



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

HOME LANGUAGE GRADES 7-9

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR GENERIC HOME LANGUAGE SENIOR PHASE

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12, published in the Government Gazette, No. 29467 of 11 December 2006; and*
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in the Government Gazette, No.29466 of 11 December 2006.*
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are

meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R - 12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
- Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
- Progression; content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

(b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

(a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2.1 The subject Home Language

Language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. The subject Home Language includes all the official languages: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda and Xitsonga.

Home Language is the language first acquired by learners through learning at home. It is the language in which learners learn to think. Learner's home language needs to be strengthened and developed so as to provide a sound foundation for learning additional languages. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Listening, speaking and language usage skills will be further developed and refined, but the emphasis at this level will be on developing the learners' reading and writing skills. The table below indicates the main skills in the Home Language curriculum.

1.	Listening and speaking
2.	Reading and viewing
3.	Writing and presenting
4.	Language structure and use

Listening and speaking are central to learning in all subjects. Learners will listen actively, empathetically and critically to a wide range of oral texts and summarise, record and respond to them. Learners will speak confidently in public, and communicate appropriately and effectively with others. This is necessary for further education and employment.

Well-developed **reading and viewing** skills are central to successful learning across the curriculum. Reading is the foundation for writing and a means of lifelong learning. Learners should read a variety of texts, including South African and international fiction and non-fiction. This will support the development of learners' language, general knowledge and personal growth.

Writing and presenting are powerful instruments of communication that allow learners to construct and communicate thoughts and ideas coherently. Writing is both a means of reflection and of learning, as well as a mode of communication. It is often the mode for assessing learners, and it is therefore very important for further education and employment.

Learners will explore how **language is used**, and develop a shared language for talking about language (a 'metalinguage'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning (from word and sentence levels to whole texts), and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and apply their understanding of **language structures** correctly. They will become aware of how language changes over time and between cultures, and how it changes in different situations.

2.2 In the subject Home Language learners will:

- use language for a variety of purposes to:
 - sustain, develop and transform identities; to sustain relationships in family and community; and for personal growth and pleasure
 - communicate appropriately and effectively in a variety of social contexts.
 - develop tools for thinking and reasoning, and to provide access to information.
 - create, interpret and play imaginatively with oral, visual and written texts.
 - understand and appreciate languages and cultures, and the heritage they carry.
 - assert themselves and challenge others; persuade others of a particular point of view; position themselves and others; and sustain, develop and transform identities.
 - understand the relationships between language, power and identity, and challenge the uses of these where necessary, as well as understand the dynamic nature of culture.

2.3 Time allocation of Home Language in the curriculum

The teaching time for Home Language is five hours per week. All language content is provided within a two-week cycle. Timetabling should make provision for one continuous double period per week. In a two-week cycle the following time allocation for the different language skills are suggested

GRADES	TIME ALLOCATION PER WEEK (HOURS)	Time allocation over two weeks for the skills to be acquired
7-9	5	2 hours speaking
		4 hours reading
		2 h comprehension 2 h literary texts
		4 hours writing

2.4 Requirements to offer Home Language as a subject

2.4.1 Learners

LTSM	GRADES 7 - 9
Core materials	
Prescribed language textbook	√
Dictionary	√
Literature genre	
Folklore	√
Short stories	√
Novel	√
Drama	√
Poetry	√
Media materials	
Newspapers	√
Magazines	√

2.4.2 Teacher

The teacher should have:

- a) a Curriculum and Assessment Policy Statement document.
- b) the Language in Education Policy.
- c) the prescribed language textbook used by learners and other textbooks for resource purposes in addition to the prescribed one.
- d) dictionaries (monolingual, bilingual, multilingual, thesaurus).
- e) prescribed literature genres.
- f) A variety of media materials: newspapers, magazines, brochures, flyers, etc.
- g) access to various audio/visual aids to be used in the classroom.

2.5 Language-teaching approaches:

The approaches to teaching language are text-based, communicative and process-orientated.

The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts.

A **text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

The **communicative approach** means that when learning a language, a learner should have a great deal of exposure to it and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way. Learners read by doing a great deal of reading and learn to write by doing much writing.

This document encourages learners to practise the communication modes of reading, writing, listening, speaking, viewing and representing holistically.

During the integration of all these skills, focus on one skill can lead to practice in another, e.g. a learner involved in a debate will have to produce his own written argumentative/discursive essay using language structures proficiently.

Helping learners to understand, analyse and respond to challenging texts that they find in content-area classes is essential to the development of academic literacy habits and skills.

Speaking as a process

The delivery of different forms of oral communication involves the following stages:

- Planning and research
- Preparation of effective introduction, body and ending
- Presenting.

The reading process

The reading process consists of pre-reading, reading and post-reading stages. The activities can be summarised as follows:

Pre-reading

- Activating prior knowledge
- Looking at the source, author, and publication date
- Reading the first and last paragraphs of a section
- Making predictions.

Reading

- Pause occasionally to check your comprehension and to let the ideas sink in.
- Compare the content to your predictions.
- Keep reading even if you do not understand a part here and there.
- Reread a section if you get completely lost. Read confusing sections aloud, at a slower pace, or both.
- Ask someone to help you understand a difficult section.
- Add reading marks and annotate key points.
- Reflect on what you read.

Post-reading:

- If you will need to recall specific information, make a graphic organiser or an outline of key ideas and supporting details.
- Draw conclusions based on your understanding of the text.
- Write a summary to help you clarify and recall main ideas.
- Think about and write down new questions you have on the topic.
- Establish whether you have achieved the purpose for which you were reading.
- Confirm your understanding of the text.
- Evaluate bias, accuracy and quality.
- Extend your thinking by using ideas you read in the text.

Approaches to teaching literature

The teaching of literature should focus on teaching for comprehension and will include the reading process strategies (pre-reading, reading and post/after-reading)

The teaching of literature should also include the teaching of the key features of narratives, drama and poetry such as plot (exposition, rising action, conflict, climax and denouement/resolution, flashbacks, foreshadowing), theme and message, characterisation, sound devices, stage directions, dialogues, monologue/soliloquy, etc. The teaching of these key features of literature should be text-based and they should not be taught in isolation.

Other approaches to literature, which can be integrated with teaching for comprehension and for understanding the key features of literature, are the **chronological, the author, the theme and the genre approaches**.

In the **chronological approach** learners can research and combine the literature period with the historical events for the same period.

In the **author approach**, learners can participate in a broad and deep study of an author, especially in poetry and can link his/her poems with a particular historical period.

With regard to the **theme approach**, learners can look at themes such as justice, success, love, etc. across a number of poems or across different genres and relate them to events in real-life situations. They can make judgments about the character's actions and write down their own beliefs on the theme.

Regarding the **genre approach**, learners can classify, compare and contrast different types of literary genre, e.g. the difference between the plots in a novel/short story/drama/folklore.

Process approach to writing

Writing and designing texts is a process consisting of the following stages:

- Planning/Pre-writing
- Drafting
- Revision
- Editing/proofreading
- Publishing/presenting.

Learners need the opportunity to put this process into practice. They should, among others:

- decide on the purpose and audience of a text to be written and/or designed.
- brainstorm ideas using, for example mind maps, flow charts or lists.
- consult relevant sources, select relevant information and organise ideas.
- produce a first draft which takes into account purpose, audience, topic and genre.
- read drafts critically and get feedback from others (classmates).
- edit and proofread the draft.
- produce a well-designed final version.

Approaches to teaching language usage

The teaching of language structure should focus on how language is used and what can be done with language, i.e. how to make meaning, how to attend to problems and interests, influence friends and colleagues, and how to create a rich social life. The teaching of language structures should be used to improve speaking, reading and writing.

The teaching of language structures/grammatical structures should therefore be text-based, communicative and integrated.

The following principles should be taken into consideration when teaching language structures:

- Grammar should be presented to learners as a set of tools they can use rather than a set of rules about what not to do.
- Grammar should be taught for constructing texts in their context of use - it is concerned, in other words, with real language.
- The application of grammar should not be restricted to the analysis of isolated sentences – it should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters, reports which learners read and write in school.

- Use authentic materials such as dialogues, interviews.
- Link the language structure with functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; talking about or reporting things, actions, events or people in the environment, in the past or in the future; making requests; making suggestions; offering food or drinks and accepting or declining politely; giving and responding to instructions; comparing or contrasting things.
- Use classroom activities that relate language forms with functions, e.g. the past tense with a narrative essay and report writing, the subjunctive mood with a reflective essay.
- Focus on meaningful tasks. Acquiring the grammatical rules of the language does not necessarily enable the learner to use the language in a coherent and meaningful way.

SECTION 3

3.1 Overview of skills and content

Skills	Grades 7 – 9	
Listening and speaking	<ul style="list-style-type: none"> • Listening comprehension • Different forms of oral communication <ul style="list-style-type: none"> ○ Oral: Prepared and unprepared speech ○ Oral: Prepared and unprepared reading aloud ○ Speaking: Directions and instructions ○ Storytelling ○ Introducing a speaker ○ Vote of thanks ○ Negotiation ○ Role-play ○ Dramatisation ○ Group discussion ○ Debate ○ Meetings and procedures (formal and informal) ○ Conversations ○ Interview ○ Dialogue ○ Discussion ○ Panel discussion, etc ○ Critical language awareness 	
Reading and viewing	<ul style="list-style-type: none"> • Pre-reading strategies (cover page, title, table of content etc.) • Novel/drama/poetry/short stories (prescribed: folklore for African languages.) • Reading and viewing strategies (scanning, skimming, predicting) • Summary and editing • Visual literacy: advertising (poster, pamphlet), cartoon, comic strip, diagram/graph/table/charts/pictures/maps/ symbols) • Critical language awareness • Comprehension 	
Writing and presenting	<ul style="list-style-type: none"> • Writing strategies including process writing • Sound and letter writing • Paragraph writing • Essay writing: descriptive, narrative, argumentative, discursive, reflective, expository • Transactional writing <ul style="list-style-type: none"> • Long transactional text (minutes, reports, essay etc.) • Short transactional text (email, slogans, advertisements, etc.) 	
Language structure and use	<ul style="list-style-type: none"> • Language rules • Phonetics • Figures of speech • Phonics • Words (spelling patterns, rules and conventions) • Using thesaurus and dictionary • Punctuation • Abbreviations and acronyms • Roots, prefixes and suffixes • Borrowed and inherited words • Parts of speech • Synonyms, antonyms, homonyms, one word for a phrase, figures of speech, idiomatic expressions/idioms/proverbs • Concord • Sentence structure (simple, complex, word order) • Critical language awareness 	<ul style="list-style-type: none"> • Tenses • Direct and indirect speech • Article, infinitive, copulative • Negative forms • Active and passive voice • Formal and informal language (slang/colloquialism, jargon) • Critical language awareness: fact and opinion, denotative and connotative meaning, implied meaning, positioning through implicit and explicit messages, values and attitudes. bias, stereotypes, emotive language, persuasive and manipulative language, alternative ways of expression • Textual editing

