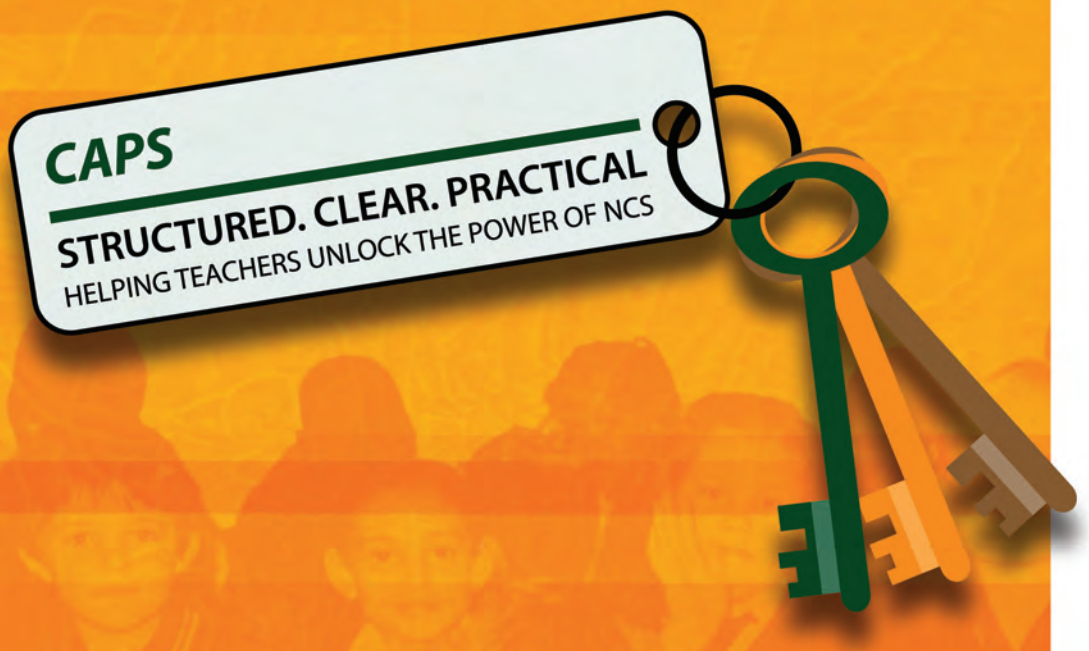
ENGLISH SECOND ADDITIONAL LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Intermediate Phase
Grades 4-6

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



basic education

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 4-6

ENGLISH SECOND ADDITIONAL LANGUAGE

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If any editorial, layout or vernacular inconsistencies are detected, the user is kindly requested to bring this to the attention of the Department of Basic Education.

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FOREWORD BY THE MINISTER



Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

CONTENTS

SECTION 1: CURRICULUM AND ASSESSMENT POLICY STATEMENT 3

1.1 Background 3

1.2 Overview 3

1.3 General aims of the South African curriculum 4

1.4 Time allocation 6

1.4.1 Foundation Phase 6

1.4.2 Intermediate Phase 6

1.4.3 Senior Phase 7

1.4.4 Grades 10-12 7

SECTION 2: INTRODUCING THE SECOND ADDITIONAL LANGUAGE IN THE INTERMEDIATE PHASE 8

2.1 Languages in the Curriculum and Assessment Policy Statement 8

Language levels 8

2.2 Time allocation 15

2.3 Learning and Teaching Support Materials 16

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS 17

3.1 Overview of skills, content and strategies 17

3.2 Spreads of texts across Grades 4-6 24

3.3 Teaching plans 28

3.4 Content and teaching plans for English Second Additional Language 30

SECTION 4: ASSESSMENT IN THE SECOND ADDITIONAL LANGUAGE 82

4.1 Introduction 82

4.2 Informal or daily assessment 83

4.3 Formal assessment 83

4.4 Programme of Assessment 86

4.4.1 Overview of requirements 86

4.4.2 Examinations 86

4.5 Recording and reporting 87

4.6 Moderation of assessment 87

4.7 General 88

GLOSSARY..... 89

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

1.1 BACKGROUND

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

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 OVERVIEW

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) The policy document, 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 Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(v) The policy document, 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 (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and 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.* It will 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 the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes 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 the 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 set 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 R-12 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.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 TIME ALLOCATION

1.4.1 Foundation Phase

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

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R - 2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

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

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

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

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

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

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**
TOTAL	**27,5**

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: INTRODUCING THE SECOND ADDITIONAL LANGUAGE IN THE INTERMEDIATE PHASE

2.1 LANGUAGES IN THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better than it is; clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

2.1.1 Language levels

Language learning in the Intermediate Phase includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga and non-official languages, namely, Arabic, French, German, Gujarati, Hebrew, Hindi, Italian, Latin, Modern Greek, Portuguese, Spanish, Tamil, Telugu, Urdu. All official languages can be offered at Home, First Additional, or Second Additional Language levels. All non-official languages are offered on at least Second Additional Language level.

Language learning in Grades 4 - 9 includes all the official languages in South Africa. All these official languages can be offered at Home, First Additional, or Second Additional Language levels. Non-official languages may be offered on at least Second Additional Language level where such languages have been developed.

The Home Language is the language first acquired by learners while First Additional language is the language learnt in addition to one's home language. The Second Additional Language is the further language that a learner can learn, that enables broader communication and promotes multilingualism as enshrined in the Constitution and the Language in Education Policy. The language may be in use within the community or culture and will enhance nation building and intercultural understanding. Many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at home language level. As a result, the names Home Language, First Additional and Second Additional Language refer to the proficiency levels at which the language is offered, and not the native (Home) or acquired (as in the Additional) languages. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

The Home Language level provides for language proficiency that reflects the mastery of basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, Reading and Writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine, and empower their understandings of the world they live in. However, the emphasis and marks allocated for Reading and Writing from Grades 7 onwards are greater than that for speaking and listening because the demands on learners' literacy increase as they prepare for further and higher education and the world of work.

The First Additional Language level assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language - basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learned in their Home Language.

In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, Reading and Writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it. Greater emphasis is therefore given to using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science in English. They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language.

By the time learners enter Grade 7, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 4-6, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in further grades. These standards must be such that learners can use their additional language at a high level of proficiency to prepare them for further or higher education or the world of work.

The Second Additional Language level assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus upon exposure to Second Additional Language is on developing learners' ability to understand and speak the language - basic interpersonal communication skills. In Grades 4 - 6 learners start to build their oral and literacy skills. They also apply the oral and literacy skills they have already learned in their Home and First Additional Languages.

In Grades 7-9, learners will continue to strengthen their Listening and Speaking while developing their Reading and Writing skills.

By the time learners enter Grade 7, they should try to communicate in their Second Additional Language at both interpersonal and social levels. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 4-6, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in further grades. These standards must be such that learners can use their additional language at a level of proficiency to prepare them for further or higher education or the world of work.

2.1.1.1 Specific aims of learning Second Additional Languages

Learning a Second Additional Language should enable learners to:

- acquire the language skills necessary to communicate appropriately in the target language at a basic level;
- listen, speak, read/view and write the language with growing confidence and enjoyment. These skills and attitudes form the basis for life-long learning;
- express, orally and in writing, and emotions in order to become comfortable in the language;
- use language and their imagination to find out more about themselves and the different cultures and the world around them. This will enable them to express their experiences and findings about the world orally and in writing;
- use language to access and manage communication in other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning;
- use language as a means for expressing information on familiar topics; for interacting with a familiar range of texts; and for reading texts for enjoyment, basic information and communication.

2.1.1.2 Teaching the Second Additional Language

In order to learn an Additional Language well, one needs as much exposure to it as possible in order to build linguistic competence and basic discourse competence. Teachers should therefore ensure that learners listen to and read the Additional Language in the time allocated for various purposes. The learners need opportunities to listen to the Additional Language for information and comprehension (e.g. a dialogue) and for pleasure (e.g. a song). Even more importantly, they need opportunities to read and view the Additional Language for information (e.g. instructions to make a sandwich), pleasure (e.g. a simple story). Research shows that the best way to develop a wide vocabulary is through reading of appropriate texts. It is very important that oral, written and visual texts are at the right level for learners. If the texts are too difficult, learners will get discouraged and they will not learn anything; if they are too easy, there will be no challenge and little learning will take place. An important role of the language teacher is to match the level of text to the level of the learner. Throughout the Intermediate Phase, learners should be listening to and reading texts that are in line with their developing language skills.

Learners also need to use their Additional Language as often as possible. They need opportunities to listen, speak, read and, to a lesser extent, write the Additional Language for interpersonal reasons (e.g. a dialogue), to develop their creativity (e.g. performing a song, role playing, etc.), to develop communicative skills (e.g. expressing an opinion, meeting and greeting).

Learners need to understand the purpose for which they are speaking. Throughout the Intermediate Phase, learners should be doing oral exercises that are in line with their developing language skills. It is necessary that learners get regular and timely feedback on their orals so that they know where and how to improve. An important role of a language teacher is to provide high quality feedback, which is at the heart of good assessment.

Learners also need to know the basics of language: grammar, vocabulary, spelling and punctuation. Generally, teachers will deal with these aspects of language in context. For example, they can make learners aware of the structure and features used in giving directions (commands are used). There is also a place for direct/explicit teaching of the basics and the opportunity to practise them.

When planning a two-week unit of lessons, teachers should integrate language skills, together with the basics of language. They should choose a text type and a topic / theme that will interest learners; little learning can be achieved if learners are not engaged and motivated. For example, a topic for phrases / sentences might be ‘My school’. Teachers could introduce the topic through listening and/or reading, building the language and vocabulary knowledge necessary for speaking. For example, learners could read a short text presenting the vocabulary and language structures. Once learners are familiar with the language necessary for this topic, they could then write the phrase / sentence. This would provide further opportunities for working with language. Teachers should provide feedback throughout the process and administer an appropriate assessment activity at the end.

In Grades 4 - 6, it is important that:

- There is a strong focus on Listening and Speaking
- There is continued support for the development of vocabulary, sentence and paragraph construction, and grammar in context
- Learners work with a variety of texts, including visual texts. These texts increase in difficulty as they move through the grades

2.1.2 THE LANGUAGE SKILLS

The Second Additional Language curriculum is packaged according to the following skills:

1	Listening and Speaking
2	Reading and Viewing
3	Writing and Presenting
4	Language Structures and Conventions

Listening and Speaking

Listening and Speaking are central to learning in all subjects. Through effective Listening and Speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. In Grades 4 - 6, **Second Additional Language learners** will use Listening and Speaking skills to communicate at a basic level.

In this phase, learners' spoken language still needs to be scaffolded (i.e. modelled and supported, for example, with vocabulary and sentence frames). The teacher needs to make sure that all learners get opportunities to speak in the target language. Because learners will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions asked) to the level of the individual child. As the children move through the grades, the teacher should expect children to speak more and their utterances should become longer.

Teaching time should include daily practice of short Listening and Speaking activities as well as longer focused activities spread out through the week.

In Grades 4- 6, teachers should approach listening as a three-phase activity:

- **Pre-listening:** This prepares learners for listening to an oral text in their Additional Language. For example, the teacher could use a visual text and ask a general, focusing question in advance which the learners must answer after they have listened to the text for the first time.
- **During listening:** It is good practice for the teacher to read (or play) a listening text several times, asking different questions each time. It is helpful to move from questions which enable learners to understand the general meaning of the text, to more specific questions that require a more detailed understanding of the text. By doing this, the teacher is helping learners to develop listening strategies.
- **Post listening:** Learners answer further questions, review notes, use information (e.g. to label a picture).

Speaking happens informally in the classroom, for example, in group work. Learners also need opportunities to practise the kind of informal conversations they might not normally have in the classroom. Teachers should provide instruction in formal speaking and presenting, for example, a prepared, reading aloud, etc. This will often be a two-step process:

- Planning and organising ideas and information
- Practising and presenting: demonstrating an awareness of audience and context; the use of appropriate and accurate Language Structures and Conventions; clear delivery; use of appropriate verbal and non-verbal techniques, etc.

Reading and Viewing

Reading and **viewing** skills are central to successful learning across the curriculum, as well as for full participation in society, the world of work and the global context. Learners develop reading and viewing skills of a familiar range of texts, including visual texts, for information.

If necessary, use shared reading at the beginning of Grade 4 to guide learners into this phase. This method can be used from time to time if sufficient books at this level are available. This could be alternated with storytelling. If books at this level are not available, then use texts from a textbook or reader/s. Use also methods such as Reading with and Reading to the whole class.

Use guided group reading and independent/pair reading methods and gradually get learners to do more and more independent reading. The independent reading stipulated in the teaching plans must be accommodated within the time allocated for reading. Encourage learners to do independent reading in any spare time that they have.

Set basic comprehension activities to ensure that learners understand what they read.

The reading process

The introduction of the reading process consists of the pre-reading, reading and post reading stages. Activities that the Teacher will assist the learner in can be summarised as follows:

Pre-reading:

- Activating prior knowledge and making connections.
- Looking at the source, author, publication date and type of text.
- Browsing through the first paragraph of a section - formulating expectancies.

Reading:

- Pause occasionally to check comprehension and to let the ideas sink in
- Use the context to work out the meaning of unknown words as much as is possible; where this is not possible, use a dictionary
- Visualise what is being read
- Continue reading even if parts are not always clearly understood.
- Reread a section if it is not understood at all. Read confusing sections aloud, at a slower pace, or both.
- Ask someone to help for understanding a difficult section
- Add reading marks and annotate key points
- Reflect on what is being read

Post reading:

- When the need arises to recall specific information, outline key ideas and a few supporting details

- Write key words to help clarifying and recalling main ideas.
- Think about new questions on the topic
- Understanding - confirm the understanding of the text
- Extend thinking - use ideas that are seen in the text

Writing and presenting

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of familiar contexts, tasks and subjects enables learners to communicate functionally and creatively. The aim is to introduce writing skills to develop and present appropriate written texts. In the Intermediate Phase, **Second Additional Language learners** will need careful support and guidance to develop writing skills.

Writing is important because it forces learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition and increases accuracy. Learners will learn to write a range of familiar creative and informational texts, initially using writing frames as support and gradually learning to write particular text types independently. They will also employ the writing process to produce well organised, grammatically correct writing texts.

Process approach to writing

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

- Pre-writing / planning
- Drafting
- Revision, editing, proofreading
- Presenting

Learners need an opportunity to put this process into practice and they should:

- 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 text structure
- read drafts and get feedback from others (classmates or the teacher);
- edit and proofread the draft; and
- produce a neat, legible, edited final version.

Language Structures and Conventions

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, Reading and Writing) in the Second Additional Language. Intermediate Phase learners will be introduced to language structure and conventions in the target language.

Through interacting with a variety of familiar texts, learners extend their use of vocabulary and correctly apply **language structures**. In the Intermediate Phase, Second Additional Language learners will take more notice of words and grammatical structures they are already familiar with.

Learners will explore progressively how **language is used**. 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.

It is expected that Language Structures and Conventions will be taught in context as other language skills are taught and developed. However, in the Intermediate Phase time should be set aside for formal instruction and practice in Language Structures and Conventions. The teaching plans contain a list of language items that should be covered in each grade. These are listed at the beginning of each term. When selecting listening and reading texts for each two week cycle, make sure that they contain some of the language items that need to be covered that term. Create activities related to these texts that will enable learners to use these items, in context. Similarly, the writing texts learners will write will include some of the language items. Give learners guidance on appropriate and correct usage of these items. Select some of the items that learners have difficulty with and give them formal practice (during the time per week set aside for this).

2.1.3 Language teaching approaches

The approaches to teaching language in these documents are text-based, communicative, integrated and process oriented.

