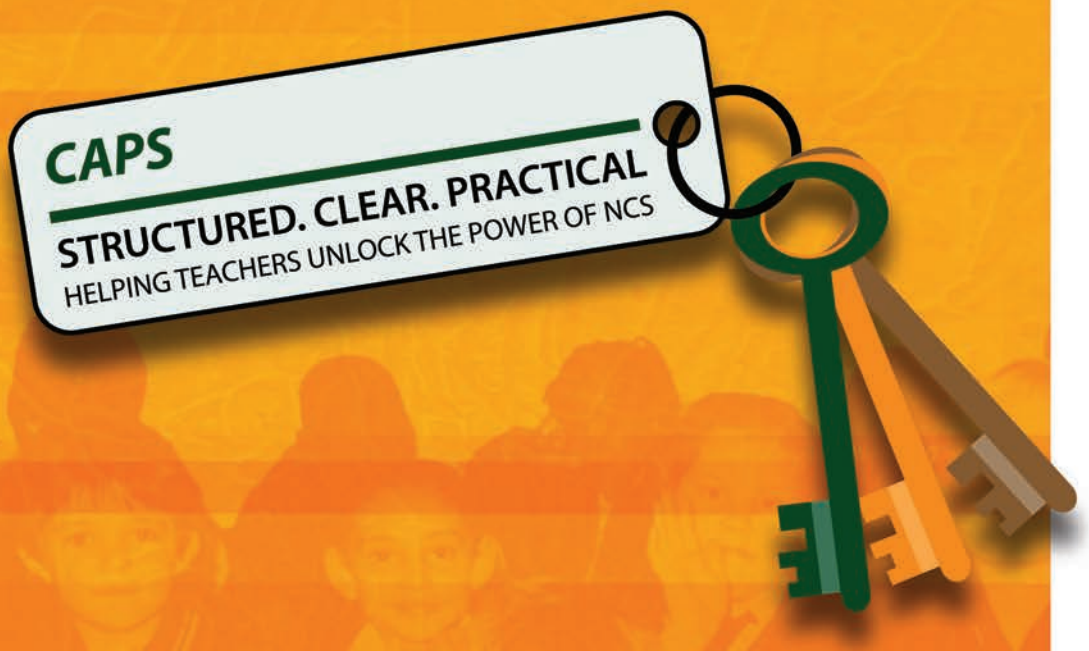
ENGLISH FIRST ADDITIONAL LANGUAGE

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 FIRST ADDITIONAL LANGUAGE

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There may also be vernacular inconsistencies in the language documents at Home-, First and Second Additional Language levels which have been translated in the various African Languages. Please note that the content of the documents translated and versioned in the African Languages are correct as they are based on the English generic language documents at all three language levels to be implemented in all four school phases.

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

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FOREWORD BY THE MINISTER

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

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

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

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

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

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

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

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

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

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

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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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 LANGUAGES

2.1 LANGUAGES IN THE CURRICULUM AND ASSESSMENT POLICY STATEMENT

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better 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 proficiency 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 Grades 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, which is often 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.

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.

It is for this reason that the cognitive level of the First Additional Language should be such that it may be used as a language of learning and teaching. Listening, speaking and language usage skills will be further developed and refined in the Intermediate Phase developing the learners' reading and writing skills.

2.1.2 The language skills

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

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

Listening and Speaking

Listening and Speaking are central to learning in all subjects. Through effective Listening and Speaking, 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, **First Additional 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 scaffolded (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 English. Because children 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 children move through the grades, the teacher should expect children to speak more and their utterances should become longer.

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 is very important for children who will be using English as the LoLT in Grade 4. They will need to be able to read and write in their other subjects, and use English textbooks in the Intermediate Phase. This will require high levels of literacy, and especially a wide vocabulary, in English. 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 the 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. In the Intermediate Phase, **First Additional Language learners** will need careful support and guidance to develop the skills of producing sustained written text.

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 First Additional 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**.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**. In the Intermediate Phase, First Additional Language learners will take more notice of words and grammatical structures they are already familiar with from the Foundation Phase, explore the way their additional language works and take some conscious control of it, and use this developing knowledge to check their use of language, especially when writing.

Learners will explore how **language is used**, and 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.

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 per week is set aside for formal instruction and practice in Language Structures 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 and viewers 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. This approach will require quite a lot of modelling, support and scaffolding in the First Additional Language classroom. Suggestions for these are built into the teaching plans.

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

2.2 TIME ALLOCATION FOR THE FIRST ADDITIONAL LANGUAGE IN THE CURRICULUM

The teaching time for the First Additional Language in the Intermediate Phase is 5 hours per week. All language content is provided within a two-week cycle (10 hours). 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	2 hours	2 hours
*Reading and Viewing	5 hours	5 hours	4 hours
*Writing & Presenting	2 hours	2 hours	3 hours
	1 hour	1 hour	1 hour
Language Structures and Conventions	***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.		

2.3 LEARNING AND TEACHING SUPPORT MATERIALS

Learners should have access to the following for the First Additional Language in Grades 4-6:

Grades 4-6	
Core materials	
Prescribed FAL language textbook	√
Dictionary	√
A reader/readers containing the following text types	
Stories	√
Drama	√
Poetry	√
Information texts	√
Social texts	√
Media texts	√
Media materials	
Newspapers	√
Magazines	√
Television programmes	√
Radio programmes	√

The teacher should have:

a) A Curriculum and Assessment Policy Statement document

b) National Language in Education Policy

c) The prescribed FAL language textbook used by learners; textbooks for resource purposes in addition to the prescribed one

d) A reader/readers containing the recommended text types

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

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

Classroom resources

a) Texts for shared reading in Grade 4. These may be Big Books or other enlarged texts or the prescribed textbook or readers.

b) 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/group. Single copies of readers can be used for pair/independent reading.

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

d) Audio/visual aids

SECTION 3: CONTENT AND TEACHING PLANS FOR FIRST ADDITIONAL LANGUAGE SKILLS IN THE INTERMEDIATE PHASE

3.1 OVERVIEW OF CONTENT, SKILLS 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: - Conversation - Directions and instructions - Retelling stories - Story-telling - Role-play - Group discussion - Short talks - Short poems and rhymes - Language games	**Listening comprehension and speaking** • Make notes, lists, make summaries, retell, describe, ask clarifying questions, express opinions • Recall specific detail, reflect on values and messages, reflect on stereotyping and other biases, describe and discuss characters, story line and setting **Communication for social purposes** • Initiating and sustaining conversations • Turn taking conventions • Sharing ideas and experiences • Encouraging use of the additional language **Prepared and unprepared short talks** • Research • Organise material coherently • Choose and develop main ideas and supporting ideas with examples • Correct format, vocabulary, language and conventions • Tone of voice, voice projection, pace, eye contact, posture and gestures • Effective introduction and conclusion • Incorporate appropriate visual, audio and/or audiovisual aids such as charts, posters, drawings/ photographs, radio cassette, etc.

GRADES 4-6		
Skills	**Content**	**Strategies and sub-skills**
Reading and Viewing	Prescribed text types: • Stories, e.g. contemporary realistic fiction, traditional stories (myths and legends, folk tales, fables), adventure stories, science fiction, biographies, historical fiction • Plays • Poetry • Information texts, e.g. procedures, factual recounts, general knowledge texts, informative texts such as reports • Social texts, e.g. invitations, greeting cards, letters, notices • Media texts, e.g. advertisements, newspaper reports, magazine articles, notices, pamphlets • Visual literacy: advertising (posters, pamphlets, advertisements), notices, drawings, photographs, cartoon, comic strip, diagram/graph/table/ charts • Types of reading • Close reading of texts: comprehension activities, making summaries, etc. • Extended reading of texts: oral discussions, book reviews, projects, etc. • Prepared and unprepared reading aloud	**Reading/viewing** 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) - Summarising 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** - Persuasive techniques: emotive language, bias - Impact of use of layout and design features, e.g. font types and sizes, headings and captions, images **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

GRADES 4-6		
Skills	**Content**	**Strategies and sub-skills**
		Stories and Plays **Key features of texts** • Story line • Characters • Background and setting • Text structure and format • Key features of the text **Information, social and media 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, pace, eye contact, • Pronounce words without distorting meaning **Unprepared reading (reading aloud)** • Read fluently according to purpose • Pronounce words without distorting meaning • Use tone, pace, eye contact

GRADES 4-6		
Skills	**Content**	**Strategies and sub-skills**
Writing and 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, diaries/ diary entries, autobiography • Imaginative, e.g. short poems • Dialogues and short play scripts based on stories Transactional writing (social, media and information texts) • Notes, messages, letters, greeting cards, invitations • Posters, notices, brochures, advertisements • Short written speeches • Procedural texts e.g. recipes, instructions, experiments • Factual recounts, e.g. news reports, reports of procedures, reports of phenomena observed • Information texts e.g. texts for other subjects, informative texts, book/story reviews • Visual literacy texts e.g. tables, charts, mind maps, diagrams, drawings, graphs	**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, labels and captions for diagrams) • 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

Language Structures and Conventions
The content that should be covered is listed below. Strategies and sub-skills: Learners are required to identify, understand and use the grammatical structures and conventions listed below in context. They should also learn how to apply the rules. **Vocabulary development** is included in this section.
NOUNS
Revises nouns from the Foundation Phase.
Revises common nouns: countable nouns e.g. book – books and uncountable nouns e.g. sugar, hair
Uses nouns that only have plurals e.g. scissors, trousers
Revises the possessive form of the noun e.g. Bongi's nose
Uses proper nouns correctly e.g. with capital letter
Uses the gender forms of some nouns e.g. cow - bull
Uses abstract nouns, e.g. love, faith
Uses concrete nouns, e.g. desk, chair
Uses compound nouns, e.g. teaspoon, hairdryer

DETERMINERS
Revises “a” and “the” with nouns; uses “an”.
Understands there is no article with uncountable nouns (e.g. I like fish.)
Uses determiners that indicate quantity e.g. one, two, and first, second, last; some, few, many, enough
PRONOUNS
Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them
Revises use of demonstrative pronouns e.g. this, that, those, these
Uses possessive pronouns e.g. mine, yours, his, hers, ours, theirs
Uses reflexive pronouns such as myself, yourself
ADJECTIVES
Revises comparative and superlative adjectives e.g. big, bigger, biggest
Revises use of adjectives before nouns e.g. The small dog.
Uses adjectives after nouns e.g. The dog is small
Uses different types of adjectives including those relating to age e.g. old, young; temperature e.g. hot, cold; what things are made of e.g. woollen, golden
VERBS
Develops use of subject verb concord e.g. There is one book/There are two books.
Uses the command form of the verb e.g. Stop.
Uses regular and irregular forms of the verb e.g. walk – walked, run – ran
Uses forms of the verb ‘to be’ e.g. am – is - are; was - were
Uses negative concord e.g. “I do not have/She does not have.”
TENSE
Develops tenses used in the Foundation Phase including simple past, simple present, present progressive and future tenses
Uses tenses appropriate for the text type being studied, including: • Simple present to describe regular actions e.g. “I brush my teeth every day” and universal statements e.g. “The sun sets in the west.”
Uses tenses appropriate for the text type being studied, including: • Present perfect e.g. I have lived in Durban all my life.
Uses tenses appropriate for the text type being studied, including: Past progressive for an action that was going on when a second one took place e.g. It was raining when we left the house.
Uses tenses appropriate for the text type being studied, including: Future using the present progressive tense e.g. We are going to Cape Town next week.
MODALS
Revises use of modals e.g. “can” to show ability, “may” to ask for permission
Begins to use “must”, “should” and “have to” to show obligation and “must” to show necessity
Uses “shall” and “will” to show intention.
Uses “will” to indicate something that will happen e.g. There will be a storm today.
Uses “might” to convey possibility.

ADVERBS
Begins to use adverbs of time e.g. tomorrow, yesterday; adverbs of place e.g. here, there; and adverbs of manner e.g. quickly, slowly
Uses adverbs of frequency e.g. She often visits me.
Begins to use adverbs of degree e.g. very, too
PREPOSITIONS
Revises prepositions that show position e.g. on, under, above
Uses prepositions that show direction e.g. to, from, up, down; time e.g. on, at; possession e.g. with
CONNECTING WORDS
Uses connecting words to show addition e.g. and; sequence e.g. then, next
Uses connecting words to show contrast e.g. but
Uses connecting words to show reason e.g. because
SENTENCE STRUCTURE
Constructs simple sentences
Constructs compound sentences.
Uses the command form.
Uses question forms e.g. who, what, when, which, why, how
Uses negative forms
Uses the conditional e.g. If ..., then ... .
Uses the passive voice.
Uses direct speech.
Begins to recognise and use reported speech.
PUNCTUATION
Revises punctuation done in the Foundation Phase e.g. capital letters, full stops, commas, questions marks.
Uses capital letters for proper nouns, for titles and initials of people
Uses commas for separating nouns in a list
Uses exclamation marks
Uses apostrophes for showing possession
Uses quotation marks for direct speech
Uses a colon for indicating direct speech in a play script or dialogue; uses a colon for listing items
VOCABULARY DEVELOPMENT
Begins to understand and uses: - Words belonging to the same lexical field e.g. ‘cat’ and ‘dog’ belong to the lexical field “animals” - Synonyms (words that are similar in meaning e.g. fast/quickly) - Antonyms (words that are opposite in meaning e.g. loud/soft) - Homonyms (words that are pronounced or spelled alike but have different meanings e.g. flower/flour)
Recognises how words are formed • Compound words e.g. classroom • Joining prefixes or suffixes to a base word • Shortening words e.g. television/TV • Abbreviations – initialism, e.g. HIV; acronyms, e.g. AIDS; truncation, e.g. Dec, Tues; clipped, e.g. fridge – refrigerator, phone – telephone

Begins to understand and use some fixed expressions • Phrasal verbs e.g. divide up, move in • Collocations e.g. 'Happy birthday' not 'Merry birthday; fish and chips • Idioms e.g. Look before you leap.
SPELLING AND SPELLING RULES
Builds on phonic knowledge from the Foundation Phase to spell words e.g. builds word families based on how they sound or look.
Builds on knowledge of sight words and high frequency words from Foundation Phase.
Spells familiar words correctly, using a personal dictionary, including words which are often confused e.g. diary, dairy
Uses the dictionary to check spelling and meanings of words
Rereads own writing and makes spelling corrections.
Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.
Builds new words by changing one letter/sound for another e.g. *nation, station*
Breaks long words into smaller chunks e.g. *be-cause; sen-ten-ce*
SPELLING RULES
Draws on spelling rules: • Words starting with *g* and followed by *-e*, *-i* or *–y*: start with *g* even though it sounds like *j* e.g. *germ*
Draws on spelling rules: • Words starting with *c* and followed by *-e*, *-i* or *–y:* pronounce as *s* e.g. ***ce**ntre, city* • Words starting with a *k* sound and followed by *e* or *i*: use a *k* to spell the word • Words starting with a *k* sound and followed by *a, u* or *o*: use a *c* to spell the word e.g. *can, cot, cup*
Draws on spelling rules: • Add *s* to form most plurals • Add *–es* to form plurals of words ending in *-s, -sh, -ch,* or *–z:* e.g. bun**ch**, *bun**ches**; brush, brushes*
Draws on spelling rules: • Words ending in a vowel and a *-y(-ay , -ey, -oy):* just add the ending, e.g. *play, playing, played; boy, boys*
Draws on spelling rules: • Words ending in *-l* : double the *l* when you add a suffix, e.g. *trave**l**, trave**ll**ing*
Draws on spelling rules: • Words with long vowel sounds: add the silent *–e* at the end e.g. *cake, pole, mine, tune*

3.2 SPREADS OF TEXTS ACROSS GRADES 4-6

A variety of texts have been selected for each two-week period. The key texts, drawn from Table 3.1., 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. All learning and teaching should be based on these texts, focusing on the development of language skills and sub-skills as detailed above.