3.2 TEXTS

3.2.1 LENGTH OF WRITTEN TEXTS TO BE PRODUCED:

Texts	Grades	Disjunctive orthography	Conjunctive orthography
Literary essays	Grade 7	150 - 200 words	90 – 140 words
	Grade 8	200 – 250 words	140 – 190 words
	Grade 9	400 – 450 words	340 – 390 words
Essay			
Essay	Grade 7	190 – 250 words	150 – 200 words
	Grade 8	240 – 300 words	200 – 250 words
	Grade 9	390 – 450 words	350 – 400 words
Longer transactional texts			
Longer transactional texts	Grade 7	180 – 240 words (content only)	120 – 140 words (content only)
	Grade 8	220 – 290 words (content only)	140 – 160 words (content only)
	Grade 9	250 – 360 words (content only)	160 – 180 words (content only)
Shorter transactional texts			
Shorter transactional texts	Grade 7	100 – 120 words	60 – 70 words
	Grade 8	110 – 130 words	70 – 80 words
	Grade 9	120 – 140 words	80 – 100 words

3.2.2 LENGTH OF WRITTEN TEXTS TO BE USED/READ:

		Disjunctive orthography		Conjunctive orthography	
Comprehension	Grade 7	200 – 300 words		380-440 words	
	Grade 8	300 – 400 words		440-500 words	
	Grade 9	500 - 600 words		500-560 words	
			Length of summary		Length of summary
Summary	Grade 7	280 words	70 – 80 words	220 words	60 – 70 words
	Grade 8	320 words	70 – 80 words	250 words	60 – 70 words
	Grade 9	350 words	70 – 80 words	270 words	60 – 70 words

The suggested details for the oral component of home language administered during the year are as follows:

DETAILS
<p>Orals will be internally set, internally assessed and moderated.</p> <ul style="list-style-type: none"> • Reading aloud: <ul style="list-style-type: none"> ○ Prepared reading ○ Unprepared reading • Speaking: <ul style="list-style-type: none"> ○ Prepared speech/ ○ Unprepared speech/ ○ Conversation/ ○ Interview/ ○ Debate • Listening comprehension

3.3 Teaching plans

The teaching plan indicates the minimum content to be covered over two weeks per term. The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. Teachers should design their work schedules using the textbook to teach the content per term using the appropriate sequence and pace.

GRADE 7 TERM 1

CONTENT

Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
1 and 2	<p>ORAL COMMUNICATION (Listening and speaking) Listen to a story</p> <ul style="list-style-type: none"> Recording the main and supporting ideas Retelling the story Summarising Facial expression and gestures Responding to questions and adding own point of view 	<p>Short stories:</p> <p>General discussion of literary features</p> <ul style="list-style-type: none"> Specific focus on selected short story pre-reading exercises and overview of story. Understanding the development of plot, conflict Characterisation Setting Role of narrator Development of the theme Ending 	<p>Narrative skills Short stories</p> <p>Follow all the stages of the writing process as detailed above, i.e.</p> <ul style="list-style-type: none"> Preparatory stage Planning, mind mapping and drafting. First editing and presentation for educator assessment Originality Application of appropriate language creativity appealing to the reader Message Express own feelings 	<p>Work with words</p> <ul style="list-style-type: none"> Use wide range of strategies to spell and pronounce unfamiliar words and discuss the strategies used (syllable). Use of dictionaries to enhance spelling and pronunciation. Creation of personal dictionary or glossary Punctuation
3 and 4	<p>Listen to a poem</p> <ul style="list-style-type: none"> Recording the main and supporting ideas Retelling the poem Summarising Facial expression and gestures Responding to questions and adding own point of view Explaining the key features, how they are organised and how they contribute to the functioning of the text Analysis of poem Reciting of poems 	<p>READING: Read poems:</p> <ul style="list-style-type: none"> Guided reading, Shared reading Group reading Independent reading <p>Reading skills:</p> <ul style="list-style-type: none"> Tone Voice projection Pronunciation Fluency Eye contact Punctuation 	<p>Creative writing Write your own poem for your school's magazine</p> <p>Writing strategies Process writing:</p> <ul style="list-style-type: none"> Planning, mind mapping and drafting. Self-editing. Peer editing. Peer marking <p>Write an informal letter to your friend telling about poetry in school</p> <ul style="list-style-type: none"> Explain requirements of text to be written. Identify target audience and purpose of writing Decide on style viewpoint and format of writing. Research topic and collect data. 	<ul style="list-style-type: none"> Use common abbreviations and acronyms appropriately. Common prefixes and suffixes to work out meaning Borrow words from one another, change meaning and understand how new words are coined. Figurative language <p><i>(It is of the utmost importance that any language/grammar structures are addressed in an integrated manner and from the chosen texts.)</i></p>

<p style="text-align: center;">5 and 6</p>	<p>Conversation:</p> <ul style="list-style-type: none"> • Practise turn-taking. • Express opinion on socio-cultural context of text selected for reading. • Give and motivate personal response to text. • Recognise and challenge use of stereotype and propaganda. • Recognise effects of inclusion and exclusion of information. <p>Listening comprehension Address listening by using written, oral and audio texts.</p>	<p>Reading/viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Infer meaning of unfamiliar words by using word attack skills: <ul style="list-style-type: none"> - clarifying - predicting - contextual clues. <p>Drama</p> <ul style="list-style-type: none"> • Characterisation • Role of narrator • Development of the theme • Messages • Background and setting – relation to character and theme <p>Poetry</p> <ul style="list-style-type: none"> • Types of poems • Literal meaning • Figurative meaning • Mood • Theme and message 	<p>Write a dialogue</p> <p>Preparation stage:</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context 	<p>Working with sentences:</p> <ul style="list-style-type: none"> • Identify and use nouns in sentences: (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects. • adverbs • adjectives
<p style="text-align: center;">7 and 8</p>	<p>Oral: Discussion Listen to poetry and determine -</p>	<p>Reading/viewing for comprehension</p> <p>Poetry External structure of a ballad</p> <ul style="list-style-type: none"> • lines, words, stanzas, rhyme, alliteration (consonance and assonance) <p>Explain how their key features are organised and how they contribute to the functioning of the text.</p> <p>(Strategies):</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words by word attack skills: <ul style="list-style-type: none"> - clarifying - predicting - contextual clues - drawing conclusions 	<p>Informal letter</p> <p>Final draft (proofreading and editing, form, style)</p> <ul style="list-style-type: none"> • Refine word choice and sentence and paragraph structure. • Eliminate ambiguity, verbosity, redundancy, slang and offensive language. 	<ul style="list-style-type: none"> • Identify and use pronouns and conjunctives. • Identify and analyse components of a sentence such as subject, verb, object, main and subordinate, clause. • Use pronouns correctly (e.g., agreement, case, and reference). <p>Sentences and clauses:</p> <ul style="list-style-type: none"> - main and subordinate clauses • Simple sentence: <ul style="list-style-type: none"> ○ subject, object and predicate • Compound sentences • Complex sentences • Punctuation marks

9 and 10	<p>Oral: Prepared speech</p> <p>Debate: The educator to give guidance on:</p> <ul style="list-style-type: none"> • the research topic - locate, access, select information. • coherent organisation of material, choosing and developing main ideas, supported by examples. • identifying and choosing correct vocabulary, language and conventions. • Preparing effective introductions and conclusions. • Incorporating appropriate visual, audio or/and audiovisual aids, e.g. charts, posters, slides images, etc. • Interpreting mood, tone, atmosphere time-line, ironic twists and ending, • Using rhetorical devices, e.g., rhetorical questions, pauses, repetition; • Use tone, voice projection, pauses, eye contact, posture and gestures correctly. • audience and register. 	<p>Reading/viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words by word attack skills - evaluating - rereading - restating - visualizing - making notes • Summarising <p>Poetry External structure of a ballad</p> <ul style="list-style-type: none"> - lines, words, stanzas, rhyme, rhythm, punctuation, repetition, alliteration (consonance and assonance) 	<p>Narrative essay</p> <p>Present essay for assessment</p>	<p>Language structure and use</p> <ul style="list-style-type: none"> • Appropriate and creative use of idioms and idiomatic expressions of language. • Words – new and complex; spelling patterns and rules • Compilation of personal spelling list
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GRADE 7 TERM 2

CONTENT

Wee ks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
11 and 12	<p>Speaking/listening</p> <p>Listening comprehension:</p> <ul style="list-style-type: none"> Recording of the main and supporting ideas Retelling the story Summarising Facial expression and gestures Responding to questions and adding own point of view Use of tone, voice projection, pace eye contact, posture and gestures 	<p>Reading/viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> Skimming Scanning Inferring meaning of unfamiliar words by word attack skills evaluating rereading restating visualizing making notes Summarising <p>Picture interpretation and comic strips with regard to the :</p> <ul style="list-style-type: none"> emotive language, transmission, characters, background message. 	<p>Writing: Descriptive essay (apply imagination) Follow all the stages of the writing process as detailed above, i.e.</p> <ul style="list-style-type: none"> Preparatory stage Planning, mind mapping and drafting First editing and presentation for educator assessment. 	<p>Verbs: e.g., helping verbs; irregular, linking, transitive and intransitive verbs</p>
13 and 14	<p>Oral: Forum discussion (e.g. SABC 1 channel: ASIKHULUME – depending on topic at hand)</p> <p>Use of tone, voice projection, pace, eye contact, posture and gestures</p> <p>Pronunciation of words without distorting meaning</p>	<p>Novel/short stories (Specific focus on selected work)</p> <ul style="list-style-type: none"> Assess understanding of literary work – longer questions (literary essay?) <p>Short stories:</p> <ul style="list-style-type: none"> General discussion of the analytical features of a short story Specific focus on selected short story: pre-reading exercises and overview of the story Understanding the development of plot, conflict Characterisation Setting Role of narrator Development of the theme Ending <p>Poetry:</p> <ul style="list-style-type: none"> Internal structure: Idioms, proverbs, figures of speech/ imagery, word choice (diction), sound devices 	<p>Transactional texts: Advertisement interpretation with regard to:</p> <ul style="list-style-type: none"> target audience, font types and size headings relevance of the picture choice of words use of language length and size manipulative language <p>Advertisement</p> <ul style="list-style-type: none"> Requirements of format, style Target audience purpose and context Word choice, figurative language, symbols, colour, placement Sentence structure, lengths and types Selection of visual and design elements Planning, drafting, proofreading/editing, presenting 	<p>Tenses:</p> <ul style="list-style-type: none"> Present, past, future, continuous tense, present perfect, past perfect, future perfect; emphatic [present and past] <p>Subject-verb agreement in sentences containing collective nouns, indefinite pronouns,</p> <ul style="list-style-type: none"> Compound subjects, and prepositional phrases separating subject and verb. Tenses: <ul style="list-style-type: none"> present present continuous perfect tense past tense future tenses <p>Idioms, proverbs, Figures of speech Word choice Sound devices</p>

