

ENGLISH SCHEME OF WORK GRADE 4 TERM THREE

NAME	
TSC NO.	
SCHOOL	

School	Grade	Learning Area	Term	Year
	4	English Activities	3	

Week	Lesson	Strand/Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Grammar	Parts of Speech: <i>Conjunctions</i>	By the end of the sub strand, the learner should be able to: Identify conjunctions correctly in oral and written texts for fluency of speech	Why do we join sentences? Which words do we use to join sentences?	Use the conjunctions (<i>and, but, or, yet, so, for, nor</i>) to talk about topics related to the theme. Respond appropriately to questions	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer 	
	2	Grammar	Parts of Speech: <i>Conjunctions</i>	Engage in short dialogues featuring conjunctions for fluency of speech	Why do we join sentences? Which words do we use to join sentences?	Construct sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and type them on a digital device. Listen to a short dialogue containing the conjunctions (<i>and, but, or, yet, so, for, nor</i>) and discuss	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer 	

						their usage in groups.			
	3	Grammar	Parts of Speech: <i>Conjunctions</i>	a) Use conjunctions in a variety of contexts for effective oral and written communication. Appreciate the importance of conjunctions in communication	Why do we join sentences? Which words do we use to join sentences?	Answer and ask questions involving conjunctions correctly. Fill in blank spaces in sentences using the conjunctions (<i>and, but, or, yet, so, for, nor</i>)	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer 	
	4	Writing	Creative Writing: <i>Descriptive Compositions</i>	Describe the parts of a descriptive composition for self-expression	Why should you organise your thoughts in clear sentences and paragraphs?	Read a sample descriptive composition of about 80-100 words in small groups and identify the paragraphs. Use similes or proverbs to make their writing interesting	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests	
2	1	Writing	Creative Writing: <i>Descriptive Compositio</i>	Organize thoughts clearly, precisely and creatively into a coherent paragraph for self-	Why should you organise	Use similes to make the composition interesting. Write a composition	Course books Story books Charts Video clips Audio-visual resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment 	

			<i>ns</i>	expression.	your thoughts in clear sentences and paragraphs?	with a proverb as a title. Talk about different activities they engage in such as 'how we clean our house' in pairs	Other web resources	<ul style="list-style-type: none"> • Self-assessment learner • Portfolio dictation Standardised writing tests	
	2	Writing	Creative Writing: <i>Descriptive Compositions</i>	Create a descriptive composition of about 80- 100 words on various topics for effective communication. Appreciate the role of creativity in descriptive writing for effective communication	How can you tell others about yourself?	Write four descriptive sentences on a given topic. Write an 80-100 words descriptive composition (2– 3 coherent paragraphs). Proofread and display their composition	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests	
	3	Writing	Creative Writing: <i>Descriptive Compositions</i>	Organize thoughts clearly, precisely and creatively into a coherent paragraph for self-expression.	Why should you organise your thoughts in clear sentences and paragraphs?	Use similes to make the composition interesting. Write a composition with a proverb as a title. Talk about different activities they engage in such as 'how we clean our house' in pairs	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests	

	4	Writing	Creative Writing: <i>Descriptive Compositions</i>	Create a descriptive composition of about 80- 100 words on various topics for effective communication. Appreciate the role of creativity in descriptive writing for effective communication	How can you tell others about yourself?	Write four descriptive sentences on a given topic. Write an 80-100 words descriptive composition (2– 3 coherent paragraphs). Proofread and display their composition	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests	

3	1	Listening and speaking	Pronunciation and Vocabulary: <i>Listening Fluency</i>	By the end of the sub strand, the learner should be able to: Listen to short speeches related to the theme for listening fluency	How do facial expressions and gestures help us to communicate well?	Listen attentively to an audio recordings with the sounds /aʊ/ /ð/ /θ/ and consonant cluster 'sk'	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions	
	2	Listening and speaking	Pronunciation and Vocabulary: <i>Listening Fluency</i>	Apply vocabulary related to the theme in a variety of contexts for self-expression	Why should we listen actively to what others are saying?	Repeat words with the sounds /aʊ/ /ð/ /θ/ and consonant cluster 'sk' after the teacher or audio recordings accurately	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions	