The table below is a summary of the texts included in each two week cycle in the Teaching Plans in Section 3.5.

3.2.1 Spread of texts table

	Grade 4	Grade 5	Grade 6
Term 1			
Weeks 1&2	Story, personal recount	Story; personal recount	Story; language game, word puzzle
Weeks 3&4	Information text, e.g. news report/ factual recount, map	Information text with visuals, e.g. charts/tables/ diagrams/ mind-maps/maps/pictures/ graphs; conversation; factual recount	Information text: factual recount e.g. news report/factual account; letter; media text, e.g. advert; conversation
Weeks 5&6	Story and descriptions of people or characters	Story, role-play, description of people; invitation; message	Story; personal recounts e.g. diary/ diary entries
Weeks 7&8	Information text e.g. procedures; instructions, lists	Information text e.g. procedures; instructions; factual recount, language game	Information text with visuals, e.g. charts/tables/ diagrams/ mind-maps/maps/pictures/ graphs; procedures; instructions; definitions, factual recounts, word puzzle
Weeks 9&10	Song/ poem, game	Poem/ song	Poem; description of a person; description of an object/animal/ plant/place; language game
Term 2			
Weeks 1&2	Story, personal recount, message	Story, conversation; book/story review	Story
Weeks 3&4	Information text with visuals, e.g. charts/ tables/ diagrams/ pictures/graphs; poster; directions, description of an object, visual text e.g. poster	Information text with visuals, e.g. charts/tables/ diagrams/ mind-maps/maps/pictures/ graphs; descriptions of object/s/plants/ animals/places; mind map summary	Information text from across the curriculum, e.g. report; description of object/animal/ plant/place; visual text, e.g. charts/tables/ diagrams/ etc.
Weeks 5&6	Story and poem	Story	Story, personal recount; personal diary/letter; role play
Weeks 7&8	Information text e.g. procedures, instructions, information text with visuals, e.g. charts/ tables/ diagrams/ pictures/graphs.	Information text e.g. procedures; instructions; factual recounts, role-play	Reads information text with visuals, e.g. timetables and television schedules/charts/ tables/ diagrams/mind-maps/ maps/ pictures; definitions; book review; survey; questionnaire; language game, conversation, word puzzles
Weeks 9&10	**SUMMATIVE ASSESSMENT**		

	Grade 4	Grade 5	Grade 6
Term 3			
Weeks 1&2	Story, description of person/animal/ character; dialogue, book review	Story; oral description of places/ people; personal recount	Story; personal letter; diary; oral descriptions of places/animals/ plants/objects
Weeks 3&4	Information text, e.g. factual recount/news article/report; visual text, e.g. poster/ notices	Short talk; information text with visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/ pictures/graphs; mind map summary	Information text with visuals, e.g. charts/tables/ diagrams/ mindmaps/ maps/pictures/graphs; talk; survey; report
Weeks 5&6	Story; poem	Story; poem	Story; poem
Weeks 7&8	Information text with visuals, e.g. charts/ tables/ diagrams/ pictures; descriptions of places/plants/ animals/objects; and procedures	Information text e.g. procedures; conversation; language game; information text from across the curriculum, e.g. report	Information texts e.g. procedures; instructions; information text from across the curriculum, e.g. report; language game; mind map summary
Weeks 9&10	Play, role-play; dialogue; book review	Play; conversation; dialogue	Conversation, play
Term 4			
Weeks 1&2	Conversation, language game; story	Story, language game; personal recount, word puzzle	Story; letter, book review
Weeks 3&4	Information text with visuals, e.g. charts/ tables/ diagrams/ pictures; Interviews/ talk shows; visual text, e.g. posters/ notices; messages	Information text: magazine article/ news report; factual text; poster	Information text from across the curriculum, e.g. report; short talk; visual text; language game; definitions; word puzzle
Weeks 5&6	Story, language game, diary	Story, poem, personal recount; book review	Story, poem, book review; personal letter
Weeks 7&8	Conversation; short talk/ announcement; Information text; visual text, e.g. poster/notice	Information text from across the curriculum, e.g. report; conversation; visual text, e.g. poster	Media text, e.g. magazine article/ news report; poster; advertisement, conversation, discussion
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
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

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
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,tatanamabunda *(name)*@ webmail. (server) za *(country)*. *tatanamabunda@ 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**
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.*
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

Transactional texts			
Text type	**Purpose**	**Text structure**	**Language features**
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
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.

Literary and media texts			
Text type	**Purpose**	**Text structure**	**Language features**
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 First Additional Language (to be produced by learners)

Task	Grade 4	Grade 5	Grade 6
Paragraph • **Words** • **Sentences**	30–40 4-5 sentences	40–50 5-6 sentences	50–60 6-8 sentences
Oral creative texts, e.g. recounts, retelling or telling stories, short talks	1 min	1min	1-2 min
Written creative and information text, e.g. recounts, stories, reports	At least 50 words 1 to 2 paragraphs	At least 100 words 2-4 paragraphs	At least 150 words 3-5 paragraphs
Longer transactional texts, e.g. letters	Content only 40–60 words	60–80 words	80–100 words
Shorter texts, e.g. • Messages, notes • Diary entries, descriptions, etc	20–30 words 30–40 words	30–40 40–50 words	40–60 50–60 words
Summaries	30-40 words from 100	40-50 words from 120	60-70 words from 180

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

Task	Grade 4	Grade 5	Grade 6
Longer listening comprehension texts e.g. story, interviews, plays, news reports	100–150/up to 5 mins	100–200/up to 5 mins	150–250/up to 5 mins
Shorter listening comprehension texts e.g. announcements, information texts, instructions, directions	40-60 words/1-2 mins	50-70 words/1-2 mins	60-80 words/1-2 mins
Reading comprehension/ intensive reading texts	100-150 words	150-200 words	200-250 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 First Additional Language learners

	Term	1	2	3	4
Vocabulary **Common spoken words**	Grade 4	1600–2000	1700–2500	1850–3000	2000–3500
	Grade 5	2200–3750	2400–4000	2700–4250	3000–4500
	Grade 6	3250–4750	3500–5000	3700–5250	4000–5500
Reading vocabulary (new words)	Grade 4	750–1700 (75–250)	800–1900 (75–250)	900–2200 (75–250)	1000–2500 (75–250)
	Grade 5	1250–2700	1500–3000	1750–3300	2000–3500
	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. The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. Teachers should design their Work Schedules using the teaching plans, their textbooks and other resources to teach the content using 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 or topic for each two-week cycle that will enable you to link the activities successfully. The reason for using themes or topics 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

The prescribed text types to be taught in every two-week cycle 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 on texts read during independent or pair reading’. These will be texts chosen from the reader/readers/other books (extended reading) 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. This is very important as it consolidates the First Additional Language learner’s knowledge and understanding of the vocabulary and concepts related to the topic. 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. First Additional Language learners learn a language through constant exposure to it and through using to it. Practice in language structures and use 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 FIRST ADDITIONAL LANGUAGE

GRADE 4

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1 – 2	**Listens to story** Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/real life stories Text from the textbook or Teacher's Resource File Answers simple questions • Retells the story in the right sequence • Names characters in the story correctly • Expresses feelings about the story **Gives a simple personal recount** • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence **Practises Listening and Speaking** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Answers questions about the text • Explains the story line and identifies the main characters • Retells the story in sequence • Expresses feelings about the story **Does comprehension activity on the text (oral or written)** • Discusses new vocabulary from the read text • Spells ten words from read text • Uses a dictionary to revise alphabetical order **Reflects on texts read during independent/pair reading** • Retells story or main ideas	**Writes about the story** • Writes sentences about the story (e.g. summary or own ending) • Writes sentences to expresses opinions or feelings about the story) • Uses punctuation correctly **Writes a simple personal recount using a frame**, (e.g. yesterdayI..... Then I.....) From the textbook or Teacher's Resource File • Uses the frame • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence **Creates a personal dictionary** • Labels pages with letters of alphabet • Enters 5 words and meanings (drawing/sentence using the word/ explanation of word)	**Spelling and punctuation** Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words Punctuates correctly: full stop, capital and small letters **Working with words and sentences** Understands and uses countable nouns (e.g. book – books) Understands and uses uncountable nouns (e.g. chalk) Begins to use determiners such as one, two, etc. and first, second, last. Builds on understanding and use of simple past **Vocabulary in context** Synonyms (words that are similar in meaning, e.g. soft/gentle)

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Listens to information text, e.g. a factual recount/simple news report** Text from the textbook or Teacher's Resource File (TRF) • Answers questions • Describes the event • Shares ideas and offers opinions **Gives a factual recount of a news event based on personal experience** • Tells about the event in at least 3 sentences • Selects appropriate content • Tells about the event in the correct sequence **Listens to and responds to simple oral directions** • Follows the directions • Shows understanding of vocabulary relating to direction, e.g. left, right, up, down **Practises Listening and Speaking** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game	**Reads information text, e.g. factual recount/news report** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning • Discusses the title and headlines/ headings and sub-headings **Does comprehension activity on the text (oral or written)** • Answers questions about main idea and specific details • Explains meaning of unfamiliar words **Reads a simple map** • Identifies the place/s on the map • Follows a route on the map • Describes a route on the map using vocabulary relating to direction **Reflects on texts read during independent/ pair reading** • Retells story or explains main ideas	**Writes a factual recount/writes about a news event based on personal experience** • Writes sentences about an event using a frame • Selects appropriate content • Writes a title • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary **Labels a simple map** • Writes the names of place/s and other features on the map **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling and punctuation** Builds on knowledge of sight words and high frequency words Words starting with c and followed by -e, -i or –y: pronounce as s, e.g. centre, city Punctuates correctly: full stop, comma **Working with words and sentences** Builds on use of adjectives (before nouns), e.g. The small dog Understands and uses verbs to describe actions Builds on understanding and use of simple past Builds on understanding and use of present progressive Begins to use connecting words to show contrast (but), reason (because) and purpose (so that). **Vocabulary in context** Antonyms (words that are opposite in meaning, e.g. loud/soft) Abbreviations such as acronyms e.g. AIDS and initialism, e.g. HIV

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5&6	**Listens to a story** Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/real life stories Text from the textbook or Teacher's Resource File • Predicts what will happen next • Answers simple questions • Retells the story in the right sequence • Names characters in the story correctly • Identifies characters from oral descriptions • Expresses feelings about the story **Describes people/characters from the story** • Explains what the people look like • Uses a few new words learnt from story • Uses adjectives **Practises Listening and Speaking** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game	**Reads a story** from the textbook or reader/s or Teacher's Resource File • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Explains the story line and identifies the main characters • Retells the story in sequence • Expresses feelings about the story • Answers questions about the text **Does comprehension activity on the text (oral or written)** • Discusses new vocabulary from the read text • Spells ten words from read text **Practises reading** • Reads aloud with appropriate pronunciation and expression **Reflects on texts read during independent/pair reading** • Retells story or main ideas	**Writes about a story** • Writes sentences about the story (e.g. summary or own ending) • Writes own sentences to expresses opinions or feelings about the story • Uses punctuation correctly **Writes a description of people/ characters from the story using a frame** • Writes sentences about what people look like • Uses a few new words learnt from story • Uses adjectives • Corrects spelling using a dictionary **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce Words starting with a k sound and followed by e or i: use a k to spell the word Shortening words, e.g. television - telly, telephone – phone Uses abbreviations correctly: acronyms, initialisation, truncation **Working with words and sentences** Builds on use of subject verb concord, e.g. There is one book/There are two books ... Uses regular forms of the verb, e.g. walk, walked Uses adverbs of frequency (e.g. 'She hardly ever visits me.') Builds on use of prepositions that show position (on, under, above) Uses connecting words to show addition (and) and sequence (then, before) Uses different types of adjectives including those relating to age e.g. old, young **Vocabulary in context** Compound words, e.g. playground

GRADE 4 TERM 1				
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 or doing something Text from the textbook or Teacher's Resource File (TRF) • Answers questions • Asks questions to obtain information • Listens and responds appropriately • Describes what needs to be done **Gives simple instructions** • Uses correct specific details • Uses correct sequence • Uses the command form of the verb **Practises Listening and Speaking** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a language game	**Reads procedural texts**, e.g. recipe/ instructions for making or doing something Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses sequence of instructions • Follows the instructions **Practises reading** • Reads aloud with appropriate pronunciation and expression **Reflects on texts read during independent/pair reading** • Compares books read	**Writes simple instructions using a frame** • Number the instructions • Uses correct specific details • Uses the right sequence • Writes the instructions using a frame • Uses verbs correctly • Corrects spelling using a dictionary **Writes a list with headings** • Writes a list of items • Uses the correct format • Gives the list a heading • Uses singular and plural correctly **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut Add *s* to form most plurals **Working with words and sentences** Uses the command form. Understands and uses negative forms Revises common nouns: countable nouns e.g. book – books Present perfect tense (e.g. 'I have finished.') Begins to use 'must', 'should' and 'have to' to show obligation. **Vocabulary in context** Words taken from shared or individually read texts

