

SUPPORTING DOCUMENT

Learning Outcomes Framework

2019 - 2020

ENGLISH
YEAR 4

A SUPPORTING DOCUMENT FOR YEAR 4 TEACHERS: TABLE OF CONTENTS

PREFACE	2
LEARNING OUTCOMES	
Listening & Speaking (LS)	3
Reading (R)	6
Writing (W)	8
Literature (LIT)	12
APPENDICES	
Language Awareness and Production LOs (LAP)	15
Assessment Plan	18
Lexical Areas	26
Planning using the LOF approach	28
Other guidelines and resources	32

PREFACE

The information contained in this document is mainly intended to guide and help teachers implement the Learning Outcomes Approach in Year 4 effectively.

This document is meant to support and complement another document which contains all the Learning Outcomes which bind all sectors. This binding document may be accessed through this link: <http://www.schoolslearningoutcomes.edu.mt/en/subjects/english>. It is to be noted that each attainment level progresses at two yearly intervals. Therefore, it is assumed that Year 3 and 4 students will attain the learning outcome statements in attainment level 5. The Learning Outcomes which are to be attained in Year 4 have already been identified and included in this booklet for ease of reference.

The content of the first part of this document contains a Learning Outcome (LO) code which indicates the strand and the number of the LO in the binding document aforementioned. The Learning Outcome column presents a broad statement which is then unpacked and its information structured so that complex ideas can be taught at a simplified level in Level 1 for weaker learners (Level 1 = Yet To Meet Expectations), and /or at Level 2 (Level 2 = In Line With Expectations for Year 4 learners) and / or Level 3 for strong learners who need to be stretched further (Level 3 = Above Expectations). This would help teachers cater for the differentiated learning contexts they might have and the diversity of learners in the same classroom who might naturally be progressing at different rates through these levels of attainments. Therefore, all LOs are to be taught at levels of gradually increasing difficulty depending on the level of the learner. It is thus assumed that learners at Level 3 would have attained the learning outcomes of the two levels preceding it.

Although the strands are presented separately in this document, the integrated-skills approach is to be adopted when planning to ensure a motivating and meaningful context. The integrated-skills approach is underpinned by a sound acquisition of the basic language elements — grammar, vocabulary and pronunciation – the LOs of which can be found in Appendix 1 and which are to be taught inductively and integrated within all the strands.

The aim of this document is to help practitioners implement the LOF approach. Any queries or suggestions should be sent to the Education Officer for English, Pamela Zerafa: pamela.zerafa@ilearn.edu.mt.

LISTENING AND SPEAKING

Learning Outcomes

Learning Outcome		Assessment Criteria		Skill
LS 5.1	I can listen attentively to a text and demonstrate understanding by responding to questions about the content of the text and by making some inferences.	1	With support and repetition, I can follow an audio / audio-visual text and answer simple questions.	LISTENING
		2	With repetition, I can follow an audio / audio-visual text and answer literal and inferential questions.	
		3	I can follow an audio / audio-visual text and answer inferential questions and give reasons to support my answers.	
LS 5.2	I can understand audio / audio-visual texts across a range of genres, identifying the main idea and specific information.	1	With support and repetition, I can identify the main idea and key words in an audio/audio-visual text.	
		2	With some repetition, I can select specific information in an audio / audio-visual text.	
		3	I can select specific information in an audio / audio-visual text.	
LS 5.10	I can listen to others, letting them put forward their point of view and take turns in a discussion and/or conversation.	1	With support, I can repeat words and phrases suggested by others in a class discussion.	
		2	I can talk about the shared points of view expressed in a small group discussion.	
		3	I can express different points of view clearly, accurately and confidently when taking turns in a conversation.	
LS 5.14	I can listen carefully and follow a sequence of simple instructions and directions.	1	With support, I can respond to two consecutive instructions and directions.	
		2	I can respond to a range of more complex instructions and directions.	
		3	I can follow accurately precise instructions and directions when engaging in a task.	

