Foundations For Learning

Intermediate Phase Language Lesson plans

First term

Grade 6

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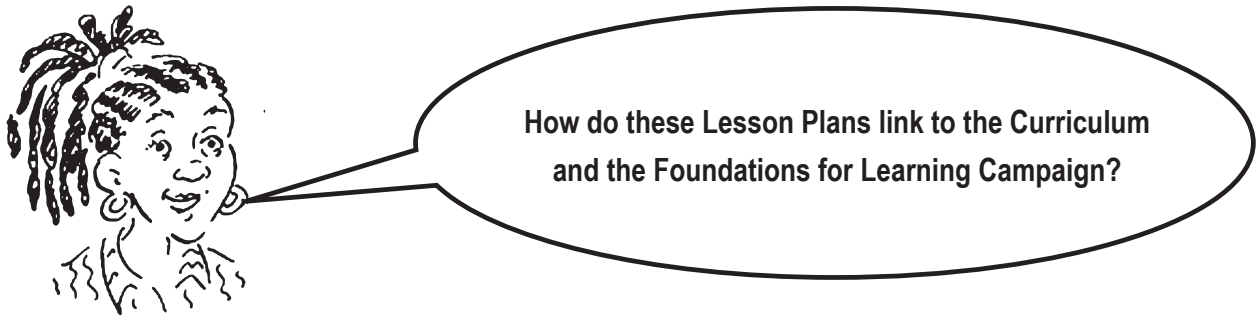
1. INTRODUCTION

1.1 BACKGROUND

Each learner in South Africa should develop solid foundations for further learning. With this goal in mind and in order to focus specifically on Literacy and Numeracy, the Minister of Education announced in the *Government Gazette* of 14 March 2008 (No. 30880) that the national Department of Education would launch the "Foundations for Learning" campaign in all South African schools.

It is a four-year campaign to create a national focus on improving learner performance in reading, writing and numeracy. By 2011 every learner should demonstrate age appropriate levels of Literacy and Numeracy. The Minister called on all South Africans to join hands with the DoE to improve learning outcomes.

The **Foundations for Learning Assessment Framework** which was distributed to all schools during 2008 contained "milestones" for each grade. These milestones explain the content embedded in the Learning Outcomes and Assessment Standards of the NCS, and indicate the expected level of achievement of learners at the end of each term. This document contains **Lesson Plans** based on the milestones.



These **Lesson Plans** have been developed using:

- the NCS Learning Outcomes and Assessment Standards as the starting point
- the Milestones and
- Government Gazette 30880 of 14 March 2008, which outlines the Foundations for Learning Campaign, details the minimum expectations for the teaching of Literacy and Numeracy (Languages and Mathematics) as well as providing timetabling and resourcing suggestions.

The following **table** provides an example of how these three documents are linked for Grade 4 - 6 Literacy (Home Language):

Learning Outcomes	**Milestones for Literacy Grades 4- 6**	**Government Gazette: Daily Teacher Activities for Literacy Grade 4 - 6**	**Grade 4 - 6 time allocation in Gazette**
LO 1 Listening LO 2 Speaking	• Oral	Language development • Teach 3 – 7 new vocabulary words based on a story • Read aloud the story to the class • Have learners work with the story	30 minutes, once a week
LO 3 Reading and Viewing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Reading and Writing	Literacy focus time: Shared Reading or Shared Writing: • Introduce shared text and new vocabulary. • Read the text modeling a reading strategy or write a short text using shared writing techniques • Check understanding and encourage responses	15 mins per day, 3 times per week
LO 3 Reading and Viewing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Spelling and Grammar	Literacy focus time: Word and sentence level work Do one of following: Spelling, sight words, Vocabulary, Language (grammar)	15 mins per day, 3 times per week
LO 3 Reading and Viewing LO 4 Writing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Reading and Writing	Literacy focus time: Group, Guided and Independent Reading/Writing • Do written task, e.g. Comprehension task, sentence completion, spelling words, etc. • Read graded readers and complete worksheet • Do guided reading in same ability groups	30 mins per day, 3 times per week
LO 4 Writing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Writing	Shared, group or independent writing: Brainstorm, draft, revise, edit and publish a piece of writing over the course of two weeks	30 mins per day, 2 times per week
LO 5 Thinking and Reasoning	• Investigation	The learners are encouraged to find more information about different topics from various sources, e.g. by asking relevant questions to obtain information, organising it and reporting back orally	



How do I use the time allocated for Language?

The Government Gazette No 30880 provides the following breakdown of the formal teaching allocations for Mathematics and Language in the Intermediate Phase per day:

Grade	**Daily total for Mathematics**	**Daily total for Language**	**Home Language (3 days per week)**	**First Additional Language (2 days per week)**	Allowance should be made for reading for enjoyment for 30 minutes per day
Grade 4	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	
Grade 5	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	
Grade 6	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	

It is suggested that three days per week should be spent on Home language and two days on First Additional Language.



How, then can these lesson plans help teachers? What do they provide?

These Lesson Plans are intended to assist teachers to pace their teaching, give them guidance when planning their assessment tasks and provide suggestions to enrich teaching practice. If you follow these lessons systematically you will cover the curriculum and reach the milestones for Grades 4 - 6.

However they are not intended to be prescriptive and teachers are not expected to abandon good practice in order to follow the plans blindly.

The Plans provide:

- **an overview of the term,** together with an **Assessment Overview,** broken into weekly units. The overview covers 10 weeks of work and provides a useful termly checklist. (You might want to compare this with your Phase Learning programme and Work Schedule and ask yourself questions such as: *Does your Work Schedule include similar content? Do you reach approximately the same point at the end of each term*? *How does this compare to your Assessment Plan?*) .

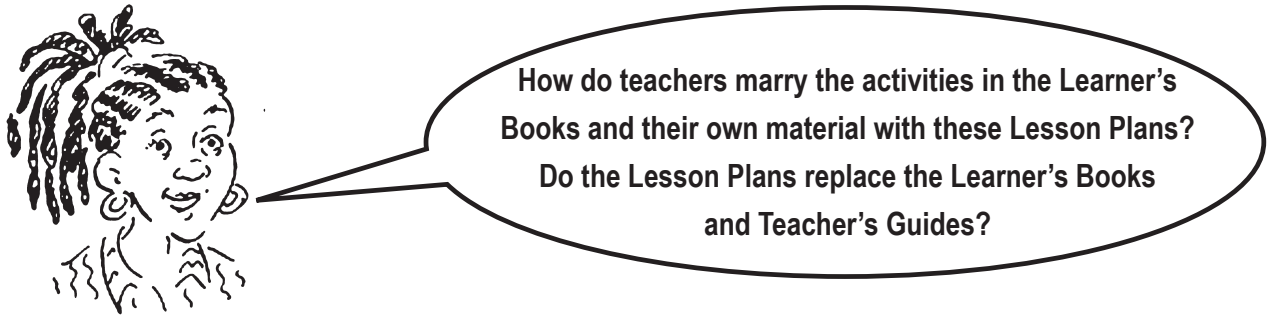
- **an overview for each week** This helps you to see the content included in the week's lesson plans, to see how it is paced and to make use of specific Lesson Plans. Learning Outcomes and Assessment Standards have been included. The latter have been numbered as AS 1, 2, 3 etc. No sub-bullets are indicated.

- **individual lesson plans for each week** There are **10 weekly Lesson Plans for each term,** covering three days' work each. Each week's Plan provides:
  - **one oral lesson (30 mins)**
  - **three literacy hour lessons (1 hour each)**
    - **shared reading and writing**
    - **word and sentence level work**
    - **group, guided and independent reading/writing**
  - **two writing lessons (30 mins each)**

- **suggestions for the Assessment Tasks** for each term are shown at the end of Week 6 (Assessment Task 1) and Week 10 (Assessment Task 2).

1.2 ADAPTING THE LESSON PLANS

Remember: every class and learner is unique. There can be no "one size fits all". Learners progress at different speeds and learn in different ways and you, as the class teacher, are best able to pace your teaching to the needs of your learners. **You can introduce new material in another order as long as you reach all the specified milestones for Intermediate Phase.**



These Lesson Plans should be used together with approved Teacher's Guides, Learner's Books and Reading Books as well as other resources. They are not intended to replace the Teacher's Guides and Learner's Books or the material you have developed yourself. The Lesson Plans do not provide actual worksheets, workcards or reading material for learners:

Approved Teacher's Guides should pace the work for the year so that all the Learning Outcomes and Assessment Standards are covered. There will therefore be similarities between the Teacher's Guides and Learner's Books and these Lesson Plans. However the order of content may be presented somewhat differently so you will need to compare and marry the content. **Remember that ultimately you are the decision maker.**



1.3 LITERACY (HOME LANGUAGE)

With these Lesson Plans we would like to encourage you to guide your learners on the exciting road to literacy by taking them on a journey through well-chosen fiction and non-fiction texts. In the Foundation Phase the focus was on "learning to read". Now, in the Intermediate Phase, it is on "reading to learn".

Scaffolding is one of the most important aspects supporting learners in this journey of becoming skilled and functional readers. The idea of scaffolding learners originated with Vygotsky, a famous educational theorist. When builders build a high building, they put up a series of frameworks and structures to support them while working at higher levels. These structures are known as "scaffolding". Once the building is completed and can stand on its own, the builders don't need the scaffolding anymore and they remove it.

In learning, it is teacher support that scaffolds the learner in the development of skills. When a task is difficult, the learners may need full teacher support. As the learner gains skills and knowledge he or she can become more independent and share the task with the teacher. Once the learner can do the task independently without teacher help, the teacher can remove the scaffold.

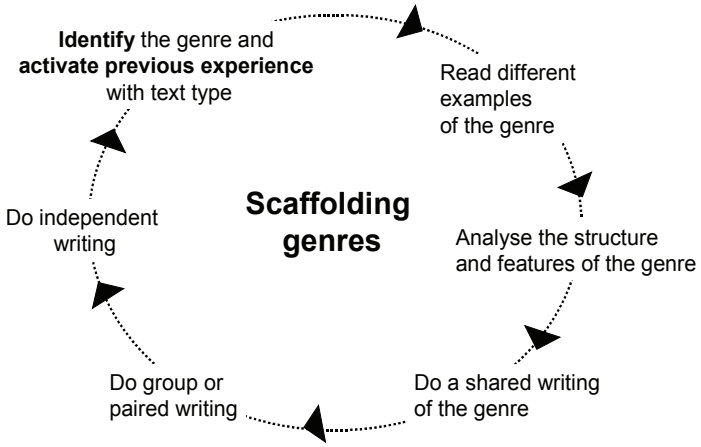
In these Lesson Plans scaffolding is provided by varying the amount of teacher's support, the kind of grouping and the teaching strategy. Every time you tackle a new text or a new genre, it may be necessary to go through this scaffolding process. Literacy development happens in a spiral with learners developing and practising skills in new and more complex contexts.

We have often suggested in the Lesson Plans that you read texts to your learners or do activities with your learners. Doing activities as whole class work, group work, pair work and individual work is an attempt to scaffold learners in this way. These are suggestions. How you decide to group your learners and how much support you think they need, depends on your own context.

During the year learners should be introduced to a number of different genres (types of texts), including stories, poetry, dialogues, letters, plays, newspaper reports, advertisements, menus,

different kinds of environmental print, information texts, maps, cartoons, sports reports, weather reports, movie and TV programmes and others. They need to learn to read these genres, understand how the language structures and conventions work in them and then write examples of their own.

It is important that we scaffold learners from being able to read these genres to being able to write them as well. Here are some simple steps we can follow to scaffold this process.



In the Lesson Plans we also scaffold the activities themselves. This means that activities are ordered in such a way that each activity builds on the one before. For example, whenever there are individual writing activities, these are preceded by texts and discussions of the topic as well as related language, grammar, word and sentence level work and spelling activities.

1.3.1 Shared Reading and Writing (whole-class)

In a shared reading lesson during the Foundation Phase the teacher reads with the class or a group, using a large book that has big print. In the Intermediate Phase this can also be done by providing each learner with a copy of the text or projecting the text on an OHP.

The teacher introduces and models reading the text and then re-reads the text with the learners reading along with the teacher. All language and literacy development happens within these contexts and from these texts. During a shared reading session the teacher should focus on comprehension, word-building and spelling patterns, punctuation, the layout and purpose of the text and the structure and organisation of sentences. Teachers should also use this text when teaching grammar. Because teachers are supporting reading, learners can work with texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would otherwise be able to read. This builds confidence and teaches more advanced skills, which feed into other independent reading.

Shared writing (modelled writing) provides many opportunities for teachers to model the writing process. The teacher, in collaboration with the class, writes a text by using a writing frame. The teacher may also model the writing cycle process and support the learners in composing their own texts as well as working with sentences, words, punctuation, etc.

1.3.2 Group, Guided Reading

Learners need to read texts that suit their level of competence (not too simple/not too difficult). They are not ready to read the same texts at the same time. This is where group reading comes in. Learners can be grouped according to their reading ability, into 3 - 4 groups, with the teacher working with each group at least once a week. In the Lesson Plans we make provision for three same-ability groups.

Group reading does not require any special readers. Although there are group reading schemes on the market, a variety of different readers can be used, even a single, longer reader.

In guided reading, the teacher supports reading by:

- supporting learners in their attempts to read for meaning
- encouraging and modeling reading strategies
- drawing attention to cues, in the context or illustrations
- suggesting and facilitating word attack strategies
- providing different ways for them to practise their reading skills.

In guided reading, the teacher assesses reading by:

- observing how the learners read
- determining where and how they use clues and strategies
- determining learners' knowledge, understanding, skills, values and attitudes
- using their assessment to plan future support and practice.

In guided reading, the teacher uses after-reading activities to:

- establish deeper understanding and let learners respond to the text
- explore the text and illustrations further
- develop skills in a now familiar context
- analyse genre, theme, characters, plot, mood, context, etc.

1.3.3 Independent Reading

Providing opportunities for learners to read books on their own also develops fluency, provided that the books are easy enough for the learners to read without help. Short books with predictable text and colourful illustrations are ideal. Some teachers like to give learners individual reading to do at home – to re-read the group reading book, read simple, 'fun' books or other photocopied texts they've created. This extra reading practice, done on a regular basis every day, plays an important role in learning to read. (see the paragraph on Homework)

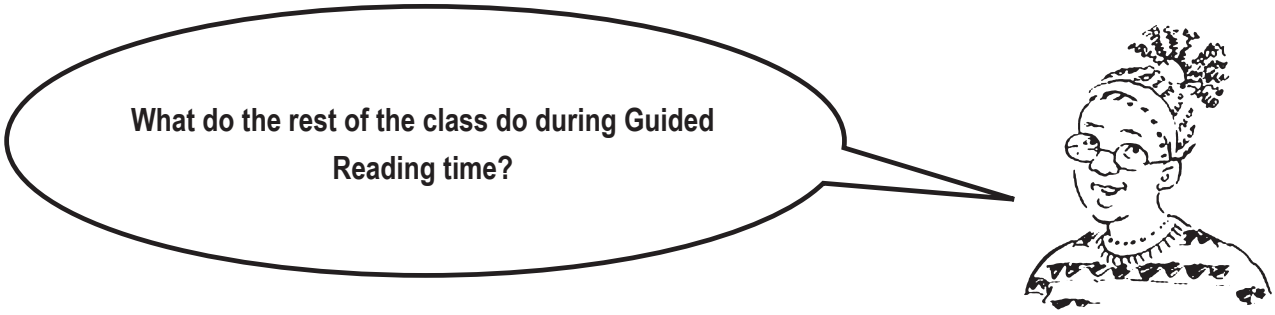
1.3.4 Paired Reading

Another way of giving learners reading practice is to have learners read in pairs, using either similar or mixed reading levels. They can reread their class or group readers, simple 'fun' books or supplementary readers. This paired reading can take place at any time, anywhere, as a class reading activity (learners can sit in pairs inside or outside the classroom to read together or take turns to read), or while other learners are busy doing other work eg two learners who have completed their tasks can read together.

1.3.5 Reading aloud by the teacher

A vital component of a balanced reading programme is the reading aloud (story-time) by the teacher. This develops a whole range of language skills (including those of reading) in a meaningful context and is at the heart of a balanced programme for literacy. Through reading aloud teachers can create in learners a love of reading and a passion for stories.

