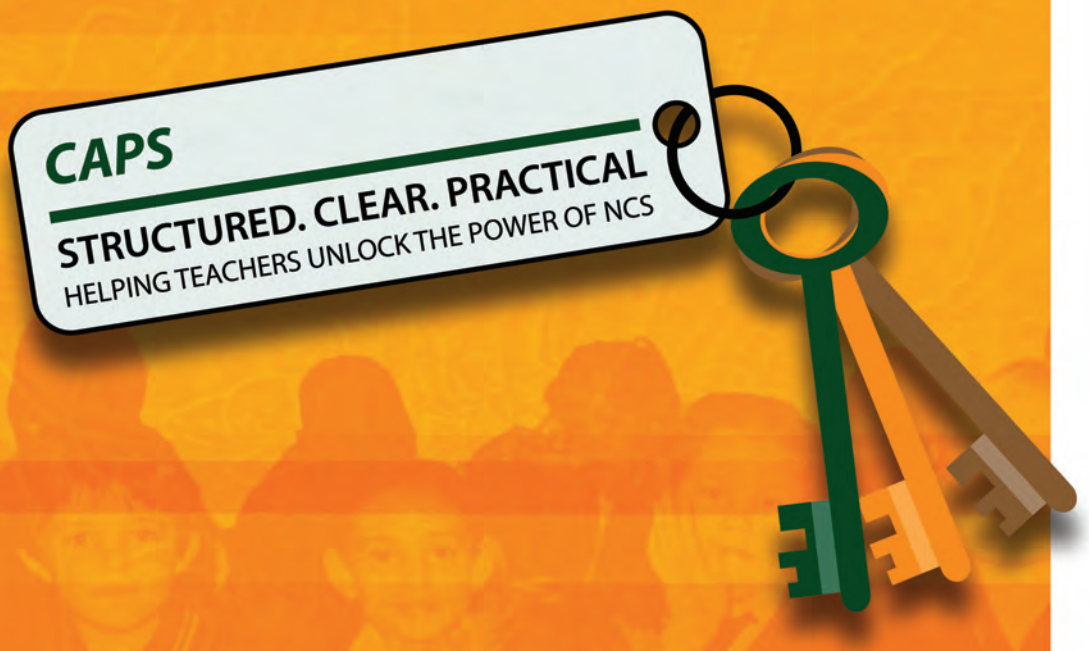
ENGLISH HOME LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Intermediate Phase
Grades 4-6

basic education
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REPUBLIC OF SOUTH AFRICA



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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 4-6

ENGLISH HOME 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.

E-mail: capslangcomments@dbe.gov.za or fax (012) 328 9828

Department of Basic Education
222 Struben Street
Private Bag X895
Pretoria 0001
South Africa
Tel: +27 12 357 3000
Fax: +27 12 323 0601

120 Plein Street Private Bag X9023
Cape Town 8000
South Africa
Tel: +27 21 465 1701
Fax: +27 21 461 8110
Website: http://www.education.gov.za

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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 NATIONAL 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 HOME LANGUAGE IN THE INTERMEDIATE PHASE 8

2.1 Languages in the National Curriculum and Assessment Policy Statement 8

2.1.1 Language levels 8

2.1.2 The language skills 9

2.1.3 Language teaching approaches 12

2.2 Time allocation of the Home Language 14

2.3 Learning and Teaching Support Materials 15

SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS 16

3.1 Overview of skills, content and strategies 16

3.2 Spread of texts across Grades 4 – 6 25

3.2.1 Spread of text table 25

3.2.2 Summary of text types across the phase 27

3.2.3 Lenght of text for Home Language (to be produced by learners) 32

3.2.4 Lenght of text for Home Language (for learners to engage with) 33

3.2.5 Vocabulary to be achieved by Home Language learners 34

3.3 Teaching plans 35

3.4 Content and teaching plans for Home Language 36

SECTION 4: ASSESSMENT IN HOME LANGUAGE 88

4.1 Introduction 88

4.2 Informal or daily assessment 89

4.3 Formal assessment 89

4.4. Programme of Assessment 93

4.5 Recording and reporting 102

4.6 Moderation of assessment 103

4.7 General 104

GLOSSARY 105

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 HOME LANGUAGE IN THE INTERMEDIATE PHASE

2.1 LANGUAGES IN THE NATIONAL 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 and 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 – as well as Non-official Languages. These languages can be offered at different language levels.

Home Language is the language first acquired by learners. However, 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 labels Home Language and First 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) language. 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 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 the weighting for Listening and Speaking from Grade 7 onwards are lower than those of the reading and writing skills.

The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.

In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3, and they need to be able to read and write well in English.

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 placed on 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 Senior Phase, 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 the Intermediate Phase, 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.

2.1.2 The language skills

The Home 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, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

In the Intermediate Phase, **Home Language learners** will use Listening and Speaking skills to interact and negotiate meaning. They will build on skills developed in the Foundation Phase to carry on more sustained conversations, discussions and short oral presentations.

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

Learning will build on the text types introduced in the Foundation Phase (e.g. story, personal recounts, and instructions) and learners will be introduced to new text types (e.g. factual recounts, different story genres, oral reports, short talks).

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

Reading and Viewing

Well-developed **Reading and Viewing** skills are central to successful learning across the curriculum. Learners develop proficiency in Reading and Viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. Through classroom and independent reading, learners become critical and creative thinkers.

Reading gives learners more exposure to their additional language. We know from research that children's vocabulary development is heavily dependent on the amount of reading they do.

In the Intermediate Phase, you will build on the foundation set in Grades R to 3. If necessary, use shared reading at the beginning of Grade 4 to guide learners into this phase. You can use this method some of the time if you have sufficient Big Books at this level, and alternate with storytelling. If you do not have Big Books at this level, then use texts from your textbook or reader/s. You may also use 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 your learners to do independent reading in any spare time that they have.

You will also set a variety of comprehension activities to ensure that learners understand what they read.

The reading process

The reading process consists of pre-reading, reading and post reading stages. The activities the learner will be engaged in can be summarised as follows:

Pre-reading:

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

Reading:

- Pause occasionally to check your comprehension and to let the ideas sink in
- Compare the content to your predictions
- Use the context to work to work out the meaning of unknown words as much as is possible; where this is not possible, use a dictionary
- Visualise what you are reading
- Keep going even if you don't understand a part here and there.
- Reread a section if you do not understand at all. Read confusing sections aloud, at a slower pace, or both.

- Ask someone to help you understand a difficult section
- Add reading marks and annotate key points
- Reflect on what you read

Post reading:

- If you will need to recall specific information, make a graphic organiser or outline of key ideas and a few supporting details
- Draw conclusions
- Write a summary to help you clarify and recall main ideas.
- Think about and write new questions you have on the topic
- Ask yourself if you accomplished your purpose?
- Understanding – confirm your understanding of the text
- Evaluate – bias, accuracy, quality of the text
- Extend your thinking – use ideas you saw in 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 contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffolded using writing frames, produces competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

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 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
- Publishing/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 critically 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 Home Language. Intermediate Phase learners will build on the foundation that was laid in Grades R – 3.

Learners will learn how **Language Structures and Conventions** are used, and will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**.

It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. 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 your learners guidance on appropriate and correct usage of these items. Select some of the items your learners have difficulty with and give them formal practice. In the Intermediate Phase, thirty minutes is set aside for formal instruction and practice in language structure and conventions.

2.1.3 Language teaching approaches

The approaches to teaching language are text-based, communicative and process orientated. The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts.

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

A **communicative approach** suggests that when learning a language, a learner should have an extensive exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be carried over into the classroom where literacy skills of reading/ viewing and writing/presenting are learned through frequent opportunities to read and write.

Language teaching happens in an integrated way, with the teacher modelling good practice, the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually. The terms used are **Listening and Speaking**, **Shared Reading and Writing**, **Group, Guided and Independent Reading/Writing**.

2.2 TIME ALLOCATION FOR THE HOME LANGUAGE

The teaching time for Home Language is 6 hours per week. All language content is taught within a two-week cycle (12 hours). Timetabling should make provision for continuous double periods per week. In a two-week cycle the following time allocation for the different language skills is suggested.

Skills	Time Allocation per Two-week Cycle (Hours)		
	Grade 4	Grade 5	Grade 6
*Listening & Speaking (Oral)	2 hours		
*Reading and Viewing	5 hours		
*Writing & Presenting	4 hours		
Language Structures and Conventions	1 hour		
	***Language Structures and Conventions** and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting.		

Suggestions for teaching times per week

The following grid gives an indication of how teaching time could be allocated to the different language skills. Throughout the two-week cycle language/grammar must be taught explicitly.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1 hour	Shared reading (for Listening purposes)	Shared writing – establishing a frame	Shared reading (a new text or continuation of a text read previously)	Shared writing – reflecting on progress and specific skills	Shared reading (a new text or continuation of a text read previously)
	Discussions on the text using appropriate language structures (Speaking)	Group and guided writing	Discussions on the text using appropriate language structures (Speaking)	Group and guided writing – peer and or teacher reviews of planning or writing	Discussions on the text using appropriate language structures (Speaking)
	Group guided reading (including individuals reading aloud)		Group guided reading (including individuals reading aloud)		Comprehension exercise (every second week) using the same text type
	Reflecting on independent reading		Reflecting on independent reading		
30 minutes		Individual writing		Individual writing	

2.3 LEARNING AND TEACHING SUPPORT MATERIALS

Learners should have the following for Home Language study in Grades 4 – 6:

Grades 4 – 6	
Core materials	
Prescribed language textbook	√
Dictionary	√
A reader/readers containing the following text types	
Folklore	√
Short stories	√
Novel	√
Drama	√
Poetry	√
Media materials	
Newspapers	√
Magazines	√
Television programmes	√
Radio programmes	√

Home language teachers should have:

(a) A Curriculum and Assessment Policy Statement document

(b) Language in Education Policy

(c) The prescribed language textbook used by learners and other textbooks for resource purposes in addition to the prescribed one

(d) Dictionary (monolingual, bilingual, multilingual, thesaurus, encyclopaedia)

(e) Prescribed literature genres

(f) A variety of media materials: newspapers, magazines, brochures

(g) Access to audio/visual aids to be used in the classroom

Classroom resources

a) A range of texts to accommodate different reading levels, e.g. a selection of readers with sufficient copies of texts at each level for the class.

b) A variety of media materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, etc.

c) 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

GRADES 4 – 6		
Skills	**Content**	**Strategies and sub-skills**
Listening and Speaking	• Listening comprehension • Different forms of oral communication: • Prepared and unprepared speech • Prepared and unprepared reading aloud • Speaking: directions and instructions • Story telling • Vote of thanks • Role-play • Group discussion • Debate • Interview	**Listening comprehension and speaking** • Re-tell the story • Recall specific detail in a text • Reflect on values and messages in a text • Reflect on stereotyping and other biases • Discuss character, plot and setting • Express opinions • Clarifying questions **Communication for social purposes** • Initiating and sustaining conversations • Turn taking conventions • Defending a position • Negotiation • Filling in gaps and encouraging the speaker • Sharing ideas and experiences and show understanding of concepts **Prepared speech** • Research • Organise material coherently • Choose and develop main ideas and supporting ideas with examples • Correct format, vocabulary, language and conventions • Tone, voice projection, pace, eye contact, posture and gestures • Effective introduction and conclusion • Incorporate appropriate visual, audio and/ or audiovisual aids such as charts, posters, images

GRADES 4 – 6		
Skills	**Content**	**Strategies and sub-skills**
Reading & **Viewing**	Prescribed literature genre • Folklore • Short story • Drama • Poetry Reading and Viewing strategies • Summary • Visual literacy: advertising (poster, pamphlet), cartoon, comic strip, diagram/graph/ table/ charts • Critical language awareness (being aware of the denotation and connotation of words and that it carries hidden meanings and messages, e.g. stereotypes, the speaker's prejudices and intentions) • Comprehension • Prepared and unprepared reading aloud	**Reading/viewing strategies:** Use pre-reading, reading and post reading strategies: • To understand the text • For close and critical reading of the text (reading comprehension) • To demonstrate independent reading (reading widely for pleasure, information and learning) Introduce learners to : • **Text features** – titles, illustrations, graphs, charts, diagrams, headings, subheadings, numbering, captions, headlines, format, e.g. newspaper columns, etc. • **Text structures** – lists, sequential order, description, procedures, main point and supporting points, narrative sequence. • **Parts of a book** – title page, table of contents, chapters, glossary, etc. • Reading and Viewing strategies - Skimming for main ideas - Scanning for supporting details - Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues - Rereading - Making notes (main and supporting ideas) - Summarise main and supporting ideas in point form/paragraph as per required length - Clarifying - Making inferences - Explaining writer's point of view - Drawing conclusions/own opinion • **Visual literacy** (range of graphic and visual texts e.g. advertisements, notices, posters, comics, cartoons, photographs, pictures): • Persuasive techniques: emotive language, bias • Impact of use of layout and design features, e.g. font types and sizes, headings and captions, images