Learning Outcome		Assessment Criteria		Skill
LS 5.5	I can make use of language to make relatively plausible predictions and describe characters, scenes, objects, and pictures, as well as respond to questions about a text. (e.g. picture interpretation / interview)	1	With support, I can guess what will happen next in a text, using two-word/very short utterances and using modelled language, briefly describe characters, scenes, objects and pictures.	SPEAKING
		2	I can make use of modelled simple sentences to guess what will happen next in a text and describe characters, scenes, objects and pictures.	
		3	I can make use of simple and compound sentences to make predictions and describe vividly characters, scenes, objects and pictures.	
		1	With support, I can answer simple close-ended, Yes/No questions about a text (audio / visual / written).	
		2	I can answer wh-questions about a text (audio / visual /written).	
		3	I can answer a range of questions, including open-ended questions, about a text (audio / visual / written).	
LS 5.7	I can order my ideas and describe them effectively as I contribute to discussions supported by the teacher. (e.g. debate)	1	With support, I can contribute to class/group topic discussions by using two-word/short utterances when prompted by the teacher.	
		2	I can contribute to class/group topic discussions by organising my own ideas in a sequence that makes sense, making use of suitable sentence starters such as <i>first, next, after that, finally</i> when responding to the teacher's questions.	
		3	I can contribute to class/group topic discussions by organising my own ideas in a sequence that makes sense and by asking wh-questions to find out more about topic-related ideas suggested by others.	
LS 5.9	I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others. (e.g. role play)	1	With support, I can use modelled language and acquired basic vocabulary to suit purpose in conversations about familiar topics and / or situations.	
		2	I can use mostly appropriate and precise language, from my own developing repertoire of vocabulary to suit purposes and speak with some confidence in conversations about familiar topics and / or situations.	
		3	I can use a variety of sentence structures from my own extended repertoire of vocabulary, to suit a variety of purposes and speak with increasing confidence in conversations about important topics or events.	
LS 5.11	I can, in my own words, retell an audio or written text, ordering the main events in the correct order. (e.g. presentation)	1	With support, I can participate in retelling a text I've read or heard twice, and choose pictures that match the main events and describe them using two-word phrases and short utterances.	
		2	I can retell a text I've read or heard twice, describing the main events in some detail and putting them in the order presented in the original text.	
		3	I can retell a text I've read or heard, describing the main events vividly and modifying the order in the original text for effect.	

READING

Learning Outcomes

Learning outcome		Assessment Criteria		Skill
R 5.3	I can read and understand a wide range of age-appropriate texts across genres, independently and in groups.	1	With support, I can join in reading a continuous / non-continuous text and show understanding by making links to other experiences and expressing ideas.	READING
		2	I can read a continuous / non-continuous text, independently or in groups, and show understanding by making connections to prior knowledge or experiences and contributing relevant ideas in discussions.	
		3	I can read and react to a range of genres, independently or in groups, interpreting and showing that I fully understand texts through analysing and comparing texts and by explaining ideas and sharing opinions in discussions.	
		1	With support, I can join in reading a simple continuous / non-continuous text and show understanding by interpreting what is happening and predicting what is about to happen.	
		2	I can draw on my own experience of language to predict possible outcomes while reading a continuous / non-continuous text independently or in groups.	
		3	I can make evaluations and hypothesis while reading a continuous / non-continuous text independently or in groups.	
R 5.4	I can read and understand age-appropriate texts online across genres.	1	With support, I can read and understand simple texts online across genres and answer basic literal questions.	
		2	I can read and understand simple texts online across genres and answer short-answer literal questions.	
		3	I can read and understand more complex texts online across genres and answer inferential questions.	
R 5.6	I can express my opinions about a text at my own reading level, giving clear reasons why I like or dislike the text.	1	With support, I can make text to self and text to text connections.	
		2	I can make text to self, text to text and text to world connections.	
		3	I can make text to self, text to text and text to world connections and justify my opinions with reference to details in the text.	
		1	With support, I can begin to talk about text and illustrations, sharing what I like or don't like.	
		2	I can use modelled language to express my own ideas about a text and give clear reasons why I like or don't like it.	
		3	I can challenge and question the values embedded in texts and share views about the authors' intentions, considering the structure of the texts and how authors use language to achieve their effects.	
R 5.9	I can understand the basics of text organisation.	1	With support, I can understand text organisation including the layout of continuous and non-continuous texts	
		2	I can identify specific features in continuous and non-continuous texts and find information effectively.	
		3	I can use organisational devices and different structures which create coherence to find information effectively.	
		1	With support, I can begin to show knowledge of the alphabet in using word books and simple dictionaries.	
		2	I can use knowledge of the alphabet to locate the meaning of words in a junior's English dictionary.	
		3	I can use a juniors' English thesaurus to find synonyms and antonyms.	

