Foundations For Learning

Intermediate Phase Language Lesson plans

Second term

Grade 5

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SECOND 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, poetry, radio and television programmes, identifying the key message and specific details • Asks and responds to higher order questions • Expresses emotions in a sensitive way • Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback					• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Makes an oral presentation, changing tone and tempo • Compares stories, poems, choral chants and riddles in terms of structure and language • Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback • Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation				
	Listens to read -aloud story. Identifies key message and specific details Responds to story in class discussion.	Listens to read -aloud story. Identifies key message and specific details Responds to story in class discussion.	Listens to read -aloud story. Identifies different literary forms, viz. short story and novel. Participates in group discussion.	Listens to poetry and responds to emotions in poems. Discusses and explores sound features (rhythm and rhyme) and word pictures.	Views television programme. Identifies key message and specific details Participates in class discussion.	Views television programme. Identifies main idea. Interviews peers.	Rehearses and presents choral chant in class.	Presents findings of the Investigation	Views non-fiction television programme (documentary). Participates in class discussion.	Compares stories poems and riddles in terms of structure and language. Group discussion.

<table>
<tr><td rowspan="3">Reading</td><td colspan="5">• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
• Uses a range of reading strategies eg skimming, scanning, making story maps or notes
• Reads chapters from short novels as part of a class activity
• Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response
• Identifies and explains cause effect relations in a story
• Predicts content or ending of a story
• Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language</td><td colspan="5">• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
• Uses a range of reading strategies eg skimming, scanning, making story maps or notes
• Identifies main and supporting ideas and notes specific details in a range of information texts
• Views and comments on the message in visual and multimedia texts eg films/videos and television dramas
• Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language
• Reads aloud with expression, changing tempo as appropriate</td></tr>
<tr><td colspan="10">Group, guided and independent reading weekly</td></tr>
<tr><td>Fiction story shared reading.</td><td>Fiction story: predicting content and ending.</td><td>A story (shared reading) chapters from a novel.</td><td>A narrative poem, (identifying main theme and giving a personal response.)</td><td>Visual text: identifies themes/ message in a television drama

Continuation of novel.</td><td>Views and discusses message in films/videos and television features.</td><td>Completes reading of short novel.

Short non-fiction text: sports report.</td><td>Reads short fiction and non-fiction texts.</td><td>Reads short non-fiction texts.</td><td>Reads short texts: riddles, poems, short story.</td></tr>
<tr><td rowspan="2">Writing</td><td colspan="5">• Uses a writing process to plan, draft and revise writing to produce a final, correct version
• Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary
• Uses appropriate grammar, spelling and punctuation in written work
• Writes extended sentences using phrases and clauses
• Shifts from one tense to another consistently and appropriately</td><td colspan="5">• Writes for playful and creative purposes eg humorous anecdotes, letter, poem
• Uses figurative language eg simile, onomatopoeia, personification
• Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts
• Uses appropriate grammar, spelling and punctuation in written work
• Writes extended sentences using phrases and clauses
• Produces neat, legible work with attention to presentation eg title, headings</td></tr>
<tr><td>Drafts a story.</td><td>Publishes short story.</td><td>Writes a description of a character in a novel</td><td>Writes own poem.</td><td>Writes personal response to a television programme.

Drafts poster for television programme.</td><td>Publishes poster.</td><td>Plans and drafts newsletter.</td><td>Publishes newsletter.

Writes a paragraph about a sporting hero or celebrity</td><td>Plans, drafts, edits, publishes a notice.</td><td>Writes a humorous poem</td></tr>
</table>

	Writing in personal journal weekly									
Spelling and Grammar	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Uses dictionary and thesaurus to check words and record in a personal dictionary • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Uses prefixes, stems and suffixes/extensions to form words					• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation				
	Phonics and spelling. Word building: prefixes, suffixes and word stems, sight words and new vocabulary.	Phonics and spelling. Word building: prefixes, suffixes and word stems, sight words and new vocabulary.	Phonics and spelling. Parts of speech: pronouns articles and conjunctions.	Phonics and spelling. Parts of speech: pronouns articles and conjunctions.	Phonics and spelling. Parts of speech: pronouns articles and conjunctions.	Phonics and spelling. Writes a variety of sentence types.	Phonics and spelling. Writes a variety of sentence types.	Phonics and spelling. Writes a variety of sentence types. Parts of speech: pronouns articles and conjunctions.	Phonics and spelling. Parts of speech: pronouns articles and conjunctions. Punctuation and purpose of different sentence types.	Phonics and spelling. Punctuation and purpose of different sentence types.
Investigation						• Conducts an interview to obtain information • Organizes and sequences the information under different headings eg on a chart • Draws conclusions • Makes an oral presentation				

SECOND TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL **LO 1**: AS 1, 2. **LO 2**: AS 1, 2.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Asks and responds to higher order questions • Expresses emotions in a sensitive way • Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback	<u>Speaking and listening activities</u> • Listens to a read-aloud story. • Identifies main idea. • Responds to a story in class discussion.
READING **LO 3**: AS 1, 4, 5, 7, 8. **LO 5**: AS 1, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Reads chapters from short novels as part of a class activity • Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response • Identifies and explains cause effect relations in a story • Predicts content or ending of a story • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language	<u>Shared reading and writing</u> • Introduced to a shared text – a story. • Answers questions orally (prediction/understanding). • Discusses main idea/sequence of events. <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Explores different kinds of sentences found in text. <u>Group, guided and independent reading and writing</u> • Personal dictionaries/vocabulary words/sentences added. <u>Reading for enjoyment</u>
WRITING **LO 4**: AS 1, 2, 4.	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Shifts from one tense to another consistently and appropriately	<u>Writing</u> • Pre-writing discussion: a story plan. • Drafting: a story. • Journal writing
SPELLING AND GRAMMAR **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Uses dictionary and thesaurus to check words and record in a personal dictionary • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Uses prefixes, stems and suffixes/extensions to form words	<u>Phonics & Spelling</u> • Learns 10 selected words from shared reading text. <u>Grammar</u> • Uses prefixes and suffixes to form new words from stem/root. • Learns the punctuation and purpose of different sentence types. • Uses pronouns in a written task

Week 1 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2. **LO 2**: AS 1, 2.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Asks and responds to higher order questions
- Expresses emotions in a sensitive way
- Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback

NOTES TO TEACHER

- Choose a short story (one to which your learners can easily relate) and prepare to read it to your class with expression and dramatic effect. Pay special attention to varying your voice and using the power in the words to add meaning and atmosphere. Use punctuation to model its effective use in conveying meaning to the learners.

DAILY ACTIVITIES

Story: listening and discussion

- Introduce the story you have prepared to the class.
  - Share with them the title and any illustrations that the story might have.
  - With careful questioning, draw on the prior knowledge of the learners (their worlds) to elicit what they think the story might be about. (prediction).
  - Discuss any new words vital to the understanding of the story.
- Try to read it with dramatic flare and enthusiasm, making sure that you indicate direct speech and different characters with a change of voice. (TIP: choose a story that has dramatic potential and colourful characters).
- Ask the learners to respond to the story, eg.
  - What is the story about? (main idea).
  - Where is it set?
  - Who is the main character?
  - What does this character feel?
  - What happened in the story?
- In pairs, let the learners discuss how they personally felt during the telling of the story; whether they enjoyed it or not, and why.
- Encourage learners to use a dictionary to look up words they do not understand and to copy them into their personal dictionaries.

ASSESSMENT:

- Informally assess the learners' abilities to discuss their findings.
- Informally assess the learners' abilities to persevere in finding meaning (especially with regard to using a dictionary).

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

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads chapters from short novels as part of a class activity
- Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response
- Identifies and explains cause effect relations in a story
- Predicts content or ending of a story
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Uses dictionary and thesaurus to check words and record in a personal dictionary
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Uses prefixes, stems and suffixes/extensions to form words

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- ❖ Choose a short story for shared reading. It could be in a textbook or class reader.
- ❖ Ensure that you have sufficient copies for the whole class.
- ❖ Each learner should have his/her personal dictionaries at hand. (These will have been made earlier in the year, but should be used for all activities, as a constantly-growing personal reference book.)

DAILY ACTIVITIES:

Shared reading: short story

1. **Before reading**

   Prepare learners for the story.

   - Introduce the text by reading the title and looking at any illustrations. Ask 2 or 3 learners to predict what they think the story will be about.
   - Draw on learners' prior knowledge. Explore any new vocabulary in the story

2. While reading

- Read the story aloud whilst learners follow.
- Model using punctuation marks to aid meaning, using the correct pronunciation and intonation as well as reading for meaning and to create atmosphere and tension.
- Stop at one point and ask the learners what they think will happen next.

3. **After reading**

- Check the learners' understanding of the story. Ask four to five questions.
  - Where did the story take place? (setting).
  - What was the story about? (main idea).
  - Who is the main character?
  - What did this character feel?
  - How did the story end?
- Ask questions aimed at helping learners infer cause and effect relations in the text.
  - Why do you think_____ happened?
  - What happened after _____did _____? (Aim at asking open-ended questions i.e. questions that lend themselves to discussion rather than single word answers).
- In their groups, ask learners to share what appealed to them in the story.
  - What stuck out in their minds?
  - What do they remember?
  - What did they like about the story? Why?

Spelling and grammar/word and sentence level work

Vocabulary used in telling stories

- Focus on the vocabulary that has been used in the story, discussing meanings and identifying appropriate synonyms and antonyms.
- 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

Personal dictionaries

- Allow learners to add new words with definitions to their dictionaries.
- Encourage them to make up sentences with each new word to demonstrate how it is used in context.

Journal writing

- Learners who have finished their work write a short entry in their journals about their favourite character in the story, saying why they like them.

Guided reading

- Do guided reading with group 1.

ASSESSMENT:

- The focus of the **First Assessment Task** this term will be on:
  - the comparison of language;
  - structure and purpose of various texts;
  - identifying main themes and issues; and
  - using prediction and a range of reading strategies.
- For this week, **Reading, Spelling and Grammar,** and **Writing** assessment will be informal, unless you notice any specific problems. Focus on assessing learners' reading skills, noting any specific concerns in your Assessment Notebook.

Week 1 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure you have sufficient copies of the story you used on day one for each learner to have a copy.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES:

Shared reading: short story

- Reread part of day one's story to the learners.
- Recap the gist of the story by asking two or three questions to check the learners' understanding and memory of the story.
- Ask some of the learners to read the final few paragraphs of the story out loud to the class.
- Discuss the plot and help learners sequence the key events of the story. This could be recorded on the board or on a flipchart.

Spelling and grammar/word and sentence level work

- Focus on one or two pages of the story and point out different sentence types, their purpose and the punctuation used in each.
- Revise the use of different types of pronouns, using the short story as a resource.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with group 2.
- The rest of the class begins a written task focusing on the use of pronouns. Either use sentences from the short story, or based on the themes found in the story; or use a Learner's Book, should there be an appropriate task in it.

Reading for enjoyment

- In addition to Reading and Writing Focus Time, remember that there should be time each day or week for reading for enjoyment. During this time learners choose what they want to read and they read independently. Each learner needs to record what he/she reads on a reading record card. This time can also be used to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

Pre-writing discussion and planning – a story

- Explain that the learners are going to write a story of their own.
- In pairs they can discuss possible stories and decide which each of them is going to write.
  Note *This activity can be differentiated according to each learner's needs. Some might opt to tell a story told previously, others might make up their own. However, no-one should retell the story just read to the class.*

- Explain the need for careful planning before the learners begin to write.
  - Each story should have a title
  - Each takes place within a specific setting
  - Each must have a clear beginning, development (middle) and conclusion (ending).
- Explain that the plan for the story need not be written in full sentences. A list of the main points will allow the learners to structure their writing.
- Learners should begin working on their plan.
- .Allow learners to develop the habit of looking up words in a thesaurus and dictionary to find meaning, to gain understanding, to build vocabulary, and to confirm what they already know; etc.

ASSESSMENT

- Informally assess learners' participation in their paired work. Note those who are reticent and find difficulty getting started.

Week 1 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue to use the same story as on day one.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared writing of a summary

- Re-read the story from the last lesson or let the learners read quietly in pairs or groups.
- Write a summary frame on the board or a flipchart,
  e.g.