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

A **text-based approach** teaches learners to become competent, confident and critical readers, writers, viewers, and designers of texts. It involves listening to, reading, viewing, and understanding texts. Authentic texts are the main source of content and context for the communicative, integrated learning and teaching of languages. The text-based approach also involves producing different kinds of simple texts for particular purposes.

A **communicative approach** suggests that when learning a language a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language. Learners learn to read by doing a great deal of reading and learn to write by doing much writing.

The process approach is used when learners produce oral and written texts. The learners engage in different stages of the listening, speaking, reading, and writing processes. They must think of the audience and the purpose during these processes. This will enable them to communicate and express their thoughts in a natural way. For example, the teaching of writing does not focus on the product only but also focuses on the purpose and process of writing. During process writing, learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work, and to present a written product that communicates their thoughts.

Approaches to teaching literature / working with texts

The main reason for reading literature / texts in the classroom is to create opportunities to apply learned language skills. The teaching of literature / texts is never easy, but it is impossible without personal, thoughtful, and honest

interpretations and comments from the learners themselves. Unless they learn how to understand texts on their own, they will not have learned much.

Ways to approach the teaching of literature would involve some or all of the following:

- Make every attempt to read as much of the text in class as possible without breaking for any other activity. It is essential that learners have a clear idea of what is going on at the most basic level of the text. Read as many as possible in class, and ensure that learners read poems as well.
- Writing activities that demand a basic understanding of the text being read can prove very helpful in raising language skills levels and raising appreciation of skills levels attained. Class discussions can be fruitful as long as everyone is involved and it leads to written work.
- Finally, work with texts should be approached as a unit, a whole.

Following is a summary of the main text types encountered in the Intermediate Phase and the language structures inherent in these text types. This information will assist in structuring activities on the different texts so that learners can engage with these language structures. Select only a few language structures to give attention to each time when teaching these text types.

2.2 TIME ALLOCATION

The recommended teaching time for Second Additional Language in the Intermediate Phase is 1.5 hours per week. All language content is provided within a two week cycle (3 hours). The following time allocation for the different language skills is suggested.

Skills	**Time allocation per week (Hours)**	**Time Allocation per Two Week Cycle (Minutes)**	**%**
Listening & Speaking	**1.5**	75	40
Reading & Viewing: Comprehension & Literature		55	30
Writing & Presenting		35	20
Language Structures and Conventions (this is also integrated into the 4 skills)		15	10
Total		180 (3 hours)	100

2.3 LEARNING AND TEACHING SUPPORT MATERIALS

- Each learner should have:

  (a) An approved language textbook

  (b) A reader/readers containing the following genre / text types:

  - Stories
  - Poetry
  - Information texts
  - Social texts

  (c) A dictionary or word list

  (d) Access to a range of reading material to accommodate different reading levels e.g. a selection of readers with sufficient copies of texts at each level in a class and school.

  (e) Texts for shared reading in Grade 4. These may be books or other enlarged texts or the prescribed textbook or readers.

- The teacher should have:

  a) A Curriculum and Assessment Policy Statement

  b) Language in Education Policy (LiEP)

  c) The language textbook used by learners and other textbooks for resourcepurposes in addition to the approved text

  d) A reader/readers containing the recommended genre / text types

  e) Dictionaries and reference books (monolingual, bilingual and multilingual dictionaries; thesaurus; encyclopaedia, a good grammar reference book, etc.)

  f) A Teacher's Resource File/Book: this may be a file made up of materials collected by the teacher or a commercially published Teacher's Guide

  g) Access to reading material in a class, school and/or public library in order to guide learners' reading

  h) Audio/visual aids

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

3.1 OVERVIEW OF SKILLS, CONTENT AND STRATEGIES

The following is an overview of the content, skills and strategies to be found in the teaching plans.

Overview of content, skills and strategies table

Skills	**Grades 4-6**	
	Content	**Strategies and sub-skills**
Listening and Speaking	• Listening comprehension • Listening for information • Pronunciation • Listening for enjoyment • Different forms of oral communication: - Conversation - Directions / instructions / procedures - Story telling - Role-play - Group discussion - Short poems and rhymes - Language games - Personal / factual recounts *Refer to* **Expressions used in conversational English - Reference list**	**Listening process** • Pre-listening • During listening • Listening comprehension - Recording main ideas by retelling, - explaining - Listen to and respond to simple questions • Post- listening **The speaking process** • Planning, researching and organising • Practising and presenting **Communication for social purposes** • Simple conversations • Turn taking conventions • Encouraging use of the additional language • Ask and respond to questions. **Recount events** • Informal presentation of familiar event • Correct format, vocabulary, language and conventions

Reading and viewing	Recommended text types: • Stories e.g. contemporary realistic fiction, traditional stories (myths and legends, folk tales, fables), adventure stories, picture stories with captions • Poetry /Song • Introductory Information texts e.g. procedures, factual recounts, • Social texts e.g. invitations, greeting cards, letters • Media texts e.g. advertisements, notices, pamphlets • Visual texts: advertising (posters, pamphlets, advertisements), • cartoon, comic strip, diagram / graph / table / charts / photographs / drawings • Comprehension paragraphs • Text for prepared reading aloud • Texts for information	**Reading and viewing process:** Use pre-reading, reading and post reading process and strategies: • To understand the text • For close reading of the text (reading comprehension) • To demonstrate independent reading progressively (reading for pleasure, information and learning) Introduce learners to : • **Text features** - titles, illustrations, headings, subheadings, numbering, captions, headlines, format. • **Text structures** - lists, sequential order, description, procedures, main point and narrative sequence. • **Parts of a book** - title page, table of contents, chapters, glossary, etc. • **Reading and viewing strategies** - Rereading - Clarifying - Drawing conclusions / own opinion • **Visual Literacy -** (a familiar range of graphic and visual texts e.g. advertisements, notices, posters, comics, cartoons, photographs, pictures): • Reading of literary texts **Poetry/Song** • Literal meaning • Message • Sound devices e.g. rhyme, rhythm, punctuation, repetition **Story** • Storyline • Characters • Setting **Information and social texts** • Audience and purpose **Prepared and unprepared reading (Reading aloud)** • Use of tone, voice projection, pace, eye contact, posture and gestures • Pronounce words correctly

<table>
<tr>
<td>Writing and presenting</td>
<td>
• Word writing e.g. lists
• Sentence writing
• Paragraph writing
Text types
Creative writing
• Descriptive e.g. descriptions of people, places, animals, plants, objects, etc
• Narrative e.g. stories, personal recounts
• Picture stories
• Simple Dialogues-
Transactional writing (social, functional, and information texts)
• Messages, greeting cards, invitations
• Posters, notices, advertisements
• Completing a simple form.
</td>
<td>
Process writing:
Pre-writing/planning
• Brainstorming of vocabulary and ideas in a group
• Organise ideas
Drafting
• Word choice
• Structuring sentences
• General ideas
• Reads own writing
• Gets feedback from teacher
Revising, editing, proofreading and presenting
• Revises: improves content and structure of ideas
• Refines word choice, sentence and paragraph structure
• Presents neat, legible final version
</td>
</tr>
<tr>
<td>Language Structures and Conventions</td>
<td colspan="2">
Working with words (Vocabulary development): use of dictionary, spelling, meaning, syllables, phonics, synonyms, antonyms, homonyms, prefixes, suffixes
Working with sentences
Parts of speech, e.g. nouns, determiners, pronouns, adjectives, adverbs, prepositions, connectors
Sentence structure: simple, and complex sentences, command form, questions, statements,
Verb tenses
Concord: subject-verb concord
Word order
Negative forms
Direct and indirect speech
Language conventions
Introduce simple language rules
Punctuation
Spelling
Sounds
Refer to Language Structures and Conventions - Reference list
</td>
</tr>
<tr>
<td colspan="3">
Language Structures and Conventions - Reference list
The following language structures will be taught in the context of Reading and Writing, and also as part of a systematic grammar programme. These structures need to be introduced progressively throughout the grades.
NB: The unique features of the language must be taken into consideration. As a result, only features applicable to a specific language should be given attention in the text below.
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</table>

Nouns	Countable (e.g. *chair/chairs*) and uncountable (e.g. *furniture*) nouns Number (singular and plural) e.g. *chair/chairs* Nouns with no change in number in the singular form e.g. *scissors, trousers* Common (e.g. *woman*) and proper nouns (e.g. *Thandi*) Abstract nouns e.g. *love, fear, respect, honesty* Possessive forms of nouns e.g. *Lesego's desk, learners' desks children's toys* Collective nouns and classifiers e.g. *a swarm of bees, a bar of soap*
Determiners	Indefinite article*: **a** book, **an** apple* Definite article: ***the** book, **the** furniture, **the** apples* Demonstratives: *this, that, those, these (e.g. **That** book is mine.)* Quantity 1: *all, some, most, no, none (e.g. **Most** learners understood the lesson.)* Quantity 2: *both, either, neither (e.g. **Both** learners stood up.)* Quantity 3: *much, little, many, few, more, less, fewer (e.g. The school has **many** learners.)* Quantity 4: *some, any, another, other, each, every (e.g. **Each** learner received a book.)*
Pronouns	Personal pronouns as subject: *I, you, he, she, it, we, they (e.g. **She** is reading the book.)* Personal pronouns as direct or indirect object: *me, you, him, her, it, us, them (e.g. She gave **it** to **me**.)* Reflexive pronouns: *myself, yourself, himself, herself, ourselves, yourselves, themselves (e.g. He washed **himself** with soap.)* Relative pronouns: *which, who, that, whose, where (e.g. The man **who** is standing by the window is my teacher.)* Interrogative pronouns: *who, what, which, whose, whom (e.g. **Whose** book is this?)*
Adjectives	Position of adjectives e.g. *The **old** man* (before a noun); *The boy was **mischievous*** (after a verb) Adjectives ending in -ing e.g. *amazing, boring, exciting (e.g. The lesson was **boring**.)* Adjectives ending in -ed e.g. *amazed, bored, excited (e.g. The student was **bored**.)* Comparison of adjectives e.g. *happy, happier, happiest; intelligent, more intelligent, most intelligent (e.g. It was the **happiest** day of my life. / She is the **most intelligent** student in the class.)*
Adverbs	Adverbs of manner e.g. *quietly, carefully, politely, softly, quickly* Adverbs of time e.g. *yesterday, tomorrow, last year, last week, the other day* Adverbs of frequency e.g. *always, usually, often, sometimes, never* Adverbs of probability e.g. *certainly, definitely, maybe, perhaps, possibly* Adverbs of duration e.g. *still, yet, any more* Adverbs of degree e.g. *completely, strongly, totally, quite, rather* Adverbial phrases e.g. *in the garden, on the table*
Prepositions	Place and direction *e.g. above, below, in, under, at, on, behind, between, beside* Adjective + preposition e.g. *afraid of, ashamed of, bored with, impatient with, rude to* Noun + preposition e.g. *invitation to, approach to, reason for, respect for, comment on*
Verbs	Transitive and intransitive verbs e.g. *He bought a pen./The girl laughed.* Verbs with two objects (direct and indirect) e.g. *He gave **me** **the book**.*

Verb tenses	Simple present tense e.g. *I **play** tennis every week./Snakes **are** reptiles.* Present progressive (or continuous) tense e.g. *She **is watching** television at the moment.* Present perfect tense e.g. *I **have lived** in Durban all my life.* Present perfect progressive (or continuous) tense e.g. *He **has been studying** hard the whole week.* Simple past tense e.g. *He **woke up** early and **got** out of bed.* Past progressive (or continuous) tense e.g. *The family **were sleeping**, when the fire broke out.* Past perfect e.g. *He went home because he **had forgotten** his keys.* Past perfect progressive (or continuous) e.g. *I **had been waiting** for two hours by the time he finally arrived.* Expressing future time: Will/shall + infinitive e.g. *Mrs Molefe **will teach** the Grade 10 class./I am sure **you will enjoy** the movie.* Going to + infinitive e.g. *They **are going to visit** her grandparents./I think it **is going to rain** tomorrow.* Simple present tense used to talk about the future *e.g. Tomorrow is a holiday.* Future progressive (or continuous) e.g. *I **will be working** the whole of next week.* Future perfect e.g. *By next week **I will have finished** the job.* Future perfect progressive (or continuous*) e.g. Next year I **will have been teaching** at this school for twenty years.*
Concord	Subject-verb concord e.g. *He has just arrived./They have just arrived; I was going./They were going.*
Modals	To express ability/inability e.g. *I **can** speak German./I **can't** speak French./He is **able to** return to work./He is **not able to** return to work.* To express permission e.g. ***May** I use the bathroom? **Could** I leave early? **Can** I ask a question? Yes, of course you **can**.* To express instructions/requests: ***Would** you open the window, please./**Could** you let me in.* To express possibility/impossibility e.g. *This **can** cause difficulty./You **can't** be serious./You **could** be right./He **couldn't** know.* To express probability/improbability e.g. *We **should** arrive in Jo'burg at 10 p.m./We **ought to** arrive in Jo'burg at 10 p.m./There **shouldn't** be any problem/There **ought not** to be any problem.* To express certainty e.g. *They **must** have forgotten*.
Conditional sentences	First conditional to express a real possibility e.g. *If it rains, we will cancel the trip*. Second conditional to express something that is unlikely or improbable e.g. *If I won the lottery, I would buy my mother a house with ten bedrooms.* Third conditional to express something that is hypothetical e.g. *If I had worked harder at school, I would have passed matric.*
Passive and active voice	Simple present tense e.g. *The gate **is locked** at 6 o'clock every night.* Present progressive (continuous) tense e.g. *The room **is being cleaned** at the moment*. Present perfect tense e.g. *A new supermarket **has been opened** this year*. Simple past tense e.g. *The library **was closed** for the holidays*. Past progressive (or continuous) e.g. They had to wait because the car was still being cleaned. Past perfect e.g. *He **had been poisoned** by his girlfriend*. Future time: e.g. *Next year the class will be taught by Mr Dube./Next year a new library **is going to be built.***
Reported speech	Reported questions e.g. *She asked me why I was so late./He asked me what kind of music I liked.* 'That' clauses: *She said that she didn't know./He told me that he had lost the book.*
Sentence structures	Statement Questions Command / imperative
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

Vocabulary development and figurative language	Synonyms, antonyms, one word for a phrase Figures of speech (simile, metaphor, personification) Idiomatic expressions/idioms/proverbs Borrowed words
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses, exclamation marks, question marks, comma
Connectors	Logical connectors to link sentences in a paragraph: • addition: *and* • sequence in time: *next, soon, after, then, before, later, suddenly, afterwards, etc.* • ordering ideas: *firstly, secondly, finally, etc.* • cause/effect: *because, therefore, etc.*

Expressions used in conversational English - Reference list

ASKING PERMISSION / REQUESTS • Can I…..? • May I….? • Would it be possible for me…..? • Is it all right if….? • Would it be ok if…? • Do you mind if I …? • Please let / permit / allow me to … • Would you agree to …?	**INTERRUPTING** • Excuse me, could I ...? • Sorry, do you think I could ...? • Excuse me, do you know ...? • I beg your pardon, could you help me? (formal)
OFFERING HELP • May I help you? • Can I help you? • Are you looking for something? • Would you like some help? • Do you need some help? • What can I do for you today?	**SEEKING ASSISTANCE** • Can I have help with…..? • Would you help me to…..? • I need help with … • Please assist me … (formal) • Please lend a hand with …
APOLOGISING • Sorry. • I'm sorry for…. • I regret…… • Please forgive me for … • I apologise for … • Pardon me. • Excuse me. • I beg your pardon.	**COMPLAINING** • I'm sorry to have to say this, but... • I'm sorry to bother you, but... • Maybe you forgot to... • I think you might have forgotten to... • Excuse me if I'm out of line, but... • There may have been a misunderstanding about... • Don't get me wrong, but ...