WRITING

Learning Outcomes

Learning Outcome		Assessment Criteria	
W 5.2	I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text.	1	With support, I can begin to use very simple writing frames, including picture/s, word bank, layout, to present my own writings.
		2	I can use simple writing frames, picture/s, descriptions, examples, word bank, layout, to present my own writings.
		3	I can use detailed writing frames, including elaborate descriptions, word sets in groups, directions, structure, sentence starters flexibly to present my own writings, modifying or adding examples, vocabulary and expressions to suit my needs.
W 5.4	I can, with support, edit and revise my written work.	1	With support, I can begin to check for punctuation in my sentence writing and correct punctuation mistakes.
		2	I can check my writing for punctuation and correct punctuation mistakes and add missing punctuation.
		3	I can check my writing for punctuation, correct punctuation mistakes, add missing punctuation and modify punctuation where necessary to create effect.
		1	With support, I can begin to check spelling of words in my writing by referring to a word bank and correct spelling mistakes by using learnt spelling strategies.
		2	I can check writing for spelling by referring to word banks and dictionary, and correct spelling mistakes by using a range of spelling strategies.
		3	I can check writing for spelling by referring to word banks and dictionary, and correct spelling mistakes by using a range of spelling strategies.
		1	With support, I can begin to check my writing by matching sentences to modelled sentence patterns and correct mistakes in grammar and syntax.
		2	I can check sentence structures and correct mistakes in grammar and syntax by inserting missing words, modifying forms and rearranging word order.
		3	I can check sentence structures and correct mistakes in grammar and syntax by inserting missing words, modifying forms and rearranging word order.
		1	With support, I can revise and redraft my own writing in discussion with the teacher or peers to ensure meaning and clarity.
		2	I can revise and redraft my own writing in discussion with the teacher or peers to ensure meaning and clarity.
		3	I can revise and redraft my own writing independently after participating in a discussion on the organisation of my writing with the teacher or peers, to ensure meaning and clarity.
		1	With support, I can correctly and consistently use tenses and pronouns, and choose precise words and phrases to convey meaning.
		2	I can correctly and consistently use tenses and pronouns, and choose precise words and phrases to convey meaning.
		3	I can adapt sentence beginnings and choose variations in vocabulary to suit purpose, topic and audience.

WRITING

Learning Outcome		Assessment Criteria	
W 5.6	I can use words to achieve particular effects in my writing.	1	With support, I can begin to use nouns and verbs in writing.
		2	I can use strong verbs and noun phrases effectively in writing.
		3	I can choose specific details that help set the mood.
		1	With support, I can begin to select words from word banks to show how a character is feeling.
		2	I can choose precise adjectives and adverbs carefully to create vivid descriptions.
		3	I can use similes to convey mood, comparing one thing to another to suggest feeling and give the reader a vivid picture of how the character is feeling or interpreting the scene.
		1	With support, I can begin to select words from word banks to describe scenes.
		2	I can set specific moods by using words and phrases that carefully complement particular scenes by thinking on how a character is feeling.
		3	I can choose precise words to manipulate how I want the reader to feel about a scene.
W 5.7	I can express my opinions in writing on a range of topics.	1	With support, I can generate ideas on familiar topics, using words, phrases and simple sentences to express personal opinions in writing.
		2	With support, I can generate and write ideas on a variety of topics, using words, phrases, simple and compound sentences to express personal opinions.
		3	I can generate and write ideas on a wide variety of topics, combining simple, compound and complex sentences in paragraphs to express and justify personal opinions about topics.
W 5.8A	I can participate in writing for a range of purposes and write in some genres. (Please refer to page 33 for a list of genres.)	1	With support, I can describe someone, some place, some object or living thing.
		2	I can describe someone, some place, some object or living thing.
		3	I can, independently or collaboratively, describe someone, some place, some object or living thing.
W 5.8B		1	With support, I can use prompts such as pictures and word banks to narrate a simple short story with a beginning, middle and end.
		2	I can narrate a short story by creating a setting, describing characters and events, defining the complication and showing how the problem was resolved.
		3	I can narrate a short story by creating a setting, describing characters and events, defining the complication and showing how the problem was resolved, using a combination of simple, compound and complex sentences effectively and a variety of words and idiomatic phrases and expressions to convey meaning, connect ideas and present them in a logical sequence.
W 5.8C		1	With support, I can inform and / or instruct by giving some detail.
		2	I can inform and / or instruct by giving examples and details.
		3	I can, independently or collaboratively, inform and / or instruct by giving examples, details, explanations and illustrations.
W 5.8D	1	With support, I can persuade by encouraging others.	
	2	I can persuade by encouraging others.	
	3	I can, independently or collaboratively, persuade by encouraging others.	

WRITING

Learning outcome		Assessment Criteria		Skill
W 5.11	I can add detail and interest to basic sentence structures in a variety of ways.	1	With support, I can modify basic sentences by using word banks to add and or change information, e.g. <i>a colour, a number, names, action words, objects.</i>	
		2	I can modify basic sentences by adding information, e.g. <i>adjectives, adverbs, verbs; clauses</i> and by changing statements to questions.	
		3	I can modify sentences by using a range of subordinating clauses and including direct speech to enhance narrative writing.	
W 5.15	I can organise my ideas into a clear, cohesive and coherent paragraph.	1	With support, I can compose a topic sentence and construct supporting topic sentences, using basic vocabulary to express ideas and modify these basic sentences by joining sentences with a conjunction.	
		2	I can assemble sentences in a short paragraph about one main subject, main sentence, supporting sentences and a concluding sentence, using appropriate vocabulary to express ideas, some linking words and phrases to connect ideas, and sequencing ideas in a logical order.	
		3	I can assemble sentences in a series of paragraphs about one main subject, each having a main sentence, supporting sentences and a concluding sentence, using precise vocabulary to express ideas, a variety of linking words and phrases to connect ideas, and sequencing ideas in a logical order.	

