

# Foundations for Learning

## Intermediate Phase

### Assessment Framework



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**



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## **Intermediate Phase Assessment Framework**



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## Introduction to the Assessment Frameworks

### Background

Between 2003 and 2006 the Department of Education (DoE) phased in a revised **National Curriculum Statement (NCS)** for grades R – 9 for schools in the General Education and Training Band. The Statement contains the learning outcomes and assessment standards for each of the learning areas, setting out the minimum or essential knowledge, values and skills to be covered in each grade (Overview document pp 13 – 14).

In 2007 the **National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (GET)** was introduced to provide a framework for assessment and qualifications. It lays down the requirements for formal assessment and stipulates the number of formal assessment tasks per learning programme required for each grade.

Together, these two documents provide the basis from which schools and teachers are expected to plan, teach and assess their learners in the GET band.

To support the implementation of the National Curriculum Statement (NCS) the DoE provided **Assessment Frameworks** for the Foundation and Intermediate Phases in 2008 as part of the **Foundations for Learning (FFL) Campaign**. These documents were developed to help teachers to put the NCS into practice in the classroom. They are a tool to assist teachers in their planning, teaching and assessment:

- The documents break down the content (knowledge, values and skills) embedded in the assessment standards and divide it across the four terms. These ‘milestones’ thus ensure that there is conceptual progression both within a **term** and throughout the **year**.
- The milestones are intended to provide guidance on the content to be planned, taught and assessed per term. It also gives guidance on the expected level of achievement that learners in a particular grade should achieve at the end of each term.
- The milestones applicable for each Assessment Task are identified, in line with the National Policy on Assessment and Qualifications. The Assessment Framework is an enabling document that gives the teacher guidance and support on planning and assessment for the year and grade (work schedule) and the development of lesson plans (daily/weekly).
- Planning and Assessment happen as integrated processes. Assessments are built into the teaching and learning activities taking different forms (observation, oral, practical, written recording, etc.).
- Exemplar rubrics and rating scales based on the milestones for the last assessment task for each term are given so that schools and districts can develop common assessment tasks.

## How to use the Assessment Frameworks

We have encouraged the infusion of Assessment Frameworks into the Work Schedule (year / grade plan). The Assessment Frameworks also support teachers in developing their Programme of Assessment. The Assessment Frameworks inform but do not replace the teachers' written planning and assessment documents.

Aligned to the Assessment Frameworks, Exemplar lesson plans have been developed and supplied to all schools offering Grades 1 – 6. By using the Assessment Frameworks, together with the NCS and the Assessment Policy documents, the work of the teacher will be made much easier. Remember also that teachers should use other supporting documents that the Department of Education has produced such as the LSEN documents.

The Assessment Frameworks can help the teacher in different ways:

- *Before the year begins:*
  - ♦ When planning teaching, learning and assessment for the year the milestones can be used to inform:
    - the three levels of planning to make sure that the key skills are developed throughout the year and all the underlying assessment standards are covered, and,
    - the Programme of Assessment for the Grade which will lead to the development of the school's annual Assessment Plan.
  - ♦ The milestones for both the previous and subsequent grades are also a useful resource for teachers as they provide information on what a learner should have achieved by the end of the previous grade and what he/she will be expected to achieve during the following year.
- *During the year:*
  - ♦ In planning: When planning the daily teaching and learning activities the milestones give guidance on what skills should be taught and what learners should be practising at a particular time so that the skills can be developed incrementally. The milestones also provide examples and suggestions on the amount of work that can be expected of learners. Remember though that the development of many of the numeracy and literacy skills should be on-going, even if they are not earmarked for formal assessment during a specific assessment task. Bear in mind also that these are the minimums and teachers should endeavour to teach beyond the scope of these milestones.
  - ♦ In Assessment: the milestones for each Assessment Task have been identified so that teachers can build the key assessment activities into their teaching and learning programme and develop specific assessment activities where necessary.

- ♦ At the end of a term: the milestones can be used as a useful checklist to track whether the teaching and learning activities that have been set out have been achieved and also to monitor and support learners' progress and plan relevant and appropriate intervention programmes for learners experiencing barriers to learning.
- *At the end of the year:*
  - ♦ The milestones can assist schools in making decisions on the progression of learners. They could also be used as part of the process of reflection on the year's teaching and assessment activities.





## A Note on the Mathematics Assessment Tasks

The National Policy on Assessment for Schools stipulates that two assessment tasks in Mathematics should be formally assessed each term. These tasks cover the essential milestones expected for that term (refer to pages 3 to 11 in this document). ***The Learning Outcomes and Assessment Standards used to develop assessment tasks are stated in the Work Schedule and are further described in the Numeracy Programme of Assessment.***

Use the milestones to ensure your Work Schedule covers the required knowledge, skills and values for teaching and learning demonstrating conceptual progression. Not everything taught needs to be formally assessed. However, it is essential that you continuously assess your learners' progress through both a formal and an informal assessment programme, as this informs your daily planning. Do not only use the Assessment Tasks for assessing counting, mental agility and problem solving. On a daily basis you must observe your learners' *counting skills, ability to answer questions, ability to reflect on their own solutions to problems* etc., recording where necessary. It is important, too, that learners' understanding of what they are doing in Mathematics is assessed and not just their ability to give answers correctly. Your assessing of mathematical skills is, therefore, also continuous and not just a once-off assessment.

For each Assessment Task, you must design two or more activities that will allow learners to **demonstrate** the skills, knowledge and values you are assessing i.e. the criteria from the Assessment Standards. Use the holistic rubrics, checklists and rating scales provided, as well as other assessment tools to observe, assess and record every learner's understanding.

You need to ensure that assessment is not only done as written work, but allows for practical and oral work too (forms of assessment). The Assessment Task, therefore, needs to be infused into your normal teaching and learning time over a period of time e.g. 5-7 consecutive days. Allow learners to have access to counters, number lines, number charts etc if they need them, **even during an assessment task**. You want to assess what learners understand and not what they can just memorise. Your recorded assessment is against the whole task, using the National codes and level descriptors.

### Explanation of terminology

- *Holistic rubric:* a collection of skills and knowledge (criteria) against which the learner will be assessed. It gives an overall impression of how the learner has performed.
- *Rating scale:* a set of statements containing the knowledge and skills (criteria) to be assessed. Each statement is rated separately and is a guide for the overall assessment of the complete task.

Mathematics Milestones (per Term): Grade 4			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Counts in a variety of intervals (including 2s, 3s, 5s, 10s, 25s, 50s and 100s), starting from any number between 0 and 1 000</li> <li>Counts given structured collections of objects up to 1 000, recording the result by writing the number name in words, by showing it with Flard cards and by writing it in expanded notation</li> <li>Counts given unstructured collections of objects (pictures and marks) up to 300 by structuring (grouping into tens and hundreds)</li> <li>Counts out collections of a given number of objects up to 500, by forming structured collections up to 1 000 with actual objects and/or making marks</li> <li>Writes numbers up to 1 000 in condensed positional notation</li> <li>In the range up to 1 000:               <ul style="list-style-type: none"> <li>Says which of two given numbers is bigger</li> <li>Orders more than two given numbers from smaller to bigger</li> </ul> </li> <li>Knows odd and even numbers to at least 1 000.</li> <li>Knows or quickly determines addition and subtraction facts for               <ul style="list-style-type: none"> <li>multiples of 10 to at least 100, for example <math>50 + 40</math>, <math>90 - 30</math></li> <li>multiples of 100 to at least 1 000, for example <math>500 + 400</math>, <math>900 - 300</math>.</li> </ul> </li> <li>Knows how 100 can be formed in different ways as a sum of two numbers, e.g. <math>100 = 37 + 63</math></li> <li>Knows how 1 000 can be formed in different ways as a sum of multiples of 100, e.g. <math>1\ 000 = 700 + 300</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Counts in a variety of intervals (including 2s, 3s, 5s, 10s, 25s, 50s and 100s) starting from any number between 0 and 2 000</li> <li>Counts given structured collections of objects (pictures and marks) up to 2 000, recording the result by writing the number name in words, by showing it with Flard cards and by writing it in expanded notation</li> <li>In the range up to 2 000:               <ul style="list-style-type: none"> <li>Says which of two given numbers is bigger.</li> <li>Orders more than two given numbers from smaller to bigger</li> <li>Ways of counting in different cultures (including local) throughout history.</li> </ul> </li> <li>Knows or quickly determines addition and subtraction facts for               <ul style="list-style-type: none"> <li>multiples of 10 to at least 1 000, for example <math>690 + 40</math>, <math>720 - 80</math></li> <li>multiples of 100 to at least 2 000, for example <math>1\ 500 + 400</math>, <math>1\ 900 - 300</math>.</li> </ul> </li> <li>Knows how 2 000 can be formed in different ways as a sum of multiples of 100, e.g. <math>2\ 000 = 700 + 1\ 300</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Counts in a variety of intervals (including 2s, 3s, 5s, 10s, 20s, 25s, 50s and 100s) starting from any number between 0 and 5 000</li> <li>Counts given structured collections of objects (pictures and marks) up to 5 000, recording the result by writing the number name in words, by showing it with Flard cards and by writing it in expanded notation</li> <li>In the range up to 5 000:               <ul style="list-style-type: none"> <li>Says which of two given numbers is bigger.</li> <li>Orders more than two given numbers from smaller to bigger.</li> </ul> </li> <li>Knows or quickly determines addition and subtraction facts for:               <ul style="list-style-type: none"> <li>multiples of 100 to at least 5 000, for example <math>3\ 900 + 400</math>, <math>4\ 200 - 300</math></li> <li>multiples of 1 000 to at least 5 000, for example <math>2\ 000 + 3\ 000</math>, <math>5\ 000 - 3\ 000</math>.</li> </ul> </li> <li>Knows how different multiples of 1 000 up to 5 000 can be formed in different ways as a sum of multiples of 1 000, e.g. <math>4\ 000 = 1\ 000 + 3\ 000</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Counts in a variety of intervals (including 2s, 3s, 5s, 10s, 20s, 25s, 50s and 100s) starting from any number between 0 and 10 000</li> <li>Counts given structured collections of objects (pictures and marks) up to 10 000, recording the result by writing the number name in words, by showing it with Flard cards and by writing it in expanded notation</li> <li>In the range up to 10 000:               <ul style="list-style-type: none"> <li>Says which of two given numbers is bigger.</li> <li>Orders more than two given numbers from smaller to bigger.</li> </ul> </li> <li>Knows or quickly determine addition and subtraction facts:               <ul style="list-style-type: none"> <li>multiples of 100 to at least 10 000, for example <math>8\ 900 + 400</math>, <math>7\ 200 - 300</math></li> <li>multiples of 1 000 to at least 10 000, for example <math>6\ 000 + 3\ 000</math>, <math>7\ 000 - 3\ 000</math>.</li> </ul> </li> <li>Knows how different multiples of 1 000 up to 10 000 can be formed in different ways as a sum of multiples of 1 000, e.g. <math>10\ 000 = 4\ 000 + 6\ 000</math>.</li> </ul>

### Mathematics Milestones (per Term): Grade 4 (continued)

Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>Knows how 1 000 can be formed in different ways as a sum of multiples of 10, e.g. <math>1\ 000 = 540 + 460</math>.</li><li>Mentally adds and subtracts single-digit numbers, multiples of 10 to at least 100, and multiples of 100 to at least 500, to and from three-digit numbers, for example<ul style="list-style-type: none"><li><math>367 + 8\ 434 - 5\ 367 + 80\ 434 - 50\ 167 + 200\ 434 - 300</math>.</li></ul></li><li>Knows or quickly determines multiples of single-digit numbers to at least 100 (multiplication tables).</li><li>Knows or quickly determines multiples of 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 up to at least 1 000, e.g. <math>20 \times 30</math>.</li><li>In the number range 1 to 1 000</li></ul>	<ul style="list-style-type: none"><li>Mentally adds and subtracts single-digit numbers, multiples of 10 to at least 100, and multiples of 100 to at least 500, to and from three- and four-digit numbers up to at least 2 000, for example<ul style="list-style-type: none"><li><math>1\ 367 + 8\ 1434 - 5\ 1\ 367 + 80\ 1434 - 50\ 1\ 167 + 200\ 1\ 234 - 300</math>.</li></ul></li><li>Knows or quickly determines multiples of single-digit numbers to at least 100 (multiplication tables).</li><li>Knows or quickly determines multiples of 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 up to at least 2 000, e.g. <math>20 \times 30</math>.</li><li>In the number range 1 to 2 000</li></ul>	<ul style="list-style-type: none"><li>Mentally adds and subtracts single-digit numbers, multiples of 10 to at least 100, and multiples of 100 to at least 1 000, to and from three- and four-digit numbers up to at least 5 000, for example<ul style="list-style-type: none"><li><math>3367 + 8\ 4434 - 5\ 4367 + 80\ 4434 - 50\ 3967 + 200\ 3434 - 300</math>.</li></ul></li><li>Knows or quickly determines multiples of single-digit numbers to at least 100 (multiplication tables).</li><li>Knows or quickly determines multiples of 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 up to at least 5000, e.g. <math>40 \times 70</math>.</li><li>In the number range 1 to 5 000</li></ul>	<ul style="list-style-type: none"><li>Mentally adds and subtracts single-digit numbers, multiples of 10 to at least 100, and multiples of 100 to at least 1 000, to and from three and four-digit numbers up to at least 10 000, for example<ul style="list-style-type: none"><li><math>8397 + 8\ 9434 - 5\ 6367 + 80\ 7434 - 50\ 5967 + 200\ 7134 - 300</math>.</li></ul></li><li>Knows or quickly determines multiples of single-digit numbers to at least 100 (multiplication tables).</li><li>Knows or quickly determines multiples of 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 up to at least 10 000, e.g. <math>90 \times 70</math>.</li><li>In the number range 1 to 10 000</li></ul>
<ul style="list-style-type: none"><li><b>Solves problems by addition.</b> Understands the following types of situations, can do the calculations needed to solve them, and can judge whether the result makes sense. These problem types may be solved by adding or subtracting.<ul style="list-style-type: none"><li>Benny earns R4 856 for painting a house and R3 879 for fixing a roof. How much does he earn in total?</li><li>Nare previously paid R2 845 in advance for a computer he wishes to buy. Now he pays another R 1878 in advance. How much has he now paid in total?</li><li>2 576 of the chickens on a farm died. There were then 3 754 chickens left. How many chickens were there before some chickens died?</li></ul></li></ul> <p>Learners may do these calculations by breaking the numbers down according to place value, in other words by Writes the numbers in expanded notation. For the first problem above, this will result in: <math>4\ 000 + 800 + 50 + 6</math> and <math>3\ 000 + 800 + 70 + 9</math></p> <p>Learners may then add the corresponding parts of the two numbers: <math>4\ 000 + 3\ 000 = 7\ 000</math> <math>800 + 800 = 1600</math> <math>50 + 70 = 120</math> <math>6 + 9 = 15</math></p> <p>The partial answers may then be added: <math>7\ 000 + 1\ 600 \rightarrow 8\ 600 + 120 \rightarrow 8\ 720 + 15 = 8\ 735</math></p>			
<p>In Grade 5 learners will learn to represent exactly the same thinking in vertical formats as shown below: first in the expanded vertical format as shown on the left below and later (Grade 5 Term 4) in the condensed vertical format. Some learners may even adopt the compact vertical format based on carrying while thinking of actual place value, after demonstration by the teacher or some other person, but this is not required by the milestones.</p>		<p>If the compact vertical form of column addition is taught before learners thoroughly understand:</p> <ul style="list-style-type: none"><li>the place value of numbers</li><li>expanded notation and</li><li>the logic of addition by breaking down, rearranging and building up</li></ul> <p>learners' confidence in making sense of what they do is undermined and their place value concept is corrupted. High percentages of such learners distort mathematics by making mistakes like those shown on the right below, on a regular basis.</p>	