Story Summary Frame	Prompt Questions
Setting the scene (Opening/beginning)	*Where does the story take place?* *Who are the main characters?* *What is it about?*
Development (Middle)	*What are the events that take place in the story?* *What happens?*
Conclusion (Ending)	*How does the story end?*

- Use the prompt questions to write a summary of the story on the board as shared writing.
- Talk about starting a story with a good opening sentence, and using interesting adjectives and adverbs.
- Read the summary and model how to edit and improve a draft.

Spelling and grammar/word and sentence level work

Prefixes

- Remind the learners of the work done in Grade 4 on root words, prefixes and suffixes. by writing 3 or 4 words on the board containing affixes e.g. semicircle, submarine and unbelievable.
- In each case ask the learners to identify the root, or main word and indicate this on the board. What does the root mean?
- Ask the learners to identify any prefixes in the words on the board.
- Ask how the prefix changes the meaning of the original root word.
- Write a list of 10 words containing prefixes on the board. Choose words within the experience of the learners, and with as many different prefixes as possible.
- The learners copy down the words and in pairs and use dictionaries to discover the **meaning** of the **prefixes** of the words.
- These words can be copied, together with their meanings into their Personal Dictionaries, and can be learnt along with the week's spelling words.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Drafting a story

- Learners write a draft of their story.
- They read their story to themselves first to check for any spelling or grammar errors.
- Encourage learners to correct their spelling using a dictionary and to check each other's work for grammar errors and for meaning.
- Remind learners how to use a thesaurus and a dictionary to assist them to enlarge their vocabularies. This is an ongoing activity that will need to be encouraged on an individual and group level.

ASSESSMENT:

- Informal assessment of ability to work in groups. You may need to intervene where one learner is dominating the group, or a more reticent learner is being overlooked. Write down in your assessment notebook any problems you become aware of in this area.

SECOND TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 2, 6, 7. **LO 2**: AS 1, 2..	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Asks and responds to higher order questions • Expresses emotions in a sensitive way • Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback	<u>Speaking and listening activities</u> • Listens to a read-aloud story. • Identifies main idea. • Responds to a story in class discussion.
READING **LO 3**: AS 1, 3, 5, 7, 8. **LO 5** AS 1, 4 **LO 6** AS 1, 2, 3, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Reads chapters from short novels as part of a class activity • Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response • Identifies and explains cause effect relations in a story • Predicts content or ending of a story • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language	<u>Shared reading and writing</u> • Introduced to a shared text – a story. • Answers questions orally (prediction/ understanding). • Discusses main idea/sequence of events/cause and effect in a written comprehension. <u>Word and sentence level work</u> • Explores vocabulary related to the text. • Explores the way language is used to develop atmosphere. <u>Group, guided and independent reading and writing</u> • Introduction of short novel for shared reading. • Personal dictionaries/vocabulary words/sentences added. <u>Reading for enjoyment</u>
WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Shifts from one tense to another consistently and appropriately	<u>Writing</u> • Revises, edits and publishes a story.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Uses dictionary and thesaurus to check words and record in a personal dictionary • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Uses prefixes, stems and suffixes/extensions to form words	<u>Phonics & Spelling:</u> • Learns 10 selected words from shared reading text and words that present spelling problems in class work. <u>Grammar</u> • Uses prefixes and suffixes to form new words from stem/root.

Week 2 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 6, 7. **LO 2**: AS 1, 2. **LO 3**: AS 11.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Asks and responds to higher order questions
- Expresses emotions in a sensitive way
- Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback

NOTES TO TEACHER

- Choose a different short story from last week (one to which your learners can easily relate) and prepare to read it to your class with expression and dramatic effect. Pay special attention to varying your voice and using the power in the words to add meaning and atmosphere. Use punctuation to model its effective use in conveying meaning to the learners.

DAILY ACTIVITIES

Story

- Introduce the story you have prepared to the class. Share with them the title and any illustrations that the story might have. With careful questioning, draw on the prior knowledge of the pupils (their worlds) to elicit what they think the story might be about (prediction). Discuss any new words vital to the understanding of the story.
- Try to read it with dramatic flare and enthusiasm, making sure you indicate direct speech and different characters with a change of voice. (TIP: choose a story that has dramatic potential and colourful characters).
- Ask the learners to respond to the story, eg.
  - What is the story about? (main idea).
  - Where is it set?
  - What atmosphere does the writer create? (e.g. tense, exciting, scary etc).
  - .How do you think the writer does this?
  - Who are the main characters?
  - What do these characters feel?
- In pairs, let the learners discuss how they personally felt during the telling of the story, whether they enjoyed it or not, and why. **Use for Assessment Task 1**
- Encourage learners to use a dictionary to look up words they do not understand and to copy them into their personal dictionaries.

ASSESSMENT

Formal: Assessment Task 1

Use the class and paired discussions to rate some of the learners against the following ORAL milestones:

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Asks and responds to higher order questions

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

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads chapters from short novels as part of a class activity
- Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response
- Identifies and explains cause effect relations in a story
- Predicts content or ending of a story
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Uses dictionary and thesaurus to check words and record in a personal dictionary
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Uses prefixes, stems and suffixes/extensions to form words

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- Choose another short story for shared reading. It could be in a textbook or class reader.
- Ensure that you have sufficient copies for the whole class.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES

Shared reading: short story

1. **Before reading**

   Prepare learners for the story.

   - Introduce the text by reading the title and looking at any illustrations. Ask 2 or 3 learners to predict what they think the story will be about.
   - Draw on learners' prior knowledge. Explore any new vocabulary in the story. The learners add this to their personal dictionaries.

2. While reading

- Read the story aloud whilst learners follow.
- Model using punctuation marks to aid meaning, using the correct pronunciation and intonation as well as reading for meaning and to create atmosphere and tension.
- Stop at one point and ask the learners what they think will happen next.

3. After reading

- Check the learners' understanding of the story. Ask four to five questions.
    - Where does the story take place? (setting).
    - What is the story about? (main idea).
    - Who is the main character?
    - How does the story make you feel?
        - While you are reading it?
        - At the end of the story?
- In their groups, ask learners to describe their feelings as they listen to the story. Direct discussion to the establishment of atmosphere. Get the learners to pick out the words and phrases in the text that create this atmosphere. What other words/phrases could be used in their place? How would this change the story?

Spelling and grammar/word and sentence level work

Vocabulary used in telling stories

- Focus on the vocabulary that has been used in the story, discussing meanings and identifying appropriate synonyms and antonyms.
- 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

Personal dictionaries

- Allow learners to add new words with definitions to their dictionaries.
- Encourage them to make up sentences with each new word to demonstrate how it is used in context.
- Learners who have finished their work in time can continue with independent reading or writing an entry into their journal.

Guided reading

- Do guided reading with group 1.

ASSESSMENT:

Formal: Assessment Task 1

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Predicts content or ending of a story
- Informally assess learners' responses in the class discussion.

Week 2 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure you have sufficient copies of the story you used during the previous lesson for each learner to have a copy.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading: short story

- Reread part of day one's story to the learners.
- Recap the gist of the story by asking two or three questions to check the learners' understanding and memory of the story.
- Allow 2 or 3 learners to read aloud, some of the story.
- Let the learners focus on their emotions during the story. Let them explore the relationship between atmosphere and emotion. Ask some of the groups to give you feedback on the previous lesson's discussion (their feelings during and after reading the story).
- Write some of the words/phrases related to these elements on the board.

Group, guided and independent reading/writing

Written task

- Let the learners do a written task in which learners give a personal response to the short story, eg *Did they like the story? Why/why not? Did they agree with the actions of one of the characters? Why/why not?* **Use for Assessment Task 1.**

Guided reading

- Do guided reading with group 2.

Reading for enjoyment

In addition to Reading and Writing focus time, remember that there should be time each day or week for reading for enjoyment. During this time learners choose what they want to read and they read independently. Each learner needs to record what he/she reads on a reading record card. This time can also be used to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

Revising, editing - a story

- The learners read through their own stories drafted in week 1, checking that they have used words/phrases to help create an atmosphere.
- Encourage learners to develop the habit of looking up words in the thesaurus and dictionary – to find meaning, to gain understanding, and to build vocabulary
- Learners read their stories out loud to their partners. Together they check each other's stories for spelling and grammar errors and make corrections.

ASSESSMENT:

Formal: Assessment Task 1

Use the written comprehension to rate the learners against the following READING milestones:

- Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response

Week 2 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a new story for the class. Make sure each group has a copy of the story.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading and writing

- Read the title and the opening paragraph to the class. Show them any illustrations and elicit from the learners what they think the story will be about.
- Encourage the learners to complete reading the story aloud in their groups.
- Have each group write down the answers to the following questions.
  - Where does the story take place?
  - When does it take place?
  - Who is the main character?
  - What events take place in the story?
  - Which is the most important event in the story? How does it end?

(This exercise is aimed at consolidating the previous lessons on the short story and at showing the learners that all stories share common features.)

Spelling and grammar/word and sentence level work

Prefixes and suffixes/extensions

- Revise what the learners learnt about prefixes the week before. Ask for 4 or 5 examples of words containing prefixes.
- Write 3 words containing suffixes/extensions on the board. Ask learners to identify the root word. What is left?
- How has the suffix/extension changed the root word?
  - Generally suffixes change the word from one part of speech to another,
    e.g. beauty (noun) to beaut*i* +ful = adjective;
  - or they make a word plural,
    e.g. house + s = houses;
  - or they change the tense of the word,
    e.g. look (present) + ed = looked (past).

(At this stage the learners only need to remember that a prefix is found at the beginning of a word and a suffix at the end of a word)

- Either create your own, or use a task from a Learner's Book to give the learners practice in recognising suffixes/extensions and prefixes and in being able to identify the root of a word. Model doing this with a dictionary.
- Write 10 words on the board, making sure they contain either prefixes or suffixes.
- Draw the following table on the board to show learners how to approach this task.

Word	Prefix	Root	Suffix	Meaning
submarine	sub	marine	-	a ship that travels under water
unthinkable	un	think	able	that cannot be imagine
pitiless	-	pity	less	without pity

- This task will be used to assess learners against a SPELLING AND GRAMMAR milestone for **Assessment Task 1.**
- Set a short, informal spelling test on the week's spelling words.

Group, guided and independent reading/writing
Guided reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Publishing - a story

- The learners read through their own draft stories, make final changes and additions.
- They write a final, neat copy. **Use for Assessment Task 1.**

ASSESSMENT:
Formal: Assessment Task 1

Use the task on suffixes and prefixes to assess learners against the following SPELLING AND GRAMMAR milestone:

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

Use the writing activity (a story) to rate the learners against the following WRITING and SPELLING AND GRAMMAR milestones:

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Shifts from one tense to another consistently and appropriately
- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Uses dictionary and thesaurus to check words and record in a personal dictionary

SECOND TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL **LO 1**: AS 1, 2, 6, 7. **LO 2**: AS 1, 2.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Asks and responds to higher order questions • Expresses emotions in a sensitive way • Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback	Speaking and listening activities: • Listens to a read-aloud story • Identifies different literary forms viz. novel and short story • Participates in a group discussion on a controversial topic
READING **LO 3**: AS 1, 3, 5, 7, 8. **LO 5**: AS 1, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Reads chapters from short novels as part of a class activity • Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response • Identifies and explains cause effect relations in a story • Predicts content or ending of a story • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language	Shared reading and writing • Introduced to a shared text – a short novel • Answers questions orally (prediction / understanding) • Discusses main idea / sequence of events / cause and effect. Word and sentence level work • Explores vocabulary related to the text • Explores different kinds of sentences found in text Group, guided and independent reading and writing • Introduction of short novel for shared reading. • Personal dictionaries /vocabulary words / sentences added. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Shifts from one tense to another consistently and appropriately	Writing • Writes a description of a character in the novel • Writes an entry in journal.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1. 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Uses dictionary and thesaurus to check words and record in a personal dictionary • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Uses prefixes, stems and suffixes/extensions to form words	Phonics & Spelling • Learns 20 selected words from shared reading text and words that present spelling problems in class work. Grammar • Revises parts of speech focusing on pronouns, articles and conjunctions. • Uses prefixes and suffixes to form new words from stem/root.