GRADE 4 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 9–10	**Listens to a song/simple poem** Text from the textbook or Teacher's Resource File (TRF) • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme and rhythm • Identifies words which begin with the same sound • Expresses feelings stimulated by the text • Performs song/selected lines **Plays a more complex language game** • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak **Practises Listening and Speaking** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game	**Reads a simple poem/s** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Answers questions about text • Identifies rhythm and rhyme • Breaks up words into syllables • Expresses feelings stimulated by the text **Reads and solves a word puzzle** • Spells words correctly • Shows understanding of meanings of words **Practises reading** • Reads aloud with appropriate pronunciation, rhythm and expression **Reflects on texts read during independent/pair reading** • Expresses emotional response to texts read.	**Writes sentences that rhyme or simple poem with frame** • Writes pairs of sentences of the same length that rhyme • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop the rhythm **Practises writing** • Writes words that begin with the same sound, e.g. Naughty Nomsa **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling and punctuation** Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words Punctuates correctly: question mark, exclamation mark **Working with words and sentences** Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Present progressive tense (e.g. 'He is reading.'); Builds on use of adjectives (before nouns), e.g. The small dog Revises common nouns: countable nouns e.g. book – books Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them **Vocabulary in context** Words taken from shared or individually read texts Words belonging to the same lexical field, e.g. 'cat' and 'dog' belong to the lexical field 'animals'

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1–2	**Listens to a story** Choose from contemporary realistic fiction/traditional stories/personal accounts/ adventure/real life stories Text from the textbook or Teacher's Resource File (TRF) • Predicts what will happen next • Answers simple questions • Retells the story in the right sequence • Names characters in the story correctly • Identifies characters from oral descriptions • Gives a personal response to the story **Gives a personal recount** • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence **Practises Listening and Speaking** (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game	**Reads a story** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. making predictions and inferences, uses phonic and contextual clues • Asks and answers questions about the story • Identifies plot, setting and character • Explains opinions about the text **Does comprehension activity on the text (oral or written)** • Discusses new vocabulary from the read text • Uses a dictionary **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo **Reflects on texts read during independent/pair reading** • Share opinions on the book	**Writes a message** • Chooses appropriate content • Uses correct format • Addresses text to a person • Ends with own name **Writes a personal recount** using a frame, (e.g. yesterday I.....Then I.....) From the textbook or Teacher's Resource File • Uses the frame • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence • Uses varied vocabulary **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Add –es to form plurals of words ending in -s, -sh, -ch, or –z:, e.g. bunch, bunches; brush, brushes **Working with words and sentences** Builds on use of proper nouns, e.g. with capital letter Uses different types of adjectives including those relating to age Uses different types of adjectives including those relating temperature Begins to use irregular forms of some verbs, e.g. run, ran Constructs simple sentences using subject, verb, object, e.g. 'Bongi / read / her book' **Vocabulary in context** Words taken from shared or individually read texts

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Listens to information text**, e.g. weather report or a description of a place Text from the textbook or Teacher's Resource File (TRF) • Identifies specific details • Interprets the information given • Relates to personal experience **Listens to and responds to simple oral directions** • Follows the directions • Shows understanding of vocabulary relating to direction **Listens to a description and describes an object** • Identifies the object described correctly • Uses words that correctly describe the object • Uses some new words • Uses adjectives Practises Listening and Speaking (choose one for daily practice) • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game	**Reads information text with visuals, e.g.** charts/tables/ diagrams/ mindmaps/maps/pictures Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies, e.g. skimming • Asks and answers questions • Discusses main idea and specific details • Interprets the information in the visuals **Reads a visual text**, e.g. a poster advertising an event • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language used • Identifies and discusses design features such as colour and different sizes or kinds of print (font) **Reflects on texts read during independent/pair reading** • Compares books/texts read	**Summarises information text with support** • Fills in missing words in a written summary or in a chart/table/mindmap • Uses appropriate vocabulary • Uses some new words from the read text Designs a visual text, e.g. a poster advertising an event • Selects appropriate information • Uses the correct format • Uses design features such as colour and different sizes or kinds of print (font) **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Add –es to form plurals of words ending in -s, -sh, -ch, or –z:, e.g. bunch, bunches; brush, brushes Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune **Working with words and sentences** Revises 'a' and 'the' with nouns. Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Simple present to describe universal statements, e.g. 'The sun sets in the west.' Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.') Develops understanding and use of connecting words showing addition, sequence and contrast. **Vocabulary in context** Words taken from shared or individually read texts Synonyms (words that are similar in meaning, e.g. soft/gentle) Collocations, e.g. Happy birthday, fish and chips

GRADE 4 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to a story** Choose from contemporary realistic fiction/ traditional stories/ personal accounts/ adventure/real life stories/ Text from the textbook or Teacher's Resource File • Listens and relates to own experience • Identifies specific details • Retells the story • Describes the effect of an action or event • Explains the message of the story **Listens to a poem/s** • Explains • what the poem is about • Relates to own experience • Identifies rhyme and rhythm • Identifies words which begin with the same sound • Expresses feelings stimulated by the poem • Performs poem/selected lines Practises Listening and Speaking • Practises using words that imitate their sounds, e.g. bees buzz, glass tinkles	**Reads a story** • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. predicting, • uses phonic and contextual clues • Identifies the plot • Explains the message of story • Describes the effect of an action or event • Identifies stereotypes **Does comprehension activity on the text (oral or written)** **Reads a poem/s** • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies rhythm and rhyme • Breaks up words into syllables • Expresses feelings stimulated by the poem **Practises reading** • Reads aloud with appropriate expression and tempo **Reflects on texts read during independent/pair reading** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read.	**Writes a story using a frame** • Selects appropriate content for the topic • Uses the frame correctly • Uses a variety of vocabulary including connecting words and phrases • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary **Writes sentences that rhyme** • Writes pairs of sentences of the same length that rhyme • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop the rhythm **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Words starting with c and followed by -e, -i or –y: pronounce as s, e.g. centre, city Words starting with a k sound and followed by e or i: use a k to spell the word **Working with words and sentences** Understands and uses countable nouns (e.g. book – books) Builds on use of adjectives (before nouns), e.g. The small dog Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Builds on understanding and use of simple past Begins to use adverbs of degree, e.g. 'very, really, almost, too' **Vocabulary in context** Words taken from shared or individually read texts Phrasal verbs, e.g. divide up, move in

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 or doing something Text from the textbook or Teacher's Resource File (TRF) • Discusses specific details of text • Asks questions to obtain information • Listens and responds appropriately **Gives instructions** (at least two steps) • Uses appropriate vocabulary • Uses verbs correctly • Gives instructions in the correct sequence **Classifies things** • Divides items into groups according to specific criteria • Explains why things belong together **Practises Listening and Speaking** (Choose one for daily practice) • Responds physically to instructions • Gives and follows simple instructions/directions	**Reads procedural text**, e.g. a recipe/ instructions for doing or making something 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 **Reads information text with visuals,** e.g. diagrams/ drawings/tables/charts/ mindmaps/pictures • Pre-reading: predicts from title and pictures; previews text, e.g. surveys headings • Asks and answers questions • Explains main ideas • Interprets information in the visual **Does comprehension activity on the information text (oral or written)** **Reflects on texts read during independent/pair reading** • Relates to own life	**Writes about a procedure with support** Text from the textbook or Teacher's Resource File (TRF) • Fills details into a frame • Uses specific details • Stays on topic • Uses appropriate grammar, spelling and punctuation • Records words and their meanings in a personal dictionary **Labels and/or completes a visual text**, e.g. diagram/drawing/table/ chart/ mindmap • Listens to oral information • Includes specific details • Uses appropriate vocabulary • Writes labels in correct place **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words Builds on knowledge of sight words and high frequency words **Working with words and sentences** Uses the command form of the verb, e.g. Stop. Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission Uses 'must' to show necessity Begins to use 'shall' and 'will' to show intention. Uses adverbs of place (here, there) Uses adverbs of manner (e.g. quickly, slowly) **Vocabulary in context** Antonyms (words that are opposite in meaning, e.g. loud/soft) Words taken from shared or individually read texts
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 a story** Choose from contemporary realistic fiction/traditional stories/personal accounts/ adventure/funny/fantasy/real life stories Text from the textbook or Teacher's Resource File (TRF) • Discusses plot, setting and characters • Answers simple questions • Names characters in the story correctly • Retells the story in the right sequence • Expresses feelings about the story • Describes causes and effects of actions or events **Describes a person/animal** character from story/place from the story • Explains what the person/animal/ character/ place looks like • Uses a few new words learnt from story • Uses adjectives **Practises Listening and Speaking** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read	**Reads a story** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Interprets and explains the message • Uses reading strategies, e.g. makes predictions, uses contextual clues to determine meaning, makes inferences • Retells events in correct sequence • Describes feelings about the text giving reasons • Discusses the main character and other character • Does a role-play based on the story **Does comprehension activity on the text (oral or written)** Reads a simple book review • Identifies key information, e.g. title of book being reviewed, writer, etc. • Identifies main points • Discusses format of the review • Discusses response to the review **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo **Reflects on texts read during independent/pair reading** • Does a short oral book review using an appropriate frame	**Writes dialogue** • Selects appropriate content for the topic • Uses the frame appropriately • Characters' 'speech' follows in logical order • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary **Writes a description of a person/ animal/place** • Description is clear • Uses properly constructed complete sentences. • Uses appropriate grammar (adjectives), spelling and punctuation **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling and spelling** Punctuates correctly: colon, semi-colon, inverted commas, commas, full stop Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look. Builds on knowledge of sight words and high frequency words Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce Add *s* to form most plurals Add *–es* to form plurals of words ending in *-s, -sh, -ch,* or *–z:* e.g. bunch, *bunches; brush, brushes* **Working with words and sentences** Builds on use of personal pronouns (e.g. I, you, it, us, them) Builds on use of demonstrative pronouns (e.g. this, that, those, these) Revises common nouns: countable nouns e.g. book – books Uses regular forms of the verb, e.g. walk, walked Understands and uses verbs to describe actions Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/ her book' Uses direct speech Uses quotation marks for direct speech **Vocabulary in context** Words taken from shared or individually read texts

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Listens to information text**, e.g. a factual recount/report/news article Text from the textbook or Teacher's Resource File (TRF) • Answers questions • Describes the event • Share ideas and offer opinions **Participates in short conversation on a familiar topic** • Takes turns • Stays on topic • Asks relevant questions **Practises Listening and Speaking** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read	**Reads information text**, e.g. a factual recount/report/news article 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 • Answers complex questions, e.g. Why...? How do you think...? **Does comprehension activity on the text (oral or written)** **Reads visual text**, e.g. poster or notices • Pre-reading: discusses pictures • Discusses what the text is about • Identifies specific information • Interprets the information • Discusses the purpose of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font) **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo **Reflects on texts read during independent/pair reading** • Compares books/texts read	**Summarises information text with support** • Fills in missing words in a written summary • Uses appropriate vocabulary • Uses some new words from the read text • Uses the dictionary to check spelling and meanings of words **Designs and produces a visual text, e.g.** poster or notice • Uses the correct format • Selects appropriate information • Uses design features such as colour and different sizes or kinds of print (font) **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Words starting with g and followed by -e, -i or –y: start with g even though it sounds like j, e.g. germ **Working with words and sentences** Uses nouns that have only plurals, e.g. scissors and trousers Revises 'a' and 'the' with nouns. Begins to use determiners such as one, two, etc. and first, second, last. Builds on understanding and use of comparative adjectives Builds on use of subject verb concord, e.g. There is one book/There are two books ... Begins to recognise and use reported speech **Vocabulary in context** Words taken from shared or individually read texts Shortening words, e.g. television – telly, telephone - phone Acronyms, e.g. AIDS Initialism, e.g. HIV

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to a story** Choose from • Listens and relates to own experience • Identifies specific details • Retells in correct sequence • Describes cause and effect, e.g. the effect of an action or event • Explains the moral of story **Listens to a poem/s** • Discusses what the poem is about • Relates to own experience • Identifies rhyme and rhythm • Identifies words which begin with the same sound • Expresses feelings stimulated by the poem • Performs poem/selected lines Practises Listening and Speaking • Practises using words that imitate their sounds, e.g. bees buzz, glass tinkles	**Reads a story** • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g predicting, uses phonic and contextual clues • Identifies and comments on the plot • Explains the moral of story • Describes cause and effect, e.g. the effect of an action or event • Identifies and discusses stereotypes **Does comprehension activity on the text (oral or written)** **Reads a poem/s** • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies rhythm and rhyme • Breaks up words into syllables • Expresses feelings stimulated by the poem **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo **Reflects on texts read during independent/pair reading** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read.	**Writes a story using a frame** • Selects appropriate content for the topic • Uses the frame correctly • Uses a variety of vocabulary including connecting words and phrases • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary **Writes sentences that rhyme** • Writes pairs of sentences of the same length that rhyme • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop the rhythm **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Words starting with c and followed by -e, -i or –y: pronounce as s, e.g. centre, city Words starting with a k sound and followed by e or i: use a k to spell the word **Working with words and sentences** Understands and uses countable nouns (e.g. book – books) Builds on use of adjectives (before nouns), e.g. The small dog Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were Builds on understanding and use of simple past Begins to use adverbs of degree, e.g. ‘very, really, almost, too’ Uses alliteration, assonance, consonance, personification, rhyme, rhythm, etc. **Vocabulary in context** Words taken from shared or individually read texts Phrasal verbs, e.g. divide up, move in