GRADES 4 – 6		
Skills	**Content**	**Strategies and sub-skills**
		Poetry • Literal meaning • Figurative meaning • Theme and message • Imagery, e.g. simile and personification, word choice, tone, emotional responses • Sound devices, e.g. Lines, words, stanzas, rhyme, rhythm, punctuation, repetition, refrain, alliteration (assonance and consonance), onomatopoeia **Stories, Drama,** **Key features of texts** • Plot • Characters • Characterisation • Theme and messages • Background and setting – relation to character and theme • Text structure and format • Key features of the text **Information and social texts** • Audience and purpose • Main idea and supporting ideas/specific details • Text structure and format • Key features of the text **Prepared Reading (Reading aloud)** • Use of tone, voice projection, pace, eye contact, posture and gestures • Pronounce words without distorting meaning **Unprepared reading (reading aloud)** • Read fluently according to purpose • Pronounce words without distorting meaning • Use tone, voice projection, pace, eye contact, posture and gestures correctly

GRADES 4 – 6		
Skills	**Content**	**Strategies and sub-skills**
Writing & **Presenting**	• Word writing, e.g. lists • Sentence writing • Paragraph writing Creative writing • Descriptive, e.g. descriptions of people, places, animals, plants, objects, etc. • Narrative, e.g. stories, personal recounts • Imaginative, e.g. short poems • Dialogues and short play scripts based on stories Transactional writing (social, functional, media and information texts) • Notes, messages, letters, greeting cards, invitations • Posters, notices, brochures, advertisements • Short written speeches • Procedural texts and recounts • Factual recounts, information texts, e.g. news reports, texts for other subjects, graphic texts	**Process writing** • planning / pre-writing, • drafting, • revising, • editing, • proofreading, and • presenting **Pre-writing/planning** • Consider target audience and purpose • Consider type of writing • Brainstorm using mind-maps/lists • Organise ideas **Drafting** • Word choice • Structuring sentences • Main and supporting ideas • Specific features of the required text (e.g. direct speech for dialogue) • Reads own writing critically • Gets feedback from peers and teacher **Revising, editing, proofreading and presenting** • Revises: improves content and structure of ideas • Refines word choice, sentence and paragraph structure • Edits: corrects mistakes in grammar, spelling and punctuation • Presents neat, legible final version

Example of Language Structures and Conventions	
Punctuation	Full stop, exclamation mark, question mark, comma, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses, hyphen
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, dictionary usage
Parts of words	Prefixes, roots, and suffixes
Nouns	Noun prefixes (including gerund / infinitive class prefix (African languages)) 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 nouns (e.g. *woman*) and proper nouns (e.g. *Thandi*) Abstract nouns, e.g. *love, fear, respect, honesty* Compound noun, e.g. *rainbow, childlock* Concrete nouns*, e.g. ball, chair* 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* Gerunds, e.g. *swimming* is good, *driving* is pleasant, *crying is therapeutic* Predicate and object, Gender, e.g. cock, hen, stallion, mare Diminutives, e.g. cigar, cigarette, river, rivulet Augmentatives Articles, e.g. *a*, *an* and *the* Nouns derived from other parts of speech
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?)* Demonstrative pronouns*: I don't like **that** one.* Indefinite pronouns: *anyone, anywhere, everyone*

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.)* Numerical*: one, two, second, single* Demonstrative*: this, that, such* Relative*: which, whatever*
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, next month, previous day, following 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	Simple preposition (one word preposition), e.g. *to, in, on, at, with*, etc Compound preposition (two words preposition), e.g. *according to*, Complex preposition, (three and more words preposition), e.g. *as far as, by means of, in addition to, in front of,* etc Preposition of time: *She came **on** Monday* Preposition of place: *I live **on** 780 Giyani Street; The dog is **in** the garden* Preposition of movement: *He ran **to, through, across, along, down, over, round*** Preposition of mathematics: Divided by – Ten **divided by** two is five; Ten **minus** eight is two; etc. 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	Main, transitive, intransitive, finite, non-finite, copulative, regular, irregular, phrasal, Stative, verbal extensions (derivatives), Verbs with two objects (direct and indirect), e.g. *He gave **me** **the book**.*
	Moods • Subjunctive: If I should see her, I will show her. • Imperative: Don't drink and drive! Be careful! • Indicative: Ostriches cannot fly.
	Auxiliary linked to 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, e.g. ***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** have known.* 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*.
	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 children **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. I **shall come** to see you tomorrow.* 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.*

Conjunctions and transition words	Chronological/sequential order**:** first, second, third, before, after, when, later, until, at last, next, recently, previously, afterwards Explanation/cause and effect**:** *hence, consequently, because, for this reason, since, as a result of, is due to, therefore, thus, consequently, hence, it follows that, if … then* Procedure: *first, second, third* Compare/contrast: *similar, different, smaller than, bigger than, however, but* Order of importance: *always, finally* Spatial order**:** *above, below, left, right, etc.* Generalisations: *generally, in conclusion* Choice paragraph*: in my opinion, belief, idea, understanding, I think that, I consider, I believe, it seems to me, I prefer/like/dislike/hope/feel* Classification paragraph**:** is a kind of, can be divided into, is a type of, falls under, belongs to, is a part of, fits into, is grouped with, is related to, is associated with Description paragraph: above, below, beside, near, north/east/south/west, size, colour, shape, purpose, length, width, mass/weight, speed, is like, resembles Evaluation paragraph**:** good/bad, correct/incorrect, moral/immoral, right/wrong, important/trivial, suggest, recommend, advise, argue Definition paragraph: is defined as, is a kind of Concluding paragraph: to conclude, to sum up, in summary, in short, as you can see
Interjectives / ideophones	E.g. boom, splash, oh, wow
Vocabulary development and figurative language	Synonyms, antonyms, paronyms, polysemes, homonyms, homophones, alliteration (consonance and assonance), one word for a phrase Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, oxymoron, paradox, pun, understatement, synecdoche) Idiomatic expressions/idioms/proverbs Borrowed, inherited, new words (neologisms), and etymology (origin of words)
Clauses	Main clause (independent), e.g. We visited Durban last June. Dependent clause (subordinate), e.g. We visited Durban last June, and then we went to Phalaborwa in December. Adverbial clause, e.g. We visited Durban in June because it is warm in winter. Adjectival clause, e.g. This is the town that we visited last year. Noun clause, e.g. What we saw at Table Mountain was amazing. Conditional clause (if), e.g. If I see you tonight, I will give you your money.
Phrases	Absolute phrases: Heritage sites being the top Limpopo attraction, the Mapungubwe is the place to go. Noun phrase: *The University of Cape Town* is one of the best in Africa. Gerund phrase: Visiting Kruger National Park, we were excited about the beauty of nature. Verb phrase: The first democratic election was held in 1994. Prepositional phrase: During my last visit to Johannesburg in 2002, I took the Gautrain to O R Tambo Airport.
Sentences	Simple, compound and complex

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 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, e.g. *She said that she didn't know./ He told me that he had lost the book.*

3.2 SPREAD OF TEXTS ACROSS GRADES 4 – 6

To ensure that a variety of types of text are addressed throughout the year in each grade and also across the grades in the phase, a grid is used to plot the use of texts for the teaching plan for each grade. Six different types of text are used to organise texts for the phase, namely, informational, narrative, persuasive, instructional (procedural), transactional and literary (poetry, drama and prose) texts. A number of texts of the same variety could be used within the two-week unit depending of the length of the source (first) text. Texts should be chosen as good examples of the genre as it could be used as a writing frame.

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 a text. All learning and teaching should be based on these texts, focusing on the development of language skills and sub-skills as detailed above.

3.2.1 Spread of texts table

Weeks	Grade 4	Grade 5	Grade 6
Term 1			
Weeks 1&2	Short story and personal recount	Short story and personal recount	Newspaper / magazine / radio article
Weeks 3&4	Poetry	Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs; conversation; factual recount	Folklore
Weeks 5&6	Folklore	Newspaper / magazine article	Persuasive text – advertisement
Weeks 7&8	Instructional text	Folklore	Drama
Weeks 9&10	Newspaper or magazine text	Poetry	Poetry
Term 2			
Weeks 1&2	Information text - weather	Information text: instructions	Information text: instructions
Weeks 3&4	Short story	Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs; descriptions of object/s/ plants/animals/places	Novel
Weeks 5&6	Folklore	Poetry	Short story
Weeks 7&8	Procedures, instructions information text with visuals e.g. charts/ tables/ diagrams/ pictures/graphs.	Folklore	Information text: weather chart
Weeks 9&10	**SUMMATIVE ASSESSMENT**		

Weeks	Grade 4	Grade 5	Grade 6
Term 3			
Weeks 1&2	Novel	Novel	Novel
Weeks 3&4	Information text e.g. factual recount/news article/report; visual text e.g. poster/ notices; conversation	Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs;	Folklore
Weeks 5&6	Poem	Folklore	Short story, letter, diary
Weeks 7&8	Information text with visuals e.g. charts/ tables/ diagrams/ pictures; descriptions of places/plants/animals/objects procedures	Information text – weather report	Visual text
Weeks 9&10	Drama	Drama	Drama
Term 4			
Weeks 1&2	Newspaper or magazine article	Short story	Information text Descriptive essay
Weeks 3&4	Short story	Information text with visuals e.g. charts/tables/ diagrams/ / pictures	Instructional text
Weeks 5&6	Information text: advertisement	Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/graphs;	Short story
Weeks 7&8	Drama	Information text – procedures/ instructions	Poetry
Weeks 9&10	**SUMMATIVE 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.

Essays			
Text type	**Purpose**	**Text structure**	**Language features**
Narrative text/essay	To entertain	Orientation that introduces characters and setting, e.g. *Once upon time there was an old woman who lived with her son called Jack. They were very poor.* Events leading to a complication, e.g. *Jack spent all the money his mother gave him on some magic beans. His mother was angry.* Resolution and ending, e.g. *Jack came back with the Giant's treasure and they lived happily ever after.*	Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time, e.g. Early that morning, later on, once Makes use of dialogue Language used to create an impact on the reader, e.g. adverbs, adjectives, images
De**scriptive text/essay**	To describe something in a vivid way	Identification: gives a general orientation to the subject, e.g. *There was a huge beast* Description: describes features or characteristics of the subject, e.g. *It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.*	May be written in past or present tense Creates a picture in words Uses adjectives, adverbs Uses figurative language, e.g. simile, metaphor, personification, alliteration

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Personal (friendly) letter	To inform and maintain a relationship	Address, date and salutation Structure of message will vary depending on purpose (e.g. catch up on news, congratulate, sympathise) May use personal recount text type (see below) Closing, signature	Usually informal in style but can vary, e.g. letter of condolence will be more formal Language features will vary according to purpose of message
Official letter	Various, e.g. to apply for a job or bursary; to complain, request, etc.	Writer's address, date, recipient's address, salutation May have a heading Structure of message will vary depending on purpose, e.g. letter to the press Closing, signature	Usually formal in style Makes use of language conventions, e.g. *Dear Sir/ Madam, Yours sincerely* Generally concise – brief and to the point

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Curriculum vitae (CV)	To provide a summary of a person's life	Personal details: name, date of birth, gender, nationality, ID number, physical address, postal address, contact number (can be of parents / guardian), etc. Hobbies and interests Referees Design and layout is important	Concise – half a page Headings and bullets Formal and direct in style
Diary/journal	To record and reflect on personal experience	Usually written in a special book (a diary or a journal) Entries written regularly (e.g. daily or weekly) Entries dated May use personal recount text type	Usually written in past tense Informal in style The writer is writing for him or herself
E-mail / sms	To inform and maintain a relationship	The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country in which the server point is based. For example, moloiq *(name)*@ webmail. (server) za *(country). Moloi.q@webmail.co.za* • CC: these may be the recipients whose attention is called to the email. • Subject: This is a summary of the content of the email. • Message • Sender's name. NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a signature	**speech-like communication**

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Invitation	To invite someone to an event or to do something (and either accept or decline)	May take the form of a personal letter or use an invitation card. Includes: Nature of the event Where it will take place Date and time May include dress code Name of invitee May include RSVP May have a visual, design element The response may be in the form of a note or letter.	Can be formal or informal in style Generally concise – brief and to the point Makes use of conventional phrases, e.g. *I would like to invite you …* Response is polite, e.g. *Thank you so much for inviting me but I'm afraid I won't be able to attend.*
Obituary	To commemorate and inform others of someone's death	*Full name; date of death, where the person was living at the time of death; date of birth; birthplace; key survivors (spouse, children) and their names; time, date, place of funeral* *Some of the following may also be included: Cause of death; biographical information; memorial tribute information*	Formal in style May use euphemisms, e.g. *passed away* instead of *died* Usually concise Makes uses of language conventions, e.g. *In lieu of flowers, donations may be made to*
Giving directions	• To tell someone how to get somewhere	• Use chronological order • **Refer to a specific direction** • **Indicate the approximate distance** • **Provide information about landmarks** along the way	• Use mostly the imperative form • Use concise and clear sentences
Procedures (e.g. instructions, directions, and rules)	To describe or instruct how something is done through a series of sequenced steps	Goal: a statement of what is to be achieved, e.g. *How to make a cover for a portfolio* Materials/equipment needed listed in order, e.g. *Large sheet of art paper, paints, etc.* Sequenced steps to achieve the goal, e.g. *First, paint a blue background on the paper.* May have accompanying visual text, e.g. storyboard, diagrams, etc.	Written in the imperative, e.g. *Paint a blue background …* In chronological order, e.g. *First … next …* Use of numbers and bullet points to signal order Focus on generalised human agents rather than named individuals Expressions of cause and effect

