GRADE 4 ENGLISH LANGUAGE - SCHEME OF WORK TERM 1

Curriculum Philosophy

The Grade 4 English Language curriculum adopts a learner-centred, competence-based approach that prioritizes practical language application in authentic contexts. It recognizes English as a critical tool for communication, learning, and personal development while respecting learners' cultural and linguistic backgrounds.

Competence-Based Learning

This scheme emphasizes the development of competences rather than mere content coverage. Learners actively engage in meaningful language tasks that develop their abilities to communicate effectively, think critically, solve problems, and apply language skills in real-world situations. Assessment focuses on what learners can do with the language rather than what they know about it.

Curriculum Goals

- To develop proficient oral and written communication skills in English
- To foster critical and creative thinking through language activities
- To build competence in reading comprehension and information literacy
- To enable learners to use English appropriately in various social and academic contexts
- To develop positive attitudes towards language learning and multilingualism
- To integrate the 11 key competences through language learning experiences

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WK	TOPIC/SUB-TOPICs	PRESCRIBED COMPETENCES	SPECIFIC COMPETENCES	CONTENT/ CONCEPT	LEARNING ACTIVITIES	EXPECTED STANDARD	STRATEGIES/ METHODS	ASSESSMENTS	MATERIAL/ RESOURCES	REFERENCES
	4.1.1. DIALOGUES 4.1.1.1. Personal Information	Communication Citizenship Collaboration	4.1.1.1.1. Share personal information in a conversation	• Sharing personal information in dialogues • Question and answer patterns • Appropriate language for introductions	• Role playing personal information dialogues • Pair work: interviewing each other • Creating dialogue posters • Presenting dialogues to class	• Personal information shared accordingly • Appropriate language used • Clear pronunciation	• Dialogue practice • Modelling • Think-pair-share • Interactive questioning	• Oral presentations • Peer observation • Dialogue performance rubrics • Question-answer accuracy	• Dialogue cards • Name tags • Question prompts • Audio recordings • Chart paper	English Syllabus Grade 4-6 Teacher's Guide
	4.1.2. DEBATE 4.1.2.1. Simple Arguments	Communication Critical Thinking	4.1.2.1.1. Use appropriate language to	• Outlining points to support position • Presenting	• Discussing simple debate topics • Outlining	• Points for or against a given topic used	• Guided practice • Modelling debate structure • Small group	• Debate participation checklist • Argument	• Debate topic cards • Argument frames	English Syllabus Grade 4-6 Sample

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		Analytical Thinking	argue for or against a given topic	arguments on topics • Basic debate structure • Persuasive language	points for/against topics • Mini-debates in groups • Presenting arguments to class	appropriately • Logical argument structure	discussions • Structured debates	quality rubric • Peer feedback • Teacher observation	• Timer • Speaking order charts • Video examples	debate topics
	4.1.3. LANGUAGE IN A SOCIAL SETTING 4.1.3.1. Polite Expressions 4.1.3.2. Proverbs	Communication Citizenship Emotional Intelligence	4.1.3.1.1. Use polite expressions in different social settings 4.1.3.2.1. Use proverbs in different contexts	• Requesting help appropriately • Expressing apologies • Using polite expressions • Common proverbs and meanings • Appropriate contexts for proverbs	• Role playing social situations • Practicing polite expressions • Discussing proverb meanings • Creating proverb posters • Using proverbs in sentences	• Polite expressions used appropriately in different social settings • Proverbs used in different contexts correctly	• Role play • Scenario-based learning • Discussion • Contextual practice • Cultural exploration	• Role play observation • Social interaction assessment • Proverb usage in context • Oral expression evaluation	• Scenario cards • Proverb charts • Picture prompts • Cultural story books • Audio-visual resources	English Syllabus Grade 4-6 Local proverb collections Cultural resources
	4.1.4. PROCESSES 4.1.4.1. Simple Processes	Communication Analytical Thinking Problem Solving	4.1.4.1.1. Use appropriate language to describe simple processes	• Describing processes using active verbs • Sequencing steps in order • Process vocabulary • Time connectors	• Describing how to make/do things • Sequencing picture cards • Demonstrating processes • Creating process charts	• Language to describe simple processes used appropriately • Logical sequencing	• Demonstration • Sequencing activities • Think-aloud • Guided practice • Visual mapping	• Process description evaluation • Sequencing accuracy • Vocabulary usage • Oral presentation	• Picture sequences • Process charts • Realia for demonstrations • Sequence connectors chart • Video demonstrations	English Syllabus Grade 4-6 Visual process guides
	4.1.5. THE CALENDAR	Communication	4.1.5.1.1. Use	• Days, weeks, weekends	• Using calendar to find	• Calendar vocabulary	• Calendar exploration	• Calendar reading	• Calendars (various types)	English Syllabus

