

الجمهورية الجزائرية الديمقراطية الشعبية
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وزارة التربية الوطنية
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National Curriculum Council

المجلس الوطني للبرامج

برنامج اللغة الإنجليزية للسنة الرابعة
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**SYLLABUS OF ENGLISH
FOR
PRIMARY SCHOOL YEAR 4**

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Preface

The inclusion of the English language in primary education aims primarily at enabling the Algerian child to open up more to the world and benefit from direct scientific knowledge, as English is the first global language of technological innovations, commercial exchanges, and of intellectual and cultural communication. This will undoubtedly help the Algerian children to integrate at an early age and in a smooth manner into the global movement of development and knowledge transformation.

The advantage of integrating more than one foreign language in the Algerian primary education is clearly stated in article 2, section 6 of the National Law of Orientation, which states that: “*Empowering learners to master at least two foreign languages in order to open up to the world, considering foreign languages as a means to refer to documentation and promote exchanges with foreign cultures and civilizations*”. That is, learning to master two foreign languages at an early age will enable the Algerian children to cope with globalisation and the 21st century requirements and provide them with more opportunities to have access to modern science, advanced technology and world culture.

1. Finalities of learning English in key stage 1 of Primary Education.

The ultimate goal of the inclusion of English as another foreign language in the Algerian Primary Education, is to provide the Algerian child with opportunities to learn another language which will contribute better to broaden his knowledge, structure his thoughts and develop his linguistic and communication skills in English gradually. Therefore, at first level, the curriculum of English for key stage 1 of Primary Education gives priority to the oral aspect of language acquisition and communication, without neglecting the written aspect which is introduced gradually.

2. Types of resources to be mobilized.

Installing the global competences successfully requires the mobilization of the following resources: **Linguistic Resources and Cross-Curricular resources.**

- **Linguistic Resources:** They include lexis, grammar and pronunciation. These resources serve one of the target competence components related to knowledge.

- **Cross-Curricular Resources:** They are set in an **intellectual, methodological, communicative, personal and social** order that contribute to the structure of the learner's personality and attitude. They complement each other to develop a specific learning competence which is related to a specific domain.

KEY STAGE 1

YEAR 4

Exit Profile	Global competence	Interact orally, comprehend oral messages and identify the meaning of words, expressions and simple sentences, decode symbols, read simple messages and produce relevant information to fill in a form.		
	Values	National Identity	➤ The learner is proud of being Algerian, Muslim, Arab and Amazigh.	
		National Conscience	➤ S/he respects her/his nation's constant fundamental tenets.	
		Citizenship	➤ S/he demonstrates respect towards others.	
		Openness to the World	➤ S/he Exchanges and communicates with friends from English-speaking countries to widen her/ his friendship.	
	Cross-curricular competences	Intellectual Competence	The learner can <ul style="list-style-type: none"> ▪ discover the relationship between the context, paralinguistic features and the meaning of words, expressions and sentences. ▪ discover the usage of words, expressions and sentences in oral interaction. ▪ demonstrate understanding of reading basics and the strategies of decoding symbols. ▪ demonstrate understanding of the features of correct handwriting. 	
		Methodological Competence	The learner can <ul style="list-style-type: none"> ▪ make use of the context and paralinguistic features to identify the meaning of words, expressions and sentences. ▪ exploit the linguistic repertoire and paralinguistic features to interact orally. ▪ employ reading basics and the decoding strategies to understand messages. ▪ implement the features of correct handwriting. 	
		Communicative Competence	The learner can: <ul style="list-style-type: none"> ▪ react to verbal and non-verbal messages to show understanding ▪ select the appropriate words, expressions, sentences and paralinguistic features to interact orally. ▪ communicate reading basics and the decoding strategies to peers. ▪ achieve readability through the appropriate use of the features of correct handwriting. 	
		Personal and Social Competence	The learner can: <ul style="list-style-type: none"> ▪ Collaborate with peers verbally and non-verbally to comprehend oral messages. ▪ Consider the context and paralinguistic features when interacting. ▪ Consider reading basics and the decoding strategies to achieve others' understanding. ▪ value others' writings. 	

<i>Domains</i>	<i>Target Competence</i>	<i>Components of the Competence</i>	<i>Resources</i>	<i>Cross-Curricular Resources</i>	<i>Timing</i>
<i>Oral Comprehension</i>	<i>Comprehend oral messages and identify the meaning of words, expressions and sentences in familiar context using paralinguistic features.</i>	<p>The learner can:</p> <ol style="list-style-type: none"> recognise the meaning of words, expressions and sentences using the context and paralinguistic features. use the context and paralinguistic features to infer meaning of words, expressions and sentences. be an attentive listener. 	<p>Teaching materials: Videos, songs, cartoons, posters, pictures, shorts texts, short stories, etc.</p> <p>Key Vocabulary Words and chunks related to the learners' interests, immediate environment and needs.</p> <p>Lexis related</p> <ul style="list-style-type: none"> ▪ Numbers (11-30) ▪ Extended Family (aunts, uncles, cousins, nephews, nieces, sons, daughters) ▪ Friends & Keypals. ▪ Languages and nationalities. ▪ School mapping. ▪ Fun time ▪ games ▪ Body ▪ Health ▪ Food ▪ Animals (farm, zoo) <p>Grammar Oral formulaic expressions and chunks</p>	<p>Intellectual -Discover the relationship between the context, paralinguistic features and the meaning of words, expressions and sentences.</p> <p>Methodological -Make use of the context and paralinguistic features to identify the meaning of words, expressions and sentences.</p> <p>Communicative -React to verbal and non-verbal messages to show understanding.</p> <p>Personal and Social -Collaborate with peers verbally and non-verbally to comprehend oral messages.</p>	29h