15 and 16	<p>Interview:</p> <ul style="list-style-type: none"> • Questionnaire: Appropriateness Preparedness <p>Responding to questions: Taking turns Preciseness</p>	<p>Short novel: General discussion of literary features.</p> <ul style="list-style-type: none"> • Specific focus on selected novel - pre-reading exercises and overview of short novel. • Understanding the development of plot, conflict • Characterisation; • Setting • Role of narrator Development of the theme • Ending 	<p>Shorter transactional texts</p> <ul style="list-style-type: none"> • Advertisements • Giving directions and instructions <p>Flyers and posters</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements • Planning, drafting, proofreading / editing, presenting 	<p>Verbal extensions : Applied Causative Passive Reflexive</p>
17 and 18	<p>Reading advertisements :</p> <ul style="list-style-type: none"> • Shared reading • Group reading • Independent reading <p>Role-play an interview</p> <ul style="list-style-type: none"> • Show understanding of texts and concepts. • Give and follow directions and instructions. 	<p>Analysing a novel (continued) –</p> <ul style="list-style-type: none"> • How language and images reflect and shape values and attitudes • How selections and omissions in texts affect meaning 	<p>Advertisement: interpretation with regard to:</p> <ul style="list-style-type: none"> • target audience, • font types and size • headings, • relevance of the picture • choice of words • use of language • length and size. <p>Follow all the stages of the writing process as detailed above, i.e.</p> <ul style="list-style-type: none"> • preparatory stage • planning, mind mapping and drafting. <p>First editing and presentation for educator assessment</p>	<ul style="list-style-type: none"> • Identify and use adjectives and relatives, possessives, demonstratives in sentences. • Identify and use prepositions.
19 and 20	Mid-year examination			

GRADE 7 TERM 2

CONTENT

Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
21 and 22	<p>Different forms of oral communication</p> <ul style="list-style-type: none"> • Dialogue • Forums, panel discussions, meetings and meeting procedures 	<p>Reading/viewing for comprehension (strategies) (Use visual texts)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar images • Reviewing to promote understanding <p>Drama General discussion of literary features:</p> <ul style="list-style-type: none"> • Dramatic structure • Stage directions • Background, setting and timeline 	<p>Short transactional texts:</p> <p>Dialogue:</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types • Planning, drafting, proofreading/ editing, presenting • Punctuation 	<p>Euphemism Sentence structure and kinds: simple sentence: compound. Text editing: Correct punctuation Correct word order.</p>
23 and 24	<p>Different forms of oral communication</p> <p>Dramatisation, Dialogue, etc. Interview</p> <p>Evidence when assessing dramatisation</p> <ul style="list-style-type: none"> • Sense of theatre • Adapting one genre to another • Enacting original dialogue • Performance in keeping with the spirit and intention of the original • Vivid characterisation with simple props - Use of effective props to create setting 	<p>Reading/viewing for comprehension (Use visual and written texts)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Summary <p>Drama</p> <ul style="list-style-type: none"> • Development of the plot, subplot and conflict • Character portrayal • Link between dialogue and action • Identification of theme, mood, tone and atmosphere <p>Poetry External and internal structures:</p> <ul style="list-style-type: none"> • Stanza and lines • Imagery • Sound devices • Rhyme and rhythm • Punctuation • Always ask critical questions – how, when, where, how, etc. 	<p>Shorter transactional texts:</p> <p>Written interview/dialogue</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Planning, drafting, proofreading/editing, presenting 	<p>Sentence structure</p> <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> - Simple sentence - Compound sentence - Complex sentence • Use idioms and idiomatic expressions of language appropriately and creatively. • Use antonyms, synonyms, polysemy, paronyms, homonyms, homophones appropriately. • Identify connotative implied meanings and multiples.

25 and 26	<p>Different forms of oral communication</p> <ul style="list-style-type: none"> ○ Storytelling ○ Role-play ○ Group discussion 	<p>Reading/viewing for comprehension (strategies) (Visual and written texts)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • Summary <p>(There is a choice between folklore/short stories) Folklore: (Folk tales/narratives - legends, myths, animal stories)</p> <ul style="list-style-type: none"> • Literary features/structures: character, setting, plot, conflict, symbolism, song, imagery, language/word choice, foreshadowing, flashback • Poetry (praise poems, different types of songs, clan praises) • Plays (ceremonies, rituals, cultural habits) • Other forms (proverbs, idioms, riddles, superstitions) 	<p>Short transactional texts: (Narrative essay)</p> <ul style="list-style-type: none"> • Explain the requirements to write a narrative essay (narrate an event/experience that you have experienced or observed). • Identify the target audience and purpose of writing. • Decide on style, view-point and format of writing. • Research topic and collect data. 	<ul style="list-style-type: none"> • Use of meta-language (direct and indirect speech, proverbs, active and passive voice, moods and article). • Accurate use of derivative verbs. • Correct use of the tenses: Simple present tense, present tense, continuous tense. Direct and indirect speech • Idiomatic expressions, idioms and proverbs – figurative language
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27 and 28	<p>Prepared reading (reading aloud)</p> <ul style="list-style-type: none"> • Reading fluently according to purpose • Pronouncing words without distorting meaning • Using tone, voice projection, pace, eye contact, posture and gestures correctly <p>Connected to this:</p> <ul style="list-style-type: none"> • Prepared speech 	<p>Read public speeches from newspaper, i.e. SoNA</p> <ul style="list-style-type: none"> • Theme, mood, tone, point of view, the role of the narrator, figurative language, stylistic devices, irony 	<p>Long transactional texts: Diary</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Planning, drafting, proofreading/editing, presenting <p>Short transactional text:</p> <p>Invitation</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements • Planning, drafting, proofreading/editing, presenting 	<ul style="list-style-type: none"> • Use of different types of sentences, such as questions, commands, instructions and exclamations • Appropriate use of register (formal and informal language e.g. slang) • Copulatives • Idiophones • Interjections
29 and 30	<p>Speaking and listening</p> <p>Debate:</p> <ul style="list-style-type: none"> • Making inferences and judgement • Recognising the effect of technical language and jargon • Distinguishing language varieties • Using persuasive techniques • Presenting facts and opinions 	<p>Reading and viewing for comprehension:</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Critical language awareness in texts:</p> <ul style="list-style-type: none"> • fact and opinion • direct and implied meaning • denotation and connotation • socio-political and cultural background of texts • bias, stereotyping, prejudice and discrimination • relationships between language and power 	<p>Functional writing:</p> <p>Agenda and minutes:</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience, purpose and context <p>Planning, drafting</p> <ul style="list-style-type: none"> • Word choice • Personal voice and style • Vivid description • Tone • Main and supporting ideas • Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> • Refine word choice and sentence and paragraph structure. • Eliminate ambiguity, verbosity, redundancy, slang and offensive language. • Present essay for assessment. 	<p>Language usage</p> <p>Use different types of moods in sentences :</p> <ul style="list-style-type: none"> • Subjunctive mood • Indicative • Imperative • Fact and opinion

GRADE 7 TERM 4

SKILLS

Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
31 and 32	<p>Unprepared speech</p> <ul style="list-style-type: none"> Introducing a speaker Vote of thanks Telling a story 	<p>Reading/viewing for comprehension (strategies)</p> <p>Reading a drama Apply above strategies.</p> <p>(Visual and written texts)</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images Main and supporting ideas Fact and opinion Inferences and conclusions Own opinion Summary 	<p>Summary: Reflective writing</p> <p>Preparation stage</p> <ul style="list-style-type: none"> Requirements of format, style, point of view Target audience. purpose and context <p>Planning, drafting</p> <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> Refine word choice and sentence and paragraph structure. Eliminate ambiguity, verbosity, redundancy, slang and offensive language. Present essay for assessment. 	<p>Tenses (present participle, past participle) Degree of comparison</p> <p>Figurative language</p> <ul style="list-style-type: none"> Idioms and proverbs
33 and 34	<p>ORAL COMMUNICATION (Listening and speaking)</p> <p>Using negotiation skills to reach consensus or to convince others of certain ideas.</p>	<p>Poetry/folklore: Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <p>Prescribed poems</p> <ul style="list-style-type: none"> Types of poems/folklore Literal meaning and figurative meaning Mood Theme and message Imagery Rhythm and rhyme Repetition, Sound: alliteration (consonance and assonance) enjambment 	<p>Long/shorter transactional texts</p> <p>Dialogue</p> <ul style="list-style-type: none"> Requirements of format, style, point of view Target audience, purpose and context Word choice, vivid description Sentence structure, lengths and types Planning, drafting, proofreading/editing, presenting <p>Emails</p> <ul style="list-style-type: none"> Requirements of format, style, point of view Target audience purpose and context Word choice, description 	<ul style="list-style-type: none"> Identification and use of adjectives and relatives, possessives, demonstrative in sentences Negative forms Active and passive voice and analysis of their functions in texts

35 and 36	<p>Listening comprehension</p> <ul style="list-style-type: none"> Listen to a multitude of texts and determine the implicit and explicit meaning 	<p>Poetry: Prescribed poems</p> <p>Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <p>Analysis of a poem:</p> <ul style="list-style-type: none"> Lines, words, stanzas, link, refrain, typography, punctuation. Meaning: implicit and explicit <p>The critical analysis of the poem will depend on the particular poem that has been selected but could include the following examples:</p> <ul style="list-style-type: none"> What is the poet's intention or message? How would you describe the mood of the ? 	<p>Essay: Expository writing</p> <p>Preparation stage</p> <ul style="list-style-type: none"> Requirements of format, style, point of view Target audience, purpose and context <p><u>Planning, drafting</u></p> <ul style="list-style-type: none"> Word choice, Research for relevant information Main and supporting ideas Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> Refine word choice and sentence and paragraph structure. Eliminate ambiguity, verbosity, redundancy, slang and offensive language. Present essay for assessment. <p>Curriculum vitae</p> <ul style="list-style-type: none"> Requirements of format, style Target audience purpose and context Word choice Planning, drafting, proofreading/editing, presenting 	<p>Negative forms</p> <ul style="list-style-type: none"> Active and passive voice Direct and indirect speech
37 and 38	<p>Revision and preparation for examination</p> <p>Speaking:</p> <ul style="list-style-type: none"> Prepared speech/debate/interview/conversation Prepared reading Unprepared reading <p>Listening</p> <ul style="list-style-type: none"> Listening comprehension 	<p>Revision and preparation for examination</p> <p>Reading</p> <ul style="list-style-type: none"> Prepared reading Reading comprehension Summary Literature: <ul style="list-style-type: none"> Novel/short stories/folklore Drama/film study Poems 	<p>Revision and preparation for examination</p> <p>Writing:</p> <ul style="list-style-type: none"> Essays Long transactional texts Short transactional texts Email 	<p>Revision and preparation for examination</p> <ul style="list-style-type: none"> Language structures (words and sentences in context)
39 and 40	End-of-year examination			

GRADE 8 TERM 1				
SKILLS				
Week	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
1 and 2	<p>Engage in :</p> <p>1. Group discussion – brainstorming; select relevant ideas; sequence main ideas, interaction skills for working in a group (respect, constructive and appropriate feedback, taking turns)</p> <p>2. Prepared speech</p> <ul style="list-style-type: none"> • Research topic- locate, access, select information. • Organise material. • Develop main ideas. • Give examples to support a point of view • Identify appropriate language, vocabulary and conventions. • Prepare effective introductions and conclusions. • Employ communication skills (eye contact, voice projection, tone, body language, facial expression). 	<p>Novel Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Pre-reading strategies Introduce learners to :</p> <p>Text features – titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, , subheadings, numbering, , , diagrams, maps, icons, pull-down menus, key-word searches, etc.</p> <p>Parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.</p> <ul style="list-style-type: none"> - Short novel; general discussion of literary features - Specific focus on selected novel: pre-reading exercises and overview of short novel - Understanding the development of plot, conflict - Characterization - Setting - Role of narrator - Development of the theme - Ending 	<p>Narrative texts Writing strategies Paragraph conventions</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Supporting ideas • Introduction and ending • Mind-mapping, brainstorming ideas using lists <p>Narrative skills</p> <ul style="list-style-type: none"> • Explain the requirements of text to write a narrative essay (narrate an event/something that you have experienced or observed). • Identify the target audience and purpose of writing. • Decide on style, viewpoint and format of writing. • Research topic and collect data • Introduction, to development, climax • short conclusion. 	<p>Working with words</p> <ul style="list-style-type: none"> • Use of wide range of strategies to spell and pronounce unfamiliar words and strategies used (syllable) • Use of dictionaries to enhance spelling and pronunciation • Creation of personal dictionary or glossary • Punctuation (comma, hyphen, exclamation mark, question mark)