Week 3 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/AS's	**LO 1**: AS 1, 2, 6, 7. **LO 2**: AS 1, 2.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Asks and responds to higher order questions
- Expresses emotions in a sensitive way
- Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback

NOTES TO TEACHER

- Choose a different short story from previous weeks (one to which your learners can easily relate but on a less familiar theme). Pay special attention to varying your voice and using the power in the words to add meaning and atmosphere. Use punctuation to model its effective use in conveying meaning to the learners.
- Use this lesson to further consolidate the features of a short story in the minds of the learners.
- Choose a controversial but less familiar topic arising from the story for learners to discuss in groups.

DAILY ACTIVITIES

Story

- Introduce the story you have prepared to the class. Share with them the title and any illustrations that the story might have. With careful questioning, draw on the prior knowledge of the pupils (their worlds) to elicit what they think the story might be about (prediction). Discuss any new words vital to the understanding of the story.
- Try to read it with dramatic flare and enthusiasm, making sure that you indicate direct speech and different characters with a change of voice. (TIP: choose a story that has dramatic potential and colourful characters).
- Ask the learners to respond to the characters in the story.
  - Who is the main character?
  - What makes him/her stand out above the others?
  - What do you feel about this character?
    - Do you like him/her?
    - Why do you feel like this?
  - Does this character change by the end of the story, and if so, how? What is different about them or their circumstances?
  - How do you feel about this? Why?
- Identify one controversial topic or issue from the story and let the learners discuss it in groups. Encourage learners to give their own opinions but also to respect those of others even if they strongly disagree. During the feedback provide the opportunity for comments and further discussion.

ASSESSMENT

Formal: Assessment Task 1

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

- Expresses emotions in a sensitive way
- Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback

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

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads chapters from short novels as part of a class activity
- Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response
- Identifies and explains cause effect relations in a story
- Predicts content or ending of a story
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Uses dictionary and thesaurus to check words and record in a personal dictionary
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Uses prefixes, stems and suffixes/extensions to form words

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- Choose a short novel for shared reading and make sure that you have read it before this lesson.
- Ensure that you have sufficient copies for each learner (at least one between two learners).
- Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared reading: short novel

1. **Before reading**

   Prepare learners for the novel.

   - Introduce the text by reading the title and looking at any illustrations. Ask 2 or 3 learners to predict what they think the story will be about.
   - Draw out learners' prior knowledge. Explore any new vocabulary in the opening chapters. The learners add this to their personal dictionaries.

2. **While reading**
   - Read the first chapter aloud whilst learners follow.
   - Model using punctuation marks to aid meaning, using the correct pronunciation and intonation as well as reading for meaning and to create atmosphere and tension.
   - Stop a few times and ask the learners what they think will happen next.
3. **After reading**
   - Check the learners' understanding of the story so far. Ask the following questions.
     - Where does the story take place?
     - When does the story take place?
     - Can we tell what the story is about?
     - Can we tell who the main character is?
   - Ask the learners how many obvious differences they can find between the form of the short story and the novel.
     - Obvious differences: a novel much longer; divided into chapters; far greater detail in setting; greater range of characters; more events etc.

   (If one takes the age and maturity of the learners into account, this will be a very superficial look at the two literary forms. The aim is to encourage learners to explore longer texts.)
   - In their groups, ask learners to describe their expectations of the novel.

Spelling and grammar/word and sentence level work
Vocabulary used in the novel
- Focus on the vocabulary that has been used in the opening of the novel, discussing meanings and identifying appropriate synonyms and antonyms.
- 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
Personal dictionaries
- Allow learners to add new words with definitions to their dictionaries. Encourage them to make up sentences with each new word to demonstrate how it is used in context.
- Learners who have finished their work in time can write an entry into their journals.

Guided reading
- Do guided reading with group 1.

ASSESSMENT:
Formal: Assessment Task 1
Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:
- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Predicts content or ending of a story

Week 3 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make sure you have sufficient copies of the short novel you used during the previous lesson for each learner to be able to read.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading: short novel

- Recap the opening of day one's novel.
- Ask two or three questions to check the learners' understanding and memory of the opening to the story.
- Allow the 3 or 4 learners to read aloud to the class, stopping to discuss happenings in the story, different sentence types or the use of figurative language. Guide learners to identify themes and issues within the novel. **(This activity forms part of Assessment Task 1)**.
- Hand out a piece of paper to each group. Ask the learners discuss and to write down, as a group, how they think the story will end. Collect these to hand out after the novel has been read.

Group, guided and independent reading/writing

Comprehension task

- Prepare a comprehension task for the learners using a passage from the novel. Each learner should have his/her own copy of the task, or it should be written up on the board. Focus on the learners' understanding of the content of the passage and the relationship between cause and effect in the story. **Use for Assessment Task 1.**
- Set a short, informal spelling test on the week's spelling words.

Guided reading

- Do guided reading with group 2.

Reading for enjoyment

- In addition to Reading and Writing Focus Time, remember that there should be time each day or week for reading for enjoyment. During this time learners choose what they want to read and they read independently. Each learner needs to record what he/she reads on a reading record card. This time can also be used to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

Independent Writing: description of a character from the novel

- For writing this week learners write 1 – 2 paragraphs describing one of the characters in the novel the class is reading. Remind them to structure their writing:
  - An introductory sentence about the character
  - 1 – 2 sentences of his / her appearance
  - 2 – 3 sentences about his / her character
  - 1 – 2 sentences about the behaviour of the character
  - A concluding sentence
- Let learners discuss in pairs how they are going to write about, and plan their writing by making brief notes about their character, eg using a mind map.

ASSESSMENT:

Formal: Assessment Task 1

Use the Written Task to rate the learners against the following READING milestones:

- Reads chapters from short novels as part of a class activity
- Identifies and explains cause effect relations in a story

Week 3 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Continue to share the short novel with the class. Make sure each learner has a copy.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading and writing

- Encourage 3 or 4 of the learners to recap the plot of the novel so far.
- Check the understanding of the class by careful questioning and gentle correction of misunderstanding.
- Have 2 or 3 learners read the next chapter out loud to the class and discuss the development of the plot and the characters. Use this towards **Assessment Task 1.**

Spelling and grammar/word and sentence level work

Conjunctions

- Remind the learners of the function of a **CONJUNCTION** (a connecting word) and find examples in the novel.
- Write 2 or 3 short sentences on the board, e.g.
  - The dog is very tired.
  - The dog ran all the way up the hill.
- Ask the learners to combine the sentences into one sentence using “because”.
- Ask them to identify the conjunction.
- Demonstrate that the conjunction can be used at different parts of the sentence. e.g.
  - Because the dog ran up the hill, it ...
  - The dog is tired because it ...
- Point out that a comma marks the end of the clause when a conjunction introduces it at the beginning of a sentence.
- Do two or three more examples on the board using different conjunctions.
- Include sentences that require sequencing. e.g.
  - The girl walked home singing.
  - She cleaned the board for the teacher. (after).
    (Answer) After cleaning the board for the teacher, the girl...etc.
- Discourage the learners from using **‘and then’**. It leads to poor writing style**.**

Group, guided and independent reading/writing
Written task on conjunctions

- Either create your own, or use a task from a Learner's Book to give the learners practice in using conjunctions, for an individual writing task.
- There must use at least six sets/groups of sentences in the exercise.
- Use this task to rate the learners against a SPELLING AND GRAMMAR milestone for **Assessment Task 1.**

Guided reading

- Do guided reading with group 3.

LANGUAGE DEVELOPMENT

Independent Writing: description of a character from the novel

- The learners complete their writing task.
- They use their notes from the previous lesson to write a first draft of their paragraph.
- They complete the task by editing and writing a final version.

ASSESSMENT:
Formal: Assessment Task 1
Use the task on conjunctions to rate the learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech eg pronouns, articles and conjunctions

SECOND TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL **LO 1**: AS 1, 2, 7. **LO 2**: AS 1, 2., 3, 4.	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences • Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details • Asks and responds to thought provoking questions using appropriate language • Expresses ideas coherently on challenging topics e.g. reports using appropriately language • Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion	Speaking and listening activities • Listens to a short article. • Takes part in class / group discussions.
READING **LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 7, 8, 11. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes • Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc. • Explains themes, plots, setting and characterization in a fiction text, giving an overall response • Identifies and discusses the author's point of view • Discusses how techniques used by the writer influences understanding • Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)	Shared reading and writing • Introduced to a shared text – a short story or article. • Selects relevant information from a text. • Answers questions orally. Word and sentence level work • Explores vocabulary related to the text. • Topic sentences and sequencing. Group, guided and independent reading and writing • Personal dictionaries/vocabulary words/sentences. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers • Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs • Reflects on and evaluates own and others' writing • Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph • Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language • Uses topic and supporting sentences to develop coherent paragraphs	Writing • Plans, drafts and draws up questionnaire • Tabulates findings from a questionnaire.

SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews • Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles) • Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences • Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation	<u>Phonics & Spelling</u> • Learns selected words from shared reading text. • Spelling assessment. <u>Grammar</u> • Identifies and uses a range of conjunctions.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3.	• Conducts an interview or research to obtain information • Asks follow-up questions to get deeper answers • Categorises, classifies and organises the information under relevant headings on a chart • Draws conclusions • Prepares and makes an oral presentation.	• Conducts an investigation (interviews other learners), • Compiles a table summarising the results and draws conclusions • Makes an oral presentation as part of a group

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

MILESTONES

Oral

- Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences
- Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details
- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

Investigation

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

NOTES TO TEACHER

- Choose short article from a magazine or newspaper dealing with a social topic to which learners can easily relate e.g. poverty, HIV, education etc.

DAILY ACTIVITIES

Short Article.

- Introduce the topic of the article you have chosen to the class.
  - ➢ With careful questioning, draw on the prior knowledge of the learners (their worlds) to elicit what they think about this topic.
  - ➢ Discuss any new words vital to the understanding of the article.
- Read the article to the class.
- Ask the learners to respond to the article by answering general questions to test their understanding of the topic.
- Once you are sure that they relate to it and understand what has been read, divide the class into groups to discuss the following questions:
  - How does this topic relate to our community?
  - What human rights issues are related to this topic?
  - How can each learner make a difference? (Have each group draw up five suggestions as to how 'we' can make a difference).
- Once the learners have reached their conclusions, the groups report back to the class.
- **This report back will continue in the oral lesson of week 5. Use for Assessment Task 1.**

ASSESSMENT: Formal: Assessment Task 1

Use this lesson to begin assessing the learners against the following ORAL milestones:

- Asks and responds to thought provoking questions using appropriate language
- Expresses ideas coherently on challenging topics e.g. reports using appropriately language
- Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion

Week 4 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 2**: AS 1, 2, 3, 4. **LO 3**: AS 1, 3, 4, 5, 7, 8, 11 **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.

MILESTONES

Reading

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.
- Explains themes, plots, setting and characterization in a fiction text, giving an overall response
- Identifies and discusses the author's point of view
- Discusses how techniques used by the writer influences understanding
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews
- Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)
- Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences
- Links sentences into coherent paragraphs using pronouns, connecting words (eg However…) and correct punctuation

Investigation

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

Writing

- Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers
- Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs
- Reflects on and evaluates own and others' writing
- Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph
- Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language
- Uses topic and supporting sentences to develop coherent paragraphs

NOTES TO TEACHER

- Choose a short story about an important historical character for shared reading. It could be from a textbook or class reader.
- Ensure that you have sufficient copies for the whole class.
- Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared reading: short story about an important historical character

1. **Before reading**

   Prepare learners for the story.

   - Draw on learners' prior knowledge of the character that you have chosen.
   - Explore any new vocabulary in the story. The learners can add this to their personal dictionaries.

2. **While reading**

   - Read the opening paragraph of the story then let the learners take turns to read aloud.
   - Ensure that the learners use punctuation marks to aid meaning, and use correct pronunciation and intonation.

3. **After reading**

   - Ask four to five questions to check the learners' understanding of the story.
   - Divide the learners into their groups to discuss the following questions.
     - Why do you think the writer chose to write about this particular person?
     - What do you think the writer thinks about this character?
     - What can we learn from this character?