Independent or paired reading, as well as reading aloud, by the teacher are all very suitable for the time spent on Reading for Enjoyment.



Working with Guided Reading groups will take at least half an hour of literacy time every day. Learners need to be involved in either independent writing or reading activities. These activities need to be such that learners both know what they have to do and can do it without interrupting the teacher, asking for help. Training learners to get on with work on their own takes considerable time and patience. The learners need to know which tasks they have to do and, possibly, the order in which they have to complete them. The level of difficulty of the tasks should be such that they don't need help from you. If you think your learners will battle with a particular task – wait until you have time to help them or your guided reading sessions will be continually interrupted.

1.3.6 Spelling, grammar and word and sentence level work

This time during literacy hour should be used to cover spelling and vocabulary work and the teaching of grammar and punctuation. Sentence level work should be explored in the context of shared reading and writing.

It is important to have a list of spelling rules as well as a high-frequency spelling word list which learners can apply during their general writing activities. You can generate your own high-frequency words from a variety of sources, including:

- mistakes learners commonly make
- lists of frequently misspelled words

- reading books
- learner's own writing attempts
- words from other learning areas.

Learners can also create their own personal dictionaries. Use any exercise book and let the learners label each page with a letter of the alphabet. Learners copy new and challenging words and vocabulary into these personal dictionaries and write sentences to show what they mean.

The NCS has a broad concept of what language is. There are some interesting new focus areas such as sociolinguistics, where we look at how language is used and to what purposes it is used , and multilingualism, where comparisons of structures and conventions are made across languages barriers. It also includes a Communicative Language Teaching (CLT) approach, where language is developed while learners engage in texts and activities with real purposes. With much of the grammar, spelling words and spelling rules, learning happens incidentally while learners are engaged in these activities. A central principle of the Languages Learning Area is therefore the integration of all these aspects of language through the creation and interpretation of texts, as stated in the NCS and the Milestones.

1.3.7 Writing

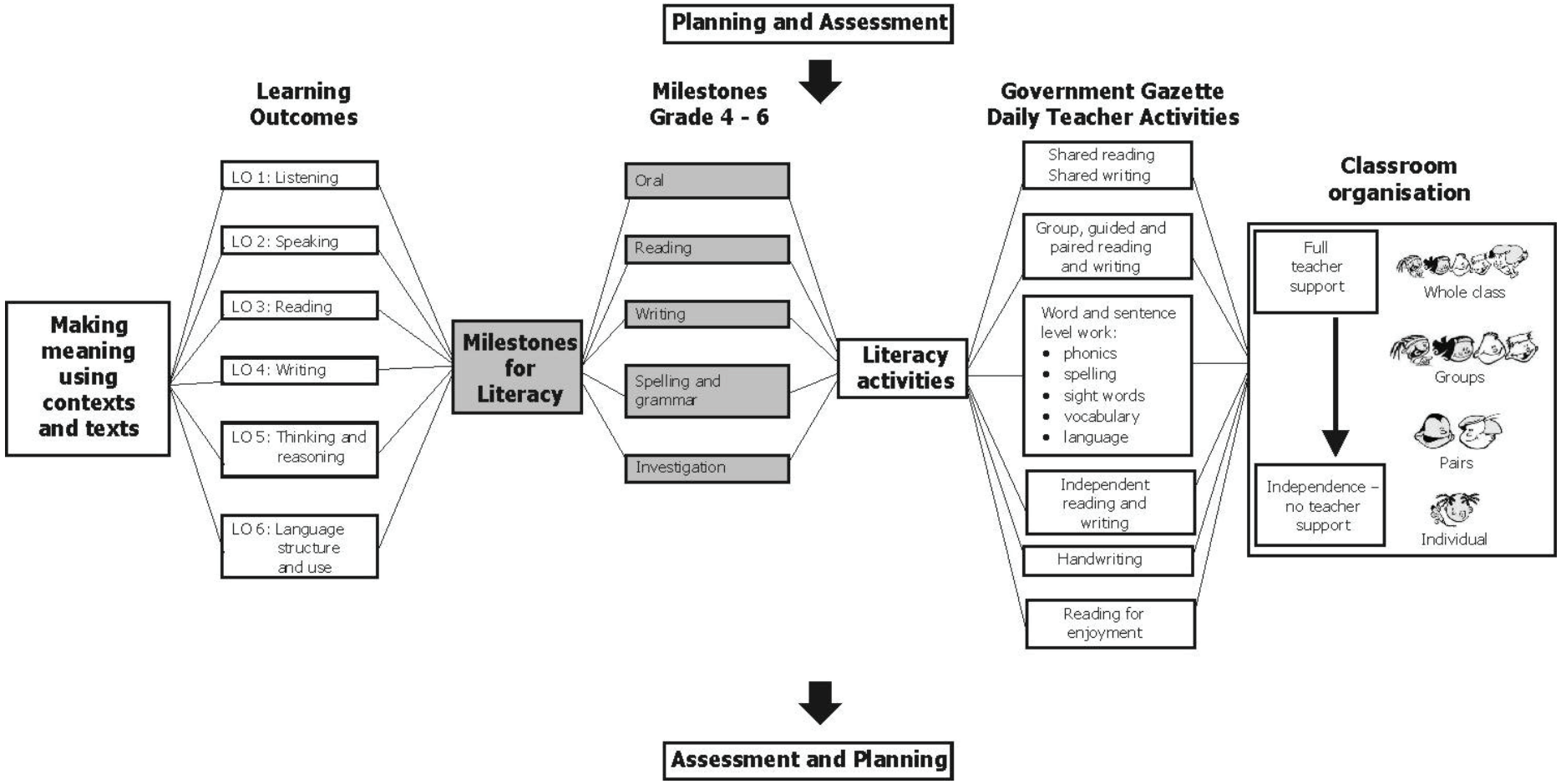
Learners are given a writing frame and, using a shared text as a model, do their own writing. One piece of writing is brainstormed, drafted, revised, edited and published over the course of two weeks. Learners should also be allowed to be creative and do independent writing without using a writing frame, to give them the opportunity to solve problems.

Learners in the Intermediate Phase should not be limited to the number of words they are expected to write, but should be encouraged to do more free writing. Teachers have to use their discretion in deciding on the number of words to be used for each form of assessment. In doing newspaper reports, for example, it should be noted that the number of words used must be limited to not more than 100 words, so that learners can learn to express themselves within specific parameters.

1.3.8 Foundations for Learning and Literacy Development

On the next page is a visual summary of how all the elements of Literacy Development tie up with the NCS, Learning Outcomes, the Milestones, Foundations for Learning and Scaffolding.

FOUNDATIONS FOR LEARNING
AND LITERACY DEVELOPMENT



1.4 HOMEWORK

Children need plenty of practice in order to develop their reading skills. Some teachers like to send reading books or reading cards home with learners to reread at home. Even if there is no one literate at home an adult or older sibling can encourage the learner while he/she reads and talk to the learner about the pictures. Try to avoid sending home new reading texts. It is better for learners to have a short reading passage that they can read well and show off to their family. Learners have been known to teach their "Gogos" to read, as they become proficient readers themselves in the process! The lack of literacy at home should not stop learners doing homework – encouragement and making sure learners do their work are most important.

1.5 RESOURCES

The Government Gazette No 30880 gives a list of recommended resources for Literacy which schools should endeavour to provide. In addition to exercise books, Learner's Books, Workbooks and basic stationery which most schools already have, the following are highlighted as being especially important for the Intermediate Phase:

- graded Grade level readers or other texts for group reading and "real" readers for pair and independent reading
- read-aloud texts
- work cards per reading book (comprehension exercises)
- bookmarks/reading record cards
- reading vocabulary list for the year
- spelling list for the year
- published dictionary

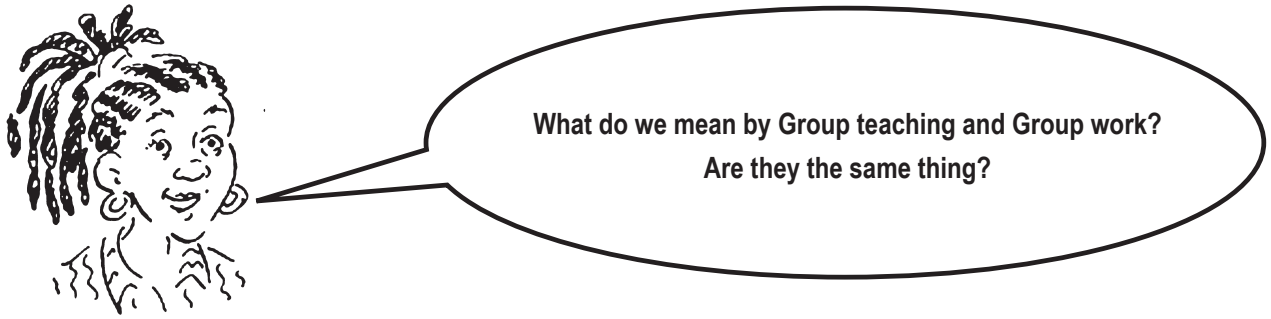
Graded Readers are used during group and guided reading. A number of publishers produce reading schemes in different languages containing sets of short readers with the reading level being graded across a grade from simple to more difficult. Each class needs approximately 10 – 12 copies of each reader so that every learner has his or her own book. Presently not every school has such sets, having only a single, longer reader for each learner which is meant to last for the year. Until the school can order new reading books the teacher can still do group reading by using the single reader, preparing and working through one chapter at a time.

Independent reading books, or 'supplementary readers' / "real" books, are ideal for learners to read on their own or in pairs as they have predictable text. Many publishers produce packs of small, very short readers with, for example, one copy of 10 different titles. It would be best to buy one copy of a number of different sets – making sure that the reading is at a more simple level than that in the group readers.

Finally, teachers need to have access to a lot of books to **read aloud** to their learners. It is very much up to the teacher to choose books that she enjoys reading and that are suitable for her learners. In addition to books at the school she could also borrow from a public library as many allow teachers or schools to borrow a number of books for several weeks at a time. She can also tell traditional stories that she knows and build up her own personal collection of children's stories.

1.6 GROUP TEACHING / GROUP WORK

Teaching and working in groups is a powerful tool to cater for learners at different levels of development. Group teaching and group work are also ideal for multi-grade and multi-phase classes.



Group teaching means different things to different people. It is not just rearranging the desks into groups.

You can either:

- teach the whole class the same lesson BUT differentiate the activities by:
  - giving the SAME task to every group for them to work on together or by
  - giving DIFFERENT tasks to either individuals or groups of learners; these tasks can either be at the same level or at varying levels of difficulty.

  This works well for collaborative learning and where there are not huge differences between the levels of learners.

  OR
- teach learners in same ability groups so that they are taught at a pace that is comfortable for them. The quicker learners can be challenged and extended and the weaker learners can benefit from more time, support and attention in a small group situation. All learners do not need to be at the same stage of learning and the activities given to the learners can be varied to meet their needs. Those with special needs can be supported in this way.

  To do this you will need to divide the learners into same-ability groups for certain activities.

Group work focuses on working in small groups. You should use a variety of grouping strategies:

- whole-class work – which is usually teacher-led or -guided
- group work – with different kinds of group activities and different ways of grouping learners
  - pair work
  - individual work.

When doing group or pair work, learners are inclined to be noisy and excited. As long as the noise is productive and doesn't disturb others, it is fine. You will need to brainstorm some basic rules for group work with your learners, right at the beginning of the year. It is best if these rules come from your learners themselves, as they are more likely to buy into them that way. List suggestions from them on the board or on a large sheet of paper and then write this out neatly into a checklist for group work. You can display it on your wall and refer to it when you do group work. Your rules may include some of the following:

- listen to the leader.

- listen to each other.
- don't interrupt while someone else is talking.
- give everyone a chance to take part.
- follow your instructions.
- stick to the time limit.

Learners must understand that they will be assessed on their ability to work together in groups in a co-operative manner.

Each learner has a role to play in group work. These roles need to be clearly defined and learners should change roles each time they do group work. In the Intermediate Phase you need to keep these roles quite simple. For example:

a leader who:
- makes sure everyone understands the task
- makes sure everyone gets a turn to speak
- makes sure that the group doesn't become too noisy.

members who:
- give ideas
- discuss topics
- listen to each other
- help with the report back and presentation.

a monitor who:
- makes sure the group has the right books and resources
- gives out work sheets or activity sheets
- puts everything back when the group has finished.

a writer who:
- takes notes for the group
- writes things out neatly when the group has finished

While your learners are engaged with group work, you have a very important role to play. You should be moving from group to group:
- making sure that everyone understands the activity and the instructions
- observing interaction, communication and informal oral skills
- ensuring that everyone takes part, and no-one is left out
- helping, facilitating and solving problems
- keeping learners on track
- keeping order
- assessing individual and group progress
- giving feedback.



1.7 Reading for enjoyment

Everyone, including the teacher, reads a book of their own choice and records the title on a reading record card. In the last ten minutes, learners share their responses to the books with others in pairs, in groups or with the whole class.

Factors critical to nurturing a reading habit and developing reading comprehension:

- access to books (and other interesting reading material)
- book appeal
- a conducive/stimulating reading environment
- sustained reflection on what was read/viewed
- encouragement to read by a teacher
- an active library
- self-directed need to read
- teacher modelling reading behaviour and value
- reading buddies for struggling readers.

You can supplement the texts in your classroom by starting a small library of your own. You can get learners to bring books, newspapers and magazines from home. You can also make block loans from school or community libraries. If you have funds you can buy suitable supplementary readers.

A NOTE ON TIMETABLING

These Lesson Plans are built around three lessons per week:

- DAY 1:
  - Listening and Speaking
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on spelling, sight words, vocabulary)
    - Group, guided and independent reading / writing
- DAY 2:
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on language / grammar)
    - Group, guided and independent reading / writing
  - Writing
- DAY 3:
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on language / grammar + a short spelling test)
    - Group, guided and independent reading / writing
  - Writing

FIRST TERM: OVERVIEW

	Focus on and prepare learners for assessment task 1						Focus on and prepare learners for assessment task 2			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener • Asks and responds to thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion **Investigation** • Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion						• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion • Listens with understanding, identifies opinions which differ from own and responds appropriately • Expresses emotions in a sensitive way • Speaks using an appropriate register in unfamiliar situations		
	Listens and discusses: Radio advertisement	Listens and discusses: Radio advertisement	Stories and stereotyping	Discuss favourite TV programme	Reads and talks about a favourite poem	Reads and talks about a favourite poem	Expresses emotions in a sensitive way: group discussion on a story	Expresses emotions in a sensitive way: group discussion on photographs	Oral presentations	Debates

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message						• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text • Identifies the main idea and notes specific details in a range of information texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message • Interprets and analyses details in graphical texts eg maps, line graphs, pie charts • Changes the format of information eg from a table to written form		
	Short story	Short story	Myth Short play	Short play	Poetry	Poetry	A photograph with written text	Instructions	Magazine article	Magazine article

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses figurative language eg similes, metaphors, personification • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs						• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions • Uses passive and active voice effectively • Produces neat work, paying attention to the final presentation			
	Short story (shared writing)	Short story (shared writing)	Myth	Myth Investigation results (draft)	Investigation results	Poem	Descriptive paragraph	Writing instructions in paragraph form (in pairs)	Magazine article	Paragraph summarising a table or graph Magazine article

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences						• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Uses prefixes, stems and suffixes/extensions to form words • Uses subject-verb concord			
	Parts of speech: nouns and verbs	Parts of speech: adverbs and adjectives	Parts of speech: Pronouns Punctuation	Parts of speech: prepositions	Parts of speech: conjunctions Punctuation	Punctuation	Changing tenses – present to past and past to present	Subject-verb concord	Prefixes, stems and suffixes/ extensions	Prefixes, stems and suffixes/ extensions