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
Advertisement/ posters/notices	To persuade someone to buy something or use a service	Can take a variety of forms Make use of slogans and logos Usually have a visual, design element Use advertising techniques Use design to make the advertisement eye-catching and memorable	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile , alliteration, repetition, rhyme, rhythm

Literary and media texts			
Text type	**Purpose**	**Text structure**	**Language features**
Personal recount	To tell about a personal experience	Orientation: scene setting or establishing context, e.g. *It was in the school holidays* An account of the events that took place, often in chronological order, e.g. *I went to Tumelo's place … Then …* Some additional detail about each event, e.g. *He was surprised to see me.* Reorientation – a closing statement that may include elaboration, e.g. *I hope I can spend more time with Tumelo. We had fun.*	Usually written in the past tense Told in first or third person Time connectives are used, e.g. *First, then, next, afterwards, just before that, at last, meanwhile* Tends to focus on individual or group participants Can be informal in style
Dialogue	It is a record of the exchanges as they occur, directly from the speaker's point of view	When writing a dialogue; •write the names of the characters on the left side of the page; •use a colon after the name of the character who is speaking; •use a new line to indicate each new speaker; •advice to characters(or readers) on how to speak or present the action must be given in brackets before the words are spoken; •sketch a scenario before you start writing.	When the dialogue involves family or close friends the (casual style" is used .Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used When the conversation involves strangers the consultative style is used more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement

Review (e.g. story, book or film review)	To summarise, analyse and respond to literary texts or performances	Context: background information such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents and stylistic features Judgment: evaluation of the work by expressing an opinion or judgment	Written in the present/past tense Use of appreciation vocabulary to evaluate text, e.g. *enjoyable, heart-warming, funny, exciting, amusing, important, informative, outstanding*
Newspaper article/factual recounts	To inform, educate, enlighten and entertain the public	• State facts briefly but accurately. • Strive to communicate the essence without losing the reader. • Summarise accurately, without slanting the truth. • Give a succinct title and add a clear sub-title. • Start with the most important facts: the who, what, how, when, where, why, and to what degree.	• Clear and concise language • written in 3rd person. • Can use an active or passive voice, depending on the focus and which is more engaging for the reader. • Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.
Magazine article	To inform, educate, enlighten and entertain the public	• The heading must be attractive and interesting. • The style should be personal, speaking directly to the reader. • The style can be descriptive and figurative, appealing to the imagination of the readers • Names, places, times, positions, and any other necessary details should be included in the article. • The article should stimulate interest and keep the reader absorbed.	• Quotes from people; direct quotes • Longer paragraphs • Descriptive writing • May use a mixture of formal and informal language including everyday expressions and colloquialisms • Rhetorical questions • Emotive words • Use of imagery and description

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

Task	Grade 4	Grade 5	Grade 6
• Paragraph	50 – 60 words	60 – 80 words	80 – 100 words
• Words	5 – 6 sentences	6 – 8 sentences	8 – 10 sentences
• Sentences	2-3 paragraphs	3-5 paragraphs	4-6 paragraphs
Oral creative texts, e.g. recounts, retelling or telling stories, short talks	2 min	2min	2-3 min
Essay	100 – 120 words 2-3 paragraphs	120 – 140 words 3-5 paragraphs	140 – 150 words 4-6 paragraphs
Short story, inc folktale	120 – 140 words 3-5 paragraphs	140 – 160 words 4-6 paragraphs	160 – 170 words 6 – 8 paragraphs
Summary	40 – 50 words	50 – 60 words	60 – 70 words
Longer transactional texts, e.g. letters	Body text 60 – 80 words	80 – 100 words	100 – 120 words
Shorter texts	30 – 40 words	40 – 60 words	60 – 80 words
Comprehension	150 – 160 words	160 – 180 words	180 – 200 words
Summary	40 – 50 words for 230 words text	50 – 60 words for 250 words text	60 – 70 words for 280 words text

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	150-200 / up to 5 mins	200-250 / up to 5 mins	250-300 / up to 5 mins
Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions	60-70 words / 1-2 mins	70-80 words / 1-2 mins	80-100 words / 1-2 mins
Reading comprehension/ intensive reading texts	150-200 words	200-250 words	250-300 words

The length of texts for extended reading is not prescribed as this depends on the type of text, the complexity of the language and the reading level of the learners.

3.2.5 Vocabulary to be achieved by Home Language learners

	Term	1	2	3	4
Vocabulary	Grade 4	1700–2500	1850–3000	2000–3500	3500-4000
Common spoken words	Grade 5	2400–4000	2700–4250	3000–4500	4500-5000
	Grade 6	3500–5000	3700–5250	4000–5500	5500-6000
Reading vocabulary (new words)	Grade 4	800–1900 (75–250)	900–2200 (75–250)	1000–2500 (75–250)	2500-3000 (75–250)
	Grade 5	1500–3000	1750–3300	2000–3500	3500-4000
	Grade 6	2200–3800	2400–4200	2700–4600	3000–5000

3.3 TEACHING PLANS

The teaching plan indicates the minimum content to be covered every two weeks per term. Teachers are not compelled to exhaust all the contents prescribed over a two week cycle. The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. It shouldn't be followed as is. Teachers should design their lesson plans from their textbook and from any other relevant sources and teach the content per term using an appropriate sequence and pace. Teachers are encouraged to also use content or concepts that are contextual to their environment.

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 letter to a character in the story. Select a theme for each two-week cycle that will enable you 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.

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 or news report, 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, science fiction) historical stories (e.g. biographies) and traditional stories (e.g. myths, legends and fables) that are available. The same is true of poems and plays.

There is also a section entitled 'Reflects texts read during independent or pair reading'. These will be texts chosen from the reader/readers/other books and will support the texts read in the prescribed section. They can either be the same text type (to emphasise understanding of text structure) or a different text type (to stimulate further interest and extend the range of reading abilities). In all cases, this additional reading should relate to the topics and themes chosen for the prescribed texts in that two-week cycle. It should however be kept in mind that ultimate aim should be to get learners to read independently and to develop reading habit. During the individual reading session, children should therefore be given the opportunity to read books within their own field of interest and to reflect on what they have read.

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. Later on, there will be two and sometimes three 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 related in most cases to the types of texts prescribed under the headings Listening and Speaking, Reading and Viewing, and Writing and Presenting, 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 Viewing, Writing and Presenting. 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 Structures and Conventions' section to teach learners language that appears naturally in the focus text type and in an order that supports a natural and logical approach to language acquisition. Not all items must be taught within that given cycle but ensure that all the items listed in the overview are covered by the end of the year.

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 you explain to learners and keep these to a minimum. 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. Note however that there is also specific time allocated to formal instruction in Language Structures and Conventions.

3.4 CONTENT AND TEACHING PLANS FOR ENGLISH HOME LANGUAGE

GRADE 4

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to a short story** Text from the textbook or TRF • Introductory activities: prediction • Identifies characters • Recalls main idea • Answers oral questions **Retells a story** • Retells events in correct sequence • Names the characters correctly	**Reads a short story** Text from the textbook or TRF Pre-reading: predicting from title and pictures • Uses reading strategies: making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Identifies and comments on the characters • Gives and explains own feelings about the text • Reads aloud with clear pronunciation, phrasing, tempo, • Uses a dictionary **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life	**Writes a story based on a personal experience/ event** • Chooses appropriate content for the topic • Uses the story structure as a frame • Includes characters • Uses appropriate grammar, spelling and punctuation. • Uses a range of vocabulary related to topic • Creates a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work:** common nouns, proper nouns, countable and uncountable nouns **Sentence level work:** simple sentences **Spelling and punctuation**: full stop, capital and lower case (small) letters

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to a poem/song** Text from the textbook or TRF • Introductory activities: prediction • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm • Expresses feelings stimulated by the poem • Performs song/selected lines	**Reads a poem/song** Text from the textbook or TRF • Discusses main idea/s • Expresses feelings stimulated by the song • Identifies rhythm and rhyme and their effects • Breaks up words into syllables to understand rhythm **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read	**Writes a simple poem/song** • Selects appropriate content • Uses the relevant structure and format • Plans, drafts and revises a song • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop rhythm of the text • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: abstract and concrete nouns, compound nouns **Sentence level work**: simple sentences **Word meaning**: rhymes, borrowed words **Spelling and punctuation**: full stop, comma

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **5 – 6**	**Listens to a story, e.g. folklore (myth or legend)** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies plot, characters and setting • Discusses main message • Answers oral questions **Retells a story** • Retells events in correct sequence • Names the characters correctly • Expresses thoughts and feelings	**Reads a story, e.g. folklore (myth or legend)** Text from the textbook or TRF • Pre-reading: predicting from title and pictures • Uses reading strategies: makes predictions, uses contextual clues to find meaning • Discusses plot, main characters and setting • Discusses the message • Expresses opinions and own feelings about the text • Distinguishes between realistic and unrealistic events **Reflects on texts read independently** • Relates to own life	**Writes a story/(folklore, e.g. myth/ legend)** • Develops structure (beginning, middle and ending) plot)), characters and setting • Uses language imaginatively especially a variety of vocabulary • Uses appropriate grammar, spelling and punctuation • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work:** prefix, roots and suffix **Sentence level work**: simple sentences, complex sentences **Word meaning**: proverbs, idioms **Punctuation**: full stop, comma, colon, semi-colon

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses an instructional text, e.g. recipe** • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions	**Reads instructional text** Text from the textbook 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	**Writes instructions e.g. how to make a cup of tea** • Lists materials and ingredients • Uses correct specific details • Uses correct sequence • Uses the command form of the verb • Uses correct structure and format • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: personal pronouns, possessive pronouns, demonstrative **Sentence level work**: subject, object **Word meaning**: borrowed words

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **9 – 10**	**Listens to and discusses current issues based on newspaper or magazine article** • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to the questions • Discusses the social, moral and cultural values in the text • Participates in a discussion **Presents a prepared speech** • Selects relevant content • Uses beginning, middle and ending • Stays on topic • Uses logical organisation of ideas • Uses presentation skills, e.g. volume, pause, posture	**Reads information text, e.g. news article** Text from the textbook or TRF • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, skims for general idea • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Discusses headlines • Discusses central idea and specific details • Comments on choice of pictures in text • Explains meaning of unfamiliar words **Reflects on texts read independently** • Expresses emotional response to texts read	**Writes a news report based on personal experience/event** • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Selects appropriate content • Uses an appropriate frame • Writes a headline/title • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary. Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: Articles (English & Afrikaans), plurals (noun prefixes – African languages) **Sentence level work**: simple sentences, statements, questions **Word meaning**: antonyms **Spelling and punctuation**: question mark, exclamation mark, dictionary use

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to weather reports** Text from the textbook or TRF • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations	**Reads information texts with visuals,** e.g. charts/tables/maps Text from the textbook or TRF • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Compares differences and similarities in different places • Reads an information text with visuals e.g. map • Uses dictionary to check meaning of new vocabulary	**Writes information text e.g. weather chart** • Organises information logically • Includes specific details • Uses topic and supporting sentences to develop coherent paragraphs • Designs appropriate visuals, e.g. charts/tables/maps • Uses appropriate grammar, spelling and punctuation • Uses appropriate vocabulary • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: adjectives, degrees of comparison **Sentence level work:** simple past tense, future tense

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Listens to and discusses a short story** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies main ideas and specific details • Discusses plot, setting and characters • Relates to own life • Discusses and gives opinion • Participates in group discussion e.g. on issues related to the story • Asks relevant questions • Gives feedback • Maintains discussion • Responds to others' ideas with empathy and respect • Takes turns to speak	**Reads a short story** Pre-reading: predicting from title and pictures • Identifies and comments on the main character, plots and setting • Uses reading strategies: makes predictions and inferences, uses phonic and contextual clues • Discusses a character including what he or she says or does and what other characters say about him or her or do to him or her • Infers reasons for actions in the story • Gives and explains own feelings and opinions about the text • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a description of a character** • Gives specific details • Uses topic and supporting sentences to develop coherent paragraphs • Uses a variety of vocabulary including synonyms and antonyms and adjectives • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Editing • Proofreads • Writes final draft	**Word level work**: Adjectives, verbs – main verbs, regular verbs, transitive and intransitive verbs **Sentence level work**: subject, object, subject-verb agreement, present tense **Spelling and punctuation**: full stop, comma, question mark, exclamation mark, etc.