LITERATURE

Learning Outcomes

Learning Outcome		Assessment Criteria		
LIT 5.4	I can identify the use of simple literary devices.	1	With support, I can identify the difference between a poem, story and play.	LITERATURE
		2	I can identify rhyme and sound words (e.g. onomatopoeia and alliteration).	
		3	I can understand the effect of similes, personification, onomatopoeia, rhythm and rhyme in a literary text.	
LIT 5.5	I can participate in simple activities based on poems, plays and stories I have read or listened to.	1	With support, I can participate in activities to practise modelled speech and enact picture stories.	
		2	I can participate in activities to practise particular forms of speech in imaginary situations and practise reading with expression from familiar poems, plays and stories, changing the mode of speaking for a change of character.	
		3	I can participate in activities to practise asking and answering questions based on familiar poems and stories, expressing an idea or opinion in role, understanding that people can have different perspectives on the same event and inventing alternative endings to the ones in the original text.	

Learning Outcome		Assessment Criteria		
LIT 5.6	I can show my personal response to the literary text I encounter.	1	With support, I can select preferred texts and justify selections.	LITERATURE
		2	I can select preferred texts and justify selections.	
		3	I can share and compare text preferences.	
		1	With support, I can comment on events, characters and ideas, making imaginative links to my own experiences.	
		2	I can comment on events, characters and ideas, making imaginative links to my own experiences.	
		3	I can comment on events and ideas and empathise with characters.	
		1	With support, I can use drawing / crafts to show my reactions to texts.	
		2	I can explore feelings and moods by drawing or using crafts inspired by a literary text.	
		3	I can compare and contrast my thoughts on different literary texts and genres.	
LIT 5.7	I can respond to a play by participating in its performance and understand the meaning of dramatic devices.	1	With support, I can perform actions of a character.	LITERATURE
		2	I can follow the dialogue and stage directions from a play script in preparing to enact a short play or a scene from a play.	
		3	I can participate in the performance of a short play by interpreting the role of a character, using facial expression to portray emotions effectively.	
		1	With support, I can use props to perform a short dialogue.	
		2	I can use props to perform a short play or a scene from a play.	
		3	I can participate in the performance of a scene, selecting suitable props and using them to grab the audience's attention.	

Appendix 1: Language Awareness and Production Learning Outcomes

Learning outcome		Assessment Criteria		Skill
LAP 5.4	I can write for a stated purpose, using grammar and sentence starters to suit my needs.	1	With the support of topic-related or story-related word banks, I can complete simple sentences for a stated purpose (e.g. <i>to write short description as a caption or to write a short narrative suggested by a picture</i>).	LANGUAGE AWARENESS AND PRODUCTION
		2	I can use word banks to select suitable vocabulary when writing sentences or a short text, including time markers (e.g. <i>Yesterday, Last Year</i>), sentence openers (e.g. <i>In a land far away, Suddenly, Unfortunately, Finally,</i>), connectives, conjunctions, linking words (e.g. <i>and, but, yet, because, when, also</i>).	
		3	I can use a dictionary and thesaurus to select precise vocabulary when writing a short or long text.	
		1	With the support of modelled sentence patterns, I can complete simple sentences for a stated purpose (e.g. <i>to write about routine, to write about facts</i>).	
		2	I can begin to write grammatically correct sentences to communicate effectively when writing for a stated purpose, making good use of verb-tense consistency, applying subject-verb agreement, including correct use of content words (nouns, adjectives, verbs, adverbs) and function words (pronouns, prepositions, conjunctions, determiners) in context.	
		3	I can write grammatically correct sentences to communicate effectively when writing for a stated purpose, making good use of verb-tense consistency, including the future tense, applying subject-verb agreement, including correct use of content words (nouns, adjectives, verbs, adverbs) and function words (pronouns, prepositions, conjunctions, determiners) in context.	
LAP 5.5	I can write and speak effectively for a range of purposes.	1	With support, I can participate in language games by responding verbally using modelled short utterances and simple sentences.	
		2	I can participate in language games by responding verbally.	
		3	I can participate in a variety of more complex language games by responding verbally.	
		1	With support, I can complete simple sentences to describe a picture, an everyday experience, and to retell or write a simple story verbally and in writing.	
		2	I can complete sentences to describe daily events, picture, and to narrate or compose a story, verbally and in writing, including language that describes scenes, objects, people and actions.	
		3	I can speak and write in more detail to explain, to describe, to persuade, and to socialise, using an increasing repertoire of vocabulary and a variety of sentence structures.	
		1	With support, I can participate in dialogues and conversations by using modelled short utterances or simple sentences.	
		2	I can participate in structured dialogues and conversations, communicating meaningfully by using a variety of oral responses.	
		3	I can initiate dialogues and conversations, using language effectively to ask for information and share ideas.	