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Listens to information text, e.g.** factual recount/report/description Text from the textbook or Teacher's Resource File (TRF) • Answers questions • Identifies and comments on main idea and specific details • Share ideas and offer opinions • Uses a range of vocabulary **Listens to description of and describes places/plants/ animals/ objects** • Identifies places correctly • Uses words that correctly describe the place • Uses some new words • Uses adjectives **Practises Listening and Speaking** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read	**Reads information text with visuals**, e.g. charts/tables/mindmaps/ maps/ pictures Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies, e.g. skimming • Identifies and comments on main idea and specific details • Interprets information in the visual text **Does comprehension activity on the text (oral or written)** **Reads procedural texts**, e.g. a recipe or simple instructions Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses sequence of instructions • Follows the instructions **Reflects on texts read during independent/pair reading** • Relates to own life	**Labels and/or completes visual text**, e.g. charts/ tables/mindmaps/maps/ pictures • Uses appropriate vocabulary • Labels the text correctly • Uses correct format for labels, e.g. one or two words only **Uses information from a visual text to write information text** • Interprets the information correctly • Captures the information correctly • Uses appropriate vocabulary • Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune **Working with words and sentences** Uses prepositions that show direction (towards), time (on, during), possession (with) Extends use of forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission Begins to use connecting words to show contrast (but), reason (because) and purpose (so that). **Vocabulary in context** Words taken from shared or individually read texts

GRADE 4 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 9–10	**Listens to a play read aloud or from radio or TV** Text from the textbook or Teacher's Resource File (TRF) • Predicts from title • Retells the drama in sequence • Names characters correctly Role plays a character or a familiar situation • Selects appropriate content • Uses details accurately • Expresses thoughts and feelings • Stays on topic • Shows awareness of social differences • Switches from one language to another as appropriate **Practises Listening and Speaking** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read	**Reads a play** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading predicting from title • Uses reading strategies • Identifies the story-line • Discusses characters and setting • Expresses feelings stimulated by the text • Discusses features of the text especially punctuation and format • Acts out the play or a short section of the play **Practises reading** • Reads aloud with appropriate pronunciation, expression and tempo **Reflects on texts read during independent/pair reading** • Does a short oral book review using an appropriate frame	**Writes a dialogue** • Selects appropriate characters • Organises the conversation logically • Uses the frame correctly • Uses direct speech appropriately • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spacing • Records words and their meanings in a personal dictionary **Writes a simple book review using a frame** • Selects appropriate content • Gives own opinion **Records words and their meanings in a personal dictionary** Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling and punctuations** Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words Punctuates correctly: full stop, commas, colon, semi-colon, question marks, exclamation mark **Working with words and sentences** Builds on understanding and use of simple present Builds on understanding and use of future tense Present progressive tense (e.g. 'He is reading.') Uses adverbs of time (e.g. tomorrow, yesterday) Begins to recognise and use reported speech. **Vocabulary in context** Words taken from shared or individually read texts

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1–2	**Participates in conversation on a familiar topic** Text from the textbook or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Maintains the conversation • Respects others' ideas **Plays a more complex language game** • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read	**Reads a story** Choose from contemporary realistic fiction/traditional stories/personal accounts/ adventure/funny/fantasy/real life stories Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. predicting what will happen next • Answers and begins to ask more complex questions, e.g. Why? How do you think? • Retells story in sequence using connecting words • Guesses and explains reasons for actions in the story • Explains the cause and the effect in the story. • Gives a personal response to the text **Does comprehension activity on the text (oral or written)** **Reflects on texts read during independent/pair reading** • Compares books/texts read	**Writes a story with structured support** • Selects appropriate content for the topic • Uses the frame correctly • Uses a variety of vocabulary including pronouns and connecting words and phrases. • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary • Uses language imaginatively **Records words and their meanings in a personal dictionary** Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut **Working with words and sentences** Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of subject verb concord, e.g. There is one book/There are two books ... Uses 'will' to indicate something that will happen, e.g. There will be a storm today Builds on use of prepositions that show position (on, under, above) Uses questions marks Uses exclamation marks **Vocabulary in context** Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different unrelated meanings, e.g. flour/ flower)

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3-4	**Listens to interviews/talk show** Text from the textbook or Teacher's Resource File (TRF) • Recalls main ideas • Asks relevant questions • Responds appropriately • Gives opinions **Listens to and gives oral message/s** • Identifies main idea and specific details • Identifies who the message is addressed to and who it is from • Selects appropriate content for messages **Practises Listening and Speaking** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read	**Reads information text with visuals**, e.g. charts/tables/ mindmaps/ maps/ pictures Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information • Answers and begins to ask more complex questions, e.g. Why? How do you think? • Interprets and discusses visuals • Summarises the text with support, e.g. fills in missing words in a written summary **Does comprehension activity on the text (oral or written)** Reads social texts, e.g. messages • Identifies main idea and specific details • Identifies who the message is addressed to and who it is from • Explains the format used	**Writes a paragraph using a frame** • Uses appropriate content • Uses a variety of vocabulary including pronouns and connecting words and phrases. • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spellings and meanings of words **Draws, labels and/or completes a visual text**, e.g. chart/tables/ mindmaps/ maps/pictures • Captures the information correctly • Shows the links between different parts of the visual correctly • Writes sentences describing the chart • Uses appropriate vocabulary • Uses the dictionary to check spelling and meanings of words **Writes social texts**, e.g. messages • Selects appropriate content for messages • Uses the correct format • Addresses the message correctly • Orders the information logically • Writes own name at the end	**Spelling** Spells familiar words correctly, using a personal dictionary **Working with words and sentences** Uses connecting words to show addition (and) and sequence (then, before) Develops understanding and use of connecting words showing addition, sequence and contrast. Begins to use connecting words to show cause-and-effect (so that) Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them **Vocabulary in context** Words taken from shared or individually read texts Joining prefixes or suffixes to a base word

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3-4		**Reads visual text**, e.g. poster or notice or pamphlet Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: discusses pictures • Discusses what the text is about • Identifies specific information • Interprets the information • Discusses the purpose and audience of the text • Discusses some of the language use **Reflects on texts read during independent/pair reading** • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read.	**Designs and produces a visual text**, e.g. poster or notice or pamphlet • Uses the correct format • Selects appropriate information • Uses design features such as colour and different sizes or kinds of print (font) • Uses appropriate layout **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to a story** Choose from Text from the textbook or Teacher's Resource File (TRF) • Predicts what will happen next • Discusses plot, setting and characters • Discusses events in the story • Gives a personal response to the story • Retells story in the right sequence using connecting words **Plays a more complex language game** • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak Practises Listening and Speaking (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read	**Reads a story with dialogue** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. predicting, using contextual clues • Discusses plot, setting and characters • Discusses events in the story • Gives a personal response to the story • Summarises story with help • Identifies which parts of the story is the dialogue • Role plays the story or a part of the story **Reads a diary or diary entries** • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies and discusses the person writing the diary • Expresses feelings stimulated by the text **Practises reading** • Reads aloud with appropriate pronunciation and expression **Reflects on texts read during independent/pair reading** • Relates to own life	**Writes a story with structured support with dialogue** • Selects content appropriate • Uses the frame • Uses direct speech for dialogue • Extends sentences by adding adjectives and adverbs • Uses extended vocabulary including pronouns and connecting words and phrases • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling and punctuation** Uses the dictionary to check spelling and meanings of words Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop **Working with words and sentences** Begins to use connecting words to show choice (e.g., either…or…). Begins to recognise and use reported speech. Develops use of direct speech. Uses quotation marks for direct speech Uses commas for separating nouns in a list Uses apostrophes for showing possession **Vocabulary in context** Words taken from shared or individually read texts

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Participates in conversation on a familiar topic** Text from the textbook or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Maintains the conversation • Expresses opinions • Respects others' ideas **Listens to short talk or announcements**, e.g. on radio, TV or read out Text from the textbook or Teacher's Resource File (TRF) • Explains the main message • Interprets and discusses message **Practises Listening and Speaking** (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read	**Reads information text** Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information • Answers and begins to ask more complex questions, e.g. Why? How do you think? • Interprets and discusses visuals • Summarises the text with support, e.g. fills in missing words in a written summary **Does comprehension activity on the text (oral or written)** **Reads visual text**, e.g. poster or notice or pamphlet Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: discusses pictures • Discusses what the text is about • Identifies specific information • Interprets the information	**Writes a paragraph using a frame** • Uses appropriate content • Uses a variety of vocabulary including pronouns and connecting words and phrases. • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spellings and meanings of words **Designs and produces a visual text**, e.g. poster or notice or pamphlet • Uses the correct format • Selects appropriate information • Uses design features such as colour and different sizes or kinds of print (font) • Uses appropriate layout **Records words and their meanings in a personal dictionary** • Uses drawings or sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary **Working with words and sentences** Begins to recognise and use reported speech. Uses adverbs of place (here, there) Uses adverbs of manner (e.g. quickly, slowly) Builds on understanding and use of present progressive **Vocabulary in context** Words taken from shared or individually read texts Compound words, e.g. playground Joining prefixes or suffixes to a base word

GRADE 4 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
		• Discusses the purpose and audience of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font)		
WEEK 9–10	**SUMMATIVE ASSESSMENT**			

GRADE 5

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

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Takes part in a conversation about a familiar topic** • Asks and answers simple questions on the topic • Code switches if necessary • Gives other learners a chance to speak • Listens to them and encourages their attempts to speak their additional language • Encourages other group members to support fellow learners. **Gives a factual recount** • Recounts a recent event • Tells events in correct sequence **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/ directions • Tells own news	**Reads information text with visuals**, e.g. charts/tables/diagrams/ mindmaps/ maps/pictures/ graphs Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: read and discuss title and look at pictures/diagrams/maps • Uses reading strategies, e.g. skims for general idea, uses contextual clues to find meaning • Identifies main facts • Explains meaning of unfamiliar words • Answers questions about the text **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Shares opinions on the book • Relates text to own life	**Writes a factual recount** • Selects appropriate content • Writes a title • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary and redrafts • Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/plans/diagrams Selects important information • Includes relevant labels **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary **Working with words and sentences** Builds on understanding and use of simple present Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission Uses 'must' to show necessity Uses regular and irregular forms of the verb, e.g. walk, walked; run, ran Uses adverbs of time (e.g. tomorrow, yesterday) or frequency (often) **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or Teacher's Resource File (TRF) • Chooses from oral descriptions to identify people in the story • Uses an oral description to identify people in the story • Expresses feelings and opinions about the story • Answers oral questions about the story **Role plays some familiar situations** • Participates in dialogue Includes relevant information • Uses correct tense **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/ directions • Tells own news	**Reads a story**. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, reads to find detail • Answers questions about the story **Reads social texts**, e.g. invitations • Explains main message • Identifies features of text • Discusses purpose of text • Uses a dictionary to find meaning of new words • Practises reading • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Expresses emotional responses to texts read	**Writes a simple description of people** • Writes at least one paragraph • Writes creatively • Uses appropriate adjectives • Uses present simple and present progressive tenses **Writes a short message** • Chooses relevant content • Organises information correctly • Uses correct format, e.g. salutation, date, etc. • Constructs sentences correctly **Writes paragraphs** • Describes a planned event • Organises actions and events logically • Uses connecting words • Uses the future tense • Checks spelling and punctuation **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling and punctuation** Spells familiar words correctly, using a personal dictionary Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop **Working with words and sentences** Understands and uses uncountable nouns (e.g. chalk) Builds on use of prepositions that show position (on, under, above) Uses connecting words to show addition (and) and sequence (then, before) Uses question forms, e.g. who, what, when, which, why, how Understands and uses reported speech. Capital letters for proper nouns, for titles and initials of people **Vocabulary in context** Words taken from shared or individually read texts Compound words, e.g. playground

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Listens to and carries out instructions**, e.g. for making or doing something. Text from the textbook or Teacher's Resource File (TRF) • Responds correctly to instructions, • Follows sequence correctly **Describes a simple process** • Uses connecting words,, e.g. first, next, finally, etc. • Distinguishes parts from the whole **Plays a language game** • Gives instructions • Takes turns • Uses simple present tense **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Tells own news	**Reads procedural text** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Explains what must be done • Carries out instructions (if possible) **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Gives short oral review • Includes key points, e.g. title, and/ topic • Gives personal opinion of text	**Writes instructions** • Uses correct specific details • Uses correct sequence, using connecting words, e.g. first, next, etc. • Uses present simple tense • Uses correct structure and format **Writes account of procedure** • Writes explanation of what must be done or factual recount, i.e. account of the procedure carried out • Writes account in logical sequence • Uses connecting words • Comments on the procedure carried out **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words **Working with words and sentences** Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) Begins to use determiners such as one, two, etc. and first, second, last. Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) Builds on understanding and use of comparative adjectives Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Uses apostrophes for showing possession **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 9–10	**Listens to a poem/song** Text from the textbook or Teacher's Resource File (TRF) • Talks about the poem (what poem is about) • Relates to own experience • Identifies rhyme and rhythm • Gives personal response (likes/ dislikes the poem) **Performs the poem** • Pronounces words correctly • Shows understanding • Conveys rhythm Practises Listening and Speaking (Choose one for daily practice) • Plays a simple language game • Gives and follows instructions / directions • Tells own news	**Reads poem/poems** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Discusses the topic and main ideas in the poem • Discusses rhyme • Discusses words that begin with the same sound • Discusses words that imitate their sound • Discusses comparisons, e.g. 'He sings like a bird.'; 'She is a star.' • Answers questions about the poem/s (oral or written) **Practises reading** • Reads aloud with appropriate expression, showing understanding • Uses good pronunciation, phrasing and tempo **Reflects on texts read during independent/pair reading** • Compares books/stories/texts read	**Writes a simple poem/s with a frame or rhyming sentences**: • Repeats the same structure to create a poetic rhythm and pattern • Uses words which imitate their sounds • Uses words beginning with the same sound. **Writes about poem/s** • Explains what poem is about • Expresses feelings about the poem **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary **Working with words and sentences** Uses the gender forms of some nouns (e.g. cow/bull) Uses different types of adjectives including what things are made of, e.g. woollen Begins to use irregular forms of some verbs, e.g. run, ran Uses 'will' to indicate something that will happen, e.g. There will be a storm today **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
TERM 2 **WEEK 1–2**	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Answers literal questions • Answers questions about what came first, second, third, etc. • Gives a personal response • Answers more complex questions, e.g. Why don't they…? What would you do…? • Expresses feelings and opinions, e.g. Why couldn't …? **Takes part in a conversation on a familiar topic, code-switching if necessary** • Asks and answers question • Respects other learners by listening to them • Encourages other learners to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows instructions / directions • Tells own news • Tells of own related experiences	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: reads and discusses title and looks at pictures • Uses reading strategies, e.g. making predictions, using contextual clues • Discusses new vocabulary • Identifies sequence of events, setting and characters • Makes up questions about the story • Uses a dictionary **Does comprehension activity on the text (oral or written)** Reads a simple book/story review • Identifies key features, e.g. title, list of characters, brief summary and rating • Gives opinion of the review **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Does a short oral book review	**Writes a simple story with a frame** • Writes an appropriate opening sentence • Writes about events logically • Uses connecting words (and, but) • Uses some adjectives as comparatives and superlatives • Writes an appropriate ending **Writes a simple book/story review with a frame** • Uses frame correctly • Includes title, main characters and plot/topic • Includes summary of plot • Gives personal opinion of text **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with words and sentences** Uses nouns that have only plurals, e.g. scissors and trousers Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of adjectives (before nouns), e.g. The small dog Uses some adjectives as comparatives and superlatives Develops the use of question forms e.g. who, what, when, which, why, how Uses connecting words to show addition e.g. and contrast e.g. but **Vocabulary in context** Words taken from shared or individually read texts Collocations, e.g. Happy birthday, fish and chips