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to and discusses a fable/ myth/legend** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies the central idea, plot, setting, and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Gives feedback • Gives balanced and constructive feedback on: plot, theme, setting	**Reads fables/ myth/legend** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies: skimming and scanning • Identifies and comments on the plot, setting and characters • Gives reasons for actions of characters • Understands the vocabulary • Identifies main and supporting ideas • Identifies and discusses values in the text **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read	**Writes a fable/ myth/legend** • Uses animals as characters • Selects appropriate content for the topic • Uses the story structure as a frame • Uses topic and supporting sentences to develop coherent paragraphs • Links paragraphs using connecting words and phrases • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Edit • Revises • Proofreads • Writes final draft	**Word level work**: regular and irregular verbs, finite and infinite verbs, stative verbs **Sentence level work**: subject-verb agreement, past tense **Word meaning**: idioms and proverbs

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and carries out instructions,** e.g. recipe/instructions for making something Text from the textbook or TRF • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a sandwich • Makes notes and applies instructions read • Asks questions for clarity • Comments on clarity of instructions **Listens to and gives directions** • Listens for specific details • Uses details accurately • Uses the correct language form	**Reads an instructional text** Text from the textbook or TRF • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Uses the dictionary to check spelling and meanings of words	**Writes an instructional text e.g. how to make a sandwich** Text from the textbook or TRF • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Orders information logically • Uses topic and supporting sentences to develop coherent paragraphs • Uses appropriate grammar, spelling and punctuation • Presents work neatly using headings, spacing for paragraphs • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: auxiliary verbs, modal verbs, moods **Sentence level work:** future tense **Spelling and punctuation:** word division, dictionary use
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1-2	**Listens to an extract from a novel** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listen to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to questions • Discusses the social, moral and cultural values in the text **Participates in group discussion** • Takes turns • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect	**Reads a novel** Text from the textbook or TRF Pre-reading: predicts from title and pictures • Interprets and explains the message • Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences • Describes feelings about the text giving reasons • Discusses characters ,plot ,setting • Uses the dictionary to check spelling and meanings of words **Reflects on texts read independently**	**Writes diary entries** • Uses a correct format • Selects appropriate content for the topic • Uses emotive words • Uses first person narration • Uses the appropriate structure as a frame • Uses topic and supporting sentences to write their text • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: Adverbs **Sentence level work**: complex sentences **Word meaning**: one word for a phrase

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Listens and discusses information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Discusses specific details • Asks questions to obtains information • Listens and responds appropriately • Answers oral questions • Relates own experiences	**Reads information text**, e.g. on social issues Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. scans for specific details, skims for general idea • Reads short printed resources • Locates information from different sources • Selects the relevant ideas • Identifies different purposes of texts • Identifies and discusses values in the text **Reflects on texts read independently** • Compares books/texts read	**Writes a descriptive paragraph (2 paragraphs)** • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs) • Creates visual aids for presentation • Uses the dictionary to check spelling and meanings of words	**Word level work**: conjunctions, prepositions **Sentence level work**: past continuous tense, future continuous tense **Word meaning**: figurative, similes, metaphors **Spelling and punctuation:** Capital and small letters, full stop, comma

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **5 – 6**	**Listens to a poem** • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings stimulated by the poem • Identify the atmosphere in the poem **Performs a poem/selected lines** • Selects tone and expression appropriate to content and style of poem • Uses appropriate intonation and facial expressions • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation	**Reads a poem** • Pre-reading: predicting from title • Describes and analyses emotional response to texts • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Uses dictionary to check the meaning of words	**Writes a poem** • Selects appropriate content • Uses the correct format • Uses language imaginatively and creatively • Uses Alliteration, Assonance, Consonance • Uses a variety of vocabulary • Uses figurative language e.g. similes, metaphors • Uses appropriate rhythm and rhyme Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work**: conjunctions **Sentence level work**: statements, simple sentences **Word meaning**: personification, alliteration, similes, metaphors, rhythm, rhyme **Spelling and punctuation:** dictionary use, abbreviations – acronyms, truncation, initialisation

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **7 – 8**	**Listens to information texts with visuals e.g.** charts/tables/maps Text from the textbook or TRF • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Interprets visuals • Links information to own life • Participates in discussions, justifying own opinion • Uses interaction strategies to communicate effectively in group situations	**Reads information texts with visuals,** e.g. charts/tables/maps Text from the textbook or TRF • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies: skims to get the general idea, scans for specific details • Reads an information text with visuals e.g. map • Identifies the way the text is organised • Interprets visuals	**Writes information from a table/ graph/map into a paragraph** • Selects relevant information • Translates graphical information correctly into paragraphs • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Uses appropriate vocabulary • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work:** stems **Sentence level work**: simple sentences, complex sentences **Sentence level work**: verb clause **Spelling and punctuation**: colon

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **9 – 10**	**Listens to a drama** from radio, TV or written text • Introductory activities: prediction from title • Retells the drama scene in sequence • Names characters correctly • Listens to specific details • Uses details accurately • Expresses thoughts and feelings about the text • Uses the correct language form **Role plays a character**	**Reads a drama** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading predicting from title • Uses reading strategies • Discusses characters, central idea and setting • Expresses feelings stimulated by the text • Uses a dictionary to check the meaning of words **Reflects on texts read independently**	**Writes a dialogue** • Selects appropriate characters • Uses a correct format • Organises the conversation logically • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spacing • Records words and their meanings in a personal dictionary Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: collective nouns, reflexive pronouns, stems **Sentence level work**: subject-verb agreement **Spelling and punctuation**: full stop, commas, colon, semi-colon, question marks

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to a newspaper article / magazine** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Discusses the social, moral and cultural values in the text **Participates in discussions** • Asks relevant questions and responds to questions • Compares own ideas with others • Respects others' ideas • Gives opinions and constructive feedback	**Reads a newspaper article / magazine that highlights social issues** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies • Infers reasons for actions in the story • Explains the cause and the effects in a story • Expresses feelings about the text giving reasons • Discusses values in the text • Discusses the choice of words and imagery • Recognises the structure, language use, purpose and audience of the story • Discusses new vocabulary from the read text • Uses a dictionary **Reflects on texts read independently** • Compares books/texts read	**Writes a newspaper article / magazine about a social issue** • Uses content appropriate to the audience and purpose of the text • Uses a frame • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Links paragraphs using connecting words and phrases • Uses appropriate grammar, spelling and punctuation • Uses different tenses consistently • Uses the dictionary to check spelling and meanings of words Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: conjunctions, auxiliary verbs **Sentence level work**: subject, object, subject-verb agreement, tenses **Word meaning**: synonyms, antonyms **Spelling and punctuation**: dictionary use, word order, word division

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Listens to short story** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens and relates to own experience • Identifies specific details • Keeps to the topic • Identifies plot setting and characters • Answer oral questions based on the story • Retells the story **Participates in group discussions** • Takes turns to speak • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect • Gives balanced and constructive feedback	**Reads short story** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies: skimming and scanning • Identifies and comments on the plot, setting and characters • Gives reasons for action of the characters • Understands the vocabulary • Identifies main and supporting ideas • Identifies and discusses values in the text • Discusses new vocabulary from the read text • Uses a dictionary **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read	**Writes a friendly letter/diary entry** • Uses a correct format • Selects appropriate content for the topic • Uses topic and supporting sentences to develop coherent paragraphs • Links paragraphs using connecting words and phrases • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing between paragraphs	**Word level work:** adverbs of place and degree, tenses, conjunctions, pronouns (focus on concepts that have been covered) **Sentence level work**: noun phrase, noun clause **Spelling and punctuation**: Capital letters, full stops, commas, word division

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to advertisements** Text from the textbook or Teacher's Resource File (TRF) or any other source • Introductory activities : Prediction • Interprets and discusses message including the values in the text • Discusses the structure, language use, purpose and audience of the text **Participates in group discussion** on a social issue related to the advertisements • Discusses social values • Asks relevant questions using appropriate question forms, e.g. who, which, what, when, how, why	**Reads information text, e.g. advertisement** Text from the textbook or Teacher's Resource File (TRF) or any other source • Interprets and discusses the message including the values in the text • Discusses the structure, purpose and audience of the text • Discusses language use including persuasive and emotive language and the economical use of language • Asks relevant, critical questions using appropriate question forms, e.g. who, which, what, when, how, why • Identifies and discusses stereotypes • Identifies and discusses graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed **Reflects on texts read independently** • Expresses emotional response to texts read	**Writes an advertisement** • Uses content appropriate for purpose and audience • Uses appropriate visuals and layout for the purpose • Use appropriate grammar and vocabulary • Uses language creatively • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work**: conjunctions **Sentence level work:** adjectives, adverbs **Spelling and punctuation:** exclamation mark, colons, capital letters

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens a dialogue** • Introductory activities : prediction • Listens and relates to own experience • Identifies specific details **Participates in group discussions** • Takes turns to speak • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect • Gives balanced and constructive feedback	**Reads a drama** • Pre-reading: predicts from title and pictures • Uses reading strategies: skimming and scanning • Identifies and comments on the plot • Gives reasons for action • Understands the vocabulary • Identifies main and supporting ideas • Identifies and discusses values in the text • Discusses new vocabulary from the read text • Uses a dictionary Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read	**Writes a character sketch** • Thinks about characterisation • Uses descriptive words to compare characters • Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs • Shows understanding of setting, plot, characters, conflict and theme • Correct use of tenses Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: infinitive verbs **Sentence level work**: main clause, dependent clause (simple) **Word meaning**: similes, metaphor, idioms and proverbs
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

GRADE 5 ENGLISH HOME LANGUAGE

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to a story** Text from the textbook or TRF • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Discusses and gives opinion • Participates in group discussion e.g. on issues related to the story • Asks relevant questions • Gives feedback • Maintains discussion • Responds to others' ideas with empathy and respect • Takes turns to speak	**Reads a story** Text from the textbook or TRF: • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues • Discusses new vocabulary from the text • Discusses the central idea, plot, characters and setting • Expresses feelings and opinions • Discusses cause and effect in the story • Uses a dictionary for vocabulary development **Reflects on texts read independently** • Retells story or main ideas • Expresses emotional response to texts read • Relates to own life • Compares books/texts read	**Writes a story** • Pre-writing: reads a book review and discusses the structure, language use, purpose and audience • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Writes a short summary • Uses quotations • Makes recommendations • Uses appropriate grammar, spelling and punctuation • Uses a dictionary for spelling and vocabulary development • Uses complex tenses Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work**: common and proper nouns, noun prefixes, suffixes **Sentence level work**: simple present tense, complex tense **Word meaning**: synonyms **Spelling and punctuation**: full stop, comma, quotation marks, question marks, dictionary use

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to and discusses an information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situation **Presents an unprepared speech** • Has beginning, middle and ending • Uses logical organisation of ideas • Selects appropriate language and style for audience and purpose • Uses appropriate intonation • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions	**Reads information text** • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies e.g. uses textual and contextual clues • Shares ideas and offers opinions using speculation • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development	**Writes information text** • Writes three – four paragraphs • Uses relevant content appropriate to the audience and purpose of the text • Expresses information clearly • Organises content logically • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses a variety of sentence types • Uses appropriate grammar, spelling and punctuation Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word level work**: finite verbs, infinite verbs **Sentence level work**: subject -verb agreement, tenses **Word meaning**: personification, proverbs, idiom, simile

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens and responds to a newspaper article** • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to questions • Discusses the social, moral and cultural values in the text • Discusses the assumptions and the intention of the writer • Participates in a discussion	**Reads a newspaper article** from the textbook or TRF or any other source • Pre-reading: predicting from headlines, surveying the text • Uses a range of reading strategies, e.g. skimming, scanning, using previous knowledge • Makes predictions, uses contextual clues to determine meaning, and makes inferences • Identifies and explains the similarities and differences of something • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a newspaper article** Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Selects content appropriate to the audience and purpose of the text • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs) • Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation Uses the writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Word meaning**: prepositions, determiners, articles **Sentence level work:** simple past tense, simple future tense **Word meaning**: antonyms **Spelling and punctuation:** question marks, dictionary use, word order

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **7 – 8**	**Listens to and discusses story, e.g. folklore story (myth/legend) from a class reader.** Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Participates in group discussions • Gives balanced and constructive feedback on: plot, theme, setting	**Reading a story, e.g. a folklore story (myth/legend) from the textbook or class reader** • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting • Reads aloud individually with clear expression • Comments on plot, theme, characters and setting • Discusses new vocabulary from the read text • Uses a dictionary	**Writing a story, e.g. a folklore story (myth/legend)** • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation **Writes descriptive / narrative text** • Chooses relevant content • Stays on topic • Uses descriptive / narrative vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors	**Word level work:** noun prefixes, adjectives, adverbs, pronouns, conjunctions **Sentence level work**: subject, object, subject-verb agreement, concords, **Word meaning**: proverbs, idioms, metaphor **Spelling and punctuation:** dictionary use, word order

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **9 – 10**	**Listens to a poem** • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings stimulated by the poem • Identify the atmosphere in the poem **Performs a poem/selected lines** • Selects tone and expression appropriate to content and style of poem • Uses appropriate intonation and facial expressions • Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions	**Reads a poem** • Pre-reading: predicting from title • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a poem** • Selects appropriate content • Uses the correct format • Uses language imaginatively and creatively • Uses Alliteration, Assonance, Consonance • Uses a variety of vocabulary • Uses figurative language e.g. similes, metaphors • Uses appropriate rhythm and rhyme	**Word level work**: conjunctions **Sentence level work**: statements, simple sentences **Word meaning**: personification, alliteration, similes, onomatopoeia, metaphors, rhymes, rhythm **Spelling and punctuation:** capital letters, word division, dictionary use