Assessment: First Term Overview

Assessment task 1: Week 1 - 6

	MILESTONES	WEEK	ASSESSMENT TASK
ORAL **LO 1**: AS 1; 2; 3; 4; 5; 6 **LO 2**: AS 1; 2	• Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener	2	Observation during the oral lesson: discussion of a radio advertisement
	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Asks thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	5 & 6	Oral: observation of paired discussion on a poem. (There is also pair and group work in Reading and Writing that can be observed.)
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently	5 & 6	Reading: observations during guided reading in week 5 and during oral in week 6 together with those during previous weeks. You can also use your observations of the learners' participation in shared reading, independent reading and reading for enjoyment.
	• Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts	2, 4	Reading: observation of shared reading discussions and written comprehensions; You can also use your observations of the learners' participation in guided reading
	• Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	4	Use the Oral activity in week 4

WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph	4 6	Writing of a myth Writing of a poem
	• Uses correct spelling, punctuation, tenses and appropriate grammar • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs	4	Writing of a myth
	• Uses figurative language eg similes, metaphors, personification	6	Writing of a poem
SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters	4 6	Writing of a myth Spelling Test
	• Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences	4	Writing of a myth
	• Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)	4 6	Written task on prepositions Written task on conjunctions
INVESTIGATION **LO 5** AS 1; 2; 3; 4	• Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.	4 & 5	Observations together with the written task in the Investigation into a natural phenomenon

Assessment task 2: Week 7 – 10

	MILESTONES	WEEK	ASSESSMENT TASK
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words	7	Observation of group discussions and during discussions during shared reading
	• Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis • Expresses emotions in a sensitive way	8	Observation of oral presentations on personal pictures
	• Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	9	Observation of group discussions + other discussions during shared reading
	• Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion • Listens with understanding, identifies opinions which differ from own and responds appropriately • Speaks using an appropriate register in unfamiliar situations	10	Debate
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.	9	Reading: observations during guided reading and the written comprehension in week 9 together with observations during previous weeks. You can also use your observations of the learners' participation in shared reading, independent reading and reading for enjoyment.
	• Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text • Identifies the main idea and notes specific details in a range of information texts	9	Reading: written comprehension
	• Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	7	Reading: written comprehension
	• Interprets and analyses details in graphical texts eg maps, line graphs, pie charts • Changes the format of information eg from a table to written form	10	Reading: writing of a paragraph using information from a table or graph

WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses passive and active voice effectively	7	Writing: descriptive paragraph
	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions • Produces neat work, paying attention to the final presentation	10	Writing: magazine article
SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	10 10	Writing of a magazine article Spelling Test + spellings in other written work
	• Uses prefixes, stems and suffixes/ extensions to form words	9	Written task
	• Uses subject-verb concord	8	Written task

GRADE 6 FIRST TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener • Asks and responds to thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	Speaking and listening activities: • Discuss radio advertisements and stereotyping.
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	Shared reading and writing • Short stories Group, guided and independent reading and writing • Make personal dictionaries • Assess learners reading levels for guided reading: o Short reading piece o Cloze test Reading for enjoyment
WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses figurative language eg similes, metaphors, personification • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs	Writing: • Shared writing: story o Brainstorming o Drafting

SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Copy words from shared text into personal dictionaries • Revise relevant phonics and spelling rules for the week's spellings. • Model use of dictionaries <u>Grammar</u> • Nouns and verbs
INVESTIGATION **LO 5** AS 1; 2; 3; 4	• Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.	

Week 1 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES:

Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes
- Identifies how stereotypes are created in oral texts and discusses how this affects the listener
- Asks and responds to thought provoking questions using appropriate language
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

NOTES TO TEACHER:

- A stereotype is a fixed or conventional image of a person or group of people. Stereotypes generally conform to a pattern of dress and behaviour that is easily recognised and understood. Often a judgement is made about the person or group being stereotyped. The judgment may be positive or negative.
- In this lesson learners will become aware of stereotyping and the role that stereotypes play in radio advertisements.
- Choose a radio advertisement that uses stereotyping, record it and play it to the learners.

DAILY ACTIVITIES:

Stereotyping in radio advertisements

- Talk about radio advertisements – their purpose and how listeners perceive them. Explain to learners what is meant by stereotyping and give a few examples. Talk about why advertisers would use stereotyping in their advertisements.
- Listen to a radio advertisement. Check understanding and give the learners the opportunity to respond to the advertisement. (Did they like it? Why or why not? What part didn't they like?)
- Identify the stereotyping in this advertisement and its effect on the listener.
- Teach 3 – 7 new vocabulary words from the discussion. Give examples of how to use the words in sentences. Encourage learners to use the words orally in sentences of their own.

At the end of the lesson remember to give a homework task for next week's oral lesson. Ask the learners to listen to radio advertisements and to choose one that uses stereotyping. They are going to discuss these advertisements in the next oral lesson.

ASSESSMENT:

- Informally assess the learners' abilities to identify stereotypes in a radio advertisement.

Week 1 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4.

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Explains themes, plots, setting and characterization in a fiction text
- Distinguishes cause from effect in a variety of contexts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

Investigation:

- Asks relevant questions to obtain information from different sources
- Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Uses figurative language eg similes, metaphors, personification
- Shifts from one tense to another consistently and appropriately
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER:

- Find a short story from a textbook, reader, anthology or magazine. Choose challenging and interesting words from it or related to it and make a list.
- Ensure that you have sufficient copies (books) of the story for the whole class, make a transparency of the text or write it on the board.
- Exercise books (one for each learner) to be made into personal dictionaries.
- Do an informal assessment of reading levels this week so that you can begin guided reading in Week 2. Use any time when the learners are meaningfully engaged in writing or reading.

DAILY ACTIVITIES:

Shared reading: Short Story

1. **Before reading:** prepare learners for the story.
   - Introduce the story and new vocabulary to the learners. Read the title and let them predict what the story is about. Ask them to explain why they think so. Draw out learners' prior knowledge (own worlds).
   - Let the learners skim read the text. Skimming is what you do when you read through something very quickly, looking for main ideas. You do not stop at any difficult parts. After skim reading the text, what do they now think the text is all about? Let them explain why they think so.
   - Write up a word bank as you go along.
2. **While reading**
   - Read the story with the learners. Read the story aloud while the learners follow.
   - Model stopping at punctuation marks, correct pronunciation and using correct intonation.
3. **After reading**
   - Give the learners the opportunity to respond to the story from a personal perspective and encourage them to give their own opinions, e.g. ask: Did you like the story? Why or why not? What did you think of the ending?
   - Discuss the meaning of the story and check for understanding. Ask four or five questions.
     Note: Often during the term you will be using the same text for two or more days. If you are giving the learners photocopies of a story you have written, collect the copies at the end of the lesson for use the next day.

Spelling and grammar/Word and sentence level work

Vocabulary from the shared text

- Use the list of challenging and interesting words you selected from the story. Write these words on flashcards or on the board. Let the learners work in pairs to find these words in the text and try to work out what they mean.

Spelling and dictionary work

- Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week. Explain the six-step plan to learn spelling words. Remind them that you will be testing their spellings on a regular basis but you expect them to spell the words correctly all the time, not only in a test.
- Model to the learners how to use a dictionary.

Group, guided and independent reading/writing

Making personal dictionaries

- Hand out exercise books to be used as personal dictionaries.
- Learners label each page with a letter of the alphabet.
- Learners copy new vocabulary words into their personal dictionaries. Let them look up the words in a dictionary and copy the definition into their personal dictionaries. (If there are not sufficient dictionaries for this task, learners can write sentences to show the meaning of the words.)

Initial assessment of learners' reading levels: using an error count test

- While learners are writing, begin to call them up to your table and assess their reading level, as they will need to be grouped for guided reading. The purpose is to broadly group the learners into three groups: below average, average and above average readers. There are different types of levelling tests that can be used, such as the "error count test" together with a "cloze procedure test". Today you are going to administer the error count test.
- **Error count test**

  (1) Choose a text of approximately 100 words at the grade level.

  (2) Call a learner to your desk and listen to him or her read.

  (3) Count the errors and missed punctuation. Interpret the results as follows:

  - if the learner makes fewer than five errors, group him/her with above average readers.
  - if the learner makes between 5 and 10 errors, group him/her with average readers.
  - if the learner makes more than 10 errors, group him/her with below average readers.

ASSESSMENT:

- Note reading levels from the error count test so that you can group learners for guided reading which will begin next week. These initial groupings will not be permanent. Groups are fluid and will change over the year or the term.

Week 1 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
- Prepare a cloze reading test as part of your assessment to divide learners into same-ability reading groups for guided reading.

DAILY ACTIVITIES:

Shared reading: Short Story

- Read the story from the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read at least a paragraph.
- Let the learners explain and discuss the major elements of a story, such as the central idea, plot, setting and atmosphere (they will discuss the characters in the next lesson).
    - The central idea (theme) is the "why" – it is the author's message and one of the reasons why the author wrote the story.
    - The plot is the "how" of the story. The plot refers to the chain of events caused by the conflict (the problem) which build up to the climax (the most important point of the story) which is then resolved (the ending).
    - Setting is the "where" and "when" of the story and refers to the place (geographical location(s)) and the time (set in the past, now or at some recent, unspecified time; it may also be set in the future).
    - Atmosphere. This is the mood or feeling of the story, the emotional quality that the story holds for the reader. The setting of the story is usually responsible for creating the mood or feeling of the story. For example, you might say that a novel opens with a mysterious atmosphere, or a gloomy atmosphere. Like the setting, the mood may change during the story.

Spelling and grammar/Word and sentence level work

Parts of speech: revision of nouns

- Use the text and explain to the learners that nouns are words that name people, places or things. There are several types of nouns. Common nouns name people, places or things (find examples in the story), while proper nouns name specific people, places or things (find examples in the story). Proper nouns always begin with a capital letter. Proper nouns that consist of more than one word, eg Martin Luther King, are sometimes called proper names.
- Another way to distinguish nouns is to show the difference between concrete versus abstract. Concrete nouns are people, places or things that one can see, hear, feel or smell. Concrete nouns that refer to groups (such as herd, flock) are known as collective nouns. Abstract nouns name emotions, concepts or qualities that one cannot see, hear, feel or smell eg happiness or month. Find examples in the story.
- Nouns can be singular or plural. Find examples in the story. Discuss the spelling conventions between singular and plural forms of the word.

Group, guided and independent reading/writing

Initial assessment of learners' reading levels: using a cloze test

- Do a short written task. Let the learners complete a cloze test and use these scores to help you assess their reading comprehension. The result of this test will help you to organise learners into groups of similar reading ability. Follow these instructions to create your own cloze test:
    1. Choose a reading text of between 30 and 50 words at the grade level.
    2. Copy the text onto the chalkboard, or provide a worksheet.
    3. Keep the first few sentences complete to help learners get a sense of the topic.
    4. Erase every seventh word.
    5. Learners rewrite the text, filling in the missing words.
    6. The score is the number of meaningful words filled in correctly. (Note: As long as the word makes sense, it is not incorrect.)
- While the learners are writing, call up more learners to your table for assessment.

LANGUAGE DEVELOPMENT: WRITING

Shared writing activity: a story

- As a class, let the learners write a story over the next two weeks. During this lesson you will focus on brainstorming and generating ideas. You can do it in any way you like, e.g. writing key words or doing a mind map.

You can follow these steps:

1. Choose a title for the story.
2. Decide on the storyline:
    - Beginning
    - Problem
    - Climax
    - Resolution or ending
3. Choose an opening sentence and a closing sentence.

ASSESSMENT:

- Informally assess learners' participation in the shared writing session.
- Record the results of the reading assessment - the error count test and the cloze test - in preparation for the start of guided reading in Week 2.

Week 1 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
- Make photocopies of a story you have written which is at the reading level of your learners. Cut it into different paragraphs and shuffle them. Give one set per group.

DAILY ACTIVITIES:

Shared reading: Short Story

- Read the story from the previous lesson again with the learners. They can read it in pairs. Each learner gets the opportunity to ask a fellow learner a question about the story. The learner has to show in the text where they found the answer.
- Let the learners identify and discuss the main characters in the story. Talk about:
    - what they think about the characters.
    - which characters play an important role in the story.
    - which character is singled out as the most important.
    - what roles the other characters play with regard to this main character, the events and the theme.
    - what the similarities and differences between the characters are.
    - whether any of the characters change during the story. Why is this?
    - are any of the characters shown in a stereotyped form?
- Let the learners make a list of a few emotions, such as sadness, worry, anger, joy, fear, nervousness. Which of these emotions are experienced by the characters? Let the learners explain their answers.

Spelling and grammar/Word and sentence level work

Parts of speech: revision of verbs

- Use the text and talk about verbs. A verb is a word that shows an action, a happening, a feeling, a process or a state. It is the simple predicate of the sentence. A direct object is a noun or pronoun that follows a verb. It suffers the action. Let the learners identify all the verbs and make a list on the board. Ask the learners to think of other nouns to use with the verbs.

Group, guided and independent reading/writing

Written task based on verbs

- Let the learners copy the verbs into their personal dictionaries and make sentences to show their meaning.

Initial assessment of learners' reading levels: using an error count test

- While the learners are busy with this group activity, call up more learners to your table for assessment. The assessment should be completed by the end of this session.

LANGUAGE DEVELOPMENT: WRITING

Shared writing activity: a story

- Continue with the writing task. During this lesson the learners will focus on drafting the first version of the story. Say to them: "Before we write our first draft, let's use the ideas from our brainstorming session and organise them into an outline for our story.
    - Title:
    - Introduction and setting of the scene:
    - First event:
    - Second event:
    - Third event:
    - Conclusion:"
- Use the outline and write the first draft together as a class. Model good writing strategies to your learners.

ASSESSMENT:

- Complete the individual assessment of learners' reading levels. Use the results to divide your learners into three groups for guided reading next week.
- Informally assess learners' participation in the discussions around characterisation.

GRADE 6 FIRST TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener • Asks and responds to thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	Speaking and listening activities: • Listen to and discuss: radio advertisements.
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	Shared reading and writing • Short stories • Explain themes, plots, setting and characterization and evaluate the suitability of the language Group, guided and independent reading and writing • Do guided reading with all groups. • Make journals and write a first entry Reading for enjoyment
WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses figurative language eg similes, metaphors, personification • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs	Writing: Shared writing: short stories • Revising • Proofreading and publishing

SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary one typically uses when writing stories • Revise relevant phonics and spelling rules for the week's spellings. <u>Grammar</u> • Adverbs and adjectives
INVESTIGATION **LO 5** AS 1; 2; 3; 4	• Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.	

Week 2 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1:** AS 1; 2; 3; 4; 6. **LO 2:** AS 1; 2.

MILESTONES:

Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes
- Identifies how stereotypes are created in oral texts and discusses how this affects the listener
- Asks and responds to thought provoking questions using appropriate language
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

NOTES TO TEACHER:

- Record other radio advertisements for the discussion.

DAILY ACTIVITIES:

Listen and discuss: Radio advertisement

- Begin the lesson by playing another radio advertisement and briefly revising the meaning of stereotyping.
- Let the learners discuss in groups the different advertisements they listened to during the week.
- Structure the group discussion in the following way:
  - each learner in a group gets an opportunity to sum up the advertisement in a few sentences. They need to keep it short.
  - each learner explains how stereotyping is used in the advertisement and the effect it had on him/her as a listener, e.g. why did he/she like it, was it funny, why was it funny, could it offend some people, why, how was the stereotype established, etc.
  - let the groups give feedback on the most interesting advertisements and how these affected them.
  - walk around during the group discussion and choose 3 – 7 vocabulary words. Write these on the board. Discuss the meaning of these words and give examples on how to use them in sentences. Encourage learners to use the words orally in sentences of their own. **Use this discussion for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1:

A note on the Assessment Tasks for Term 1:

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band requires that, in the Intermediate Phase, there should be two Formal Assessment Tasks for "Language 1" per term (page 12).

You should use the following rating scale for recording and reporting which is given on the same page of the document:

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 – 69
2	Partial Achievement	35 – 49
1	Not Achieved	1 – 34

The Foundations for Learning Assessment Framework for the Intermediate Phase spells out the milestones to be covered for each of the two Assessment Tasks (pages 33 – 35).

Use the discussion on the radio advertisement to rate learners, recording any problems, against the following ORAL milestones:

- Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes
- Identifies how stereotypes are created in oral texts and discusses how this affects the listener

Week 2 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4.