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<i>Oral production</i>	<i>Interact orally in communicative situations related to the learner's immediate environment, daily concern and interests using simple words, expressions and sentences.</i>	<p align="center">The learner can:</p> <ol style="list-style-type: none"> 1. identify simple words, expressions, sentences to interact orally. 2. use simple words, expressions, sentences and paralinguistic features to interact orally. 3. respect the interlocutor. 	<p>related to the learners' interests, immediate environment and needs.</p> <ul style="list-style-type: none"> ▪ Nouns ▪ Adjectives: related to the topics ▪ Prepositions *Location: on the left/on the right/behind/in front of ▪ Article: the ▪ Interjections: woow! hummm! ▪ Pronouns (personal & demonstrative): they, you, we, this, that, these, those. ▪ Present simple (to love / to like / to prefer,...) ▪ Present continuous ▪ Statements ▪ Questions: *Wh-questions (how, what, where, when, how many) *yes/no questions (do/does, is/are...? is there? /are there?) 	<p align="center">Intellectual</p> <p>-Discover the usage of words, expressions and sentences in oral interaction.</p> <p align="center">Methodological</p> <p>-Exploit the linguistic repertoire and paralinguistic features to interact orally.</p> <p align="center">Communicative</p> <p>-Select the appropriate words, expressions, sentences and paralinguistic features to interact orally.</p> <p align="center">Personal and Social</p> <p>-Consider the context and paralinguistic features when interacting orally.</p>	
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<p align="center">Written comprehension</p>	<p align="center"><i>Decode symbols, read simple messages of about 40 words and understand the meaning of words and sentences using reading basics and the decoding strategies</i></p>	<p align="center">The learner can:</p> <ol style="list-style-type: none"> 1. identify reading basics and the decoding strategies to read messages. 2. use reading basics and the decoding strategies to understand the meaning of messages. 3. show respect to his peers' readings. 	<p>Teaching materials: Videos, songs, cartoons, posters, pictures, short stories, and short texts of about 40 words, etc.</p> <p align="center"><u>Phonics (Sound and Spelling)</u></p> <p>*Vowels (short, long): - /ʊ/, /ə/ - /i:/, /ɑ:/, /ɔ:/, /ɜ:/, /u:/</p> <p>- consonant sounds /θ/ /ð/, /ʃ/, /tʃ/ <u>Capitalization / Punctuation</u></p> <p>❖ Capital letters: -At the beginning of the sentence, proper nouns (persons, towns, countries, nationalities, months,...).</p> <p>❖ Punctuation: -Full stop, question mark, exclamation mark, comma, apostrophe in contracted forms.</p>	<p align="center">Intellectual</p> <p>-Demonstrate understanding of reading basics and the decoding strategies.</p> <p align="center">Methodological</p> <p>-Employ reading basics and the decoding strategies to understand messages.</p> <p align="center">Communicative</p> <p>-Communicate reading basics and the decoding strategies to peers.</p> <p align="center">Personal and Social</p> <p>-Consider reading basics and the decoding strategies to achieve others' understanding.</p>	<p align="center">8 h</p>
<p align="center">Written production</p> <p align="center"><i>(Most of the time, the domains are integrated)</i></p>	<p align="center"><i>Produce words using correct handwriting to fill in a form with specific details related to the learners' immediate environment, daily concern and interests.</i></p>	<p align="center">The learner can:</p> <ol style="list-style-type: none"> 1. recognize the components of the form. 2. complete a form using correct handwriting and relevant information. 3. respect others' writings. 	<p align="center"><u>Handwriting</u></p> <ul style="list-style-type: none"> ▪ Numbers in letters. ▪ Connected handwriting style (cursive) <p align="center"><u>Capitalization</u></p> <ul style="list-style-type: none"> ▪ Capital letters: At the beginning of the sentence, proper nouns (persons, towns, countries, nationalities, months,...) 	<p align="center">Intellectual</p> <p>-Demonstrate understanding of the features of correct handwriting.</p> <p align="center">Methodological</p> <p>-Implement the features of correct handwriting.</p> <p align="center">Communicative</p> <p>-Achieve readability through the appropriate use of the features of correct handwriting.</p> <p align="center">Personal and Social</p> <p>-Value others' writings.</p>	<p align="center">5 h</p>

My Project: Mini Dictionary

Topics related to the learners' immediate environment, daily concern and interests:

- Family and Friends
- Occupations and jobs
- School (objects, subjects, facilities)
- Health
- Food
- Games (individual, team, physical, mental and digital)
- Celebrations (national, religious, social, cultural...)
- Animals