3 and 4	<p>READING:</p> <ul style="list-style-type: none"> • Strategies - Guided reading - Shared reading - Group reading - Independent reading <ul style="list-style-type: none"> • Reading skills - Tone - Voice projection - Pronunciation - Fluency <p>Oral presentation: Reading aloud</p> <ul style="list-style-type: none"> • Use of tone, voice projection, pause, pace, eye contact, posture and gestures • Pronunciation of words without distorting meaning 	<p>Pre-reading strategies Introduce learners to: Analysis of a short novel</p> <p>Novel</p> <ul style="list-style-type: none"> • Specific focus on selected novel – pre-reading exercises and overview of story development of plot, subplot, conflict 	<p>Writing strategies</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Employ logical progression of paragraphs to ensure coherence - cause and effect - comparison - contrast. • Use conjunctions, pronouns and adverbs to ensure cohesion. • Use a variety of sentence types, lengths and structures. <p>Essay (narrative):180 words Process writing:</p> <ul style="list-style-type: none"> • Planning – select, organise and synthesise data • Development of coherent ideas, organise as mind maps, flow charts, graphs, etc. • First draft 	<ul style="list-style-type: none"> • Appropriate use of common abbreviations and acronyms • Common prefixes and suffixes to work out meaning • Borrow words from one another, change meaning and understand how new words are coined • Figurative language (metaphor, simile, personification)
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5 and 6	<p>CONVERSATION (on a current topic)</p> <ul style="list-style-type: none"> • Take turns. • Express opinion on socio-cultural context of text selected for reading. • Give and motivate personal response to text. • Recognise and challenge use of stereotype and propaganda. • Recognise effects of inclusion and exclusion of information. <p>Listening comprehension</p> <ul style="list-style-type: none"> • Record main and supporting ideas by making notes, checklists, summaries, paraphrasing and retelling. <p>Assess listening by using written, oral and audio texts.</p>	<p>Reading/viewing for comprehension (strategies)</p> <p>Novel</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words by using word attack skills: <ul style="list-style-type: none"> ○ clarifying ○ predicting ○ contextual clues <p>Narrative and dramatic structures used in novel, drama, short stories and folklore studies:</p> <ul style="list-style-type: none"> • plot and sub-plot (exposition, rising action, climax, denouement) <p>POETRY (prescribed)</p> <p>Poem: Ballad (deals with action, bravery, love, war, death, etc.)</p> <ul style="list-style-type: none"> • Explain how the key features are organised and how these contribute to the functioning of the text. 	<p>Longer transactional texts: Choose type from the list:</p> <ul style="list-style-type: none"> ➤ Letters (friendly and informal) ➤ Reports ➤ Diary entries ➤ Dialogues ➤ Reviews ➤ Minutes of meetings <p>Agenda</p> <ul style="list-style-type: none"> ➤ <p>Write on what transpired in the conversation.</p> <p>Process writing continued:</p> <ul style="list-style-type: none"> • Editing and proofreading – self- and/or peer editing (rework the essay and corrects any errors) <p>Present a well-crafted final product (some of the rough work should be attached).</p>	<p>Working with sentences</p> <ul style="list-style-type: none"> ○ Identify and use nouns in sentences, e.g. singular, plural, diminutives, possessive, compound, appositives, concrete, abstract, direct and indirect objects, denominatives, reduplicated ○ Types of nouns: <ul style="list-style-type: none"> ➤ simple, common, complex, compound, concrete, abstract, collective, locative, countable, uncountable, proper, gerund, derivative ➤ Complements ○ Adverbs ○ Adjectives
7 and 8	<p>Oral: Unprepared speech</p> <p>Interaction skills: eye contact, voice projection, facial expression, body language, tone)</p> <p>Evidence when assessing an unprepared speech</p> <ul style="list-style-type: none"> • Some sense of structure • Appropriate to the purpose • Register and tone appropriate to the audience • Briefness but effectiveness 	<p>Analysis of a ballad</p> <ul style="list-style-type: none"> • External structure of a ballad: • Lines, words, stanzas, rhyme, alliteration (consonance and assonance) 	<p>Informal letter (80 words)</p> <ul style="list-style-type: none"> • Address • Salutation • Tone - conversational • Paragraphing • Conclusion • Ending <p>NB: Stages of process writing are followed.</p> <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> • Refine word choice and sentence and paragraph structure. • Eliminate ambiguity, verbosity, redundancy, slang and offensive language. • Present essay for assessment. 	<ul style="list-style-type: none"> • Identification and use of pronouns and conjunctives • Identification and analysis of components of a sentence such as subject, verb, object, main and subordinate clauses • Pronouns – absolute, quantitative • demonstrative.

9 and 10	<p>Oral: Debate Give guidance on:</p> <ul style="list-style-type: none"> • researching topic: locate, access, select information. • organising material coherently, choosing and developing main ideas, supported by examples. • identifying and choosing the correct vocabulary, language and conventions. • preparing effective introduction and conclusion. • incorporating appropriate visuals, audio and/or audiovisual aids, e.g. charts, posters, slides, images, etc. • interpreting mood, tone, atmosphere, time line, ironic twists and ending. • using rhetoric devices, e.g. rhetoric questions, pauses, repetition, etc. • using tone, voice projection, eye contact, posture and gestures correctly. • audience and register. 	<p>Traditional poem (Prescribed)</p> <ul style="list-style-type: none"> • Explain how the key features are organised and how they contribute to the functioning of the text. Do analysis of a traditional poem. <p>Poetry (including praise poems and traditional songs)</p> <ul style="list-style-type: none"> • External structure of a poem: lines, words, stanzas, rhyme, rhythm, punctuation, repetition, alliteration (consonance and assonance) 	<p>Summary writing (80 words) Discussion of skills of writing a summary:</p> <ul style="list-style-type: none"> • Read and reread the original text. • Identify the main idea- scanning and skimming for main and supporting ideas. • Infer meaning of unfamiliar words. • Summarise main and supporting ideas in point form/paragraph.- rewrite ideas in your own words where possible. • Keep facts in the order in which they are discussed in the original text. • Reread, review and revise to improve. 	<p>Language structure and use</p> <ul style="list-style-type: none"> • Use idioms and idiomatic expressions of a language appropriately and creatively. • Use antonyms, synonyms, polysemy and homonymy appropriately.
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GRADE 8 TERM 2				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
11 and 12	<p>Listening comprehension: Humour in texts</p> <ul style="list-style-type: none"> Recording the main and supporting ideas Retelling the story Summarising Facial expression and gestures of the speaker Response to questions (memory and interpretation) 	<p>Reading/viewing for comprehension</p> <p>Cartoon interpretation with regard to the following:</p> <ul style="list-style-type: none"> Types of bubbles (speech and thought bubbles) Emotive language Posture Characters 	<p>Longer transactional texts</p> <p>Descriptive essay: (200 words)</p> <ul style="list-style-type: none"> Clear word pictures to evoke all senses (sight, smell, touch, hearing, taste) Creation of mood to be appropriate to the description <p>• NB: Follow all the stages of process writing.</p>	<p>Verbs:</p> <ul style="list-style-type: none"> Verbal roots Transitive and intransitive Verbal prefixes: subject concord, object, concord Auxiliary verbs <ul style="list-style-type: none"> indicative imperative subjunctive
13 and 14	<p>Different forms of oral communication</p> <p>Forum discussion (eg. LRC meeting):</p> <ul style="list-style-type: none"> Chairperson directs the meeting. Secretary takes minutes. Speakers take turns. Participants respect other peoples' point of view. <p>Strive to reach consensus:</p> <ul style="list-style-type: none"> Forum Panel discussion. 	<p>Read: Playlets/short stories, poem, song (100 words)</p> <p>Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <ul style="list-style-type: none"> Following all the stages of process writing. Originality and creativity Application of appropriate language <p>Appealing to the reader – message, expression of own feelings.</p>	<p>Summary writing</p> <p>Discussion of skills of writing a summary of the discussions held:</p> <ul style="list-style-type: none"> Read and reread the original text. Identify the main idea - scanning and skimming for main and supporting ideas. Infer meaning of unfamiliar words. Summarise main and supporting ideas in point form/paragraph - rewrite ideas in your own words where possible. Keep facts in the order in which they are discussed in the original text. <p>Reread, review and revise to improve</p>	<ul style="list-style-type: none"> Tenses: simple present, simple past, present continuous, past continuous, present perfect, past perfect, simple future, future continuous <p>Subject-verb, sentences containing collective nouns, indefinite pronouns, compound subjects, prepositional phrases separating subject and verb</p>

15 and 16	<p>Interview:</p> <ul style="list-style-type: none"> • Questions – appropriate, well prepared • Responses _ take turns, precise 	<p>Folklore:</p> <ul style="list-style-type: none"> • Purpose • Key features are discussed - characters, time, audience, style <p>or</p> <p>Poetry:</p> <ul style="list-style-type: none"> • Internal structure: • Figures of speech/imagery, word choice (diction), sound devices, tone, rhetoric devices, emotional responses 	<p>Advertisement</p> <p>The following are noted:</p> <ul style="list-style-type: none"> • Target audience • Font type and size • Heading • Relevance of picture in relation to the message • Choice of words • Use of language • Length and size. <p>N.B.: All stages of process writing are followed.</p> <ul style="list-style-type: none"> • Types • Paragraph conventions 	<p>Verbal extensions:</p> <ul style="list-style-type: none"> • Applied • Causative • Passive • Reflexive • Reciprocal • Reversive • Auxiliary verbs • Punctuation • The use of concord • Prepositions/locatives • Idioms, proverbs, • Figures of speech • Word choice • Sound devices
17 and 18	<p>Listening to a non-fictional text from the mass media</p> <p>READING</p> <p>Reading strategies:</p> <ul style="list-style-type: none"> • Shared reading • Guided reading • Group reading • Independent reading <p>N.B.: Reading skills to be emphasised</p> <p>Debate the content</p>	<p>Reading a nonfictional text</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook' • one literature text. <p>• Analyse this text.</p>	<p>Writing an analysis of the non-fictional text you have spoken about.</p> <p>Argumentative essay (300-350)</p> <ul style="list-style-type: none"> • Linking ideas in paragraph developed • Substantiation of viewpoint provided • Research skills encouraged Requirement s of format, style, point of view • Target audience, purpose and context • Word choice, vivid description • Sentence structure, lengths and types • Planning, drafting, proofreading/editing, presenting 	<ul style="list-style-type: none"> • Identification and use of adjectives, relatives, demonstratives, possessives and enumeratives in sentences • Identification and use of prepositions
19 and 20	Mid-year examination			