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Explains themes, plots, setting and characterization in a fiction text
- Distinguishes cause from effect in a variety of contexts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

Investigation:

- Asks relevant questions to obtain information from different sources
- Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Uses figurative language eg similes, metaphors, personification
- Shifts from one tense to another consistently and appropriately
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER:

- Find another short story from a textbook, reader, anthology or magazine. You could make this a slightly longer text than the one you used in Week 1 or make it at a higher level.
- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
- Prepare vocabulary. Select about five vocabulary words from the shared text.
- Prepare a comprehension based on the shared reading story.

DAILY ACTIVITIES:

Shared reading: Short Story

1. **Before reading:** prepare learners for the story.
    - Introduce the story and new vocabulary to the learners.
    - Let their eyes glide (scan) over the text. Let them predict what the story is about. Ask them to explain why they think so. Draw out learners' prior knowledge. Write up a word bank as you go along.
2. **While reading**
    - Read the story aloud while the learners follow on their own copies.
    - Model stopping at punctuation marks, correct pronunciation and using correct intonation.
    - Model how to use illustrations to make meaning by "thinking aloud" during the reading.
    - Stop at any point and ask learners to predict how the story will end.
    - Discuss cause and effect.
    - Explain difficult words and how to work out their meaning as you go along.
3. **After reading**
    - Give the learners the opportunity to respond to the story from a personal perspective and encourage them to give their own opinions, e.g. ask: Did you like the story? Why or why not? What did you think of the ending?
    - Discuss the meaning of the story and check for understanding.
    - Talk about the suitability of the language used in the story. You could point out the way some of the characters speak and why the choice of language is appropriate for them.

Spelling and grammar/Word and sentence level work

Vocabulary used in telling stories

- Focus on the vocabulary one typically uses when telling stories.
- Make a list with the learners and let them write it down in their personal dictionaries under S for Stories.
- Focus also on high frequency and sight words and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1.
    - Explain to the class that from now on, on most days, you are going to listen to a group read while the rest of the class complete their written activities. They should not disturb you. Early finishers should do independent reading. Any work the reading group misses will be caught up.

- Preparation: give the guided reading groups names, e.g. colours, numbers, etc. The learners may choose their own names.
- Guided reading lessons should be about 15 – 20 minutes in duration. If you are new to the guided reading approach, it is probably best to begin with homogeneous groupings based on reading ability. This enables you to focus on a few strategies for a particular reading group. However, it is important to continually assess the reading development of your groups, as some learners will be ready to move to another group sooner than others.
- Appropriately levelled reading materials must be selected for the group and each learner should have his/her own copy of the text or graded reader.
- Before reading: establish a purpose for reading through prediction making, vocabulary introduction, or discussing ideas that will provide the readers with the background knowledge required for the text.
- While reading: observe the learners as they read the text softly or silently to themselves. Provide guidance and coaching to individuals based on her/his observations by providing prompts, asking questions and encouraging attempts at reading strategy application. Focus this week on developing fluency and encouraging the use of a range of reading strategies.
- After reading: ask questions to ensure that the readers have understood the text, and praise their efforts. Furthermore, you may observe gaps in strategy application. Address these gaps following the reading in a mini-lesson format.
- Assessment: after each guided reading session note down any problem areas.

Written comprehension based on the shared reading story

- Let the learners complete a written comprehension based on the short story they have just read. Focus on questions that allow learners to give a personal response and show an understanding of the text. Include questions starting with “Who”, “What”, “When”, “Where” and “Why”, and “Explain” and “Give examples”. **Use for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1:

Use your observations of the shared reading discussions this week, together with the written comprehension, to rate learners, recording any problems, against the following READING milestones:

- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Explains themes, plots, setting and characterization in a fiction text
- Distinguishes cause from effect in a variety of contexts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts

Week 2 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
- Prepare for the written task on adjectives.

DAILY ACTIVITIES:

Shared reading: Short Story

- Read the story from the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read a paragraph.
- Revise the major elements of a story, such as the central idea, plot, setting, atmosphere and characters. Let the learners identify these in the story and discuss them in groups. Give questions to guide the discussion. When you walk around the class during the discussion ensure that learners are clear about the major elements of the story.
- As a class, capture the key points of the discussion using a mind map.

Spelling and grammar/Word and sentence level work

Parts of speech: adjectives

- Explore the use of adjectives in the text. Adjectives are used to modify, or give more information about, nouns, eg
  - He had a bag (it could be any bag)
  - He had a new, school bag (Now the reader has a clear image of the specific bag; the meaning of the noun has been modified to be more specific.)
- Let the learners find examples of adjectives in the text and discuss how they modify the meaning of the words. Identify synonyms (or antonyms) for these adjectives.

Group, guided and independent reading/writing

Written task based on adjectives

- Learners identify ten adjectives from the text and write them in a list, together with the accompanying noun. They then rewrite the list using the same nouns but replacing the adjectives in the text with synonyms (or antonyms).

Guided reading

- Do guided reading with Group 2. Focus on fluency skills and the use of appropriate reading strategies.

LANGUAGE DEVELOPMENT: WRITING

Shared writing activity: a story

Continue with the shared writing activity from Week 1. During this lesson you will focus on revising the first draft. Discuss the following tips when revising your first draft (choose any of these applicable to the language level of your learners):

- consider the 5W's (who, what, when, where and why).
- think of where you can be more specific in your use of words, for example:

Instead of:	**Revise to:**
• a youth	• Jacko
• someone	• a frail old woman
• car	• station wagon
• walked	• plodded
• said	• suggested

- add details that create images for the reader, especially sensory images and descriptions.
- vary sentence length and structure.
- check for clarity and coherence.

ASSESSMENT:

- Use the written task on adjectives to informally assess the learners' ability to identify synonyms and antonyms.

Week 2 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER:
• Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
DAILY ACTIVITIES:

Shared reading: Short Story

- Read the story from the previous lesson again with the learners. They can read it in pairs. Let them discuss in their pairs which characters they liked and disliked the most. They can identify people from TV programmes such as soapies, films or other stories they have read, that are similar to the characters in this story. They can even relate the characters to people they know! Let them also discuss which of the characters in the story they think would be good or bad role models and identify evidence of stereotyping.

Spelling and grammar/Word and sentence level work

Parts of speech: adverbs

- Explore the use of adverbs and adjectives in the text. Remind learners that adjectives give colour, shape and texture to nouns.
- Talk about how adverbs can modify (give more meaning to) almost any word in the sentence other than nouns. Write sentences on the board and discuss how a certain word is modified by the adverb, eg. They chatted **loudly** (how?).
- Talk about five categories of adverbs and find examples in the text:
- place (where?)
- time (when?)
- manner (how?)
- degree (to what degree?)
- reason (why?)

Group, guided and independent reading/writing

Journal writing

- Hand out exercise books and explain to the learners that a journal is like a diary. It is for them to write down their personal thoughts and feelings about what happens in class. Tell them that they are going to write a short entry at least once a week. There is a lot of research confirming the value of journal writing in developing writing skills. During this lesson, they are going to write their thoughts on the story they have just read and discussed. Examples of journal entries include:
  - particular points, insights and ideas which they have gained from an activity or lesson
  - records of group discussions
  - own creative writing
  - their opinion on a book they have read or a film they have seen

Guided reading

- Do guided reading with Group 3. Focus on fluency skills and the use of appropriate reading strategies.

LANGUAGE DEVELOPMENT: WRITING

Shared writing activity

- Continue with the shared writing task. During this lesson you will focus on proofreading and publishing the story. Model the following to your learners:
- Proofreading tips
  - Read your story – make sure that there are no unfinished sentences or ones that are too long.
  - Check to make sure all the words are spelled correctly.
  - Correct any grammar mistakes.
  - Fix any errors in punctuation or capitalisation.
  - When you are happy with your story, have a friend read it. A fresh pair of eyes might catch mistakes you didn't see.

ASSESSMENT:

- Informally assess the learners' ability to contribute during the shared writing activity.

GRADE 6 FIRST TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener • Asks and responds to thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	Speaking and listening activities: • Listen to a story and watch a video clip • Discuss stereotyping
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	Shared reading and writing • Myths • Short play Group, guided and independent reading and writing • Do guided reading with all groups. • Journal writing • Sequencing paragraphs of a story and writing a closing paragraph. Reading for enjoyment
WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses figurative language eg similes, metaphors, personification • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs	Writing: Independent writing: myths • Brainstorming • Drafting

SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary: words one uses when telling myths • High-frequency and sight words • Revise relevant phonics and spelling rules for the week's spellings. <u>Grammar</u> • Pronouns • Punctuation
INVESTIGATION **LO 5** AS 1; 2; 3; 4	• Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.	

Week 3 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1:** AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES:
Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes
- Identifies how stereotypes are created in oral texts and discusses how this affects the listener
- Asks and responds to thought provoking questions using appropriate language
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

NOTES TO TEACHER:

- Because most television programmes are quite short, the identification of characters must be established as quickly as possible. To do this, television writers often use stereotypes.
- In this lesson learners will become aware of stereotyping and the role that stereotypes play in the stories and films they enjoy.
- Prepare a fairytale, or other story containing clear stereotypes, for which you can find an animated version, either a film or a television programme. Make a short summary of the story that enables you to tell it to your learners.
- Also prepare to play a short extract of the film or TV programme (say about five minutes) to the class. Select this clip and set up the equipment beforehand.

DAILY ACTIVITIES:

Stories and stereotyping

- Tell the story you have prepared to your class. Keep it short and focus on at least one character, for example the princess, and portray her in a stereotyped way - as undoubtedly young, pretty, beautifully dressed and wealthy. Ask the learners to be aware of how and with which words you describe a certain character. They have to remember these words.
- Let learners work with the story.
    - Check understanding and give the learners the opportunity to respond to the story by asking a few questions.
    - Let the learners list all the words that you have used to describe the character eg the princess. Point out to them that this is an ideal way to describe a stereotyped character.
- Play the short video clip. Check understanding and discuss examples of stereotyping from the clip.

- Write appropriate vocabulary related to the story on the board and let the learners describe the characters (again focus their attention on typical ways to create these characters in a stereotyped way). If you used a fairy story you might discuss the following:
    - the stepmother
    - the handsome prince
    - the villain
    - the hero
    - the heroine
    - the mother
    - the father
- Teach 3 – 7 new vocabulary words from the discussion. Give examples of how to use the words in sentences.

Give the learners homework to watch their favourite TV programme to identify how stereotyping is used in the programme. They need to report back in the next lesson.

ASSESSMENT:

- Informally assess the learners' abilities to listen for specific details in a story and identify how stereotypes are created and their effect on the listener.

Week 3 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4.

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Explains themes, plots, setting and characterization in a fiction text
- Distinguishes cause from effect in a variety of contexts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

Investigation:

- Asks relevant questions to obtain information from different sources
- Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Uses figurative language eg similes, metaphors, personification
- Shifts from one tense to another consistently and appropriately
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER:

- Find a myth from a textbook, reader, anthology or magazine.
- A myth is a made-up story that explains the existence of a natural phenomenon – such as where thunder comes from, depicting the beginning of the world, or to explain natural disasters such as floods, etc.
- Ensure that you have sufficient copies of the myth for the whole class, make a transparency of the text or write it on the board.

DAILY ACTIVITIES:

Shared reading: a myth

1. **Before reading:** prepare learners for the story.
    - A good way to prepare learners for a story is to ask them questions and let them find the answers in the text. This will develop their scanning skills. Write up a word bank as you go along.
    - Read the title of the myth and the first paragraph with the learners. Let them predict what the story is about. Ask them to explain why they think so. Draw out learners' prior knowledge. Explain why this story is an example of a myth.
2. **While reading:** read the myth with the learners. Stop and ask questions as you read.
3. **After reading**
    - Give the learners the opportunity to respond to the myth and encourage them to give their own opinions.
    - Discuss the meaning of the myth and check understanding.
    - Go through the story again with the learners, looking at how the story is structured. Tell learners that in the next lesson they will begin writing their own myth so they need to look at how this myth is written. For example, you could ask them questions about what the writer includes in each paragraph, the choice of language and how the myth begins and ends.

Spelling and grammar/Word and sentence level work

Vocabulary used in myths

- Focus on the vocabulary one typically uses in myths. You can discuss:
    - opening lines such as "A long time ago", "Before the world was very old", "There was a time when", "Many years ago", "Before the world was as it is now", "You may have heard", "This is a tale", etc.
    - continuation lines such as "Then, as if by magic", "Just when everything seemed to be going well", "It was unbelievable", "The people could not understand what had happened", "It was like this", "Funnily enough", etc
- Make a list with the learners and let them write these in their personal dictionaries under M for Myths.
- Focus also on high frequency and sight words, spelling rules and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Journal writing

- Let the learners write a personal response to the myth they have just read.

Guided reading

- Do guided reading with Group 1. Focus on:
    - word attack skills: use phonic, picture, semantic and syntactic clues to work words out
    - using punctuation to help understanding

ASSESSMENT:

- Informally assess the learners' participation in the discussion on the myth.

Week 3 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of another myth for the whole class, make a transparency of the text or write it on the board. Next week learners will begin an Investigation into one natural phenomenon. Try to find a myth explaining the phenomenon you have chosen.
- Prepare a writing task on pronouns.

DAILY ACTIVITIES:

Shared reading: another myth

1. **Before reading:** prepare learners for the story.
    - Remind them of the myth they read the previous day and recap the discussion.
    - Read the title of the new myth and the first paragraph with the learners. Let them predict what the story is about. Ask them to explain why they think so, drawing on their prior knowledge.
2. **While reading:** read the myth with the learners. Stop and ask questions as you read.
3. **After reading**
    - Give the learners the opportunity to respond to the myth and encourage them to give their own opinions.
    - Discuss the meaning of the myth and check understanding of the story and the underlying theme.
    - Talk about other myths and legends and compare it with the one read the previous day.
    - Go through the story again with the learners, looking at how the story is structured. Ask them questions about what the writer includes in each paragraph, the choice of language and how the myth begins and ends.

Spelling and grammar/Word and sentence level work

Parts of speech: pronouns

- Explore the use of pronouns with the learners. Pronouns are a useful part of speech. We use them to avoid repeating the same noun over and over again.
- Use the text and let the learners explore personal and possessive pronouns.
- Personal pronouns stand in the place of people and things, eg you can give it to him (you, him, she, we, they, it)
- Possessive pronouns indicate that something belongs to someone eg My car is better than **theirs** (my/mine, our/ours, your/yours, his, her/hers, its, their/theirs). Don't confuse possessive pronouns with possessive adjectives eg **my** car.

Group, guided and independent reading/writing

Written task based on possessive and personal pronouns

- Write a very short story (not more than three paragraphs) leaving spaces in place of the pronouns. The learners need to copy the story adding suitable pronouns.

Guided reading

- Do guided reading with Group 2. Focus on:
    - word attack skills: use phonic, picture, semantic and syntactic clues to work words out
    - using punctuation to help understanding

LANGUAGE DEVELOPMENT: WRITING

Writing a Myth (independent activity)

Let the learners write their own myth over the next two weeks. During this lesson they will focus on brainstorming and generating new ideas. Explore and discuss the following with them:

- pick out the natural phenomenon you want to write about. Make it something that really interests you, e.g. you might want to think about the way a single rainstorm can cause a flood or about ocean tides (caused by the forces of the moon and the sun), or how and why clouds are formed.
- observe carefully. It helps to know a thing well before trying to make up a story about it. The old myths were created by poets and storytellers who were very familiar with nature. Find out as much as you can about the natural phenomenon that you've chosen. Do some research before the next lesson.
- write down the characteristics of the phenomenon. Keep a record of what you have observed or read. What are the smells, sights and sounds connected to this natural phenomenon?
- write down key words from your research in your personal dictionary.
- ask yourself "What if?". This is the point from which you need to start thinking creatively. Create a picture in your mind of what an aspect of the world would be like if certain events took place. Then use this "What if?" to create a story that explains why the natural phenomenon exists. Use your imagination!

ASESSMENT:

- Informally assess the learners' ability to use personal and possessive pronouns.