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Gives and follows instructions** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens and gives specific detail • Uses correct sequence • Asks relevant questions and responds appropriately • Carries out instructions	**Reads an instructional text containing a sequence of instructions** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Carries out instructions/procedure • Discusses new vocabulary from the read text • Uses a dictionary	**Writes instructions e.g. how to make a sandwich** • Selects relevant information • Uses correct specific details • Uses correct sequence • Uses correct format • Uses the command form of the verb and imperatives • Uses appropriate grammar, spelling and punctuation Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: adverbs of manner, time, place, degree; prepositions, moods, adjectives **Sentence level work:** simple sentences, complex sentences **Spelling and punctuation**: full stop, exclamation marks, abbreviations – acronyms, initialisation, truncation

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Participates in interviews to collect information** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Formulates relevant questions to guide search for information • Presents information using a table/ chart/graph • Analyses information • Summarises information **Participates in group discussion** • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others	**Reads a report with visuals** (e.g. tables/charts/graphs/diagrams/maps) Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets graphic information • Shares ideas and offers opinion using speculation and hypothesis • Uses a mind-map/notes to summarise information • Discusses new vocabulary from the read text • Uses a dictionary	**Writes a report** • Formulate relevant content based on investigation • Converts information from one form to another • Uses what, when, where, who • Orders information logically • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: adjectives, pronouns, conjunctions, connections **Sentence level work**: past continuous tense, future continuous tense, active and passive voice, reported speech, question form **Spelling and punctuation**: ellipsis, exclamation mark, quotation marks, question marks

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to a poem** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Expresses feelings stimulated the poem • Discusses tone and language use and its effect on the listener, including how language is used to create an atmosphere **Performs an oral poem/choral chant** • Selects appropriate tone and expression to express content and feeling • Uses appropriate body language, gestures and presentation skills, e.g. adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions	**Reads a poem** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings and opinions • Relates to own life • Uses a dictionary for vocabulary development	**Writes a poem** • Uses alliteration, (consonance and assonance), metaphor, simile • Uses descriptive language • Plans, drafts and refines writing, • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work • Uses appropriate punctuation rules	**Word level work**: collective nouns, abstract nouns, interjections **Sentence level work**: present continuous tense **Word meaning**: alliteration, (assonance, consonance), personification , rhythm, rhyme, metaphor, simile **Spelling and punctuation**: word division, dictionary use, exclamation mark

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses folklore (myth/legend)** Text from the textbook, class reader or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Gives feedback	**Reads folklore (myth/legend)** from the class reader, textbook or Teacher's Resource File (TRF) • Uses a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting, • Reads aloud individually with clear expression • Comments on plot, theme, setting • Gives reasons for action of characters Discusses new vocabulary from the read text • Uses a dictionary	**Writes a folklore (myth/legend)** • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation **Writes descriptions of characters** • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors	**Word level work**: infinite verbs, gerund, singular and plural, diminutive prefixes (African languages), adjectives **Sentence level work**: object; questions, direct and indirect speech **Spelling and punctuation**: quotation marks
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to a novel** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listen to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response • Discusses the social, moral and cultural values in the text **Describes events** • Selects relevant content from personal experience • Explains events clearly and in sequence • Expresses feelings in relation to events	**Reads a novel** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Discusses the characters • Identifies and discusses feelings expressed • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Identifies the difference/s between biographies/diaries and stories • Uses a dictionary for vocabulary development Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Compares books/texts read	**Writes a book review** • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development	**Word level work:** relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections **Sentence level work**: simple present tense, simple past tense, concords **Word meaning**: similes, proverbs, idioms **Spelling and punctuation**: full stop, comma, dictionary use, word division

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to and discusses an advertisement** Text from the textbook or Teacher's Resource File (TRF) or any other source • Introductory activities: prediction • Identifies key issues • Discusses the effectiveness of the advertisement • Expresses thoughts and feelings in an imaginative way • Listens for specific details • Responds sensitively to ideas and suggestions • Gives feedback • Shares ideas and offers opinions on less familiar topics	**Reads an advertisement** from a textbook or Teacher's Resource File (TRF). • Uses reading strategies: scans for specific details, skims for general idea, predicts content, uses previous knowledge or textual clues, makes inferences • Views and comments on graphical techniques used in visual texts: colour, lettering, layout	**Writes an advertisement** • Expresses ideas clearly and logically • Uses appropriate visuals and layout for the purpose • Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation • Uses language for creative and imaginative self-expression Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: degrees of comparison, adverbs **Sentence level work**: simple short sentences, subject-verb agreement **Spelling and punctuation:** abbreviations, inverted commas

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to and discusses stories, e.g. folklore (myth/legend)** from a class reader Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions	**Reads a story, e.g. a folklore (myth/ legend)** from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Discusses main idea, characters and setting • Explains how writers use vocabulary and language to describe the plot ,setting, characters • Reads aloud individually with clear expression • Comments on plot, theme, setting • Gives reasons for action of characters	**Writes a story e.g. folklore (myth/ legend)** • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories **Writes descriptions of characters** • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Plans, drafts and refines writing	**Word level work:** verbs (infinitives), adjectives, adverbs, pronouns, conjunctions, types of nouns **Sentence level work**: statements, questions, commands, direct and indirect speech **Word meaning**: metaphors, similes, idioms, proverbs, homophones **Spelling and punctuation**: colon, semi-colon, inverted comma, capital letters

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses a weather report** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts	**Reads a weather report** from newspaper, a textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Identifies and explains similarities and differences • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Reads an information text with visuals e.g. map • Interprets visuals • Uses a mind-map/notes to summarise information	**Writes a weather report** • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Presents information using a map, chart, graph or diagram. Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: verbs (gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns **Sentence level work:** simple sentences, compound sentences, future tense **Word meaning**: onomatopoeia, homophones, homonyms, polysemy, antonyms, synonyms

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 9 – 10	**Listens and responds to a play** Text from the class reader, textbook or Teacher's Resource File (TRF) • Introductory activities: predicts from title/picture • Retells the drama scene in sequence • Identifies and discusses the central idea, plot, setting, atmosphere and characters • Listens to specific details • Uses details accurately • Expresses thoughts and feelings • Uses the correct language form Role-plays a character • Varies voice and facial expression • Changes register, grammar structure and idioms	**Reads a play** from the class reader or Teacher's Resource File (TRF). • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the plot, • setting, atmosphere and characters • Explains the effects of words and imagery • Identifies cause and effect in oral and written texts and explains the relationship • Reads aloud, changing speed as appropriate	**Writes a play script/dialogue** • Creates characters • Describes setting • Develops plot • Uses correct format • Establishes tone or mood • Plans, drafts and refines the text • Writes sentences using direct and indirect speech • Produces a first draft with central idea and well-developed supporting paragraphs • Uses subject-verb concord • Uses appropriate grammar, spelling and punctuation	**Word level work**: verbs (gerunds) **Sentence level work:** statements, questions, commands, simple sentences, compound sentences, direct and indirect speech **Word meaning**: oxymoron **Spelling and punctuation:** quotation marks, semi-colon, inverted commas

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **1 – 2**	**Listens to a story** Text from the class reader, textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Describes events • Comments on the social, moral and cultural values in different texts • Asks and responds to thought-provoking questions **Acts out the story** • Selects appropriate content • Sequences events correctly • Keeps eye contact and changing facial expression, tone, tempo, volume and pace • Expresses thoughts and feelings in an imaginative way	**Reads a story** from the class reader, textbook or the Teacher's Resource File (TRF). • Predicts content or ending • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Identifies and comments on the characters, themes and issues in a fiction story • Explains cause and effect • Remembers important points • Discusses message conveyed • Describes and analyses emotional response to text • Uses a dictionary for vocabulary development [to be repeated with every activity] **Reflects on texts read independently** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Does a short oral book review using an appropriate frame • Compares books/texts read	**Writes a friendly letter/A diary entry** • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation	**Word level work**: prepositions, determiners, adjectives, adverbs, nouns, pronouns **Sentence level work**: subject, object, one word for a phrase, conditional clauses **Spelling and punctuation:** word division, dictionary, capital letters

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **3 – 4**	**Listens to a report**, e.g. news, topical issues Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers • Responds thoughtfully to critical questions • Discusses format, features, language use and structure of the text **Presents an oral report** • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Uses appropriate body language and presentation skills, e.g. makes eye contact, volume • Participates in a discussion • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others	**Reads an information text with visuals** (e.g. pictures/diagrams/maps) Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Shares ideas and offers opinion using speculation and hypothesis • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers, • Responds thoughtfully to critical questions • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development [to be repeated with every activity]	**Writes a report** • Writes a report using a frame • Orders information logically • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: conjunctions, moods **Sentence level work**: noun phrase, adjectival phrase, adverbial phrase, prepositional phrase **Word meaning**: synonyms, antonyms, homophones, homonyms, polysemy **Spelling and punctuation:** word division, dictionary, capital letters

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **5 – 6**	**Listens to and discusses information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situations	**Reads information text with visuals**, e.g. maps/graphs/charts/tables Text from the textbook or Teacher's Resource File (TRF) • Uses a range of reading strategies to identify the main and supporting ideas and • Summarises information • Interprets visuals • Uses previous knowledge or textual clues to determine meaning • Makes inferences • Transfers information from the visual to narrative form	• **Writes descriptive essay** • Creative writing (four paragraphs) • Chooses relevant content • Stays on topic • Uses descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Sequences a series of steps or events in a logical way and explains the logic • Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: definite and indefinite articles, adjectives **Sentence level work**: noun clause, verb clause, negative form, question form **Word meaning**: metaphors, similes, proverbs, idioms **Spelling and punctuation**: dictionary use, word division

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **7 – 8**	**Listens to and discusses an instructional text, e.g. recipe, directions** • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions	**Reads an instructional text e.g. recipe, directions** • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions	**Writes an instructional text** • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: stems, prefixes, suffixes **Sentence level work**: subject-verb agreement, verb phrase, clauses, phrases **Word meaning**: antonyms, synonyms, metonymy **Spelling and punctuation:** dictionary use, vocabulary development
WEEK **9 – 10**	**SUMMATIVE ASSESSMENT**			

GRADE 6 ENGLISH HOME LANGUAGE

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to radio or newspaper reports and discusses current issues** • Introductory activities: prediction • Listens for specific details in radio and television programmes • Identifies how stereotypes are created • Asks critical questions that challenge and seek alternative explanations • Listens for information in a variety of oral texts: reports, and summarises main ideas • Develops a balanced argument on relevant and challenging issues • Expresses an opinion and supports it with solid evidence • Listens actively and with sensitivity • Acknowledges opinions that conflict with own and responds appropriately in the context • Discusses the validity of information by comparison with other sources	**Reads newspaper articles** from the textbook or from the TRF • Pre-reading activities; prediction based on title and/or graphics • Identifies and discusses both the intended and hidden cultural messages • Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction • Discusses how the message can be manipulated • Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world • Invents and describes preferred results or endings • Hypothesises and offers alternatives when trying to solve a problem	**Writes a newspaper article** • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Selects, classifies and categorises relevant information from different sources • Plans, drafts and refines writing, • Reflects on and evaluates writing and creative work • Writes neatly and legibly Uses clear structure: • Beginning • Middle • Ending	**Word level work**: nouns, pronouns (Interrogative), tenses **Sentence level work:** subject, subject - verb agreement, reported speech **Spelling and punctuation:** word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to and discusses a folklore,** e.g. a **myth or a legend** , • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil	**Reads a folklore, e.g. a myth or a legend** from the textbook or from the Teacher's Resource File (TRF). • Pre-reading activities e.g. prediction based on title and or graphics • Reading strategies: skimming, scanning, prediction, views different visual texts, in order to interpret • Discusses elements of fables, e.g. characters and messages • Explains interpretation and overall response to text • Invents and describes preferred results or endings • Uses a dictionary for vocabulary development	**Writes a folklore, e.g. a myth or legend** • Writes for personal, exploratory, playful, imaginative and creative purposes • Tries to teach a moral lesson • Uses superhuman characters • Uses appropriate vocabulary • Brainstorms ideas for a topic and develops ideas • Expresses ideas clearly and logically • Reflects on and evaluates writing and creative work • Produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: common and abstract nouns **Sentence level work**: simple present tense, simple past tense, simple future tense **Word meaning**: antonyms, proverbs, metaphors, idioms **Spelling and punctuation:** dictionary use

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to a persuasive text, e.g. radio advertisement** • Introductory activities: prediction • Asks thought-provoking questions using appropriate language • Identifies opinions which differ from own • Contrasts opposing perspectives and gives reasons • Interacts positively during group discussions • Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way. • Develops factual and reasonable arguments to justify opinions. • Contrasts opposing perspectives and gives reasons • Focuses on description	**Reads a persuasive text** from the textbook or from the Teacher's Resource File (TRF). • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction • Identifies and critically discusses cultural and social values in texts • Interprets the writer's intentional and unintentional messages • Identifies different perspectives within more complex texts and gives own perspectives based on evidence within the text • Discusses the diversity of social and cultural values in texts • Uses a dictionary for vocabulary development	**Writes a persuasive text, e.g. a speech/ advert** • Evokes emotional responses • Makes promises • Stirs the audience • Plans, drafts and refines writing • Brainstorms ideas for a topic and develops ideas • Reflects on and evaluates writing and creative work • Expresses ideas clearly and logically • Shows understanding of style and register • Presents work with attention to neatness and enhanced presentation • Clearly and appropriately conveys meaning • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Draws conclusions and makes recommendations • Invents and describes preferred results or endings	**Word level work**: conjunctions **Sentence level work**: simple sentences, complex sentences **Word meaning**: idioms and proverbs