GRADE 8 TERM 3				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
21 and 22	<p>Different forms of oral communication</p> <p>Dialogue:</p> <ul style="list-style-type: none"> Take turns. Respect other person's opinions. Stick to the topic. Pay attention. Apply interaction skills. 	<p>Drama:</p> <ul style="list-style-type: none"> Pre-reading exercises and overview of the story General discussion of the literary features and critique of the book focusing on : <ul style="list-style-type: none"> Interpreting and explaining dramatic structure Explaining link between dialogue and action Background, setting and timeline 	<p>Dialogue (100 words)</p> <ul style="list-style-type: none"> Punctuation marks Acceptable language Speakers to maintain discussion 	<ul style="list-style-type: none"> Euphemism Sentence structure Text editing Punctuation: apostrophe, quotation marks, colon, semicolon Word order Concord
23 and 24	<p>Role play</p> <ul style="list-style-type: none"> Clear idea of a character – age, occupation, family background, likes, dislikes, habits ,etc. <p>Look at the following:</p> <ul style="list-style-type: none"> Situation is clearly shown. Characters are clearly differentiated. Language is appropriate to the situation portrayed. Role-play shows a possible course of action in a particular situation. 	<p>Drama</p> <p>Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <ul style="list-style-type: none"> Explain plot, sub-plot, character portrayal, conflict and dramatic response. Identify themes, mood and tone. 	<p>Paragraphs (100 words)</p> <ul style="list-style-type: none"> Various sentences related to the main idea Correct punctuation Correct conjunctions <p>N.B.: Process writing stages to be followed</p>	<ul style="list-style-type: none"> Idioms and idiomatic expressions Identify connotative, implied and multiple meanings Appropriate use of antonyms, synonyms, polysemy, paronyms, homonyms, homophones Figurative language : apostrophe, alliteration, irony, onomatopoeia
25 and 26	<p>Prepared speech</p> <ul style="list-style-type: none"> Public speaking skills Planning, research and organisation Presentation: tone, voice projection, pronunciation, eye contact, gestures, rhetorical devices Language usage: vocabulary Style and register 	<p>Poetry</p> <p>Critique of a poem:</p> <ul style="list-style-type: none"> Language effects - word choice, imagery, sound devices Structure - lines, stanzas, rhyme, rhythm 	<p>Curriculum vitae</p> <ul style="list-style-type: none"> Formatted lettering Spacing different sections Underlined or bold headings Checking for spelling errors Short and neat 	<ul style="list-style-type: none"> Metalinguage: direct and indirect speech, proverbs, active and passive voice, moods and articles Accurate use of derivative verbs Tenses: present, perfect continuous, past perfect continuous

27 and 28	<p>Different forms of oral communication Story telling :</p> <ul style="list-style-type: none"> • Purpose • Discussion of key features - characters, time, audience, style <p>Group discussion</p>	<p>Reading/viewing for comprehension (Visual and written texts) Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • Summary • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • The writer's inferences and conclusions <p>Novel</p> <ul style="list-style-type: none"> • Explain development of plot, sub-plot, conflict, characters, role of narrator. • Identify and explain message and theme. • Explain how background and setting relate to character and theme. • Identify mood, timeline. • Discuss ending. 	<p>Longer transactional texts: Invitation Diary entry Formal letter</p> <p>Formal letter of request and complaint</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice • Sentence structure, lengths and types • Planning, drafting, proofreading/editing, presenting 	<ul style="list-style-type: none"> • Different types of sentences: questions, commands, instructions, exclamations • Appropriate use of register: formal and informal language • Copulatives • Ideophones • Interjections
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27 and 28	<p>Unprepared reading (reading aloud)</p> <ul style="list-style-type: none"> • Reading fluently according to purpose • Pronouncing words without distorting meaning • Using tone, voice projection, pace, eye contact, posture and gestures correctly 	<p>Read a novel Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <ul style="list-style-type: none"> • Theme, mood, tone, point of view, the role of the narrator, figurative language, stylistic devices, irony <p>SHORT STORIES</p> <ul style="list-style-type: none"> • Literary features: <ul style="list-style-type: none"> • overview of story, plot, subplot, conflict • Characterisation • Role of narrator • Figurative, literary devices – stylistic discourse 	<p>Longer transactional text</p> <p>Review</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience • purpose and context • Word choice, vivid description • Sentence structure, lengths and types • Planning, drafting, proofreading/editing, presenting <p>Short transactional text: Flyers and posters</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements • Planning, drafting, proofreading/editing, presenting 	<ul style="list-style-type: none"> • Types of clauses: <ul style="list-style-type: none"> ○ adjectival clauses ○ adverbial clauses: time, manner, condition, concession, reason, clause, purpose, result, comparison and degree ○ relative clauses • Ideophones • Exclamations
29 and 30	<p>Debate</p> <p>Ensure that:</p> <ul style="list-style-type: none"> • emotive and persuasive language is used. • its purpose is to sway opinion, using reliable source material. <p>Forum discussions:</p> <ul style="list-style-type: none"> -trying to draw people into discussion -interrupting politely -expressing opinions and supportive reasons -expressing agreement and disagreement 	<p>Novel (continued)</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <ul style="list-style-type: none"> • Development of the story • Attention to literary analysis and appreciation 	<p>Descriptive essay Follow all stages of process writing (200 words).</p> <p>Look for</p> <ul style="list-style-type: none"> • clear word pictures evoking sight, sound, smell, taste and touch i.e. all five senses. • creation of mood/atmosphere appropriate to the description. 	<ul style="list-style-type: none"> • Use of different types of moods in sentences: subjunctive, indicative, imperative, participial, habitual • Positive and negative conjugation

GRADE 8 TERM 4				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
31 and 32	<p>Unprepared speech:</p> <p>Reading strategies</p> <p>Oral presentation</p> <ul style="list-style-type: none"> Introducing a speaker, vote of thanks Telling a story <p>Look for</p> <ul style="list-style-type: none"> Some sense of structure Appropriateness to the purpose Register and tone appropriate to the audience Briefness but effectiveness. 	<p>Reading/viewing for comprehension</p> <p>Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <p>Strategies (Visual and written texts)</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images Main and supporting ideas Fact and opinion Inferences and conclusions Own opinion Summary <p>Drama</p> <p>Follow all steps.</p>	<p>Summary</p> <p>Planning, drafting</p> <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> Refine word choice and sentence and paragraph structure. Eliminate ambiguity, verbosity, redundancy, slang and offensive language. Present essay for assessment. 	<ul style="list-style-type: none"> Figurative language: idioms and proverbs The article and the infinitive
33 and 34	<p>Forum discussion</p> <p>The speakers should:</p> <ul style="list-style-type: none"> explore a range of ideas. listen to one another. concede points when necessary. not interrupt other speakers. make logical links between points. keep to the topic. 	<p>Visual and multimedia text</p> <ul style="list-style-type: none"> Analyse a picture. <p>Creative writing should always be inspired by some form of stimulus, be it written text, non-verbal text such as a picture or video or music or even verbal interaction.</p>	<p>Descriptive text/recipe</p> <p>Planning, drafting</p> <ul style="list-style-type: none"> Word choice, Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas Presenting essay for assessment <ul style="list-style-type: none"> Ingredients and quantity Method - mixture How and how long to cook 	<p>Tenses</p> <ul style="list-style-type: none"> Degree of comparison Negative forms;

35 and 36	<p>Interview</p> <p>Discuss the structures of the forms of communication</p> <ul style="list-style-type: none"> • Questionnaires and interview questions should be clear and simple. • Questions should be relevant to the investigation. • Data should be recorded clearly and accurately. • The historical piece should be mainly factual, showing knowledge of the facts and events, but should also include anecdotal narrative that is either interesting or amusing. 	<p>Short novel</p> <ul style="list-style-type: none"> • Explain development of plot, sub-plot, conflict, characters, role of narrator. • Identify and explain message and theme. • Explain how background and setting relate to character and theme. • Identify mood, timeline. • Discuss ending. 	<p>Written interview/ dialogue/speech</p> <p>Teacher activities:</p> <p>Teach the features, writing process, formats, and introduce writing topic/s.</p> <p>Learner activities:</p> <p>Plan and draft text.</p> <p>Planning, drafting</p> <ul style="list-style-type: none"> • Word choice • Research for relevant information • Main and supporting ideas • Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> • Refine word choice and sentence and paragraph structure. • Eliminate ambiguity, verbosity, redundancy, slang and offensive language. • Present essay for assessment. 	<ul style="list-style-type: none"> • Adjectives, relatives, possessives, demonstratives • Direct and indirect speech
37 and 38	<p>Prepare for examination Speaking:</p> <ul style="list-style-type: none"> • Prepared speech/ debate/ interview/conversation • Prepared reading • Unprepared reading <p>Listening</p> <ul style="list-style-type: none"> • Listening comprehension 	<p>Prepare for examination Reading</p> <ul style="list-style-type: none"> • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> ○ Novel/short stories/folklore ○ Drama/film study ○ Poems 	<p>Prepare for examination Writing:</p> <ul style="list-style-type: none"> • Essays • Long transactional texts • Short transactional texts 	<p>Prepare for examination</p> <ul style="list-style-type: none"> • Language structures (words and sentences in context)
39 and 40	End-of--year examinations			

GRADE 9 TERM 1				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
CONTENT AND SKILLS				
1 and 2	<p>Speaking/listening strategies Discussion</p> <ul style="list-style-type: none"> Engage in informal discussion on simple topics and give guidance on brainstorming, selecting relevant ideas, sequence of main ideas. Prepared speech: The educator gives guidance on: research topic - locating, accessing and, selecting information. organising material coherently, choosing and developing main ideas, supported by examples. identifying and choosing correct vocabulary, language and conventions. preparing effective introductions and conclusions. <p>Listening comprehension</p> <ul style="list-style-type: none"> Recording main and supporting ideas by making notes, checklists, summaries, paraphrasing, retelling, explaining Sharing ideas and experiences and showing understanding of concepts Using persuasive/manipulative techniques Clarifying questions 	<p>Pre-reading strategies Introduce learners to :</p> <p>Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <p>Text features – titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, , subheadings, numbering, , , , diagrams, maps, icons, pull-down menus, key-word searches, etc.</p> <p>Parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.</p> <p>Short stories: General discussion of literary features.</p> <ul style="list-style-type: none"> Specific focus on selected short story pre-reading exercises and overview of story Understanding the development of plot, conflict Characterisation; Setting Role of narrator s Development of the theme Ending <p>Also do reading/viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> Skimming Scanning Summarising Visualising Inferring meaning of unfamiliar words and images. 	<p>Writing strategies</p> <p>Paragraph conventions:</p> <ul style="list-style-type: none"> Topic sentence of paragraph Supporting ideas Introduction and ending Mind-mapping, brainstorming ideas using lists <p>Narrative skills</p> <ul style="list-style-type: none"> Explain the requirements of text to write a narrative essay (narrate an event/experience that you have experience or observed). Identify target audience and purpose of writing. Decide on style, viewpoint and format of writing. Research topic and collect data. 	<p>Working with words</p> <ul style="list-style-type: none"> Use of wide range of strategies to spell and pronounce unfamiliar words and discussion of the strategies used (syllable breaks) Use of dictionaries to enhance spelling and pronunciation. Creation of personal dictionary or glossary Punctuation