Week 3 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER:
• Ensure that you have sufficient copies of a short play for the whole class, make a transparency of the text or write it on the board. It should have a clear storyline and use fairly simple language as this may be the first time learners have read this type of text. • Write a short story. Make enough copies for each pair. Cut the story into separate paragraphs, discarding the last paragraph containing the ending.
DAILY ACTIVITIES:
Shared reading: Short Play 1. **Before reading:** prepare learners for the short play. • Read the title of the play and the first part of the dialogue with the learners. Let them predict what the play is about. Ask them to explain why they think so. Draw out learners' prior knowledge. This may be the first time the learners have read a play so you may need to explain this genre. 2. **While reading:** read the play with the learners. • You can either read it to them with a different voice for each character or choose learners to read certain characters. • Depending upon the length of the play you may decide to only read part of the play on this day. 3. **After reading** • Give the learners the opportunity to respond to the play and encourage them to give their own opinions. • Discuss the meaning of the play and check for understanding. **Spelling and grammar/Word and sentence level work** **Punctuation** • Reread the play and pay careful attention to the punctuation used. • Make a list with the learners of the different kinds of punctuation, eg comma, full stop, question mark, quotation marks, exclamation marks, apostrophes etc. • Talk about the difference between each kind of punctuation and the kind of situations in which you use each one.

Group, guided and independent reading/writing

Shared reading and writing task

- Give each pair of learners a set of the separate paragraphs from the story you wrote. Each pair reads the paragraphs and puts them into the correct order before writing a suitable ending to the story.

Guided reading

- Do guided reading with Group 3. Focus on:
    - word attack skills: use phonic, picture, semantic and syntactic clues to work words out
    - using punctuation to help understanding.

LANGUAGE DEVELOPMENT: WRITING

Writing a Myth (independent activity)

- The learners continue with their writing task. During this lesson they will focus on drafting the first version of their story. Ask them to pretend that they have the king's court before them for an audience. Or that they are in a cave with other cave painters trying to summon the sun or the rain. Or think of themselves as a griot in an African village who is about to explain to their people how the world began. Inspire them to be as creative as they can!
- Be ready to give extra support to weaker learners by helping them to get started.
- By the end of this lesson all the learners should have a rough draft of at least half of their story.

ASESSMENT:

- Informally assess the learners' ability to write a first draft of their story.

GRADE 6 FIRST TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener • Asks and responds to thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	Speaking and listening activities: • Discuss favourite TV programme. • Ask relevant questions
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	Shared reading and writing • Short play Group, guided and independent reading and writing • Do guided reading with all groups using an information text as part of the Investigation. • Comprehension based on the short play Reading for enjoyment
WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses figurative language eg similes, metaphors, personification • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs	Writing: Independent writing: myths • Revising • Proofreading and publishing

SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary words from shared text • Revise relevant phonics and spelling rules for the week's spellings. <u>Grammar</u> • Use of Prepositions • Revision of Punctuation
INVESTIGATION **LO 5** AS 1; 2; 3; 4	• Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.	• Research into a natural phenomenon behind a myth: • Write and ask questions • Shared writing of the results from the questioning • Read about the scientific explanation of the natural phenomenon

Week 4 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1; 2; 3; 4; 6. LO 2: AS 1; 2.

MILESTONES:
Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes
- Identifies how stereotypes are created in oral texts and discusses how this affects the listener
- Asks and responds to thought provoking questions using appropriate language
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

NOTES TO TEACHER:

- The previous week you asked the learners to watch their favourite TV programme before this lesson and be aware of how stereotyping is used in that programme. They are going to discuss their favourite TV programmes in this lesson.

DAILY ACTIVITIES:

Discussion: television programmes

- Let the learners discuss and preferably view their favourite TV programme. Start the lesson with a whole-class conversation and ask the learners what their favourite TV programmes are. Make a list. Also write down some reasons why they enjoy these programmes. Can they list any examples of stereotyping in these programmes?
- Make a list of the top ten programmes.
- Divide the class into ten groups. Each group needs to choose a TV programme. If they can't choose, put the names of the programmes on small pieces of paper, throw them into a box or holder and let the learners pick one.
- Revise the rules of working in groups.
- Let each group compile a list of five questions they would like to ask the main character of the programme. At least one question should be related to stereotyping.
- One learner from each group now joins another group and asks the questions his/her first group have set. Which group scores full marks?

Walk around during the group discussion and choose 3 – 7 vocabulary words. Write these on the board. Discuss the meaning of these words and give examples on how to use them in sentences. Encourage learners to use the words orally in sentences of their own.

Give the learners homework for next week's oral lesson. Each learner has to choose their favourite poem, prepare to read it to their partner and discuss why they like it. They also need to prepare two questions related to the poem, which they will ask after they have read the poem.

ASSESSMENT: Formal: Assessment Task 1:

Use the discussion on the television programme to rate learners, recording any problems, against the following READING milestone:

- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message

Week 4 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4.

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Explains themes, plots, setting and characterization in a fiction text
- Distinguishes cause from effect in a variety of contexts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

Investigation:

- Asks relevant questions to obtain information from different sources
- Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Uses figurative language eg similes, metaphors, personification
- Shifts from one tense to another consistently and appropriately
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the play for the whole class, make a transparency of the text or write it on the board.
- During the next two weeks learners will do an Investigation into the causes of one natural phenomenon behind a myth. On this day they plan the investigation and write questions using the shared writing technique.
- For guided reading this week give learners a short text about the natural phenomenon the class is investigating. Try and give each of the three groups a different text.
- Prepare a written comprehension.

DAILY ACTIVITIES:

Shared Reading: Short Play

- Read the short play from the previous lesson again with the learners. They can read it in groups. Give each learner a character to read.
- Talk about the different characters. How is the plot built around their actions and in particular what they say? We learn about the characters through their words, their actions and the things other characters say about them.

Spelling and grammar/Word and sentence level work

Vocabulary from the short play

- Use the shared text and focus on high frequency words and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Parts of Speech: prepositions

- Discuss the use of prepositions in the shared text. Prepositions link words, and groups of words. A preposition shows:
- Place (to, at, on, off, into, in, out, of)
- Relationship (at, on, in, before, after, until, since)
- Means (by, with, without)

Find examples of prepositions in the shared text.

Group, guided and independent reading/writing

Written comprehension based on the short play

- Let the learners complete a written comprehension on the play they have been reading. The questions should focus on explaining the theme, plot, setting and characterization as well as the choice of language. **Use this for Assessment Task 1.**

Guided reading

- Briefly explain to learners that during the next two weeks they are going to be doing an investigation into one natural phenomenon eg floods or drought. In preparation they will be reading texts about the phenomenon during guided reading.
- Do guided reading with Group 1. Focus on how to access information from a text about a natural phenomenon using skimming and scanning skills. Learners can make brief notes on what they discover.

ASSESSMENT: Formal: Assessment Task 1:

Use your observations of the shared reading discussions this week, together with the written comprehension, to rate learners, recording any problems, against the following READING milestones:

- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Explains themes, plots, setting and characterization in a fiction text
- Distinguishes cause from effect in a variety of contexts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts

Week 4 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER:
• Ensure that you have sufficient copies of another play for the whole class, make a transparency of the text or write it on the board. • Provide texts / books for learners to use during the Investigation.
DAILY ACTIVITIES:

Shared reading: Short Play

1. **Before reading:** prepare learners for the new play.
    - Introduce the title and new vocabulary to the learners.
    - Let their eyes glide (scan) over the text. Let them predict what the play is about. Ask them to explain why they think so. What are the names of the characters? Draw out learners' prior knowledge. Write up a word bank as you go along.
2. **While reading:** read the play with the learners. Choose learners to read the lines of the different characters.
3. **After reading**
    - Give the learners the opportunity to respond to the play and encourage them to give their own opinions, e.g. ask: Did you like the play? Why or why not? What did you think of the ending?
    - Discuss the meaning of the play and check for understanding.
    - Discuss the sequence of events in the play.
    - Talk about the suitability of the language used.

Investigation: Introduction

- Explain to learners that during the next two weeks they are going to do an investigation into one natural phenomenon eg floods or drought.
- The investigation will have two parts:
    - Asking family members about the increase or decrease in the phenomenon in the area
    - Researching the scientific background to the phenomenon.
- Using shared writing, write 2 – 3 questions on the board that learners should ask their families. Learners copy these onto paper and take them home to ask someone in their family. They need to report back in the next lesson.
- This week, during guided reading, let the learners do research into the natural phenomenon they are investigating. Provide a few suitable texts / books for them to read and make notes.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2. Focus on how to access information from a text about a natural phenomenon using skimming and scanning skills. Learners can make brief notes on what they discover.

LANGUAGE DEVELOPMENT: WRITING

Writing a myth (independent activity)

- Let the learners continue with their writing task from Week 3. During this lesson they will focus on completing and revising their first draft.
- Remind them that they need to link their sentences into coherent paragraphs using correct punctuation and use adjectives and adverbs to make their writing more interesting.

ASSESSMENT:

- Informally assess learners' progress in writing a myth.

Week 4 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Prepare a cloze exercise for the written task on prepositions.

DAILY ACTIVITIES:

Shared writing of the first part of the results of the Investigation

- Learners report back on the results of their oral investigations at home.
- Model how to collate the information to make a meaningful paragraph. As a class write a paragraph on chart paper summarising the information gathered from the questions, eg giving the opinions of the majority of people asked and adding some relevant comments from some of those interviewed. Keep this paragraph for use the following week.

Spelling and grammar/Word and sentence level work

Parts of speech: prepositions

- Discuss the use of prepositions as well as punctuation while you are busy with the modelled writing activity.

Group, guided and independent reading/writing

Written task on prepositions

- Cloze exercise. Make a photocopy of a very short story that you have written yourself (not more than three paragraphs). Use Tipp-Ex and delete all the prepositions. The learners need to copy the story and complete it with their own prepositions. Give the instruction: “Fill in the blanks with the correct prepositions.” **Use this for Assessment Task 1.**

Guided reading

- Do guided reading with Group 3. Focus on how to access information from a text about a natural phenomenon using skimming and scanning skills. Learners can make brief notes on what they discover.

LANGUAGE DEVELOPMENT: WRITING

Writing a myth (independent activity)

- The learners continue with their writing task. During this lesson they will focus on proofreading and publishing their myth:
- Proofreading tips:
  - read your story. Make sure there are no unfinished sentences or sentences that are too long.

- Make your story more interesting by using appropriate adjectives and adverbs.
- check to make sure all the words are spelled correctly.
- correct any mistakes in grammar.
- fix any errors in punctuation or capitalisation. Are the sentences linked into coherent paragraphs by using correct punctuation?

- When you are happy with your myth, have a friend read it over. A fresh pair of eyes might pick up mistakes you didn't see.

  Use this for Assessment Task 1.

ASSESSMENT: Formal: Assessment Task 1:

Use the cloze exercise to rate learners, recording any problems, against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)

Use the writing of a myth to rate learners, recording any problems, against the following SPELLING AND GRAMMAR / WRITING milestones:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Shifts from one tense to another consistently and appropriately
- Uses topic and supporting sentences to develop coherent paragraphs
- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

GRADE 6 FIRST TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener • Asks and responds to thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	Speaking and listening activities: 1. Read and discuss a poem in pairs
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	Shared reading and writing • Shared reading of poems Group, guided and independent reading and writing • Do guided reading with all groups. Reading for enjoyment
WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses figurative language eg similes, metaphors, personification • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs	Writing: Independent writing: the findings of the investigation • Brainstorming • Drafting • Revision • Publishing

SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary from the shared text • Revise relevant phonics and spelling rules for the week's spellings. <u>Grammar</u> • Conjunctions
INVESTIGATION **LO 5** AS 1; 2; 3; 4	• Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.	• Research into a natural phenomenon behind a myth • Writing of the findings of the investigation: • Drafting / revising / adding introduction and conclusion • Proofreading and publishing

Week 5 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES:
Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes
- Identifies how stereotypes are created in oral texts and discusses how this affects the listener
- Asks and responds to thought provoking questions using appropriate language
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

NOTES TO TEACHER:

- For homework the previous week each learner had to choose their favourite poem, prepare to read it to a partner and discuss why they like it. They also needed to prepare two questions related to the poem, which they will ask their partner after they have read and discussed the poem.

DAILY ACTIVITIES:

Paired discussions using a poem

- Divide the class into pairs. Each learner gets the opportunity to read their favourite poem, and discuss why it is their favourite. They also ask the two questions they have prepared and discuss the answers.
- Walk around during the group discussion, noting the learners' responses. **Use this for Assessment Task 1.**
- Ask the learners to bring their poems again for the next week's lesson.

ASSESSMENT: Formal: Assessment Task 1:

Use the discussions from this week and the following week to rate learners, recording any problems, against the following ORAL milestones:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Asks thought provoking questions using appropriate language
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

Use these same discussions towards the following READING milestone:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently

Week 5 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4.

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Explains themes, plots, setting and characterization in a fiction text
- Distinguishes cause from effect in a variety of contexts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

Investigation:

- Asks relevant questions to obtain information from different sources
- Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Uses figurative language eg similes, metaphors, personification
- Shifts from one tense to another consistently and appropriately
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER:

- Find a poem from a textbook, reader, anthology or magazine. Try to find a poem that has a personal development theme to it. During the next two weeks learners will be reading several poems. Choose these poems carefully so that learners not only develop an understanding of poetry but also a love for this genre. Use poems that both you and they will enjoy reading.
- Ensure that you have sufficient copies of the poem for the whole class, make a transparency of the text or write it on the board.
- Provide texts and books for learners to do research for the Investigation.

DAILY ACTIVITIES:

Shared Reading: Poem

1. **Before reading:** prepare learners for the poem.
    - Talk about the title of the poem. The title of the poem normally gives you a clue to the subject or theme of the poem. Sometimes word play is used in the title to make it more expressive. What could the title be referring to? Just by looking at the title, what do you think the theme of this poem is going to be?
    - What do poems look like?
    - Poems all have patterns. What gives this poem its pattern?
    - How many verses does this poem have?
2. **While reading:** read the poem with the learners.
3. **After reading**
    - What is the rhyming pattern in the poem?
    - Clap out the rhythm of the poem. How would you describe the rhythm? How does the poet achieve this rhythm? Does the rhyme help to create the rhythm?
    - Who do you think the poet wrote this poem for?
    - Why do you think he/she wrote it?

Spelling and grammar/Word and sentence level work

Vocabulary from the poem

- Underline challenging and interesting words in the poem and let the learners look at them carefully. Let them work in pairs and try to work out what they mean. If the learners have access to dictionaries, they can look them up, but only as a last resort. Let them write these words, together with other vocabulary used when speaking about poetry, in their personal dictionaries, adding sentences that show what each means.
- Focus also on high frequency and sight words and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Independent reading for the Investigation

- During guided reading time let the learners do research into the natural phenomenon they are investigating. Provide suitable texts and books for them to read and make notes. They will need to write one or two paragraphs summarising this information during the Writing time later this week.

Guided reading

- Do guided reading with Group 1. Let learners read aloud so you can assess them this week.

ASSESSMENT: Formal: Assessment Task 1:

Use the guided reading sessions this week, together with your observations during previous weeks, to rate learners, recording any problems, against the following READING milestones:

- Reads aloud to a group South African and international fiction texts adjusting the way in which a text is read to suit the listener
- Uses different reading strategies in order to read with understanding e.g. skimming, scanning, prediction, etc.

Week 5 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the poem for the whole class, make a transparency of the text or write it on the board.

DAILY ACTIVITIES:

Shared Reading: Poem

- Read the poem from the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read two lines at a time.
- If they are evident in the poem, you could talk about the use of figures of speech. The poet may use these to add to the imagery in his/her poem. Figures of speech are words or phrases used in a non-literal sense for rhetorical or vivid effect. These include:
  - similes – in which things are compared in an unusual or unexpected way using "like" and "as". For example, he looked like an angel.
  - personification – in which animals, inanimate objects or even qualities and ideas are given human attributes. For example, the flames were licking the building.
  - Metaphors - a direct comparison between two things without using the words "like" or "as". For example, my brain is full of scorpions.

There may also be examples of:

- alliteration: the repetition of the first consonant/consonant sound of words in close proximity.
- assonance: the repetition of vowel sounds or the middle sounds and end sounds of words.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2. Let learners read aloud so you can assess them this week.

LANGUAGE DEVELOPMENT: WRITING

Writing of the results of the Investigation

During the previous week learners began investigating a natural phenomenon.

- They read information texts during guided and independent reading.
- They used the shared writing technique to write 2 – 3 questions to ask their families at home and reported back about the results of this.
- As a class they wrote a paragraph summarising the learners' responses (on chart paper).