Learning Outcome		Assessment Criteria	
LAP 5.6	I can use basic punctuation appropriately, when writing and reading.	1	With support, I can recognise words in print and separate words with spaces in writing.
		2	I can recognise and use capital letters, full stops, question marks and exclamation marks in reading and use basic punctuation to demarcate sentences, including simple and compound sentences, and questions in writing.
		3	I can recognise and use, in reading and writing, commas after adverbials at the start of a sentence.
		1	With support, I can recognise the use of capital letters (for names and for the personal pronoun), full stops, question marks and exclamation marks in reading and use very basic punctuation to demarcate simple sentences in writing.
		2	I can recognise and use, in reading and writing dialogues, speech marks to punctuate direct speech.
		3	I can recognise and use commas to clarify meaning or avoid ambiguity in reading and writing.
		1	With support, I can recognise and use commas to separate items in a list.
		2	I can recognise and use, in reading and writing sentences and questions, apostrophes to mark contracted forms in spelling and to mark singular and plural possession.
		3	I can recognise and use brackets, dashes or commas to show parenthesis, in reading and writing.
LAP 5.7	I can describe persons and objects adopting simple linguistic forms <i>e.g. using simple present and past tenses, using simple and compound sentences.</i>	1	With support, I can use the simple present to describe routines.
			With support, I can use the simple present continuous to describe actions that are happening now.
		2	I can use the simple present in direct speech.
			I can use the simple past tense to describe actions that happened in the past.
			I can use the simple tenses to narrate events and to tell or write a story.
		3	I can use simple and compound sentences flexibly when describing and when narrating.
			I can use <i>going to</i> when speaking and writing about future plans and intentions; and <i>will</i> to speak and write about future events.
			I can use the present perfect tense.
I can use the passive.			
			I can use simple, compound and complex sentences flexibly and purposefully.

Appendix 2: Assessment Plan

	CONTINUOUS ASSESSMENT Number of LOs to be reported on using the ticking system (Please refer to page 20)	CONTINUOUS ASSESSMENT 40 % (Please refer to page 25)	SUMMATIVE ASSESSMENT 60 % (Please refer to page 34)
LANGUAGE	<ul style="list-style-type: none"> 1) 3 LISTENING LOs 2) 3 SPEAKING LOs 3) 3 READING LOs 4) 6 WRITING LOs 	<p>10 tasks per skill (including the ones to be reported on)</p> <p>28%</p>	<p>Speaking (10%) Listening (10%) Reading (20%) Writing (20%)</p>
LITERATURE	<ul style="list-style-type: none"> 1) 1 POETRY LO 2) 1 PROSE LO 3) 1 DRAMA LO 	<p>4 tasks per genre (including the ones to be reported on)</p> <p>12%</p>	

Teachers of Year 4 need to report on a number of **learning outcomes** per student, **per term**. Here is a table for English language and literature with the LO codes to be reported on per term:

	Term 1	Term 2	Term 3
<i>Listening</i>	LS 5.2	LS 5.14	LS 5.1
<i>Speaking</i>	LS 5.5	LS 5.11	LS 5.9
<i>Reading</i>	R 5.9	R 5.4	R 5.6
<i>Writing</i>	W 5.2 W 5.8A	W 5.8B W 5.8C	W 5.4 W 5.8D
<i>Literature</i>	LIT 5.6	LIT 5.7	LIT 5.4
LOs to report on	6	6	6

These will be reported using the **online reporting system** to which all stakeholders will have access. All the LOs will be available for ticking and so, teachers do not necessarily have to follow the order stated above.

However, all LOs identified above need to be ticked by the end of the scholastic year.

	Term 1	Term 2	Term 3
Listening	LS 5.2 I can understand audio / audio-visual texts across a range of genres, identifying the main idea and specific information.	LS 5.14 I can listen carefully and follow a sequence of simple instructions and directions.	LS 5.1 I can listen attentively to text read aloud and demonstrate understanding by responding to questions about the content of the text and by making some inferences.
Speaking	LS 5.5 I can make use of language to make relatively plausible predictions and describe characters, scenes, objects, and pictures, as well as respond to questions about a text. (e.g. picture interpretation / interview).	LS 5.11 I can, in my own words, retell an audio or written text, ordering the main events in the correct order. (e.g. presentation).	LS 5.9 I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others. (e.g. role play).
Reading	R 5.9 I can understand the basics of text organisation.	R 5.4 I can read and understand age-appropriate texts online across genres.	R 5.6 I can express my opinions about a text at my own reading level, giving clear reasons why I like or dislike the text.
Writing	W 5.2 I can, at an elementary level, use appropriate format and features of presentation to convey the purpose of a text. W 5.8A I can participate in writing for a range of purposes and write in some genres. (DESCRIBE)	W 5.8B I can participate in writing for a range of purposes and write in some genres. (NARRATE) W 5.8C I can participate in writing for a range of purposes and write in some genres. (INFORM /INSTRUCT)	W 5.4 I can, with support, edit and revise my written work. W 5.8D I can participate in writing for a range of purposes and write in some genres. (PERSUADE)
Literature	LIT 5.6 I can show my personal response to the literary text I encounter.	LIT 5.7 I can respond to a play by participating in its performance and understand the meaning of dramatic devices.	LIT 5.4 I can identify the use of simple literary devices.
LOs	6	6	6