Spelling and grammar/word and sentence level work

Vocabulary

- Focus on the vocabulary that has been used in the story.
- Make a list of new words with the learners. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Investigation

- Divide the learners into their groups and explain to them that during the next two weeks they are going to do an investigation/research about an historical character. As a class first decide on the choice of historical characters (3 – 5).
- Each group then discusses and draws up a list of questions to discover:
  - Which of the five chosen is their peers' favourite historical character;
  - why this person is their favourite character.
- Once this task is completed, the learners may continue reading independently or write an entry into their journals.

Group, guided and independent reading/writing

Personal dictionaries

- Learners add new words with definitions to their dictionaries.
- Learners who have finished their work in time can continue with independent reading.

Group reading

- Do group reading as a class.

ASSESSMENT: Formal: Assessment Task 1

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes
- Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.

Week 4 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same story used for the previous reading lesson. Ensure you have sufficient copies of the story for each learner.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading: short story about an important historical character

- Re-read the story about the historical character with the learners following the text.
- Once you have completed the reading, ask the learners to pick out the most important sentence in each paragraph.
- Ask the learners what they notice about these sentences.
  (These will be the topic sentences in each paragraph; they will generally be found at the beginning of the paragraph; they will introduce the topic dealt with in that paragraph.)

Spelling and grammar/word and sentence level work

Conjunctions

- Through questioning revise what the learners have learnt in previous terms about **conjunctions.**
- Prepare a paragraph for the learners containing several conjunctions. Either write your own or choose one from a Learner's Book.
- Have the learners identify the conjunctions and write them in a list in their work books in order to consolidate their recognition.
- Use this task to rate learners against a SPELLING AND GRAMMAR milestone for **Assessment Task 1.**

Group, guided and independent reading.

Group reading

- Do group reading as a class.

LANGUAGE DEVELOPMENT: WRITING

Investigation: plans, drafts and draws up questionnaire

- Using the information gathered in their groups on the previous day, each learner draws up his/her own set of questions to discover their peers' favourite historical character and decides who he/she will interview (3 - 5 learners).Give learners guidance on the format of the questionnaire so that there is space for recording the different views of each person who is interviewed.
- Collect the questionnaires for assessment and for use during the next lesson. Give extra help to learners who are struggling so that everyone can draw up a questionnaire that he/she can use.

ASSESSMENT: Formal: Assessment Task 1
Use the task on conjunctions to rate learners against the following SPELLING AND GRAMMAR milestone:

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

Week 4 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- On this day learners interview other learners, compile a table of the results and take part in a group oral presentation. If you wish, you might prefer to spread these activities over two lessons.

DAILY ACTIVITIES

Investigation: interviewing, writing and making an oral presentation

Conducting and recording interviews

- The learners use the questionnaires they drew up in the previous lesson to interview 3 or 5 learners who are not members of their group. You will need to manage this process so that the learners are gainfully occupied during the lesson either interviewing or being interviewed. You might organise learners into groups of four or six so that either two or three pairs of learners can take turns to interview each other. Encourage them to ask follow up questions if the responses are not clear.
- Learners record the answers.

Organises and collates information

- Back in their groups, the learners pool the answers to their questionnaires, deciding (a) who is the most popular and (b) for what reasons.
- Each learner writes a report in the form of a table on the three most popular characters chosen by the learners they interviewed, giving the three most popular reasons for choosing these characters. (If necessary, give learners a framework to assist them to compile this table).

Makes a group oral presentation

- Each group prepares and makes a short presentation to the rest of the class. Every learner should take a turn to speak.

Use for the Investigation milestones for Assessment Task 1.

ASSESSMENT:

Formal: Assessment Task 1

Use the questionnaires and charts, together with the learners' oral presentations, to rate them against the following INVESTIGATION milestones:

- Conducts an interview or research to obtain information
- Asks follow-up questions to get deeper answers
- Categorises, classifies and organises the information under relevant headings on a chart
- Draws conclusions
- Prepares and makes an oral presentation.

SECOND TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL **LO 1**: AS 1, 2, 6, 7. **LO 2**: AS 1, 2.. **LO 3**: 2, 3.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Asks and responds to higher order questions • Expresses emotions in a sensitive way • Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback	<u>Speaking and listening activities</u> • Listens to a television programme and a short novel read out loud. • Responds to story in class discussion.
READING **LO 3**: AS 1, 2, 3, 5, 7, 8 **LO 5**: AS 1, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Reads chapters from short novels as part of a class activity • Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response • Identifies and explains cause effect relations in a story • Predicts content or ending of a story • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language	<u>Shared reading, viewing and writing</u> • Introduced to a shared text – a short novel and a television programme. • Answers questions orally (prediction / understanding). • Discusses main idea, sequence of events / cause and effect. <u>Word and sentence level work</u> • Explores vocabulary related to the text or viewed medium. • Explores different kinds of sentences found in written and visual texts <u>Group, guided and independent reading and writing</u> • Short novel for shared reading. • Personal dictionaries/vocabulary words/sentences added. <u>Reading for enjoyment</u>
WRITING **LO 4**: AS 1, 2, 4. **LO 5**: AS 1, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Shifts from one tense to another consistently and appropriately	<u>Writing</u> • Writes a personal response to a television feature (1-2 paragraphs). • Plans and drafts a poster for a television programme.
SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1. 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Uses dictionary and thesaurus to check words and record in a personal dictionary • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Uses prefixes, stems and suffixes/extensions to form words	<u>Phonics & Spelling</u> • Learns 10 selected words from shared reading text or viewed medium, and words that present spelling problems in class work. <u>Grammar</u> • Revises parts of speech focusing on pronouns, articles and conjunctions. • Uses prefixes and suffixes to form new words from stem/root.

Week 5 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 6, 7. **LO 2**: AS 1, 2. **LO 3**: AS 2, 3.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Asks and responds to higher order questions
- Expresses emotions in a sensitive way
- Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback

NOTE TO TEACHER

- Choose a television (or radio) programme that is appropriate to the world view and experience of your learners. You will need the relevant equipment (a television and a video or DVD player) and a recording of your chosen programme. As short stories and novels are the focus of the first half of the term, choose a television (or radio) drama/story or animated feature. It will probably be too long for a complete viewing in one lesson, but it may be completed at a later stage. Make sure you have seen the entire programme before showing it to your learners.
- If you do not have access to a television and a video or DVD player, you could use a short radio drama.

DAILY ACTIVITIES

Television Programme/Feature.

Before viewing

- Announce the name of the programme to the class. Share with them the title and find out if any learners are familiar with the content. With careful questioning, draw on the prior knowledge of the pupils (their worlds) to elicit what they think the story might be about. (prediction).
- Prepare them by explaining to them what you want them to look for in the programme. You could write the questions on the board and go through them with the learners before they watch the programme.

After viewing

- Ask the learners to respond to what they have viewed, by asking the same type of questions you asked about the short story and the novel.
  - Where does the story take place?
  - Who is the main character?
  - What is the main idea or theme of the story?
  - What does a television drama have that you do not find in the written text? (Music, visual representation of place and people, etc.)
- Ask the learners what they enjoyed/did not enjoy about the drama, and why.

ASSESSMENT

Formal: Assessment Task 1

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

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Asks and responds to higher order questions

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

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads chapters from short novels as part of a class activity
- Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response
- Identifies and explains cause effect relations in a story
- Predicts content or ending of a story
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Uses dictionary and thesaurus to check words and record in a personal dictionary
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Uses prefixes, stems and suffixes/extensions to form words

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- Continue/complete the viewing of the television feature.
- Each learner should still have copies of the short novel for guided, group and individual reading.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES

Shared viewing: excerpt from a television feature

1. **Before viewing**
    - Remind the learners what they saw in the previous lesson.
    - Ask 2 or 3 learners to recap what has been seen so far.
    - Ask what they expect to happen next.

2. After viewing

- Check the learners' understanding of what they have seen. Ask the following questions.
  - Where does the story take place?
  - When does the story take place?
  - How do we tell who the main character is?
- Ask the learners how many obvious differences they found between the visual television drama/feature and the written texts they studied previously.
  - Ask the groups to read out the lists they made in the previous lesson.
  - In two columns on the board write up (or let the learners write up) the differences and similarities between the two mediums.

(The aim is to encourage learners to explore different mediums.)

Spelling and grammar/word and sentence level work

Vocabulary used in the film excerpt

- Focus on the vocabulary that has been used in the dialogue of the film, discussing meanings and identifying appropriate synonyms and antonyms.
- Gradually introduce the learners to technical terms such as director, camera, actors, credits, theme song, action etc.
- 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

Personal dictionaries

- Allow learners to add new words with definitions to their dictionaries; Encourage them to make up sentences with each new word to demonstrate how it is used in context.
- Learners who have finished their work in time can write an entry into their journal or do independent reading.

Guided reading

- Do guided reading with group 1.

ASSESSMENT:

Formal: Assessment Task 1

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Predicts content or ending of a story

Week 5 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER
• A copy of the television feature viewed in the previous lessons. • Have enough copies of dictionaries and thesauruses for learners to use and share easily.
DAILY ACTIVITIES

Shared viewing: excerpt from a television feature

- Briefly review the beginning and the end of the feature. Make sure the learners watch the credits.
- Ask two or three questions to check the learners' understanding and memory of the content and general atmosphere of the feature.
- Ask the learners to recall any posters they have seen advertising the screening of a feature film.
  - What information would they expect to find on a poster?
  - What type of illustration would they expect?
- Hand out piece paper to each group.
- With the feature fresh in their minds, the groups begin planning a poster to advertise the screening of the feature they have just viewed.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with group 2.

Reading for enjoyment

- In addition to Reading and Writing focus time, remember that there should be time each day or week for reading for enjoyment. During this time learners choose what they want to read and they read independently. Each learner needs to record what he/she reads on a reading record card. This time can also be used to read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: a personal response

- The learners each write a personal response to the feature that they have viewed (1 – 2 paragraphs).
- The aim of the exercise is to encourage response on both an emotional and critical level.
- Guide their writing with specific question such as:
  - What did you enjoy most about the feature?
  - Why did you enjoy this?
  - What did you enjoy least about the feature?
  - Why did you not enjoy it?
  - Who was your favourite character? Do you know someone like this?
  - What did you learn from this feature?

ASSESSMENT:

Formal: Assessment Task 1 (personal response to a feature) to rate the learners against the following WRITING and SPELLING AND GRAMMAR milestones:

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Shifts from one tense to another consistently and appropriately
- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Uses dictionary and thesaurus to check words and record in a personal dictionary

Week 5 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• Continue to share the short novel with the class. Make sure each learner has a copy. • Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.
DAILY ACTIVITIES
Shared reading and writing: a novel • Encourage 3 or 4 of the learners to recap the plot of the novel so far. Check the understanding of the class by careful questioning and gentle correction of misunderstandings. • Have 2 or 3 learners read the next chapter out loud to the class and discuss as before. Make sure that learners recognise the development of different themes within the novel. **Spelling and grammar/word and sentence level work** **Parts of speech: articles** • Revise nouns and adjectives briefly. • Write a sentence on the board with a noun subject and a noun object. • Ask learners to supply different types of adjectives to determine/describe the nouns. • Show that the words '**the'** and **'a/an'** can also be used to indicate nouns. These little words are known as **ARTICLES**. • If a **specific or definite** noun is referred to, it is determined by the article '**the**". • If the noun is **unspecified or indefinite** it is determined by **'a/an'.** • If a noun begins with a **consonant**, use the article **'a'.** • If a noun begins with a '**vowel**' use the article '**an'.** • Create a work task in which learners are asked to fill in the missing article in 5 or 6 different sentences. • Use this task to rate the learners against a SPELLING AND GRAMMAR milestone for **Assessment Task 1.** • Set a short, informal spelling test on the week's spelling words. **Group, guided and independent reading/writing** **Guided reading** • Do guided reading with group 3.

LANGUAGE DEVELOPMENT: WRITING

Planning a poster

- In their groups the learners decide on the feature that their poster will advertise and the information it will contain.
- Check that the learners have all the relevant information for their posters.
    - Each group should have the materials necessary for creating a poster.
    - At the end of the lesson collect each groups' planning and the materials they have gathered, and store if for the next lesson.