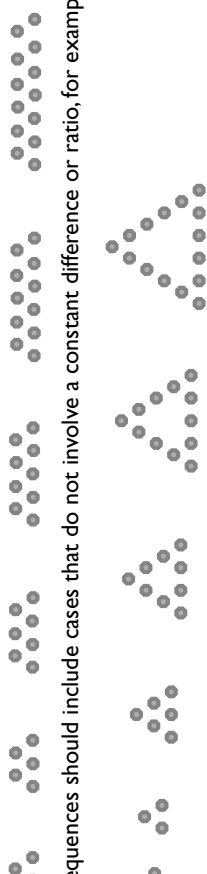
## Mathematics Milestones (per Term): Grade 4 (continued)

Term 1	Term 2	Term 3	Term 4
Expanded vertical format	Condensed vertical format	Compact vertical format with carrying based on thinking of actual place value	<b>To be avoided at all costs:</b> The use of compact vertical formation without thinking of actual place values. This corrupts learners' understanding of place value, and causes distortions like those shown on the right below.
$\begin{array}{r} 4000 \\ 3000 \\ 7000 \\ 8000 \end{array} \begin{array}{r} 800 \\ 800 \\ 1600 \\ 700 \end{array} \begin{array}{r} 50 \\ 70 \\ 120 \\ 30 \end{array} \begin{array}{r} 6 \\ 9 \\ 15 \\ 5 \end{array}$	$\begin{array}{r} 4856 \\ 3879 \\ 7000 \\ 1600 \\ 120 \\ 15 \\ 8735 \end{array}$	<p>OR</p> $\begin{array}{r} 1000 \\ 100 \\ 10 \\ 4856 \\ 3879 \\ 8735 \end{array}$	$\begin{array}{r} 1 \\ 1 \\ 1 \\ 4856 \\ 3879 \\ 8735 \\ 8161215 \\ 7625 \end{array}$
in the number range 1 to 1 000	in the number range 1 to 2 000	in the number range 1 to 5 000	in the number range 1 to 10 000
<ul style="list-style-type: none"> <li><b>Solves problems by subtraction.</b> Understands the following types of situations, can do the calculations needed to solve them, and can judge whether the result makes sense. These problem types may be solved by adding or subtracting. Examples of problem types:             <ul style="list-style-type: none"> <li>- 3 845 athletes participated in a qualifying round for the Olympics. 1 787 athletes were eliminated. How many qualified for the next round?</li> <li>- Johanna and Basetana have collected 5 632 stamps altogether. If Basetana has collected 1 787, how many stamps were collected by Johanna?</li> <li>- 2 349 people newly settled in a village. Now there are 7 638 people living in the village. How many people were there before the newcomers arrived?</li> <li>- There were 4 658 litres of water in a small dam. After a heavy rainstorm there were 8 212 litres of water in the dam. How much water was added during the rainstorm?</li> <li>- A family earns R9 348 in a certain month, and they have R6 876 left after buying household supplies. How much money did they spend on household supplies?</li> </ul> </li> </ul> <p>All these problems may be solved by building ("filling") the total up, starting with the smaller amount, e.g. for the last problem:  <math>6876 + 24 \rightarrow 6900 + 100 \rightarrow 7000 + 2348 = 9348</math>. The amount spent is <math>2348 + 100 \rightarrow 2448 + 20 \rightarrow 2468 + 4 = 2472</math>.</p> <p>Problems like these may also be solved by continuous subtraction. This may be done in a variety of ways, for example:  <math>6876 = 6000 + 800 + 70 + 6</math>  <math>9348 - 6000 \rightarrow 3348 - 300 \rightarrow 3048 - 500 \rightarrow 2548 - 40 \rightarrow 2508 - 30 \rightarrow 2478 - 6 = 2472</math>  <i>subtracting 800 in two steps      subtracting 70 in two steps</i></p> <p><b>By term 3,</b> learners should be able to also solve such problems by breaking down into expanded notation (place value), rearranging and building up, as illustrated shown below. This is much more work than to subtract by the methods shown above, but it is necessary as a stepping stone to subtraction in columns. Learners may use different varieties of the same strategy, and may record the same thinking in different ways, for example:</p> $\begin{array}{l} 9000 + 300 + 40 + 8 \text{ and } 6000 + 800 + 70 + 6 \\ 9000 - 6000 = 3000 \\ 3300 - 800 = 2500 \\ 2540 - 70 = 2470 \\ 2478 - 6 = 2472 \end{array} \quad \text{OR} \quad \begin{array}{l} 9000 + 300 + 40 + 8 - 6000 - 800 - 70 - 6 \\ \text{which is the same as } 9000 - 6000 \text{ and } 300 - 800 \text{ and } 40 - 70 \text{ and } 8 - 6 \\ \text{which is the same as } 8000 - 6000 \text{ and } 1300 - 800 \text{ and } 40 - 70 \text{ and } 8 - 6 \\ \text{which is the same as } 8000 - 6000 \text{ and } 1200 - 800 \text{ and } 140 - 70 \text{ and } 8 - 6 \\ 8000 - 6000 = 2000 \text{ and } 1200 - 800 = 400 \text{ and } 140 - 70 = 70 \text{ and } 8 - 6 = 2 \\ \text{So, } 9348 - 6876 = 2000 + 400 + 70 + 2 = 2472 \end{array}$			


Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Multiplication of 1-digit numbers and 10 by 2-digit numbers with answers to at least 1 000.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication of 1-digit numbers and 10 by 2-digit numbers with answers to at least 2 000.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication of 2-digit by 2-digit numbers with answers to at least 5 000</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication of 2-digit by 2-digit numbers with answers to at least 10 000</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Solves problems that involve repeated addition.</b> Understands the following types of situations, can do the calculations needed to solve them, and can judge whether the result makes sense.             <ul style="list-style-type: none"> <li>- 27 bags of potatoes are loaded on a truck. Each bag has a mass of 47 kg. What is the mass of all the bags together?</li> <li>- Vusi and his friends plant 23 young trees on the pavements in the township each Saturday. How many trees will they plant in 45 weeks?</li> <li>- Learners may use a variety of methods.</li> <li>- Learners with limited knowledge of multiplication facts may do extended repeated addition:                 <math display="block">40 + 40 \rightarrow 80 + 40 \rightarrow 120 + 40 \rightarrow 160 + 40 \rightarrow 200 + 40 \rightarrow 240 + 40 \rightarrow 280 + 40 \rightarrow 320 + 40 \rightarrow 360 + 40 \rightarrow 400 \text{ (10 times 40)}</math> <math display="block">400 + 40 \rightarrow 440 \rightarrow 480 \rightarrow 520 \rightarrow 560 \rightarrow 600 \rightarrow 640 \rightarrow 680 \rightarrow 720 \rightarrow 760 \rightarrow 800 \rightarrow 840 \rightarrow 880 \rightarrow 920 \rightarrow 960 \rightarrow 1000 \text{ (27 times 40)}</math> </li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>- As learners' knowledge of multiplication facts grow, they may adopt quicker methods like this:                 <math display="block">10 \times 40 = 400 \quad 10 \times 40 = 400 \quad 7 \times 40 = 280 \quad 400 + 400 \rightarrow 800 + 280 = 1080</math> <math display="block">10 \times 7 = 70 \quad 10 \times 7 = 70 \quad 7 \times 7 = 49 \quad 70 + 70 \rightarrow 140 + 49 = 189</math> <math display="block">1080 = 1000 + 80 \quad 189 = 100 + 80 + 9</math> <math display="block">1000 + 80 + 80 + 9 = 1000 + 160 + 9 = 1169</math> </li> <li>- or even like this:                 <math display="block">20 \times 40 = 800 \quad 7 \times 40 = 280 \quad 800 + 280 = 1080</math> <math display="block">20 \times 7 = 140 \quad 7 \times 7 = 49 \quad 140 + 49 = 189</math> <math display="block">1080 = 1000 + 80 \quad 189 = 100 + 80 + 9</math> <math display="block">1000 + 80 + 80 + 9 = 1000 + 160 + 9 = 1169</math> </li> </ul>			
<ul style="list-style-type: none"> <li>• In the number range 1 to 1 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 2 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 5 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 10 000</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Solves problems that involve grouping and sharing:</b> Understands sharing and grouping situations, can do the calculations needed to solve them, and can judge whether the result makes sense.</li> </ul>			
Examples: <ul style="list-style-type: none"> <li>- Tebogo buys chairs at R115 each. How many chairs can he buy for R1000?  <math>5 \times R115 = R575</math>  <math>R575 + R230 = R805</math>  <math>1 \times R115 = R115 \quad R805 + R115 = R925</math>              He gets <math>5+2+1=8</math> chairs and has R75.</li> </ul>			

Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>- Jaamiah buys 7 chairs. She pays with nine R100 notes and she gets R4 change. How much does each chair cost? She actually pays R896, that is at least R100 for each chair. <math>7 \times R100 = R700</math> <math>7 \times R20 = R140</math>, that is R840 <math>7 \times R5 = R35</math>, that is R875 <math>7 \times R2 = R14</math>, that is R889 <math>7 \times R1 = R7</math>, that is R896 One chair is <math>R100 + R20 + R5 + R1 = R128</math>.</li> </ul>			
<ul style="list-style-type: none"> <li>• In the number range 1 to 1 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 2 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 5 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 10 000</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Solves problems that involve more than one operation, for example:</b> <ul style="list-style-type: none"> <li>- Jano pays a deposit of R450 for a bicycle, and then pays R65 each month for 24 months. How much does he pay in total?</li> <li>- 467 learners want to travel to a choir competition. There are 23 taxis available, and each taxi can carry 16 learners. How many learners can travel by taxi, and how many have to find another means of transport?</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• In the number range 1 to 1 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 2 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 5 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 10 000</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Solves problems that require the comparison of two quantities, for example:</b> <ul style="list-style-type: none"> <li>- Penelope walks 300 meters to school each day, and Jabu walks 900 meters. How much further does Jabu walk?</li> </ul> </li> <li>Questions like this can be answered in two ways:           <ul style="list-style-type: none"> <li>- By stating the difference between the two quantities: Jabu walks 600 metres further than Penelope.</li> <li>- Multiplicatively, by saying that Jabu walks three times as far as Penelope in the above case.</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• In the number range 1 to 1 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 2 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 5 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 10 000</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Solves problems involving rate, for example</b> <ul style="list-style-type: none"> <li>- Jeremy earns R24 for every hour that he works. How much will he earn when he works for 6 hours?</li> <li>- Claudia earns R720 for 6 days work at a shop. How much does she earn each day?</li> <li>- Manare is paid R90 each day to work in the factory. How many days must he work to earn R450?</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• In the number range 1 to 1 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 2 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 5 000</li> </ul>	<ul style="list-style-type: none"> <li>• In the number range 1 to 10 000</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Solves problems involving ratio (proportion), for example</b> <ul style="list-style-type: none"> <li>- Sipho works for 7 hours in the factory, and he is paid R280. Kenneth works for 4 hours, doing the same kind of work. How much should Kenneth be paid?</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• Solves problems involving equal sharing and measurement, involving fractions including halves, thirds, quarters, fifths, eighths and tenths and mixed numbers involving these fractions, expressed in           <ul style="list-style-type: none"> <li>- words</li> <li>- diagrammatic form</li> <li>- common fraction notation</li> <li>- decimal notation for tenths</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Solves problems involving equal sharing and measurement, involving fractions including halves, thirds, quarters, fifths, sixths, sevenths, eighths, ninths and tenths and mixed numbers involving these fractions, expressed in           <ul style="list-style-type: none"> <li>- words</li> <li>- diagrammatic form</li> <li>- common fraction notation</li> <li>- decimal notation for tenths</li> </ul> </li> <li>• Recognises and uses equivalent fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Solves problems involving equal sharing and measurement, involving fractions including halves, thirds, quarters, fifths, sixths, sevenths, eighths, ninths and tenths and mixed numbers involving these fractions, expressed in           <ul style="list-style-type: none"> <li>- words</li> <li>- diagrammatic form</li> <li>- common fraction notation</li> <li>- decimal notation for tenths</li> </ul> </li> <li>• Recognises and uses equivalent fractions.</li> <li>• Addition of common fractions in context.</li> </ul>	<ul style="list-style-type: none"> <li>• Solves problems involving equal sharing and measurement, involving fractions including halves, thirds, quarters, fifths, sixths, sevenths, eighths, ninths and tenths and mixed numbers involving these fractions, expressed in           <ul style="list-style-type: none"> <li>- words</li> <li>- diagrammatic form</li> <li>- common fraction notation</li> <li>- decimal notation for tenths</li> </ul> </li> <li>• Recognise and use equivalent fractions.</li> <li>• Addition of common fractions in context.</li> </ul>

