spoken language E.g. contracted forms: 'I don't'; short form answers: 'I'm eight' ...</i>
❖	Give the general idea of a text, story, poem and song	<i>Can give the gist of the subject of a story, poem, song and text</i>
❖	Offer predictions in a story and in a dialogue	<i>Suggest what might happen next; suggest different endings</i>
❖	With support recall important events in sequential order	<i>Attempt to retell stories in sequence, emphasizing main events, settings ...</i>
❖	With support share ideas and thoughts	<i>Give views and opinions on story, poem, text, picture, characters ...</i>
❖	Retell a story	<i>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' ...</i>
❖	Retell scenes from a story or video	
❖	Respond to questions	<i>On pictures, stories, poems, topic, songs ... 'Wh' questions; How...? Do/ Did...? ...</i>
❖	Begin to propose questions	<i>Learners may question why, how come facts or characters or events are presented in such a way? ...</i>
4.1.5	Give short descriptions of characters, scenes, objects and pictures	
❖	With support use vivid descriptions	<i>Using appropriate vocabulary and expressions</i>
❖	With support demonstrate ability to sequence ideas while describing	<i>May rely on visual</i>
❖	With support demonstrate ability to use grammatically correct language	<i>Subject / verb agreement; use of verb tense with reasonable accuracy; pronouns match the nouns they represent ...</i>
4.1.6	With support use appropriate and grammatically correct language to communicate meaningfully and with a purpose	<i>Dialogues, discussions, Show and Tell, role-play, drama ...</i>
❖	Use and respond appropriately to greetings	<i>E.g. How do you do? Very well, thank you</i>
❖	Give instructions to guide activity	<i>During games, in pairs / group work</i>
❖	Report messages to others	
❖	Make requests and express personal needs	<i>Learn modelled words and phrases and use them in particular situations E.g. May I... ?, Can I...?, I want ..., I wish..., I like...</i>

❖ Participate and ask questions	<i>During discussions, dialogues, Show and Tell ...</i>
❖ Participate in role-play using appropriate modelled language in a simulated situation	<i>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</i>
❖ 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	<i>Change pitch of voice to convey meaning</i>
❖ Adopt intonation patterns to communicate meaning	<i>Show surprise, questions, ...</i>
4.1.8 Demonstrate gradual competence in speaking confidently with accuracy, using clear diction and correct intonation in front of an audience	<i>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 ...</i>
❖ Participate in performances using appropriate language	<i>E.g. In role-play and drama, simulated situations</i>
❖ Talk about experiences, interests, possessions, likes and dislikes	<i>E.g. Show and Tell</i>
❖ 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	<i>Give time to the person speaking to finish before joining in ...</i>
❖ 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	<i>Discussions, dialogues, performances</i>
4.1.12 Demonstrate a positive view of their own opinions and appreciate the views of others	

4.2 READING

Learning Outcomes	Notes
READING STRAEGIES	
4.2.1 Demonstrate awareness of book conventions	<i>Title, author, page, contents page, chapter / lesson/ unit, Preface / blurb (preliminary remarks on subject of book), Index</i>
<ul style="list-style-type: none"> ❖ Show knowledge of specific features in a text 	<i>E.g. picture, diagram,</i>
<ul style="list-style-type: none"> ❖ With support demonstrate ability to locate a specific portion of a book 	<i>Use index or contents page</i>
<ul style="list-style-type: none"> ❖ With support use the preface / blurb for information about the subject matter of book 	<i>Summary / preliminary remarks found on book cover</i>
<ul style="list-style-type: none"> ❖ With support use a dictionary 	<i>Use children’s dictionaries; introduce alphabetic skills to locate words</i>
4.2.2 With support demonstrate ability to access information from a range of sources	
<ul style="list-style-type: none"> ❖ With support select appropriate reading materials from a range of text forms 	<i>Messages, notices, instructions, newsletters, advertisements, posters ...</i>
<ul style="list-style-type: none"> ❖ With support gather information from a range of sources 	<i>E.g. Books, internet, videos, CD-Rom, DVD, notice-boards, magazines, newspapers ...</i>
4.2.3 Demonstrate efficiency in using a variety of strategies to understand and maintain meaning	
<ul style="list-style-type: none"> ❖ Demonstrate ability to relate text to own experience 	<i>Make connections between what they read and what they know</i>
<ul style="list-style-type: none"> ❖ Create images in the mind for enhancing reading comprehension 	
<ul style="list-style-type: none"> ❖ Identify with main characters in text 	
<ul style="list-style-type: none"> ❖ Use prior knowledge to understand text 	
<ul style="list-style-type: none"> ❖ Begin to generate self-questions about the text 	
4.2.4 Demonstrate gradual awareness and efficiency in using a variety of strategies when encountering difficult text	<i>Respond to challenges in text</i>
<ul style="list-style-type: none"> ❖ Self-correct 	<i>E.g. say ‘chicken’ instead of ‘kitchen’; ‘for’ instead of ‘from’... and realize that it does not make sense</i>
<ul style="list-style-type: none"> ❖ Re-read to clarify meaning 	<i>Sweep back on line and read sentence again for meaning</i>
<ul style="list-style-type: none"> ❖ Read on 	<i>The ability to read smoothly and easily</i>
<ul style="list-style-type: none"> ❖ Slow down and sub-vocalise when encountering difficult text 	<i>Move lips and mouth and try to pronounce the words silently</i>
<ul style="list-style-type: none"> ❖ Substitute familiar words for unknown words 	