3 and 4	<p>Speaking/listening strategies</p> <p>Reading</p> <ul style="list-style-type: none"> • Guided reading, • Shared reading • Group reading • Independent reading <p>Reading skills</p> <ul style="list-style-type: none"> • Tone • Voice projection • Pronunciation • Fluency • Eye projection • Punctuation <p>Learners choose their reading text and read to class.</p>	<p>Pre-reading strategies</p> <p>Do at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Introduce learners to:</p> <p>Text structures – sequential order, description, simple cause and effect, procedure, comparison/contrast, order of importance, problem/solution, etc.</p> <p>Reading/viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills <ul style="list-style-type: none"> ○ clarifying ○ predicting <p>Poetry:</p> <ul style="list-style-type: none"> • Analysis of poem • Title, setting, theme and message • Figures of speech • Identification of figures of speech and stating their effects • Diction and choice of words • Tone of poem • Mood of poem • Structure of the poem 	<p>Essay (narrative) Summary</p> <p>Writing strategies</p> <p>Process writing:</p> <ul style="list-style-type: none"> • Planning, mind-mapping and drafting. • Self-editing. • Peer editing. • Peer marking <p>Paragraph conventions</p> <ul style="list-style-type: none"> • Logical progression of paragraphs to ensure coherence <ul style="list-style-type: none"> ○ cause and effect ○ comparison ○ contrast • Use of conjunctions, pronouns and adverbs to ensure cohesion • Use of a variety of sentence types, lengths and structures 	<ul style="list-style-type: none"> • Appropriate use of common abbreviations and acronyms • Common prefixes and suffixes to work out meaning • Borrowing words from one another, changing meaning and understanding how new words are coined. • Figurative language • Thesaurus and dictionary: <ul style="list-style-type: none"> ○ headword and spelling ○ pronunciation ○ etymology
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5 and 6	<p>Role play and interview</p> <ul style="list-style-type: none"> • Questionnaires and interview questions should be clear and simple. • Questions should be relevant to the investigation. • Data should be recorded clearly and accurately. • Use of tone, voice projection, pace, eye contact, posture and gestures should be considered. • Pronounce words without distorting meaning, <p>Teacher chooses the person to be interviewed</p>	<p>Reading/viewing for comprehension (strategies) Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words by using word attack skills: <ul style="list-style-type: none"> ○ clarifying ○ predicting ○ contextual clues <p>Specific focus on selected prescribed work: Poetry</p> <ul style="list-style-type: none"> • Types of poems • Literal meaning • Figurative meaning • Mood • Theme and message 	<p>Longer transactional texts:</p> <p>Curriculum vitae and letter of application</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice • Planning, drafting, proofreading/editing, presenting 	<p>Working with sentences:</p> <ul style="list-style-type: none"> • Identification and use of nouns in sentences: (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects • Noun-roots, prefixes and suffixes and suffixes • Kinds and uses of nouns - subject, object and predicate
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7 and 8	<p>Oral: Prepare learners for an unprepared speech</p> <p>Applied skills</p> <ul style="list-style-type: none"> • Some sense of structure • Appropriate to the purpose • Register and tone appropriate to the audience • Briefness but effectiveness • Discussion of a rubric and assessment criteria for unprepared speech • Continuing procedure detailed above as learners are assessed individually until all have been assessed • Incorporating appropriate visual, audio or/and audiovisual aids, e.g. charts, posters, slides, images, etc. 	<p>Reading/viewing for comprehension</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words and images by word attack skills: <ul style="list-style-type: none"> ○ clarifying ○ predicting ○ contextual clues ○ drawing conclusions • The effect of selections and omissions on meaning • Socio-political and cultural background of texts • Fact and opinion • Direct and implied meaning • Denotation and connotation • Writer's/narrator's point of view • Figurative language <p>Poetry</p> <ul style="list-style-type: none"> • External structure of a ballad: <ul style="list-style-type: none"> • lines, words, stanzas, rhyme, alliteration (consonance and assonance) 	<p>Letters: Business and friendly</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice • Sentence structure, lengths and types • Planning, drafting, proofreading/editing, presenting 	<ul style="list-style-type: none"> • Identify and use pronouns, adjectives and conjunctives. • Identify and analyse components of a sentence such as subject, verb, object, main and subordinate clause.
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9 and 10	<p>Debate:</p> <p>The educator gives guidance on:</p> <ul style="list-style-type: none"> • The research topic-location, accessing, selecting information. • organising material coherently, choosing and developing main ideas, supported by examples. • identifying and choosing correct vocabulary, language and conventions. • preparing effective introductions and conclusions. • incorporating appropriate visual, audio or/and audiovisual aids, e.g. charts, posters, slides images, etc. • interpreting mood, tone, atmosphere time-line, ironic twists and ending. • using rhetorical devices, e.g., rhetorical questions, pauses, repetition. • using tone, voice projection, pauses, eye contact, posture and gestures correctly. • considering audience and register. 	<p>Reading/viewing for comprehension</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words by word attack skills <ul style="list-style-type: none"> ○ evaluating ○ rereading ○ restating ○ visualising ○ making notes • Summarising • The effect of selections and omissions on meaning • Socio-political and cultural background of texts • Direct and implied meaning • Denotation and connotation • Writer's/narrator's point of view • Figurative language • Critical language awareness (bias, stereotyping, prejudice and discrimination) <p>Poetry (including praise poems/ traditional songs/ ballad)</p> <ul style="list-style-type: none"> • External structure of a poem: lines, words, stanzas, rhyme, rhythm, punctuation, repetition, alliteration (consonance and assonance), enjambment 	<p>Long transactional texts</p> <p>Reports (formal and informal)</p> <ul style="list-style-type: none"> • Requirements of task and text type • Format, style, point of view • Target audience, purpose and context • Word choice • Sentence structure, lengths and types • Paragraph conventions 	<p>Language structure and use</p> <p>Appropriate and creative use of idioms and idiomatic expressions of language</p> <ul style="list-style-type: none"> • Appropriate use of antonyms, synonyms, polysemy, homophones • Gender, plurals and dinitives
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GRADE 9: TERM 2				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
11 and 12	<p>Listening strategies</p> <p>Listening for comprehension/looking at pictures and describing what you see</p> <ul style="list-style-type: none"> • Recording the main and supporting ideas, retelling the story, summarising ○ Facial expression and gestures ○ Responding to questions and adding own point of view 	<p>Reading/viewing for comprehension</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Inferring meaning of unfamiliar words and images by word attack skills <ul style="list-style-type: none"> ○ evaluating ○ rereading ○ restating ○ visualising ○ making notes • Summarising • The effect of selections and omissions on meaning • Socio-political and cultural background of texts • Writer's/narrator's inferences and conclusions • Critical language awareness (bias, prejudice, stereotyping and discrimination) <p>Picture interpretation with regard to:</p> <ul style="list-style-type: none"> • emotive language • posture, • characters • background • message 	<p>Longer transactional texts: Informal letter and/or descriptive essay (300-350 words) (apply imagination)</p> <p>Follow all the stages of the writing process as detailed below, i.e.</p> <ul style="list-style-type: none"> • preparatory stage. • planning, mind-mapping and drafting. <p>Explain requirements of text to be written. Identify target audience and purpose of writing. Decide on style, viewpoint and format of writing. Research topic and collect data.</p> <ul style="list-style-type: none"> • Process writing: Follow writing steps: Self-editing, peer editing, improving and preparing final draft. Educator assesses work and gives feedback (expanded). 	<p>Verbs: e.g. helping verbs; irregular; linking; transitive and intransitive verbs Gender formation, plurals, diminutives, modals</p>

13 and 14	<p>Listening for comprehension Role-play Discussion of rubric and assessment criteria for listening comprehension – formal assessment</p> <p>The emphasis is on listening and making meaning through layering of ideas – one could improve understanding through role-play.</p>	<p>Advertisement: interpretation with regard to:</p> <ul style="list-style-type: none"> • target audience, • font types and size • headings • relevance of the picture • choice of words • use of language • length and size • manipulative language. <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. 	<p>Longer transactional texts:</p> <p>Playlets/short stories/poem/song (shorter piece) Follow all the stages of the writing process as detailed above, i.e.</p> <ul style="list-style-type: none"> • preparatory stage • planning, mind-mapping and drafting. • First editing and presentation for educator assessment. • Originality • Application of appropriate language <p style="padding-left: 40px;">Creativity: Appealing to the reader</p> <p>Message Express own feeling</p> <p>Summary writing</p> <ul style="list-style-type: none"> • Scanning and skimming text • Inferring meaning of unfamiliar words and images by using grammar, contextual clues • Summarising main and supporting ideas in point/paragraph as per required length • Use of conjunctions, pronouns, adverbs to ensure cohesion • Colour, subtitles, dialogue, music, sound, lighting, editing, framing, styles of shot, composition, camera movement, camera techniques, foregrounding and backgrounding 	<p>Tenses:</p> <ul style="list-style-type: none"> • (present, past, future, continuous tense, present perfect, past perfect, future perfect; emphatic [present and past]) • Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb. • Idioms, proverbs • Figures of speech • Word choice • Sound devices
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15 and 16	<p>Interview</p> <ul style="list-style-type: none"> • Questionnaire: Appropriateness Preparedness • Responding to questions: Taking turns Being precise • Questionnaires and interview questions should be clear and simple. • Questions should be relevant to the investigation. • Data should be recorded clearly and accurately. • The historical piece should be mainly factual, showing knowledge of the facts and events, but should also include anecdotal narrative that is either interesting or amusing. • The comparative writing should present a clear and logical argument based on evidence presented in the data. 	<p>Short novel General discussion of literary features.</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. • Specific focus on selected novel pre-reading exercises and overview of short novel • Understanding the development of plot, conflict • Characterisation • Setting • Role of narrator • Development of the theme • Ending 	<p>Shorter transactional texts</p> <p>Advertisement - interpretation with regard to:</p> <ul style="list-style-type: none"> • target audience • font types and size • headings • relevance of the picture • choice of words • use of language • length and size <p>Follow all the stages of the writing process as detailed before, i.e.</p> <ul style="list-style-type: none"> • preparatory stage • planning, mind-mapping and drafting • first editing and presentation for educator assessment. 	<p>Verbal extensions</p> <ul style="list-style-type: none"> • Applied • Causative • Passive • Reflexive <p>Auxiliary verbs Adverbs Adjectives</p> <ul style="list-style-type: none"> • Punctuation • The use of concord • Prepositions/locatives
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17 and 18	<p>Dialogue (Oral)</p> <ul style="list-style-type: none"> The educator teaches the format of the oral dialogue, which will be question and answer (structured dialogue between two people). Radio and television talk shows are considered. The learner listens to a talk show on the radio/television and answer questions based on the discussion of the talk show. 	<p>Visual literacy – Advertising (range of graphic and visual texts): Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <ul style="list-style-type: none"> Persuasive techniques, eg. emotive language, persuasion, bias manipulative language How language and images reflect and shape values and attitudes How selections and omissions in texts affect meaning Impact of use of font types and sizes, headings and captions on meaning <p>Poetry:</p> <ul style="list-style-type: none"> Internal structure: figures of speech/ imagery, word choice (diction), sound devices, tone, rhetoric devices, emotional responses External structure of a poem: lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment <p>OR</p> <p>Novel Analysis of a novel General discussion of literary features</p> <ul style="list-style-type: none"> Specific focus on selected novel <ul style="list-style-type: none"> ❖ Pre-reading ❖ Overview of novel Understanding the development of the plot Characterisation Setting The role of the narrator Development of the theme <p>Ending/conclusion</p>	<p>Narrative essay Preparation stage</p> <ul style="list-style-type: none"> Requirements of format, style, point of view Target audience, purpose and context <p>Planning, drafting</p> <ul style="list-style-type: none"> Main and supporting ideas Mind-maps to organise coherent ideas Word choice Personal voice and style Development of plot Vivid description Tone 	<ul style="list-style-type: none"> Types of clauses: <ul style="list-style-type: none"> adjectival clauses adverbial clauses: time, manner, condition, concession, reason, clause, purpose, result, comparison and degree relative clauses Negative forms Active and passive voice – functions in texts
19 and 20	Mid-year examination			