### Mathematics Milestones (per Term): Grade 4 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Investigates and extends numeric (to at least 1 000) and geometric patterns looking for general rules or a relationship, including patterns:               <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>of learners own creation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Investigates and extends numeric (to at least 2 000) and geometric patterns looking for general rules or a relationship, including patterns:               <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>of learners own creation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Investigates and extends numeric (to at least 5 000) and geometric patterns looking for general rules or a relationship, including patterns:               <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>of learners own creation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Investigates and extends numeric (to at least 10 000) and geometric patterns looking for general rules or a relationship, including patterns:               <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>of learners own creation</li> </ul> </li> </ul>
<p>Examples:</p> <p>18 41 64 87 100 .... (a constant difference sequence)</p> <p>987 942 897 852 807 .... (another constant difference sequence)</p> <p>109 129 149 169 189 191 171 151 131 111 109 129 .... (a strange constant difference sequence)</p> <p>1 2 4 8 16 32 .... (a constant ratio sequence, in this case doubling))</p>  <p>Sequences should include cases that do not involve a constant difference or ratio, for example.</p> <p>563 568 574 581 589 596 606 617 .... (a sequence without a constant difference or ratio)</p> <p>2 2 6 8 14 22 .... (a sequence without a constant difference or ratio)</p>	<ul style="list-style-type: none"> <li>Investigate questions and instructions like the following for different sequences:               <ul style="list-style-type: none"> <li>What do you think the next three numbers should be?</li> <li>Continue the sequence up to the 20<sup>th</sup> number.</li> <li>Predict what the 10<sup>th</sup> (or 30<sup>th</sup>, or 100<sup>th</sup>) number in the sequence will be, then check your prediction.</li> <li>Make a different sequence which is like this one. Describe in what way it is different and in what way it is like this one.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describes the observed relationships of rules in own words.</li> <li>Determines the output values for given input values using:               <ul style="list-style-type: none"> <li>verbal description</li> <li>flow diagrams</li> </ul> </li> <li>Writes number sentences to describe a problem situation within a context</li> </ul>	<ul style="list-style-type: none"> <li>Describes the observed relationships of rules in own words.</li> <li>Determines the output values for given input values using:               <ul style="list-style-type: none"> <li>verbal description</li> <li>flow diagrams</li> </ul> </li> <li>Writes number sentences to describe a problem situation within a context</li> <li>Solves or completes number sentences by trying different numbers and checking the solutions by substitution (e.g. <math>5 + a = 16</math>; <math>a = 10</math>; <math>5 + 10 = 15</math>)</li> </ul>



Mathematics Milestones (per Term): Grade 4 (continued)																																
Term 1	Term 2	Term 3	Term 4																													
<ul style="list-style-type: none"><li>• Determines through discussion and comparison the equivalence of different descriptions of the same relationship or rule represented:<ul style="list-style-type: none"><li>- verbally</li><li>- in flow diagrams</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Determines through discussion and comparison the equivalence of different descriptions of the same relationship or rule represented:<ul style="list-style-type: none"><li>- verbally</li><li>- in flow diagrams</li><li>- by number sentences</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Determines through discussion and comparison the equivalence of different descriptions of the same relationship or rule represented:<ul style="list-style-type: none"><li>- verbally</li><li>- in flow diagrams</li><li>- by number sentences</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Determines through discussion and comparison the equivalence of different descriptions of the same relationship or rule represented:<ul style="list-style-type: none"><li>- verbally</li><li>- in flow diagrams</li><li>- by number sentences</li></ul></li></ul>																													
<ul style="list-style-type: none"><li>• <b>For example</b> the positions of numbers in a sequence and the sizes of the numbers represented in the table:<table><tr><td>Position number</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>Size of the number</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table><p>The relationship between the position of the number in the sequence and its size can be <b>described verbally</b> as follows: <i>The number is six more than twice the position number, or to find the number, one can multiply the position by two and add six OR: To find the number, one can add three to the position number, and then multiply by two.</i></p><p>The relationship can be also be described with a <b>flow diagram</b>:</p><div><p>position — <math>\boxed{\times 2}</math> — <math>\boxed{+ 6}</math> — size of the number</p><p>position — <math>\boxed{+ 3}</math> — <math>\boxed{\times 2}</math> — size of the number</p></div><p>In the case below, one may identify a relationship between the number of dots (beads) at the bottom of each group and the total number of dots.</p><div></div><p><b>Verbal description:</b> <i>The total number of beads in each group is the number of beads at the bottom plus one less than that number. OR: The total number of beads is one less than twice the number of beads in the bottom row.</i></p><p>The relationship may also be described with a <b>flow diagram</b>.</p><div><p>Number of beads in bottom row — <math>\boxed{\times 2}</math> — <math>\boxed{- 1}</math> — total number of beads in group</p></div><p>Instead of verbal descriptions or flow diagrams, formal <b>number sentences</b> (formulas) can be used:</p><p><i>Total number of beads = 2×number of beads in bottom row – 1</i></p></li></ul>					Position number	1	2	3	4	5	6	7	8	9	10	11	12	13	Size of the number	8	10	12	14	16								
Position number	1	2	3	4	5	6	7	8	9	10	11	12	13																			
Size of the number	8	10	12	14	16																											

Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Recognises, identifies and names 2D shapes and 3D objects including:               <ul style="list-style-type: none"> <li>- circles</li> <li>- polygons [triangles, quadrilaterals (squares, rectangles, rhombus, trapezium, kites), pentagons, hexagons, heptagon, octagon] in terms of the number of sides up to 8-sided figures.</li> </ul> </li> <li>Draws, sorts and compares physical 2D shapes (listed above) according to geometrical properties including:               <ul style="list-style-type: none"> <li>- number of sides</li> <li>- straight and curved sides.</li> </ul> </li> <li>Recognises and describes natural and cultural two-dimensional shapes, and patterns in terms of geometric properties.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises, identifies and names 3D objects including:               <ul style="list-style-type: none"> <li>- cubes and rectangular prisms;</li> <li>- spheres and cylinders.</li> </ul> </li> <li>Draws, sorts and compares physical 3D objects (listed above) according to geometrical properties including:               <ul style="list-style-type: none"> <li>- shape and/or number of faces</li> <li>- flat and curved surfaces.</li> </ul> </li> <li>Investigates and compares (alone and/or as a member of a group or team) three-dimensional objects studied in this grade according to properties listed above by:               <ul style="list-style-type: none"> <li>- making three-dimensional models using cut-out polygons.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recognises, identifies and names 3D objects including:               <ul style="list-style-type: none"> <li>- triangular prisms, triangular- and square-based pyramids.</li> </ul> </li> <li>Draws, sorts and compares physical 3D objects (listed above) according to geometrical properties including:               <ul style="list-style-type: none"> <li>- shape and/or number of faces</li> </ul> </li> <li>Investigates and compares (alone and/or as a member of a group or team) two-dimensional shapes and three-dimensional objects studied in this grade according to properties listed above by:               <ul style="list-style-type: none"> <li>- drawing shapes on grid paper</li> <li>- making three-dimensional models using cut-out polygons</li> </ul> </li> <li>Recognises and describes lines of symmetry in two-dimensional shapes, including those in nature and in cultural art forms.</li> </ul>	<ul style="list-style-type: none"> <li>Makes two-dimensional shapes and patterns from geometric shapes (e.g. tangrams) with a focus on tiling (tessellation) and line symmetry.</li> <li>Recognises a simple 3-dimensional object from different positions               <ul style="list-style-type: none"> <li>- Top, side, front and back.</li> </ul> </li> <li>Locates position on a coded (labelled) grid including:               <ul style="list-style-type: none"> <li>- maps from given instructions.</li> </ul> </li> </ul>

Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Uses the appropriate SI unit to estimate, measure, record and compare:               <ul style="list-style-type: none"> <li>- Length (millimetres, centimetres, metres and kilometres).</li> </ul> </li> <li>• Solves problems involving selecting, calculating with and converting between appropriate SI units:               <ul style="list-style-type: none"> <li>- Millimetres ↔ centimetres</li> <li>- Centimetres ↔ metres</li> <li>- Metres ↔ kilometres.</li> </ul> </li> <li>• Uses appropriate measuring instruments to appropriate levels of precision including:               <ul style="list-style-type: none"> <li>- rulers, metre sticks, tape measures and trundle wheels to measure length.</li> </ul> </li> <li>• Investigates and approximates (alone and/or as a member of a group or team):               <ul style="list-style-type: none"> <li>- perimeter using rulers, metre sticks, tape measures and trundle wheels.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses the appropriate SI unit to estimate, measure, record and compare:               <ul style="list-style-type: none"> <li>- Mass (grams and kilograms).</li> </ul> </li> <li>• Solves problems involving selecting, calculating with and converting between appropriate SI units:               <ul style="list-style-type: none"> <li>- Grams ↔ kilograms</li> </ul> </li> <li>• Uses appropriate measuring instruments to appropriate levels of precision including:               <ul style="list-style-type: none"> <li>- bathroom scale, kitchen scale and balances to measure mass</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reads, tells and writes analogue, digital and 24-hour time to at least the nearest minute and second.</li> <li>• Solves problems involving calculations with and conversions between appropriate time units including:               <ul style="list-style-type: none"> <li>- seconds ↔ minutes;</li> <li>- minutes ↔ hours;</li> <li>- hours ↔ days;</li> <li>- days ↔ weeks;</li> <li>- days ↔ months (i.e. Knows the number of days in each month)</li> <li>- weeks ↔ years;</li> <li>- months ↔ years;</li> </ul> </li> <li>• Uses time-measuring instruments to appropriate levels of precision, including:               <ul style="list-style-type: none"> <li>- watches and clocks (specifically 24-hour and digital clocks) to read time.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses the appropriate SI unit to estimate, measure, record and compare:               <ul style="list-style-type: none"> <li>- capacity (millilitres and litres).</li> </ul> </li> <li>• Solves problems involving selecting, calculating with and converting between appropriate SI units:               <ul style="list-style-type: none"> <li>- millilitres ↔ litres.</li> </ul> </li> <li>• Uses appropriate measuring instruments to appropriate levels of precision including:               <ul style="list-style-type: none"> <li>- measuring jugs to measure capacity.</li> </ul> </li> <li>• Investigates and approximates (alone and/or as a member of a group or team):               <ul style="list-style-type: none"> <li>- volume/capacity of three-dimensional objects (by packing or filling them) in order to develop an understanding of cubic units.</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• Investigates and approximates (alone and/or as a member of a group or team):               <ul style="list-style-type: none"> <li>- area of polygons (using square grids and tiling) in order to develop an understanding of square units.</li> </ul> </li> </ul>	

Mathematics Milestones (per Term): Grade 4 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>PERIMETER</b> – the distance around a shape.				
<b>Grade 4</b> Learners will measure each side of different 2-dimensional shapes and add all the measurements together. <b>No</b> rules or formulae are to be learnt.	<b>Grade 5</b> Learners will progress to measuring: <ul style="list-style-type: none"><li>One side of a square and multiplying that distance by 4</li><li>The length and breadth of a rectangle, adding the two measurements together and multiplying by 2</li><li>One side of other pentagons and multiplying that distance by the number of sides the pentagon has.</li></ul> <b>No</b> rules or formulae are to be learnt.	<b>Grade 6</b> The learners will discover a rule for calculating the perimeter of: <ul style="list-style-type: none"><li>Squares: <math>P=L \times 4</math></li><li>Rectangles: <math>P=2(L+B)</math> OR <math>P= (2 \times L)+(2 \times B)</math> where: <math>P</math> = Perimeter <math>L</math> = Length (longer side of a rectangle) <math>B</math> = Breadth, shorter side of a rectangle. This can also be called <math>W</math> (Width)</li></ul>		
<b>AREA</b> – the surface enclosed by the perimeter				
<b>Grade 4</b> Learners count the squares in 2-d and irregular shapes to see how many squares fit inside the shape. They understand the concept of squares being used to cover the surface or area without gaps or overlaps (unlike, e.g., circles, below)  <b>No</b> rules or formulae are learnt.  No dimensions need to be given to the small squares	<b>Grade 5</b> Learners count the squares in 2-d shapes. In rectangles and squares, they will find that they do not have to count all the squares. They can count the squares along the top and down the side, and multiply these two numbers together. They will learn the concept of square centimetres and square metres ( $\text{cm}^2$ and $\text{m}^2$ )  <b>No</b> rules or formulae are learnt.	<b>Grade 6</b> Learners will revise what was done in Grade 5, which will lead them to develop a rule or formula to calculate the area of a rectangle and square: $A = L \times B$ (Rectangle) $A= L \times L$ (square) $A = \text{Area}$ ; $L= \text{Length}$ (longer side of a rectangle) $B = \text{Breadth}$ (shorter side of a rectangle). Learners need to know that area is measured in square $\text{cm}$ ( $\text{cm}^2$ ) or square metres ( $\text{m}^2$ )		
<b>VOLUME</b> – the space inside an object (or the amount of space an object takes up)				
<b>Grade 4</b> Learners pack boxes or other containers with different objects to see which fit tightly and then count the number of cubes required to fill the container. They will find that only cubes fit snugly.  <b>No</b> rules or formulae are learnt.	<b>Grade 5</b> Learners count cubic centimetres ( $\text{cm}^3$ ) that make up rectangular prism to find its volume. They can use cubic centimetres (if available) to fill a container and/or build a rectangular prism, or use graphic representations. They might discover that they need to only count the cubic centimetres along the length, width and height, and multiply the 3 numbers together.  <b>No</b> rules or formulae to be learnt.	<b>Grade 6</b> Learners will revise what was done in Grade 5, which will lead them to develop a rule or formula to calculate the volume (measured in cubic centimetres, $\text{cm}^3$ ) of a rectangular prism. $V = L \times B \times H$ $V = \text{Volume}$ $L = \text{Length}$ $B = \text{Breadth}$ $H = \text{Height}$ .		

Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and the class.</li> <li>Organises, records and interprets data by using/drawing: <ul style="list-style-type: none"> <li>Tallies and tables</li> </ul> </li> <li>Critically reads and interprets data presented in tallies and tables.</li> </ul>		<ul style="list-style-type: none"> <li>Poses simple questions about own school and family environment, and identifies appropriate data sources to collect data in that environment</li> <li>Organises, records and interprets data by using/drawing: <ul style="list-style-type: none"> <li>pictographs with a one-to-one correspondence between data and representation (e.g. one picture = 1 person).</li> </ul> </li> <li>Critically reads and interprets data presented in pictographs to draw conclusions and make predictions sensitive to the role of: <ul style="list-style-type: none"> <li>context (e.g. rural or urban);</li> <li>other human rights issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and the class.</li> <li>Organises, records and interprets data by using/drawing: <ul style="list-style-type: none"> <li>bar graphs.</li> </ul> </li> <li>Critically reads and interprets data presented in own representations (tallies, pictographs, bar graphs) and representations in the media (both words and graphs) to draw conclusions and make predictions sensitive to the role of: <ul style="list-style-type: none"> <li>context (e.g. rural or urban);</li> <li>other human rights issues.</li> </ul> </li> </ul>
<p>The Data Handling Cycle. Data needs to be collected, sorted, displayed and interpreted. Although not all these aspects are assessed (or can be formally assessed in the classroom), it is important that this cycle is completed each time data is collected. That is why there is repetition in the Milestones.</p> <div> <div> <p>Asks questions or count objects using a questionnaire</p> <p><i>How do you get to school?</i> Walk? Taxi? Bus? Car?</p> </div> <div> <p>Organises the answers, usually on a tally table.</p> </div> <div> <p>Draws a graph, e.g. pictograph; Bar graph; Double bar graph</p> </div> <div> <p>Interprets the data. For example: Most learners walk to school. No learners come to school by bus.  In real life data is used to predict future trends or try to change a situation, e.g. <i>Too many learners are walking to school. Should we investigate providing a bus service?</i></p> </div> </div>			

Mathematics Milestones (per Term): Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Compares and classifies events from daily life as:               <ul style="list-style-type: none"> <li>certain that they will happen; or</li> <li>certain that they will not happen; or</li> <li>uncertain.</li> </ul> </li> <li>Counts the number of possible outcomes for simple trials.</li> </ul>		

Mathematics Milestones (per Term): Grade 5			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Counts forwards and backwards in ones, tens and hundreds from any number up to 10 000.</li> <li>Counts structured given collections of objects (pictures and marks) up to 10 000, recording the result by writing the number name, by showing it with Flard cards and by writing it in expanded notation</li> <li>Counts unstructured given collections of objects (pictures and marks) up to 1000</li> <li>Counts out collections of a given number of objects up to 1 000, by forming structures with actual objects and/or making marks</li> <li>Counts forwards and backwards in halves, quarters and eighths using a number line and/or diagrams, in the number range 0-10</li> <li>Ways of writing numbers in different cultures (including local) throughout history.</li> <li>Recognises the place value of digits in whole numbers to 4-digit numbers (up to 9 999): <ul style="list-style-type: none"> <li>Says which of two given numbers is bigger</li> <li>Orders more than two given numbers from smallest to biggest</li> </ul> </li> <li>Recognises and represents in order to compare: <ul style="list-style-type: none"> <li>decimal fractions of the form 0,5, 1,5 and 2,5 and so on in the context of measurement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards in hundreds and thousands from any number up to 90 000.</li> <li>Counts forwards and backwards in halves, quarters, eighths, tenths, twelfths using a number line and/or diagrams in the number range 0-20</li> <li>Recognises the place value of digits in whole numbers to 5-digit numbers (up to 99 999): <ul style="list-style-type: none"> <li>Says which of two given numbers is bigger.</li> <li>Orders more than two given numbers from smallest to biggest</li> </ul> </li> <li>Recognises and represents in order to compare: <ul style="list-style-type: none"> <li>common fractions to twelfths</li> <li>decimal fractions of the form 0,5, 1,5 and 2,5 and so on in the context of measurement</li> <li>multiples of single-digit numbers to at least 100</li> <li>0 in terms of additive inverses</li> <li>1 in terms of multiplicative inverses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards in halves, thirds, quarters, eighths, fifths, sixths, tenths, twelfths using a number line and/or diagrams in the number range 0-20</li> <li>Recognises the place value of digits in whole numbers to 6-digit numbers <ul style="list-style-type: none"> <li>Says which of two given numbers is bigger.</li> <li>Orders more than two given numbers from smallest to biggest</li> </ul> </li> <li>Recognises and represents in order to compare: <ul style="list-style-type: none"> <li>common fractions to twelfths</li> </ul> </li> <li>multiples of single-digit numbers to at least 100</li> <li>factors of any 2-digit whole number</li> </ul>	

Mathematics Milestones (per Term): Grade 5 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with at least 4-digits</li> <li>addition of common fractions in context.</li> </ul> </li> <li>multiplication of at least whole 2-digit by 2- digit numbers to 500.</li> <li>multiplication of 3-digit by 1-digit numbers</li> <li>division of at least a whole 3-digit by 1-digit numbers.</li> <li>equal sharing with remainders</li> </ul>	<ul style="list-style-type: none"> <li>Recognises and uses equivalent forms of:               <ul style="list-style-type: none"> <li>common fractions (up to twelfths) with denominators that are multiples of each other</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>rounding off to the nearest 5, 10, 100 or 1000.</li> <li>addition and subtraction of whole numbers with at least 5-digits</li> <li>addition and subtraction of common fractions with the same denominator</li> </ul> </li> <li>multiplication of at least whole 2-digit by 2- digit numbers to at least 1 000</li> <li>multiplication of 3-digit by 1-digit numbers</li> <li>division of at least a whole 3-digit by 1-digit numbers (with remainders)</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems involving:               <ul style="list-style-type: none"> <li>comparing two or more quantities of the same kind (ratio)</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>rounding off to the nearest 5, 10, 100 or 1000</li> <li>addition and subtraction of whole numbers with at least 5 digits</li> <li>addition and subtraction of common fractions with the same denominator and whole numbers with common fractions (mixed numbers)</li> <li>multiplication of at least whole 3-digit by 2- digit numbers</li> <li>division of at least 3-digit by 2-digit numbers.</li> <li>finding fractions of whole numbers which result in whole numbers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solves problems involving:               <ul style="list-style-type: none"> <li>comparing two or more quantities of different kinds (rate, e.g. price of petrol/ litre).</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with at least 6 digits</li> </ul> </li> <li>multiplication of at least whole 3-digit by 2- digit numbers</li> <li>division of at least 3-digit by 2-digit numbers (with remainders).</li> </ul>



### Mathematics Milestones (per Term): Grade 5 (continued)








Term 1	Term 2	Term 3	Term 4
<p>• The following examples illustrate techniques that can be used to solve addition, subtraction, multiplication and division problems in Grade 5. <b>Addition and subtraction in columns is only introduced in Term 4 when the learners thoroughly understand place value.</b></p> <p><b>Addition:</b> <math>35\ 678 + 54\ 564</math></p> $\begin{array}{r} 30\ 000 + 50\ 000 = 80\ 000 \\ 5\ 000 + 4\ 000 = 9\ 000 \\ 80\ 000 + 9\ 000 = 1\ 100 + 130 + 12 \\ = 80\ 000 + 10\ 000 + 200 + 40 + 2 \\ = 90\ 242 \end{array}$ $\begin{array}{r} 600 + 500 = 1\ 100 \\ 70 + 60 = 130 \\ 8 + 4 = 12 \end{array}$			
<p><b>Subtraction:</b> <math>54\ 534 - 38\ 678</math></p> $\begin{array}{r} (50\ 000 - 30\ 000) + (4\ 000 - 8\ 000) + (500 - 600) + (30 - 70) + (4 - 8) \\ = (40\ 000 - 30\ 000) + (14\ 000 - 8\ 000) + (500 - 600) + (20 - 70) + (14 - 8) \\ = (40\ 000 - 30\ 000) + (14\ 000 - 8\ 000) + (400 - 600) + (120 - 70) + (14 - 8) \\ = (40\ 000 - 30\ 000) + (13\ 000 - 8\ 000) + (1400 - 600) + (120 - 70) + (14 - 8) \\ = 10\ 000 + 5\ 000 + 800 + 50 + 6 \\ = 15\ 856 \end{array}$ <p>Learners might find it easier to do this subtraction by adding on: <math>38\ 678 + 22 = 38\ 700 + 1\ 300 - 40\ 000 + 14\ 534 = 54\ 534</math> and then calculate <math>22 + 1\ 300 + 14\ 534</math>:</p> $10\ 000 + (1\ 000 + 4\ 000) + (300 + 500) + (20 + 30) + (2 + 4) = 15\ 856$			
<p><b>Multiplication:</b> <math>857 \times 76</math> <b>Multiplication in columns is only introduced in Grade 6. In Grade 5, learners must multiply by breaking down and building up the numbers. The extent to which they do this might differ slightly:</b></p> $\begin{array}{r} (800 + 50 + 7) \times (70 + 6) \\ = 800 \times 70 + 800 \times 6 + 50 \times 70 + 50 \times 6 + 7 \times 70 + 7 \times 6 \\ = 56\ 000 + 4\ 800 + 3\ 500 + 300 + 490 + 42 \\ = 50\ 000 + (6\ 000 + 4\ 000 + 3\ 000) + (800 + 500 + 300 + 400) + (90 + 40) + 2 \\ = 50\ 000 + 10\ 000 + 2\ 000 + 130 + 2 \\ = 60\ 000 + 2000 + 100 + 30 + 2 \\ = 62\ 132 \end{array}$			
<p><b>Division</b> in Grade 5 is done by <b>is done by accelerated addition (multiplication). Long division is only introduced at the end of Grade 6, and Grade 5 learners must not be shown such algorithms.</b> Learners must be encouraged to add as large numbers as possible. For example:</p>			

### Mathematics Milestones (per Term): Grade 5 (continued)

Term 1	Term 2	Term 3	Term 4
<p><i>Cynthia works in a factory. She has to cut 36 cm long pieces of ribbon from a roll which is 914 cm long. How many pieces can she cut?</i></p> <p> <math>10 \times 36 = 360</math>  <math>10 \times 36 = \underline{360}</math>  <math>20 \times 36 = 720</math>  <math>2 \times 36 = \underline{72}</math>  <math>22 \times 36 = 792</math>  <math>\underline{2} \times 36 = \underline{72}</math>  <math>24 \times 36 = 864</math>  <math>\underline{1} \times 36 = \underline{36}</math>  <math>25 \times 36 = 900</math> </p> <p>She can cut 25 pieces (and 14 cm will be left over)</p>			
<ul style="list-style-type: none"> <li>• Uses a range of strategies to check solutions and judge the reasonableness of solutions.</li> <li>• Uses a range techniques to perform written and mental calculations with whole numbers in the range dealt with including:               <ul style="list-style-type: none"> <li>- building up and breaking down numbers, including expanded notation</li> <li>- doubling and halving</li> <li>- using a number line</li> </ul> </li> <li>• Performs mental calculations involving:               <ul style="list-style-type: none"> <li>- addition and subtraction, in the number range dealt with, e.g.</li> <li>- A single digit to/from a four-digit number: <math>9953+4, 6763+4, 7272-5, 6962-5</math>.</li> <li>- A multiple of 10 (up to 90) to/from a four-digit number e.g. <math>6889+10, 7899+30, 7697-20, 8236-40</math>.</li> <li>- Adding and subtracting multiples of 100 and 1000, e.g. <math>600+3000, 4000-800, 2000+1800, 4000-1800</math></li> <li>- multiplication of whole numbers to at least <math>10 \times 10</math>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Solves problems in contexts such as:               <ul style="list-style-type: none"> <li>- financial (buying, selling, profit, loss, simple budgets)</li> <li>- measurements in Natural Sciences and Technology contexts</li> </ul> </li> <li>• Uses a range of strategies to check solutions and judge the reasonableness of solutions.</li> <li>• Uses a range techniques to perform written and mental calculations with whole numbers in the range dealt with including:               <ul style="list-style-type: none"> <li>- building up and breaking down numbers, including expanded notation</li> <li>- doubling and halving</li> <li>- using a number line</li> </ul> </li> <li>• Performs mental calculations involving:               <ul style="list-style-type: none"> <li>- addition and subtraction, in the number range dealt with, e.g.</li> <li>- A single digit to/from a four-digit number: <math>9953+4, 6763+4, 7272-5, 6962-5</math>.</li> <li>- A multiple of 10 (up to 90) to/from a four-digit number e.g. <math>6889+10, 7899+30, 7697-20, 8236-40</math>.</li> <li>- Adding and subtracting multiples of 100 and 1000, e.g. <math>600+3000, 4000-800, 2000+1800, 4000-1800</math></li> <li>- multiplication of whole numbers to at least <math>10 \times 10</math>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of strategies to check solutions and judge the reasonableness of solutions.</li> <li>• Uses a range techniques to perform written and mental calculations with whole numbers in the range dealt with including:               <ul style="list-style-type: none"> <li>- building up and breaking down numbers, including expanded notation</li> <li>- doubling and halving</li> </ul> </li> <li>• Performs mental calculations involving:               <ul style="list-style-type: none"> <li>- addition and subtraction, in the number range dealt with, e.g.</li> <li>- A single digit to/from a four-digit number: <math>9953+4, 6763+4, 7272-5, 6962-5</math>.</li> <li>- A multiple of 10 (up to 90) to/from a four-digit number e.g. <math>6889+10, 7899+30, 7697-20, 8236-40</math>.</li> <li>- Adding and subtracting multiples of 100 and 1000, e.g. <math>600+3000, 4000-800, 2000+1800, 4000-1800</math></li> <li>- multiplication of whole numbers to at least <math>10 \times 10</math>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of strategies to check solutions and judge the reasonableness of solutions.</li> <li>• Uses a range techniques to perform written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>- adding and subtracting in columns</li> <li>- building up and breaking down numbers</li> <li>- doubling and halving</li> <li>- rounding off and compensating</li> <li>- using a calculator.</li> </ul> </li> <li>• Performs mental calculations involving:               <ul style="list-style-type: none"> <li>- addition and subtraction, in the number range dealt with, e.g.</li> <li>- A single digit to/from a four-digit number: <math>9953+4, 6763+4, 7272-5, 6962-5</math>.</li> <li>- A multiple of 10 (up to 90) to/from a four-digit number e.g. <math>6889+10, 7899+30, 7697-20, 8236-40</math>.</li> <li>- Adding and subtracting multiples of 100 and 1000, e.g. <math>600+3000, 4000-800, 2000+1800, 4000-1800</math></li> <li>- multiplication of whole numbers to at least <math>10 \times 10</math>.</li> </ul> </li> </ul>