❖ Use punctuation	<i>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 ...</i>
4.2.5 Demonstrate gradual awareness and efficiency in the use of word identification strategies	<i>Use different methods when learners come across difficult or unfamiliar words</i>
❖ Use sounding out (graphophonic knowledge)	<i>Letter-sound correspondence</i>
❖ Use common letter patterns	<i>E.g. 'ing' 'ly' 'er' 'tion' 'ive' 'ful' 'ness' ...</i>
❖ Show knowledge of known parts of words	<i>E.g. 'ring' in 'string'; 'won' in 'wonder' in 'wonderful'</i>
❖ Use knowledge of meaning when encountering homophones	<i>E.g. 'their' and 'there'</i>
❖ Use knowledge of meaning when encountering homonyms	<i>E.g. 'wave' (verb: to wave good-bye) 'wave' (noun: a big wave pushed the boat ashore)</i>
READING	
4.2.6 Participate in shared reading experiences	<i>Read with teacher and peers using fiction, non-fiction, poetry, newspapers ...</i>
❖ Read for different purposes	<i>Enjoyment, messages, instructions, reports, information ...</i>
4.2.7 Read confidently, with fluency, expression and clear diction	
❖ Use gradual knowledge of common punctuation marks to enhance intonation and comprehension	
❖ Read different genres for an audience	<i>Read fiction, non-fiction, poetry ... in front of a class, in groups</i>
❖ 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	<i>Give the meaning of significant words</i>
❖ Skim and Scan simple texts for different purposes	<i>Skim text for main ideas; Scan a text for specific information</i>
❖ Respond by referring to relevant parts in the text	
❖ Demonstrate ability to respond to literal questions	<i>Meaning clearly stated in text - Read the lines</i>
❖ Begin to deduce meaning from text	
❖ Begin to respond to inferential questions	<i>Read between the lines to respond to inferential questions - A level of comprehension related to understanding implied in the text but not directly stated</i>
VOCABULARY	
4.2.9 Develop an increasing bank of words which are recognized when encountered in different contexts	<i>Including some difficult and subject specific words e.g. science, dinosaurs, volcano, temperature ...</i>

❖ Recognise immediately most frequently used words and common words	
❖ Identify functions of naming words, of descriptive words, words that show action, and words that describe actions in a text / in context	<i>Nouns, adjectives, verbs, adverbs to expand their vocabulary and enhance comprehension of text</i> Emphasis on their function rather than on the technical terms
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	<i>Show interest in and preference for fiction and non-fiction text and poetry</i>

4.3 WRITING

Learning Outcomes	Notes
HANDWRITING PRESENTATION SKILLS	
4.3.1 Give importance to quality of handwriting	
❖ Produce legible handwriting	
❖ Control basic formation and joining	<i>School policy on handwriting – Ideally use cursive handwriting</i>
4.3.2 Begin to use a range of presentational features	<i>E.g. Upper case / large font letters as used in newspapers; graphic skills gained in art ...</i>
WRITING STRATEGIES	
4.3.3 Demonstrate gradual competence of various strategies to spell correctly	<i>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)</i>
❖ Use sounding out of phonemes	<i>E.g. interesting:- i/n/t/e/r/e/s/t/i/n/g Phoneme is the smallest unit of sound in a word e.g. ‘i’ as in ‘interesting’ ...</i>
❖ Use onset and rime	<i>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</i>
❖ Use syllabification	<i>E.g. character:- char / ac / ter</i>
❖ Identify little words in long words	<i>E.g. transport:- ran / sport....</i>
❖ Identify distinctive features about letters in a word	<i>E.g. precious:- pre/ c/ iou / s</i>
❖ Use blends	<i>Blends: the sound of two or more letters joined with minimal changes in those sounds e.g. ‘str’ in ‘strawberry’</i>
❖ Use knowledge of letter patterns	<i>E.g. ‘ing’, ‘ful’, ‘er’, ‘ly’, ‘tion’, ‘ive’, ‘ness’ ...</i>
❖ Use Look and Say	<i>Remember graphic representation of the word</i>
4.3.4 Use planning before writing	<i>Use brainstorming, spidogram (web), mapping</i>
❖ Draw on classroom resources	<i>Word banks, word charts, books ...</i>
❖ With support begin to research on topic	<i>From various sources: internet, books, CD – Rom, DVD, Videos ...</i>