This week they need to complete the second part of the investigation by writing a second paragraph collating the information gained from the research into the scientific reason behind the phenomenon.

- During this lesson, list, in point form, the information the learners have gathered from their research.

Ask learners to find pictures and drawing of the phenomenon for use in the final draft.

ASSESSMENT:

Formal: Assessment Task 1: Use the guided reading sessions this week, together with your observations during previous weeks, to rate learners, recording any problems, against the following READING milestones:

- Reads aloud to a group South African and international fiction texts adjusting the way in which a text is read to suit the listener
- Uses different reading strategies in order to read with understanding e.g. skimming, scanning, prediction, etc.

Week 5 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of a new poem for the whole class, make a transparency of the text or write it on the board. Choose a poem that you can use as a comparison to the first poem you read.
- Prepare a written task on conjunctions.

DAILY ACTIVITIES:

Shared Reading: Poem

1. **Before reading:** prepare learners for the poem.
    - Talk about the title of the poem.
    - Poems all have patterns. What gives this poem its pattern? How does this compare with the previous poem you read?
    - How many verses does this poem have?
2. **While reading:** read the poem with the learners.
3. **After reading**
    - What is the rhyming pattern in the poem?
    - Clap out the rhythm of the poem. How would you describe the rhythm? Is it the same as the previous poem?
    - Who do you think the poet wrote this poem for?
    - Why do you think he/she wrote it?
    - What do you think the purpose of poetry is?

Spelling and grammar/Word and sentence level work

Parts of speech: conjunctions

- Discuss the use of conjunctions in the text. Talk about how conjunctions join words, phrases, clauses or sentences in different ways. They can:
    - Join two words, such as salt *and* pepper
    - Join two phrases, such as a cup of tea *or* a mug of coffee
    - Join two sentences, such as He went to the shop *and* bought some milk.
    - Order information, eg *first of all, to the end*
    - Show links, eg *for example, in other words*
    - Make a logical step, eg *therefore, as a result*
    - Introduce a counter-argument, eg *on the other hand, however, instead*
    - Change the subject, eg *by the way*
    - Explain an action happening at the same time eg *meanwhile, in the meantime*

Group, guided and independent reading/writing

Written task using conjunctions

- Let the learners do a written task on conjunctions. Let them use conjunctions to join words, phrases and sentences.

Guided reading

- Do guided reading with Group 3. Let learners read aloud so you can assess them this week.

LANGUAGE DEVELOPMENT: WRITING

Writing of the results of the Investigation

- Learners complete the final draft of the results of the investigation. They use the information listed in point form during the previous lesson to write a meaningful paragraph, and then add an introduction and a conclusion.
- They proofread it, correcting errors and ensuring the sentences are written in a logical, coherent order.
- They rewrite the results, adding pictures and drawings they have collected.
  Use the results for Assessment Task 1.

ASSESSMENT: Formal: Assessment Task 1:

Use the guided reading sessions this week, together with your observations during previous weeks, to rate learners, recording any problems, against the following READING milestones:

- Reads aloud to a group South African and international fiction texts adjusting the way in which a text is read to suit the listener
- Uses different reading strategies in order to read with understanding e.g. skimming, scanning, prediction, etc.

Use your observations and the written work from the Investigation this week and the previous week to rate learners, recording any problems, against the following INVESTIGATION milestones:

- Asks relevant questions to obtain information from different sources
- Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.

GRADE 6 FIRST TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener • Asks and responds to thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	Speaking and listening activities: • Read and discuss a poem in pairs
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	Shared reading and writing • Poems Group, guided and independent reading and writing • Written comprehension based on a poem • Do guided reading with all groups. Reading for enjoyment
WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses figurative language eg similes, metaphors, personification • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs	Writing Independent writing of a poem • Drafting • Revising • Proofreading and publishing

SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Rhyming words and word families • Revise relevant phonics and spelling rules for the week's spellings. <u>Grammar</u> • Punctuation • Conjunctions
INVESTIGATION **LO 5** AS 1; 2; 3; 4	• Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.	

Week 6 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1:** AS 1; 2; 3; 4; 6. **LO 2:** AS 1; 2.

MILESTONES:
Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes
- Identifies how stereotypes are created in oral texts and discusses how this affects the listener
- Asks and responds to thought provoking questions using appropriate language
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

NOTES TO TEACHER:

- The previous week each learner had to read their favourite poem and ask two questions related to the poem. This week the activity can be repeated with different partners or the learners may exchange poems so they have a different poem to read and discuss.

DAILY ACTIVITIES:

Paired discussions using a poem

- Divide the class into different pairs. Give the learners another opportunity to read their favourite poem, and discuss why it is their favourite. Alternatively they could read someone else's poem. They also ask the two questions they prepared (they could be different questions from the previous week) and discuss the answers. **Use this for Assessment Task 1.**
- Walk around during the group discussion and choose 3 – 7 vocabulary words. Write them on the board. Discuss their meaning and give examples on how to use them in sentences. Encourage learners to use the words orally in sentences of their own.

ASSESSMENT: Formal: Assessment Task 1:

Use the discussions from this week and the previous week to rate learners, recording any problems, against the following ORAL milestones:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Asks thought provoking questions using appropriate language
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

Use these same discussions towards the following READING milestone:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently

Week 6 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Explains themes, plots, setting and characterization in a fiction text
- Distinguishes cause from effect in a variety of contexts
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences

Investigation:

- Asks relevant questions to obtain information from different sources
- Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Uses figurative language eg similes, metaphors, personification
- Shifts from one tense to another consistently and appropriately
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the poem for the whole class, make a transparency of the text or write it on the board.
- Prepare a written comprehension.

DAILY ACTIVITIES:

Shared reading: Poem

- Read the poem from the previous lesson again with the learners. They can read it in groups or in pairs with each learner having a chance to read two lines or a verse at a time.
- Talk about the use of figures of speech in the poem. These could include:
  - similes – in which things are compared in an unusual or unexpected way using "like" and "as".
  - personification – in which animals, inanimate objects or even qualities and ideas are given human attributes.
  - Metaphors - a direct comparison between two things without using the words "like" or "as".

There may also be examples of:

- alliteration: the repetition of the first consonant/consonant sound of words in close proximity.
- assonance: the repetition of vowels sounds or the middle sounds and end sounds of words.

Compare those in this poem with those in the previous poem.

Spelling and grammar/Word and sentence level work

Vocabulary

- Write down all the rhyming words. The learners can add five more rhyming words to each word family and then choose two words from each word family and make sentences that explain their meaning.
- Focus also on high frequency words, spelling rules and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written comprehension based on the poem

- Let the learners do a written comprehension based on the poem they have just read. The questions should focus on comprehension and the use of figures of speech.

Guided reading

- Do guided reading with Group 1. Focus on developing skimming and scanning skills this week.

ASSESSMENT:

- Informally assess the learners' understanding of figures of speech using their responses in the written comprehension.

Week 6 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER:
• Ensure that you have sufficient copies of a new poem for the whole class, make a transparency of the text or write it on the board. Choose a very different poem to the first two you read. It could be a narrative poem or one with a very different pattern. • Prepare a written task based on the poem in which learners need to use their skimming and scanning skills.
DAILY ACTIVITIES:

Shared reading: Poem

1. **Before reading:** prepare learners for the poem.
   - Talk about the title of the poem.
   - Poems all have patterns. What gives this poem its pattern? How does this compare with the previous poems you read?
   - How many verses does this poem have?
2. **While reading:** read the first part of the poem with the learners.
3. **After reading**
   - What is the rhyming pattern in the poem?
   - Who do you think the poet wrote this poem for?
   - Why do you think he/she wrote it?

Spelling and grammar/Word and sentence level work

Punctuation

- Reread the first part of the poem and pay careful attention to the punctuation used.
- Make a list with the learners of the different kinds of punctuation used, eg comma, full stop, question mark, quotation marks, exclamation marks, etc.
- Talk about the difference between each kind of punctuation and the kind of situations in which you use each one.
- Discuss the rules for when we use each kind of punctuation.

Spelling

- Do a spelling test based on the spelling words learnt during the past 5 weeks. **Use for Assessment Task 1.**

Group, guided and independent reading/writing

Group reading

- Learners read the rest of the poem in their groups and use their skimming and scanning skills to complete a written task in their groups.

Guided reading

- Do guided reading with Group 2. Focus on developing skimming and scanning skills this week.

LANGUAGE DEVELOPMENT: WRITING
Independent writing of a poem • The learners will write a short poem during the next two lessons. Let them use the rest of the lesson to brainstorm ideas about what they would like to include in their poem and to write a first draft. • By the end of this lesson every learner should have written a rough draft. Give extra support to weaker learners so they can achieve this.
ASSESSMENT: Formal: Assessment Task 1. **Use the spelling test to rate learners, recording any problems, against the following SPELLING AND GRAMMAR milestone:** • Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Informally assess the learners' responses during the discussion of a poem.

Week 6 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the poem from the previous lesson for the whole class, make a transparency of the text or write it on the board. If you used a very short poem in the previous lesson you could use another, short poem. You want to expose learners to a variety of different poems and develop their enjoyment of poetry so choose a poem that is both unusual and fun to read.

DAILY ACTIVITIES:

Shared reading: Poem

- Either read the longer poem from the previous lesson again with the learners or a new, shorter poem.
- Focus this discussion on comparing the different poems they have been reading:
    - the underlying themes
    - the patterns
    - the language used
    - the impact of a poem on the reader – does the way the poem is written make it more meaningful and more personal than if it were written in prose?

Spelling and grammar/Word and sentence level work

Parts of speech: conjunctions

- Revise the use of conjunctions in texts.

Group, guided and independent reading/writing

Written task using conjunctions

- Give learners a written task in which they write sentences using conjunctions to join words, phrases and sentences. **Use this for Assessment Task 1.**

Guided reading

- Do guided reading with Group 3. Focus on developing skimming and scanning skills this week.

LANGUAGE DEVELOPMENT: WRITING

Independent writing of a poem

- The learners continue with their writing task. During this lesson they will complete their poem. Let them share the first draft with a friend before proofreading and publishing their poem:

- Proofreading tips:
  - read your poem.
  - check to make sure all words are spelled correctly.
  - correct any mistakes in grammar.
  - fix any errors in punctuation or capitalisation.
  - use adjectives and adverbs to make the poem more interesting.
- Let some of the learners read their poems to the rest of the class.

ASSESSMENT: Formal: Assessment Task 1:

Use the written task on conjunctions to rate learners, recording any problems, against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)

Use the poem learners wrote to rate them, recording any problems, against the following SPELLING AND GRAMMAR / WRITING milestones:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Uses figurative language eg similes, metaphors, personification

Assessment task 1: Week 1 - 6

	MILESTONES	WEEK	ASSESSMENT TASK
ORAL **LO 1**: AS 1; 2; 3; 4; 5; 6 **LO 2**: AS 1; 2	• Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes • Identifies how stereotypes are created in oral texts and discusses how this affects the listener	2	Observation during the oral lesson: discussion of a radio advertisement
	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Asks thought provoking questions using appropriate language • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	5 & 6	Oral: observation of paired discussion on a poem. (There is also pair and group work in Reading and Writing that can be observed.)
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently	5 & 6	Reading: observations during guided reading in week 5 and during oral in week 6 together with those during previous weeks. You can also use your observations of the learners' participation in shared reading, independent reading and reading for enjoyment.
	• Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Explains themes, plots, setting and characterization in a fiction text • Distinguishes cause from effect in a variety of contexts • Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts	2, 4	Reading: observation of shared reading discussions and written comprehensions; You can also use your observations of the learners' participation in guided reading
	• Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	4	Use the Oral activity in week 4

WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph	4 6	Writing of a myth Writing of a poem
	• Uses correct spelling, punctuation, tenses and appropriate grammar • Shifts from one tense to another consistently and appropriately • Uses topic and supporting sentences to develop coherent paragraphs	4	Writing of a myth
	• Uses figurative language eg similes, metaphors, personification	6	Writing of a poem
SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters	4 6	Writing of a myth Spelling Test
	• Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences	4	Writing of a myth
	• Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)	4 6	Written task on prepositions Written task on conjunctions
INVESTIGATION **LO 5** AS 1; 2; 3; 4	• Asks relevant questions to obtain information from different sources • Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.	4 & 5	Observations together with the written task in the Investigation into a natural phenomenon

GRADE 6 FIRST TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion • Listens with understanding, identifies opinions which differ from own and responds appropriately • Expresses emotions in a sensitive way • Speaks using an appropriate register in unfamiliar situations	<u>Speaking and listening activities</u> • Discuss pictures and photographs • Express emotions in a sensitive way • Link sayings to emotions
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text • Identifies the main idea and notes specific details in a range of information texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message • Interprets and analyses details in graphical texts eg maps, line graphs, pie charts • Changes the format of information eg from a table to written form	<u>Shared reading and writing</u> • Photographs with accompanying written text <u>Group, guided and independent reading and writing</u> • Do guided reading with all groups. • Written comprehension based on the photograph • Sort separate paragraphs of a story into the correct sequence. <u>Reading for enjoyment</u>

WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions • Uses passive and active voice effectively • Produces neat work, paying attention to the final presentation	<u>Writing</u> Descriptive paragraph • Brainstorm • Draft • Editing/proofread • Publish
SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Uses prefixes, stems and suffixes/extensions to form words • Uses subject-verb concord	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary from shared text • Revise relevant phonics and spelling rules for the week's spellings. <u>Grammar</u> • Tenses

Week 7 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1:** AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES:
Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion
- Listens with understanding, identifies opinions which differ from own and responds appropriately
- Expresses emotions in a sensitive way
- Speaks using an appropriate register in unfamiliar situations

NOTES TO TEACHER:

- Choose a story that is likely to arouse learners' emotions. It could be either a fiction story or a real-life story that learners might already be aware of.

DAILY ACTIVITIES:

Group discussion: identifying emotions in pictures

- Read or tell the story to the learners.
- Ask the learners to discuss in groups questions such as the following:
  - what is this story about?
  - did you enjoy listening to it? Why/why not?
  - what emotions does the story arouse in you? How does it make you feel? (Different parts of the story may arouse different emotions so make your questions specific.)
- During the class feedback talk about expressing emotions. When we talk we often use figurative language to express our feelings. Write the following emotions on the board: anger, frustration, happiness, nervousness, joy, fear, amusement, embarrassment, anxiety. Discuss the meaning of these words. Ask the learners to link these emotions to the pictures they have discussed.
- Read the following sayings and ask learners to link each saying to an emotion:
  - I have butterflies in my stomach.
  - I was over the moon.
  - I nearly died laughing.
  - I wanted to die.
  - I wanted to pull my hair out.
  - He makes my blood boil.
  - I was having kittens.
  - I was shaking like a leaf/I was scared stiff.
  - I could have jumped for joy.

Use the group and class discussions for Assessment Task 2.

- Let the learners write the words expressing emotions as well as some of the sayings in their personal dictionaries.

- For homework: let the learners choose a favourite picture and bring it to class. Each learner will make an oral presentation about the picture and the special occasion it reveals. The presentations could include:
  - what the picture is about
  - why and when the picture was taken
  - what were the key happenings on that occasion
  - what emotions are captured in the picture
  - why the picture is special to them

ASSESSMENT: Formal: Assessment Task 2:

Use the group discussions to rate learners, recording any problems, against the following ORAL milestone:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words

Week 7 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4.

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text
- Identifies the main idea and notes specific details in a range of information texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message
- Interprets and analyses details in graphical texts eg maps, line graphs, pie charts
- Changes the format of information eg from a table to written form

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions
- Uses passive and active voice effectively
- Produces neat work, paying attention to the final presentation

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Uses prefixes, stems and suffixes/extensions to form words
- Uses subject-verb concord

NOTES TO TEACHER:

- Choose a photograph with an accompanying written text from one of the learners' textbooks that can be used by them to discuss their interpretations of it.
- Ensure that you have sufficient copies of the text for the whole class.
- Prepare a written task based on changing a paragraph from the past to the present tense.

DAILY ACTIVITIES:

Shared reading: a photograph

1. **Before reading:** prepare learners for the visual text.
   - Let the learners look quickly at the photograph without looking at the details. What type of photograph is it?