GRADE 9 TERM 3				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
21 and 22	<p>Dialogue: Structure and development of ideas, e.g, using negotiation skills to reach consensus</p> <p>Role-play on dialogue</p>	<p>Reading/viewing for comprehension (strategies) (Use written and visual texts)</p> <p>Drama</p> <ul style="list-style-type: none"> • Pre-reading exercises and overview of the story • Background, setting and timeline • Development of the plot, subplot and conflict • Interpretation and explanation of stage directions • Identification of theme, mood, tone and atmosphere <p>Strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Reviewing to promote understanding • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques 	<p>Longer transactional texts: Argumentative essay (300-350 words)</p> <ul style="list-style-type: none"> • Development of linked ideas in paragraph • Substantiation of viewpoint. • Encouragement of research skills. • Requirements of format, style, point of view. • Target audience, purpose and context. • Word choice, vivid description • Sentence structure, lengths and types • Planning, drafting, proofreading/editing, presenting 	<ul style="list-style-type: none"> • Euphemism • Sentence structure and kinds: simple sentence: compound. • Text editing • Correct punctuation • Correct word order. • Correct concord

23 and 24	<p>Dramatisation Interpret and explain dramatic structure.</p>	<p>Reading/viewing for comprehension (strategies) (Use visual and written texts) Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Summary • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques <p>Novel Analysis of a novel General discussion of the literary features</p> <ul style="list-style-type: none"> • Specific focus on selected novel <ul style="list-style-type: none"> ❖ Pre-reading ❖ Overview of novel • Understanding the development of the plot • Characterisation • Setting • The role of the narrator • Development of the theme <p>Ending/conclusion</p> <ul style="list-style-type: none"> • WH questions – who, when, where, how, etc. 	<p>Short transactional texts:</p> <p>Flyers and posters</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience purpose and context • Word choice, figurative language, symbols, colour, placement • Sentence structure, lengths and types • Selection of visual and design elements • Planning, drafting, proofreading/editing, presenting 	<ul style="list-style-type: none"> • Appropriate use of idioms and idiomatic expressions of language • Appropriate use of antonyms, synonyms, polysemy, paronyms, homonyms, homophones • Identification of connotative implied meanings and multiples
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25 and 26	<p>Role-play an interview</p> <p>Look for:</p> <ul style="list-style-type: none"> • Situation is clearly shown. • Characters are clearly differentiated. • Language is appropriate to the situation portrayed. • Role-play shows a possible course of action in a particular situation. <p>Use the text from the folklore/poem to enact in role-play.</p>	<p>Reading/viewing for comprehension (Visual and written texts) Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • Summary • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • The writer's inferences and conclusions <p>Poetry/folklore: (Folk tales/narratives (legends, myths, animal stories))</p> <ul style="list-style-type: none"> • Literary features/structures: character, setting, plot, conflict, symbolism, song, imagery, language/word choice, foreshadowing, flashback • Poetry (praise poems, different types of songs, clan praises) • Plays (ceremonies, rituals, cultural habits) • Other forms (proverbs, idioms, riddles, superstitions) 	<p>Curriculum vitae</p> <p>Planning, drafting</p> <ul style="list-style-type: none"> • Word choice • Personal voice and style • Main and supporting ideas • Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> • Refine word choice and sentence and paragraph structure. • Eliminate ambiguity, verbosity, redundancy, slang and offensive language. • Present essay for assessment. 	<p>Critical language awareness</p> <ul style="list-style-type: none"> • Use meta-language (direct and indirect speech, proverbs, active and passive voice, moods and article). • Use derivative verbs accurately. • Ensure correct use of the tenses: Simple present tense, present continuous tense.
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27 and 28	<p>Prepared Speech</p> <p>Learners to undertake some form of research or investigation as a preparatory activity. The results of this, the product, would then be presented in spoken or signed form, preferably with some supporting resources such as visual aids.</p>	<p>Written interview/dialogue</p> <p>Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience, purpose and context • Word choice • Sentence structure, lengths and types • Planning, drafting, proofreading/editing, presenting <p>Reading/viewing for comprehension (Visual and written texts)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • Summary • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • The writer's inferences and conclusions 	<p>Longer transactional text: Diary</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice, vivid description • Sentence structure, lengths and types • Planning, drafting, proofreading/editing, presenting <p>Short transactional texts: Invitation and vote of thanks</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice • Sentence structure, lengths and types • Planning, drafting, proofreading/editing, presenting 	<ul style="list-style-type: none"> • Parts of speech • Punctuation • Direct and indirect speech • Active and passive voice • Figurative language • Ideophones • Exclamations
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29 and 30	<p>Storytelling The teacher teaches the strategies of storytelling:</p> <ul style="list-style-type: none"> • understanding and enjoying what you are speaking about • presentation • voice technique • gestures • voice grouping. <p>The teacher assesses the learners individually.</p> <p>Resulting from to the previous: Debate the stories Ensure that:</p> <ul style="list-style-type: none"> • emotive and persuasive language is used. • its purpose is to sway opinion, using reliable source material. <p>Write summary and focus on clarity of thought.</p>	<p>Reading and viewing Use at least</p> <ul style="list-style-type: none"> • one comprehension from the textbook. • one literature text. <p>Poetry/novel Various strategies to read the literary text:</p> <ul style="list-style-type: none"> • Read independently aloud and silently, using the prescribed literary text. • Skim for main ideas. • Scan for supporting ideas • Summarise main ideas in point form or paragraph. • Explain plot, theme, setting, characterisation, style, content, context, etc. • Discuss the message, content and context in the text. • Analyse the key features of the text or prescribed literary text. • Show understanding of the literary text in relation to own life. <p>Use dictionary or the thesaurus to look up new or unfamiliar words.</p>	<p>Agenda and minutes as examples of a functional writing task</p> <ul style="list-style-type: none"> • The agenda should be a concise framework for a discussion. • Despite the brevity it should be clear and points should follow in a logical sequence. • The minutes should be based on the selected agenda and should be written in clear, concise language. • An acceptable format should have been adhered to. • Understanding is established. • Salient points of the discussion are captured. 	<p>Use different types of moods in sentences :</p> <ul style="list-style-type: none"> • Subjunctive mood • Indicative • Imperative
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GRADE 9 TERM 4				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
31 and 32	<p>Effective listening skills</p> <ul style="list-style-type: none"> Develop critical language awareness, for instance how to ask someone to do something for you. Reflect listening skills by responding critically to different kinds of oral text types. Listen for specific details in radio and television, Listen for specific information on radio and television, Enjoy listening to a wide range of complex imaginative oral text types such as fables, folklore and riddles. Reflect interaction skills by participating actively in group discussions, forums, debates, conversations, interviews, formal and informal meetings. Use appropriate language for formal and informal meetings. 	<p>Drama</p> <p>Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <p>Re-enforce concepts taught before with the focus on answering questions.</p> <p>Drama</p> <ul style="list-style-type: none"> Pre-reading exercises and overview of the story Background, setting and timeline Development of the plot, subplot and conflict Interpretation and explanation of stage directions Identification of theme, mood, tone and atmosphere 	<p>Summary: summarise main and supporting ideas (60-80 words)</p> <ul style="list-style-type: none"> The emphasis will be on the accurate analysis of essential detail, synthesised and reproduced in a new format. Language structures and conventions will be of particular importance. Consolidation of the skills and techniques for summarising reading through the passage is required. <ul style="list-style-type: none"> Taking notes Questions to be answered <ul style="list-style-type: none"> Reading the comprehension questions Re-reading of the passage Answering <ul style="list-style-type: none"> Reading of instructions clearly Types of questions taxonomy 	<p>Figurative language</p> <ul style="list-style-type: none"> Idioms and proverbs
33 and 34	<p>Forum discussion</p> <p>The speakers should:</p> <ul style="list-style-type: none"> explore a range of ideas. listen to one another. concede points when necessary. not interrupt other speakers. make logical links between points. keep to the topic. 	<p>Poetry</p> <p>Use at least</p> <ul style="list-style-type: none"> one comprehension from the textbook. one literature text. <p>Reinforce concepts taught before with the focus on: Poetry</p> <ul style="list-style-type: none"> Analysis of poem Title, setting, theme and message Figures of speech Identification of figures of speech and statement of their effects Diction and choice of words Tone of poem Mood of poem Structure of the poem 	<p>Summary:</p> <p>Shorter transactional texts: Recipe</p> <p>Accurately sequences and formulates instructions and descriptions concisely (i.e. how to lace a shoe).</p>	<ul style="list-style-type: none"> Tenses (present participle, past participle) Degree of comparison

35 and 36	<p>Role-play</p> <p>Focus on the following</p> <ul style="list-style-type: none"> • Situation is clearly shown. • Characters are clearly differentiated. • Language is appropriate to the situation portrayed. • Role-play shows a possible course of action in a particular situation. 	<p>Poetry/folklore: (Folk tales/narratives - legends, myths, animal stories)</p> <ul style="list-style-type: none"> • Literary features/structures: character, setting, plot, conflict, symbolism, song, imagery, language/word choice, foreshadowing, flashback • Poetry (praise poems, different types of songs, clan praises) • Plays (ceremonies, rituals, cultural habits) • Other forms (proverbs, idioms, riddles, superstitions) 	<p>Email</p> <p>Write shorter transactional texts (as in Hello Peter).</p> <p>Planning, drafting</p> <ul style="list-style-type: none"> • Word choice • Personal voice and style • Main and supporting ideas • Mind-maps to organise coherent ideas <p>Final draft (proofreading and editing)</p> <ul style="list-style-type: none"> • Refine word choice and sentence and paragraph structure. • Eliminate ambiguity, verbosity, redundancy, slang and offensive language. • Present essay for assessment. 	<p>Identify and use adjectives and relatives, possessives, demonstratives in sentences.</p>
37 and 38	<p>Conversation</p> <p>Learners can:</p> <ul style="list-style-type: none"> • converse freely. • listen to one another. • share ideas. • maintain discourse. • give shy learners opportunities to speak. 	<p>Novel</p> <p>Re-enforce concepts taught before with the focus on reading/viewing for comprehension. (Visual and written texts)</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Own opinion • Summary • The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Impact of visual techniques • The writer's inferences and conclusions 	<p>Letters of complaint and sympathy</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience, purpose and context • Word choice • Sentence structure, lengths and types <p>Paragraph conventions</p>	<p>Negative forms Active and passive voice</p>
39 and 40	End-of-year examination			

SECTION 4

ASSESSMENT

4.1 What is assessment?

Assessment is a process that measures individual learners' attainment of knowledge (content, concepts and skills) in a subject and collecting, analysing and interpreting the data and information obtained from this process to:

- inform learners about their strengths, weaknesses and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content and intended objectives in a subject.