GIVING ADVICE • I don't think you should …….. • You ought to….. • You ought not to…….. • If I were you, I'd ……. • If I were in your position, I'd … • If I were in your shoes, I'd …. • You had better …. • You shouldn't……. • Whatever you do, don't…….	**STATING A PREFERENCE** • Would you like to …. • I'd rather…… • Why don't we ...? • Well, I'd prefer …….. What do you think? • What do you think we should do? • If it were up to me, I'd … • I think we should ….
GUESSING, INFERRING • I'd say he's about ready to ... • It might need some … • He could be ... • It looks like ... • Perhaps he needs some… • Maybe they want to ... • It's difficult to say, but I'd guess that … • I'm not really sure, but I think …	**GIVING IMPRECISE INFORMATION** • There are about …. • There are approximately. • There are a large number of …. • ……. predicts up to ….. • It's kind of … • It's the type of … • They're the sort of ….. • It's difficult to say, but I'd guess • I'm not really sure, but I think …
SAYING GOODBYE **Long trips, vacations, short outings** • Have a good trip. • Enjoy your vacation. • Have a good journey. • Enjoy your holidays. • Enjoy! • Have a good time **at** (destination place such as a restaurant) • Have a good time **in** (destination city) **GREETING AFTER A TRIP** • How was your vacation / holiday in…? • Did you enjoy your time in (destination)? • How was your journey / flight / trip?	**EVALUATING YOURSELF** • This worked well / was effective because…. • I did this well because…. • It would have been better if I had ... • This could be improved by…. • Progress is /is not evident because … • This succeeds because …

3.2 SPREADS OF TEXTS ACROSS GRADES 4-6

A variety of texts have been selected for each two week period. The key texts are captured below. Learners will engage with some or all of the texts in a two week period, that is, they will listen to or present orally or read or write.

3.2.1 Spread of texts table

	Grade 4	Grade 5	Grade 6
Weeks	**Term 1**		
1 - 2	Story	Story	Story; language game
3 - 4	Information text e.g. narrative recount, map,	Information text with visuals e.g. maps/pictures/ conversation; narrative recount	Information text: descriptive account; media text e.g. advert
5 - 6	Story and descriptions of people or characters	Story, role-play, description of people; invitation; message	Story
7 - 8	Information text : instructions, lists	Information text: instructions; language game	Information text with visuals e.g. maps/ pictures instructions; definitions
9 - 10	Song, poem	Poem; song	Poem; Song description of a person; description of an object/animal/plant/place; language game
Weeks	**Term 2**		
11 - 12	Story	Story	Story and message, conversation
13 - 14	Information text with visuals e.g. pictures; poster; directions, description of an object	Information text with visuals e.g. maps/pictures; descriptions of object/s/ plants/animals/places	Information text e.g. description of object/ animal/ plant/place; visual text e.g. pictures /maps /photographs
15 - 16	Personal recount	Personal recount	Story, personal recount; role play
17- 18	Procedures, instructions information text with visuals e.g. pictures/ maps/ photographs	Information text: instructions; factual account	Reads information text with visuals e.g. timetables and television schedules/ maps/ pictures; definitions; language game
19 - 20	FORMAL ASSESSMENT		
Weeks	**Term 3**		
21- 22	Story, description of person/ animal/character, dialogue	Story; oral description of places/ people; personal recount	Story; oral descriptions of places/animals/ plants / objects
23 - 24	Information text e.g. factual recount audio-visual text e.g. poster/ notices; conversation	Information text with visuals e.g. maps/pictures	Information text with visuals e.g. /maps/ pictures/ talk;
25 - 26	Story; poem	Story; poem	Story; poem
27- 28	Information text with visuals e.g. pictures; descriptions of places/plants/animals/objects procedures	Information text -; conversation; language game; descriptions of places/plants/animals/objects procedures	Information texts -language game; mind map descriptions of places/plants/animals/ objects procedures
2 9 - 30	role-play; dialogue;	conversation; dialogue	conversation; dialogue

Weeks	Term 4		
31- 32	Conversation, language game; story	Story, language game; personal recount	Story; conversation; dialogue
33 - 34	Information text with visuals e.g. pictures; visual text e.g. posters/notices; messages	Information text: factual text; poster	information text talk; language game; definitions;
35 - 36	Story, language game	Story, poem, personal recount	Story, poem
37 - 38	Conversation; talk; Information text; visual text e.g. poster/notice	Information text, conversation; poster; visual text e.g. chart	Information text and visual text poster; advertisement
39 - 40	FORMAL ASSESSMENT		

3.2.2 Summary of text types across the phase

The tables below describe the range of text types that learners should be taught to write in Grades 4-6; other texts could also be included where appropriate. Some of these texts are not included in the teaching plan tables. This does not mean that they should not form part of teaching and learning as they are equally important.

Text type	Language structures found in each text type
Personal recounts	Descriptive language, e.g. adjectives, adverbs Verb tenses, e.g. past tense (simple past) Time words to connect events, e.g. adverbs of time Words which tell us where, when, with whom, how Simple Sentences Connectors, e.g. next, soon, after, then, etc. Direct and Indirect Speech Nouns and pronouns
Factual recounts	Adverbs and Adverbial phrases Nouns and pronouns Prepositions Verb tenses, e.g. past tense (simple past) Verbs
Story and plays	Action words, e.g. verbs Adverbs to describe actions Adjectives to describe characters and setting Simple and complex sentences Connectors (especially time words) for showing sequence of events, e.g. next, soon, after, then, etc Direct and Indirect Speech A range of verb tenses especially past tense - simple Punctuation, e.g. colon, exclamation marks, question marks

Text type	Language structures found in each text type
Poems	Figurative language, e.g. personification, simile, metaphor, etc. Nouns Adjectives Pronouns Adverbs Prepositions Simple sentences
Procedures/ Instructions/ Directions	Verbs often at the beginning of each instruction Command form of the verb Adverbs Words which tell us how, when, where, with whom Connectors to show the sequence in steps, e.g. next, soon, after, then, etc Prepositions Verb tenses, e.g. simple present tense Determiners
Conversations	Verbs Prepositions Pronouns Sentence structures, e.g. questions Verb tenses, e.g..simple present, past
Information texts	Nouns Verb tenses, e.g..simple present Verbs Adjectives Prepositions Determiners Pronouns Vocabulary development, e.g. vocabulary for comparing, contrasting relationships Punctuation, e.g. comma
Definitions	Verb tenses, e.g..simple present Nouns Adjectives Determiners
Descriptions	Verb tenses, e.g..simple present, simple past tenses Nouns Adjectives used to give details Determiners

Grade 4	Grade 5	Grade 6
INFORMATION		
• Narrative and descriptive recounts e.g. news, stories, description of something - based on fact • General knowledge texts • Media texts such as radio announcements • Instructions such as instructions for experiments, rules of games, directions • Visual texts: maps, photographs, pictures	• Factual /narrative/descriptive recounts e.g. news stories, description of something - based on fact • General knowledge texts • Information texts • Media texts e.g. radio announcements • Instructions such as instructions for experiments, rules of games, directions • Visual texts: photographs, pictures	• Explanations such as reference books, dictionaries, definitions, texts from other subjects • Factual recounts such as news reports (headline, explain the headline, body, comment), eye-witness accounts • Information texts: • Media texts: advertisements, posters, magazine articles • Instructions such as instructions for experiments, rules of games, directions • Visual texts: maps, photographs, pictures
LITERARY		
• Narratives: contemporary realistic fiction, myths and legends, fables, fantasy, adventure, funny, real life stories. • Personal recounts such as oral anecdotes (events in order), diary entries • Poem, play, role play	• Narratives e.g. contemporary realistic fiction, myths and legends, fables, fantasy, adventure, funny, real life stories, historical fiction • Personal recounts such as oral anecdotes (sets the scene, events in order), diary entries • Poem, play, role play	• Narratives such contemporary realistic fiction, myths and legends, fables, fantasy, adventure, funny, real life stories, historical fiction, science fiction, narrative poems • Personal recounts such as. oral anecdotes (sets the scene, events in order, personal comment), diary entries, autobiographies • Poem, play, role play
SOCIAL/FUNCTIONAL		
• Conversations e.g. making enquiries, giving information about family • Short social texts: greeting cards, notes, messages	• Conversations: making requests, explaining, giving information about community • Short social texts: notices, messages	• Conversations: making requests, explaining, giving information about community • Short social/functional texts: notices, messages

3.2.3 Length of Texts for Second Additional Language (to be produced by learners)

Text	Grade 4	Grade 5	Grade 6
Paragraph			
• **Words**	10 - 20 words	20 - 30 words	30 - 40 words
• **Sentences**	3 - 4 sentences	4 - 6 sentences	6 - 8 sentences
Oral creative texts e.g. recounts, retelling or telling stories	3 min	3 min	3-4 min
Written creative and information texts e.g. recounts, stories, reports	20 words 1 paragraph	30 words 1 paragraph	40 words 2 paragraphs
Shorter texts, e.g. • **Messages, notes** • **descriptions**	10 - 20 words	20 - 30 words	30 - 40 words

3.2.4 Length of Texts for Home Language (for learners to engage with)

Task	Grade 4	Grade 5	Grade 6
Longer listening comprehension texts e.g. story, interviews, plays, news reports	100-150 / up to 5 mins	150-200 / up to 5 mins	200-250 / up to 5 mins
Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions	50-60 words / 1-2 mins	60-70 words / 1-2 mins	70-80 words / 1-2 mins
Reading comprehension/ intensive reading texts	100-150 words	150-200 words	200-250 words

3.2.5 Vocabulary to be achieved by Home Language learners

	Term	1	2	3	4
Vocabulary	Grade 4	20 - 30	30 - 40	40 - 50	50 - 60
Common spoken words	Grade 5	60 - 710	70 - 80	80 - 90	90 - 100
	Grade 6	100 - 110	110 - 120	120 - 130	130 - 150
Reading vocabulary (new words)	Grade 4	30 - 50 (10 - 20)	30 - 50 (10 - 20)	30 - 50 (10 - 20)	30 - 50 (10 - 20)
	Grade 5	50 - 80	50 - 80	50 - 80	50 - 80
	Grade 6	80 - 100	80 - 100	80 - 100	80 - 100

3.3 TEACHING PLANS

The teaching plan indicates the minimum content to be covered per term. The sequence of the content listed in a two week cycle is not prescribed and the time given is an approximate indication of how long it should take to cover the content. Teachers should design their teaching plans / work schedules using their textbooks to teach the content per two week cycle using appropriate sequence and pace. The content given in a two week cycle are key texts/activities with the main skills and strategies learners need to develop.

3.3.1 How texts link together in the two week cycle

Different texts have been used as a basis for designing the two week teaching cycle. They have been selected on the basis of how they link together to form an integrated unit, for example learners will listen to a story and then read a story. They will be asked to write a short oral description of a place or person (that will link to the story) or they might be asked to write a message about the story. Select a theme for each two week cycle that will enable the teacher to link the activities successfully. The reason for using themes is to make it possible to constantly recycle vocabulary and language structures in meaningful contexts. In practice, integration suggests variety: variety of forms, of activities, of texts and themes (see Suggested Themes - Reference List below)

3.3.2 How the texts/activities are sequenced across the two week cycle

The texts do not have to be taught in a particular order. In most cases, there should be a Listening and Speaking activity/text to prepare for the reading or writing activity. Sometimes, the Listening and Speaking activity should derive

from the reading text. Learners should engage with the different kinds of texts orally and in reading before they are asked to write these texts. In most cases, the text to be listened to e.g. a story will be different to and at a higher level than the one that learners will read. This is because their listening skills are more developed than their reading skills.

3.3.3 The type of texts prescribed and recommended

There are prescribed text types that are to be taught in every two week cycle. These are specified in the teaching plan and should be contained in the prescribed textbook. In most cases, no specific story type is prescribed. Choices may be made from the variety of contemporary stories, imaginative stories (e.g. adventure, and traditional stories (e.g. myths, legends and fables) that are available. The same is true of poems and songs.

In all cases, this additional reading should relate to the topics and themes chosen for the prescribed texts in that two week cycle. This is very important as it consolidates the Second Additional Language learner's knowledge and understanding of the vocabulary and concepts related to the topic.

3.3.4 Number of key texts in a two week cycle

In the early part of the year, there is usually only one text type or activity per two week cycle. There will sometimes be two text types or activities per two week cycle. Teach these text types and the related activities bearing in mind that learners will be exposed to them numerous times during the course of the year.

3.3.5 How the Language Structures and Conventions are addressed

The content of the "Language Structures and Conventions" section is derived from the types of texts prescribed under the headings Listening and Speaking, Reading, and Writing and will naturally be given attention in the process of engaging with the texts and during the time allocated for Listening and Speaking, Reading and Writing. For example, if a story is being done, learners will naturally use the simple past tense and will read texts using this tense. However, it is also important that activities be developed that focus on particular language structures, in context. Choose items from the "Language Structure and Conventions" section to give learners additional practice in these aspects. Construct activities that are meaningful to learners and that relate to the texts they are studying in the two week cycle. More activities of this nature should be done as learners make progress from Grade 4 to 6. Select very carefully which rules to be explained to learners and keep these to a minimum. Second Additional Language learners learn a language through constant exposure to it and through using to it. Practice in Language Structures and Conventions will refine these skills. Teaching should integrate all the language skills and language structures as they are interrelated. All of these should be taught in context.

Suggested Themes - Reference List	
• Animals	• House
• Body	• Likes and dislikes
• Clothes	• Music
• Colours	• Nature/environment
• Days and Months	• Places
• Emotions	• School
• Family	• Sport
• Food	• Time
• Greetings	• Transport
• Hobbies	• Weather and seasons

3.4 CONTENT AND TEACHING PLANS FOR ENGLISH SECOND ADDITIONAL LANGUAGE

GRADE 4 ENGLISH SECOND ADDITIONAL LANGUAGE

GRADE 4				
TERM 1				
Skill	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listening and Speaking- basic conversation in target language (e.g. greetings)** • Answers simple questions • Names characters in the story • Code switches if necessary **Practises Listening and Speaking** • Emphasize the practice of phonics	**Reading** Reads words based on written conversation • Answers basic questions about the text • Expresses feelings about the text • Discusses new vocabulary from the read text • Spells-five words from read text	**Introduce script** **Writes ~~a~~ basic words** • Writes words about the story	**Working with words** • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words **Working with words** • Understands and uses words in context **Vocabulary in context**
3-4	**Listening and Speaking** **conversation in target language (e.g. communication in the classroom)** • Answers questions • Discusses new vocabulary • Code switches if necessary	**Reading** Reads words based on conversation	**Writing** **Introduce script** **Writes ~~a~~ basic words** • Uses appropriate vocabulary	**Working with words** • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words **Vocabulary in context**