2. **While reading:** let the learners talk about the photograph in pairs, identifying the main idea.
3. **After reading**
    - What is in the photograph – the main focus, the foreground, the background.
    - When and where was it taken?
    - What was the photographer's purpose in taking it?
    - Discuss other, significant details in the photograph. Why were they included?
    - Discuss the techniques used by the photographer to construct this photograph and manipulate the message eg the camera angle.
    - Interpret the photograph at a deeper level in order to understand the story behind it.
    - What emotions does the photograph elicit in the learners?
    - Link the discussions to learners' own prior knowledge and experience.
      Note: Focus this discussion only on the photograph and not on the accompanying written text as the latter will be the focus of the next lesson.

Spelling and grammar/Word and sentence level work

Vocabulary

- Focus on vocabulary one typically uses when describing photographs, especially high frequency and sight words and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Tenses

- Revise learners' knowledge of the different present tenses. Choose one or two sentences in the past tense and discuss how to change them into the present tense.

Group, guided and independent reading/writing

Written task based on the present tense

- Give learners a paragraph written in the past tense for them to change into the present tense.

Guided reading

- Do guided reading with Group 1. Focus on:
    1. fluency and reading with expression
    2. reading for meaning

ASSESSMENT:

- Assess informally the learners' ability to read fluently and with expression, the use of reading strategies and reading comprehension.

Week 7 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Use the same photograph from the previous lesson, together with the accompanying text.
- Prepare a written comprehension based on the photograph.

DAILY ACTIVITIES:

Shared reading: photograph and written text

1. **Before reading:** recap on the discussions on the photograph during the previous lesson. Explain that in this lesson they will be reading the accompanying written text and seeing how it links to the photograph.
2. **While reading:** read the text with your learners. Stop here and there to check understanding.
3. **After reading**
   - Ask questions to check understanding.
   - What new information did the written text give you?
   - What did you already know from the photograph?
   - In what ways was the photograph helpful in understanding the information better?
   - Did the photograph make the information more real for you? Did it touch your emotions more or less than the written text?

Spelling and grammar/Word and sentence level work

Tenses

- **Use the text and talk about tenses.** A tense is a verb form that indicates time. English verbs have two basic tenses, present and past, and each of these can be simple or continuous. Furthermore, all these forms can be perfect (with “have” or “had”), e.g. **present perfect (I have eaten the cake.) and past perfect (I had eaten the cake.).** In English, future time can be expressed in a number of ways using “will” or “shall”. Use and discuss examples from the text.
- Use examples in the text to revise the use of the passive and active voice. In a sentence using the active voice the subject performs the action, eg *the home team beat the visitors*. In one using the passive voice the subject is at the receiving end of the action, eg *the visitors were beaten by the home team*. Write some examples on the board and discuss how the form of the verb changes.

Group, guided and independent reading/writing

Written comprehension

- Let learners do a written comprehension based on the photograph and the accompanying text. The questions should focus on interpreting the photograph, understanding the techniques used by the photographer to manipulate the message and the possible effect of the photograph on one's emotions but they should also give the learner an opportunity to make a personal response. **Use this for Assessment Task 2.**
- **Guided reading**
- Do guided reading with Group 2. Focus on:
    1. fluency and reading with expression
    2. reading for meaning

LANGUAGE DEVELOPMENT: WRITING

Independent writing of a descriptive paragraph

- The learners will write a paragraph describing the photograph they have been discussing during the shared reading session. Let them use the rest of this lesson to brainstorm ideas about what they will say in their paragraph. They can do it in any way they like, eg by writing key words or doing a mind map.
- Remind them of how to write using the passive voice; their paragraph should make use of this.
- By the end of the lesson every learner should have written a first draft. Give extra support to weaker learners so they can achieve this.

ASSESSMENT:

Formal: Assessment Task 2: Use the written comprehension to rate learners, recording any problems, against the following READING milestone:

- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message

- Informally assess the learners' ability to read fluently and with expression, the use of reading strategies and reading comprehension.

Week 7 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Choose another, contrasting photograph from one of the learners' textbooks that can be used by the learners to discuss their interpretations of it.
- Ensure that you have sufficient copies of the text for the whole class.
- Prepare a story of 5 – 8 paragraphs. Make copies for each group. Cut each copy into separate paragraphs.

DAILY ACTIVITIES:

Shared reading: a photograph

- **Before reading:** prepare learners for the visual text.
  - Let the learners look quickly at the photograph without looking at the details. What type of photograph is it?
- **While reading:** let the learners talk about the photograph in pairs, identifying the main idea.
- **After reading:** learners discuss in groups, recording their responses in note form:
  - What is in the photograph – the main feature(s), the foreground, the background.
  - When and where was it taken?
  - What was the photographer's purpose in taking the photograph?
  - Discuss other, significant details in the photograph. Why were they included?
  - What is the story behind the photograph?
  - What emotions does the photograph elicit?
  - Have you ever done something similar/heard about this before?
  - What else do you know about this topic?

Spelling and grammar/Word and sentence level work

Tenses

Continue with the discussion on the use of tenses. Focus on the past tenses. Work through a short passage written in the present tense and discuss how it would be written if it were in the past tense.

Group, guided and independent reading/writing

Group reading task

- Prepare a story of 5 – 8 paragraphs. Make copies for each group. Cut each copy into separate paragraphs and give each group one set. The groups must read the paragraphs and put them in the correct order.

Guided reading

- Do guided reading with Group 3. Focus on:
  1. fluency and reading with expression
  2. reading for meaning

LANGUAGE DEVELOPMENT: WRITING
Independent writing of a descriptive paragraph • The learners complete their writing task. During this lesson they will focus on revising the first draft of the paragraph. Remind them to make use of the passive voice. • The learners read each other's paragraphs as a final edit before publishing them. **Use for Assessment Task 2**.
ASSESSMENT: **Use the writing task to rate learners, recording any problems, against the following WRITING milestones:** • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses passive and active voice effectively

GRADE 6 FIRST TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion • Listens with understanding, identifies opinions which differ from own and responds appropriately • Expresses emotions in a sensitive way • Speaks using an appropriate register in unfamiliar situations	Speaking and listening activities: Oral presentations
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text • Identifies the main idea and notes specific details in a range of information texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message • Interprets and analyses details in graphical texts eg maps, line graphs, pie charts • Changes the format of information eg from a table to written form	Shared reading and writing Instructional texts: instructions on how to use …; instructions for playing a game Group, guided and independent reading and writing • Written task: rewriting paragraphs using different tenses • Written comprehension based on the instructional text • Do guided reading with all groups. • Write instructions in journal Reading for enjoyment

WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions • Uses passive and active voice effectively • Produces neat work, paying attention to the final presentation	<u>Writing:</u> Shared writing of instructions into paragraph form (in pairs) • Drafting • Editing/proofreading • Publishing
SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Uses prefixes, stems and suffixes/extensions to form words • Uses subject-verb concord	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary from shared texts • Revise relevant phonics and spelling rules for the week's spellings. <u>Grammar</u> • Subject-verb concord

Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1:** AS 1; 2; 3; 4; 6. **LO 2:** AS 1; 2.

MILESTONES:
Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion
- Listens with understanding, identifies opinions which differ from own and responds appropriately
- Expresses emotions in a sensitive way
- Speaks using an appropriate register in unfamiliar situations

NOTES TO TEACHER:

- The previous week the learners were asked to bring a favourite picture to class. They need to tell other learners what is special about it and what emotions they feel when they look at it.

DAILY ACTIVITIES:

Oral presentations based on personal pictures

- Divide the class into groups. Each group discusses the different pictures the learners have brought to class. Each learner has the opportunity to make an oral presentation about the picture and the special occasion it reveals. The presentations should include:
  - what the picture is about
  - why and when the picture was taken
  - what were the key happenings on that occasion
  - what emotions are captured in the picture
  - why the picture is special to them
- Give the groups time to also compare the pictures.

  Use this discussion for Assessment Task 2.

ASSESSMENT: Formal: Assessment Task 2:

Use the discussion to rate learners against the following ORAL milestones:

- Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis
- Expresses emotions in a sensitive way

Week 8 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text
- Identifies the main idea and notes specific details in a range of information texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message
- Interprets and analyses details in graphical texts eg maps, line graphs, pie charts
- Changes the format of information eg from a table to written form

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions
- Uses passive and active voice effectively
- Produces neat work, paying attention to the final presentation

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Uses prefixes, stems and suffixes/extensions to form words
- Uses subject-verb concord

NOTES TO TEACHER:

- Ensure that you have sufficient copies of an instructional text for the whole class, make a transparency of the text or write it on the board. Try to find a text such as how to use a pay phone. These texts are in the public domain and are easy to find.

DAILY ACTIVITIES:

Shared reading: Instructional text

1. **Before reading:** prepare learners for the instructions.
    - Discuss what sort of text it is. Why do they say so?
    - What is the purpose of the text?
    - Who is the target audience?
    - Let the learners skim-read the text by only looking at the headings and subheadings, pictures and other visual cues on the page. What is this text all about?

2. **While reading:** read the text with your learners. Stop here and there to ask questions.
3. **After reading**
    - Ask questions to check understanding.
    - Discuss the layout, lettering and ease of use of the instructional text.
    - Does this text need any adjustments to make it easier for users to follow? Let the learners explain their answer.
    - Talk about and make a list of conventions used when writing instructions.

Spelling and grammar/Word and sentence level work

Vocabulary typically used in sets of instructions

- Focus on vocabulary one typically uses in instructions.
- Focus also on high-frequency words, spelling rules and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Journal writing

- Let the learners write some instructions in their journals about how they take care of something they are very fond of.

Guided reading

- Do guided reading with Group 1. Focus on:
    1. reading for meaning
    2. the use of reading strategies.

ASSESSMENT:

- Informally assess the learners' ability to read fluently and with expression, the use of reading strategies and reading comprehension.

Week 8 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the previous lesson's instructional text for the whole class, make a transparency of the text or write it on the board.
- Prepare a written task in which learners must rewrite short paragraphs using different tenses.

DAILY ACTIVITIES:

Shared reading: Instructional text

1. **Before reading:** recap the discussions from the previous lesson.
2. **While reading:** read the text again with your learners. Stop here and there to ask questions about the format and the conventions used.
3. **After reading**
    - Does this text need any adjustments to make it easier for users to follow? Let the learners explain their answer.
    - Focus on new and difficult vocabulary in the text. Either find suitable synonyms for the words or change the sentence by using a phrase rather than a single word. Make sure that the meaning of the sentence remains the same.

Spelling and grammar/Word and sentence level work

Subject-verb concord

- Continue to revise the use of tenses in texts. Focus this discussion on subject-verb concord. Remind learners how present tense verbs must always agree with the subject. A singular subject takes a singular verb (eg *She goes to the shops.)* while a plural subject takes a plural verb (*They go to the shops.)*. However there are different forms for the first and third person (eg *I write / she writes)*

Group, guided and independent reading/writing

Written task focusing on subject-verb concord

- Give learners a written task in which they must write the correct form of the verb to match the subject. **Use this for Assessment Task 2.**

Guided reading

- Do guided reading with Group 2. Focus on:
    1. reading for meaning
    2. the use of reading strategies.

LANGUAGE DEVELOPMENT: WRITING

Writing in pairs (shared writing activity): writing instructions in paragraph form

- Have the learners work in pairs to convert the set of instructions they have been reading during shared reading into paragraph form so that it is more user-friendly. (You could give them a different set of instructions to rewrite.)
- Explain to them that they need to:
    - Rewrite the instructions as if you are telling someone, step by step, what to do. They can include two instructions in one sentence, or make one instruction into two or more sentences, whichever makes them the easiest to understand.
    - They should add further guidance where the instructions are not sufficient.
- By the end of this lesson they should have completed a first draft.

ASSESSMENT:

Formal: Assessment Task 2: Use the written task on changing tenses to rate learners, recording any problems, against the following SPELLING AND GRAMMAR milestone:

- Uses subject-verb concord

- Informally assess the learners' ability to read fluently and with expression, the use of reading strategies and reading comprehension.

Week 8 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER:
• Bring instructions for a game (such as Trivial Pursuit, 30 Seconds, Monopoly, tricky card games) plus the game itself to class. Create your own text that is on the learners' language level. • Ensure that you have sufficient copies of the text for the whole class, make a transparency of the text or write it on the board.
DAILY ACTIVITIES:

Shared reading: Instructions for playing a game

1. **Before reading:** prepare learners for the instructions.
   - Introduce the game board and new vocabulary to the learners. Let them predict what the game is about. Ask them to explain why they think so. Draw out learners' prior knowledge. Write up a word bank as you go along.
   - Let the learners predict what the instructions for this game will be.
2. **While reading**
   - Read the instructions with the learners. Choose learners to demonstrate how the game works.
   - Stop and ask questions as you read. Demonstrate how you use clues from different sources to make meaning from the instructions such as the pictures on the instructions, the game board, all other text and equipment provided by the manufacturer of the boardgame.
3. **After reading**
   - Check comprehension by asking 4 – 5 questions.
   - Discuss the difference between rules and instructions.
   - Talk about their favourite games. What are the most important instructions and rules for these games? What can go wrong if you don't follow these instructions and rules?

Spelling and grammar/Word and sentence level work

Vocabulary for playing a game

- Reread the instructions and pay careful attention to the punctuation used, tenses as well as vocabulary.
- Write down some of the words one typically uses in instructions.
- Focus also on high-frequency words, spelling rules and words that learners often spell incorrectly in their writing.

Group, guided and independent reading/writing

Written comprehension based on the instructional text

- Let learners do a written comprehension on the instructions for playing the game. Focus on reading comprehension and language.

Guided reading

- Do guided reading with Group 3. Focus on:
    1. reading for meaning
    2. the use of reading strategies.

LANGUAGE DEVELOPMENT: WRITING

Paired writing: writing instructions in paragraph form

- The pairs continue with their writing task. They need to complete it by the end of this lesson.
- They need to proofread and publish their paragraphs.
- Once the learners have completed the task, have them exchange their paragraphs with another pair of learners. They should read the instructions and give a written comment on the instructions before returning it to the original writers.

ASSESSMENT:

- Informally assess the written instructions learners wrote in pairs.
- Informally assess the learners' ability to read fluently and with expression, the use of reading strategies and reading comprehension.

GRADE 6 FIRST TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion • Listens with understanding, identifies opinions which differ from own and responds appropriately • Expresses emotions in a sensitive way • Speaks using an appropriate register in unfamiliar situations	Speaking and listening activities: • Group discussions
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text • Identifies the main idea and notes specific details in a range of information texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message • Interprets and analyses details in graphical texts eg maps, line graphs, pie charts • Changes the format of information eg from a table to written form	Shared reading and writing • Magazine articles • Discuss hidden cultural messages Group, guided and independent reading and writing • Do guided reading with all groups. • Write in journals about shared reading text • Written comprehension Reading for enjoyment

WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions • Uses passive and active voice effectively • Produces neat work, paying attention to the final presentation	<u>Writing:</u> Write short magazine article • Brainstorming/researching • Drafting
SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Uses prefixes, stems and suffixes/extensions to form words • Uses subject-verb concord	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary from shared text: finding synonyms & antonyms • Revise relevant phonics and spelling rules for the week's spellings <u>Grammar</u> • Prefixes, stems and suffixes/extensions

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	LO 1: AS 1; 2; 3; 4; 6. LO 2: AS 1; 2.

MILESTONES:

Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion
- Listens with understanding, identifies opinions which differ from own and responds appropriately
- Expresses emotions in a sensitive way
- Speaks using an appropriate register in unfamiliar situations

NOTES TO TEACHER:

- Prepare a short magazine article in which a strong, rather unusual or radical opinion is given on a topic learners are familiar with. You can write your own or use one from a magazine. Ensure that the language is at the learners' level.
- Prepare questions to check understanding and allow learners to share different opinions.

DAILY ACTIVITIES:

Discussion: explaining own opinion

Read the short magazine article you have prepared to your class.

- Have learners work with the article and discuss in their groups the opinion voiced in the article. Guide the discussion using the questions you prepared. They need to identify the opinion of the writer of the article and then give their own points of view.
- Homework for the next lesson: ask the learners to prepare for a debate on a topic that is important to them or relevant to their daily lives. Divide the class into two groups. They need to choose three speakers who will each deliver an introductory, two-minute speech on the topic before the class has a discussion afterwards.