ASSESSMENT:

Formal: Assessment Task 1

Use the task on articles to rate the learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech e.g. pronouns, articles and conjunctions.

ASSESSMENT TASK 1: WEEKS 1 - 5

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 2. **LO 2**: AS 1, 2.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Asks and responds to higher order questions • Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback • Expresses emotions in a sensitive way	2 5 3	Class discussion on short story Class discussion on a television (or radio) programme Group discussion of topic arising from a short story
READING **LO 3**: AS 1, 4, 5, 7, 8. **LO 5**: AS 1, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Predicts content or ending of a story • Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response • Reads chapters from short novels as part of a class activity • Identifies and explains cause effect relations in a story • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language	2-5 2 3 4	Group and Guided reading Written task Written comprehension Shared reading
WRITING **LO 4**: AS 1, 2, 4.	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Shifts from one tense to another consistently and appropriately	2 4 5	A story A poem Paragraph responding to a television feature
SPELLING AND GRAMMAR **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Uses dictionary and thesaurus to check words and record in a personal dictionary • Uses prefixes, stems and suffixes/extensions to form words. • Identifies and uses parts of speech e.g. pronouns, articles and conjunctions.	2 2 3, 5	A story Task on prefixes and suffixes Tasks on conjunctions and articles

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

SECOND TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL **LO 1**: AS 1, 2, 3, 5, 6, 7. **LO 2**: AS 1, 2,4. **LO 3**: AS 2, 3.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Makes an oral presentation, changing tone and tempo • Compares stories, poems, choral chants and riddles in terms of structure and language • Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback • Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation	Speaking and listening activities: • Views television programmes. • Identifies main idea. • Participates in discussion offering own opinion and giving feedback.
READING **LO 3**: AS 1, 2, 3, 5, 7, 8, 9. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Identifies main and supporting ideas and notes specific details in a range of information texts • Views and comments on the message in visual and multimedia texts eg films/ videos and television dramas • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language • Reads aloud with expression, changing tempo as appropriate	Shared reading and writing • Views and talks about message in films/videos and television features. • Answers questions orally. • Discusses main idea/sequence of events. • Compares fiction and non-fiction visual texts. Word and sentence level work • Explores vocabulary related to the text or viewed medium. • Explores different kinds of sentences found in text or viewed medium. Group, guided and independent reading and writing • Short novel for shared reading. • Personal dictionaries/vocabulary words/sentences added. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Writes for playful and creative purposes eg humorous anecdotes, letter, poem • Uses figurative language eg simile, onomatopoeia, personification • Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Produces neat, legible work with attention to presentation eg title, headings	Writing: • Revises, edits, and publishes a poster.

SPELLING AND GRAMMAR **LO 5**: AS 1, 3. **LO 6**: AS 1. 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.	<u>Phonics & Spelling</u> • Learns 10 selected words from shared reading text or viewed medium and words that present spelling problems in class work.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3, 6.	• Conducts an interview to obtain information • Organizes and sequences the information under different headings eg on a chart • Draws conclusions • Makes an oral presentation	• Peer interviews • Works as a group / individually to compile a table of the data collected • Draws and writes conclusions

Week 6 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/AS's	**LO 1**: AS 1,2,3,5,6,7 **LO 2**: AS 1, 2. **LO 3**: AS 2, 3.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Makes an oral presentation, changing tone and tempo
- Compares stories, poems, choral chants and riddles in terms of structure and language
- Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback
- Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation

NOTES TO TEACHER

- Choose a short television documentary or news item to show to your class, one to which your learners can easily relate.
- You will need to view it yourself before showing it to the learners.
- If you do not have access to a television you could use a news item from the radio.

DAILY ACTIVITIES

A Television Documentary/News item

1. **Before viewing**
   - Introduce the documentary/news item you have prepared to the class. With careful questioning draw on the prior knowledge of the learners (their worlds) to elicit what they think the documentary/news item might be about (prediction). Discuss any new words vital to the understanding of what they will view.
   - View the documentary/news item.
2. **After viewing**
   - Ask the learners to respond to what they have viewed in groups and then as a class.
     - What is the documentary/news item about? (main idea)
     - Do you agree with what the documentary/news item has to say? Give reasons for your answer.
     - What have you learned from it?
     - What is the purpose of the documentary/news item? Is it different to the feature watched in the previous week?
     - What other differences have you observed? *(Through questioning guide the learners to identify the differences between a fiction and a non-fiction text.)*.
     - What other examples of non-fiction visual texts can you name?

   Use your observations of the group and class discussion for Assessment Task 2.

ASSESSMENT

Formal: Assessment Task 2

Rate the learners' abilities to take part in a group and class discussion against the following ORAL milestones:

- Enjoys listening to radio and television programmes identifying the main message.
- Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback
- Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation

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

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Identifies main and supporting ideas and notes specific details in a range of information texts
- Views and comments on the message in visual and multimedia texts eg films/videos and television dramas
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.

Writing

- Writes for playful and creative purposes eg humorous anecdotes, letter, poem
- Uses figurative language eg simile, onomatopoeia, personification
- Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Produces neat, legible work with attention to presentation eg title, headings

Investigation

- Conducts an interview to obtain information
- Organizes and sequences the information under different headings eg on a chart
- Draws conclusions
- Makes an oral presentation

NOTES TO TEACHER

- Have available the two television excerpts you have already shown the class (film and documentary).
- Each learner should have his/her personal dictionary at hand for adding new words.

DAILY ACTIVITIES

Shared viewing: a Television Documentary/News item

- Remind the learners of the two television excerpts they have viewed.
- Recap the differences between the fiction and non-fiction visual texts.
- Ask the learners to name different types of television texts.
  e.g. sitcoms, soapies, sport, etc. Write these on the board.
- Together with the learners, draw up a set of questions, also to be written on the board, to investigate the viewing habits of their peer group. e.g.
  - How often do you watch television?
  - What is your favourite programme?
  - How many hours a day/week do you watch television? etc.
- Learners copy down all the questions, and then interview each other in pairs, writing down the answers to their questions.

Spelling and grammar/word and sentence level work

Vocabulary used in the documentary/news item

- Focus on the vocabulary that deals with the television medium.
- Make a list with the learners. 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

Personal dictionaries

- Learners add new words with definitions to their dictionaries.
- Encourage them to make up sentences with each new word to demonstrate how it is used in context.

Guided reading

- Do guided reading with group 1. Use the remainder of the novel for guided reading this week and next week. Aim to complete the reading of the novel by the end of week 7. **Use for Assessment Task 2.**
- Learners who have finished their work can write an entry into their journal or read independently.

ASSESSMENT:

Formal Assessment Task 2

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads aloud with expression, changing tempo as appropriate

Week 6 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use the same non-fiction visual text as previously.
- Learners need to have the information they obtained from the interviews of their peers for writing and investigation.
- Have sufficient sheets of A3 paper to hand one to each group.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared viewing and writing: a Television Documentary/News item

- Briefly revisit the television features already viewed.
- Ask two or three questions to check the learners' understanding and memory of the content and purposes of the two features.

Investigation

- Allow learners to interview new partners about their television viewing habits. These must not be members of their group. **Use for Assessment Task 2.**
- Once each learner has interviewed at least three different people from three different groups, allow them to return to their own groups to pool their information.
- Hand each group a sheet of A3 paper.
- Model on the board how the learners must make a table of the results of their interviews. e.g.

Question	Answers - Girls	Answers - Boys
How often do you watch television?	2x a week; every day; only at weekends. etc	Every day; only on Fridays; etc
How many hours a week do you watch television?	3; 6; 11; etc.	2; 4; etc
What is your favourite programme?	High School Musical; Oprah; etc.	Soccer; etc.

- Once the group has collated their data, they will need to work together to draw conclusions from their data and then prepare a presentation of a summary of their findings, to be presented by a member of the group during the oral lesson in week 8.
- By the end of this lesson they need to have collated their data into a draft table using the A3 sheet. Collect the sheets at the end of the lesson.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with group 2. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING
Revising and publishing a poster • Hand out the posters, planning and materials from the previous writing lesson. • Learners must refine and complete their posters for publishing for the classroom walls. • Use these posters for **Assessment Task 2.**
ASSESSMENT: **Formal: Assessment Task 2** **Use the posters advertising a feature film to assess the learners against the following WRITING milestones:** • Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts • Produces neat, legible work with attention to presentation eg title, headings **Use your observations of the learners' interviews, to rate them, recording any problems you have noticed, against the following INVESTIGATION milestone:** • Conducts an interview to obtain information

Week 6 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a short humorous television programme to share with the learners.
- Continue to share the short novel with the class. Make sure each learner has a copy.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared viewing: excerpt of a humorous programme

(The emphasis in this lesson should be enjoyment)

- Show the learners the short programme that you have chosen.
- Consolidate the lessons you have already taught on viewing television programmes by means of questioning e.g.
  - Is this film fiction or non-fiction?
  - How do we know that?
  - What do you think is the purpose of this programme?
  - Why did you enjoy/not enjoy it? etc.
  - What did you find funny?
  - How did the producer of this programme bring out the humour in this programme?
- In pairs let learners discuss humorous things they, themselves, have experienced. **Use towards Assessment Task 2.**

Investigation

- Hand each group their sheet of A3 paper on which they compiled their data onto a table.
- During this lesson they need work together to finalise their tables and to draw conclusions from their data.
- After group discussion each learner needs to produce his/her own table and a written list of 3 – 5 conclusions from the data has been collected. **Use for Assessment Task 2.**
- At the end of the lesson, collect the A3 sheets on which the learners have compiled their tables and their draft conclusions.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with group 3. **Use for Assessment Task 2.**
- Set a short, informal spelling test on the week's spelling words.

LANGUAGE DEVELOPMENT: WRITING

An informal letter

- Remind the learners of the correct form of the address and greeting for an informal letter.
- Model the form on the board.
- Learners plan and draft a letter to a friend telling them of a humorous incident that they have experienced (or heard of).

(This task, once edited and published, will be used for **Assessment Task 2.**)

ASSESSMENT:

Formal: Assessment Task 2

Use the learners' tables in which they recorded their data, to rate them, recording any problems you have noticed, against the following INVESTIGATION milestones:

- Organizes and sequences the information under different headings eg on a chart
- Draws conclusions

Use your observations of the shared viewing of visual texts during this week and next week to assess the learners against the following READING milestones:

- Views and comments on the message in visual and multimedia texts eg films/videos and television dramas
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language

SECOND TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL **LO 1**: AS 1, 2, 3, 6. **LO 2**: AS 1, 2, 3. **LO 3**: AS 2, 3.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Makes an oral presentation, changing tone and tempo • Compares stories, poems, choral chants and riddles in terms of structure and language • Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback • Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation	Speaking and listening activities • Rehearses and presents choral chant to class. • Participates in discussion offering own opinion and giving feedback.
READING **LO 3**: AS 1, 2, 3, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Identifies main and supporting ideas and notes specific details in a range of information texts • Views and comments on the message in visual and multimedia texts eg films/ videos and television dramas • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language • Reads aloud with expression, changing tempo as appropriate	Shared reading, viewing and writing • Completes the reading of the short novel. • Reads short non-fiction texts -: a sports report. • Views a short television recording. • Discusses main idea/sequence of events. Word and sentence level work • Explores vocabulary related to the text or viewed medium. • Explores different kinds of sentences found in text or viewed medium. Group, guided and independent reading and writing • Reads short novel/class reader. • Personal dictionaries/vocabulary words/sentences added. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Writes for playful and creative purposes eg humorous anecdotes, letter, poem • Uses figurative language eg simile, onomatopoeia, personification • Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Produces neat, legible work with attention to presentation eg title, headings	Writing • Plans, drafts and edits a newsletter.

SPELLING AND GRAMMAR **LO 5**: AS 1, 3, 4. **LO 6**: AS 1. 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.	Phonics & Spelling • Learns 10 selected words from shared reading text or viewed medium and words that present spelling problems in class work.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3, 6.	• Conducts an interview to obtain information • Organizes and sequences the information under different headings eg on a chart • Draws conclusions • Makes an oral presentation	• Learners prepare to make a presentation of their findings.