	3	Listening and speaking	Pronunciation and Vocabulary : <i>Listening Fluency</i>	Distinguish sounds and words from an oral text for listening fluency	What should we do to make people enjoy listening to us?	Respond to questions on given texts confidently. Make a three-minute speech using vocabulary related to the theme	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions	
	4	Listening and speaking	Pronunciation and Vocabulary: <i>Listening Fluency</i>	Articulate sounds accurately for effective communication. Interpret non verbal cues correctly for listening fluency.	What should we do to make people enjoy listening to us?	Recite poems about games. Role play and make speeches to imaginary audience	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions	
4	1	Reading	Intensive Reading: <i>Reading with Technology</i>	By the end of the sub strand, the learner should be able to: Read grade appropriate digital poems and narratives of about 300-320 words interpretively for comprehension	Why should we read using technology?	Read animated stories, comics and cartoons interpretively individually, in pairs or in groups. Watch videos or mimes and answer questions. Interpret visual representations such as mind maps. Click on or highlight words	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	

						read by a computer-generated voice.			
2	Reading	Intensive Reading: <i>Reading with Technology</i>	Access grade appropriate online materials of about 300-320 words for lifelong learning. Appreciate reading digital resources for information	How do you search for information using technology?	Carry out simple online research on topics related to the theme. Create simple crossword puzzles based on animated stories. Infer the moral lesson of a story. Read a poem or story expressively to bring out varying emotions. Learner could take cues from the teacher or an audio visual presentation of such stories or poems	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 		
3	Grammar	Language Patterns: <i>Interrogatives</i>	By the end of the sub strand, the learner should be able to: Identify	Why do we ask questions? Which	Identify the interrogatives <i>when, where, whose, who</i> and <i>what</i> in a variety of texts.	Course books Story books Charts Video clips Audio-visual resources Other web	<ul style="list-style-type: none"> • Dialogue completion, information gap 		

				interrogatives in a variety of texts for communication clarity	words do we use to ask questions?	Construct sentences with interrogatives (<i>when, where, whose, who</i> and <i>what</i>) in pairs or small groups	resources	<ul style="list-style-type: none"> • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles 	
	4	Grammar	Language Patterns: <i>Interrogatives</i>	Use interrogatives in a variety of contexts for effective communication	Why do we ask questions? Which words do we use to ask questions?	Answer questions based on interrogatives (<i>when, where, whose, who</i> and <i>what</i>). Identify interrogatives (<i>when, where, whose, who</i> and <i>what</i>) from online texts and use them to make own sentences	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles 	
5	1	Grammar	Language Patterns: <i>Interrogatives</i>	Respond to a variety of questions based on interrogatives for effective communication Appreciate the importance of interrogatives in communication	Why do we ask questions? Which words do we use to ask questions?	Answer questions based on interrogatives (<i>when, where, whose, who</i> and <i>what</i>). Identify interrogatives (<i>when, where, whose, who</i> and <i>what</i>) from online	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles 	

						texts and use them to make own sentences			
2	Writing	Spelling: <i>Commonly Misspelt Words</i>	By the end of the sub strand, the learner should be able to: Identify commonly misspelt words in oral and written contexts	Why is it difficult to spell some words correctly?	Listen to and write commonly misspelt words. Listen to a dictation and spell selected words and sentences	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests		
3	Writing	Spelling: <i>Commonly Misspelt Words</i>	Write commonly misspelt words correctly for communication clarity. Appreciate the importance of writing words clearly and correctly in communication	How can we become better at spelling words?	Search for commonly misspelt words and create a word puzzle in pairs or groups. Copy the words correctly in their vocabulary book. Construct sentences using commonly misspelt words. Form commonly misspelt words from jumbled up letters.	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests		
4	Listening and speaking	Pronunciation and Vocabulary:	By the end of the sub strand, the learner should be	Why should you speak at the	Say words containing the sounds /n/ /s/	Course books Story books Charts Video clips	<ul style="list-style-type: none"> • Oral reading or dictation 		