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Listens to information text**, e.g. oral description/s of object/s/plants/animals/ places Text from the textbook or Teacher's Resource File (TRF) • Identifies the object/s • Describes what it/they are used for • Draw and label it **Classifies things** according to criteria such as their purpose or capability • Sorts things into groups • Explains why things go together • Completes a table under appropriate headings **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/ directions • Tells own news • Tells of own related experiences	**Reads information text with visuals**, e.g. charts/tables/ diagrams/mindmaps/ maps/pictures/graphs Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies, e.g. skimming • Scans for specific information, e.g. timetables or schedules • Answers questions on text and visuals **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Retells a story read	**Writes a short description of objects/ plants/animals/places using a frame** • Uses the frame correctly • Includes specific details • Uses correct determiners • Uses relevant vocabulary • Punctuation is correct **Make a mind map summary of a short information text** • Identifies at least three main points • Uses key words • Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/ pictures Uses information from a written or visual text • Includes specific details • Uses appropriate vocabulary **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with words and sentences** Builds on use of proper nouns, e.g. with capital letter Builds on understanding and use of future tense Simple present to describe universal truths, e.g. 'The sun sets in the west.' Extends use of forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Uses prepositions that show direction (towards), time (on, during), possession (with) **Vocabulary in context** Words taken from shared or individually read texts • Antonyms (words that are opposite in meaning e.g. sad/happy) • Joining prefixes or suffixes to a base word

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to stories** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/ funny/fantasy/real life stories/historical fiction) • Answers literal questions • Gives a personal response • Answers more complex questions, e.g. Why don't they…? What would you do…? • Expresses feelings and opinions, e.g. Why couldn't • Notes relevant information from the story using key words • Labels/completes visual text, e.g. diagram or table about the story **Retells the story** • Uses the simple past tense • Uses the correct sequence • Uses connecting words **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Tells of own related experiences	**Reads stories**. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Reads for detail and uses contextual clues to find meaning • Identifies and comments on the plot • Gives reasons for action • Understands the vocabulary • Answers questions on the story • Retells story in correct sequence (oral or writing) **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Expresses emotional response to texts read • Relates reading to own life	**Writes a story using a frame** • Writes at least two paragraphs • Links paragraphs using connecting words • Uses new vocabulary and punctuation learnt • Uses techniques for creative writing, e.g. uses comparisons • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce **Working with words and sentences** Uses different types of adjectives including those relating to age/ temperature/ what things are made of Understands and uses verbs to describe actions Begins to use 'must', 'should' and 'have to' to show obligation. Begins to use 'shall' and 'will' to show intention. Begins to use the conditional, e.g. If ..., then ... **Vocabulary in context** Words taken from shared or individually read texts • Synonyms (words that are similar in meaning e.g. soft/gentle)

GRADE 5 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Listens to and responds to oral instructions** • Text from the textbook or reader/s or Teacher's Resource File (TRF) Follows the instructions • Shows understanding of command words • Explains what should happen (if instructions cannot be carried out) **Role plays familiar situations**, e.g. giving instructions • Gives at least 4 directions/ instructions in the correct sequence • Uses appropriate language/ vocabulary and gestures, e.g. direction words, the command form of the verb **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/ directions	**Reads procedural text**, e.g. a recipe or instructions for making or doing something Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicting from title and pictures • Uses reading strategies such as scanning for specific detail • Discusses specific details of text • Discusses sequence of instructions • Answers questions on the text • Follows the instructions correctly **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, and expression **Reflects on texts read during independent/pair reading** • Compares books or texts read • Relates to own experience	**Writes a recipe or instructions for making or doing something using a frame** Text from the textbook or Teacher's Resource File (TRF) • Uses the frame correctly • Includes list of ingredients • Includes method in correct sequence • Uses appropriate vocabulary • Uses present simple tense • Spells familiar words correctly • Uses dictionary to check spelling • Presents work neatly using proper form, such as headings **Writes a short account of the procedure followed, i.e. a factual recount** • Includes all relevant information • Writes the account in the correct sequence • Makes a comment on the procedure followed Records words and their meanings in a personal dictionary • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Words starting with g and followed by -e, -i or –y: start with g even though it sounds like j, e.g. germ **Working with words and sentences** Uses adverbs of place (here, there) Begins to use adverbs of degree, e.g. 'very, really, almost, too' Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.') Begins to use connecting words to show contrast (but), reason (because) and purpose (so that). Uses question marks Uses exclamation marks **Vocabulary in context** Words taken from shared or individually read texts
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 oral description of places/people** • Text from the textbook or reader/s or Teacher's Resource File (TRF) Identifies places/people • Notes relevant information from a story, e.g. on a chart/table • Identifies similarities and differences **Listens to and gives personal recounts** • Recalls own experiences in the right sequence • Answers questions about what happened first, second, etc. **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • **Tells own news**	**Reads a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/ fantasy/real life stories/historical fiction). Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Understands the features of the text • Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences • Expresses cause and effect in a story, e.g. What happened when…? • Answers questions about the story • Identifies and discusses characters **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression Reads a short paragraph • Discusses main idea and specific details • Summarises with support, e.g. chooses the best summary **Reflects on texts read during independent/pair reading** • Does a short oral book review using an appropriate frame	**Rewrites the story in own words, using a frame** • Uses the simple past tense • Identifies the main events • Tells the events in the correct order • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Words starting with g and followed by -e, -i or –y: start with g even though it sounds like j, e.g. germ **Working with words and sentences** Understands and uses countable nouns (e.g. book – books) Builds on use of personal pronouns (e.g. I, you, it, us, them) Builds on understanding and use of comparative adjectives Builds on use of subject verb concord, e.g. There is one book/There are two books ... Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Uses exclamation marks **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Talks about a familiar topic with preparation** • Plans and prepares important points • Says at least 5 sentences on the topic • Answers questions **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news	**Reads information texts with visuals**, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: scans for important details • Discusses main information given and the specific details • Selects relevant details to answer questions **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Retells a text in about 5 sentences.	**Draws/completes and labels simple visual texts**, e.g. charts/tables/ diagrams/ maps/pictures/graphs Text from the textbook or Teacher's Resource File (TRF) • Uses information from a visual or written text • Organises information neatly • Conveys information correctly • Uses appropriate symbols/diagrams **Makes a mind map summary of a short text** • Identifies at least three main points • Uses the correct structure **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Words starting with c and followed by -e, -i or –y: pronounce as s, e.g. centre, city **Working with words and sentences** Uses the simple present to describe universal truths e.g. The sun sets in the west. Begins to use determiners such as one, two, etc. and first, second, last. Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) Uses different types of adjectives including those relating age/ temperature/what things are made of **Vocabulary in context** Words taken from shared or individually read texts Phrasal verbs, e.g. divide up, move in

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to stories** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Understands stories, answering literal questions • Giving personal response • Expresses and explains own opinion **Retells the story** • Describes events in sequence • Refers to main characters • Retelling of story line makes sense • Suggests an alternative ending • Uses tenses introduced in previous grades **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news	**Reads a story with dialogue** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Understands how a plot and characters can represent a particular view of the world • Answers questions about story • Identifies the moral/main message of the story **Does comprehension activity on the text (oral or written)** **Reads poem/s** • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Discusses topic and main idea • Discusses rhyme and comparisons (similes) • Expresses feelings stimulated by the poem **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Relates texts to own life • Shares opinions on the text	**Writes a simple story including dialogue** • Writes an interesting story • (Story has a beginning, a middle and an ending) • Uses an appropriate tense • Co-ordinates sentences with 'and' and 'but' • Uses a wider range of punctuation, including inverted commas • Begins to use the writing process Uses the writing process • Brainstorms ideas using, e.g. mind maps • Writes first draft • Checks spelling • Writes final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling and punctuations** Spells familiar words correctly, using a personal dictionary Words starting with a k sound and followed by e or i: use a k to spell the word Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop **Working with words and sentences** Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/her book' Begins to use connecting words to show condition (if, then) Develops use of direct speech. Begins to recognise and use reported speech. **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Takes part in a conversation on a familiar topic** • Asks and answers questions • Respects other learners by listening to them • Encourages group members to support fellow learners • Uses concepts and vocabulary relating to other subjects. • Code switches if necessary **Plays language game/s** • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows instructions / directions • Tells own news	**Reads procedural text**, e.g. instructions for a simple scientific experiment or a project Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicting from title and headings and pictures/visuals • Uses reading strategies, e.g. skimming • Finds specific details • Interprets visuals • Describes the sequence and format • Follows the instructions **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reads information texts from across the curriculum**, e.g. a short report, description or explanation from another subject • Pre-reading: predicting from title and headings and pictures/visuals • Uses reading strategies, e.g. skimming • Discusses main ideas and specific details • Interprets and discusses visuals **Does comprehension activity on the text (oral or written)** **Reflects on texts read during independent/pair reading** • Shares opinions on the text	**Writes information text, e.g.** texts used in other subjects • Writes two to three paragraphs • Organises information logically • Uses formal language • Includes specific details • Uses passive voice appropriately • Uses the dictionary to check spelling and meanings of words • Uses the writing process Uses the writing process • Brainstorms ideas using, e.g. mind maps • Writes first draft • Checks spelling • Writes final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut **Working with words and sentences** Develops understanding and use of connecting words showing addition, sequence and contrast. Uses prepositions that show position and direction Understands and uses reported speech. Understands and uses negative forms Uses the passive voice **Vocabulary in context** Words taken from shared or individually read texts **Joining prefixes or suffixes to a base word**

GRADE 5 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 9–10	**Takes part in a conversation on a familiar topic** • Asks and answers questions • Respects other learners by listening to them • Encourages other group members to support fellow learners • Code switches if necessary • Asks and answers more complex questions, e.g. What would you do…? **Performs simple plays** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Uses appropriate content and language • Uses direct speech • Develops sensible story line • Uses voice and expression and gestures to convey meaning • Pronounces words audibly and correctly **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows instructions/ directions • Tells own news	**Reads a play** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading predicting from title • Uses reading strategies • Identifies the story-line • Discusses characters, setting and action • Expresses feelings stimulated by the text • Discusses the play format **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with expression, showing understanding of the text • Reads aloud using proper pronunciation, pacing and volume. **Reflects on texts read independently** • Compares texts read	**Writes a short dialogue/play script using a frame** • Selects appropriate characters • Organises the dialogue and action logically • Uses direct speech • Uses an informal style of writing • Uses appropriate punctuation, e.g. colon, exclamation and question marks Uses writing process • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling and punctuation** Uses the dictionary to check spelling and meanings of words Add –es to form plurals of words ending in -s, -sh, -ch, or –z:, e.g. bunch, bunches; brush, brushes Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop **Working with words and sentences** Uses the gender forms of some nouns (e.g. cow/bull) Revises 'a' and 'the' with nouns. Uses regular forms of the verb, e.g. walk, walked Uses direct and indirect speech correctly Builds on understanding and use of simple past Builds on understanding and use of simple present Begins to use connecting words to show choice (e.g., either…or…) **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1–2	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Understands stories • Answers literal questions • Asks relevant questions and responds to questions • Answers and begins to ask some more complex questions, e.g. Why couldn't …?; What…? How do you think …? • Discusses ethical, social and critical issues in a story, code switching if necessary **Plays a language game** • Follows and gives instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows instructions/ directions • Tells own news	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. uses contextual clues to find the meaning of new words • Discusses main idea and other details. • Identifies the sequence of events • Identifies the setting and characters • Answers and begins to ask some more complex questions, e.g. Why couldn't …?; What…? How do you think …? • Discusses ethical, social and critical issues in a story, code switching if necessary **Does comprehension activity on the text (oral or written)** Practises reading • Reads aloud with appropriate pronunciation, fluency and expression **Reads and solves a word puzzle** • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence **Reflects on texts read during independent/pair reading** • Retells the story in 5 or 6 sentences • Does a short, oral book review	**Writes a personal recount of events** • Selects topic and content from own experience • Tells event in sequence • Expresses cause and effect **Writes a simple story** • Uses story structure • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses correct tense consistently • Uses the dictionary to check spelling and meanings of words Uses the following writing process to write the story • Brainstorms ideas using, e.g. mind maps • Writes first draft • Rewrites after feedback **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Words ending in -l : double the l when you add a suffix,, e.g. travel, travelling **Working with words and sentences** Understands and uses uncountable nouns (e.g. chalk) Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of personal pronouns (e.g. I, you, it, us, them) Uses different types of adjectives including age/temperature/ what things are made of, e.g. woollen Builds on use of subject verb concord, e.g. There is one book/There are two books ... **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Participates in discussion** • Discusses familiar topics including from other subjects • Uses higher level thinking skills, e.g. discusses advantages and disadvantages, gives opinions • Uses concepts and vocabulary from other subjects • Takes turns, shows respect for others, respects others opinions **Practises Listening and Speaking** (Choose one for daily practice) □ Performs a short poem or rhyme □ Plays a simple language game □ Gives and follows simple instructions/directions □ Tells own news	**Reads media text**, e.g. a magazine article or news report. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts what text is about by previewing it • Uses a range of reading strategies, e.g. skimming, scanning • Answers questions • Discusses main ideas and specific details • Understands the layout and design of media texts **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reads and understands a poster** • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language use **Reflects on texts read during independent/pair reading** • Expresses emotional response to texts read • Relates text to own life	**Writes information text using a frame** • Selects a relevant topic • Includes relevant information • Includes information about advantages and disadvantages • Organise advantages and disadvantages into a table Uses the following writing process • Brainstorms ideas using, e.g. mind maps • Writes first draft • Rewrites after feedback **Uses the dictionary to check spelling and meanings of words** **Designs a poster** • Includes relevant information • Includes a picture • Uses print sizes effectively • Presents neat, legible, final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune **Working with words and sentences** Uses nouns that have only plurals, e.g. scissors and trousers Builds on use of demonstrative pronouns (e.g. this, that, those, these) Builds on use of adjectives (before nouns), e.g. The small dog Uses different types of adjectives including those relating to age/ temperature/ what things are made of Begins to use irregular forms of some verbs, e.g. run, ran **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) • Text from the textbook or reader/s or Teacher's Resource File (TRF) Identifies plot, characters and actions • Summarises story with support • Expresses an opinion, giving a reason for it • Uses tenses introduced in the earlier grades, e.g. simple past and future **Tells a story** • Includes characters and a setting • Includes a simple plot • Sequence of story makes sense Practises Listening and Speaking (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Recalls events or experiences in the right sequence	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. uses contextual clues to find the meaning of new words • Discusses main idea and other details. • Identifies the sequence of events • Identifies the setting and characters • Answers and begins to ask some more complex questions, e.g. Why couldn't …?; What…? How do you think …? • Discusses ethical, social and critical issues in a story, code switching if necessary **Does comprehension activity on the text (oral or written)** **Reads poem/s** • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme, words that begin with the same sounds and comparisons **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Does a short, oral book review	**Writes a personal recount of events** • Selects topic and content from own experience • Tells events in sequence • Expresses cause and effect • Uses appropriate grammar, vocabulary, spelling and information. • Uses the writing process **Writes a simple book review using a frame** • Selects appropriate content • Uses frame correctly • Expresses and explains own opinion • Includes title, character, settings and summary of story Uses the following writing process • Brainstorms ideas using mind maps or lists, etc. • Writes first draft • Rewrites after feedback Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Add s to form most plurals **Working with words and sentences** Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission Uses adverbs of time (e.g. tomorrow, yesterday) Uses adverbs of frequency (e.g. 'She hardly ever visits me.') Uses prepositions that show direction (towards), time (on, during), possession (with) **Vocabulary in context** Words taken from shared or individually read texts