Teachers might wish to refer to the Achievement Scale below which can be used as a **guide** when ticking and reporting on Learning Outcomes. This can be used together with rubrics and level descriptors which are available on the next pages:

Started to be achieved (ST)	Partially achieved (PA)	Satisfactorily achieved (SA)	Fully achieved (FA)
0-24	25-50	51-80	81 - 100
0-6	7-13	14-20	21-25
0-4	5-10	11-15	16-20
0-3	4-5	6-8	9-10

MARKING CRITERIA FOR SPEAKING

10 MARKS

	2	1	0
Fluency and Interaction	Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension.	Can speak slowly, using hesitation to rephrase and search for vocabulary.	Communication is inadequate and speech is very often affected by repetitions, pauses and self-correction.
	2	1	0
Vocabulary	Can use a wide range of vocabulary and phrases appropriate to the context.	Can use basic vocabulary and phrases related to everyday objects, activities, and people.	Uses a very limited range or inappropriate vocabulary to talk about the topic.
	2	1	0
Spoken grammar	Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors.	Can use basic grammatical structures and construct simple sentence structures.	Shows insufficient control of simple grammatical forms and structures are all inaccurate.
	2	1	0
Content and Relevance	Task is achieved in full. Reply is relevant to the topic.	Task is partially achieved. Choice of utterances are relevant to the topic.	Task is not achieved. Choice of utterances are irrelevant to the topic.
	2	1	0
Pronunciation, intonation and stress	Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.	Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved.	Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.

	4	3	2	1	0
Content and Relevance	<ul style="list-style-type: none"> Content is completely relevant <p>Task is achieved in full</p>	<ul style="list-style-type: none"> Content is mostly relevant Task is mostly achieved 	<ul style="list-style-type: none"> Content is not always relevant Task is achieved in part 	<ul style="list-style-type: none"> Content is under-developed Task is hardly achieved 	<ul style="list-style-type: none"> Content is irrelevant Task is not achieved
Organisation and Structure	<ul style="list-style-type: none"> Structure and organise their writing in a cogent manner Cohesive devices are varied and link together well 	<ul style="list-style-type: none"> Structure and organise their writing into a coherent prose Cohesive devices are quite varied and generally correct 	<ul style="list-style-type: none"> Paragraph and sentence structure are fairly correct though unambitious Cohesive devices are rather limited 	<ul style="list-style-type: none"> Paragraph and sentence structure show lack of control 	<ul style="list-style-type: none"> No attempt to structure and organise their writing
Vocabulary	<ul style="list-style-type: none"> Wide-ranging and appropriate vocabulary 	<ul style="list-style-type: none"> Very good range and appropriate vocabulary 	<ul style="list-style-type: none"> Good range and appropriate vocabulary 	<ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words 	<ul style="list-style-type: none"> Very limited and inappropriate choice of vocabulary
Language use	<ul style="list-style-type: none"> Varied and accurate grammatical structures and syntax Excellent choice of expression 	<ul style="list-style-type: none"> Mostly accurate grammatical structures and syntax Quite varied grammatical structures Good choice of expression 	<ul style="list-style-type: none"> Grammatical structures and syntax are rather basic and sometimes inaccurate Adequate choice of expression but with some inaccuracies 	<ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate Limited choice of expression and with some inaccuracies 	<ul style="list-style-type: none"> Grammatical structures and syntax are inaccurate Very poor choice of expression and inaccurate
Spelling & Punctuation	<p>Accurate spelling and use of punctuation</p>	<p>Good spelling and use of punctuation</p>	<p>Adequate spelling and use of punctuation</p>	<p>Spelling and punctuation use is rather poor</p>	<p>Spelling and punctuation use is very poor</p>

APART FROM THE 18 LEARNING OUTCOMES IDENTIFIED, LEARNERS WILL BE WORKING ON OTHERS THROUGH TASKS WHICH EQUALLY NEED TO BE EFFECTIVE, MEANINGFUL AND WITH A PURPOSE.

HERE IS A **WORKING DEFINITION** OF A TASK WHICH TEACHERS MIGHT WISH TO ADOPT:

A classroom task will have a clear beginning and end; it may be quite short or it may last over several lessons. For the [learner], a classroom task should have a clear communicative purpose and meaning; for the teacher, the task should have clear language learning goals...