			<i>Speaking Fluency</i>	able to: Speak accurately, with expression and at the right speed (minimal hesitation) for fluency	right speed?	and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' correctly. Select words with the the sounds /r/ /ɔ/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' from an oral text	Audio-visual resources Other web resources	n recitations <ul style="list-style-type: none"> • Role play • Debates • Oral interviews • Dialogues Oral discussions	
6	1	Listening and speaking	Pronunciation and Vocabulary: <i>Speaking Fluency</i>	Use nonverbal cues appropriately for self- expression	How can you make others feel what you are saying?	Construct sentences that require a yes or no response using the vocabulary. Listen to oral presentations such as poems and topical issues from audio recordings related to the theme in pairs or groups. Repeat oral texts from the teacher or an audio recording without hesitations	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Oral reading or dictation • Role play • Debates • Oral interviews • Dialogues Oral discussions	
	2	Listening and speaking	Pronunciation and Vocabulary:	Use vocabulary related to the theme in a variety	How can you make others feel	Repeat oral texts without	Course books Story books Charts Video clips	<ul style="list-style-type: none"> • Oral reading or dictation 	

			<i>Speaking Fluency</i>	of contexts for effective communication. Appreciate the importance of fluency in speech.	what you are saying?	hesitation and at a reasonable speed. Make three-minute speeches on environment in groups. Make short speeches accurately, at the right speed and with expression. Use non verbal cues when speaking. Speak expressively on a variety of topics	Audio-visual resources Other web resources	n recitations <ul style="list-style-type: none"> • Role play • Debates • Oral interviews • Dialogues Oral discussions	
	3	Reading	Intensive Reading: <i>Poem/Song/ Proverbs</i>	By the end of the sub strand, the learner should be able to: Read a poem, song or passage containing proverbs with expression for effective communication	Why do we enjoy reading poems?	Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer 	
	4	Reading	Intensive Reading: <i>Poem/Song/</i>	Apply basic stress and rhythm when reading a	How are poems different	Read a poem, song or passage	Course books Story books Charts Video clips	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews 	

			<i>Proverbs</i>	poem, song or passage containing proverbs for self-expression.	from stories?	that incorporates proverbs related to the theme and answer questions. Answer factual and inferential questions from a given poem, song or passage. Identify events in a poem, song or passage logically	Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Question and answer 	
7	1	Reading	Intensive Reading: <i>Poem/Song/ Proverbs</i>	Respond to questions based on a poem, song or passage containing proverbs for comprehension. Appreciate the importance of intensive reading in day-to-day communication.	How are poems different from stories?	Discuss and role play events in a passage containing proverbs, poem or a Watch a recitation of a poem on video and identify specific details. Identify proverbs used in a passage	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer 	
	2	Grammar	Tense: <i>Present and Past Perfect</i>	By the end of the sub strand, the learner should be able to: Identify the present and past perfect tense in	How do we show the time an action took place? How do we show that an	Respond to questions on activities they have just completed depicting the present and	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer 	

				varied texts for effective communication.	action has been completed?	past perfect tenses in pairs or small groups. Identify present perfect and past perfect tenses in sentences Use games to form sentences in the present perfect and past perfect with given verbs			
	3	Grammar	Tense: <i>Present and Past Perfect</i>	Use the present perfect and past perfect tense to form correct sentences for effective communication. Appreciate the importance of tense in in everyday communication	How do we show the time an action took place? How do we show that an action has been completed?	Repeat sentences containing present perfect and past perfect tenses from a story or poem. Create a list of sentences in the present perfect and past perfect on a computer or tablet. Construct sentences using the present perfect and past perfect tenses in groups.	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer 	

	4	Writing	Guided Composition : <i>Personal Diary</i>	By the end of the sub strand, the learner should be able to: Identify the components of a personal diary for effective writing	Why should we keep a record of what we do? What information do we record?	Identify components of a diary in small groups. View samples of diaries and discuss them in pairs and small groups	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests	
8	1	Writing	Guided Composition : <i>Personal Diary</i>	Write a personal diary in the right format for effective communication. Appreciate the role of diaries in our day today life	Why should we keep a record of what we do? What information do we record?	Write a diary using the right format. Search for information on how to write personal diaries from electronic devices or printed sources. In groups, write a diary and display it to the rest of the class members	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests	
	2	Listening and Speaking	Intensive Listening <i>Pattern</i>	By the end of the sub strand, the learner should be able to: Listen intensively for specific sounds, words, phrases or sentences for fluency.	Why should we listen carefully? How can we learn the meaning of a new word?	Identify the sounds /k/ in letter x as well as the sounds /m/ /n/ /ŋ// from an oral text. Identify the silent letters in words such as honest, park, debt among others	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions 	