GRADE 5 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Takes part in a conversation** • Asks and answers questions • Respects other learners • Listens to them and encourages them to speak • Code switches if necessary Participates in discussion on less familiar topics, e.g. imagines and describes possibilities regarding the imaginary situation, such as what they would do with R100 • Chooses relevant content • Uses the conditional form Practises Listening and Speaking (Choose one for daily practice) • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news	**Reads information text from across the curriculum**, e.g. a short report, description or explanation from another subject Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: reads and discusses headings and pictures • Uses reading strategies, e.g. scans for information • Notices the role that pictures and photographs play in constructing meaning • Answers questions about the text • Summarises a paragraph with support **Does comprehension activity on the text (oral or written)** Reads and understands a poster • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font) • Discusses the layout **Reflects on texts read during independent/pair reading** • Shares opinions on the text • Rates text against others read during the year	**Designs a poster** • Includes relevant information • Includes a picture • Uses print sizes effectively • Presents neat, legible, final draft Writes information text using a frame • Selects appropriate information • Includes a chart, graph or diagram if appropriate • Writes two to three paragraphs • Uses correct facts and organises facts properly • Uses correct spelling and punctuation • Uses connecting words Uses the writing process • Writes first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Spelling** Uses the dictionary to check spelling and meanings of words singular and plural forms of nouns **Working with words and sentences** Develops use of connecting words showing reason and purpose. Uses adverbs of manner (e.g. quickly, slowly) Future tense: uses 'will' to indicate something that will happen, e.g. There will be a storm today Begins to use adverbs of degree, e.g. 'very, really, almost, too' Present progressive tense (e.g. 'He is reading.') Uses the passive voice. **Vocabulary in context** Words taken from shared or individually read texts
WEEK 9–10	SUMMATIVE ASSESSMENT			

GRADE 6

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1-2	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Answers literal questions to show understanding • Gives a personal response to the story, connecting it to own life **Plays language game/s** • Follows and gives instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Discusses the title, plot and where the story takes place (setting) • Answers questions on the story **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Does a word puzzle** • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence **Reflects on texts read during independent/pair reading** • Does a short oral book review • Relates text to own life	**Writes a simple story** • Uses a frame only if necessary • Uses a mind map or flowchart to plan • Selects appropriate topic and content • Writes an appropriate opening sentence • Uses connecting words • Writes an appropriate ending • Uses appropriate grammar, vocabulary, spelling and punctuation **Uses the writing process** • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look. Builds on knowledge of sight words and high frequency words **Working with words and sentences** Understands and uses countable nouns (e.g. book – books) Builds on use of personal pronouns (e.g. I, you, it, us, them) Builds on use of subject verb concord, e.g. There is one book/There are two books ... Builds on understanding and use of simple past **Vocabulary in context** Words taken from shared or individually read texts

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Listens to a factual recount, e.g.** news report, factual account Text from the textbook or reader/s or Teacher's Resource File (TRF) • Understands concepts and uses vocabulary relating to other subjects • Expresses and explains own opinion • Discusses the text **Sustains a conversation on a familiar topic** • Asks and answers questions • Respects other learners by listening to them and encouraging them to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads a simple factual recount, e.g.** a news article or factual account Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Answers questions on text • Expresses cause and effect **Does comprehension activity on the text (oral or written)** **Reads social texts, e.g. personal letter/s** • Discusses main idea and specific details • Identifies features, e.g. format, salutation, etc. **Reads media texts, e.g. advertisements/ pamphlets/posters** • Identifies the main message • Discusses the use of layout, colour, typeface and images • Understands how pictures and words are used to persuade **Reflects on texts read during independent/pair reading** • Summarises the text in a few sentences • Shares opinions on the text	**Writes a simple factual recount** • Uses a frame if necessary • Selects appropriate information • Organises main idea and supporting details • Uses connecting words, pronouns appropriately **Writes a simple personal letter** • Uses a frame • Selects appropriate content • Directs letter at appropriate person for the purpose • Edits own writing by correcting grammar, punctuation and spelling errors Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce **Working with words and sentences** Revises 'a' and 'the' with nouns. Builds on understanding and use of comparative and superlative adjectives Builds on understanding and use of present progressive Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission Uses adverbs of time (e.g. tomorrow, yesterday) **Vocabulary in context** Words taken from shared or individually read texts

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) Summarises story with support • Understands and uses questions, e.g. Why do you think…? Why doesn't …?Recalls experiences and events in the right sequence **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Answers questions on text • Identifies title, setting and plot **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency, pacing and expression Reads personal recounts, e.g. a diary/ diary entries • Discusses main idea and specific details • Identifies features, e.g. format, salutation, etc. **Reflects on texts read during independent/pair reading** • Expresses own opinion	**Writes for personal reflection**, e.g. a diary using a frame • Uses the frame correctly • Uses an informal style • Selects appropriate content for the topic • Tells the events in the correct order • Uses connecting words • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Words starting with g and followed by -e, -i or –y: start with g even though it sounds like j, e.g. germ **Working with words and sentences** Builds on use of personal pronouns (e.g. I, you, it, us, them) Understands and uses verbs to describe actions Builds on use of prepositions that show position (on, under, above) Uses connecting words to show addition (and) and sequence (then, before), Uses question forms, e.g. who, what, when, which, why, how Capital letters for proper nouns, for titles and initials of people **Vocabulary in context** Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Listens to and gives a sequence of instructions** • Responds physically to complex sequence of instructions • Instructions given make sense • Uses connecting words • Uses the correct order **Describes a process** • Information given in the description makes sense • Uses connecting words • Uses the correct order • Understands concepts and uses vocabulary relating to other subjects **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads information text with visuals**, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs/plans Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title, pictures and headings • Uses reading strategies: scans for information • Understands visual features, e.g. keys, symbols, etc. • Interprets information in the visual text • Follows instructions **Practises reading** • Reads aloud with appropriate pronunciation, fluency, pacing and expression **Does comprehension activity on the text (oral or written)** **Does a word puzzle** • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence **Reflects on texts read during independent/pair reading** • Summarises the text in a few sentences • Shares opinions on the text	**Writes a description of a simple process** • Information given in the description makes sense • Uses connecting words • Writes in the correct sequence • Uses formal language • Uses vocabulary from other subjects **Designs, draws and completes visual text**, e.g. charts/tables/ diagrams/mindmaps/ maps/pictures/ graphs/ plans • Adds correct labels • Includes relevant information • Uses key words **Writes simple definitions using a frame** • Prewriting: studies different definitions • Selects appropriate items to define • Uses concrete, relevant examples • Uses vocabulary relating to other subjects • Writes concisely **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning.	**Spelling** Uses the dictionary to check spelling and meanings of words Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city **Working with words and sentences** Uses the command form of the verb Begins to use determiners such as one, two, etc. and first, second, last. Uses negative concord (e.g. 'I don't have', 'she doesn't have') Uses 'must' to show necessity Uses past progressive Begins to use prepositions that show direction (towards), time (on, during), possession (with) Understands and uses negative forms **Vocabulary in context** Words taken from shared or individually read texts Synonyms (words that are similar in meaning, e.g. soft/gentle)

GRADE 6 TERM 1				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 9–10	**Listens to poems/songs** Text from the textbook or Teacher's Resource File (TRF) • Uses an oral description to identify people or objects **Plays a language game** • Gives and follows instructions correctly • Takes turns • Completes the game in the time allocated	**Reads poems** Text from the textbook or Teacher's Resource File (TRF) • Discusses topic and main idea • Understands in a simple way some elements of poetry, e.g. rhyme, alliteration, onomatopoeia, comparisons, personification • Discusses new vocabulary from the read text • Uses a dictionary **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Compares texts read	**Writes a description of a person** • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors **Writes a description of an object/ animal/plant/place** • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc. Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft	**Spelling** Spells familiar words correctly, using a personal dictionary Words starting with a k sound and followed by e or i: use a k to spell the word **Working with words and sentences** Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) Uses different types of adjectives including age/temperature/what things are made of, e.g. woollen Simple present to describe regular actions, e.g. 'I brush my teeth every day' or universal truths e.g. 'The sun sets in the west.' **Vocabulary in context** Words taken from shared or individually read texts Compound words, e.g. playground

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
TERM 2 **WEEK 1–2**	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Answers literal questions • Notes relevant information • Tells and retells stories **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: reads and discusses title and looks at pictures • Uses reading strategies, e.g. makes predictions, using contextual clues • Discusses new vocabulary • Identifies sequence of events, setting and characters (e.g. describes characters' feelings, and talks about reasons for their actions) • Expresses cause and effect • Uses a dictionary **Does comprehension activity on the text (oral or written)** Practises reading • Reads aloud with appropriate pronunciation, fluency and expression **Reflects on texts read during independent/pair reading** • Gives opinions and relates books to own life	**Writes a simple story using a frame** • Uses story structure as a frame • Writes an appropriate opening sentence • Uses connecting words • Uses some adjectives • Writes an appropriate ending • Stays on the topic • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spelling and meanings of words **Writes a paragraph to express and explain an opinion** • Writes 2 to 3 sentences • Selects relevant information • Gives own personal opinion • Explains sensibly **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc. Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft	**Spelling** Spells familiar words correctly, using a personal dictionary Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut **Working with words and sentences** Understands and uses uncountable nouns (e.g. chalk) Builds on use of demonstrative pronouns (e.g. this, that, those, these) Builds on use of adjectives before nouns, e.g. The small dog and begins to use those that come after nouns, e.g. The dog is small. Begins to use irregular forms of some verbs, e.g. run, ran Builds on understanding and use of simple present Begins to use 'must', 'should' and 'have to' to show obligation. **Vocabulary in context** Words taken from shared or individually read texts

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Listens to oral descriptions of objects/ animals/ plants/ places** Text from the textbook or Teacher's Resource File (TRF) • Identifies what it is • Describes what it is for • Distinguishes parts from the whole • Draws and label it • Uses vocabulary relating to other subjects **Analyses and classifies things** • Identifies similarities and differences • Sorts into groups • Explains why they belong together • Uses vocabulary relating to other subjects **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads information texts**, e.g. from other subjects. Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: discusses the topic and revises key vocabulary • Reads a paragraph and identifies main idea and topic sentence • Answers questions on text and visuals, e.g. graphs, diagrams, tables **Reflects on texts read during independent/pair reading** • Summarises what they have read in a few sentences	**Writes a description of objects/ animals/plants/places** • Includes relevant, specific details • Describes physical appearance • Uses correct determiners • Uses relevant vocabulary • Punctuation is correct • Drafts writing, gets feedback, edits and rewrites **Designs, draws and labels visual text**, e.g. e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/graphs/plans • Uses information from a written or visual text • Includes specific details • Uses key words and phrases • Uses appropriate vocabulary **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc. Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft	**Spelling** Uses the dictionary to check spelling and meanings of words Add –es to form plurals of words ending in -s, -sh, -ch, or –z:, e.g. bunch, bunches; brush, brushes **Working with words and sentences** Uses nouns that have only plurals, e.g. scissors and trousers Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) Begins to use adjectives that come after nouns e.g. The dog is small. Builds on understanding and use of comparative and superlative adjectives Uses adverbs of manner (e.g. quickly, slowly) Develops understanding and use of connecting words showing addition, sequence and contrast. **Vocabulary in context** Words taken from shared or individually read texts