Week 7 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 3, 5, 6. **LO 2**: AS 1, 2, 3.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Makes an oral presentation, changing tone and tempo
- Compares stories, poems, choral chants and riddles in terms of structure and language
- Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback
- Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation

NOTES TO TEACHER

- Remind your learners to bring to class their copies of the poem they used for the choral chant exercise, which they will present to the class over the next two lessons.

DAILY ACTIVITIES

Presentation of the choral chant

- Give the class 5 minutes rehearsal time to go over their presentation.
- Make use of areas out of the classroom to ensure that each group has enough space to work in.
- Allow the groups to present their choral chants.

After the presentations

- Ask the section of the learners who make up the 'audience' to comment on the presentations they have seen. Encourage them to give constructive feedback.

ASSESSMENT

Formal: Assessment Task 2

Use the presentation of choral chants to rate the learners against the following ORAL milestones:

- Makes an oral presentation, changing tone and tempo
- Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation

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

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Identifies main and supporting ideas and notes specific details in a range of information texts
- Views and comments on the message in visual and multimedia texts eg films/videos and television dramas
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.

Writing

- Writes for playful and creative purposes eg humorous anecdotes, letter, poem
- Uses figurative language eg simile, onomatopoeia, personification
- Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Produces neat, legible work with attention to presentation eg title, headings

Investigation

- Conducts an interview to obtain information
- Organizes and sequences the information under different headings eg on a chart
- Draws conclusions
- Makes an oral presentation

NOTES TO TEACHER

- Choose a non-fiction text to read to the class (eg a report on a sporting activity). Have copies of several different sports reports available for the learners, at least two per group.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES:

Shared reading: a non-fiction text: a sports report

1. **Before reading**
   - Ask the learners about their favourite sport, both those they play and those they watch.
   - Find out about sporting heroes.
   - What are the qualities of these players that make them admirable?
   - Ask what the learners expect from a sports report.
   - Where would they expect to find such a report?

2. **Read the report**
   - Read the report clearly to learners, pausing to give them time to take in the information that is contained in the report.
   - Check, and correct where necessary, the learners' understanding of the report.
   - Discuss any new words, such as technical terms, or words which are new to the learner.
   - In their groups, ask the learners to read their different reports you have given them and identify the differences they find in the structure and style of the sports reports and the other written texts they have read this term, making notes as they go.
3. **After reading**
   - During the feedback list the main differences on the board.
     Use your observations towards Assessment task 2.

Spelling and grammar/word and sentence level work

- Focus on the vocabulary found in the sports report. Make a list with the learners.
- 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

Personal dictionaries

- Learners add new words with definitions to their dictionaries.
- Encourage them to make up sentences with each new word to demonstrate how it is used in context.

Guided reading

- Do guided reading with group 1. **Use for Assessment Task 2.**
- All learners should by now have finished their short novel.
- Make sure every group has been given class readers or a shared reading text. As the term progress provide different types of both fiction and non-fiction texts.
- Encourage learners to take turns reading aloud in their groups and discussing their understanding of the text.
- Learners who have finished their work can write an entry into their journal or read independently.

ASSESSMENT:

Formal: Assessment Task 2

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads aloud with expression, changing tempo as appropriate

Week 7 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Select a newsletter from a sports club or write one your own.
- Ensure that all groups have sufficient copies of the sports reports handed out in the previous lesson.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading and writing: a newsletter

- Check the learners' expectations of a newsletter. (See N.B. below).
- Write a list of the points the learners expect on the board.
- Read the newsletter to the class.
- Ask 2 or 3 of the learners to read out loud to the class the reports they were given. Make sure they are different reports. (See N.B. below).
- Together with the learners look at the differences and similarities between the two forms.
  - Check the content.
  - Look at the purpose of the writing.
  - Look at the 'audience' of the writing.
- Make a list of the learners' observations on the board.

N.B. *A report only looks back. A newsletter reports on what has been, but also looks forward to what is to come, e.g. fund-raising etc. Obviously at this level, the observations will be very simplistic and obvious.*

Group, guided and independent reading/writing

Written task (cloze procedure)

- Design a **cloze procedure** exercise using a sports report. This exercise may be used for **Assessment Task 2.**

Guided reading

- Do guided reading with group 2. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a newsletter

- Suggest to the learners that they are the captain of a sports team at school. One of their duties is to write a report for the school in the form of a newsletter.
- Allow the learners to work in pairs to discuss and plan the writing of a newsletter reporting on the matches of the previous term/season.
- They should jot down notes of what should be included in their newsletter.

ASSESSMENT:

Formal: Assessment Task 2

Use your observations of the shared and group reading on days 1 and 2, together with the CLOZE procedure, to assess the learners against the following READING milestones:

- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Identifies main and supporting ideas and notes specific details in a range of information texts

Week 7 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a short television recording of a sports match to share with the learners.
- Choose something that is topical to which the learners may easily relate.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared viewing of an excerpt of a sports match

- Show the learners the short excerpt of a sports match you have chosen.
- Consolidate the lessons you have already taught on viewing television programmes by means of questioning e.g.
  - Is this excerpt fiction or non-fiction?
  - How do we know that?
  - What do you think is the purpose of this excerpt?
  - What similarities/differences are there between the television excerpt and the written sports report? **Use towards Assessment Task 2.**

Investigation

- Give learners time to prepare for their presentation of their findings on the Investigation that will take place during Oral during the next week.

Guided reading

- Do guided reading with group 3. **Use for Assessment Task 2.**
- Set a short, informal spelling test on the week's spelling words.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a newsletter

- Learners use the notes they have made to write a first draft of their newsletters.
- In pairs they read their rough drafts to each other, making suggestions about what needs to be added into or left out of the newsletters.
- After reading their newsletter to each other, the learners edit their reports and refine them for the final draft for publishing in the next writing lesson.
- This **newsletter** will be used for **Assessment Task 2**

ASSESSMENT:

Use your observations of the shared viewing of visual texts over the past weeks to assess the learners against the following READING milestones:

- Views and comments on the message in visual and multimedia texts eg films/videos and television dramas
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language

SECOND TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL **LO 1**: AS 1, 2, 3, 6. **LO 2**: AS 1, 2, 3.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Makes an oral presentation, changing tone and tempo • Compares stories, poems, choral chants and riddles in terms of structure and language • Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback • Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation	Speaking and listening activities • Presents finding of the investigation
READING **LO 3**: AS 1, 3, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Identifies main and supporting ideas and notes specific details in a range of information texts • Views and comments on the message in visual and multimedia texts eg films/ videos and television dramas • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language • Reads aloud with expression, changing tempo as appropriate	Shared reading and writing • Reads short non-fiction texts. • Discusses main idea / sequence of events. Word and sentence level work • Explores vocabulary related to the text or viewed medium. • Explores different kinds of sentences found in text or viewed medium. Group, guided and independent reading and writing • Reads non-fiction texts. • Personal dictionaries/vocabulary words/sentences added. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Writes for playful and creative purposes eg humorous anecdotes, letter, poem • Uses figurative language eg simile, onomatopoeia, personification • Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Produces neat, legible work with attention to presentation eg title, headings	Writing • Writes final draft of newsletter for publishing. • Writes a paragraph on a sporting hero or celebrity

SPELLING AND GRAMMAR **LO 5**: AS 1, 3, 4. **LO 6**: AS 1. 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.	<u>Phonics & Spelling</u> • Learns 10 selected words from shared reading text or viewed medium and words that present spelling problems in class work. <u>Grammar</u> • Revises parts of speech focusing on pronouns, articles and conjunctions. • Learns the punctuation and purpose of different sentence types.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3, 6.	• Conducts an interview to obtain information • Organizes and sequences the information under different headings eg on a chart • Draws conclusions • Makes an oral presentation	• Presents findings of the Investigation

Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 3, 5, 6. **LO 2**: AS 1, 2., 3.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Makes an oral presentation, changing tone and tempo
- Compares stories, poems, choral chants and riddles in terms of structure and language
- Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback
- Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation

Investigation

- Conducts an interview to obtain information
- Organizes and sequences the information under different headings eg on a chart
- Draws conclusions
- Makes an oral presentation

NOTES TO TEACHER

- Remind your learners to bring the presentation of their investigation to class.

DAILY ACTIVITIES

Presentation of the investigation findings

- Allow each group to present their findings to the class. Each learner must have the chance to speak.

After the presentation

- Ask the learners who make up the 'audience' to comment on the presentations they have seen.
- Encourage them to give constructive feedback.

ASSESSMENT

Formal: Assessment Task 2

Use the presentation of findings to rate the learners against the following ORAL and INVESTIGATION milestones:

- Makes an oral presentation, changing tone and tempo (Oral)
- Makes an oral presentation (of the findings and conclusions of the Investigation)

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

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Identifies main and supporting ideas and notes specific details in a range of information texts
- Views and comments on the message in visual and multimedia texts eg films/videos and television dramas
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.

Writing

- Writes for playful and creative purposes eg humorous anecdotes, letter, poem
- Uses figurative language eg simile, onomatopoeia, personification
- Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Produces neat, legible work with attention to presentation eg title, headings

Investigation

- Conducts an interview to obtain information
- Organizes and sequences the information under different headings eg on a chart
- Draws conclusions
- Makes an oral presentation

NOTES TO TEACHER

- Choose a short story that has some connection to sport and prepare to read it to your class.
- From either the school library or the public library, take out a block loan of books dealing with various sporting activities. These books should include chapters on how to play the various games. Make sure you have at least one book per group.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES

Shared reading : non-fiction story

1. **Before reading**
   - Introduce the story you have prepared to the class.
   - Share with them the title and any illustrations that the story might have.
   - Draw on the prior knowledge of the learners (their worlds) to elicit what they think the story might be about. (prediction).
   - Discuss any new words vital to the understanding of the story.
   - Try to read it with dramatic flare and enthusiasm, making sure that you indicate direct speech and different characters with a change of voice.

2. **After reading**
   - Ask the learners to respond to the story.
     - What is the story about? (main idea).
     - Where is it set?
     - Who is the main character?
   - Ask learners to describe the ways in which this short story is different to the sports reports they came across earlier. List the differences in point form on the board.

Spelling and grammar/word and sentence level work

- Focus on the vocabulary found in the short story you have just read.
- Make a list with the learners. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.
- Pick out 5 or 6 words from the story containing affixes.
- Use these words to revise what the learners have this term about root words, prefixes and suffixes.
- Make a game of discovering the dictionary meanings of the new words.
  - Divide the learners into their groups.
  - The group that has all the meanings written down first, is the group that wins.

Group, guided and independent reading/writing

Personal dictionaries

- The learners add new words with definitions to their dictionaries. Encourage them to make up sentences with each new word to demonstrate how it is used in context.

Guided reading

- Do guided reading with group 1. **Use for Assessment Task 2.**
- Give each learner in the group one of the books on sport, which you have collected from the library.
- The learners skim and scan their text in order to make notes on the rules of the particular sport dealt with in their book. Make sure that the learners know that notes are not written in full sentences.
- Each learner makes his/her own short set of notes.

ASSESSMENT:
Formal: Assessment Task 2
Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads aloud with expression, changing tempo as appropriate

Week 8 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose another short story or article about a sporting hero.
- You will need the same reference books that you used in the previous lesson.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading : non-fiction story or article

1. **Before reading**
   - Introduce the story/article to the class. Share with them the title and any illustrations that the story might have. Draw on the prior knowledge of the learners (their worlds) to elicit whether or not they are familiar with the person you have chosen to read about.
   - Discuss what makes a sporting hero.
     - Allow the learners to discuss this in pairs.
     - List the qualities they come up with on the board.
     - Use this opportunity to look at the importance of the social values portrayed by a sporting hero, as a role model.
   - Discuss any new words vital to the understanding of the story.
2. **After reading**
   - Check the learners understanding of the text through questioning.
   - Ask the learners why the hero of the story/article lives up to/does not live up to the measure of a role model.