GRADE 4				
TERM 1				
Skill	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
5-6	**Listens to a story** Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/real life stories Text from the textbook or Teacher's Resource File • Answers simple questions • Names characters in the story correctly • Uses words to express feelings about the story • Code switches if necessary	**Reading** Reads an extract from the textbook or reader/s or Teacher's Resource File • Mixing and matching words about the story with support • Expresses feelings about the story • Answers questions about the text **Practises reading** • Reads aloud introduce the idea of appropriate pronunciation and expression	**Introduce script** **Writes about a story** • Writes words or phrases about the story • Writes own words to expresses feelings about the story **Records words and their meanings in a personal dictionary** • Uses drawings or words using the words or explanations to show the meaning, etc.	**Working with words** • Breaks words into syllables, e.g. be-cause; sen-ten-ce • Words starting with selected letters **Working with sentences** • Builds on use of subject verb concord e.g. There is one book/There are two books ... • Uses regular forms of the verb e.g. walk, walked
7-8	**Listens to and carries out basic instructions** e.g. recipe/instructions for making or doing something Text from the textbook or Teacher's Resource File (TRF) • Answers questions • Listens and responds appropriately **Gives simple instructions** • Uses correct specific details • Uses correct sequence **Practises Listening and Speaking for enrichment** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a language game • Emphasize the practice of phonics	**Reads basic procedural (instructions)texts** e.g. recipe/instructions for making or doing something Text from the textbook or Teacher's Resource File (TRF) • Pre-reading and discussion: predicts from title and pictures • Answers questions about the text • Discusses sequence of instructions • Follows the instructions **Practises reading** • Reads aloud introduce the idea of appropriate pronunciation and expression	**Introduce script** **Writes simple instructions using a frame** • Number the instructions • Uses the right sequence (rearrange in correct order) • Writes the instructions/ words using a frame • Corrects spelling using a dictionary **Records words and their meanings in a personal dictionary** • Uses drawings or words to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Uses the dictionary to check spelling and meanings of words **Working with sentences** • Uses the command form. • Understands and uses negative forms • Uses tenses (e.g. 'I have finished.') • Introduces uses of singular and plural correctly **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 1				
Skill	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
9-10	**Listens to a song/ simple poem** Text from the textbook or Teacher's Resource File (TRF) • Discusses central idea • Relates to own experience • Code switches if necessary • Identifies words which begin with the same sound • Expresses feelings stimulated by the text • Performs song/selected lines **Plays a language game** • Follows instructions correctly • Uses vocabulary **Practises Listening and Speaking for enrichment** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game • Emphasize the practice of phonics	**Reads a simple poem/s** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. prediction, looks at pictures carefully, uses contextual clues • Answers questions about text • Identifies rhythm and rhyme • Breaks up words into syllables • Expresses feelings stimulated by the text **Reads and solves a word puzzle(for enrichment)** • Spells words correctly • Shows understanding of meanings of words **Practises reading** • Reads aloud with appropriate pronunciation, rhythm and expression **Reflects on texts read during independent/pair reading** • Expresses basic emotional response (likes and dislikes) to texts read.	**Introduce script** **Writes 2-3 sentences about the selected poem in a frame** • Writes simple phrases **Practises writing for enrichment** • Writes words that begin with the same sound e.g. Naughty /Nomsa **Records words and their meanings in a personal dictionary** • Uses drawings or sentences/phrases / words using the words or explanations to show the meaning, etc.	**Working with words** • Words belonging to the same lexical field e.g. cover and page belong to the lexical field "book" **Working with sentences** • Uses question marks • Uses exclamation marks **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
11-12	**Listens to a story** Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/real life stories Text from the textbook or Teacher's Resource File (TRF) • Predicts what will happen next • Answers simple questions • Names characters in the story correctly **Practises Listening and Speaking for enrichment** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game • Emphasize the practice of phonics	**Reads a story** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading and discussion: predicting from title and pictures • answers questions about the story • Identifies setting and character **Does comprehension activity on the text (oral)** • Discusses new vocabulary from the read text • Uses a dictionary **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo	**Introduce script** **Writes a short message** • Chooses appropriate content • Addresses text to a person • Ends with own name **Records words and their meanings in a personal dictionary** • Uses drawings or sentences/phrases using the words or explanations to show the meaning, etc.	**Working with words** • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words and high frequency words • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Singular and Plural examples • Uses the gender forms of some nouns (e.g. cow/bull) **Working with sentences** • Builds on use of proper nouns **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
13-14	**Listens to information text** e.g. simple topics e.g. Communication at the garage or supermarket Text from the textbook or Teacher's Resource File (TRF) • Identifies specific details • Relates to personal experience/ • Code switches if necessary • **Listens to and responds to simple oral conversation/ instructions / description** Follows the **Instructions/ description** Shows understanding of vocabulary relating to **conversation / instructions / description** **Listens to a description and describes an object** • Identifies the object described correctly • Uses words that correctly describe the object • Uses some new words • Uses adjectives Practises Listening and Speaking (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game • Emphasize the practice of phonics	**Reads information text with visuals** e.g. / pictures/maps/drawings and photographs Text from the textbook or Teacher's Resource File (TRF) • Pre-reading and discussion: predicting from title and pictures/ visuals • Asks and answers simple questions • Discusses main idea • Interprets the information in the visuals **Reads a visual text** e.g. a poster advertising an event • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language used • Identifies and discusses design features such as colour and different sizes or kinds of print (font)	**Writes information text with support (in a frame)** • Fills in missing words in a written text/summary • Uses appropriate vocabulary • Uses some new words from the read text Designs a visual text e.g. a poster advertising an event • Introduce script • Selects appropriate information • Uses the correct format • Uses design basic features such as colour and different sizes or kinds of print (font) **Records words and their meanings in a personal dictionary** • Uses drawings or sentences/phrases using the words or explanations to show the meaning, etc.	**Working with words** • Introduces plurals • Words with long vowel sounds: **Working with sentences** • Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) • Revises "a" and "the" with nouns. • Introduces tenses **Vocabulary in context** • Words taken from shared or individually read texts • Synonyms (words that are similar in meaning e.g. soft/gentle)

GRADE 4				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
15-16	**Listens to a story** Choose from traditional stories/personal accounts/ adventure/real life stories Text from the textbook or Teacher's Resource File (TRF) • Predicts what will happen next • Answers simple questions • Names characters in the story • Identifies characters from oral descriptions **Practises Listening and Speaking** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game • Emphasize the practice of phonics	**Reads a story** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading and discussion: predicting from title and pictures • answers questions about the story • Introduces setting and character **Does comprehension activity on the text (oral)** • Discusses new vocabulary from the read text • Uses a dictionary **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo	**Writes a short message/ notes** • Chooses appropriate content • Addresses text to a person • Ends with own name **Records words and their meanings in a personal dictionary** • Uses drawings or sentences/phrases using the words or explanations to show the meaning, etc.	**Working with words** • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Reinforce Singular and Plural examples • Uses the gender forms of some nouns (e.g. cow/bull) **Working with sentences** • Builds on use of proper nouns • Introduce verbs • Uses different types of adjectives • Builds on understanding and use tenses • Builds on use of subject verb concord **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
17-18	**Listens to and carries out basic instructions** e.g. recipe/instructions for making or doing something Text from the textbook or Teacher's Resource File (TRF) • Discusses specific details of text • Asks questions to obtain information • Listens and responds appropriately **Gives instructions** (at least two steps) • Uses appropriate vocabulary • Introduces the uses of verbs • Gives instructions in the correct sequence **Practises Listening and Speaking** (Choose one for daily practice) • Responds physically to instructions • Gives and follows simple instructions / directions • Emphasize the practice of phonics	**Reads basic procedural (instructions) text** e.g. a recipe/instructions for doing or making something Text from the textbook or Teacher's Resource File (TRF) • Pre-reading with discussion: predicting from title and pictures • Discusses specific details of text • Discusses sequence of instructions	**Introduce script** **Writes about a procedure with support** Text from the textbook or Teacher's Resource File (TRF) • Fills details into a frame • Uses specific details • Stays on topic in a frame • Uses appropriate grammar, spelling and punctuation • Records words and their meanings in a personal dictionary **Labels and/or completes a visual text** e.g. ~~/~~drawing/~~/~~ pictures/cartoons/maps/ photographs • Listens /read information Includes specific details • Uses appropriate vocabulary • Writes labels in correct place **Records words and their meanings in a personal dictionary** • Uses drawings or sentences/phrases / words-or explanations to show the meaning, etc.	**Working with words** • Words with long and double vowel sounds: • Spells familiar words correctly, using a personal dictionary • Uses the dictionary to check spelling and meanings of words • Builds on knowledge of sight words and high frequency words **Working with sentences** • Uses the command form of the verb e.g. Stop. • Teach interrogatives **Vocabulary in context** • Antonyms (words that are opposite in meaning e.g. loud/soft) • Words taken from shared or individually read texts
19-20	FORMAL ASSESSMENT			

GRADE 4				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
21-22	**Listens to information text** e.g. simple topics e.g. My family Text from the textbook or Teacher's Resource File (TRF) • Identifies specific details • Relates to personal experience/ • Code switches if necessary **Listens to and responds to simple oral / description** • Follows the /description • Shows understanding of vocabulary relating to description **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/ • directions • Tells own news • Retells a story heard or read • Emphasize the practice of phonics	**Reads information text with visuals** e.g. / pictures/maps/drawings and photographs Text from the textbook or Teacher's Resource File (TRF) • Pre-reading and discussion: predicting from title and pictures/ visuals • Asks and answers simple questions • Discusses main idea • Interprets the information in the visuals **Does comprehension activity on the text (oral)** Reads a simple text. • Discusses main ideas • Responds to simple questions **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo	**Introduce script** **Labels and/or completes a visual text** e.g. drawing /pictures / cartoons / maps / photographs • Listens /read information Includes specific details • Uses appropriate vocabulary • Writes labels in correct place **Records words and their meanings in a personal dictionary** • Uses drawings or sentences/words/ phrases to show the meaning, etc.	**Working with words** • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words and high frequency words • Breaks long words into smaller chunks e.g. be-cause; sen-ten-ce • Builds on the use of singular and plural forms of nouns **Working with sentences** • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Reinforces connectors • Builds on use of demonstrative pronouns (e.g. this, that, those, these) **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
23-24	**Participates in short conversation on a familiar topic** • Takes turns • Stays on topic • Asks relevant questions **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/ • directions • Tells own news • Retells a story heard or read • Emphasize the practice of phonics	**Reads information text** e.g. a short text / story / poem / song Text from the textbook or Teacher's Resource File (TRF) • Pre-reading and discussion: predicts from title and pictures • Answers simple questions e.g. What ? Who? When? Introduce complex questions Why...? How do you think...? **Does comprehension activity on the text (oral)** **Practises reading** • Reads aloud striving for appropriate pronunciation, expression and tempo	**Introduce script** **Write short information text with support** • Fills in missing words in a written summary/text • Uses appropriate vocabulary • Uses some new words from the read text • Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Reinforces words starting with selected letters **Working with sentences** • Uses nouns and plurals Revises "a" and "the" with nouns. • Begins to use determiners such as one, two, etc and first, second, last. **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
25-26	**Listens to information contained in a poster** • Identifies specific details • Listens and relates to own experience • Discuss information own words • Code switching **Listens to a poem/s/ song for enrichment** • Discusses what the poem is about • Relates to own experience • Identifies rhyme and rhythm • Identifies words which begin with the same sound • Expresses feelings stimulated by the poem • Performs poem/ selected lines Practises Listening and Speaking for enrichment • Practises using words that imitate their sounds e.g. bees buzz, glass tinkles • Emphasize the practice of phonics	**Reads information contained in a poster Reads visual text** e.g. poster • Pre-reading: discusses pictures • Discusses what the text is about • Identifies specific information • -Understands the information • Discusses the purpose of the text • Discusses some of the language use • Identifies and discusses basic design features such as colour and different sizes or kinds of print (font) **Reads a poem/s/song for enrichment** • Pre-reading: predicts from title and pictures • Uses reading strategies with support e.g. prediction, looks at pictures or text carefully, uses contextual clues • Identifies rhythm and rhyme • Breaks up words into syllables • Expresses feelings stimulated by the poem **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo	**Introduce script** **Designs and produces a visual text** e.g. poster or notice • Uses the correct format • Selects appropriate information • Uses basic design features such as colour and different sizes or kinds of print (font) **Writes sentences** • **Writes sentences ~~of~~** • **Uses appropriate vocabulary** • **Uses knowledge of syllables to develop new words** **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Working with words** • Words starting with selected letters **Working with sentences** • Understands and uses countable nouns (e.g. book - books) • Builds on use of adjectives before nouns e.g. The small dog • Uses forms of the verb 'to be' e.g. be/ been/ being; am/ is/ are; was/ were • Words taken from shared or individually read texts

GRADE 4				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
27-28	**Listens to information text** e.g. factual recount / narrative Text from the textbook or Teacher's Resource File (TRF) **Listens to description of and describes places/plants/ animals/ objects** • Identifies places correctly • Uses words that correctly describe the place • Uses some new words • Uses adjectives **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/ directions • Tells own news • Retells a story heard or read • Emphasize the practice of phonics	**Reads information text with visuals** e.g. maps / pictures / photographs Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures/ visuals • Uses reading strategies • Identifies and comments on main idea and specific details with support • Interprets information in the visual text **Does comprehension activity on the text (oral or written)**	**Introduce script** **Labels and/or completes visual text** e.g. maps / pictures / cartoons / photographs / drawings • Uses appropriate vocabulary • Labels the text correctly • Uses correct format for labels e.g. one or two words only **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Working with words** • Words with long / short and double vowel sounds: **Working with sentences** • Begins to use prepositions • Extends use of forms of the verb • Builds on use of connectors to show contrast (but), reason (because) and purpose (so that). **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
29-30	**Listens to a dialogue read aloud or from radio or TV** Text from the textbook or Teacher's Resource File (TRF) Introduction to Role plays a character or a familiar situation • Selects appropriate content with support • Uses details accurately • Stays on topic • Switches from one language to another as appropriate **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/ • directions • Tells own news • Retells a story heard or read • Emphasize the practice of phonics	**Reads dialogue** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading predicting from title • Identifies the story-line • Discusses characters and setting • Using basic vocabulary to Expressing feelings stimulated by the text • Discusses features of the text especially punctuation and format **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo	**Introduce script** **Writes a dialogue using a frame or speech bubbles** • Selects appropriate characters • Organises the conversation logically • Uses the frame correctly • Uses direct speech appropriately • Uses vocabulary • Uses appropriate grammar, spelling, punctuation and spacing • Records words and their meanings in a personal dictionary **Records words and their meanings in a personal dictionary** Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Uses the dictionary to check spelling and meanings of words **Working with sentences** • Builds on understanding and use of tenses • Uses adverbs of time (e.g. tomorrow, yesterday) • Begins to recognise and use reported speech and related punctuations **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
31-32	**Participates in conversation on a familiar topic (e.g. The School)** Text from the textbook or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Maintains the conversation • Respects others' ideas	**Reads a short text** Choose from contemporary /traditional stories/personal accounts/ adventure//real life stories Text from the textbook or Teacher's Resource File (TRF) • Pre-reading with support: predicts from the title and pictures • Answers simple questions **Does comprehension activity on the text (oral)** **Reflects on texts read during independent/pair reading** • visual texts read	**Writes a passage with structured support** • Uses the frame and fill in missing words • Uses common vocabulary • Records words and their meanings in a personal dictionary **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words Words starting with selected letters or sounds **Working with sentences** • Begins to use determiners such as one, two, etc and first, second, last. • Builds on use of subject verb concord e.g. There is one book/There are two books ... • Builds on the use of tenses • Builds on use of prepositions that show position (on, under, above) **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
33-34	**Listens to simple-announcements** Text from the textbook or Teacher's Resource File (TRF) • Discusses main ideas • Asks-t questions • Responds appropriately **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/ • directions • Tells own news • Retells a story heard or read	**Reads information text with visuals** e.g. maps / pictures / photographs / cartoons Text from the textbook or Teacher's Resource File (TRF) • Pre-reading with support: predicts from the title and pictures • Answers simple questions **Does comprehension activity on the text (oral)** **Reads visual text** e.g. poster or notice or pamphlet Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: discusses pictures • Discusses what the text is about • Identifies specific information • Interprets the information • Discusses the purpose and audience of the text • Discusses some of the language use **Reflects on texts read during independent/pair reading** • Retells story or main ideas in 2 to 3 sentences • Expresses emotional response to texts read.	**Writes a paragraph or 2 - 3 short sentences using a frame** • Uses common /familiar vocabulary including pronouns, connectors and phrases. • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spellings and meanings of words **Draws, labels and/or completes a visual text** e.g. maps / pictures / photographs / cartoons • Captures the information correctly • Shows the links between different parts of the visual correctly • Writes sentences describing the-visual text • Uses appropriate vocabulary • Uses the dictionary to check spelling and meanings of words **Designs and produces a** **Records words and their meanings in a personal dictionary** • Uses drawings or sentences or words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary **Working with sentences** • Uses connectors to show addition (and) and sequence (then, before) **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
35-36	**Listens to a short story with dialogue** Choose from Text from the textbook or Teacher's Resource File (TRF) • Predicts what will happen next • Discusses setting and characters • Discusses main events in the story • Gives a personal response to the story **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a simple rhyme, poem or song or part of a story • Plays a simple language game • Gives and follows simple instructions/ • directions • Tells own news • Retells a story heard or read	**Reads a story with dialogue** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading with support: predicts from the title and pictures • Discusses, setting and characters • Discusses main events in the story • Gives a personal response to the story • Identifies which parts of the story is the dialogue • Role plays the story or a part of the story **Practises reading** • Reads aloud with appropriate pronunciation and expression **Reflects on texts read during independent/pair reading** • Relates to own life	**Writes a short story with structured support**Uses the frame to fill in missing words/ phrases • Uses extended vocabulary including pronouns, connectors and phrases • Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Uses drawings or sentences /using the or words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words **Working with sentences** • Builds on the use of connectors • Develops use of direct speech. • Introduces the uses quotation marks for direct speech **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 4				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
37-38	**Participates in conversation on a familiar topic (e.g. My Friends)** Text from the textbook or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Maintains the conversation • Respects others' ideas **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a simple rhyme, poem or song or part of a story • Plays a simple language game • Gives and follows simple instructions/ • directions • Tells own news • Retells a story heard or read	**Reads information text on familiar topic** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading with support: predicts from the title and pictures • Answers simple questions and begins to ask more complex questions e.g. Why? How do you think? • discusses visuals **Does comprehension activity on the text (oral)** **Reflects on texts read during independent/pair reading** • Expresses emotional response to texts read.	**Writes a paragraph / sentences using a frame or speech bubbles** • Uses appropriate content • Uses common ~~a~~ vocabulary including pronouns, connectors and phrases. • Uses appropriate spelling and punctuation • Uses the dictionary to check spellings and meanings of words **Records words and their meanings in a personal dictionary** • Uses drawings or sentences /words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary **Working with sentences** • Begins to recognise basic reported speech. • Builds on the use of adverbs and adjectives **Vocabulary in context** • Words taken from shared or individually read texts
39-40	FORMAL ASSESSMENT			