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	4.1.5.1. Calendar Vocabulary	Problem Solving	appropriate calendar vocabulary	• Holidays, months, year • Leap year concept • Dates and specific events	information • Role playing daily routines • Talking about specific dates • Planning activities using calendar	used appropriately • Dates identified correctly	• Role play • Question-answer • Daily routines discussion • Interactive games	tasks • Date identification • Vocabulary quizzes • Application in context	• Date cards • Month flashcards • Daily routine charts • Birthday chart	Grade 4-6 Local calendars
	4.1.6. STORIES 4.1.6.1. Story Analysis 4.1.6.2. Story Telling	Analytical Thinking Creativity and Innovation Communication	4.1.6.1.1. Analyse simple stories orally 4.1.6.2.1. Tell stories in logical order	• Analysing plot, theme, characters • Story elements • Sequencing jumbled pictures • Retelling stories logically	• Listening to stories • Analysing story elements • Sequencing story pictures • Retelling familiar stories • Creating own stories	• Simple stories analysed correctly • Stories told in logical order • Story elements identified	• Story reading/telling • Interactive questioning • Story mapping • Sequencing activities • Creative storytelling	• Story analysis rubric • Retelling evaluation • Sequencing accuracy • Comprehension questions • Peer feedback	• Storybooks • Picture strips • Story maps • Character cards • Audio stories • Puppets	English Syllabus Grade 4-6 Story anthologies Local folktales
	4.1.7. DRAMA 4.1.7.1. Role Playing 4.1.7.2. Simple Plays	Creativity and Innovation Communication Collaboration	4.1.7.1.1. Use appropriate language to role play 4.1.7.2.1. Analyse simple plays	• Role playing scenarios • Script reading • Voice projection and tone • Drama elements: plot, theme, characters	• Discussing character roles • Role playing given scenarios • Performing simple plays • Analysing play elements	• Appropriate language used to role-play • Simple plays analysed appropriately	• Drama techniques • Role play • Script reading • Performance • Group collaboration	• Performance assessment • Role play observation • Play analysis tasks • Peer and self-	• Simple scripts • Props and costumes • Stage area • Character cards • Video recordings	English Syllabus Grade 4-6 Simple play scripts Drama resource books

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								evaluation		
	4.1.8. POETRY 4.1.8.1. Simple Poems	Communication Creativity and Innovation Emotional Intelligence	4.1.8.1.1. Recite simple poems	• Reciting poems with expression • Rhythm and rhyme • Poetry themes • Memorization techniques	• Listening to poem recitations • Practicing with teacher • Reciting individually/chorally • Discussing poem themes	• Simple poems recited fluently • Appropriate expression and rhythm	• Modelled recitation • Choral reading • Individual practice • Audio-visual aids • Performance	• Recitation fluency • Expression and intonation • Memorization • Performance rubric	• Poetry anthologies • Audio recordings • Rhythm instruments • Poetry charts • Video performances	English Syllabus Grade 4-6 Poetry collections Local poems
	4.2.1. LISTENING COMPREHENSION 4.2.1.1. Oral Comprehension	Communication Analytical Thinking Critical Thinking	4.2.1.1.1. Comprehend spoken language	• Following instructions • Understanding spoken passages • Answering comprehension questions • Drawing from oral descriptions	• Listening to passages/instructions • Answering comprehension questions • Following multi-step directions • Drawing based on descriptions	• Spoken language comprehended accordingly • Questions answered correctly	• Read-aloud • Interactive listening • Question-answer • Total Physical Response • Guided practice	• Comprehension questions • Following directions tasks • Oral response evaluation • Listening journals	• Story books • Audio recordings • Instruction cards • Picture prompts • Comprehension worksheets	English Syllabus Grade 4-6 Listening materials Audio resources
	4.2.2. READING COMPREHENSION 4.2.2.1. Intensive Reading 4.2.2.2. Extensive Reading	Communication Analytical Thinking Critical Thinking Problem Solving	4.2.2.1.1. Read a variety of texts with comprehension 4.2.2.2.1. Read a variety of texts for	• Reading for understanding • Answering questions on texts • Retrieving information using skimming/scanning	• Reading passages silently/aloud • Discussing vocabulary • Answering comprehension questions • Retrieving specific	• A variety of texts read with comprehension • A variety of texts read for enjoyment •	• Guided reading • Silent reading • Shared reading • Question-answer • Reading strategies instruction	• Comprehension tests • Question responses • Information retrieval tasks • Reading	• Fiction and non-fiction books • Magazines • Newspapers • Digital texts • Comprehension worksheets • Reading charts	English Syllabus Grade 4-6 Leveled readers Library books

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			enjoyment	• Reading for enjoyment	information • Reading various text types	Information retrieved correctly		logs • Discussion participation		

Note: The week numbers should be filled in by the teacher based on the school calendar, term dates, and instructional pace. Typically, this scheme would be distributed across three terms of approximately 13 weeks each, allowing for revision, assessment, and remedial teaching time.