Spelling and grammar / word and sentence level work

Pronouns

- Revise nouns with the learners.
- With careful questioning elicit the various noun types (common, proper, abstract, collective) from the learners.
- Write the name of each type of noun on the board, together with an example of each type.
- Remind learners that a **pronoun** is a word that is used in the place of a noun.
  - Demonstrate with examples.
- Like nouns, there are different types of pronouns.
  - **Personal Pronouns:** they take the place of a person or an object
    e.g. **She** picked **it** up.
  - **Possessive Pronouns** : these take the place of the thing that is owned.
    e.g. The book is **hers.**

  (***NB. Not to be confused with the Possessive Adjective e.g. <u>her</u> book, which is always followed by a noun.***
  - **Interrogative Pronoun** : ask the question *who?* or *what?.*
    e.g. **Who** gave you a present?

*(At this level these three Pronoun types should be enough for the learners to handle. It is very important to stress that **a pronoun is never followed by a noun.)***

- Re-enforce the above:
  - by finding examples from the novel you have been reading as a class and
  - by writing sentences on the board and asking the learners to identify the various pronouns that they contain.

Group, guided and independent reading/writing

Written task on pronouns

- Set learners a written task to consolidate their ability to use different pronouns. **Use for Assessment Task 2.**

Guided reading

- Do guided reading with group 2. **Use for Assessment Task 2.**
- As with Group 1 on Day 1: give each learner in the group one of the books on sport, which you have collected from the library.
- The learners skim and scan their text in order to make notes on the rules of the particular sport dealt with in their book. Make sure that the learners know that notes are not written in full sentences.
- Each learner makes his/her own short set of notes.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a newsletter

- Learners write the final draft of their newsletters for publishing.
  This **newsletter** will be used for **Assessment Task 2**

ASSESSMENT:

Formal: Assessment Task 2

Use the written task on pronouns to rate the learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech eg pronouns, articles and conjunctions

Use the writing of a newsletter to rate the learners, recording any problems you have noticed against the following WRITING milestones:

- Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Produces neat, legible work with attention to presentation eg title, headings

Week 8 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose an article on a celebrity from a different sphere of interest. e.g. entertainment, science, politics etc.
- Choose someone that is topical to whom the learners may easily relate.
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading : non-fiction story or article

1. **Before reading**
   - Introduce the celebrity to the class. Draw on the prior knowledge of the learners (their worlds) to elicit whether or not they are familiar with the person you have chosen to read about.
   - Discuss why this person is a celebrity.
     - Allow the learners to discuss this in pairs.
     - List the reasons they come up with on the blackboard.
   - Discuss any new words vital to the understanding of the story.
2. **After reading**
   - Check the learners understanding of the text through questioning.
   - Ask the learners what contribution this person makes to society.
   - Ask the learners to discuss whether or not this person could be a good role model. They must give good reasons for their answers.

Spelling and grammar/word and sentence level work

Conjunctions

- Using sport as the theme of the exercise, create a language task for the learners in which they revise the use of **CONJUNCTIONS** by combining simple sentences into extended sentences.

  eg
  - It was raining.
    Our soccer match was cancelled. (because).
  - He did not enjoy athletics.
    He ran very fast. (although) etc
- Draw up at least 6 sets of sentences.

This exercise may be used for **Assessment Task 2**

- Set a short, informal spelling test on the week's spelling words.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with group 3. **Use for Assessment Task 2.**
- As with Group 1 on Day 1: give each learner in the group one of the books on sport, which you have collected from the library.
- The learners skim and scan their text in order to make notes on the rules of the particular sport dealt with in their book. Make sure that the learners know that notes are not written in full sentences.
- Each learner makes his/her own short set of notes.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a paragraph on a sporting hero or celebrity

- Learners write a paragraph about either a sporting hero or a famous celebrity. On this day are expected to write and complete a paragraph in a single lesson. There will not be the opportunity for learners to reflect and edit their work. They need to think clearly and write 'on demand' – just as they need to do in a test or examination situation.
- You could give the learners a framework within which to write, eg
  - An introductory sentence explaining who the person is.
  - 1 – 2 sentences about what the person has achieved.
  - 1 – 2 sentences about why the person is a hero to you
  - A concluding sentence
- Let them first brainstorm what they want to say in pairs before writing their paragraph.

ASSESSMENT:

Formal: Assessment Task 2

Use the written task on pronouns to rate the learners against the following

SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech eg pronouns, articles and conjunctions

SECOND TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL **LO 1**: AS 1, 2, 3, 6, 7. **LO 2**: AS 1, 2, 3.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Makes an oral presentation, changing tone and tempo • Compares stories, poems, choral chants and riddles in terms of structure and language • Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback • Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation	Speaking and listening activities • Participates in discussion offering own opinion and giving feedback. • Listens to or views a non-fiction article or television programme.
READING **LO 3**: AS 1, 3, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Identifies main and supporting ideas and notes specific details in a range of information texts • Views and comments on the message in visual and multimedia texts eg films/ videos and television dramas • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language • Reads aloud with expression, changing tempo as appropriate	Shared reading and writing • Reads short non-fiction texts. • Discusses main idea / sequence of events. Word and sentence level work • Explores vocabulary related to the text or viewed medium. • Explores different kinds of sentences found in text or viewed medium. Group, guided and independent reading and writing • Reads short novel/class reader. • Personal dictionaries /vocabulary words/sentences added. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Writes for playful and creative purposes eg humorous anecdotes, letter, poem • Uses figurative language eg simile, onomatopoeia, personification • Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Produces neat, legible work with attention to presentation eg title, headings	Writing • Plans drafts and refines a notice.

SPELLING AND GRAMMAR **LO 5**: AS 1, 3, 4. **LO 6**: AS 1. 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.	<u>Phonics & Spelling</u> • Learns 10 selected words from shared reading text or viewed medium and words that present spelling problems in class work. <u>Grammar</u> • Learns the punctuation and purpose of different sentence types.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3, 6.	• Conducts an interview to obtain information • Organizes and sequences the information under different headings eg on a chart • Draws conclusions • Makes an oral presentation	

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 3, 5, 6, 7. **LO 3**: AS 2, 3. **LO 2**: AS 1, 2, 3.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Makes an oral presentation, changing tone and tempo
- Compares stories, poems, choral chants and riddles in terms of structure and language
- Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback
- Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation

NOTES TO TEACHER

- Choose a short story or television programme, or part thereof, on global warming/saving the environment, etc. (e.g. An Inconvenient Truth, The 11th Hour, etc). Choose an article, programme that impacts on the learners' day to day lives. The aim is to make the learner environmentally aware and to furnish him/her with the information he/she will need for writing notices to put up in the school to encourage conservation of energy resources.

DAILY ACTIVITIES

Listen to or view a story or excerpt from a television programme about an environmental issue

Change the approach to this lesson:

- Read the story or show the feature without any introduction.
- Afterwards, ask the learners each to write down what they see as the main message of what they have just heard/watched.
  - Ask 3 or 4 learners to read out their answers.
- Ask the learners why they think such a message is important. Explain that there are no right or wrong answers.
- Encourage the learners to link what they have just heard/viewed with their own environment. Make this a time of class discussion.

ASSESSMENT

Formal: Assessment Task 2

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

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback
- Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation

Week 9 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1, 3, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Identifies main and supporting ideas and notes specific details in a range of information texts
- Views and comments on the message in visual and multimedia texts eg films/videos and television dramas
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.

Writing

- Writes for playful and creative purposes eg humorous anecdotes, letter, poem
- Uses figurative language eg simile, onomatopoeia, personification
- Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Produces neat, legible work with attention to presentation eg title, headings

Investigation

- Conducts an interview to obtain information
- Organizes and sequences the information under different headings eg on a chart
- Draws conclusions
- Makes an oral presentation

NOTES TO TEACHER

- Use the same story or television programme you told/viewed in the previous lesson. If it is a written text have enough copies for one between two learners.
- Choose an example of a notice (or create your own) to show the learners. Make sure that the print is large enough for the entire class to see.
- Choose a brightly coloured poster, consisting mainly of illustration to compare with the notice you have chosen.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES:

Shared reading / viewing of a story or excerpt from a television programme about an environmental issue

1. **Before reading /viewing**
   - Remind the learners of what they heard/viewed in the Oral lesson. Question them to check their understanding and knowledge of the topic.
   - Discuss any new words vital to the understanding of the story.
2. **After reading/viewing the story/television excerpt again**
   - Ask the learners to respond to what they have read/viewed.
   - Again ask the learners to identify the main idea and key details. Note these, in point form, on the board.
   - Guide the learners to identifying the purpose of such a story or programme.

- Show the learners your examples of a notice and a poster.
- Ask the learners to identify the two texts.
- Discuss the purpose of each.
- Ask learners to point out the differences and similarities between a notice and a poster.
- Write these down on the board. The learners will use this information for their writing task this week.

Spelling and grammar/word and sentence level work

- Focus on the vocabulary found in the story/feature you have just read/viewed and on the notice.
- In groups, let learners make lists of the kind of words one would need in order to talk about the above topic. Keep these lists available for reference during the writing activity.

Group, guided and independent reading/writing

Personal dictionaries

- Allow learners to add new words with definitions to their dictionaries. Encourage them to make up sentences with each new word to demonstrate how it is used in context.

Guided reading

- Do guided reading with group 1. **Use for Assessment Task 2.**

ASSESSMENT:

Formal: Assessment Task 2

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads aloud with expression, changing tempo as appropriate

Week 9 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- If possible choose another example of a notice (or create your own) to show the learners. Make sure that the print is large enough for the entire class to see
- Choose a brightly coloured poster, consisting mainly of illustration to compare with the notice you have chosen.
- You will need the same reference books that you used in the previous lesson.
- Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading and writing

- Recap the previous day's discussions about an environmental issue, referring to the written notes you made the previous day (main idea/key details).
- Check the learners understanding of the key points through questioning.
- Show the learners again your examples of a notice and a poster, reminding them of the differences and similarities between the two.
- Ask learners to talk about the ways in which they can become involved in saving the planet.
  - At home.
  - At school.
- Divide the learners in their groups and allow them to brainstorm this topic.
- Learners keep notes of all these ideas.

Spelling and grammar / word and sentence level work

Different sentence types

- Identify and discuss the language and different sentence types used in these texts, compared to that in the story. Try to find examples of statements, questions, commands and exclamations in the texts and write them on the board.
- Demonstrate how to change a statement into a question, a command or an exclamation, pointing out how the punctuation and the form of the verb may change. Give learners the opportunity to also do this on the board.

Group, guided and independent reading/writing

Written task

- Set learners a task to change sentences into different types eg a question into a statement, a statement into an exclamation, a command into a question etc. Stress that they must use the correct vocabulary. **Use for Assessment Task 2.**

Guided reading

- Do guided reading with group 2. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING
Individual writing: a notice • Let learners begin working in pairs. • During this time learners each plan and draft a notice to be displayed in the school, encouraging other learners to-be mindful of conservation and avoiding waste. • This will be used for **Assessment Task 2.**
ASSESSMENT: **Formal: Assessment Task 2** **Use the written task on sentence types to rate the learners, recording any problems you have noticed against the following SPELLING AND GRAMMAR milestone:** • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.

Week 9 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose an article from a magazine or newspaper related to the topic being dealt with this week. *(NB the focus is on the ability to construct a notice, not on environmental studies.)*
- You will also need the poster and the notice from the previous lesson,
- Ensure that dictionaries and thesauruses are available per group, and constantly encourage and model using them.

DAILY ACTIVITIES

Shared reading and writing

1. **Before reading**
   - Discuss any new words vital to the understanding of the article.
2. **Reading the article**
   - Read the article to the learners.
3. **After reading**
   - Check the learners understanding of the text through questioning.
   - Ask the learners to identify what new information this article has given them. Add to the notes from the previous lessons.

- Show the class the poster and the notice. Again look for any similarities and differences.

- Model the writing of a notice on the blackboard. *NB It must deal with a totally different topic to the notices to be written by the learners.*
- Let the learners direct you in what to write. Guide them in this, through questioning.
- Make sure there is a heading, numbering or bullets.
- Guide the learners in recognising the fact that notices are generally written in the imperative (command) and often in the passive voice, e.g.: All doors will be locked at 12h00.Language is direct and to the point.