3.5.2 Grade 5

GRADE 5				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listens to a short story** (Choose from fiction / traditional stories / personal accounts / adventure / funny / fantasy / real life stories / historical fiction) Text from the textbook or Teacher's Resource File (TRF) [instruction will be repeated every fortnight] • Answers questions • Predicts what will happen next **Retells a story** • Retells events in own words correct sequence, using simple past • Names the characters correctly **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/ directions • Tells own news	**Reads a short story** Text from the textbook or reader/s or Teacher's Resource File (TRF) [instruction will be repeated every fortnight] • Pre-reading: predicting from title and pictures • Uses reading strategies e.g. making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Discusses the title, and where the story takes place (setting) • Expresses simple opinion on the story • Uses a dictionary **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with striving towards appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Retells story or main ideas in 3 to sentences • Gives opinion on story	**Writes a personal (narrative / descriptive) recount of events** • Selects from experience • Chooses appropriate content for the topic • Stays on the topic • Frame used by all learners • Uses appropriate grammar, spelling and punctuation. • Uses vocabulary related to topic **Writes an opinion on a story (for enrichment)** • Pre-writing: discusses what they like / dislike • Writes 2 sentences to express what they like / dislike **Creates a personal dictionary** • Labels pages with letters of alphabet • Enters 5 words and meanings (drawing/ sentence using the word/explanation of word) • Or continues to enter words into dictionary created in Grade 4	**Working with words** • Uses the dictionary to check spelling and meanings of words • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words and high frequency words **Working with sentences** • Understands and uses countable nouns (e.g. book - books) • Builds on use of proper nouns e.g. with capital letter • Revises "a" and "the" with nouns. • Builds on use of personal pronouns (e.g. I, you, it, us, them) **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
3-4	**Takes part in a conversation about a familiar topic** • Asks and answers simple questions on the topic • Code switches if necessary • Gives other learners a chance to speak • Listens to them **Gives a factual / descriptive recount** • Recounts a recent event • Tells events in sequence **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a short poem or rhyme/or part of a short story • Plays a simple language game • Gives and follows simple instructions / • directions • Tells own news	**Reads information text with visuals** e.g. charts/ tables/ diagrams/ mind maps/ maps/ pictures/ graphs/ photographs/ drawings/ cartoons Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: read and discuss title and look at pictures / diagrams / maps • Uses reading strategies e.g. for general idea, uses contextual clues to find meaning • Identifies main facts • Explains meaning of unfamiliar words • Answers questions about the text **Practises reading** • Reads aloud-striving towards appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Shares opinions on the text • Relates text to own life	**Writes a factual / descriptive recount in a frame** • Selects appropriate content • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary and redrafts **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Spells familiar words correctly, using a personal dictionary **Working with sentences** • Builds on understanding and use of simple tenses Builds on use of modals e.g. "can" to show ability, "may" to ask for permission, uses "must" to show necessity • Uses regular forms of the verb e.g. walk, walked • Uses adverbs of time (e.g. tomorrow, yesterday) **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
5-6	**Listens to a story with dialogue** (Choose from fiction/ traditional stories/ personal accounts/ adventure/ /real life stories~~/~~ Text from the textbook or Teacher's Resource File (TRF) • Uses an oral description to identify people in the story • Expresses feelings and opinions about the story • Answers oral questions about the story **Role play: familiar situations** • Participates in dialogue • Includes relevant information • Uses correct tense **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions / • directions • Tells own news	**Reads a story**. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. makes predictions, uses contextual clues to find meaning, reads to find detail • Answers questions about the story **Reads social texts** e.g. invitations • Discusses purpose of text • Uses a dictionary to find meaning of new words **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Uses words to express feelings about the text read	**Writes a simple description of people** • Writes at least one paragraph • Writes creatively • Uses appropriate adjectives • Uses simple ~~t~~enses **Writes a short message** • Organises information • Uses correct format e.g. salutation, date, etc. • Constructs sentences correctly **Writes a paragraph** • Describes an event • Uses connectors • Checks spelling and punctuation **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Spells familiar words correctly, using a personal dictionary **Working with sentences** • Builds on use of prepositions that show position (on, under, above) • Uses connectors to show addition (and) and sequence (then, before) • Capital letters for proper nouns, for titles and initials of people **Vocabulary in context** • Words taken from shared or individually read texts • Compound words e.g. playground

GRADE 5				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
7-8	**Listens to and carries out instructions** e.g. for making or doing something. Text from the textbook or Teacher's Resource File (TRF) • Responds correctly to instructions, • Follows sequence correctly **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a short poem or rhyme/song • Tells own news	**Reads procedural (instructions) text** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures • Uses reading strategies e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Carries out instructions (if possible) **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Gives short oral review • Includes key points e.g. title, and / topic • Gives personal opinion of text	**Writes instructions within a frame** • Uses correct specific details • Uses correct sequence, using connectors e.g. first, next, etc. • Uses simple tenses • Uses correct structure and format **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Uses the dictionary to check spelling and meanings of words **Working with sentences** • Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) • Begins to use determiners such as one, two, etc and first, second, last. • Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) • Builds on understanding and use of comparative adjectives • Uses forms of the verb 'to be' e.g. be/ been/ being; am/ is/ are; was/ were • Builds on understanding and use of present progressive **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
9-10	**Listens to a poem/song** Text from the textbook or Teacher's Resource File (TRF) • Talks about the poem /song (what poem is about) • Relates to own experience • Identifies rhyme and rhythm • Gives personal response (likes / dislikes the poem) **Performs the poem for enrichment** • Pronounces words correctly • Shows understanding • Conveys rhythm	**Reads poem/songs** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Discusses the topic and main ideas in the poem • Discusses rhyme • Discusses words that begin with the same sound • Discusses words that imitate their sound • Discusses comparisons e.g. "He sings like a bird.", "She is a star." • Answers questions about the poem/s (oral or written) **Practises reading** • Reads aloud with appropriate expression, showing understanding • Uses good pronunciation, phrasing and tempo **Reflects on texts read during independent/pair reading** • Compares e.g. stories / texts / poems / songs read	**Writes a passage about poem/s** • Discusses what passage is about **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Spells familiar words correctly, using a personal dictionary **Working with sentences** • Uses the gender forms of some nouns (e.g. cow/bull) • Uses different types of adjectives including what things are made of e.g. woollen **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
11-12	**Listens to a story** (Choose from fiction/ traditional stories/ personal accounts/) Text from the textbook or reader/s or Teacher's Resource File (TRF) Teacher's Resource File (TRF) • Answers-questions • Answers simple questions **Takes part in a conversation on a familiar topic, code-switching if necessary** • Asks and answers question • Respects other learners by listening to them	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: reads with support and discusses title and looks at pictures • Uses reading strategies e.g. making predictions, using contextual clues • Discusses new vocabulary • Identifies sequence of events, setting and characters • Uses a dictionary **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Discusses a short story	**Writes a simple a paragraph with a frame** • Writes an appropriate opening sentence • Writes about events logically • Uses connectors (and, but) • Uses some adjectives Writes an appropriate ending **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with sentences** • Uses nouns and plurals e.g. scissors and trousers • Builds on use of adjectives before nouns e.g. The small dog **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
13-14	**Listens to information text** e.g. oral description/s of object/s/ plants / animals / places Text from the textbook or Teacher's Resource File (TRF) • Identifies the object/s • Describes what it/they are used for • Draw and label it **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news • Tells of own related experiences	**Reads information text with visuals** e.g. charts / tables / diagrams/ mind maps/ maps / pictures / graphs / photographs/ drawings / cartoons Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures/ visuals • Uses reading strategies • Read for specific information e.g. timetables or schedules • Answers questions on text and visuals **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Retells a text read	**Writes a short description of objects / plants / animals / places using a frame (3-4 sentences)** • Uses the frame correctly • Includes specific details • Uses correct determiners • Uses relevant vocabulary • Punctuation is correct **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with sentences** • Builds on understanding and use of future tense • Simple present to describe regular actions e.g. "I brush my teeth every day" • Extends use of forms of the verb "to be" e.g. be / been / being; am / is / are; was / were • Begins to use prepositions that show direction (towards), time (on, during), possession (with) **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
15-16	**Takes part in a conversation about a familiar topic (e. g. Role models)** • Asks and answers simple questions on the topic • Code switches if necessary • Gives other learners a chance to speak • Listens to them **Gives a factual / descriptive recount** • Recounts a recent event • Tells events in sequence **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a short poem or rhyme/or part of a short story • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news • Diagram or table about the story	**Reads stories**. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Reads for detail and uses contextual clues to find information • Identifies and comments on the-message • Understands the vocabulary • Answers questions on the story • Retells story in-own words (oral or writing) **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression	**Writes a passage using a frame** • Writes at least two paragraphs in a frame • Links paragraphs using connectors • Uses new vocabulary and punctuation learnt • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Breaks long words into smaller chunks e.g. be-cause; sen-ten-ce • Working with sentences • Uses different types of adjectives • Understands and uses verbs to describe actions **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
17-18	**Listens to and responds to oral instructions** • Text from the textbook or reader/s or Teacher's Resource File (TRF) Follows the instructions • Shows understanding of command words Role plays familiar situations e.g. giving instructions • Gives at least ~~4~~ 2 directions / instructions in the correct sequence • Uses appropriate language / vocabulary and gestures e.g. direction words, the command form of the verb **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a short poem or rhyme or part of a story • Plays a simple language game • Gives and follows simple instructions / directions	**Reads procedural (instructions) text** e.g. a recipe or instructions for making or doing something Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures • Uses reading strategies • Answers questions on the text • Follows the instructions correctly **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Compares texts read	**Writes a recipe using a frame** Text from the textbook or Teacher's Resource File (TRF) • Uses the frame correctly • Includes list of ingredients • Includes method in correct sequence • Uses appropriate vocabulary **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Words starting with selected letters **Working with sentences** • Uses adverbs of place (here, there) • Begins to use adverbs of degree e.g. "very, really, almost, too" • Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.') • Begins to use connectors to show contrast (but), reason (because) and purpose (so that). • Uses question marks • Uses exclamation marks **Vocabulary in context** • Words taken from shared or individually read texts
19-20	FORMAL ASSESSMENT			