❖ With support begin to organize and classify information	
4.3.5 Write in a coherent and cohesive manner	<i>Ideas are organised and developed in a logical and sequential manner</i>
4.3.6 Demonstrate ability to proof-read and with support edit own work	<i>Proof-reading: correct work for spelling and punctuation</i> <i>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 ...</i>
❖ With support use dictionary	<i>May use alphabetical skills with support</i>
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	<i>Write about 90 words or 6 to 10 or more sentences according to ability</i>
❖ Write sentences or a paragraph on picture / s	
❖ Write sentences or a paragraph about a topic	
❖ Write a simple story	<i>With support write in chronological order using sequence, time expressions: to-day, yesterday, to-morrow</i> <i>'Wh' questions</i> <i>Story features: setting, characters, events ...</i> <i>Beginning, middle, ending</i>
❖ With support begin to write innovations or transformations to a known story and poem	<i>Text Innovations: adopting the language pattern used by an author</i> <i>E.g. There was a dark dark door; behind the door was a dark dark hall.</i> <i>might be substituted for</i> <i>There was a big big square; in the square was a big big house ...</i> <i>Transformations: use different endings, different settings, characters, what if ... ?, ...</i>
4.3.9 With support write for an audience and with a purpose	<i>Use the letter format as a model for a 'fill in the gap' exercise or a Cloze exercise; list of ...</i>
❖ Write messages	<i>E.g. E-mail</i>
❖ 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	<i>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 ...</i>
❖ Generate sentences from a given model	<i>E.g. The big dog chased a white tabby cat. The white tabby cat chased ...</i>
❖ Generate sentence patterns	<i>E.g. We enjoy swimming when it is hot. We enjoy reading when ...</i>
❖ With support expand with words and expressions	<i>Draw from stories, topics, literature, language activities ... E.g. Different parts of speech: naming words, describing words ...</i>
❖ Begin to take the initiative to write and generate sentences	<i>Create sentences on topics, stories ...</i>
4.3.11 With support create and write own books/s experimenting with different genres	<i>Picture books, story books, books on specific topics, comics, journal, diary ...</i>
4.3.12 Demonstrate understanding of the functions of sentence structure	<i>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 ... e.g. The hungry dogs gobbled their food in the kitchen. The naughty children washed their clothes in the tub.</i>
❖ Use correct word order	<i>Subject-verb-object sentences</i>
❖ Vary sentence beginnings	
❖ Use correct punctuation in context	<i>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</i>
❖ Use parts of speech in context	<i>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)</i>
4.3.13 With support begin to demonstrate understanding of the function and relation of words in context	<i>Use sentence transformation by changing one word at a time e.g. a noun must be changed with another noun ...</i>
❖ Begin to show some knowledge of the function of words in a sentence and what most of these words are called	<i>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</i>
4.3.14 Use grammatically correct sentences	
❖ Make good use of verb / tense consistency	
❖ Apply subject / verb agreement	

❖ Apply noun / pronoun agreement	
❖ Make good use of 'because' to show cause and effect	
❖ Use conjunctions	<i>E.g. 'and', 'but', 'because'</i>
4.3.15 Write answers to questions on picture, topic, story and poem	
❖ Write answers to literal questions on picture or text...	<i>May skim a text for a main idea or scan a text to give specific information to comprehension questions; Read the lines for ...</i>
❖ Give the meaning of words used in the text	<i>Use prior knowledge, context of text ...</i>
❖ With support write answers to inferential questions	<i>Give information which is implied in the text but not directly stated – read between the lines</i>
VOCABULARY	
4.3.16 Experiment with words drawn from topics, literature, language activities, media ...	<i>Make use of nouns, verbs, adjectives, pronouns, prepositions, adverbs and conjunctions</i> Emphasis should not be on technical terms
❖ Extend vocabulary by using specific words for generic words	<i>E.g. 'Say' : shout, scream, whisper ...</i>
ATTITUDE	
4.3.17 Demonstrate enjoyment and motivation to participate in writing activities	
❖ Experiment with words, expressions and sentences	<i>May use stories, poems/rhymes, sentences to generate own writing</i>
❖ Create own books	<i>Picture books; story/poetry books; 'About me books'; comics ...</i>