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses a dialogue** • Introductory activities: prediction • Listens for information in a variety of oral texts in a dialogue • Summarises main ideas, and notes specific details • Interacts positively during group discussions • Identifies and discusses key features • Discusses context, speaker's body language, content, register, and choice of words • Discusses format of the text	**Reads a simple play or drama** from the textbook, class reader or from the Teacher's Resource File (TRF). • Pre-reading activities: prediction based on title and or graphics • Explains themes, plot, setting, and characterisation • Discusses author's point of view. • Uses a dictionary for vocabulary development	**Writes a dialogue** • Reveals characters and motivation • Establishes tone or mood • Creates or adds to existing conflict • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work • Uses a variety of compound and complex sentences	**Spelling and punctuation:** quotation marks **Sentence level work**: simple sentences, complex sentences **Word meaning**: synonyms, antonyms
WEEK 9 – 10	**Listens to and discusses a poem** • Introductory activities: prediction • Expresses emotions in a sensitive way • Interacts positively during group discussions • Comments on sound and visual effects such as rhythm, repetition, alliteration, and comparisons • Interprets content of poem • Summarises the poem • Discusses rhythm and rhyme • Discusses different forms of poem • Discusses structures of poems	**Reads a simple poem** from the textbook or from the Teacher's Resource File (TRF). • Pre-reading activities, e.g. prediction based on title and or graphics • Reads aloud with appropriate tempo, clear pronunciation, and proper phrasing • Adjusts the way in which a text is read to suit the listener • Shows understanding of the text, its relationship to own life • Identifies and analyses the characteristics of various writing genres or text types, e.g. rhythm, rhyme, personification, metaphor • Uses a dictionary for vocabulary development	**Writes a poem** • Uses alliteration, (consonance and assonance), metaphor, simile • Uses descriptive language • Plans, drafts and refines writing, • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: prepositions **Sentence level work**: statements, questions, commands **Word meaning**: alliteration (consonance and assonance), metaphor, simile, personification,

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK **1 – 2**	**Listens to and discusses an instructional text, e.g. recipe, directions** • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify Comments on clarity of instructions	**Reads a recipe or other instructional text** • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions	**Writes an instructional text, e**.g. on how to make a cup of tea • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: stems, prefixes, suffixes **Sentence level work**: subject, object **Spelling and punctuation:** word division, dictionary use

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3 – 4	**Listens to a novel** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listen to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response • Discusses the social, moral and cultural values in the text **Participates in group discussion** • Takes turns to turn • Stays on topic • Asks relevant questions • Maintains discussion Responds to others' ideas with empathy and respect	**Reads a short novel** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Identifies and discusses point of view • Discusses the characters • Identifies and discusses feelings expressed • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Identifies the difference/s between biographies/diaries and stories • Uses a dictionary for vocabulary development Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life experiences • Compares books/texts read	**Writes a book review** • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: verbs (finite, infinitives) **Sentence level work:** present continuous tense, past continuous tense, future continuous tense **Spelling and punctuation:** dictionary use

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5 – 6	**Listens to and discusses a story** • Introductory activities: prediction • Identifies themes, asks questions, and relates ideas to own life experiences • Identifies and discusses how stereotypes are created • Discusses response to text • Links to own life • Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text, e.g. stereotyping. • Uses presentation skills, e.g. volume, pace, pausing, posture, gesture etc.	**Reads a story** from the textbook or from the Teacher's Resource File (TRF) or class reader. • Pre-reading activities: prediction based on title and or graphics • Reads aloud and silently, adjusting reading strategies to suit the purpose and audience • Discusses social and cultural values in texts • Interprets and discusses message • Shows understanding of the text, its relationship to own life, its purpose and how it functions	**Writes a story** • Creates believable characters • Shows knowledge of character, plot, setting, conflict, climax • Plots main events using a flow chart – beginning (exposition), middle (rising action, climax) and ending (denouement) • Orders logically • Expresses ideas clearly and logically • Uses a theme or message	**Word level work:** auxiliary verbs **Sentence level work**: present perfect tense **Word meaning**: idioms

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7 – 8	**Listens to and discusses an information text e.g a weather report** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts	**Reads an information text e.g. weather report** from newspaper, a textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Compares differences and similarities in different places • Reads an information text with visuals e.g. map • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets visuals • Uses a dictionary for vocabulary development	**Writes an information text e.g a weather chart** • Selects appropriate visuals and content for the purpose • Presents information using a map, chart, graph or diagram. Writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: adjectives (attributive) **Sentence level work**: simple past tense **Spelling and punctuation:** dictionary usage
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK **1 – 2**	**Discusses a novel** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Listening to read novel extract • Predicts what is going to happen • Explains author and reader's point of view • Stays on topic • Explains logically • Discusses main ideas and specific details • Asks relevant questions and responds appropriately	**Reads a novel** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central idea • Discusses the characters • Identifies and discusses feelings expressed • Discusses suspense and twist • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Uses a dictionary for vocabulary development Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Compares books/texts read	**Writes a book review** • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work:** interrogative, demonstrative, indefinite pronouns **Sentence level work**: simple present tense, past tense, future tense **Spelling and punctuation:** dictionary usage, word division

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK 3 – 4	**Listens to and discusses a folklore,** e.g. a **myth or a legend**, • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Listening: • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil	**Reads a folklore, e.g. a myth or a legend** from the textbook or from the Teacher's Resource File (TRF). • Pre-reading activities e.g. prediction based on title and or graphics • Uses reading strategies: skimming, scanning, prediction, views visuals in order to interpret • Discusses elements of fables, e.g. characters and messages • Explains interpretation and overall response to text • Invents and describes preferred results or endings	**Writes a character sketch** • Thinks about characterisation • Uses descriptive words to compare characters • Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs • Shows understanding of setting, plot, conflict and theme. • Correct use of tenses Uses the writing process • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting	**Word level work**: verbs (gerunds) **Sentence level work**: future perfect tense **Spelling and punctuation:** commas

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK **5 – 6**	**Listens to a short story** • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text	**Reads a short story** from the textbook, class reader or from the Teacher's Resource File (TRF). • Pre-reading activities: prediction based on title and or graphics • Examines the text for hidden messages and summarizes the main and supporting ideas • Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Discusses plot, theme, setting and characterisation • Uses a dictionary for vocabulary development	**Writes a friendly letter/A diary entry** • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation	**Word level work**: adjectives (predicative), tenses, connecting words **Sentence level work**: past perfect tense; future perfect tense **Spelling and punctuation:** word division, dictionary usage

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK 7 – 8	**Listens or view audio/visual /read text: cartoon / comic strips** • Introductory activities: prediction • Views and discusses content and messages of the text • Discusses appropriateness of the graphics to the text • Discusses the effectiveness of the graphics and music • Shares ideas on the title and the text • Discusses any new words vital to the understanding of the programme • Discusses main characters and the underlying message • Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language	**Reads a cartoon / comic strips** from the textbook or from the Teacher's Resource File (TRF). • Follows short printed instructions and interprets them and explains simple visual text: graphs, diagrams, graphics • Examines the text for hidden messages and summarises the main and supporting ideas • Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text • Interprets and analyses details in graphical texts • Transfers detail from one form to another	**Writes a cartoon / comic script** • Uses a frame • Defines the concept • Outlines the script • Uses correct format • Uses interesting main and supporting characters • Uses effective plot and conflict • Writes and designs visual texts using language, pictures and sound effects creatively, e.g. an advertisement for television Uses the Writing process: • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work:** verbs (participle), moods, adverbs, adjectives **Sentence level work**: active voice, passive voice, direct and indirect speech **Spelling and punctuation:** dictionary use, word division

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE STRUCTURES AND CONVENTIONS**
WEEK **9 – 10**	**Listens to and discusses drama** • Introductory activities: prediction • Discusses key feature of the text. • Identifies how stereotypes are created and how this affects the listener • Identifies themes, asks questions • Identifies and discusses values in the text • Links content and messages in the text to own life • Gives critical comment on messages in the text	**Reads reviews of play/drama** • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning to identify main and supporting ideas • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text	**Writes a dialogue / a short play script** • Uses characterisation • Uses correct layout • Establishes tone or mood • Shows an understanding of style and register Uses the writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: stems, prefixes, suffixes **Sentence level work**: active voice, passive voice **Spelling and punctuation:** quotation marks

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE USE**
WEEK 1 – 2	**Listens to and discusses an information text** Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies main ideas and responds appropriately • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situations **Role play interview in class** • Makes an oral presentation facing the audience • Shows an awareness of different audiences • Varies the volume, tone and tempo of voice • Reflects on own, and others' presentations and skills, sensitively • Gives balanced and constructive feedback	**Reads an information text** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning to identify the main and supporting ideas and responds appropriately • Identifies and explains cause and effect • Uses previous knowledge or textual clues to determine meaning • Makes inferences	**Writes a descriptive paragraph** Creative writing (four paragraphs) • Chooses relevant content • Stays on topic • Uses descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Sequences a series of steps or events in a logical way Uses the writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Word level work**: adverbs of degree, duration, frequency **Sentence level work**: direct speech, indirect speech **Word meaning**: understatement, multiple meaning, ambiguity **Spelling and punctuation**: question mark

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE USE**
WEEK **3 – 4**	**Listens to and discusses an instructional text, e.g. recipe, directions** • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions	**Reads an instructional text e.g. recipe, direction** • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions	**Writes an instructional text** • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately	**Word level work**: adverbs of manner, time, place **Sentence level work:** compound sentences, complex sentences

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING**	**WRITING**	**LANGUAGE USE**
WEEK 5 – 6	Listens to a Story • Introductory activities: prediction • Responds critically by identifying the key elements of a book review • Recalls main ideas and details from a text • Retells part of a story • Identifies and discusses values • Identifies and discusses messages in the text • Invents and describes preferred results or endings	**Reads a Story** • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Comments on response to the text • Comments on values • Comments on messages in the text • Invents and describes preferred results or endings	**Writes a short summary** • Writes a short summary • Plots main events using a flow chart • Orders logically • Expresses ideas clearly and logically • Reflects on emotional response • Makes recommendations Use the writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Sentence level work**: noun phrases and clauses **Sentence level work**: verb phrases and clauses **Word meaning**: pun **Spelling and punctuation: c**olon, semi-colon, contraction
WEEK 7 – 8	**Listens to and discusses poems** • Introductory activities: prediction • Listens for information and summarises main ideas, and notes specific details • Discusses social, moral and cultural values in the text • Comments on how values and messages are conveyed in the text • Sensitively gives balanced and constructive feedback	**Reads a poem** • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning • Responds critically to poems • Comments on the use of alliteration, repetition, simile and onomatopoeia • Reads and responds critically to poetry • Interprets and discusses message • Shows understanding of the poem and its relationship to own life	**Writes a poem** • Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme • Reflects on and evaluates writing and creative work • Develops and organises ideas through a writing process Use the writing process • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting	**Sentence level work**: subject; object **Word meaning**: similes, metaphors, personification, simile, onomatopoeia, symbol **Spelling and punctuation**: parentheses
WEEK 9 – 10	**SUMMATIVE ASSESSMENT**			

SECTION 4: ASSESSMENTIN HOME LANGUAGE

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using 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.

Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a reading piece and do a comprehension test. Language knowledge questions could also be addressed based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way we address all of the language skills in one fluent, integrated activity.

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

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

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 you 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 use, 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 assessed.

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.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

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 and you may use many of your learning activities to assess learners' performance informally. In some cases, you might want to set specific assessment type of activities to motivate your learners to learn, such as regular spelling texts. Learners or teachers can mark these assessment tasks.

It is suggested that you use the first two-weeks of the term to do a baseline assessment of learners. You should use the activities given in the first two-weeks of the teaching plans to do this assessment. This will enable you to establish the kind of attention your learners will need as you 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 which 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 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, practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), essays, participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc.

The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.-

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.

4.3.1 Formal Assessment requirements for Home Language

The formal Programme of Assessment for Grades 4-6 comprises of seven (7) tasks which make up 75% of the promotion mark and one end-of-the-year examination for the final 25%.

The formal assessment requirements for Home Language are as follows:

- Two formal assessment tasks to be completed at the end of each of the first three terms AND one in the fourth term. One of the tasks must be a mid-year examination. The total number of formal tasks should be seven. These seven formal assessment tasks make up 75% of the total mark for Home Language in Grades 4, 5 and 6. This formal assessment mark will include the mid-year examination.
- The first formal assessment task in each term should be done in the middle of the term. The second formal assessment task in each term 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 and Viewing, Writing and Presenting, 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.