GRADE 5				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
21-22	**Listens to oral description of places / people** • Text from the textbook or reader/s or Teacher's Resource File (TRF) • Identifies places/people • Notes relevant information from a story e.g. on a chart / table **Listens to and gives personal recounts** • Recalls own experiences Answers questions about what happened first, second, etc. **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme or song or part of a short story • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news	**Reads a story** (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/funny/fantasy/ real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Understands the features of the text • Uses reading strategies e.g. uses contextual clues to determine meaning, makes inferences • Answers questions about the story • Identifies-characters **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reads a short paragraph** • Discusses main idea and specific details **Reflects on texts read during independent/pair reading** • Discussion on text studied	**Rewrites the a paragraph/passage in own words, using a frame** • Uses the simple tenses • Identifies the main events • Tells the events in the correct order • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Words starting with selected letters **Working with sentences** • Understands and uses nouns Builds on use of personal pronouns (e.g. I, you, it, us, them) • Builds on understanding and use of adjectives • Builds on use of subject verb concord e.g. There is one book/There are two books ... • Uses forms of the verb 'Builds on the use of question marks • Builds on the use of exclamation marks **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
23-24	**Talks about a familiar topic with preparation** • Plans and prepares important points • Says at least 3 sentences on the topic • Answers questions **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme or song or part of the story • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news	**Reads information texts with visuals** e.g. charts/ tables/ diagrams/ mind maps / maps / pictures / graphs / photographs / drawings / cartoons Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: focuses on important details • Discusses main information given- Selects relevant details to answer questions **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Retells a text in about 3 sentences.	**Draws/completes and labels simple visual texts** e.g. charts/tables/ diagrams/ mind maps/ maps/pictures/graphs/ photographs/drawings/ cartoons Text from the textbook or Teacher's Resource File (TRF) • Uses information from a visual or written text • Organises information- • gives information **Makes a mind map summary of a short text** • Identifies at least three main points **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Words starting with selecting letters **Working with sentences** • Understands and uses of the noun • Begins to use determiners such as one, two, etc and first, second, last. • Begins to use pronouns Uses different types of adjectives **Vocabulary in context** • Words taken from shared or individually read texts
25-26	**Listens to stories** (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/funny/fantasy/ real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Understands stories, answering questions • Expresses own opinion **Retells the story** • Refers to main characters • Retelling of story in own words • Uses tenses introduced in previous grades	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Discusses characters • Answers questions about story • Identifies the moral/ main message of the story **Does comprehension activity on the text (oral or written)** **Reads poem/s or song/s** • Discusses topic and main idea **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Relates texts to own life	**Writes a simple story in a frame**-Writes an story • Story has a beginning, a middle and an ending **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Words starting with selected letters. **Working with sentences** • Analyses simple sentences into subject, verb, object • Begins to use connectors (if, then) • Develops use of direct speech. • Begins to recognise and use reported speech. **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
27-28	**Takes part in a conversation on a familiar topic (e.g. the weather)** • Asks and answers questions • Respects other learners by listening to them • Code switches if necessary **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme or song or a part of a story • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news	**Reads procedural text** e.g. instructions Text from the textbook or reader/s or Teacher's Resource File (TRF) • Finds specific details • Interprets visuals • Discusses the sequence **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Does comprehension activity on the text (oral or written)**	**Writes on a information text** previously used • Writes one to two-paragraphs • Organises information logically • Uses the dictionary to check spelling and meanings of words • Uses the writing process with support **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Words starting with selecting letters **Working with sentences** • Develops understanding and use of connecting • Understands and uses reported speech. • Understands and uses negative forms **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
29-30	**Takes part in a conversation on a familiar topic** • Asks and answers questions • Respects other learners by listening to them • Code switches if necessary • Asks and answers more complex questions e.g. What would you do…? **Performs simple role plays** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Develops sensible story line • Pronounces words audibly and correctly **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a short poem or rhyme or song or a part of a story • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news	**Reads a text** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicting from title • Uses reading strategies with support • Identifies the story-line • Discusses characters, setting **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with expression, showing understanding of the text • Reads aloud using proper pronunciation, pacing and volume. **Reflects on texts read independently** • Compares texts read	**Writes a short dialogue/ using a frame** • Selects appropriate characters • Organises the dialogue-logically • Uses direct speech • Uses an informal style of writing • Uses appropriate punctuation e.g. colon, exclamation and question mark • Uses writing process **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Reinforces plural forms **Working with sentences** • Uses the gender forms of some nouns (e.g. cow/bull) • Revises "a" and "the" with nouns. • Uses regular forms of the verb e.g. walk, walked • Builds on understanding tenses • Revises use of connecors to show choice (e.g., either… or…) **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
31-32	**Listens to a story** (Choose from /traditional stories/personal accounts/adventure / real life stories / historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Understands stories • Answers-questions • Asks relevant questions and responds to questions • Answers and begins to ask some more complex questions e.g. Why couldn't …? What…?; How do you think …? -	**Reads a story or poem or song** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies e.g. uses contextual clues to find the meaning of new words • Discusses main idea and other details. • Identifies the sequence of events • Identifies the setting and characters • Answers simple question and begins to ask some more complex questions e.g. Why couldn't …?; What…?; How do you think …? **Does comprehension activity on the text (oral or written)** Practises reading • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Discusses texts studied	**Writes a recount of events** Relates event **Writes a simple story / paragraph / passage in a frame** • Uses story structure • Links sentences into a coherent paragraph using pronouns, connectors and correct punctuation • Uses correct tense Uses the dictionary to check spelling and meanings of words • Uses the following writing process with support **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Words ending in selecting letters **Working with sentences** • Understands and uses nouns (e.g. chalk) • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Uses different types of adjectives • Builds on use of subject verb concord e.g. There is one book/There are two books ... **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
33-34	**Participates in discussion** • Discusses familiar topics- • Takes turns, shows respect for others, respects others opinions **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme or song • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news	**Reads text** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts what text is about by previewing it • Answers questions • Discusses main ideas and specific details **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reads and understands a poster** • Pre-reading: discusses pictures • Interprets the information • Discusses the text	**Writes information text using a frame** • Selects a relevant topic • Includes relevant information • Uses the following writing process with support **Uses the dictionary to check spelling and meanings of words** **Designs a poster** • Includes relevant information • Includes a picture • Uses print sizes effectively • Presents neat, legible, final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Words with long and short vowel sounds÷ **Working with sentences** • Uses nouns Builds on use of pronouns • Builds on use of adjectives **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
35-36	**Listens to a story** (Choose from /traditional stories/personal accounts/ /real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) Identifies plot, characters and actions • Answer questions **Tells same story in own words with support** • Sequence of story makes sense Practises Listening and Speaking (Choose one for daily practice) • Performs a short poem or rhyme or song • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news • Recalls events or experiences in the right sequence	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies e.g. uses contextual clues to find the meaning of new words • Discusses main idea and other details. • Identifies the sequence of events • Identifies the setting and characters • Answers and begins to ask some more complex questions e.g. Why couldn't … ?; What…? How do you think …? **Reads poem/s** • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme, words that begin with the same sounds and comparisons **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression	**Writes a recount of events in a frame** • Relates events in sequence • Uses appropriate grammar, vocabulary, spelling and information. • Uses the writing process with support **Uses the dictionary to check spelling and meanings of words** **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Singular and plural forms of nouns **Working with sentences** • Builds on understanding-tenses • Builds on use of modals e.g. "can" to show ability, "may" to ask for permission • Uses adverbs of time (e.g. tomorrow, yesterday) • Begins to use prepositions that show direction (towards), time (on, during), possession (with) **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 5				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
37-38	**Takes part in a conversation** • Asks and answers questions • Respects other learners • Listens to them and encourages them to speak • Code switches if necessary Practises Listening and Speaking (Choose one for daily practice) • Performs a short poem or rhyme or song • Plays a simple language game • Gives and follows simple instructions / directions • Tells own news		**Designs a poster** • Includes relevant information • Includes a picture • Uses print sizes effectively • Presents neat, legible, final draft Writes information text using a frame • Selects appropriate information • Writes one to two paragraphs • Uses correct spelling and punctuation • Uses connectors • Uses the writing process with support	**Working with words** • Uses the dictionary to check spelling and meanings of words • singular and plural forms of nouns **Working with sentences** • Develops use of connectors • Uses adverbs of manner (e.g. quickly, slowly) **Vocabulary in context** • **Words taken from shared or individually read texts**
39-40	FORMAL ASSESSMENT			

3.5.3 Grade 6

GRADE 6				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1-2	**Listens to a short story** (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/ funny/fantasy/ real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Answers questions to show understanding • Gives a personal response to the story, **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions / directions • Discusses a topic	**Reads a short story** (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/funny / fantasy/ real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading with support: predicts from title and pictures • Uses reading strategies e.g. making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Discusses the title, and where the story takes place (setting) • Answers simple questions on the story **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression	**Writes a paragraph with support** • **Uses a frame** • **Writes an appropriate opening sentence with support** • **Uses connectors** • **Writes an appropriate ending with support** • **Uses appropriate grammar, vocabulary, spelling and punctuation** **Uses the writing process with support** • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. • Builds on knowledge of sight words and high frequency words **Working with sentences** • Understands and uses countable nouns (e.g. book - books) • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Builds on use of subject verb concord e.g. There is one book/There are two books ... • Builds on understanding and use of tenses **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
3-4	**Sustains a conversation on a familiar topic (e.g. Body and Health)** • Asks and answers questions • Respects other learners by listening to them **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem • Plays a language game • Discusses a familiar topic	**Reads a simple-descriptive / narrative recount** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading with support : predicts from title and pictures • Uses reading strategies e.g. making predictions, uses pictures / phonic and contextual clues • Discusses new vocabulary from the read text • Answers simple questions on text **Does comprehension activity on the text (oral or written)** **Reflects on texts read during independent/pair reading** • Shares opinions on the text	**Writes a simple personal note or message** • Reinforces the features of a personal note / message • Uses a frame • Directs message at appropriate person • Edits own writing with support by correcting grammar, punctuation and spelling errors **Uses the writing process with support** • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Breaks long words into smaller chunks e.g. be-cause; sen-ten-ce **Working with sentences** • Revises "a" and "the" with nouns. • Builds on understanding and use of tenses • Builds on the use of adverbs and adjectives **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
5-6	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/-/real life stories/ Text from the textbook or reader/s or Teacher's Resource File (TRF) Summarises story with support in a frame • Understands basic questions **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem or a part of a story • Plays a language game • Discusses a familiar topic	**Reads a text** (Choose from contemporary /traditional stories/personal accounts/adventure/real life stories) e.g. a diary/ diary entries Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading with support: predicts from title and pictures • Uses reading strategies with support e.g. makes predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Answers questions on text **Practises reading** • Reads aloud with appropriate pronunciation, fluency, pacing and expression **Reflects on texts read during independent/pair reading** • Discusses own feelings	**Writes for personal reflection** e.g. a diary using a frame • Introduce and discuss the features of the diary • Uses the frame • Uses an informal style • Tells the events in order • Uses connectors • Uses appropriate grammar, spelling, punctuation **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with sentences** • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Understands and uses verbs to describe actions • Builds on use of prepositions that show position (on, under, above) • Uses connectors to show addition (and) and sequence (then, before), • Uses question forms e.g. who, what, when, which, why, how • Capital letters for proper nouns, for titles and initials of people **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
7-8	**Listens to and discusses basic instructions** • Responds physically to simple instructions • Uses connectors • Uses the correct order **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem or song or a part of a story • Plays a language game • Gives and follows instructions / directions • Discusses a topic	**Reads procedural text** e.g. instructions **with visuals** e.g. diagrams / pictures / graphs / photographs / drawings Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading with support: predicts from title, pictures and headings • Uses reading strategies with support ÷ Discusses some visual features Interprets information in the visual text • Follows instructions **Practises reading** • Reads aloud with appropriate pronunciation, fluency, pacing and expression **Does comprehension activity on the text (oral or written)** **Does a word puzzle for enrichment** • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence	**completes visual text** e.g. diagrams / pictures / graphs /- photographs /drawings • Adds correct labels • Includes relevant information • Uses key words **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • **Uses the dictionary to check spelling and meanings of words** • **Words starting with c and followed by -e, -i or -y: pronounce as s e.g. centre, city** **Working with sentences** • Uses the command form of the verb • Begins to use determiners such as one, two, etc and first, second, last. • Uses the negative concord (e.g. 'I don't have'; 'she doesn't have') • Uses "must" to show necessity • Uses past progressive/ past perfect progressive • Begins to use prepositions that show direction (towards), time (on, during), possession (with) • Understands and uses negative forms **Vocabulary in context** • Words taken from shared or individually read texts • Synonyms (words that are similar in meaning e.g. soft/gentle)

GRADE 6				
TERM 1				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
9-10	**Listens to poems/songs** Text from the textbook or Teacher's Resource File (TRF) • Uses an oral description to identify people or objects **Plays a language game for enrichment** • Gives and follows instructions correctly • Takes turns • Completes the game in the time allocated	**Reads poems** Text from the textbook or Teacher's Resource File (TRF) • Discusses topic and main idea • Understands in a simple way some elements of poetry e.g. rhyme, alliteration, • Discusses new vocabulary from the read text • Uses a dictionary **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression	**Writes a description of a person / an object / animal / plant / place** • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc. Uses the writing process with support • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft	**Working with words** • Spells familiar words correctly, using a personal dictionary **Working with sentences** • Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) • Begins to understand there is no article with uncountable nouns (e.g. I like fish.) • Uses different types of adjectives • Builds on the uses of tenses **Vocabulary in context** • Words taken from shared or individually read texts • Compound words e.g. playground

GRADE 6				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
11-12	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/ funny/fantasy/ real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Answers literal questions • Notes relevant information • Tells and retells stories **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions / directions • Discusses a topic	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: reads and discusses title and looks at pictures • Uses reading strategies e.g. makes predictions, using contextual clues • Discusses new vocabulary • Identifies sequence of events, setting and characters (e.g. describes characters' feelings, and talks about reasons for their actions) • Expresses cause and effect • Uses a dictionary **Does comprehension activity on the text (oral or written)** Practises reading • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Gives opinions and relates books to own life	**Writes a simple story using a frame** • Uses story structure as a frame • Writes an appropriate opening sentence • Uses connectors • Uses some adjectives • Writes an appropriate ending • Stays on the topic • Links sentences into a coherent paragraph using pronouns, connectors and correct punctuation • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spelling and meanings of words **Writes a paragraph to express and explain an opinion** • Writes 2 to 3 sentences • Selects relevant information • Gives own personal opinion • Explains sensibly **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc. Uses the writing process with support • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft	**Working with words** • Spells familiar words correctly, using a personal dictionary **Working with sentences** • Understands and uses uncountable nouns (e.g. chalk) • Builds on use of demonstrative pronouns (e.g. this, that, those, these) • Builds on use of adjectives before nouns e.g. The small dog • Begins to use irregular forms of some verbs e.g. run, ran • Builds on understanding and use of simple present • Begins to use "must", "should" and "have to" to show obligation. **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
13-14	**Listens to oral descriptions of objects/ animals/ plants/ places** Text from the textbook or Teacher's Resource File (TRF) • Identifies what it is • Describes what it is for • Distinguishes parts from the whole • Draws and label it • Uses vocabulary relating to other subjects **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions / directions • Discusses a topic	**Reads information texts** e.g. from other subjects. Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: discusses the topic with support and revises key vocabulary • Reads a paragraph and identifies main idea and topic sentence • Answers questions on text and visuals e.g. graphs, diagrams, tables **Reflects on texts read during independent/pair reading** • Summarises what they have read in a few sentences	**Writes a description/ paragraph/sentences of objects / animals/plants/ places** • Includes relevant, specific details • Describes physical appearance • Uses correct determiners • Uses relevant vocabulary • Punctuation is correct • Drafts writing, gets feedback, edits and rewrites **Designs, draws and labels visual text** e.g. e.g. charts/tables/ diagrams/ mind maps/ maps/pictures/graphs/ plans • Uses information from a written or visual text • Includes specific details • Uses key words and phrases • Uses appropriate vocabulary **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc. Uses the writing process with support • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft	**Working with words** • Uses the dictionary to check spelling and meanings of words • Reinforce singular and plural forms **Working with sentences** • Uses nouns that have only plurals e.g. scissors and trousers • Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) • Uses different types of adjectives • Uses adverbs of manner (e.g. quickly, slowly) • Develops understanding and use of connectors showing addition, sequence and contrast. **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
15-16	**Listen to a personal recount** of an event • Identifies most important ideas and people • Answers questions about what happened first, second, etc, recounting the same event Role-plays some familiar situations • Uses appropriate language and actions • Organises content sensibly **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem • Plays a language game • Tells or retells stories	**Reads stories** (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/funny/fantasy/ real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts with support from title and pictures • Reads for detail and uses contextual clues to find meaning • Understands the vocabulary • Answers basic questions on the story (e.g. message and setting) **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reads personal and social texts** e.g. a personal diary or letter • Comments on main ideas • Reads for detail and notices informal style • Comments on format and salutation **Reflects on texts read during independent/pair reading** • Relates reading to own life	**Writes a simple personal letter** • Introduce features of the informal letter • Uses a frame • Uses an informal style • Writes at least two short paragraphs • Uses new vocabulary and punctuation learnt • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the writing process with support • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary **Working with sentences** • Uses regular forms of the verb e.g. walk, walked • Uses forms of the verb 'to be' e.g. be/ been/ being; am/ is/ are; was/ were • Phrasal verbs e.g. divide up, move in • Uses adverbs of frequency (e.g. 'She hardly ever visits me.'). • Begins to use connectors to show contrast (but), reason (because) and purpose (so that). **Vocabulary in context** • Words taken from shared or individually read texts • Antonyms (words that are opposite in meaning e.g. loud/soft)

GRADE 6				
TERM 2				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
1 7-18	**Carries out a class survey** e.g. interviews class mates), recording responses on a chart or graph • Asks and answers questions • Handles interviews politely • Records information accurately • Uses the structure correctly • Uses key words and phrases **Sustains a conversation on a familiar topic for enrichment** • Listens to and gives other learners a chance to speak • Asks and answers questions • Gives an opinion e.g. Why do you think…?	**Reads information text with visuals** e.g. timetables and television schedules/charts/tables/ diagrams/mind maps/ maps/pictures/graphs Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: discusses the topic and revises key vocabulary • Reads a paragraph and identifies main idea and topic sentence • Answers questions on text and visuals • Scans for specific information **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Solves word puzzles for enrichment** • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence • Uses a dictionary **Reflects on texts read during independent/pair reading** • Compares books and texts read	**Develops a simple questionnaire** • Writes questions clearly • Leaves space for answers • Uses the question form correctly **Writes a paragraph to express and explain an opinion** • Writes 3-4 sentences with support • Selects relevant information • Gives own personal opinion • Explains sensibly **Uses the writing process with support** • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Words with long vowel sounds: add the silent -e at the end e.g. cake, pole, mine, tune **Working with sentences** • Extends use of forms of the verb "to be" e.g. be/ been/ being; am/ is/ are; was/ were • Builds on understanding and use of future tense • Begins to use "must", "should" and "have to" to show obligation. • Begins to use adverbs **Vocabulary in context** • Words taken from shared or individually read texts • Antonyms (words that are opposite in meaning e.g. loud/soft)
19-20	FORMAL ASSESSMENT			