Assessment should be both informal and formal. In both cases regular feedback should be provided to learners to enhance the learning experience.

4.2 Informal or daily assessment

Daily assessment tasks are the planned teaching and learning activities that take place in the classroom and should be monitored as part of the lesson.

As daily assessment occurs in every lesson, it can take the form of informal assessment tasks at the beginning, during or at the end of the lesson. This can be done through questions and answers, class work such as short pieces of written work completed during the lesson, open-book tests or homework exercises, etc. It should not be seen as separate from the learning activities taking place in the classroom and should be used to provide feedback to learners and to improve learning and teaching.

Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment and allow learners to learn from and reflect on their own performance.

Daily assessment tasks should be used to reinforce the acquisition of knowledge and skills and should be the stepping-stones to the formal tasks in the Programme of Assessment.

These informal daily tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment and to provide feedback.

The results of daily assessment tasks are not taken into account for promotion or certification purposes.

4.3 Formal assessment

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

Examples of formal assessments include essays, oral presentations, comprehension tests, examinations, longer and shorter transactional texts, etc.

Formal assessment tasks the form part of a year-long formal Programme of Assessment in each grade and subject, are school-based and are weighted as follows for grades 7 – 9:

Grades	Tasks/tests undertaken during the year	End-of-year examination
7 – 9	40%	60%

The tasks that are used for formal assessment are recorded and are used to determine whether a learner should progress or be promoted to the next grade.

The teacher must plan and submit the annual formal Programme of Assessment to the school management team before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

4.3.1 Formal assessment tasks in languages

4.3.1.2 Number of formal assessment tasks per grade

When planning for formal assessment in Grades 7 – 9, the following important factors should be kept in mind:

- the emphasis applicable to the specific level of the language
- progression
- a variety of activities, methods and instruments
- alignment with what is expected of learners in Grades 10-12.

In Grades 7 – 9 specific tasks have to be controlled tests/examinations. Administering these will depend on the management/administration at a particular school.

At the end of Grade 9 learners are engaged in an external examination. Therefore they have to write a full mid-year examination, aligned with what is expected of them in Grade 10.

Grade 7

In Grade 7, school-based assessment (SBA) comprises 100% of the final Languages mark. In Languages, all the formal recorded assessment tasks over the year should give learners an opportunity to cover the full scope of the given language.

The SBA is divided into tasks undertaken during the year, which account for 40% of the promotion mark, and the end-of-year examination, which accounts for 60% of the promotion mark.

Number of formal recorded assessment tasks: Grades 7

Term	PROGRAMME OF ASSESSMENT: HOME LANGUAGE		
	GRADE 7		
TERM 1	SBA TASKS 1 - 20 marks	SBA TASKS 2: - 20 marks	TEST 1 – 60 marks
100 marks	LISTENING, SPEAKING, and WRITING: Listening comprehension (written response): (10 marks) Prepared reading and conversation: (10 marks)	Writing: shorter texts: descriptive paragraph (50 - 60 words): (10 marks) Diary entry (10 marks)	Comprehension: (15 marks) Language (25 marks) Literature (2 nd genre): (20 marks)
TERM 2	SBA TASKS - 40 marks	EXAM- 100 marks	
140 marks converted to 100	INVESTIGATION: Written component: (20 marks) Oral presentation: (20 marks)	Comprehension: (15 marks) Language (25 marks) Literature (2 nd genre): (20 marks) Writing: - Two descriptive paragraphs (60 - 80 words): (20 marks) Personal letter (20)	1 st genre – poetry 2 nd genre – short stories 3 rd genre – short drama
TERM 3	SBA TASKS 6 - 10 marks	SBA TASK 7 - 40 marks	SBA TASKS 8 – TEST 2 [60
110 marks converted to 100	READING, LISTENING, Unprepared reading AND conversation: (10 marks)	Narrative essay (120 – 150 words) (40 marks) Assessment instrument: rubric	Comprehension : (15 marks) Language (25 marks) Summary: (20 marks)
TERM 4	SBA TASKS - 20 marks	EXAMINATION - 100 marks	
140 marks converted to 100	SPEAKING AND LISTENING: dialogue/interview: (20 marks)	Comprehension: (15 marks) Language (25 marks) Literature (3 rd genre): (20 marks) Writing: dialogue (60 - 80 words): (20 marks) Eyewitness report:	Suggested format for examination papers: Paper 1: Comprehension, Language and Literature (1 h) Paper 2: Writing (1 hr)

Grade 8

In Grade 8, SBA comprises 100% of the final Languages mark. In Languages, all the formal recorded Assessment Tasks over the year should give learners an opportunity to cover the full scope of the given language.

The SBA is divided into tasks undertaken during the year, which account for 40% of the promotion mark, and the end-of-year examination, which accounts for 60% of the promotion mark.

Number of formal recorded Assessment Tasks: Grade 8

TERM	PROGRAMME OF ASSESSMENT: HOME LANGUAGE GRADE 8		
TERM 1	SBA TASKS1 - 20 marks	SBA TASKS2 - 20 marks	SBA 3: TEST1 - 70 marks
110 marks converted to 100	LISTENING, SPEAKING, READING Listening comprehension (written response): (10 marks) Prepared reading and conversation: (10 marks)	Writing: shorter texts Dialogue/friendly letter (20marks)	Comprehension: (20 marks) Language: (30 marks) Literature (1 st genre): (20 marks)
TERM 2	SBA TASKS 4 - 40 marks	EXAMINATION - 120 marks	
140 marks converted to 100	INVESTIGATION: Factual written and multimodal texts Written component: (20 marks) Oral presentation: (20 marks)	Comprehension: (20 marks) Language: (30 marks) Literature (2 nd genre): (30 marks) Writing – descriptive paragraphs (75 - 100 words): (20 marks)	1 st genre – poetry 2 nd genre – short stories 3 rd genre - drama / play
TERM 3	SBA TASKS 6 - 30 marks	SBA Task7 TEST2 - 70 marks	SBA TASK8: TEST2 : 70
100 marks	LISTENING, SPEAKING and Unprepared reading AND conversation: (10 marks)	Descriptive essay – (200 – 250 words) (40 marks)	Comprehension: (20 marks) Language: (30 marks) Summary (20 marks)
TERM 4	SBA TASKS - 40 marks	EXAM - 120 marks	
160 marks converted to 100	LISTENING, SPEAKING, READING AND WRITING Prepared speech [30 marks]	Comprehension: (20 marks) Language: (30 marks) Literature (3 rd genre) : = (30 marks) Writing - narrative essay (200 – 250 words) (40 marks)	Suggested format for examination papers: Paper 1: Comprehension, Language and Literature (1 h) Paper 2: Writing (1 hr)

Grade 9

In Grade 9, the SBA is divided into tasks undertaken during the year, which account for 40% of the promotion mark, and the end-of-year examination, which accounts for 60% of the promotion mark. This includes the Annual National Assessments, which are set externally.

Number of formal recorded Assessment Tasks: Grade 9

Term	PROGRAMME OF ASSESSMENT: HOME LANGUAGE		
	GRADE 9		
TERM 1	SBA TASKS 1 - 40 marks	SBA TASKS 2 - 20 marks	SBA Task 3 - TEST 1: 80
140 marks converted to 100	LISTENING, SPEAKING, VIEWING Listening comprehension (written response) (20) Prepared role play – meeting/dramatisation/ advertisement	Writing - shorter texts Agenda/minutes/reports/advertisements/news reports! (70 – 80 words) (20 marks)	Comprehension: (25 marks) Language: (30 marks) Literature (1 st genre): (25 marks)
TERM 2	SBA TASKS 4 - 50 marks	TASK 5 - 150 marks:	
200 marks converted to 100	INVESTIGATION: Factual written and multimedia texts Written component: questionnaire/outline AND report/findings/conclusion 10 + 20 = (30 marks) Oral presentation: (20 marks)	Comprehension: (20 marks) Language: (30 marks) Literature (2 nd genre) : (30 marks) Summary : (10 marks) (Text: 250 words; summary: 70 – 80)	1 st genre – poetry 2 nd genre – short stories 3 rd genre – novel
TERM 3	SBA TASKS 6 – 30 marks	SBA TASK 7 – 40 marks	SBA 8: TEST 2: - 80 marks
170 marks converted to 100	SPEAKING Prepared speech/panel discussion/debate/ - interview: (30 marks)	Literary essay (any of the three genres) : 20 + 20 = (40 marks) Summary: (Text: 160 words; summary: 50 – 60 words) (20 marks)	Comprehension (25 marks) Language issues (30 marks) Literature (3 rd genre) (25 marks)
TERM 4			
	ANA: BOOK A	ANA: BOOK B	Suggested format for examination papers: Paper 1: Comprehension, language and summary (1 hrs) Paper 2: Literature (1 hr) Paper 3: Writing (1 hr)

4.4 Recording

Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual unprocessed marks against the task using a record sheet.

Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

4.5 Reporting

Reporting is a process of communicating learner performance to learners, parents, schools, districts and other stakeholders such as employers, tertiary institutions, etc.

In Grades R – 12, teachers report in percentages against the subject, using the following scale:

Codes and percentages for reporting in Grades R – 12

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Schools are required to provide quarterly feedback to parents on the Programme of Assessment using a formal reporting tool such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

4.4 FORMS of ASSESSMENT

The following is a brief summary of:

- the components for Languages (forms of assessment) that have been identified.
- possible assessment tasks relevant to a specific grade (refer to the Assessment standards per grade).

COMPONENT (FORM OF ASSESSMENT)	POSSIBLE ASSESSMENT TASKS
CREATIVE WRITING	Longer pieces/essays: Narrative/descriptive
FUNCTIONAL WRITING	Dialogues, poems, songs, letters, reports, emails, sms, CVs, reviews, agendas, minutes, cartoons, posters, pamphlets, advertisements, etc.
SPOKEN LANGUAGE (Oral)	Listening comprehension, reading aloud, conversations, dialogues, interviews, role-play, debates, prepared/unprepared speech, etc.
RESPONSE TO TEXT (includes reading comprehension, viewing of visual texts, language in context and literature)	Macro-texts: a variety of genres Micro-texts: a variety of visual and written texts (newspapers, magazines, pictures, cartoons, covers, etc.)
INVESTIGATION (written and oral component)	Create mind-maps, questionnaires, problem-solving, multi-media texts

The total number of words for the different pieces for creative and functional writing for Home Language is indicated below. There is a gradual increase to be in line with what is expected in Grade 10.

TASK	GR 7	GR 8	GR 9	GR 10
Paragraph	60 - 75	75 - 90	90 - 100	
Essay	150 – 200	200 – 250	250 – 300	300 – 350
Summary	70 – 80	70 – 80	70 – 80	80 – 90
Longer transactional texts, e.g. letters	Content only: 120 – 140	140 – 160	160 – 180	Content only: 180 – 200
Shorter texts, e.g. sms	60 – 70	70 – 80	80 – 100	100 – 120