4.3.2 The form of tasks per term

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. It should be based on the knowledge and skills done during that term. 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. For example, if you set a creative writing piece in Grade 4, Term 1 and want learners to write a poem, you can only expect them to 'write sentences of the same length that rhyme', as that is what you would have taught. If you set an information text in the first term, they will have to write using an appropriate frame. Similarly for Listening and Speaking, you will not ask learners to give a short talk in Grade 4, Term 1, as that is only taught later on.

Formal assessment must cater for a range of cognitive levels as shown below. A variety of types of questions such as multiple choice, cloze procedure, comparison and direct questions should be used.

Cognitive Levels table

Cognitive levels	Activity	Percentage of task
Literal **(Level 1)** **Reorganisation** **(Level 2)**	Questions that deal with information explicitly stated in the text. • Name the things/people/places/elements … • State the facts/reasons/points/ideas … • Identify the reasons/persons/causes … • List the points/facts/names/reasons … • Describe the place/person/character ... • Relate the incident/episode/experience … Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarize the main points/ideas/pros/cons/ … • Group the common elements/factors … • State the similarities/differences … • Give an outline of …	**Levels 1 and 2: 40%**
Inference **(Level 3)**	Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience. • Explain the main idea … • Compare the ideas/attitudes/actions … • What is the writer's (or character's) intention / attitude/motivation/reason … • Explain the cause/effect of … • What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character … • How does the metaphor/simile/image affect your understanding … • What, do you think, will be the outcome/effect (etc.) of an action/a situation …	**Level 3: 40%**

Cognitive levels	Activity	Percentage of task
Evaluation **(Level 4)** **Appreciation** **(Level 5)**	These questions deal with judgments concerning value and worth. These include judgments regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. • Do you think that what transpires is credible/ realistic/ possible …? • Is the writer's argument valid/logical/conclusive … • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/ implication … • Do you agree with the view/statement/ observation/ interpretation that… • In your view, is the writer/narrator/character justified in suggesting/ advocating that … (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/ motives … show about him/her in the context of universal values? • Discuss critically/Comment on the value judgments made in the text. These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery). • Discuss your response to the text/incident/ situation/ conflict/dilemma. • Do you empathize with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language … • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices …	**Levels 4 and 5: 20%**

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.

Subject requirements

Requirements for the compilation of a task is given in percentages. Where the programme indicates 20 per cent for a language skill it means that in the final allocation of marks for that language skill should be 20 per cent of the total and not twenty 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 the assessment programme. For example in Grade 4, a language knowledge test may be set for 50 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

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 3.3 should be strictly adhered to.

The following tables provide the formal assessment requirements for Home Languages:

Examinations

Content for the examination should be drawn from the work done in the period preceding the examination 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 period/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 (information/media/social) text, including appropriate and correct usage of format, grammar, punctuation and spelling
- Language Structures and Conventions to show 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. However, it is expected that a summative mark, based on the formal assessments done for Listening and Speaking, will be allocated as an examination mark.

The following tables provide the formal assessment requirements for FAL Languages:

The Programme of Assessment table

TERM 1					
Grade 4		**Grade 5**		**Grade 6**	
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Narrative / descriptive text		Narrative / descriptive text		Narrative / descriptive text	
Listens to and speaks about family / friends / pets / favourite sport / current issues	25	Listens to and speaks about family / friends / pets / favourite sport / current issues-	20	Listens to and speaks about family / friends / pets / favourite sport / current issues	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes a-paragraph about family / friends / pets / favourite sport / current issues	25	Writes about family / friends/ pets / favourite sport / current issues	30	Writes about family / friends/ pets / favourite sport / current issues	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2	**%**	**Task 2**	**%**	**Task 2**	**%**
Literature (poetry)		Literature (poetry)		Literature (poetry)	
Listens to and speaks about poetry	20	Listens to and speaks about poetry	20	Listens to and speaks about poetry	20
Comprehension test	30	Comprehension test (poem)	30	Comprehension test (poem)	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Writes a poem	30	Writes a poem	30	Writes a poem	30
Total	**100**	**Total**	**100**	**Total**	**100**

TERM 2					
Grade 4		**Grade 5**		**Grade 6**	
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Information text		Information text		Information text	
Listening comprehension (Listening and responding to instructional texts)	25	Listening and responding to instructional texts	20	Listening and responding to instructional texts	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes an instructional text	25	Writes an instructional text	30	Writes an instructional text	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2 (June test/ examination)	**%**	**Task 2 (June test/ examination)**	**%**	**Task 2 (June test/ examination)**	**%**
Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30
Paper 2 (2 hours): Reading comprehension Language in context Writing – essays and transactional texts	25 15 20 10	Paper 2 (2 hours): Reading comprehension Language in context Writing – essays and transactional texts	25 15 20 10	Paper 2 (1 hours): Writing – essays and transactional texts	20 10
				Paper 3 (1 hour): Reading comprehension Language in context	25 15
Total	**100**	**Total**	**100**	**Total**	**100**

TERM 3					
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Narrative texts		Narrative texts		Narrative texts	
Listening comprehension (Listens to and speaks about short stories)-	25	Listening comprehension (Listens to and speaks about short stories)	20	Listening comprehension (Listens to and speaks about short stories)	20
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on stories/text read independently	15	Reflects on stories/text read independently	15	Reflects on stories/text read independently	20
Writes own short story	25	Writes own short story	30	Writes own short story	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2	**%**	**Task 2**	**%**	**Task 2**	**%**
Dialogue/drama		Dialogue/drama		Dialogue/drama	
Listening and speaking Role play a familiar situation	20	Listening and speaking Role play a familiar situation	20	Listening and speaking Role play a familiar situation	20
Comprehension test	30	Comprehension test	30	Comprehension test	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Writes a dialogue	30	Writes a book review	30	Writes a short play script	30
Total	**100**	**Total**	**100**	**Total**	**100**

TERM 4					
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Information text with visuals		Information texts with visuals		Information texts with visuals	
Listening comprehension (Listens to and speaks about a speech)	25	Listening comprehension (Listens to and speaks about a text)	20	Listening comprehension (Listens to and speaks about a text)	20
Language Structures and Conventions taken from an advertisement	15	Language Structures and Conventions taken from a text	15	Language Structures and Conventions taken from a text	15
Reads aloud	20	Reads aloud	20	Reads aloud	15
Reflects on text read independently	15	Reflects on text read independently	15	Reflects on text read independently	20
Writes an advertisement	25	Writes a report	30	Writes a report	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2 (End of the year examination)	**%**	**Task 2 (End of the year examination)**	**%**	**Task 2 (End of the year examination)**	**%**
Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30	Paper 1: Oral: Reading aloud, listening & speaking	30
Paper 2 (2 hours): Reading comprehension Language in context Writing – essays and transactional texts	25 15 20 10	Paper 2 (2 hours): Reading comprehension Language in context Writing – essays and transactional texts	25 15 20 10	Paper 2 (1 hour): Writing – essays and transactional texts	20 10
				Paper 3 (1 hour): Reading comprehension Language in context	25 15
Total	**100**	**Total**	**100**	**Total**	**100**

School Based Assessment and Examinations Grades 4-5

<table>
<tr><th colspan="5">Programme of Assessment</th></tr>
<tr><th colspan="5">SBA per Term</th></tr>
<tr><td rowspan="2">SBA
75%</td><td>Term 1:
2 Tasks</td><td>Term 2:
1 Task
+
1 Mid-year examination comprising:
2 Papers:
Paper 1: Oral: Reading, Listening and Speaking
Paper 2 (2 hours): Integrated Paper (Comprehension, language and writing – essays and transactional texts)</td><td>Term 3:
2 Tasks</td><td>Term 4:
1 Task</td></tr>
<tr><td colspan="3"></td><td>1 End of year examination comprising:
2 Papers:
Paper 1: Oral: Reading, Listening and Speaking
Paper 2 (2 hours): Integrated Paper (Comprehension, language and writing – essays and transactional texts)</td></tr>
<tr><td>EXAMINATIONS
25%</td><td colspan="4"></td></tr>
</table>

School Based Assessment and Examinations Grade 6

<table>
<tr><th colspan="5">Programme of Assessment</th></tr>
<tr><th colspan="5">SBA per Term</th></tr>
<tr><td>SBA
75%</td><td>Term 1:
2 Tasks</td><td>Term 2:
1 Task
+
1 Mid-year examination comprising:
3 Papers:
Paper 1: Oral: Reading, Listening and Speaking
Paper 2 (1 hour): Writing – Essays and transactional text
Paper 3 (1 hour): Comprehension and language</td><td>Term 3:
2 Tasks</td><td>Term 4:
1 Task</td></tr>
<tr><td>EXAMINATIONS
25%</td><td colspan="3"></td><td>1 End of year examination comprising:
3 Papers:
Paper 1: Oral: Reading, Listening and Speaking
Paper 2 (1 hour): Writing – Essays and transactional text
Paper 3 (1 hour): Comprehension and language</td></tr>
</table>

FORMAT OF EXAMINATION PAPERS FOR GRADES 4-6

GRADES 4-5

The suggested outline for the midyear and end-of-year examination papers for the Home Languages in Grades 4-5 is as follows:

PAPER	DESCRIPTION	%: GR.4
1	Oral: Reading, listening & speaking	30
2 (2 hours)	Reading comprehension	25
	Language in context	15
	Writing – essays and	20
	Transactional texts	10
TOTAL FOR EXAM		100

GRADE 6

PAPER	DESCRIPTION	%: GR.6
1	Oral: Reading, listening & speaking	30
2 (1 hour)	Writing – essays and	20
	Transactional texts	10
3 (1 hour)	Reading comprehension	25
	Language in context	15
TOTAL FOR EXAM		100

Suggested format for each of the examination papers for Grade 4-5

PAPER	SECTION	%	
1	**Oral: reading/ listening/ speaking**	**GR4**	**GR5**
	A : Reading aloud	15	15
	B: Listening & Speaking: Prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / eulogies / mime	15	15
	TOTAL FOR PAPER 1	**30**	**30**
2 (2 hours)	**Language in context**	**GR4**	**GR5**
	A : Comprehension (A range of texts can be used including visual or graphic texts)	25	25
	B : Language • Language structures (words & sentences) should be assessed in context using a variety of texts • Critical language awareness	15	15
	Writing	**GR4**	**GR5**
	A : One Essay Grade 4-6: narrative / descriptive (Please note that the number of words and paragraphs for the different Grades are specified	20	20
	B: One text - transactional text Formal & informal letters to the press / Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations, & business letters / Friendly letters / Magazine articles & columns / Memoranda / Minutes & agendas, Newspaper articles & columns / Obituaries/ Reports (formal & informal) / Reviews / Written formal & informal speeches / Curriculum Vitae / Editorials / Brochures / Written interviews / Dialogues	10	10
	TOTAL FOR PAPER 2	**70**	**70**
	OVERALL TOTAL	**100**	**100**

Suggested format for each of the examination papers for Grade 6

PAPER	SECTION	%
1	**Oral: reading/ listening/ speaking**	
	A : Reading aloud	15
	B: Listening & Speaking: Prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / eulogies / mime	15
	TOTAL FOR PAPER 1	**30**
2 (1 hour)	**Language in context**	
	A : Comprehension (A range of texts can be used including visual or graphic texts)	25
	B : Language • Language structures (words & sentences) should be assessed in context using a variety of texts • Critical language awareness	15
	TOTAL FOR PAPER 2	**35**
3 (1 hour)	**Writing**	
	A : One Essay Grade 4-6: narrative / descriptive (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	20
	B: One text- Longer transactional text Formal & informal letters to the press / Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations, & business letters / Friendly letters / Magazine articles & columns / Memoranda / Minutes & agendas (asked as a combination) Newspaper articles & columns / Obituaries/ Reports (formal & informal) / Reviews / Written formal & informal speeches / Curriculum Vitae / Editorials / Brochures / Written interviews / Dialogues (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	10
	TOTAL FOR PAPER 3	**35**
	OVERALL TOTAL	**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 his or her 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

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

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 TASKS

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

Moderation should ensure that all assessments are valid, fair, reliable and sufficient. Validity means that the task should measure the attainment of skills that were taught in line with the skills indicated in the CAPS document. The task must measure the level of achievement of specific skills. In setting comprehension questions for example, the learners' ability to analyse and synthesize information given in a text and not to ask questions about general knowledge related to the text should be tested.