GRADE 6				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
21-22	**Listens to oral descriptions of places/ animals/ plants /objects/ etc** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Identifies places • Notes relevant information e.g. on a chart / table • Identifies similarities and differences **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions / directions • Recounts experiences or events in the right sequence, using connectors	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Describes the features of the text • Uses reading strategies e.g. uses contextual clues to determine meaning, makes inferences • Answers questions about the story • Identifies and discusses the setting and characters • Describes cause and effect in a story e.g. What happened when…? Or Why do you think ... happened? **Reads simple personal letters for enrichment** • Identifies main ideas • Answers literal questions • Identifies features of text e.g. date, salutation	**Writes diary entries** • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Tells the events in the correct order • Uses connectors • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the writing process with support • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Add s to form most plurals **Working with sentences** • Builds on use of proper nouns e.g. with capital letter • Builds on the use of tenses • Uses "will" to indicate something that will happen e.g. There will be a storm today • Begins to use connectors to show cause-and-effect (so that) **Vocabulary in context** • Words taken from shared or individually read texts • Synonyms (words that are similar in meaning e.g. soft/gentle)

GRADE 6				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
23-24	**Listens to a simple talk on an issue** • Asks and answers simple questions • Discusses the main idea • Gives opinions • Respects other learners by listening to them Talks about an issue after preparation • Selects appropriate topic and content • Stays on topic • Organises content logically	**Reads information texts with visuals** e.g. charts/ tables/ diagrams/ mind maps/ maps/pictures/ graphs. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: scans for important details • Asks questions • Selects relevant details to answer questions • Makes a mind map summary of the text/ selection of the text **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression	**Writes information text using visuals** e.g. charts/ tables/ diagrams/ mind maps/ maps/ pictures/ graphs Text from the textbook or reader/s or Teacher's Resource File (TRF) • Reads selected text • Uses information from the text to draw and label visual text e.g. tables or charts or graphs **Transfers text into graphic form** e.g. uses notes of information collected • Transfers information into graphic form e.g. a graph or table • Analyses information **Writes a short report in a frame** on information collected • Evaluates with support the information Uses an appropriate structure for the report	**Working with words** • Uses the dictionary to check spelling and meanings of words **Working with sentences** • Uses the gender forms of some nouns (e.g. cow/bull) • Builds on use of adjectives before nouns e.g. The small dog • Builds on use of subject verb concord e.g. There is one book/There are two books ... • Builds on the use of tenses **Vocabulary in context** • Words taken from shared or individually read texts • Words belonging to the same lexical field e.g. cover and page belong to the lexical field "book"

GRADE 6				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
25-26	**Listens to a song/ simple poems** Text from the textbook or Teacher's Resource File (TRF) • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme • Expresses feelings stimulated by the poem • Performs song/selected lines **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions / directions • Discusses a topic	**Reads poems or songs** • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme • Discusses comparisons made in the poem **Practises reading** • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume. **Reflects on texts read during independent/pair reading** • Relates texts to own life	**Writes a simple passage / paragraph using the writing process-with support** • Selects interesting content • Uses the story structure as a frame • Uses a beginning, middle and end • Tells events in appropriate order • Uses an appropriate tense and co-ordinates sentences with "and" and "but" • Uses punctuation, • Uses appropriate spacing for paragraphs Uses the writing process with support • Brainstorms ideas using e.g. mind maps • Writes first draft • Gets feedback on content and use of grammar and vocabulary • Checks spelling • Writes final draft **For enrichment:** **Writes for fun** e.g. simple four line poem or rhyming sentences • Chooses topic • Writes rhyming sentences on topic • Uses one comparison **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Shortening words e.g. television/TV **Working with sentences** • Revises "a" and "the" with nouns. • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Uses adverbs ~~of~~ • Begins to use pronouns **Vocabulary in context** • Words taken from shared or individually read texts • Joining prefixes or suffixes to a base word

GRADE 6				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
27-28	**Listens to and carries out instructions** e.g. a procedure • Predicts what might come next • Discusses specific details of text • Discusses sequence of instructions • Discusses the form of the verb used in **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions / directions • Discusses a topic	**Reads procedural text** e.g. recipe/instructions (e.g. folding a paper box) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and headings Interprets visuals • Answers questions about the text • Discusses what needs to be done • Discusses sequence of instructions • Follows the instructions **Reflects on texts read during independent/pair reading** • Describes features of some of texts read	**Makes a mind map / summary of a short text with a frame** • Identifies at least three main points • Organises information neatly • Uses appropriate symbols /diagrams/ other relevant graphic text • Uses appropriate vocabulary • Checks spelling • Uses the dictionary to check spelling and meanings of words Uses the writing process with support • Brainstorms ideas using e.g. mind maps • Writes first draft • Checks spelling • Writes final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Words which are often confused (e.g. • diary/dairy) **Working with sentences** • Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) • Uses different types of adjectives • Understands and uses verbs to describe actions • Build on the use of tenses **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 3				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
2 9-30	**Participates in conversation on a familiar topic (e.g. The Weather)** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Sustains the conversation • Expresses opinions • Respects others' ideas • Encourages other learners to speak the additional language **Performs simple role plays** • Uses appropriate content and language • Uses direct speech • Develops sensible story line • Uses voice and expression and gestures to convey meaning • Pronounces words audibly and correctly	**Reads a role play** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading predicting from title • Uses reading strategies • Identifies the story-line • Discusses characters, setting and action • Expresses feelings stimulated by the text • Discusses features of the text especially punctuation and format **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with expression, showing understanding of the text • Reads aloud using proper pronunciation, pacing and volume. **Reflects on texts read during independent/pair reading** • Presents a short oral book report with appropriate content and structure • Gives own opinion	**Writes a short dialogue**, using a more informal style of writing (in a frame) • Selects appropriate characters • Develops the conversation and action logically • Uses direct speech • Uses appropriate punctuation e.g. colon, exclamation and question marks Uses writing process with support • Brainstorms ideas using mind maps • Produces first draft • Gets feedback and revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. **Working with sentences** • Begins to use determiners such as one, two, etc and first, second, last. • Uses different types of adjectives including those relating temperature • Uses different types of adjectives including those relating to age **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
31-32	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/funny/fantasy/ real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Answers simple and begins to ask and answer more complex questions e.g. Why couldn't … ?; What…? How do you think …? **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies: uses contextual clues to find the meaning of new words • Discusses ~~plot~~, setting and characters • Discusses the sequence of events, answering questions about what happened first, second, etc • Asks and answers more complex questions e.g. Why couldn't … ?; What…? How do you think …? **Does comprehension activity on the text (oral or written)** **Reads personal letters (for enrichments)** • Pre-reading: predicts based on skimming the text • Uses reading strategies: uses contextual clues to find the meaning of new words • Identifies main idea and specific details • Discusses the purpose of the letter • Discusses the format of the letter **Practises reading** • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume	**Writes a simple story / passage** • Uses story structure as a frame • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connectors and correct punctuation • Uses appropriate grammar, spelling and punctuation • Uses correct tense consistently • Uses the dictionary to check spelling and meanings of words Uses the writing process with support • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Builds on knowledge of sight words and high frequency words **Working with sentences** • Understands and uses countable nouns (e.g. book - books) • Builds on use of demonstrative pronouns (e.g. this, that, those, these) • Builds on use of adjectives before nouns e.g. The small dog • Uses adverbs of time (e.g. tomorrow, yesterday) • Begins to use prepositions that show direction (towards), time (on, during), possession (with) **Vocabulary in context** • Words taken from shared or individually read texts • Antonyms (words that are opposite in meaning e.g. loud/soft)

GRADE 6				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
33-34	**Listens to and discusses a talk** • Discusses main ideas and specific details • Records specific information on a chart or mind map **Practises Listening and Speaking for enrichment** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads information text** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: reads and discusses headings and pictures • Notices the role that pictures and photographs play in constructing meaning • Answers questions about the text • Summarises a paragraph with support **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Expresses emotional response to texts read • Relates text to own life	**Uses information from a visual text** e.g. charts/ tables/ diagrams/mind maps/ maps/ pictures/ graphs to write a text • Writes two to three paragraphs • Spelling and punctuation are correct **Writes visual information text** • Makes a mind map summary of a short text with support • Organises advantages and disadvantages into a table Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with sentences** • Begins to understand there is no article with uncountable nouns (e.g. I like fish.) • Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) • Builds on understanding and use of simple present • Uses connectors to show addition (and) and sequence (then, before) • Analyses simple sentences into subject, verb, object e.g. "Bongi / read / her book" • Understands and uses reported speech. • Uses relative clauses (e.g. 'Gold, which is mined in Gauteng, is an important export.') • Uses commas for separating nouns in a list • Uses quotation marks for direct speech **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
35-36	**Listens to a story** (Choose from fiction/ traditional stories/ personal accounts/ adventure/ funny/fantasy/ real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Summarises the story • Answers and begins to ask and answer more complex questions e.g. Why couldn't … ?; What…? How do you think …? • Expresses an opinion, giving a reason for it e.g. on ethical, social and critical issues in a story, code switching if necessary • Uses tenses introduced in the earlier grades e.g. simple past and future Listens to a poem/s Text from the textbook or Teacher's Resource File (TRF) • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme and words that begin with the same sounds (alliteration) • Identifies and discusses comparisons (e.g. similes) • Expresses feelings stimulated by the poem • Performs song/selected lines	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies: uses contextual clues to find the meaning of new words • Discusses plot, setting and characters • Discusses the sequence of events, answering questions about what happened first, second, etc • Asks and answers more complex questions e.g. Why couldn't … ?; What…? How do you think …? • Expresses and explains own opinion **Does comprehension activity on the text (oral or written)** Reads poems • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme and alliteration • Discusses comparisons made in the poem (similes) **Practises reading** • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume	**Writes a book review** • Selects appropriate content and structure • Expresses and explains own opinion • Includes title, characters and summary Writes a personal letter • Selects appropriate content • Uses a frame only if necessary • Addresses the message correctly • Orders the information logically • Writes own name at the end • Uses an informal style of writing appropriate for the purpose Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft • Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Uses the dictionary to check spelling and meanings of words • Words belonging to the same lexical field e.g. cover and page belong to the lexical field "book" **Working with sentences** • Uses question forms e.g. who, what, when, which, why, how • Develops use of connectors showing reason and purpose. • Begins to use connectors to show choice (e.g., either… or…). • Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.') • Builds on understanding and use of present progressive **Vocabulary in context** • Words taken from shared or individually read texts

GRADE 6				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
35-36	**Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ • directions • Discusses a topic • Recounts events or experiences in the right sequence, answering questions about what happened first, second, third, etc	**Reflects on texts read during independent/pair reading** • Does a structured book review with good oral presentation		

GRADE 6				
TERM 4				
Weeks	**Listening and Speaking (ORAL)**	**Reading and viewing**	**Writing and Presenting**	**Language Structures and Conventions**
37-38	**Takes part in a conversation (e. g. Role models)** • Asks and answers questions • Respects other learners • Listens to other learners and encourages them to speak **Participates in discussion** • Imagines and describes possibilities • Uses the conditional • Takes turns • Respects others' opinions • Encourages others to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/directions • Discusses a topic	**Reads media texts** e.g. magazine article/news report. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts what text is about by previewing it • Uses a range of reading strategies e.g. skimming, scanning • Answers questions • Discusses main ideas and specific details • Discusses the layout and design of the text • Compares layout and design to that of newspaper **Does comprehension activity on the text (oral or written)** Practises reading • Reads aloud with appropriate pronunciation, fluency and expression **Reads and understands graphic media text** e.g. posters and advertisements • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font) • Discusses the layout • Compares different texts e.g. posters and advertisements **Reflects on texts read during independent/pair reading** • Shares opinions on texts	**Writes a simple paragraph/passage using a frame** • Includes relevant information • Includes a clear main idea • Develops information logically • Uses connectors and organises paragraphs properly • Uses the correct format • Uses appropriate grammar, vocabulary, spelling and punctuation **Designs a poster for enrichment** • Includes relevant information • Includes a picture • Uses the correct format • Uses design features such as colour and different sizes or kinds of print (font) • Presents neat, legible, final draft Uses the writing process with support • Writes first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Working with words** • Spells familiar words correctly, using a personal dictionary • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with sentences** • Uses "must" to show necessity • Begins to use connectors to show condition • Uses comparatives (e.g. as ... as, whereas) • Uses question marks • Uses exclamation marks **Vocabulary in context** • Words taken from shared or individually read texts • Compound words e.g. playground
39-40	FORMAL ASSESSMENT			

SECTION 4

ASSESSMENT IN THE SECOND ADDITIONAL LANGUAGE

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

The Second Additional Language learners' success depends on regular, informal assessment and feedback from the teacher as they engage with the texts and activities. The teaching plan sets out the required content, skills and strategies for teaching and learning over a year. This is what will be assessed at increasing levels of development (progression). Not everything taught needs to be formally assessed. However, it is essential that learners' progress is assessed through both a formal and an informal assessment programme, as this informs planning.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and *written recording skills* where necessary should be observed on a daily basis.

It is important, too, that learners' *understanding of* what they are *reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help a teacher to determine how much the learner has understood, for example, retelling a story or answering questions.

Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct Language Structures and Conventions, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the writing process should also be introduced.

When giving a formal assessment task, there will be a focus on a particular skill, for example Listening and Speaking, or Reading or Writing. However, because language learning is an integrated process, more than one skill will be used. The language structures should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work too. It is important to assess what learners understand and not what they can just memorise, so assess skills in context as much as possible e.g. learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing/ recording their personal news or a story?

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the aims as they are presented in the Curriculum and Assessment Policy Statement.

4.2 INFORMAL OR DAILY ASSESSMENT

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Assessment of language competence will be in the form of observation, written exercises, oral activities and presentations, written tests, reading aloud and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Many of the learning activities may be used to assess learners' performance informally. In some cases, teachers might want to set specific assessment types of activities to motivate learners to learn, such as regular spelling texts. Learners or teachers can mark these assessment tasks.

It is suggested that teachers use the first two weeks of the term to do a baseline assessment of learners. Use the activities given in the first two weeks of the teaching plans to do this assessment. This will enable teachers to establish the kind of attention that learners will need as they proceed.

Self assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. Teachers may however wish to keep their own informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensuring that individual learners develop the required skills and understanding. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

4.3 FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and *formally recorded* by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

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 tests, examinations, oral presentations, demonstrations (such as retelling a story, matching), performances (such as role play), paragraphs/passages participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc. Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject. While preparations for *formal assessment tasks* could be done outside the classroom, the final version should be done under controlled conditions, in the classroom.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject.

Formal assessment tasks must assess not only learners' knowledge and skill but also their use of the language in context.

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative writing piece. A memorandum is better suited to a spelling test or a reading comprehension activity.

The formal assessment requirements for Second Additional Language are as follows:

- One formal assessment tasks for the first and third terms must be completed and one in the fourth term, totalling five in all for the school year. These five formal assessment tasks make up 75% of the total mark for Second Additional Language in Grades 4, 5 and 6. This formal assessment mark will include the mid-year test or examination, if this is given.
- The first formal assessment task in each term should be done in the middle of the term. The mid-year test formal assessment task in term 2 should be done towards the end of the term.
- There will be an examination at the year-end which will count for 25% of the mark.
- Each formal assessment task should be made up of activities that assess Listening and Speaking, Reading, Writing, and Language Structures and Conventions, and should take place over a period of days. Language Structures and Conventions should be assessed in context.
- Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.
- All assessment in the Intermediate Phase is internal.