Spelling and grammar/word and sentence level work

- Set a short, informal spelling test on the week's spelling words. **Use for Assessment Task 2.**

Guided reading

- Do guided reading with group 3. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING
Individual writing: a notice • Learners work in pairs. • They edit and refine their first draft of the notice, making sure is has a heading, it is numbered and written in the correct form. • They write the final draft for publishing. • Once this task has been assessed, ask permission for them to be displayed at various places throughout the school. • This notice will be used for **Assessment Task 2**
ASSESSMENT: **Formal: Assessment Task 2** **Use the learners written notices to rate the learners against the following WRITING milestones:** • Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts • Uses appropriate grammar, spelling and punctuation in written work • Produces neat, legible work with attention to presentation eg title, headings

SECOND TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL **LO 1**: AS 1, 2, 3, 6. **LO 2**: AS 1, 2, 3.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Makes an oral presentation, changing tone and tempo • Compares stories, poems, choral chants and riddles in terms of structure and language • Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback • Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation	Speaking and listening activities • Compares stories, poems, and riddles in terms of structure and language. • Participates in discussion offering own opinion and giving feedback.
READING **LO 1**: AS 7. **LO 3**: AS 1, 3, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Identifies main and supporting ideas and notes specific details in a range of information texts • Views and comments on the message in visual and multimedia texts eg films/ videos and television dramas • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language • Reads aloud with expression, changing tempo as appropriate	Shared reading and writing • Reads short texts. • Discusses main idea/sequence of events. Word and sentence level work • Explores vocabulary related to the text or viewed medium. • Explores different kinds of sentences found in text or viewed medium. Group, guided and independent reading and writing • Reads short novel/class reader. • Personal dictionaries/vocabulary words/sentences added. Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS 1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.	• Writes for playful and creative purposes eg humorous anecdotes, letter, poem • Uses figurative language eg simile, onomatopoeia, personification • Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Produces neat, legible work with attention to presentation eg title, headings	Writing • Drafts and refines a poem.

SPELLING AND GRAMMAR **LO 5**: AS 1, 3, 4. **LO 6:** AS 1. 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters • Identifies and uses parts of speech eg pronouns, articles and conjunctions • Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.	Phonics & Spelling • Learns 10 selected words from shared reading text or viewed medium and words that present spelling problems in class work. Grammar • Revises the punctuation and purpose of different sentence types.
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 1, 2, 3, 6.	• Conducts an interview to obtain information • Organizes and sequences the information under different headings eg on a chart • Draws conclusions • Makes an oral presentation	

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 2, 3, 5, 6, **LO 2**: AS 1, 2, 3.

MILESTONES

Oral

- Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details
- Makes an oral presentation, changing tone and tempo
- Compares stories, poems, choral chants and riddles in terms of structure and language
- Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback
- Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation

NOTES TO TEACHER

- The emphasis this week is learning through fun.
- Choose 4 or 5 riddles to read in class. Choose riddles to which your class will relate e.g. *When is a door, not a door? Ans: When it is ajar, etc.*

DAILY ACTIVITIES

Oral

- Read the riddles one at a time to the class.
- Ask the class to respond with the answers *in an orderly fashion.*
- Ask the learners to share any riddles they might know. Ask 3 or 4 to ask the class their riddles.
- Ask how a riddle is different to an 'ordinary' question.
- Guide the learners through questions to discover the answer.
  - Both are looking for information (answers), but their purposes are different.
  - The aim of a riddle is entertainment or trickery.
  - The aim of the question is to obtain information,
- Through guided questions, establish the general form of riddles:
  - Questions which often rely on a play on words, words with two meanings, (e.g. "Which dog can tell the time?" Answer: "A *watch* dog,) or puns i.e. the words sound the same, but are spelt differently or have different meanings, (e.g. "What is black and white and red all over?" Answer. "A newspaper.") It is black and white, and is read (past tense) all over.
  - Aim at amusement or cleverness.

- Talk about the different stories, poems, choral chants and riddles that learners have read and heard during the term. Focus on the differences in terms of structure and language.
- Using the inputs from the learners draw up a table summarizing the differences, eg

	Poem	Story	Choral chant	Riddle
Type of language				
Structure				

- Use the table to identify similarities as well as differences. **Use for Assessment task 2.**

ASSESSMENT:

Formal: Assessment Task 2

Use this class discussion to rate the learners against the following ORAL milestone:

- Compares stories, poems, choral chants and riddles in terms of structure and language

Week 10 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1, 3, 7, 8. **LO 4**: AS 1, 2, 3, 4. **LO 5**: AS1, 2, 3, 4. **LO 6**: AS 1, 2, 3, 4.

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Identifies main and supporting ideas and notes specific details in a range of information texts
- Views and comments on the message in visual and multimedia texts eg films/videos and television dramas
- Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters
- Identifies and uses parts of speech eg pronouns, articles and conjunctions
- Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.

Writing

- Writes for playful and creative purposes eg humorous anecdotes, letter, poem
- Uses figurative language eg simile, onomatopoeia, personification
- Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts
- Uses appropriate grammar, spelling and punctuation in written work
- Writes extended sentences using phrases and clauses
- Produces neat, legible work with attention to presentation eg title, headings

Investigation

- Conducts an interview to obtain information
- Organizes and sequences the information under different headings eg on a chart
- Draws conclusions
- Makes an oral presentation

NOTES TO TEACHER

- Choose a fairy tale or short story in which a quest takes place, i.e. the hero has to discover the answer to something, e.g. Rudyard Kipling's 'The Elephant's Child'.
- Each learner should have his/her personal dictionaries at hand for adding new words.

DAILY ACTIVITIES:

Shared reading of a story or fairy tale

1. **Read the story**

- After announcing the title, read the story without any introduction with the learners.
- Merely explain any new words the learners might not know that are vital to the understanding of the story.

2. **After reading**

- Ask the learners to respond.
  - to identify the main idea.
  - to identify the purpose of such a story.
  - Are there any lessons to be learned from the story? If so, what are they?
  - How can we apply them to our own lives?
- Use this time for a class discussion of values and attitudes.

Spelling and grammar/word and sentence level work

Different sentence types

- Ask the learners for an example of a sentence. They will probably give you a statement.
- Ask the learners for an example of a question. Remind learners of the question game.
- Ask the learners for an example of a command. Ask where we find examples of commands.
- Ask the learners for an example of an exclamation. Ask for instances when this type of sentence is used.
- Write each of the examples on the board without any punctuation. Someone is bound to notice and comment on it, in which case allow 4 different learners to punctuate the sentences on the board. If no-one comments, ask if anyone notices that something is missing.

Group, guided and independent reading/writing

Written task

Give learners a worksheet containing 1 – 2 paragraphs with no punctuation. Make sure that it contains all four sentence types. Learners add appropriate punctuation and indicate the capital letters.

Guided reading

- Do guided reading with group 1. **Use for Assessment Task 2.**

ASSESSMENT:

Formal: Assessment Task 2

Use Guided Reading each week to rate the learners, recording any problems you have noticed against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books
- Uses a range of reading strategies eg skimming, scanning, making story maps or notes
- Reads aloud with expression, changing tempo as appropriate

Week 10 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- ❖ Choose a fairly short, humorous poem to read to the learners. Make sure learners each have a copy. Choose one that learners can use as a model for their own writing of a poem.
- ❖ Have enough copies of dictionaries and thesauruses for learners to use and share easily.

DAILY ACTIVITIES

Shared reading of a poem

1. **Pre reading**
   - Introduce the poem to the class. Share with them the title and ask them to predict what the poem will be about.
   - Discuss any new words vital to the understanding of the poem.
2. **Read the poem**
   - Read the poem with plenty of dramatic flair. The aim of the poem is to entertain.
3. **After reading**
   - Check the learners understanding of the poem through questioning.
   - Identify figurative language used in the poem and discuss why it is effective.
   - Let the learners compare what they thought the poem would be about, with what they have discovered after reading the poem. Let 3 or 4 learners share with the class.
   - Ask why they laughed at certain places.
   - Ask what they think the poet's intention was in writing the poem.
   - Does it contain a message/lesson? If so, what is it?

Group, guided and independent reading/writing

Guided reading

- Do guided reading with group 2. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

Individual writing of a poem

- Explain to learners that they are going to write their own, humorous poems. They can use the format of the poem they read earlier in the lesson as a guide.
- Let the learners work in pairs to plan their poem and make notes of what can go into each line.
- Learners write a first draft of their poem. They will edit it in the next lesson.

ASSESSMENT:

- Informal assessment of learners' participation in the class discussion of the poem.

Week 10 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Choose a brief, humorous short story. Ensure that you have sufficient copies for each pair of learners in the class.

DAILY ACTIVITIES

1. **Shared reading**

- As with the poem, introduce the story to the class. Share with them the title and any possible illustrations.
- Discuss any new words vital to the understanding of the story.
- Based on the title, illustrations and new words, let the learners predict what they think the story will be about.
- Discuss any new words vital to the understanding of the story.
- Read the story, allowing the learners to take turns reading out loud to the class.

2. **After reading**

- Check the learners understanding of the text through questioning.
- Ask learners to identify the main idea/ message of the story.
- Is there any part of the story they can apply to their own lives. If so, which part, and why?

Spelling and grammar/word and sentence level work

Different sentence types: questions

- Play the **QUESTION** game with the class.
  - Begin to tell a story, but after a few sentences ask a question, e.g. “The little red hen went walking down the road. She was feeling very sad. Why do you think she was sad?”
  - The learner then answers with another question, which he asks the next learner, e.g. “Do you think she had lost her eggs?” who in turn asks the next learner, “Do you think they were stolen?” and so on round the class, until someone makes a mistake and answers in a statement instead of a question. That person then has to start another story, and pose a question to the next in line.
  - The purpose of the game is to re-enforce the form of the question.

Guided reading

- Do guided reading with group 3. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING
Individual writing of a poem • Learners edit and publish a final version of their poems. Remind them to use figurative language. • Give them the chance to read their poems either to others in their group of to the whole class. **Use for Assessment Task 2.**
ASSESSMENT: **Formal: Assessment Task 2** **Use the writing of a poem to rate the learners, recording any problems you have noticed against the following WRITING milestone:** • Writes for playful and creative purposes eg humorous anecdotes, letter, poem • Uses figurative language eg simile, onomatopoeia, personification

Assessment Task 2: Weeks 6 - 10

	MILESTONES	WEEK	TASK
ORAL **LO 1**: AS 1, 2. **LO 2**: AS 1, 2.	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details • Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback • Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation • Makes an oral presentation, changing tone and tempo • Compares stories, poems, choral chants and riddles in terms of structure and language	6, 9 7 10	Class discussion of TV documentary/newscast. Presentation of coral chant. Class discussion of different fiction texts
READING **LO 3**: AS 1, 4, 5, 7, 8. **LO 5**: AS 1, 4.	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Reads aloud with expression, changing tempo as appropriate • Identifies main and supporting ideas and notes specific details in a range of information texts • Uses a range of reading strategies eg skimming, scanning, making story maps or notes • Views and comments on the message in visual and multimedia texts eg films/videos and television dramas • Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language	6 - 10 7 6, 7	Guided/group reading. Shared and group reading Cloze procedure task Shared reading
WRITING **LO 4**: AS 1, 2, 4.	• Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts • Produces neat, legible work with attention to presentation eg title, headings • Uses appropriate grammar, spelling and punctuation in written work • Writes extended sentences using phrases and clauses • Writes for playful and creative purposes eg humorous anecdotes, letter, poem • Uses figurative language eg simile, onomatopoeia, personification	6 8 9 10	A poster for a feature film; A newsletter A notice A poem

SPELLING AND GRAMMAR **LO 6**: AS 1, 2, 6.	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters	6 - 9	Ongoing weekly spelling tests
	• Identifies and uses parts of speech eg pronouns, articles and conjunctions	8	Written tasks on pronouns and conjunctions
	• Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation.	9	Written task on changing sentence types
INVESTIGATION **LO 3**: AS 11. **LO 5**: AS 2, 3.	• Conducts an interview to obtain information • Organizes and sequences the information under different headings eg on a chart • Draws conclusions • Makes an oral presentation	6 6 6 8	Peer interviews Compiling a table Writing conclusions Presentation of findings.

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**