Mathematics Milestones (per Term): Grade 5 (continued)				
Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"> <li>Writes number sentences to describe a problem situation within a context</li> <li>Investigates and extends geometric and numeric patterns (in the number range dealt with) looking for general rules or a relationship, including patterns: <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>found in natural and cultural contexts</li> <li>Not limited to sequences involving constant difference or ratio</li> </ul> </li> <li>of learners own creation</li> <li>Describes observed relationships of rules in own words.</li> </ul>	<ul style="list-style-type: none"> <li>Writes number sentences to describe a problem situation within a context</li> <li>Investigates and extends geometric and numeric patterns (in the number range dealt with) looking for general rules or a relationship, including patterns: <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>found in natural and cultural contexts</li> </ul> </li> <li>of learners own creation</li> <li>Describes observed relationships of rules in own words.</li> </ul>	<ul style="list-style-type: none"> <li>Writes number sentences to describe a problem situation within a context</li> <li>Investigates and extends geometric and numeric patterns (in the number range dealt with) looking for general rules or a relationship, including patterns: <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>Not limited to sequences involving constant difference or ratio</li> </ul> </li> <li>of learners own creation</li> <li>Describes observed relationships of rules in own words.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises, describes and uses: <ul style="list-style-type: none"> <li>the reciprocal relationship between multiplication and division e.g. if <math>5 \times 3 = 15</math>, then <math>15 \div 3 = 5</math></li> <li>the equivalence of division and fractions e.g. <math>1 \div 8 = \frac{1}{8}</math></li> <li>the commutative, associative and distributive properties with whole numbers (learners to be able to use properties and not necessarily know the names)</li> </ul> </li> <li>Writes number sentences to describe a problem situation within a context</li> <li>Investigates and extends geometric and numeric patterns (in the number range dealt with) looking for general rules or a relationship, including patterns: <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>found in natural and cultural contexts</li> <li>Not limited to sequences involving constant difference or ratio</li> </ul> </li> <li>of learners own creation</li> <li>Describes observed relationships of rules in own words.</li> </ul>	
<ul style="list-style-type: none"> <li>Examples of investigating and extending numeric and geometric patterns: <ul style="list-style-type: none"> <li>18 41 64 87 100 .... (adding the same number each time)</li> <li>987 942 897 852 807 .... (subtracting the same number each time)</li> </ul> </li> <li>Investigate questions like the following for different sequences. <ul style="list-style-type: none"> <li>What do you think the next three numbers should be?</li> <li>Continue the sequence up to the 20th number.</li> <li>Predict what the 10th (or 30th, or 100th) number in the sequence will be, then check your prediction?</li> <li>Make a different sequence which is like this one. Describe in what way it is different and in what way it is like this one.</li> </ul> </li> <li>1 2 4 8 16 32 .... (a constant ratio sequence, in this case doubling)</li> </ul>				

### Mathematics Milestones (per Term): Grade 5 (continued)

Term 1	Term 2	Term 3	Term 4																														
<ul style="list-style-type: none"><li>Sequences should include cases that do not involve a constant difference or ratio, for example.</li></ul>																																	
<div><p>- 563 568 574 581 589 596 606 617 .... (a sequence without a constant difference or ratio)</p><p>- 2 2 6 8 14 22 .... (a sequence without a constant difference or ratio)</p></div>	<div><p>- 563 568 574 581 589 596 606 617 .... (a sequence without a constant difference or ratio)</p><p>- 2 2 6 8 14 22 .... (a sequence without a constant difference or ratio)</p></div>	<div><p>- 563 568 574 581 589 596 606 617 .... (a sequence without a constant difference or ratio)</p><p>- 2 2 6 8 14 22 .... (a sequence without a constant difference or ratio)</p></div>	<ul style="list-style-type: none"><li>Determines through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented:<ul style="list-style-type: none"><li>- verbally</li><li>- in flow diagrams</li></ul></li></ul>	<ul style="list-style-type: none"><li>Determines through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented:<ul style="list-style-type: none"><li>- verbally</li><li>- in flow diagrams</li><li>- by number sentences</li></ul></li></ul>	<ul style="list-style-type: none"><li>Determines through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented:<ul style="list-style-type: none"><li>- verbally</li><li>- in flow diagrams</li><li>- by number sentences</li></ul></li></ul>																												
<b>Examples:</b> <table><tr><td>Position number</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>Size of the number</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>The relationship between the size of the number and its position in the sequence can be described <b>verbally</b> as follows:<ul style="list-style-type: none"><li>- The number is six more than twice the position number, or to find the number, one can multiply the position by two and add six.</li><li>- This relationship can also be described like this: to find the number, one can add three to the position number, then multiply by two.</li></ul></li><li>The relationship can be also be described with a <b>flow diagram</b>:<div><div>position</div><div><div><math>\times 2</math></div><div><math>+ 6</math></div></div><div>size of the number</div></div><div><div>position</div><div><div><math>+ 3</math></div><div><math>\times 2</math></div></div><div>size of the number</div></div></li></ul> <p>In the case below, one may <b>verbally describe</b> a relationship between the number of dots (beads) at the bottom of each group and the total number of dots.</p> <div><div></div><div></div><div></div><div></div></div> <ul style="list-style-type: none"><li>- The total number of beads in each group is the number of beads at the bottom plus one less than that number.</li><li>- One may also say the total number of beads is one less than twice the number of beads in the bottom row.</li></ul>						Position number	1	2	3	4	5	6	7	8	9	10	11	12	13	Size of the number	8	10	12	14	16								
Position number	1	2	3	4	5	6	7	8	9	10	11	12	13																				
Size of the number	8	10	12	14	16																												

Mathematics Milestones (per Term): Grade 5 (continued)			
Term 1	Term 2	Term 3	Term 4
<p>The relationship may also be described with a <b>flow diagram</b>.</p> <p>- Number of beads in bottom row <math>\xrightarrow{\quad \times 2 \quad}</math> <math>\xrightarrow{\quad - 1 \quad}</math> total number of beads in group</p> <p>• Instead of verbal descriptions or flow diagrams, formal <b>number sentences</b> (formulas) can be used:</p> <p>- Total number of beads = <math>2 \times \text{number of beads in bottom row} - 1</math></p>			
<ul style="list-style-type: none"> <li>Recognises, identifies and names 2D shapes and 3D objects in natural and cultural forms and geometric settings including those previously dealt with and focusing on:               <ul style="list-style-type: none"> <li>Similarities and differences between cubes and rectangular prisms;</li> <li>Similarities and differences between squares and rectangles</li> </ul> </li> <li>Describes, sorts and compares physical 2D shapes and 3D objects from drawings or pictures according to properties including:               <ul style="list-style-type: none"> <li>Number and/or shape of faces;</li> <li>Number and/or length of sides</li> </ul> </li> <li>Investigates and compares (alone and/or as a member of a group or team) 2D shapes and 3D objects studied in this grade according to properties listed above by:               <ul style="list-style-type: none"> <li>Making models of geometric objects using polygons they have cut out;</li> <li>Cutting open models or geometric objects (e.g. boxes) to trace their nets;</li> <li>Drawing shapes on grid paper.</li> </ul> </li> <li>Recognises and describes natural and cultural 2D shapes and patterns in terms of geometric properties</li> </ul>	<ul style="list-style-type: none"> <li>Recognises, describes and performs rotations (turns), reflections (flips) and translations (slides) using geometric figures and solids.</li> <li>Makes 2D shapes, 3D objects and patterns from geometric shapes and describe these in terms of:               <ul style="list-style-type: none"> <li>tessellations</li> <li>line and rotational symmetry</li> <li>movement including rotations, reflections and translations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Solves or completes number sentences by inspection (trying different numbers) (e.g. <math>y + 4 = 12</math>) and checking the solution by substitution (<math>8 + 4 = 12</math>)</li> <li>Describes and sketches views of a simple 3D object in different positions</li> </ul>	<ul style="list-style-type: none"> <li>Solves or completes number sentences by inspection (trying different numbers) (e.g. <math>y + 4 = 12</math>) and checking the solution by substitution (<math>8 + 4 = 12</math>)</li> </ul>

Mathematics Milestones (per Term): Grade 5 (continued)			
Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none"> <li>Investigates and approximates:               <ul style="list-style-type: none"> <li>perimeter using rulers or measuring tapes</li> <li>area of polygons (using square grids and tiling) to develop an understanding of square units.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Investigates and approximates:               <ul style="list-style-type: none"> <li>volume/capacity of 3-dimensional objects by counting the number of cubic centimetres that fill a container (box) or are used to build a rectangular prism</li> </ul> </li> </ul>
<b>PERIMETER</b> – the distance around a shape <b>AREA</b> – the surface enclosed by the perimeter <b>VOLUME</b> – the space inside an object (or the amount of space an object takes up)			
	<ul style="list-style-type: none"> <li>Reads, tells and writes analogue, digital and 24-hour time to at least the nearest minute and second.</li> <li>Solves problems involving calculation and conversion between appropriate time units including decades, centuries and millennia.</li> <li>Uses time-measuring instruments to appropriate levels of precision, including watches and stopwatches.</li> <li>Describes and illustrates ways of representing time in different cultures throughout history.</li> <li>Estimates, measures and records, using SI units with appropriate precision for:               <ul style="list-style-type: none"> <li>Mass (grams and kilograms)</li> <li>Capacity (millimetres and litres)</li> <li>Length (millimetres, centimetres, metres and kilometres)</li> <li>Temperature (degree Celsius scale)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Locates positions on a coded (labelled) grid including maps and traces a path between positions from verbal and written instructions.</li> <li>Recognises and describes right angles in 2D shapes and 3D objects and the environment.</li> </ul>

Refer to the Grade 4 Milestones (per Term) for how these should be taught.

Mathematics Milestones (per Term): Grade 5 (continued)			
Term 1	Term 2	Term 3	Term 4
<p><b>The Data Handling Cycle.</b> Data needs to be collected, sorted, displayed and interpreted. Although not all these aspects are assessed (or can be formally assessed in the classroom), it is important that this cycle is completed each time data is collected. That is why there is repetition in the Milestones.</p>	<ul style="list-style-type: none"> <li>Uses appropriate measuring instruments to appropriate levels of precision including: <ul style="list-style-type: none"> <li>bathroom scale, kitchen scale and balances to measure mass.</li> <li>measuring jugs to measure capacity</li> <li>rulers, meter sticks, tape measures and trundle wheels to measure length</li> <li>thermometers to measure temperature</li> </ul> </li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units listed above</li> </ul>	<p>Organise the answers, usually on a tally table.</p> <p>Draw a graph, e.g. pictograph; Bar graph; Double bar graph</p>	<p>Interpret the data. For example: Most learners walk to school. No learners come to school by bus.</p> <p>In real life data is used to predict future trends or try to change a situation, e.g. <i>Too many learners are walking to school. Should we investigate providing a bus service?</i></p>
<ul style="list-style-type: none"> <li>Poses simple questions about own school or family environment in order to address economic issues in that environment.</li> <li>Uses simple data collection sheets that involve Counts objects and/or answering questions posed by the teacher and the class in order to collect data (alone and/or as a member of a group or team)</li> </ul>	<ul style="list-style-type: none"> <li>Poses simple questions about own school, family and/or community, and identifies appropriate data sources, in order to address one or more of the following human rights issues in that environment: <ul style="list-style-type: none"> <li>social,</li> <li>cultural,</li> <li>environmental</li> <li>economic</li> </ul> </li> <li>Uses simple data collection sheets that answer questions as asked above.</li> </ul>	<ul style="list-style-type: none"> <li>Poses simple questions about own school and/or family environment, and identifies appropriate data sources in order to address one or more of the following human rights issues in that environment: <ul style="list-style-type: none"> <li>social,</li> <li>cultural,</li> <li>political;</li> <li>environmental</li> <li>economic</li> </ul> </li> <li>Makes and uses simple data collection sheets that answer questions as asked above</li> </ul>	

Mathematics Milestones (per Term): Grade 5 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Organises and records the data (above) data using tallies and tables.</li> <li>Critically reads and interprets the above data (presented in tallies and tables) to draw conclusions and make predictions</li> </ul>	<ul style="list-style-type: none"> <li>Organises and records the above data using tallies and tables.</li> <li>Critically reads and interprets data (collected and presented in tallies and tables) to draw conclusions and make predictions sensitive to the role of the human rights issues addressed(above), e.g.               <ul style="list-style-type: none"> <li>rural or urban</li> <li>gender or race</li> <li>other human rights issues.</li> </ul> </li> <li>Examines ungrouped numerical data to determine mode</li> </ul>	<ul style="list-style-type: none"> <li>Draws graphs to display the above data:               <ul style="list-style-type: none"> <li>pictographs with a many-to- one correspondence and appropriate keys e.g. one picture = ten persons</li> <li>bar graphs</li> </ul> </li> <li>Organises and records the above data using tallies and tables.</li> <li>Critically reads and interprets data (collected and presented in tallies and tables) to draw conclusions and make predictions sensitive to the role of the human rights issues addressed(above), e.g.               <ul style="list-style-type: none"> <li>rural or urban</li> <li>gender or race</li> <li>other human rights issues.</li> </ul> </li> <li>Examines data to determine mode and to draw conclusions and make predictions based on the mode of the data.</li> </ul>	<ul style="list-style-type: none"> <li>Compares, classifies and orders events from daily life on a scale from 'certain that they will happen' to 'certain they will not happen'.</li> <li>Lists possible outcomes for simple experiments (including tossing a coin, rolling a die, and spinning a spinner).</li> <li>Counts the frequency of actual outcomes for a series of trials.</li> </ul>