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listen to a personal recount** of an event • Identifies most important ideas and people • Answers questions about what happened first, second, etc., recounting the same event **Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Answers literal questions • Gives a personal response, relating story to own life • Expresses and explains own opinion • Asks and answers questions, giving an opinion, e.g. Why do you think…? Why doesn't …? Role-plays some familiar situations • Uses appropriate language and actions • Organises content sensibly **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Tells or retells stories	**Reads stories** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Reads for detail and uses contextual clues to find meaning • Identifies and comments on the plot • Gives reasons for action • Understands the vocabulary • Answers questions on the story **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reads personal and social texts**, e.g. a personal diary or letter • Comments on main ideas • Reads for detail and notices informal style • Comments on format and salutation **Reflects on texts read during independent/pair reading** • Expresses emotional response to texts read • Relates reading to own life	**Writes a simple personal letter** • Uses a frame • Uses an informal style • Writes at least two paragraphs • Uses new vocabulary and punctuation learnt • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Words ending in -l : double the l when you add a suffix, e.g. travel, travelling **Working with words and sentences** Uses regular and irregular forms of the verb, e.g. walk, walked; run, ran Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Present perfect tense (e.g. 'I have finished.') Uses adverbs of frequency (e.g. 'She hardly ever visits me.'). Begins to use connecting words to show contrast (but), reason (because) and purpose (so that). **Vocabulary in context** Words taken from shared or individually read texts Antonyms (words that are opposite in meaning, e.g. loud/soft) Phrasal verbs, e.g. divide up, move in

GRADE 6 TERM 2				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Carries out a class survey**, e.g. interviews class mates), recording responses on a chart or graph • Asks and answers questions • Handles interviews politely • Records information accurately • Uses the structure correctly • Uses key words and phrases **Sustains a conversation on a familiar topic** • Listens to and gives other learners a chance to speak • Asks and answers questions • Gives an opinion, e.g. Why do you think…? **Plays a language game** • Gives and follows instructions • Takes turns **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads information text with visuals**, e.g. timetables and television schedules/charts/tables/ diagrams/ mindmaps/maps/pictures/graphs Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: discusses the topic and revises key vocabulary • Reads a paragraph and identifies main idea and topic sentence • Answers questions on text and visuals • Scans for specific information **Does comprehension activity on the text (oral or written)** **Reads a simple book review** • Identifies key features, e.g. title, list of characters, brief summary and rating • Identifies the language used to give facts and to give opinions **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Solves word puzzles** • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence • Uses a dictionary **Reflects on texts read during independent/pair reading** • Compares books and texts read	**Writes simple definitions** • Selects relevant information • Give examples • Writes formally and concisely • Uses vocabulary relating to other subjects **Develops a simple questionnaire** • Writes questions clearly • Leaves space for answers • Uses the question form correctly **Writes a paragraph to express and explain an opinion** • Writes 4 to 5 sentences • Selects relevant information • Gives own personal opinion • Gives a sensible explanation **Uses the writing process** • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune **Working with words and sentences** Extends use of forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were Builds on understanding and use of future tense Begins to use 'must', 'should' and 'have to' to show obligation. Begins to use adverbs of degree, e.g. 'very, really, almost, too' **Vocabulary in context** Words taken from shared or individually read texts Antonyms (words that are opposite in meaning, e.g. loud/soft)
WEEK 9–10	SUMMATIVE ASSESSMENT			

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1–2	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Answers literal questions • Discusses the key character • Notes relevant information on a chart, e.g. timeline • Summarises the story **Listens to oral descriptions of places/animals/plants/objects/etc.** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Identifies places • Notes relevant information, e.g. on a chart/table • Identifies similarities and differences **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Recounts experiences or events in the right sequence, using connecting words	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Describes the features of the text • Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences • Answers questions about the story • Identifies and discusses the setting and characters • Describes cause and effect in a story, e.g. What happened when…? Or Why do you think ... happened? • Gives a personal response to the story • Connects it to own life **Reads simple personal letters** • Identifies main ideas • Answers literal questions • Identifies features of text, e.g. date, salutation **Reflects on texts read during independent/pair reading** • Does a structured book review with good oral presentation	**Writes diary entries** • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Tells the events in the correct order • Uses connecting words • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Add s to form most plurals **Working with words and sentences** Builds on use of proper nouns, e.g. with capital letter Simple present to describe universal statements, e.g. 'The sun sets in the west.' Uses 'will' to indicate something that will happen, e.g. There will be a storm today Begins to use connecting words to show cause-and-effect (so that) **Vocabulary in context** Words taken from shared or individually read texts Synonyms (words that are similar in meaning, e.g. soft/gentle)

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Listens to a simple talk on an issue** • Asks and answers more complex questions • Discusses the main idea • Gives opinions • Respects other learners by listening to them • Encourages other group members to support fellow learners Talks about an issue after preparation • Selects appropriate topic and content • Stays on topic • Organises content logically **Collects information, e.g. carries out simple research such as a survey** • Selects questions to be asked • Asks and answers questions • Records information as notes in the questionnaire developed **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads information texts with visuals**, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/graphs. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: scans for important details • Asks questions • Selects relevant details to answer questions • Makes a mind map summary of the text/selection of the text **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Does a word puzzle** • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence **Reflects on texts read during independent/pair reading** • Summarises text in about 5 sentences.	**Writes information text and completes visuals**, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs Text from the textbook or reader/s or Teacher's Resource File (TRF) • Reads selected text • Uses information from the text to draw and label visual text, e.g. tables or charts or graphs • Shows clearly the relationship between different parts of the diagram or other visual text **Transfers text into graphic form**, e.g. uses notes of information collected • Transfers information into graphic form, e.g. a graph or table • Analyses information **Writes a short report** on information collected • Evaluates information and makes judgements, giving reasons for them • Uses an appropriate structure for the report • Organises paragraphs correctly, for example using a topic and supporting sentences	**Spelling** Uses the dictionary to check spelling and meanings of words **Working with words and sentences** Uses the gender forms of some nouns (e.g. cow/bull) Builds on use of adjectives before and after nouns, e.g. The small dog … The dog is small. Builds on use of subject verb concord, e.g. There is one book/There are two books ... Simple present Present progressive tense (e.g. 'He is reading.') **Vocabulary in context** Words taken from shared or individually read texts Words belonging to the same lexical field, e.g. cover and page belong to the lexical field 'book'

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to stories** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Answers literal questions • Gives a personal response, relating story to own life • Expresses and explains own opinion • Suggests an alternative ending, imagining and describing possibilities **Retells a story** • Uses the correct sequence of events • Refers correctly to the characters in the story • Uses tenses introduced in previous grades • Suggests an alternative ending. **Listens to a song/simple poems** Text from the textbook or Teacher's Resource File (TRF) • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme • Expresses feelings stimulated by the poem • Performs song/selected lines	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from pictures • Discusses title, plot, characters and setting • Discusses how a plot of as story can represent a particular view of the world • Answers questions about story • Summarises the story orally • Identifies the moral or message of the story **Does comprehension activity on the text (oral or written)** **Reads poems** • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme • Discusses comparisons made in the poem **Practises reading** • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume. **Reflects on texts read during independent/pair reading** • Relates texts to own life	**Writes a simple story, using the writing process more independently** • Selects interesting content • Uses the story structure as a frame • Uses a beginning, middle and end • Tells events in appropriate order • Uses an appropriate tense and co-ordinates sentences with 'and' and 'but' • Uses a wider range of punctuation, including inverted commas • Uses appropriate spacing for paragraphs Uses the writing process • Brainstorms ideas using, e.g. mind maps • Writes first draft • Gets feedback on content and use of grammar and vocabulary • Checks spelling • Writes final draft **Writes for fun**, e.g. simple four line poem or rhyming sentences • Chooses topic • Writes rhyming sentences on topic • Uses one comparison **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Shortening words, e.g. television – telly, telephone – phone Uses abbreviations correctly: acronyms, initialisation, truncation, etc. **Working with words and sentences** Revises 'a' and 'the' with nouns. Builds on use of personal pronouns (e.g. I, you, it, us, them) Builds on understanding and use of comparative and superlative adjectives Builds on understanding and use of simple past Begins to use 'shall' and 'will' to show intention. Uses adverbs of place (here, there) Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) Uses past progressive **Vocabulary in context** Words taken from shared or individually read texts Joining prefixes or suffixes to a base word

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic			

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Listens to and carries out instructions**, e.g. a procedure • Predicts what might come next • Discusses specific details of text • Discusses sequence of instructions • Discusses the form of the verb used in **Plays a language game** • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads procedural text**, e.g. recipe/ instructions for a simple scientific experiment/project. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and headings and surveys the text, e.g. contents page or index • Uses reading strategies, e.g. skimming • Interprets visuals • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses the format of the text • Discusses sequence of instructions • Follows the instructions **Reads information texts across the curriculum** such as a short report/ description/explanation from another subject • Pre-reading: predicts from title and headings and surveys the text, e.g. contents page or index • Uses reading strategies, e.g. scanning for specific information • Interprets visuals • Answers questions about the text • Gives the main ideas and supporting details **Reflects on texts read during independent/pair reading** • Gives main ideas • Describes features of some of texts read, e.g. reference books with content pages and index	**Writes information text**, e.g. texts used in other subjects • Writes two to three paragraphs • Organises information logically • Uses a topic sentence and supporting sentences • Uses vocabulary relating to other subjects • Uses formal language • Includes specific details • Uses passive voice appropriately **Makes a mind map summary of a short text** • Identifies at least three main points • Organises information neatly • Uses appropriate symbols/diagrams/ other relevant graphic text • Shows clearly the relationship between different parts of the diagram or other graphic text • Uses appropriate vocabulary • Checks spelling • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas using, e.g. mind maps • Writes first draft • Checks spelling • Writes final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Words which are often confused (e.g. diary/dairy) **Working with words and sentences** Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) Uses different types of adjectives including what things are made of, e.g. woollen Understands and uses verbs to describe actions Present perfect tense (e.g. 'I have finished.') **Vocabulary in context** Words taken from shared or individually read texts

GRADE 6 TERM 3				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 9–10	**Participates in conversation on a familiar topic** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Sustains the conversation • Expresses opinions • Respects others' ideas • Encourages other learners to speak the additional language **Performs simple plays** • Uses appropriate content and language • Uses direct speech • Develops sensible story line • Uses voice and expression and gestures to convey meaning • Pronounces words audibly and correctly **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads a play** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading predicting from title • Uses reading strategies • Identifies the story-line • Discusses characters, setting and action • Expresses feelings stimulated by the text • Discusses features of the text especially punctuation and format **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with expression, showing understanding of the text • Reads aloud using proper pronunciation, pacing and volume. **Reflects on texts read during independent/pair reading** • Presents a short oral book report with appropriate content and structure • Gives own opinion	**Writes a short play script**, using a more informal style of writing • Selects appropriate characters • Develops the conversation and action logically • Uses direct speech • Uses appropriate punctuation, e.g. colon, exclamation and question marks • Uses writing process • Brainstorms ideas using mind maps • Produces first draft • Gets feedback and revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look. **Working with words and sentences** Begins to use determiners such as one, two, etc. and first, second, last. Uses different types of adjectives including those relating to where things come from Develops use of adverbs **Vocabulary in context** Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1–2	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Summarises the story • Answers and begins to ask and answer more complex questions, e.g. Why couldn't …?; What…? How do you think …? • Discusses ethical, social and critical issues in a story, code switching if necessary **Tells own story** • Selects appropriate content and title • Organises events logically • Names characters in story • Uses connecting words **Presents an oral book review** • Selects appropriate content and structure • Expresses and explains own opinion • Presents clearly with fluent expression	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies: uses contextual clues to find the meaning of new words • Discusses plot, setting and characters • Discusses the sequence of events, answering questions about what happened first, second, etc. • Asks and answers more complex questions, e.g. Why couldn't …?; What…? How do you think …? • Expresses and explains own opinion • Discusses how characters represent a particular view of the world • Discusses the role that visual images play • Discusses alternative ways of presenting characters **Does comprehension activity on the text (oral or written)**	**Writes a simple story** • Uses story structure as a frame • 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 • Uses correct tense consistently • Uses the dictionary to check spelling and meanings of words Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Spells familiar words correctly, using a personal dictionary Builds on knowledge of sight words and high frequency words **Working with words and sentences** Understands and uses countable nouns (e.g. book – books) Builds on use of demonstrative pronouns (e.g. this, that, those, these) Builds on use of adjectives (before nouns), e.g. The small dog Uses the command form of the verb, e.g. Stop. Uses past progressive Uses adverbs of time (e.g. tomorrow, yesterday) Begins to use prepositions that show direction (towards), time (on, during), possession (with) **Vocabulary in context** Words taken from shared or individually read texts Antonyms (words that are opposite in meaning, e.g. loud/soft)

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 1–2	**Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads personal letters** • Pre-reading: predicts based on skimming the text • Uses reading strategies: uses contextual clues to find the meaning of new words • Identifies main idea and specific details • Discusses the purpose of the letter • Discusses the format of the letter **Practises reading** • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume **Reflects on texts read during independent/pair reading** • Retells the story in 5 or 6 sentences		

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 3–4	**Participates in discussion** • Discusses advantages and disadvantages • Uses a concepts and vocabulary, e.g. those relating to other subjects • Takes turns • Respects others' opinions • Encourages others to speak **Listens to and discusses a talk** • Discusses main ideas and specific details • Records specific information on a chart or mind map **Plays a language game** • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads information text**, e.g. from across the curriculum Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: reads and discusses headings and pictures • Uses reading strategies, e.g. scans for information • Notices the role that pictures and photographs play in constructing meaning • Answers questions about the text • Identifies advantages and disadvantages • Summarises a paragraph with support **Does comprehension activity on the text (oral or written)** **Practises reading** • Reads aloud with appropriate pronunciation, fluency and expression **Reads and solves a word puzzle** • Spells words correctly • Shows understanding of meanings of words • Uses relevant vocabulary **Reflects on texts read during independent/pair reading** • Expresses emotional response to texts read • Relates text to own life	**Uses information from a visual text,** e.g. charts/ tables/diagrams/ mindmaps/maps/ pictures/ graphs **to write a text** • Writes two to three paragraphs • Facts are correct and well organised • Spelling and punctuation are correct **Writes visual information text** • Makes a mind map summary of a short text • Organises advantages and disadvantages into a table **Writes definitions with examples** • Selects appropriate items to define • Uses concrete, relevant examples • Selects appropriate information • Use vocabulary relating to other subjects Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with words and sentences** Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) Builds on understanding and use of simple present Uses connecting words to show addition (and) Constructs compound sentences using 'and' Begins to use relative clauses (e.g. 'Gold, which is mined in Gauteng, is an important export.') Uses commas for separating nouns in a list **Vocabulary in context** Words taken from shared or individually read texts