ASSESSMENT:

Use the discussion to rate learners, together with other discussions during the shared reading time, recording any problems, against the following ORAL milestone:

- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion

Week 9 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text
- Identifies the main idea and notes specific details in a range of information texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message
- Interprets and analyses details in graphical texts eg maps, line graphs, pie charts
- Changes the format of information eg from a table to written form

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions
- Uses passive and active voice effectively
- Produces neat work, paying attention to the final presentation

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Uses prefixes, stems and suffixes/extensions to form words
- Uses subject-verb concord

NOTES TO TEACHER:

- Find a short magazine article on a topic of interest to the learners. Choose a text that you can use to discuss the intended and hidden cultural messages in it. Rewrite the article so that it is on the appropriate language level of the learners. Include sub-headings. Many language textbooks also have examples of magazine articles that you could use.
- Ensure that you have sufficient copies of the article for the whole class, make a transparency of the text or write it on the board.
- Use another magazine article for guided reading this week. It should be at a lower level than that used during the shared reading as the learners need to be able to read it at an independent level.

DAILY ACTIVITIES:

Shared reading: Magazine article

1. **Before reading:** prepare learners for the magazine article.
   - Read the headings and subheadings.
   - What does the heading tell you about the topic covered in the magazine article?
   - Let the learners skim-read the article – they should read only the sub-headings and first sentence of each paragraph. Let them predict what the article is all about.
2. **While reading:** read the text with the learners. Stop and ask questions as you read.
3. **After reading**

   Talk about the magazine article:
   - Did you find this interesting or not? Explain. What do you think of the article? Do you like it? Explain.
   - What makes it interesting?
   - Who is the target audience/reader of the article?
   - Who would be interested in it?
   - Now that you have read the article, do you think the heading is a good one? Why or why not?
   - Does the article give enough information? What else would you like to know?
   - Talk about the introduction (the first paragraph). What important information is revealed and how does it get the reader to read the whole article?
   - Are there any quotes (explain what this means) and names of people in the story?
   - Are there any hidden cultural messages in the text? Were they included on purpose?
   - Talk about the illustrations and photographs.

Spelling and grammar/Word and sentence level work

Vocabulary used in the article

- Underline some difficult words in the magazine article. Let the learners work in pairs to find the meaning of some of these words by looking at how they are used in the article.
- Add to the list other, related vocabulary on the board. Let them choose one or two and look them up in a dictionary. Use the task to revise dictionary skills. If you have only one dictionary in the classroom, choose one word and model how you would use the dictionary.
- Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written task based on vocabulary

- Let learners write the words in their personal dictionaries and make sentences to show their meaning. Have them find synonyms and antonyms for several of them.

Journal writing

- Let them write in their personal journals any thoughts and ideas they have on the topic of the article they have just read.

Guided reading

- Do guided reading with Group 1 using a magazine article.

ASSESSMENT:

Formal: Assessment Task 2: Use the guided reading sessions this week and the written comprehension on Day 3 to rate learners, recording any problems, against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text
- Identifies the main idea and notes specific details in a range of information texts

Week 9 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the magazine article for the whole class, make a transparency of the text or write it on the board.
- Be ready to discuss other examples of texts with cultural messages in them.

DAILY ACTIVITIES:

Shared reading: Magazine Article

- Read the magazine article from the previous lesson again with the learners. They can read it in groups or in pairs.
- Discuss the type of language used. Compare it to that in a textbook or a story. How does it differ?
- Identify and discuss figures of speech in the article.
- Let the learners work with the magazine article to further identify and explain cultural messages in a text. Are they included on purpose or not? Let them report back orally and discuss if they agree with each other. Share other examples with the learners so they develop an understanding of what is meant by (a) a cultural message (b) a message being either intentionally and unintentionally hidden.

Spelling and grammar/Word and sentence level work

Prefixes, stems and suffixes

- Explore the use of prefixes, stems and suffixes/extensions. Talk about how one uses prefixes, stems and suffixes/extensions to form words. Use the shared text as a resource.

Group, guided and independent reading/writing

Written task on prefixes, stems and suffixes/extensions

- Let the learners do a writing task focusing on prefixes, stems and suffixes/extensions. They can (1) identify the prefixes and suffixes/extensions in certain words (2) write new words by adding different prefixes and suffixes/extensions to different stems. **Use this for Assessment Task 2.**

Guided reading

- Do guided reading with Group 2 using a magazine article.

LANGUAGE DEVELOPMENT: WRITING

Independent writing of a magazine article

- Let the learners write their own short magazine article. They can choose any topic they like. They need to complete this task by the end of the next two weeks. Let them use this lesson to brainstorm ideas. Give them the following framework to work with:
    1. Introduction: the first paragraph, which gives the most important information in the story, to get the reader to read the whole article.
    2. Content: the paragraphs in the middle give answers to the following: who, what, where, when and why. They also contain quotes and the names of people in the story.
    3. Conclusion: the last paragraph of the 'story' sums it up and leaves the reader with something to think about.

Before the next lesson they should find information from different sources about the topic they have chosen.

ASSESSMENT:

Formal: Assessment Task 2:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text
- Identifies the main idea and notes specific details in a range of information texts

Use the written task on prefixes, stems and suffixes/extensions this week to rate learners, recording any problems, against the following SPELLING AND GRAMMAR milestone:

- Uses prefixes, stems and suffixes/extensions to form words

Week 9 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Find another magazine article on a different topic which will interest the learners. Rewrite the article so that it is on the appropriate language level for the learners.
- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.

DAILY ACTIVITIES:

Shared reading: Magazine article

- Prepare the learners for the magazine article. Introduce vocabulary and let them predict the content of the article.
- Read the magazine article with the learners. They can read it in pairs.
- Revise with them the OWL chart which they used in Grades 4 and 5.

OWL CHART

O = OBSERVE
What did you notice about the text or illustrations? *I noticed …*

W = WONDER
What questions do you have about the text? *I wonder what/if/how …*

L = LINKS
What does the text remind you of? (e.g. other stories, something you remember, something that happened to you etc.) *It reminds me of …*

- Learners use the OWL chart to respond orally to the text in groups.
- Briefly identify and discuss one or two hidden cultural messages in the text.

Group, guided and independent reading/writing

Written comprehension based on the magazine article

- Let the learners do a written comprehension on the magazine article. Focus on reading comprehension and include questions on identifying the hidden cultural messages in the text. **Use this for Assessment Task 2.**

Guided reading

- Do guided reading with Group 3 using a magazine article.

LANGUAGE DEVELOPMENT: WRITING
Independent writing of a magazine article • The learners continue with their writing task. • Since the previous lesson they should have found information from different sources about the topic they have chosen. • During this lesson they should write a first draft. They need to use the information they have found and organise it into different paragraphs. • Give extra help to weaker learners to decide what information to put into each paragraph, and possibly to identify gaps where they need to source more information.
ASSESSMENT: Formal: Assessment Task 2: **Use the guided reading sessions this week and the written comprehension on Day 3 to rate learners, recording any problems, against the following READING milestones:** • Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text • Identifies the main idea and notes specific details in a range of information texts

GRADE 6 FIRST TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	TEACHING ACTIVITIES
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words • Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis • Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion • Listens with understanding, identifies opinions which differ from own and responds appropriately • Expresses emotions in a sensitive way • Speaks using an appropriate register in unfamiliar situations	Speaking and listening activities: • Class debate
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc. • Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text • Identifies the main idea and notes specific details in a range of information texts • Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message • Interprets and analyses details in graphical texts eg maps, line graphs, pie charts • Changes the format of information eg from a table to written form	Shared reading and writing • Magazine articles • Cover page and contents pages of a magazine • Interpret information form a table or graph • Discuss hidden cultural messages Group, guided and independent reading and writing • Do group reading with all groups. • Write in journals about their reflections on the term • Write a paragraph: changing information from a table or graph into written form Reading for enjoyment

WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions • Uses passive and active voice effectively • Produces neat work, paying attention to the final presentation	Writing: Magazine article • Revising • Proofreading and publishing
SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary • Uses prefixes, stems and suffixes/extensions to form words • Uses subject-verb concord	Word and sentence level work Phonics & Spelling • Spelling test Grammar • Prefixes, stems and suffixes/extensions

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES:

Oral:

- Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words
- Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis
- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion
- Listens with understanding, identifies opinions which differ from own and responds appropriately
- Expresses emotions in a sensitive way
- Speaks using an appropriate register in unfamiliar situations

NOTES TO TEACHER:

- The learners were told in the last lesson to prepare for a class debate.

DAILY ACTIVITIES:

Class debate: explaining own opinion

- You, as the teacher, will be the "chairperson". Give the rules that will keep the debate orderly and ensure that each side has a fair opportunity to present their arguments and oppose those put forward by their opponents.
- The previous week the class was divided into two groups to present two different viewpoints.
- Give each group about ten minutes to discuss the topic and identify two reasons for their opinion.
- As a class, let the three individual learners chosen from each group the previous week have an opportunity to present the opposing viewpoints.
- Now open the floor for discussion. Give both sides equal opportunity to answer and defend their opinions and points of view. Try to give each learner a chance to speak at least once.
- Stop the discussion now and again and talk about how to listen with understanding, identify opinions which differ from your own and respond appropriately.
- At the end, the opening speakers can each make a final comment.
- Let the learners vote.

ASSESSMENT: Formal: Assessment Task 2:

Use the debate to rate learners, recording any problems, against the following ORAL milestones:

- Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion
- Listens with understanding, identifies opinions which differ from own and responds appropriately
- Speaks using an appropriate register in unfamiliar situations

Week 10 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES:

Reading:

- Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently
- Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.
- Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text
- Identifies the main idea and notes specific details in a range of information texts
- Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message
- Interprets and analyses details in graphical texts eg maps, line graphs, pie charts
- Changes the format of information eg from a table to written form

Writing:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph
- Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions
- Uses passive and active voice effectively
- Produces neat work, paying attention to the final presentation

Spelling and grammar:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary
- Uses prefixes, stems and suffixes/extensions to form words
- Uses subject-verb concord

NOTES TO TEACHER:

- Find a short magazine article, preferably from a magazine produced for young people. Choose one that is a contrast to the two used the previous week – it needs to be one with either a line graph or table. Rewrite the article if necessary so that it is on the appropriate language level of the learners.
- Ensure that you have sufficient copies of the article for the whole class, make a transparency of the text or write it on the board.

DAILY ACTIVITIES:

Shared reading: magazine article

1. **Before reading:** prepare learners for the article.
   - Read the headings and any subheadings.
   - What do the heading and the illustrations tell you about the topic covered in the magazine article?
   - Let the learners skim-read the article – they should only read the first sentence of each paragraph and look at the graph or table. Let them predict what the article is all about.
2. **While reading:** read the text with the learners. Stop and ask questions as you read.
3. **After reading**

   Talk about the magazine article.
   - Did they find this interesting of not? Explain. What do you think of the article? Do you like it? Explain.
   - Who is the target audience/reader of this article?
   - What makes it interesting?
   - Who would be interested in the article?
   - Does it give enough information? What else would you like to know?
   - Talk about the introduction (the first paragraph). How does it get the reader to read the whole article?
   - Talk about the illustrations, photographs and the graph or table. How do they help you to understand the text? What extra information do they give you?

   In groups let learners talk about the information contained in the graph or table.

Spelling and grammar/Word and sentence level work

- Identify and discuss words with prefixes and suffixes/extensions in the shared text.

Group, guided and independent reading/writing

Written task

- Learners write a paragraph using the information contained in the graph or table. Their paragraph needs to have:
  - An topic sentence explaining what the graph or table shows
  - 3 -4 sentences giving key points from the graph or table
  - A concluding sentence

Group reading

- Do group reading this week. Use graded or other readers at the learners' level. Let learners read a passage and then discuss one or two questions.

ASSESSMENT: Formal: Assessment Task 2:

Use the written task to rate learners, recording any problems, against the following READING milestone:

- Changes the format of information eg from a table to written form

Week 10 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Ensure that you have sufficient copies of the magazine article from the previous lesson for the whole class, make a transparency of the text or write it on the board.

DAILY ACTIVITIES:

Shared reading: magazine article

- Read the magazine article from the previous lesson again with the learners. They can read it in groups or in pairs.
- Continue with the discussion started in the previous lesson.
- Compare this article with those of the previous week in terms of target audience, language used and visual impact. Discuss which article learners preferred and why.

Spelling and grammar/Word and sentence level work

- Write a spelling test for **Assessment Task 2.**

Group, guided and independent reading/writing

Group reading

- Do group reading this week using graded or other readers at the learners' level.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a magazine article

- The learners continue with their writing task. They revise their first draft, ensuring that the sentences in the paragraphs follow on from one another in a logical way and that they are in the correct tense.
- Talk about how learners can enhance their writing by using adjectives and adverbs. Let them revise their article with this discussion in mind.

ASSESSMENT: Formal: Assessment Task 2:

Use the spelling test, together with their spellings in other written work, to rate learners, recording any problems, against the following SPELLING AND GRAMMAR milestones:

- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary

Week 10 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Give each group/pair of learners a magazine, or make a transparency of the content page or write it on the board.

DAILY ACTIVITIES:

Shared reading: cover and content page of a magazine

- Let the learners look at and discuss the cover of their magazine, focusing on the type of illustration used, the information that is given and the target audience. How does the cover encourage readers to buy the magazine?
- Each group/pair finds the contents page(s) and reads the information given.
- Hold a class discussion. Each group responds based on their particular magazine:
  - How are the articles listed - according to the topic or….?
  - What different types of articles are included in the magazine?
  - What else is included in the magazine? Why?

Spelling and grammar/Word and sentence level work

Spelling

Give feedback about the spelling test and revise spelling rules and conventions commonly used by the learners.

LANGUAGE DEVELOPMENT: WRITING

Individual writing of a magazine article

- The learners read each other's articles as a final edit before publishing them. **Use for Assessment Task 2**.
- If there is time, learners can record in their journals their reflections on the term that is ending and their hopes for the new term.

ASSESSMENT: Formal: Assessment Task 2:

Use the writing task to rate learners, recording any problems, against the following SPELLING AND GRAMMAR /WRITING milestones:

- Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing
- Uses correct spelling, punctuation, tenses and appropriate grammar
- Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions
- Produces neat work, paying attention to the final presentation
- Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters
- Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary

- Informally assess the learners' journal entries. Write comments in each to encourage them to write freely and naturally.

Assessment task 2: Week 7 – 10

	MILESTONES	WEEK	ASSESSMENT TASK
ORAL **LO 1:** AS 1; 2; 3; 4; 5; 6 **LO 2:** AS 1; 2	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words	7	Observation of group discussions and during discussions during shared reading
	• Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis • Expresses emotions in a sensitive way	8	Observation of oral presentations on personal pictures
	• Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion	9	Observation of group discussions + other discussions during shared reading
	• Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion • Listens with understanding, identifies opinions which differ from own and responds appropriately • Speaks using an appropriate register in unfamiliar situations	10	Debate
READING **LO 3** AS 1; 3; 5; 6; 7	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently • Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.	9	Reading: observations during guided reading and the written comprehension in week 9 together with observations during previous weeks. You can also use your observations of the learners' participation in shared reading, independent reading and reading for enjoyment.
	• Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text • Identifies the main idea and notes specific details in a range of information texts	9	Reading: written comprehension
	• Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message	7	Reading: written comprehension
	• Interprets and analyses details in graphical texts eg maps, line graphs, pie charts • Changes the format of information eg from a table to written form	10	Reading: writing of a paragraph using information from a table or graph

WRITING **LO 4** AS 1; 2; 4 **LO 5** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph • Uses passive and active voice effectively	7	Writing: descriptive paragraph
	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing • Uses correct spelling, punctuation, tenses and appropriate grammar • Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions • Produces neat work, paying attention to the final presentation	10	Writing: magazine article
SPELLING AND GRAMMAR **LO 4** AS 1; 2; 3; 4 **LO 6** AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters • Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary	10 10	Writing of a magazine article Spelling Test + spellings in other written work
	• Uses prefixes, stems and suffixes/ extensions to form words	9	Written task
	• Uses subject-verb concord	8	Written task