								<ul style="list-style-type: none"> • Oral presentations • Public speaking 	
	3	Listening and Speaking	Intensive Listening <i>Pattern</i>	Use vocabulary to construct sentences for effective communication. Appreciate the importance of listening to a variety of texts for information and enjoyment	Why should we listen carefully? How can we learn the meaning of a new word?	Guess the meaning of a word or phrase after listening to a brief text. Answer oral questions based on a text. Identify the relevant language pattern in a text. Listen to a story and retell it in pairs or small groups. Use vocabulary learnt to construct sentences and compose a poem featuring the language pattern	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking 	
	4	Reading	Extensive Reading:	By the end of the sub strand, the learner should be able to: Read a variety of grade-appropriate	Why is it important to read newspapers and magazines?	Visit a library and find out the articles, magazines and newspapers they have. Read newspapers,	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	

				digital and print texts such as newspapers and magazines for lifelong learning.		magazines and articles			
9	1	Reading	Extensive Reading:	Demonstrate independent reading of grade appropriate digital and print texts such as newspapers, magazines and articles for information and enjoyment	How do we choose the materials we read?	Select and read age appropriate and high-interest materials from print and electronic sources related to the theme. Infer the meaning of words related to the theme	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	
	2	Reading	Extensive Reading:	Appreciate the importance of independent reading in lifelong learning.	When do we read?	Share opinions and reflect on the materials they have read. Set up an after school club where they meet on a regular basis to read books and do extensive reading activities. Read online newspapers, magazines or articles	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	

	3	Grammar	Parts of Speech: <i>Prepositions</i>	By the end of the sub strand, the learner should be able to: Identify prepositions of position and direction in sentences for comprehension	How can we improve our spelling?	Identify prepositions in samples of oral or written texts sentences. Play grade appropriate preposition games online or offline	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	
	4	Grammar	Parts of Speech: <i>Prepositions</i>	Use prepositions correctly in oral and written contexts for effective communication. Appreciate the importance of prepositions for clarity in communication.		Construct sentences using prepositions. Complete gaps in sentences , matching prepositions with pictures. Complete substitution exercises on various prepositions	Course books Story books Charts Video clips Audio-visual resources Other web resources		
10	1	Writing	Spelling: <i>Double Word Consonants</i>	By the end of the sub strand, the learner should be able to: Spell words with double consonants correctly for clarity of writing	Why is it important to write words correctly?	Construct sentences using prepositions. Complete gaps in sentences , matching prepositions with pictures. Complete substitution exercises on various	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	

						prepositions			
	2	Writing	Spelling: <i>Double Word Consonants</i>	Construct correct sentences using words with double consonants for cohesive writing. Appreciate the importance of writing words clearly and correctly in communication	How can we improve our spelling?	Construct sentences using prepositions. Complete gaps in sentences , matching prepositions with pictures. Complete substitution exercises on various prepositions	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	
	3	Writing	Spelling: <i>Double Word Consonants</i>	By the end of the sub strand, the learner should be able to: Spell words with double consonants correctly for clarity of writing	Why is it important to write words correctly?	Construct sentences using prepositions. Complete gaps in sentences , matching prepositions with pictures. Complete substitution exercises on various prepositions	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	
	4	Writing	Spelling: <i>Double Word Consonants</i>	Construct correct sentences using words with double consonants for cohesive writing. Appreciate the importance of writing words clearly and correctly in	How can we improve our spelling?	Construct sentences using prepositions. Complete gaps in sentences , matching prepositions with pictures.	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral interviews • Question and answer • Teacher-made tests 	

				communication		Complete substitution exercises on various prepositions			
11				End of term					