Cameron (2001) in *Teaching Languages to Young Learners*

By the end of the scholastic year, Year 4 students should have done a minimum of:

- **10 TASKS per language skill (writing, reading, listening and speaking);**
- **4 TASKS per literary genre (poetry, prose and drama).**

THESE INCLUDE THE LEARNING OUTCOMES MENTIONED ON PAGE 20.

TEACHERS WILL MAKE USE OF THE MARKS FROM THESE TASKS TO COMPUTE THE MARK FOR CONTINUOUS ASSESSMENT. AN AVERAGE MARK PER SKILL IS CALCULATED WITH EACH SKILL CARRYING A PARTICULAR WEIGHTING AS INDICATED BELOW.

LANGUAGE	28%	MARKS	LITERATURE	12%	MARKS
Listening	7%	20	Poetry	4%	20
Speaking	7%	20	Prose	4%	
Reading	7%	20	Drama	4%	
Writing	7%	20			

A SPREADSHEET WILL BE AVAILABLE TO HELP TEACHERS COMPUTE THE MARKS. PLEASE CHECK OUR WEBSITE FOR UPDATES.

Appendix 3: Lexical Areas

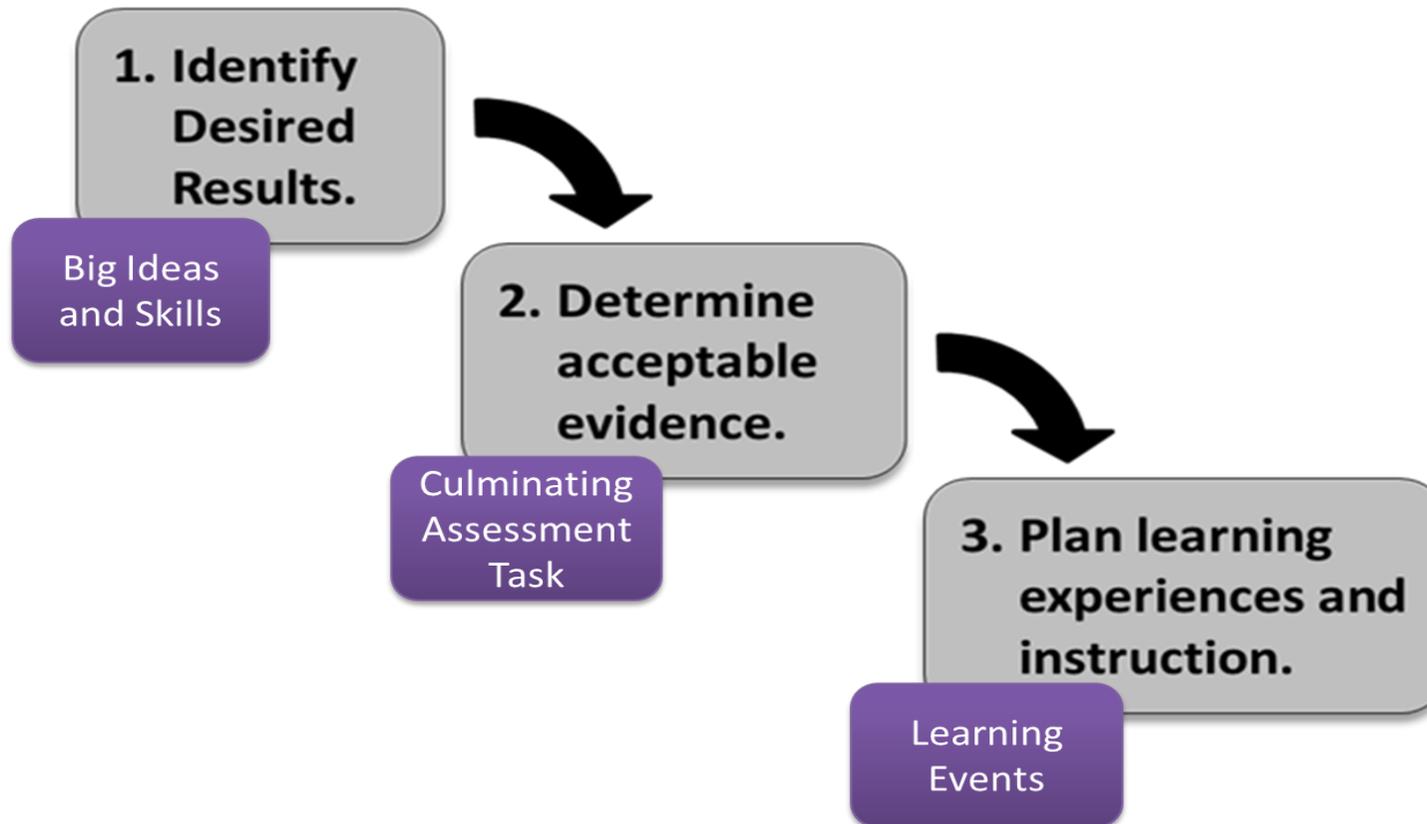
IT IS HIGHLY RECOMMENDED THAT A THEMATIC APPROACH TO PLANNING IS ADOPTED BOTH FOR INTEGRATING THE CURRICULUM AND FOR TEACHING SKILLS IN CONTEXT.