Mathematics Milestones (per Term): Grade 6			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Counts forwards and backwards in ones, tens, hundreds and thousands starting and ending with any number in the number range 0-100 000.</li> <li>Counts forwards and backwards in multiples of any whole 1- or 2-digit number starting and ending with any number in the number range 0- 100 000.</li> <li>Describes and illustrates number systems different to own, e.g. Roman Number Systems, Egyptians, etc.</li> <li>Recognises the place value of digits in: <ul style="list-style-type: none"> <li>whole numbers to 6-digits:</li> <li>Say which number of two numbers is bigger</li> <li>Order more than two numbers in the number range.</li> </ul> </li> <li>Recognises and represents numbers in order to compare: <ul style="list-style-type: none"> <li>common fractions including specifically tenths</li> <li>0 in terms of its additive property</li> <li>1 in terms of its multiplicative property</li> <li>multiples and factors of 2-digit whole numbers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards in hundreds, thousands, ten thousands starting and ending with any number in the number range 0- 1 000 000.</li> <li>Counts forwards and backwards in multiples of any whole 1- or 2-digit number starting and ending with any number in the number range 0- 1 000 000.</li> <li>Counts forwards and backwards whole numbers and tenths, starting and ending with any number in the number range 0 - 50</li> <li>Recognises the place value of digits in: <ul style="list-style-type: none"> <li>whole numbers to a minimum of 7-digit numbers</li> <li>decimal fractions to at least 1 decimal place.</li> </ul> </li> <li>Recognises and uses equivalent forms of the numbers listed above including: <ul style="list-style-type: none"> <li>common fractions with 1-digit denominators.</li> <li>decimal fractions to at least 1 decimal places</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards whole numbers and tenths, two tenths, three tenths, etc, starting and ending with any number in the number range 0 - 50</li> <li>Recognises the place value of digits in: <ul style="list-style-type: none"> <li>whole numbers to a minimum of 8-digit numbers</li> <li>decimal fractions to at least 2 decimal places.</li> </ul> </li> <li>Recognises and uses equivalent forms of the numbers listed above including: <ul style="list-style-type: none"> <li>common fractions with 1-digit and 2-digit denominators.</li> <li>decimal fractions to at least 2 decimal places</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counts forwards and backwards whole numbers and hundredths, two hundredths, three hundredths, etc, starting and ending with any number in the number range 0 - 50</li> <li>Recognises the place value of digits in: <ul style="list-style-type: none"> <li>whole numbers to a minimum of 9-digit numbers</li> <li>decimal fractions to at least 2 decimal places.</li> </ul> </li> <li>Recognises and uses equivalent forms of the numbers listed above including: <ul style="list-style-type: none"> <li>common fractions with 1-digit and 2-digit denominators.</li> <li>decimal fractions to at least 2 decimal places</li> <li>percentages</li> </ul> </li> </ul>

Mathematics Milestones (per Term): Grade 6 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>- rounding off to the nearest 5, 10, 100 or 1000</li> <li>- addition and subtraction of whole numbers</li> <li>- addition and subtraction of whole numbers with common fractions with denominators which are multiples of each other (Mixed numbers)</li> <li>- multiplication of at least whole 3-digit by 2- digit numbers</li> <li>- division of at least 3-digit by 2-digit numbers.</li> <li>- finding fractions of whole numbers.</li> <li>- equivalent fractions.</li> </ul> </li> <li>multiple operations of whole numbers with or without brackets</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems in contexts such as:               <ul style="list-style-type: none"> <li>- financial (buying and selling, profit and loss, simple budgets)</li> <li>- measurements in Natural Science and Technology contexts</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>- rounding off to the nearest 5, 10, 100 or 1000</li> <li>- addition and subtraction of whole numbers</li> <li>- addition and subtraction of common fractions and whole numbers with common fractions with denominators which are multiples of each other (mixed numbers)</li> <li>- multiplication of at least whole 4-digit by 1- digit numbers</li> <li>- division of at least 4-digit by 3-digit numbers.</li> </ul> </li> <li>addition and subtraction of positive decimals with at least 1 decimal places</li> <li>multiple operations of whole numbers with or without brackets</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems in contexts such as:               <ul style="list-style-type: none"> <li>- financial (reading and interpreting accounts, and discounts)</li> <li>- measurements in Natural Science and Technology contexts</li> </ul> </li> <li>Solves problems involving:               <ul style="list-style-type: none"> <li>- comparing two or more quantities of the same kind (ratio)</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems involving:               <ul style="list-style-type: none"> <li>- comparing two or more quantities of different kinds (rate, e.g. wages / day)</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:</li> <li>addition and subtraction of whole numbers with common fractions (Mixed numbers)</li> <li>multiplication of at least whole 4-digit by 3- digit numbers</li> <li>division of at least 4-digit by 1-digit numbers.</li> <li>finding fractions of whole numbers.</li> <li>addition and subtraction of positive decimals with at least 2 decimal places</li> <li>multiple operations of whole numbers with or without brackets</li> <li>finding percentages of whole numbers</li> </ul>

Mathematics Milestones (per Term): Grade 6 (continued)						
Term 1	Term 2	Term 3	Term 4			
<ul style="list-style-type: none"><li>The following examples illustrate techniques that can be used to do calculations or solve multiplication and division problems in Grade 6.</li></ul> <p><b>Multiplication</b> in columns is introduced in the <b>third</b> term. Up until then, learners can continue with horizontal multiplication:</p> $857 \times 76 \quad (800 + 50 + 7) \times (70 + 6)$ $= 800 \times 70 + 800 \times 6 + 50 \times 70 + 50 \times 6 + 7 \times 70 + 7 \times 6$ $= 56\,000 + 4\,800 + 3\,500 + 300 + 490 + 42$ $= 50\,000 + (6\,000 + 4\,000 + 3\,000) + (800 + 500 + 300 + 400) + (90 + 40) + 2$ $= 50\,000 + 10\,000 + 2\,000 + 130 + 2$ $= 60\,000 + 2000 + 100 + 30 + 2$ $= 62\,132$	<div><div><div><div>8 5 7</div><div>7 6</div><div>5 6 0 0 (800×70)</div><div>3 5 0 0 (70×50)</div><div>4 9 0 (70×7)</div><div>4 8 0 0 (6×800)</div><div>3 0 0 (6×50)</div><div>4 2 (6×7)</div></div><div>56 000+3 500+490+4 800+300+42 =</div></div></div>					
	<div><div><div>8 5 7</div><div>7 6</div></div><div><div>5 1 4 2 (857×6)</div><div>5 9 9 0 (857×70)</div><div>6 5 1 3 2 (Total)</div></div></div>					
<p><b>Division is done by accelerated addition (multiplication).</b> Long division is only introduced in Term 4 :</p> <p>9856 ÷ 283 by "long" division, which means the compact form of writing up the work:</p> <div><div><div><div>3401</div><div>1</div><div>400</div><div>500</div><div>3000</div><div>283</div><div>9856</div><div>8490</div><div>1366</div><div>1415</div><div>879</div><div>487</div><div>283</div><div>204</div></div><div>OR</div><div><div>3401</div><div>1</div><div>400</div><div>500</div><div>3000</div><div>283</div><div>9856</div><div>8490</div><div>1366</div><div>1415</div><div>879</div><div>487</div><div>283</div><div>204</div></div></div></div>						
<div><div>The more compact form on the right should not be taught, and is not compulsory. Some learners will revert to it themselves</div></div>						
<ul style="list-style-type: none"><li>Uses a range of techniques to perform written and mental calculations with whole numbers including</li></ul>	<ul style="list-style-type: none"><li>Uses a range of techniques to perform written and mental calculations with whole numbers including</li></ul>	<ul style="list-style-type: none"><li>Uses a range of techniques to perform written and mental calculations with whole numbers including</li></ul>	<ul style="list-style-type: none"><li>Uses a range of techniques to perform written and mental calculations with whole numbers including</li></ul>			

### Mathematics Milestones (per Term): Grade 6 (continued)

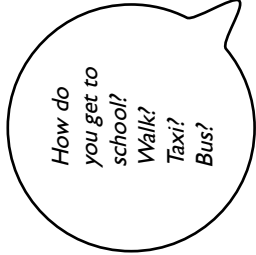
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>- adding and subtracting in columns</li> <li>- building up and breaking down numbers</li> <li>- rounding off and compensating</li> <li>- using a calculator</li> </ul>	<ul style="list-style-type: none"> <li>- multiplying in columns</li> <li>- building up and breaking down numbers</li> <li>- rounding off and compensating</li> <li>- using a calculator</li> </ul>	<ul style="list-style-type: none"> <li>- adding, subtracting and multiplying in columns</li> <li>- long division</li> <li>- building up and breaking down numbers</li> <li>- rounding off and compensating</li> <li>- using a calculator</li> </ul>	<ul style="list-style-type: none"> <li>- adding, subtracting and multiplying in columns.</li> <li>- long division.</li> <li>- building up and breaking down numbers</li> <li>- rounding off and compensating</li> <li>- using a calculator.</li> </ul>
<ul style="list-style-type: none"> <li>• Performs mental calculations using a range of techniques for addition, subtraction and multiplication within the number range dealt with</li> <li>• Uses a range of strategies to check solutions and judge reasonableness of solutions</li> <li>• Writes number sentences to describe a problem situation within a context.</li> <li>• Investigates and extends numeric and geometric patterns looking for a general rule or relationships:               <ul style="list-style-type: none"> <li>- represented in physical or diagrammatic form</li> <li>- of learners own creation</li> </ul> </li> <li>• Describes observed relationships or rules in own words</li> <li>• Determines the output values for given input values, or input values for given output values using :               <ul style="list-style-type: none"> <li>- verbal description</li> <li>- flow diagrams</li> <li>- tables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Performs mental calculations involving addition and subtraction</li> <li>- multiplication of whole numbers to <math>12 \times 12</math></li> <li>• Uses a range of strategies to check solutions and judge reasonableness of solutions</li> <li>• Writes number sentences to describe a problem situation within a context.</li> <li>• Investigates and extends numeric and geometric patterns looking for a general rule or relationships:               <ul style="list-style-type: none"> <li>- represented in physical or diagrammatic form</li> <li>- not limited to sequences involving constant difference or ratio</li> </ul> </li> <li>• Describes observed relationships or rules in own words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises, describes and uses               <ul style="list-style-type: none"> <li>- the commutative, associative and distributive properties of whole numbers (learners should be able to use the properties but not necessarily know the names)</li> </ul> </li> <li>• Performs mental calculations involving:               <ul style="list-style-type: none"> <li>- addition and subtraction</li> <li>- multiplication of whole numbers to at least <math>12 \times 12</math>.</li> </ul> </li> <li>• Uses a range of strategies to check solutions and judge reasonableness of solutions</li> <li>• Writes number sentences to describe a problem situation within a context.</li> <li>• Investigates and extends numeric and geometric patterns looking for a general rule or relationships:               <ul style="list-style-type: none"> <li>- found in natural and cultural context</li> <li>- of learners own creation</li> </ul> </li> <li>• Describes observed relationships or rules in own words</li> <li>• Determines through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented:               <ul style="list-style-type: none"> <li>- verbally</li> <li>- in flow diagrams</li> <li>- by number sentences</li> <li>- in tables.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Performs mental calculations involving:               <ul style="list-style-type: none"> <li>- addition and subtraction</li> <li>- multiplication of whole numbers to at least <math>12 \times 12</math>.</li> </ul> </li> <li>• Uses a range of strategies to check solutions and judge reasonableness of solutions</li> <li>• Writes number sentences to describe a problem situation within a context.</li> <li>• Investigates and extends numeric and geometric patterns looking for a general rule or relationships:               <ul style="list-style-type: none"> <li>- of learners own creation</li> <li>- represented in tables.</li> </ul> </li> <li>• Describes observed relationships or rules in own words</li> </ul>

Mathematics Milestones (per Term): Grade 6 (continued)																																								
Term 1			Term 2				Term 3			Term 4																														
<ul style="list-style-type: none"><li>• Examples of investigating and extending numeric and geometric patterns:<ul style="list-style-type: none"><li>- 18 41 64 87 100 .... (adding the same number each time)</li><li>- 987 942 897 852 807 .... (subtracting the same number each time)</li></ul></li><li>• Investigate questions like the following for different sequences.<ul style="list-style-type: none"><li>- What do you think the next three numbers should be?</li><li>- Continue the sequence up to the 20<sup>th</sup> number.</li><li>- Predict what the 10<sup>th</sup> (or 30<sup>th</sup>, or 100<sup>th</sup>) number in the sequence will be, then check your prediction.</li><li>- Make a different sequence which is like this one. Describe in what way it is different and in what way it is like this one.</li></ul></li><li>- 1 2 4 8 16 32 .... (a constant ratio sequence, in this case doubling)<div></div></li><li>• Sequences should include cases that do not involve a constant difference or ratio, for example.<div></div></li><li>- 563 568 574 581 589 596 606 617 .... (a sequence without a constant difference or ratio)</li><li>- 2 2 6 8 14 22 .... (a sequence without a constant difference or ratio)</li></ul> <p>The following is a number pattern in a <b>table</b></p> <table><tr><td>Position number</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>Size of the number</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>• The relationship between the size of the number and its position in the sequence can be described <b>verbally</b> as follows:<ul style="list-style-type: none"><li>- The number is six more than twice the position number, or to find the number, one can multiply the position by two and add six.</li><li>- This relationship can also be described like this: to find the number, one can add three to the position number, then multiply by two.</li></ul></li><li>• The relationship can also be described with a <b>flow diagram</b>:<div><div>position — <math>\times 2</math> — <math>+ 6</math> — size of the number</div><div>position — <math>+ 3</math> — <math>\times 2</math> — size of the number</div></div><p>In the case below, one may <b>verbally describe</b> a relationship between the number of dots (beads) at the bottom of each group and the total number of dots.</p><div></div><ul style="list-style-type: none"><li>- The total number of beads in each group is the number of beads at the bottom plus one less than that number.</li><li>- One may also say the total number of beads is one less than twice the number of beads in the bottom row.</li></ul></li></ul>													Position number	1	2	3	4	5	6	7	8	9	10	11	12	13	Size of the number	8	10	12	14	16								
Position number	1	2	3	4	5	6	7	8	9	10	11	12	13																											
Size of the number	8	10	12	14	16																																			