Moderators at school level must give quality comments based on the requirements above to ensure that the assessment practice at school is enhanced. Moderation cannot simply be a monitoring exercise to check that the number of tasks have 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 *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 pronounceable word formed from the first letter or letters in phrase or name (e.g. Aids, Unisa, etc)

additional language (also see **Home Language) –** a language learned in addition to one's home language

additive multilingualism – when a person learns a language (or languages) in addition to his or her Home Language. This language does not replace the home language but is learned alongside it. In an additive multilingual programme, the home language is strengthened and affirmed while any further language learned is seen as adding value (e.g. all Additional Languages, including the Language of Learning and Teaching, are taught alongside the Home Language but do not replace it)

alliteration – a pattern of sound that includes the repetition of sounds. Repetition of consonant sounds is called consonance; whereas repetition of vowels is called assonance. The repetition can be located at the beginning of successive words or inside the words.

anecdotes – narratives of small incidents or events told for the purpose of information, entertainment, humour, malice, or to reveal character

antonym – a word that is opposite in meaning to another word in the same language (e.g. 'happy' and 'sad')

assessment – a continuous structured process of gathering information on learner competence in many different ways

assessment activity – an activity used to assess learners consisting of a number of sub-activities or parts

assonance – 1. repetition (mostly) of vowel sounds in two or more words e.g. 'It is June and the world is all in tune'

2. the vowel sounds do not have to be precisely the same: assonance could consist of a series of vowel sounds that create a certain effect

audience – 1. the intended reader(s), listener(s) or viewer(s) of a particular text; in planning a piece of writing speakers/writers must take into the consideration the purpose and audience when choosing an appropriate form of writing

2. in particular, an audience is those attending a live performance of music or drama

authentic texts – texts which have a practical function and are not literary (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, product labels, travel brochures, government forms, examples of real letters)

bias – 1. a tendency to favour one thing, idea, attitude or person over another which makes it difficult to make a fair assessment

2. in the game of bowls, the 'wood' or bowl has a weight on one side which makes it turn towards that side

caption – a title or comment attached above or below an article, a picture, a photo, and so on

cause (see also **effect**) – that which gives rise to an action or condition

clarify making the meaning of the text clear to the reader

clause – Put in the right place. 'The man who was wearing a red shirt ran away.' The main sentence is 'The man ran away.' The words 'who was wearing a red shirt' is a subordinate clause. It cannot stand by itself, although the verb is complete (finite). Subordinate clauses start with a conjunction (when, because) or a relative pronoun (who, which). The conjunction links the clause to some part of the main sentence. 'The man wearing a red shirt ran away.' In this sentence 'wearing a red shirt' is not a clause but a phrase. The verb is not complete (it is participle)

climax – the most exciting, effective, or important part of the story; this important part is not necessarily at the end

closed questions – questions that require a specific answer. For example, 'Do you like coffee?' The answer must be 'yes' or 'no'. 'How old are you?' The answer will be, e.g. 'Ten'.

coherence – 1. the underlying logical relationship which links ideas together and gives a passage or paragraph unity

2. it may also imply adequate grammar to convey the meaning, or orderly sentence structure. Chaotic grammar may make a statement incoherent

cohesion – the linking of sentences or paragraphs by means of logical connectors such as conjunctions, pronouns or repetition

comparative (see also **superlative**) – degrees of comparison as found in adjectives and adverbs are positive, comparative or superlative (e.g. 'long' (positive), 'longer' (comparative), 'longest' (superlative)

compare (see also **contrast**) – to assess the way in which things are similar

conflict – the struggle that arises between characters or between individuals and their fate or circumstances; conflict in literature can also arise from opposing desires or values in a character's own mind

conjunction – a word used to join two clauses, words, phrases or sentences

connotative meaning (see also **denotative**) – both the positive and negative associations that a word collects through usage that go beyond the literal (primary) meaning

context – a text is always used and produced in a context; the context includes the broad and immediate situation including aspects such as social, cultural and political background; the term can also refer to that which precedes or follows a word or text and is essential to its meaning

context clues – using words surrounding an unknown word to determine its meaning. This reading strategy can be taught in conjunction with vocabulary

contrast (see also **compare**) – to consider the way in which things differ

conventions – accepted practices or rules in the use of language. Some conventions help to convey meaning (e.g. the rules of grammar, punctuation, typefaces, capital letters); some assist in the presentation of content (e.g. table of contents, general layout, headings, footnotes, charts, captions, lists, pictures, index); and others reflect a pattern of language that has become formulaic (e.g. greetings, small talk)

continuous assessment – it involves assessment activities that are undertaken throughout the year

critical language awareness - the analysis of how meaning is constructed with understanding of power relations in and between languages; it empowers the learner to resist manipulation and to use language sensitively

debate – in debating, two opposing teams compete with one another. They aim to convince the adjudicator and the audience that their viewpoint about a given topic is more reasonable and justifiable than that of the opposing team

denotative meaning (see also **connotative meaning**) – the literal or primary meaning of a word

derivative – a word derived from another or from a root; usually formed by adding a prefix or suffix (e.g. 'quickly from 'quick')

dialect – a form of a language adapted by a particular community; it is significantly different from other forms of the same language in terms of words, structures and/or pronunciation

dramatic structure – 1. the special literary style in which plays are written

2. the arrangement of plot, acts, scenes, characters and possibly also features of language in a play

drawing conclusions – using written or visual clues to figure out something that is not directly stated in the reading

editing – the process of drafting and redrafting a text, including correcting grammatical usage, punctuation and spelling errors and checking writing for coherence of ideas and cohesion of structure; in media, editing involves the construction, selection and lay-out of texts

effect (see also **cause**) – the result or consequence of an action or condition

emotive language – language which arouses strong feelings

explicit (as opposed to **implicit**) – meaning which is clearly or directly stated

evaluate – form opinions, make judgements, and develop ideas from reading

figurative (as opposed to **literal**) – words or phrases used in a non-literal way to create a desired effect; literal texts often make concentrated use of figurative language (e.g. simile, personification, metaphor)

fluency – 1. the word comes from the flow of a river and suggests a coherence and cohesion that gives language use quality of being natural, easy to use and easy to interpret

2. having a fair degree of grammatical control (though perhaps not total grammatical accuracy)

forum - team speaking or forum debate may be used against other schools, or in the classroom by dividing learners into teams of four, each of whom will speak on a different aspect of the same topic. An adjudicator decides on the winning team

genre – the types or categories into which texts are grouped, e.g. novel, drama, poetry, business letter, personal letter

gesture – a movement of the face or body which communicates meaning (e.g. nodding of head to indicate agreement)

graphics – products of the visual and technical arts (e.g. drawing, designing)

guided reading – a group reading session where children are all of the same instructional level and the teacher scaffolds learning so that children increasingly take control

guided writing – involves individuals or small groups of children writing a range of text types after the teacher has provided mini-lessons on aspects of writing such as format, punctuation, grammar or spelling

higher-order questions – questions that require children to bring together information from different parts of a text (i.e. synthesise), to infer (i.e. read between the lines), to evaluate what happens (i.e. give an opinion) and/or to appreciate a text (e.g. say whether one liked or disliked it and why)

Home Language (see also **additional language**) – the language first acquired by children through immersion at home; the language in which we think

homonym – a word which has both the same sound and the same spelling as another but has a different meaning (e.g. the noun 'the 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')

image – a picture or a visual representation of something

imagery – words, phrases, and sentences which create images in our minds, such as similes, metaphors, personification

implicit (as opposed to **explicit**) – something implied or suggested in the text but not expressed directly

implied (as opposed to **direct meaning**) – meaning suggested by the text but not directly stated

inclusivity – the principle that education should be accessible to all learners whatever their learning styles, backgrounds, and abilities

independent reading level – the level at which a reader can read text with 95% accuracy (i.e. no more than one error per 20 words read). Independent reading level is fairly easy text for the reader.

infer – to pick up meaning behind what is stated and to deduce all the implications

initiate – to start (e.g. to initiate a conversation)

interview – task of gathering information or a face-to-face discussion between people, directed toward some specific purpose

intonation – 1. the pattern of the pitch or the melody of an utterance which marks grammatical structures such as sentences or clauses

2. it also distinguishes between statements and questions and indicates the speaker's attitude or feelings

language varieties –.language varieties found when minor adaptations in terms of vocabulary, structure and/or pronunciation have been made; they can vary from one region or country to another

literacies – different kinds of literacy (e.g. critical, visual, graphic, computer, media, socio-cultural)

literacy (see also **literacies**) – the ability to process and use information for a variety of purposes and contexts and to write for different purposes; the ability to decode texts, allowing one to make sense of one's world. The capacity to read and write

literal (as opposed to **figurative**) – the plainest, most direct meaning that can be attributed to words

lower-order questions – questions which require children to remember facts, e.g. Who were the main characters in the story? What was the main character's name? Where did she go to school?

manipulative language – language which is aimed at obtaining an unfair advantage or gaining influence over others, e.g. advertisements, sales talk, political speeches

meta-language – the language used to talk about literature and language and grammatical terms; it includes terminology such as 'context', 'style', 'plot' and 'dialogue'

metaphor – using one thing to describe another thing which has similar qualities (e.g. 'Education is the *key* to success.')

mind map – a representation of a theme or topic in which key words and ideas are organised graphically

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)

mood – atmosphere or emotion in written texts; it shows the feeling or the frame of mind of the characters; it also refers to the atmosphere produced by visual, audio or multi-media texts

multi-media – an integrated range of modes that could include written texts, visual material, sound, video, and so on

narrative – a spoken or written account of connected events in order of occurrence; a story

narrative voice/point of view – the voice of the person telling the story (e.g. a distinction can be made between first person narrative – 'I' (who is often a character in the story) – and third person narrative, in which the narrator refers to characters as 'he', 'she' or 'they')

onomatopoeia – the use of words to recreate the sounds they describe (e.g. the whoosh of the wind as it rushed through the trees)

open-ended questions – questions that can be answered in different ways; the learner has to answer the questions in his or her own words. For example, Why do you think the boy ran away? What do you think he should have done?

oxymoron – a combination of words with contradictory meanings, used deliberately for effect; it's usually formed by using an adjective to qualify a noun with an opposite meaning (e.g. an open secret)

panel discussion - groups are formed to discuss a topic, answer questions, and respond to tasks

paraphrase – a restatement of an idea or text in one's own words

paronym – word formed from a foreign word (e.g. enjambment)

personification – attributing human characteristics to non-human things

plot – the interrelatedness of the main events in a text; plot involves more than a simple sequence of events as it suggests a pattern of relationships between events and a web of causation

point of view – the perspective of a character in relation to issues in a novel or play

prejudice – intolerance of or a pre-judgement against an individual, a group, an idea or a cause

projection – the placement and delivery of volume, clarity, and distinctness of voice for communicating to an audience

publish – when learners publish their work, they make it public by sharing it, e.g. by handing it in to the teacher, putting it on the class wall or notice board, or including it in a class anthology.

pun – a play on words which are identical or similar in sound in order to create humour (e.g. 'Seven days without water makes one week/weak.')

register – the use of different words, style, grammar, pitch, and tone for different contexts or situations (e.g. official documents are written in a formal register and friendly letters are usually written in an informal register)

report - (formal and informal) giving exact feedback of a situation, e.g. an accident

rereading - rereading is a reading strategy that gives the reader another chance to make sense out of a challenging text

restating- restating is a reading strategy where the reader will retell, shorten, or summarise the meaning of a passage or chapter, either orally or in written form

rhyme – words or lines of poetry that end with the same sound including a vowel

rhythm – a regular and repeated pattern of sounds

sarcasm – an ironic expression *or tone of voice* which is used in order to be unkind or offensive or to make fun of someone

satire – the use of ridicule, sarcasm, and irony to comment critically on society or an individual or a situation

scan – to run one's eyes over a text in order to find specific information (e.g. scan a telephone directory for a name and number)

shared reading – an activity in which children share the reading of an enlarged text with the teacher. This is a lesson with the whole class. The text used is aimed at the top group in the class. Some children will be at a listening level, others will be beginning to engage in the reading and more will be engaging fully. The same text is used over several days. Each day a new focus is selected by the teacher. The text is used to introduce text features, phonics, grammar and reading skills in context.

simile – comparing one thing directly with another, a word such as 'like' or 'as' is used to draw attention to the comparison

skim – to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)

stereotype – a fixed *conventional* (and often biased) view about the role a particular person is expected to play

strategy – a certain *broad* procedure *or plan* used to tackle a problem

stress (in a word or sentence) – to give force to a particular syllable in a word or a word in a sentence

style – the distinctive and unique manner in which a writer arranges words to achieve particular effects. Style essentially combines the idea to be expressed with the individuality of the author. These arrangements include individual word choices as well as such matters as length and structure of sentences, tone, and use of irony

symbol – something which stands for or represents something else

synonym (as opposed to **antonym**) – a word which has the same meaning or almost the same meaning as another word in the same language. Synonyms in English tend to have important differences in connotation

synthesise – the drawing together of ideas from a variety of sources; a clear summary of these combined ideas

text – *a statement or creation* in any written, spoken, or visual form of communication

theme – the central idea or ideas in a text; a text may contain several themes and these may not be explicit or obvious

tone – quality and timbre of the voice that conveys the emotional message of a *spoken* text. In written text, it is achieved through words *that convey the attitude of the writer*. In film, tone can be created through music or *visual effects*

transactional writing – functional writing (e.g. letters, minutes of meetings, reports, faxes)

turn-taking – the customs which govern the flow of conversation between people such as allowing others to give their opinion, restating to clarify meaning, intervening to redirect focus, asking for clarification

visual texts – visual representations which can be seen and which convey messages (e.g. film images, photos, computer graphics, cartoons, models, drawing, paintings)

voice (see **narrative voice**) – the author's persona: who the author is; when reading or viewing one gains an impression of the author and his/her intentions.

word-attack skills - strategies used when reading an unknown word (e.g. breaking it into syllables or looking at the meaning of the prefixes or suffixes)