YEAR 4 LEARNERS WILL BE EXPECTED TO UNDERSTAND AND USE A RANGE OF VOCABULARY RELATED TO THE FOLLOWING LEXICAL AREAS:

1. *Personal identification*
2. *Feelings and emotions*
3. *Relationships*
4. *Hobbies and leisure*
5. *Entertainment*
6. *Celebrations*
7. *Personal stories and adventures*
8. *Weather and natural disasters*
9. *Environment*
10. *Town and country*
11. *Travel*
12. *Communication and technology*
13. *Shopping and services*

Appendix 4: Planning using the LOF Approach

The template on the next page may be used when planning your Scheme of Work. The template follows the Backward Design process as briefly explained in the image below:



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

YEAR __	Week __ : (add date)	TOPIC	LO code	Learning Outcome	Assessment	Activity / Procedure	Resources (incl. digital)	Language Structure / Vocabulary / Language Function	

The following procedure might be followed:

First, the theme for the week/s needs to be chosen. Then, the Learning Outcomes need to be identified. Ideally, a learning outcome from each strand (i.e. listening, speaking, reading, writing and literature) is included each week. Before choosing the content, think about the end product (mentioned in the LO). This would be how you can assess the extent the LO has been achieved. It is then that you can move on to the teaching and learning activities.

When choosing content, we suggest you start by thinking about the final product which is the speaking and / or writing task related to the topic chosen. Keeping this in mind, as well as the language the students will be needing to be able to complete the speaking and / or writing task, choose the reading or listening task you think would be age- and level-appropriate and ideally of interest to your learners. It should be related to the topic and preferably, a point of reference to students when they are doing their speaking and / or writing task.

When planning a language lesson, scaffolding strategies need to be used throughout to support every student by breaking learning up into chunks and providing a concrete structure for each. These stages include (i) warmers and a lead-in (pre-task) to contextualise and activate schemata whilst also addressing any difficult vocabulary; (ii) while-tasks to keep students actively engaged throughout and (iii) a lead-out (post-tasks) which help extend the task and integrate the skills more effectively.

Appendix 5: Other guidelines and resources

The following authentic genres can be used to assess the different writing subskills and are **highly recommended** for Year 4 learners:

Text Type	Genre
Narrative	Short Story
Descriptive	Caption
	Postcard
	Informal Letter / Email
Informative / Instructive	Identity kit
	Message
	Invitation
	Instructions and Directions
	Information text: non-chronological reports
Persuasive	Advert

Please note that the **text types are binding** and reflect the LOs (W 5.10, 5.7, 5.8). The genres are examples of tasks that can be assigned in order to assess the LOs. For instance, a message can be assigned to assess informative writing OR it can be assigned to assess persuasive writing (e.g. *Write a **message** to your friend to tell her / him what to bring to the hike* (informative) OR *Write a **message** to your friend to convince her to join you on the hike* (persuasive). When assigning a writing task, try to include **GAP** (*genre, audience and purpose*) in the title given.

As from 2019, the **Year 4 Annual Examination** paper, which will be set and issued centrally, will include the following:

	Marks (100)	Summative Exam (60%)
<p>Speaking: Task 1: Picture Interpretation Task 2: Interview</p>	20	10%
<p>Listening: Text 1 (Short) (audio / audio-visual) Text 2 (Long) (audio / audio-visual)</p>	20	10%
<p>Reading: Text 1 (non-linear / linear) Text 2 (non-linear /linear)</p>	30	20%
<p>Writing: Task 1: Short Task 2: Long</p>	30	20%

Please note that the language use component has been removed. Accuracy will be assessed through the productive skills of speaking and writing.

Although students will be given an indication of word length in writing, they will not be penalised for not adhering to the word limit. Students will be assessed on other criteria, including *relevance and task achievement, organisation and structure, cohesion and coherence, vocabulary, language use and spelling and punctuation* as indicated in the LOs in this document, namely W5.4, 5.6, 5.8, 5.11, 5.15 and in the assessment criteria for writing (on page 24).

For updates and resources, kindly refer to our website via this link:

<http://taleinmalta.wixsite.com/elrc>

Should you have any suggestions or comments or wish to share your ideas, resources or successful lessons, please contact Ms Pamela Zerafa (Education Officer) via email:

pamela.zerafa@ilearn.edu.mt

END OF DOCUMENT