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	**Listens to a story** (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Summarises the story • Answers and begins to ask and answer more complex questions, e.g. Why couldn't …?; What…? How do you think …? • Expresses an opinion, giving a reason for it, e.g. on ethical, social and critical issues in a story, code switching if necessary • Uses tenses introduced in the earlier grades, e.g. simple past and future Listens to a poem/s Text from the textbook or Teacher's Resource File (TRF) • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme and words that begin with the same sounds (alliteration)	**Reads a story** Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies: uses contextual clues to find the meaning of new words • Discusses plot, setting and characters • Discusses the sequence of events, answering questions about what happened first, second, etc. • Asks and answers more complex questions, e.g. Why couldn't …?; What…? How do you think …? • Expresses and explains own opinion **Does comprehension activity on the text (oral or written)** Reads poems • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme and alliteration	**Writes a book review** • Selects appropriate content and structure • Expresses and explains own opinion • Includes title, characters and summary Writes a personal letter • Selects appropriate content • Uses a frame only if necessary • Addresses the message correctly • Orders the information logically • Writes own name at the end • Uses an informal style of writing appropriate for the purpose Uses the writing process • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft Uses the dictionary to check spelling and meanings of words **Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	**Spelling** Uses the dictionary to check spelling and meanings of words Words belonging to the same lexical field, e.g. cover and page belong to the lexical field 'book' **Working with words and sentences** Uses question forms, e.g. who, what, when, which, why, how Develops use of connecting words showing reason and purpose. Begins to use connecting words to show choice (e.g., either…or…). Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.') Uses direct speech Uses quotation marks for direct speech **Vocabulary in context** Words taken from shared or individually read texts

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 5–6	• Identifies and discusses comparisons (e.g. similes) • Expresses feelings stimulated by the poem • Performs song/selected lines **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic • Recounts events or experiences in the right sequence, answering questions about what happened first, second, third, etc.	• Discusses comparisons made in the poem (similes) **Practises reading** • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume **Reflects on texts read during independent/pair reading** • Does a structured book review with good oral presentation		

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
WEEK 7–8	**Takes part in a conversation** • Asks and answers questions • Respects other learners • Listens to other learners and encourages them to speak **Participates in discussion** • Imagines and describes possibilities • Uses the conditional • Takes turns • Respects others' opinions • Encourages others to speak **Practises Listening and Speaking** (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic	**Reads media texts**, e.g. magazine article/news report. Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts what text is about by previewing it • Uses a range of reading strategies, e.g. skimming, scanning • Answers questions • Discusses main ideas and specific details • Discusses the layout and design of the text • Compares layout and design to that of newspaper **Does comprehension activity on the text (oral or written)** Practises reading • Reads aloud with appropriate pronunciation, fluency and expression **Reads and understands graphic media text**, e.g. posters and advertisements • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language use	**Writes a simple news report using a frame** • Includes relevant information • Includes a clear main idea • Develops information logically • Uses connecting words and organises paragraphs properly • Uses the correct format • Uses appropriate grammar, vocabulary, spelling and punctuation **Designs a poster** • Includes relevant information • Includes a picture • Uses the correct format • Uses design features such as colour and different sizes or kinds of print (font) • Presents neat, legible, final draft Uses the writing process • Writes first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft	**Spelling** Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. **Working with words and sentences** Uses 'must' to show necessity Begins to use connecting words to show condition Uses comparatives (e.g. as ... as …) Uses question marks Uses exclamation marks **Vocabulary in context** Words taken from shared or individually read texts Compound words, e.g. playground

GRADE 6 TERM 4				
SKILLS	**LISTENING AND SPEAKING (ORAL)**	**READING & VIEWING**	**WRITING & PRESENTING**	**LANGUAGE STRUCTURES & CONVENTIONS**
		• Identifies and discusses design features such as colour and different sizes or kinds of print (font) • Discusses the layout • Compares different texts, e.g. posters and advertisements **Reflects on texts read during independent/pair reading** • Shares opinions on texts	**Records words and their meanings in a personal dictionary** • Writes sentences using the words or explanations to show the meaning, etc.	
WEEK 9–10	**SUMMATIVE ASSESSMENT**			

SECTION 4: ASSESSMENT IN FIRST ADDITIONAL LANGUAGE

4.1 INTRODUCTION

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

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

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

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 tests. 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 First Additional Language was just a paragraph

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 First Additional Language are as follows:

- Two formal assessment tasks to be completed during 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 First Additional 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 by the middle of the term, that is, week 5. 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 Types of formal assessment for First Additional Language Content

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)**	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.	**Levels 4 and 5: 20%**
Appreciation **(Level 5)**	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 empathise 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 …	

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 are 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 20 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 adhered to.

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**	**%**
Listens to and speaks about a story /gives a personal or factual recount	20	Listens to and speaks about a story/gives a factual recount/takes part in a conversation or role-play	15	Listens to and speaks about a story / factual recount/ takes part in a conversation or discussion	15
Reads aloud a prepared text	10	Reads aloud a prepared text	10	Reads aloud a prepared text	10
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reading comprehension of a story/factual recount/news report	20	Reading comprehension of a story/information text/	20	Reading comprehension of a story/factual recount/ social text	20
Reflects on stories/text read independently	10	Reflects on stories/text read independently	10	Reflects on stories/text read independently	10
Writes a paragraph: personal recount using a frame/ description of people using a frame	25	Writes a paragraph: a factual recount/ description of people/message	30	Writes three paragraphs based on the theme of the story	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2	**%**	**Task 2**	**%**	**Task 2**	**%**
Listens to and gives instructions/performs poem or song with oral comprehension	20	Listens to and gives instructions/ describes a process/performs a poem or song with oral comprehension	20	Listens to and gives instructions/ describes a process/performs a poem or song with oral comprehension	20
Reading comprehension of a procedural text/ poem/song	30	Reading comprehension of a procedural text/poem/ song	30	Reading comprehension of an information text/poem/ song	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Writes simple instructions using a frame/a simple poem with a frame	30	Writes instructions/a factual recount/a simple poem with a frame	30	Writes a description of a simple process/simple definitions using a frame/ description of a person/ object/etc	30
Total	**100**	**Total**	**100**	**Total**	**100**

TERM 2					
Grade 4		**Grade 5**		**Grade 6**	
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Listens to and speaks about information text or story/gives and carries out directions/ describes an object/	20	Listens to and speaks about information text/ story including retelling of the story	15	Listens to and speaks about oral descriptions of objects/animals/etc/ listens to personal recount or takes part in a role-play	15
Reads aloud an unprepared text	10	Reads aloud an unprepared text	10	Reads aloud an unprepared text	10
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reading comprehension of information text/ story	20	Reading comprehension of information text/ story	20	Reading comprehension of information texts/story/social text	20
Reflects on stories/text read independently	10	Reflects on stories/text read independently	10	Reflects on stories/text read independently	10
Summarises information text/writes a story using a frame	25	Writes a description of objects/plants/etc with a frame/ writes a story using a frame	30	Writes a description of objects/ plants/etc/Write a personal letter/	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): Written Reading comprehension Language in context Writing – paragraphs	 30 15 25	Paper 2 (2 hours): Written Reading comprehension Language in context Writing – paragraphs	 30 15 25	Paper 2 (1 hour): Written Writing – paragraphs	30
				Paper 3 (1 hour): Written Reading comprehension Language in context	 25 15
Total	**100**	**Total**	**100**	**Total**	**100**

Note. The mark for Paper 1 will be a summative assessment of the learner's progress up to the time of this examination.

TERM 3					
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Listens to and speaks about information text or story/takes part in a conversation/performs a poems	20	Delivers a short talk/retells a story	15	Delivers a short talk/retells a story	15
Reads aloud a prepared text	10	Reads aloud a prepared text	10	Reads aloud a prepared text	10
Language Structures and Conventions in context	15	Language Structures and Conventions in context	15	Language Structures and Conventions in context	15
Reading comprehension of information text/a visual text/ story/poem	20	Reading comprehension of information text with visuals/ story/poem	20	Reading comprehension of information text with visuals/ story/poem	20
Reflects on text read independently	10	Reflects on text read independently	10	Reflects on text read independently	10
Writes summary of information text with support/a story using a frame	25	Completes visual text/ makes a mind map summary/writes a simple story with dialogue	30	Completes visual text/writes a simple story	30
Total	**100**	**Total**	**100**	**Total**	**100**
Task 2	**%**	**Task 2**	**%**	**Task 2**	**%**
Listens to information text/ listens to and describes places or plants, etc/ Role- plays a familiar situation	20	Takes part in a conversation/a play	20	Listens to and carries out instructions/takes part in a conversation/ play	20
Reading comprehension of a information text with visuals/ procedural text/play	30	Reading comprehension of procedural text/ information text/a play	30	Reading comprehension of procedural text/information text/play	30
Language Structures and Conventions in context	20	Language Structures and Conventions in context	20	Language Structures and Conventions in context	20
Writes information text/ adialogue/a book review with a frame	30	Writes information text/short dialogue or play script with a frame	30	Writes information text/a short play script	30
Total	**100**	**Total**	**100**	**Total**	**100**

TERM 4					
Task 1	**%**	**Task 1**	**%**	**Task 1**	**%**
Listens to interviews or a talk show/ listens to or gives messages/ comprehension of a story	20	Takes part in discussion/ tells a story	15	Takes part in a discussion/listens to a story	15
Reads aloud an unprepared text	10	Reads aloud an unprepared text	10	Reads aloud an unprepared text	10
Language Structures and Conventions	15	Language Structures and Conventions	15	Language Structures and Conventions	15
Reading comprehension of information text with visuals/visual text/a story with dialogue/a diary	20	Reading comprehension of media text/ a poster/ story	20	Reading comprehension of information text/a story/ poem	20
Reflects on text read independently	10	Reflects on text read independently	10	Reflects on text read independently	10
Writes a paragraph with a frame/ social texts/produces visual text e.g. a poster/story with dialogue	25	Writes information text with a frame/personal recount/produces a poster/writes a book review with a frame	30	Writes information text/ definitions with examples/ book review/personal letter	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): Written Reading comprehension Language in context Writing – creative texts and transactional texts	 30 15 25	Paper 2 (2 hours): Written Reading comprehension Language in context Writing – creative texts and transactional texts	 30 15 25	Paper 2 (1 hour): Written Writing – Creative texts and transactional texts	30
				Paper 3 (1 hour): Written Reading comprehension Language in context	 25 15
Total	**100**	**Total**	**100**	**Total**	**100**

Note. The mark for Paper 1 will be a summative assessment of the learner's progress in the second half of the year, up to the time of this examination.

School Based Assessment and Examinations Grades 4-5 table

<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 aloud, Listening and Speaking
Paper 2 (2 hours): Written: Reading comprehension, Language in context and Writing – creative texts 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 aloud, Listening and Speaking
Paper 2 (1 hour): Written:
Reading comprehension, Language in context and Writing – creative texts and transactional texts)</td></tr>
<tr><td>EXAMINATIONS
25%</td><td colspan="4"></td></tr>
</table>

School Based Assessment and Examinations Grade 6 table

<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:
3 Papers:
Paper 1: Oral: Reading aloud, Listening and Speaking
Paper 2 (1 hour): Written:
Writing – creative texts and transactional text
Paper 3 (1 hour): Written: Reading comprehension and Language in context</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:
3 Papers:
Paper 1: Oral: Reading aloud, Listening and Speaking
Paper 2 (1 hour): Written:
Writing – creative texts and transactional text
Paper 3 (1 hour): Written: Reading comprehension and Language in context</td></tr>
<tr><td>EXAMINATIONS
25%</td><td colspan="3"></td></tr>
</table>

Format of examination papers for Grades 4-6 tables

Grades 4-5

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

PAPER	DESCRIPTION	%: GR.4
1	Oral: Reading aloud, listening & speaking	30
2 **(2 hours)**	Written: Reading comprehension, Language in context Writing – creative texts and transactional texts	30 15 25
TOTAL FOR EXAM		100

Grade 6

The suggested outline for the midyear and end-of-year examination papers for the First Additional Languages in Grades 6 is as follows:

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

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

PAPER	SECTION	%	
1	**Oral: reading/ listening/ speaking**	Gr 4	Gr 5
	A : Reading aloud	15	15
	B: Listening & Speaking: Prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / 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)	30	30
	B : Language • Language structures (words & sentences) should be assessed in context using a variety of texts	15	15
	Writing		
	A : One creative writing text Grade 4-6: narrative / descriptive text including personal recounts (Please note that the number of words and paragraphs for the different grades are specified)	15	15
	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/Factual recounts/Procedural texts/	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	15
	TOTAL FOR PAPER 2	**40**
3 (1 hour)	**Writing**	
	A : One creative writing text Grade 4-6: narrative / descriptive/personal recount (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	15
	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/Factual recounts/ Procedural texts (Please note that the number of words for the different grades are specified under 3.3.2 of this document)	15
	TOTAL FOR PAPER 3	**30**
	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 her/his readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

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

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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 to ensure that the assessment practice at school is enhanced. Moderation cannot simply be a monitoring exercise to check that the correct number of tasks has been done or that a memorandum has been applied correctly. In Languages it means that the moderator will give good comment, among

other things, on the levels of questioning in comprehension testing; the frequency of extended writing; the quality of assessment instruments and the developmental opportunities afforded, and the teacher's engagement with learner workbooks and evidence of learner performance.

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

4.7 GENERAL

This document should be read in conjunction with:

4.7.1 *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). Note that HIV is not an example of acronym but initialism.

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'.

code-switching – change from one language to another within the same oral text.

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). Text at an 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)