**MINISTRY OF GENERAL EDUCATION**

**SCHEMES OF WORK**

**TEACHER’S NAME: GRADE**: **4 SUBJECT: ENGLISH LANGUAGE TERM: ONE YEAR: 2018**

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| **WK** | **TOPIC/SUBTOPIC** | **SPECIFIC OUTCOMES (PSBAT)** | **T/L AIDS** | **REFERENCES** | **KNOWLEDGE** | **SKILLS** | **COMMENT** |
| **1**  **2**  **3**  **4**  **5**  **6**  **7** | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **LISTENING AND SPEAKING**  **READING**  **WRITING**  **AND**  **STRUCTURE** | | 4.1.1 Etiquette | | 4.1.1.1 Demonstrate good manners and courteous behaviour | | Responding politely to requests and situations | | Application of knowledge | | |  | | 4.1.1 Etiquette | | 4.1.1.1 Demonstrate good manners and courteous behaviour | | Responding politely to requests and situations | | Application of knowledge | | | Demonstrate good manners and courteous behaviour  Take part in a dialogue on chores and responsibilities of family members  Talk about objects found in the community  Talk about characteristics of domestic and wild animals  Talk about effects of bad practices in the community  Read silently any given passages and do follow-up activities  Identify themes of simple stories  Read a passage and answer the wh questions;  Read and interpret information expressed in charts, graphs, diagrams, tables and maps  Read a given passage at an appropriate pace, acceptable pronunciation and with understanding  Read a variety of materials and report on the main points | PPBKS  TG  PPBKS  TG4 | Revised English syllabus pg 25  Revised English syllabus pg 25 | Responding politely to requests and situations  Responding appropriately in a conversation  Eg shops, clinics, buses grinding mill etc  Characteristics of animals eg. Fierce, friendly, harmful, harmless, carnivores, omnivores etc  Bad practices e.g. pollution, garbage disposal, drug and alcohol abuse  Good reading habits e.g. avoid pointing words with fingers, lip reading  Themes or main lesson in the story  Discuss new vocabulary  i.e. What is the name of…  Who …..  Where did…  When…….  Why….  Information illustrated in charts, graphs, diagrams, tables and maps  Reading with fluency and comprehension  Sequencing sentences(up to five) in logical order  Reporting main message on the materials read.  Capital letter, full stop, comma, question mark, exclamation mark and speech marks  E.g. a letter to a friend  Features; one address, salutation, body, language, ending  Designing posters and notices in legible handwriting in Cursive and Marion Richardson | Application of knowledge  Application of knowledge  Application of knowledge  Application of knowledge |  |
| **8**  **9** | **WRITING**  **AND**  **STRUCTURE** | Rearrange words and sentences in a logical order  Use correct punctuation marks  Write informal letters  Demonstrate and practice good  handwriting through posters and notices  Copy given paragraphs  Write stories using given vocabulary  Write stories on given picture of topical issues  Construct simple sentences |  |
| **10** | **GENERAL** | **REVISION OF THE TERM’S** | **WORK** | **REVISION OF** | **THE TERM’S** | **WORK** |  |
| **11**  **12** | **END OF TERM** | **TESTING** | **AND** | **MARKING** | **OF TEST** | **PAPERS** |  |
| **13** | **PREPARATION** | **OF MARK SCHEDULES** | **AND** | **CLOSURE** | **OF** | **SCHOOLS** |  |