The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Formal assessment tasks

Each formal assessment task should cover the following aspects and have the following weighting. It should be based on the knowledge and skills done during that term. The examples given below are merely to illustrate the kind of activity that should be set. Use the term plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task.

Requirements for the compilation of a task are given in percentages. Where thirty percent for a language skill is indicated, it means that the final allocation of marks for that language skill should be thirty percent of the total and not thirty marks. Schools are not limited to a number of marks allocated to a language skill as long as the weighting for each language skill is observed for each task according to the percentage allocated. In grade four for example, a language knowledge test may be set for ten marks or more, as long as the final weighting does not exceed the weighting indicated.

In Writing parts of the planning process or the whole process should be assessed at least once per term. The lengths of texts for writing as indicated in Section 3.4 should be strictly adhered to.

Composition of a formal assessment task (FAT)		Grade 4	Grade 5	Grade 6
Listening and Speaking		**40 %**	**40 %**	**40 %**
Listening	An activity to show that the learner has listened and understood e.g. listen and follow instructions/listen to a text and answer questions about it, orally or in writing	20 %	20 %	20 %
Speaking	An activity to show that the learner can express him/herself orally e.g. take part in a conversation or dialogue/discuss a topic or text/give instructions or directions/perform a poem/give a short talk	20 %	20 %	20 %
	OR			
	One or more combined Listening and Speaking activities to demonstrate ability to understand and express oral language e.g. listen to and retell a story/listen to a talk and discuss it	40%	40%	40%
Reading		**30%**	**30%**	**30%%**
Reading aloud	An activity to show that the learner can read fluently e.g. read aloud from a familiar text (Terms 1 to 4)/read aloud from an unfamiliar text (Terms 3 and 4). This must include a few questions to determine whether the learner has understood what has been read.	10%	10%	10%
Reading comprehension	Two or more activities to show that the learner can understand the meaning of the text and recognises features of the text e.g. answer questions/retell a story/make up own ending/give a summary/give own opinion/describe features of the text. Texts used may be short extracts or extended reading texts read during independent reading. The activity must suit the type of text chosen.	20%	20%	20%
Writing		**20%**	**20%**	**20%**
Creative writing	One activity to show the learner can express ideas creatively in writing e.g. writes a particular creative text type (or a short paragraph/passage) or part of it or sentences. The activity must show use of language structures in context.	10%	10%	10%
Informational/ Transactional writing	One activity to show the learner can give information in writing e.g. writes a particular social or functional text type (such as a report/poster/ labelling diagrams/ sentences/simple dialogues) or part of it. The activity must show use of language structures in context.	10%	10%	10%
Language structure and conventions		**10%**	**10%**	**10%**
Formal language usage	One or more activities to show learner has knowledge of language structures and their use e.g. correct punctuation/ spelling/appropriate use of parts of speech and sentence structures	**10%**	**10%**	**10%**
Total percentage for each task		**100%**	**100%**	**100%**

4.4 PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A programme for assessment must be drawn up by the school indicating the dates on which tasks will be done.

4.4.1 Overview of requirements

The following table provides an overview of the Programme of Assessment requirements for each term for Second Additional Languages:

Table 4.1: Grades 4 - 6

	Term 1	Term 2		Term 3	Term 4	
Grade 4	FAT 1	FAT 2	FAT 3 / Mid-year examination	FAT 4	FAT 5	End-of-year examination
Grade 5	FAT 1	FAT 2	FAT 3 / Mid-year examination	FAT 4	FAT 5	End-of-year examination
Grade 6	FAT 1	FAT 2	FAT 3 / Mid-year examination	FAT 4	FAT 5	End-of-year examination
Composition of final mark	Continuous assessment 75%					End-of-year examination 25%

4.4.2 Examinations

Content for the end-of-year examination should be drawn from the work done for the year and should be a selection of skills and activities that will enable the learner to show that he/she is ready to engage with the work in the next year.

The examination will consist of the following:

- Reading comprehension, including vocabulary work
- Writing of a short creative text, including appropriate and correct usage of format, grammar, punctuation and spelling
- Writing of a short transactional text, including appropriate and correct usage of format, grammar, punctuation and spelling
- Knowledge and understanding of grammar, punctuation and spelling
- Listening and Speaking skills will not be assessed as part of the examination as these are best assessed over a longer period of time.

The weighting of marks for the examination is as follows:

	Grade 4	Grade 5	Grade 6
Reading Comprehension	60%	60%	50%
Writing	25%	25%	35%
Language Structures and Conventions	15%	15%	15%
Total percentage	100%	100%	100%

4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her / his readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R - 12. The various achievement levels and their corresponding percentage bands are as shown in the Table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, provincial and national levels. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments.

Moderators at school level must give quality comments to ensure that the assessment practice at school is enhanced. Moderation cannot simply be a monitoring exercise to check that the correct number of tasks has been done or that a memorandum has been applied correctly. In Languages it means that the moderator will give good comment, among other things, on the levels of questioning in comprehension testing; the frequency of extended writing; the quality of assessment instruments and the developmental opportunities afforded, and the teacher's engagement with learner workbooks and evidence of learner performance.

The moderation process must also ensure that the ratings given are consistent across all classes in the grade, and all grades in the phase. For example, a rating of 3 given by one teacher should represent the same level of skill and knowledge as the same rating given by another teacher. It is therefore important for Subject Heads to do internal moderation regularly.

4.7 GENERAL

This document should be read in conjunction with:

4.7.1 The *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R - 12;* and

4.7.2 The policy document, *National Protocol for Assessment Grades R - 12.*

GLOSSARY

acronym - a word made up from the first letters of the name of something, e.g. *CAPS* is an acronym for *Curriculum and Assessment Policy Statement*

aesthetic - the use of language to create something artistic, fine and beautiful

alliteration - the use of several words together that begin with the same sound or letter, e.g. *Round the rocks the ragged rascal ran*

allusion - writing or speaking that mentions a subject, person, etc. indirectly, e.g. *He alluded to the president's ill health*

ambiguity - a possible double meaning which may make a message unclear when used by mistake, *e.g. I am going out for the present may mean I am leaving for this time OR I am going to get a gift*

anecdote - a short story of based on personal experience

anti-climax - a situation or event that is less exciting because it happens after something that was much better. In literature study anti-climax suggests that the expectations built up by the writer are deliberately disappointed.

antonym - a word that is opposite in meaning to another word in the same language, e.g. *tall* and *short* are antonyms in English

appreciation - pleasure you express when you realise something is good, useful, or well done; an understanding of the importance or meaning of something

appropriate - correct or suitable for a particular time, situation, or purpose

assonance - repetition of vowel sounds in two or more words, e.g. *All is in tune in the world in June*

assumptions - something that you think is true although you have no definite proof. **Underlying assumption** --a belief that is used as the basis for an idea, but which may not be correct

bias - an opinion about whether something is good or bad which influences how you deal with it

chronological - arranged according to when things happened or were made, e.g. *The poems were arranged in chronological order.*

clip (video clip/audio clip) - a short part of a film, television or radio programme that is shown by itself, especially as an advertisement, e.g. *clips from the new James Bond film*

cognitive academic skills - these are skills such as inferencing, synthesising and evaluating; the term *cognitive academic language proficiency (CALP)* was coined by Jim Cummins to describe abstract, decontextualised, cognitively demanding language i.e. the kind of language that you would find in a science textbook

coherent - something which makes logical sense; a coherent paragraph has a clear development of ideas and sentences have logical links

cohesive - a cohesive text is one which flows and has unity. It makes use of connectives, conjunctions and pronouns, which hold the text together, e.g. *Punctuation is important **because it** makes written language easier to understand.*

colloquial - language or words that are used mainly in informal conversations rather than in writing or formal speech, e.g. *just chuck it there* (colloquial) instead of *please place it there* (formal)

conjunctive - in conjunctive writing systems (e.g. isiZulu and isiXhosa) there are spaces between grammatical words rather than morphemes; words are therefore longer than in disjunctive writing systems (e.g. Sesotho and Setswana)

connotation - the meanings which a word suggests, e.g. *plump* has positive connotations such as *attractive, comfortable, cheerful*; whereas *fat* has more negative connotations

climax - the most exciting, effective or important part of a story, which usually comes near the end

conflict - struggle that arises between characters, between characters and their circumstances or from opposing desires or values

critical language awareness - the analysis of how meaning is constructed by those in power to maintain their position; the analysis of language forms to reveal the mechanics of power-based relationships. It empowers the learner to resist manipulation and to use language sensitively

critique - a detailed explanation or evaluation of something such as political beliefs

decoding - to discover the meaning of a word or message

decontextualised - taken out of the situation, events, or information related to it

denotation - the literal or straightforward meaning of a word

denouement - the exciting last part of a story or play

disjunctive - in disjunctive writing systems (e.g. Sesotho and Setswana) there are spaces between morphemes; words are therefore shorter than in conjunctive writing systems (e.g. isiZulu and isiXhosa)

dramatic irony - when the people watching a play know something that the characters do not, and can understand the real importance or meaning of what is happening

element - one part or feature of a whole system, plan, piece of work etc., especially one that is basic or important

emotive - emotive language is language which arouses strong feelings

euphemism - a polite word or expression that you use instead of a more direct one to avoid shocking or upsetting someone, e.g. *Pass away* is a euphemism for *die*

evocative - making people remember something by producing a feeling or memory in them

explicit - clearly or directly stated (as opposed to **implicit**)

exposure - given the chance to experience new ideas, ways of life, cultures etc.

falling action - refers to events that happen after the climax, where the tension has been released and the story moves towards its end. This is also known as the **denouement**

generic - relating to a whole group of things rather than to one thing

genre - a genre is a particular kind of text written with a specific purpose and audience in mind; it has a recognisable structure and language features. Examples are: novel, drama, poetry, short stories, film, diaries, journals, academic articles, comics, etc.

homograph - a word that is spelled the same as another, but is different in meaning, origin, grammar, or pronunciation, e.g. the noun *record* is a homograph of the verb *record*

homonym - a word which has both the same sound and spelling as another word but a different meaning, e.g. the noun *bear* and the verb *to bear*

homophone - a word which sounds the same as another but is spelled differently and has a different meaning, e.g. *one* and *won*

hyperbole - an exaggeration, e.g. to describe something so that it appears bigger than it really is, for example, *He gave me a mountainous plate of food*.

icon - a small sign or picture on a page or computer screen that is used to indicate or start a particular operation or activity, e.g. *To open a new file, click on the icon.*

impact - the effect or influence that an event, situation etc. has on someone or something

implied - meaning that is suggested but not directly stated, e.g. *"It's ten o'clock" may imply that the other is late*

infer - to read between the lines to form an opinion about something

inference - something that you think is true based on the information you have

i**nflection** - the way your voice goes up and down when you are speaking to communicate meaning

inhibition - a feeling of shyness or embarrassment that stops you doing or saying what you really want

interpersonal communication skills - this is face-to-face language where the context helps speakers to make interpret meaning; Jim Cummins coined the term *Basic Interpersonal Communication Skills (BICS)*

intonation - a pattern of rise and fall in the pitch of one's voice which contributes to the meaning of sentences, e.g. questions are spoken with a rising intonation

irony - something which is the opposite of what is expected; using words to mean the opposite of what is expected

key word searches - these can be carried out when the text is on the internet or in the computer's memory. The programme can be asked to search for specific words or phrases

manipulative - clever at controlling or deceiving people to get what you want.

Manipulative language is aimed at getting an influence or unfair advantage over others, e.g. in advertising or political speeches

- a language (or terminology) used to talk about language, e.g. *irony, hyperbole, alliteration*

metre - the arrangement of sounds in poetry into patterns of strong and weak beats. It creates rhythm

mode - a method, way or manner in which something is presented; a way of communicating (e.g. the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts); information can be changed from one mode to another (e.g. by converting a graph into a passage). There are different modes of communication: the written mode, the spoken or oral mode, the visual mode, the kinetic mode which makes use of gestures; some texts combine these modes and are therefore called *multimodal texts*

modulation - to change the sound of your voice

monitor - to watch and check a situation carefully in order to see how it changes over a period of time

motion --a proposal that is made formally at a meeting which is then usually decided on by voting, e.g. *The motion was defeated by 201 votes to 159*.

multimodal - multimodal texts are designed to make use of more than one mode of communication, e.g. sound, print, images and gestures

onomatopoeia - words which sound like what they describe, e.g. a brush *swishes*, a cow *moos*

pace - the speed at which something happens or is done

perspective --a way of thinking about something, especially a way of thinking which is influenced by the type of person you are or by your experiences

point of view - a particular way of thinking about or judging a situation, e.g. *From an economic point of view, the new development will benefit the town greatly.* Also someone's personal opinion or attitude about something, e.g. *I respect your point of view, but I'm not sure I agree with you.*

posture - the way you position your body when sitting or standing

pull down menus - a list of things a computer program can do. You make a pull-down menu appear on the computer screen by clicking on a special word or icon.

pun - a play on words, e.g. *Seven days without water makes a person weak.*

rapport - friendly agreement and understanding between people, a cooperative relationship

reflect - to think carefully about something, or to say something that you have been thinking about

refrain - part of a song or poem that is repeated, especially at the end of each verse

register - the words, style and grammar used by speaker and writers in different contexts or situations, e.g. official documents are written in a bureaucratic register, legal documents are written in a legal register

resolution - when a problem or difficult situation in a story, play or novel is solved

rhetorical question - a question that is asked for emphasis or dramatic effect rather than to get an answer, e.g. *Do you know how lucky you are?*

rhythm - a regular and repeated pattern of sounds, e.g. of strongly and weakly stressed syllables

rising action - in the early part of a play, novel, story or film one or more conflicts are developed. Because of the increased sense of conflict the action is said to be 'rising' towards a climax.

sarcasm - speaking or writing using expressions which clearly mean the opposite of what is felt in order to be unkind of offensive in an amusing way, e.g. saying to someone who has arrived at a meeting very late, *So good of you to come.*

scan - to run one's eyes over a text in order to find specific information, e.g. you scan a telephone directory for a name and number, or a timetable for the time of a train or bus

skim - to read a text very quickly to get an overview, e.g. skim the newspaper headlines for the main news

stage direction - a written instruction to an actor to do something in a play

stereotype - a fixed (and often biased) view about what a particular type of person (e.g. a woman, a foreigner, a particular race group) is like

strategies - a planned series of actions for achieving something

symbol - something which stands for or represents something else, e.g. a dove is a symbol of peace

synonym - a word which has the same meaning or nearly the same meaning as another word in the same language, e.g. *big* and *large* are synonyms in English

synthesise, synthesis - to draw together and combine information or ideas from a variety of sources; a synthesis is a clear and succinct summary of these combined ideas

tempo (e.g. speech tempo) - the speed at which spoken words are delivered, e.g. in a speech or performance of a poem

testimony - a formal statement saying that something is true, OR a fact or situation that proves very clearly that something exists or is true

text type - text types are broad categories of texts defined by their purpose, structure and language features, e.g. recount, procedure, information report, narrative, explanation, discussion

tone - tone is the emotional message of a text. In a written text it is achieved through words (e.g. neutral words to create an objective tone). In a film it could be created through music or the setting.

turn-taking conventions - customs of behaviour and attitudes that people accept in order to cooperate and communicate

understatement - a statement which is not strong enough to express the true or full facts or feelings, e.g. *To say I am angry is the understatement of the year.*

visualise (visualising) - to form a picture of someone or something in your mind

vivid - something that is particularly clear, bright, or seems very real

voice projection - to enable listeners to hear clearly what you are saying; to "throw" your voice into an audience

word attack skills - strategies for working out the meaning of unfamiliar words by recognising parts of them, e.g. that *rearrange* suggests that the action is being repeated because of the prefix *re*

word family - A group of words that share a common root, to which different prefixes and suffixes are added, e.g. *agree - agreeable, agreement, disagree, disagreement*