Mathematics Milestones (per Term): Grade 6 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>The relationship may also be described with a <b>flow diagram</b>.            - Number of beads in bottom row <math>\xrightarrow{\times 2}</math> <math>\xrightarrow{-1}</math> total number of beads in group</li> <li>Instead of verbal descriptions or flow diagrams, formal <b>number sentences</b> (formulas) can be used:            - Total number of beads = <math>2 \times \text{number of beads in bottom row} - 1</math></li> </ul>			
<ul style="list-style-type: none"> <li>Recognises, identifies and names 2D shapes and 3D objects focusing on similarities and differences between:               <ul style="list-style-type: none"> <li>pyramids with different shaped bases;</li> <li>rectangles and parallelograms.</li> </ul> </li> <li>Describes and classifies 2D shapes and 3D objects in terms of properties:               <ul style="list-style-type: none"> <li>faces, vertices and edges.</li> <li>length of sides</li> <li>angle size of corners.</li> </ul> </li> <li>Recognises and describes natural and cultural 2D shapes, 3D objects and patterns in terms of geometric properties listed above.</li> <li>Investigates and compares 2D shapes and 3D objects according to properties listed above by making 3D models using:               <ul style="list-style-type: none"> <li>drinking straws to make a skeleton</li> <li>nets</li> <li>drawing shapes on grid paper</li> <li>using a pair of compasses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Understands symmetry and tessellation by using: rotations (turns), reflections (flips) and translations (slides) to describe these movements using the correct vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Solves or completes number sentences by inspection or by trial-and-improvement, checking the solution by substitution</li> </ul>	<ul style="list-style-type: none"> <li>Recognises, describes and uses: divisibility rule for 2, 5, 10, 100 and 1 000</li> </ul>

Mathematics Milestones (per Term): Grade 6 (continued)			
Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Draws enlargements and reductions of 2D shapes (at least quadrilaterals and triangles) using grid paper to compare their size and shape.</li> </ul>		<ul style="list-style-type: none"> <li>Locates positions on a coded grid, describe how to move between positions on a grid, and recognize maps as grids.</li> <li>Investigates and approximates:               <ul style="list-style-type: none"> <li>perimeter using rulers or measuring tapes to measure as few sides as possible of different 2D shapes to develop rules</li> <li>area of polygons (using square grids) in order to develop rules for calculating area of squares and rectangles</li> <li>volume/capacity of objects (by packing of filling them) in order to develop rules for calculating volume of rectangular prisms</li> </ul> </li> </ul>
<p><b>PERIMETER</b> – the distance around a shape</p> <p><b>AREA</b> – the surface enclosed by the perimeter</p> <p><b>VOLUME</b> – the space inside an object (or the amount of space an object takes up)</p>			
	<ul style="list-style-type: none"> <li>Reads, tells and writes analogue, digital and 24-hour time to at least the nearest minute and second.</li> </ul>	<ul style="list-style-type: none"> <li>Draws and interprets sketches of simple 3D objects from different positions. (perspectives)</li> </ul>	<ul style="list-style-type: none"> <li>Investigates relationships between the perimeter and area of rectangles and squares.</li> <li>Investigates relationships between surface area, volume and dimensions of rectangular prisms.</li> <li>Recognises and describes angles in 2D shapes, 3D objects and the environment in terms of:               <ul style="list-style-type: none"> <li>right angles</li> <li>angles smaller than right angles</li> <li>angles greater than right angles</li> </ul> </li> </ul>

Refer to the Grade 4 Milestones (per Term) for how these should be taught.

Mathematics Milestones (per Term): Grade 6 (continued)			
Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> <li>Solves problems involving calculation and conversion between appropriate time units including time zones and differences</li> <li>Describes and illustrates ways of representing time in different cultures throughout history.</li> <li>Estimates, measures and records using SI units with appropriate precision for: <ul style="list-style-type: none"> <li>Mass (grams and kilograms)</li> <li>Capacity (millimetres and litres)</li> <li>Length (millimetres, centimetres, metres and kilometres)</li> <li>Temperature (degree Celsius).</li> </ul> </li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units listed above.</li> <li>Uses appropriate measuring instruments to appropriate levels of precision including: <ul style="list-style-type: none"> <li>scales to measure mass</li> <li>measuring jugs to measure capacity</li> <li>rulers, metre sticks, tape measures and trundle wheels to measure length.</li> <li>thermometers to measure temperature.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describes and illustrates ways of measuring in different cultures throughout history, including informal measuring systems</li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units (measurement)</li> </ul>	
<div> <div> <b>The Data Handling Cycle.</b>  Data needs to be collected, sorted, displayed and interpreted. Although not all these aspects are assessed (or can be formally assessed), it is important that this cycle is completed each time data is collected. </div> <div> Ask questions or count objects using a questionnaire   </div> <div> Organise the answers, usually on a tally table. </div> <div> Draw a graph, e.g.  pictograph;  Bar graph;  Double bar graph </div> <div> Interpret the data. For example:  Most learners walk to school.  No learners come to school by bus.  In real life data is used to predict future trends or try to change a situation, e.g. Too many learners are walking to school. Should we investigate providing a bus service? </div> </div>			



Mathematics Milestones (per Term): Grade 6 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Uses simple data collection sheets (requiring tallies) and simple questionnaires (with yes/no type responses) in order to collect data.</li> <li>• Organises and records data using tallies and tables</li> <li>• Critically reads and interprets data (obtained from above questions and presented in tally tables) to draw conclusions and make predictions.</li> </ul>		<ul style="list-style-type: none"> <li>• Poses simple questions about own school, family and/or social environment, and identify appropriate data sources.</li> <li>• Uses simple data collection sheet (tallies) and simple questionnaires (with yes or no responses or relevant categories) to collect data based on the questions posed above</li> <li>• Distinguishes between samples and populations</li> <li>• Organises and records above data using tallies and tables.</li> <li>• Draws pictographs with one-to many correspondence and appropriate keys to display data obtained above.</li> <li>• Critically reads and interprets data presented in pictographs to draw conclusions and make predictions in the context of one or more of the following: <ul style="list-style-type: none"> <li>- rural or urban;</li> <li>- categories within the data (e.g. age, gender or race)</li> <li>- other human rights issues.</li> </ul> </li> <li>• Examines ungrouped numerical data to determine mode and median.</li> </ul>	<ul style="list-style-type: none"> <li>• Poses simple questions about immediate or greater community/environment, and identify appropriate data sources.</li> <li>• Uses simple data collection sheet (tallies) and simple questionnaires to collect data</li> <li>• Draws bar graphs and double bar graphs by hand/technology to display data collected above.</li> <li>• Critically reads and interprets data presented in graphs (above) and/or in the media (graphs and written reports) to draw conclusions and make predictions in the context of one or more of the following: <ul style="list-style-type: none"> <li>- national or provincial;</li> <li>- categories within the data (e.g. age, gender or race)</li> <li>- other human rights issues</li> </ul> </li> <li>• Predicts the likelihood of events in daily life based on observation, and places them on a scale from 'impossible' to 'certain'</li> <li>• Lists possible outcomes for simple experiments (including tossing a coin, rolling a die, and spinning a spinner)</li> <li>• Counts the frequency of actual outcomes for a series of trials.</li> </ul>

### Mathematics Milestones (per Assessment Task) Grade 4

Term 1	Term 2	Term 3	Term 4
<p><b>Assessment Task 1:</b></p> <ul style="list-style-type: none"> <li>Counts forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 10s, 25s 50s and 100s)</li> <li>Recognises and represents numbers in order to describe and compare them:               <ul style="list-style-type: none"> <li>Expanded notation of numbers to 1000</li> <li>Common fractions with different denominators including halves, thirds, quarters, and eighths</li> </ul> </li> <li>Recognises the place value of digits in whole numbers to a minimum of 3-digit numbers</li> <li>Performs mental calculation involving addition and subtraction of:               <ul style="list-style-type: none"> <li>A single-digit to a two-digit number e.g. 53+4, 63+4, 72-5; 62-5</li> </ul> </li> <li>Investigates and extends numeric and geometric patterns looking for general rules or a relationship, including patterns:               <ul style="list-style-type: none"> <li>Represented in physical and diagrammatic form</li> <li>Of learners own creation</li> </ul> </li> <li>Recognises, identifies and names 2D shapes and 3D objects including:               <ul style="list-style-type: none"> <li>circles</li> <li>polygons [triangles, quadrilaterals (squares, rectangles, rhombus, trapezium, kites), pentagons, hexagons, heptagon, octagon] in terms of the number of sides up to 8-sided figures</li> </ul> </li> <li>Uses the appropriate SI unit to estimate, measure, record and compare:               <ul style="list-style-type: none"> <li>Length (millimetres, centimetres, metres and kilometres)</li> </ul> </li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units:               <ul style="list-style-type: none"> <li>Millimetres ↔ centimetres</li> <li>Centimetres ↔ metres</li> <li>Metres ↔ kilometres</li> </ul> </li> </ul>	<p><b>Assessment Task 1:</b></p> <ul style="list-style-type: none"> <li>Recognises and represents numbers in order to describe and compare them:               <ul style="list-style-type: none"> <li>Expanded notation of numbers to 2 000</li> <li>Common fractions in diagrammatic form</li> </ul> </li> <li>Recognises the place value of digits in whole numbers to a minimum of 4-digit numbers</li> <li>Recognises and uses equivalent forms of the numbers listed above including:               <ul style="list-style-type: none"> <li>Common fractions with denominators that are multiples of each other</li> </ul> </li> <li>Performs mental calculations involving addition, subtraction and multiplication within the number range dealt with</li> <li>Solves problems in contexts such as:               <ul style="list-style-type: none"> <li>Financial (buying, selling and simple budgets)</li> </ul> </li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>Building up and breaking down numbers</li> <li>Rounding off and compensating</li> <li>Doubling and halving</li> <li>Using a number line</li> </ul> </li> <li>Uses the appropriate SI unit to estimate, measure, record and compare:               <ul style="list-style-type: none"> <li>Mass (grams and kilograms)</li> </ul> </li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units:               <ul style="list-style-type: none"> <li>Grams ↔ kilograms</li> </ul> </li> <li>Organises and records data using tallies and tables.</li> </ul>	<p><b>Assessment Task 1:</b></p> <ul style="list-style-type: none"> <li>Counts forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 10s, 25s 50s and 100s) between 0 and 5 000</li> <li>Recognises and represents numbers in order to describe and compare them:               <ul style="list-style-type: none"> <li>Whole numbers to at least 4 digits</li> <li>Common fractions with different denominators including halves, thirds, quarters, sixths, sevenths and eighths</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>Common fractions in diagrammatic form</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>Addition and subtraction of whole numbers with at least 4 digits</li> <li>Addition and subtraction of common fractions in context</li> </ul> </li> <li>Recognises, describes and uses:               <ul style="list-style-type: none"> <li>The reciprocal relationship between multiplication and division</li> <li>The commutative, associative and distributive properties of numbers</li> </ul> </li> <li>Investigates and approximates               <ul style="list-style-type: none"> <li>Volume/capacity of 3-dimensional objects 9by packing or filling them) in order to develop an understanding of cubic units.</li> </ul> </li> <li>Estimates, measures, records, compares and orders 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for:               <ul style="list-style-type: none"> <li>Capacity (millilitres and litres)</li> </ul> </li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units listed above</li> <li>Recognises and describes lines of symmetry in two-dimensional shapes, including those in nature and in cultural art forms.</li> <li>Draws graphs and interpret data (ungrouped)               <ul style="list-style-type: none"> <li>Bar graphs</li> </ul> </li> </ul>	<p><b>Assessment Task 1:</b></p> <ul style="list-style-type: none"> <li>Recognises and represents numbers in order to describe and compare them:               <ul style="list-style-type: none"> <li>Whole numbers to at least 4 digits</li> <li>Common fractions with different denominators including halves, thirds, quarters, sixths, sevenths and eighths</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>Addition and subtraction of whole numbers with at least 4 digits</li> <li>Addition and subtraction of common fractions in context</li> </ul> </li> <li>Recognises, describes and uses:               <ul style="list-style-type: none"> <li>The reciprocal relationship between multiplication and division</li> <li>The commutative, associative and distributive properties of numbers</li> </ul> </li> <li>Investigates and approximates               <ul style="list-style-type: none"> <li>Volume/capacity of 3-dimensional objects 9by packing or filling them) in order to develop an understanding of cubic units.</li> </ul> </li> <li>Estimates, measures, records, compares and orders 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for:               <ul style="list-style-type: none"> <li>Capacity (millilitres and litres)</li> </ul> </li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units listed above</li> <li>Recognises and describes lines of symmetry in two-dimensional shapes, including those in nature and in cultural art forms.</li> <li>Draws graphs and interpret data (ungrouped)               <ul style="list-style-type: none"> <li>Bar graphs</li> </ul> </li> </ul>

Mathematics Milestones (per Assessment Task) Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises and represents numbers in order to describe and compare them: <ul style="list-style-type: none"> <li>Expanded notation of numbers to 1000</li> <li>Decimal fractions of the form 0.5, 1.5, 2.5 in the context of measurement</li> <li>Odd and even numbers to at least 1000</li> <li>Multiples of single-digit numbers to at least 100</li> </ul> </li> <li>Performs mental calculations <ul style="list-style-type: none"> <li>involving addition and subtraction of 2 two-digit numbers where one number is a whole ten e.g. <math>39+10</math>, <math>39+30</math>, <math>97-20</math>; 23-10</li> <li>involving multiplication of 2 single-digit numbers in number range dealt with.</li> </ul> </li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including: <ul style="list-style-type: none"> <li>Building up and breaking down numbers</li> <li>Rounding off</li> <li>Doubling and halving</li> <li>Using a number line</li> </ul> </li> <li>Solves problems in context using a variety of strategies with numbers to 500, using a number chart if necessary.</li> <li>Determines the output values for given input values using: <ul style="list-style-type: none"> <li>Verbal description</li> <li>Flow diagrams</li> </ul> </li> <li>Recognises the number of faces in 3-D objects.</li> <li>Estimates, measures, records, compares and orders 2-dimensional shapes and 3-dimensional objects using SI units with appropriate precision for length</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 10s, 25s 50s and 100s) between 0 and 2 000</li> <li>Recognises and represents numbers in order to describe and compare them: <ul style="list-style-type: none"> <li>Expanded notation of numbers to 2 000</li> <li>Common fractions with different denominators including halves, thirds, quarters, sixths and eighths</li> <li>Multiples of 2 two-digit numbers where one number is a whole 10 to at least 200</li> </ul> </li> <li>Recognises the place value of digits in whole numbers to a minimum of 4-digit numbers</li> <li>Recognises and uses equivalent forms of the numbers listed above including: <ul style="list-style-type: none"> <li>Decimal fractions of the form 0.5, 1.5 and 2.5 and so on in the context of measurement.</li> </ul> </li> <li>Performs mental calculations involving addition, subtraction and multiplication within the number range dealt with</li> <li>Describes, sorts and compares 2-dimensional shapes and 3-dimensional objects from the environment according to geometric properties including: <ul style="list-style-type: none"> <li>Shapes of faces</li> <li>Number of sides</li> <li>Flat and curved surfaces, straight and curved sides</li> </ul> </li> <li>Compares and classifies events in daily life as: <ul style="list-style-type: none"> <li>Certain that they will happen</li> <li>Certain they will not happen</li> <li>Uncertain</li> </ul> </li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve: <ul style="list-style-type: none"> <li>Addition and subtraction of whole numbers with at least 4 digits</li> <li>Addition and subtraction of common fractions in context</li> <li>Multiplication of at least whole 2-digit by 2-digit numbers to 200</li> <li>Division of at least whole 3-digit by 2-digit numbers</li> </ul> </li> <li>Performs mental calculations involving: <ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Multiplication of whole numbers to at least <math>10 \times 10</math></li> </ul> </li> <li>Solves problems involving: <ul style="list-style-type: none"> <li>Comparing two or more quantities of the same kind (ratio)</li> <li>Comparing two or more quantities of different kinds (rate, e.g. kg/R)</li> </ul> </li> <li>Writes number sentences to describe a problem situation within a context</li> <li>Determines through discussion and comparison the equivalence of different descriptions of the same relationship or rule represented: <ul style="list-style-type: none"> <li>Verbally</li> <li>In flow diagrams</li> <li>By number sentences</li> </ul> </li> <li>Solves or completes number sentences by inspection or by trial-and-improvement, checking the solutions by substitution</li> <li>Investigates and approximates <ul style="list-style-type: none"> <li>Areas of polygons (using square grids and</li> </ul> </li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 10s, 25s 50s and 100s) between 0 and 10 000</li> <li>Use a range of techniques to perform written and mental calculations with whole numbers including: <ul style="list-style-type: none"> <li>Building up and breaking down numbers</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve: <ul style="list-style-type: none"> <li>Addition and subtraction of whole numbers with at least 4 digits</li> <li>Multiplication of at least whole 3-digit by 1-digit numbers to 200</li> <li>Division of at least whole 3-digit by 1-digit numbers</li> <li>Equal sharing with remainders</li> </ul> </li> <li>Recognises, describes and uses: <ul style="list-style-type: none"> <li>The reciprocal relationship between multiplication and division</li> <li>The equivalence of division and fractions</li> </ul> </li> <li>Locates positions on a coded (labelled) grid including: <ul style="list-style-type: none"> <li>Maps from given instructions</li> </ul> </li> </ul>

Mathematics Milestones (per Assessment Task) Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
	<p><b>Assessment Task 2:</b></p> <ul style="list-style-type: none"> <li>Counts the number of possible outcomes for simple trials.</li> </ul>	<p><b>Assessment Task 2:</b></p> <p>tiling) to develop understanding of square units</p> <ul style="list-style-type: none"> <li>Reads, tells and writes analogue, digital and 24-hour time to at least the nearest minute and second.</li> <li>Solves problems involving calculations with and conversions between appropriate time units including:               <ul style="list-style-type: none"> <li>seconds ↔ minutes;</li> <li>minutes ↔ hours;</li> <li>hours ↔ days;</li> <li>days ↔ weeks;</li> <li>days ↔ months (i.e. Knows the number of days in each month)</li> <li>weeks ↔ years;</li> <li>months ↔ years</li> </ul> </li> <li>Locates positions on a coded (labelled) grid including:               <ul style="list-style-type: none"> <li>Column and row</li> </ul> </li> <li>Organises and records data using tallies and tables.</li> <li>Draws graphs and interpret data (ungrouped)               <ul style="list-style-type: none"> <li>Pictographs with a one-to-one correspondence between data and representation (e.g. one picture = one person)</li> </ul> </li> </ul>	

## Mathematics Milestones (per Assessment Task) Grade 5

Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards in whole number intervals and fractions</li> <li>Ways of writing numbers in different cultures (including local) throughout history.</li> <li>Recognises the place value of digits in whole numbers to 4-digit numbers</li> <li>Recognises and represents in order to compare:               <ul style="list-style-type: none"> <li>decimal fractions of the form 0.5, 1.5 and 2.5 and so on in the context of measurement</li> </ul> </li> <li>Uses a range techniques to perform written and mental calculations with whole numbers in the range dealt with including:               <ul style="list-style-type: none"> <li>building up and breaking down numbers, including expanded notation</li> <li>doubling and halving</li> <li>using a number line</li> </ul> </li> <li>Performs mental calculations involving addition, subtraction (within the number range dealt with) and multiplication (10x10)</li> <li>Writes number sentences to describe a problem situation within a context</li> <li>Investigates and extends geometric and numeric patterns (in the number range dealt with) looking for general rules or a relationship, including patterns:               <ul style="list-style-type: none"> <li>represented in physical and diagrammatic form</li> <li>of learners own creation</li> </ul> </li> <li>Describes observed relationships of rules in own words.</li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Recognises and represents in order to compare:               <ul style="list-style-type: none"> <li>common fractions to twelfths</li> <li>decimal fractions of the form 0.5, 1.5 and 2.5 and so on in the context of measurement</li> </ul> </li> <li>multiples of single-digit numbers to at least 100</li> <li>Recognises and uses equivalent forms of:               <ul style="list-style-type: none"> <li>common fractions (up to twelfths) with denominators that are multiples of each other</li> <li>decimal fractions of the form 0.5, 1.5 and 2.5 and so on in the context of measurement</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>rounding off to the nearest 5, 10, 100 or 1 000.</li> </ul> </li> <li>addition and subtraction of common fractions with the same denominator</li> <li>multiplication of 3-digit by 1-digit numbers</li> <li>Solves problems in contexts such as:               <ul style="list-style-type: none"> <li>measurements in Natural Sciences and Technology contexts</li> </ul> </li> <li>Writes number sentences to describe a problem situation within a context</li> <li>Recognises, describes and performs rotations (turns), reflections (flips) and translations (slides) using geometric figures.</li> <li>Reads, tells and writes analogue, digital and 24-hour time to at least the nearest minute and second.</li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards in whole number intervals and fractions</li> <li>Recognises the place value of digits in whole numbers to a minimum of 6-digit numbers</li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with at least 5 digits</li> <li>multiplication of at least whole 3-digit by 2-digit numbers</li> </ul> </li> <li>Performs mental calculations involving addition, subtraction (within the number range dealt with) and multiplication (10x10)</li> <li>Investigates and extends geometric and numeric patterns (in the number range dealt with) looking for general rules or a relationship, including patterns:               <ul style="list-style-type: none"> <li>not limited to sequences involving constant difference or ratio</li> </ul> </li> <li>Describes and sketches views of a simple 3D object in different positions</li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Uses a range techniques to perform written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>doubling and halving.</li> <li>rounding off and compensating</li> <li>using a calculator.</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>rounding off to the nearest 5, 10, 100 or 1 000</li> <li>equivalent fractions</li> </ul> </li> <li>Writes number sentences to describe a problem situation within a context</li> <li>Recognises, describe and uses:               <ul style="list-style-type: none"> <li>the reciprocal relationship between multiplication and division e.g. if <math>5 \times 3 = 15</math>, then <math>15 \div 3 = 5</math></li> </ul> </li> <li>Compares, classifies and orders events from daily life on a scale from 'certain that they will happen' to 'certain they will not happen'</li> <li>Lists possible outcomes for simple experiments (including tossing a coin, rolling a die, and spinning a spinner).</li> <li>Counts the frequency of actual outcomes for a series of trials.</li> </ul>

## Mathematics Milestones (per Assessment Task) Grade 5 (continued)

Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Describes, sorts and compares physical 2D shapes and 3D objects from drawings or pictures according to properties including:               <ul style="list-style-type: none"> <li>Number and/or shape of faces;</li> <li>Number and/or length of sides</li> </ul> </li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Solves problems involving calculation and conversion between appropriate time units including decades, centuries and millennia.</li> </ul>		
<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises the place value of digits in whole numbers to 4-digit numbers</li> <li>Recognises and represents in order to compare:               <ul style="list-style-type: none"> <li>decimal fractions of the form 0.5, 1.5 and 2.5 and so on in the context of measurement</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with at least 4-digits</li> <li>addition of common fractions in context.</li> <li>multiplication of at least whole 2-digit by 2-digit numbers to 500.</li> <li>multiplication of 3-digit by 1-digit numbers</li> <li>division of at least a whole 3-digit by 1-digit numbers.</li> <li>equal sharing with remainders</li> </ul> </li> <li>Mental calculations involving addition, subtraction (within the number range dealt with) and multiplication (10x10)</li> <li>Determines the output values for given input values using:               <ul style="list-style-type: none"> <li>Verbal description</li> <li>Flow diagrams</li> </ul> </li> <li>Uses simple data collection sheets that involve Counting objects in order to collect data</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises the place value of digits in whole numbers to 5-digit numbers</li> <li>Recognises and represents in order to compare:               <ul style="list-style-type: none"> <li>to a minimum of 5-digit whole numbers</li> <li>common fractions to twelfths</li> <li>multiples of single-digit numbers to at least 100</li> <li>0 in terms of additive inverses</li> <li>1 in terms of multiplicative inverses.</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with at least 5-digits</li> <li>multiplication of at least whole 2-digit by 2-digit numbers to at least 1 000</li> <li>multiplication of 3-digit by 1-digit numbers</li> <li>division of at least a whole 3-digit by 1-digit numbers</li> </ul> </li> <li>Solves problems in contexts such as:               <ul style="list-style-type: none"> <li>financial (buying, selling, profit, loss, simple budgets)</li> </ul> </li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units for measurement</li> <li>Organises and records data using tallies and tables.</li> <li>Examines ungrouped numerical data to determine mode</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises and represents in order to compare:               <ul style="list-style-type: none"> <li>to a minimum of 6-digit whole numbers</li> <li>common fractions to twelfths</li> <li>multiples of single-digit numbers to at least 100</li> <li>factors of any 2-digit whole number</li> </ul> </li> <li>Solves problems involving:               <ul style="list-style-type: none"> <li>comparing two or more quantities of the same kind (ratio)</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>rounding off to the nearest 5, 10, 100 or 1000</li> <li>addition and subtraction of whole numbers with at least 5 digits</li> <li>addition and subtraction of common fractions with the same denominator and whole numbers with common fractions (mixed numbers)</li> <li>division of at least 3-digit by 2-digit numbers.</li> <li>finding fractions of whole numbers which result in whole numbers</li> </ul> </li> <li>Performs mental calculations involving addition, subtraction (within the number range dealt with) and multiplication (10x10)</li> <li>Solves or completes number sentences by inspection (trying different numbers)</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Uses a range techniques to perform written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>adding and subtracting in columns</li> <li>building up and breaking down numbers</li> </ul> </li> <li>Estimates and calculates by selecting and using operations and techniques appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with at least 6 digits</li> <li>multiplication of at least whole 3-digit by 2-digit numbers</li> <li>division of at least 3-digit by 2-digit numbers</li> <li>equivalent fractions</li> </ul> </li> <li>Recognises, describes and uses:               <ul style="list-style-type: none"> <li>the equivalence of division and fractions e.g. <math>1 \div 8 = \frac{1}{8}</math></li> <li>the commutative, associative and distributive properties with whole numbers (learners to be able to use properties and not necessarily know the names)</li> </ul> </li> <li>Solves problems involving:               <ul style="list-style-type: none"> <li>comparing two or more quantities of different kinds (rate, e.g. price of petrol/litre).</li> </ul> </li> <li>Locates positions on a coded (labelled) grid including maps and traces a path between positions from verbal and written instructions.</li> </ul>

Mathematics Milestones (per Assessment Task) Grade 5 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Organises and records data using tallies and tables.</li> </ul>		<b>Assessment Task 2:</b> (e.g. $y + 4 = 12$ ) and checking the solution by substitution ( $8+4=12$ ) <ul style="list-style-type: none"> <li>Organises and records data using tallies and tables.</li> <li>Examines ungrouped numerical data to determine mode</li> <li>Draws graphs to display the above data:               <ul style="list-style-type: none"> <li>pictographs with a many-to-one correspondence and appropriate keys e.g. one picture = ten persons</li> <li>bar graphs</li> </ul> </li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises and describes right angles in 2D shapes and 3D objects and the environment.</li> </ul>

## Mathematics Milestones (per Assessment Task) Grade 6

Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Describes and illustrates number systems different to own, e.g. Roman Number Systems, Egyptians, etc.</li> <li>Recognises and represents numbers in order to compare:               <ul style="list-style-type: none"> <li>common fractions including specifically tenths</li> <li>0 in terms of its additive property</li> <li>1 in terms of its multiplicative property</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>rounding off to the nearest 5, 10, 100 or 1000</li> <li>addition and subtraction of whole numbers</li> <li>multiplication of at least whole 3-digit by 2-digit numbers</li> <li>equivalent fractions.</li> </ul> </li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including               <ul style="list-style-type: none"> <li>building up and breaking down numbers</li> <li>rounding off and compensating</li> <li>using a calculator</li> </ul> </li> <li>Performs mental calculations using a range of techniques for addition, subtraction and multiplication within the number range dealt with</li> <li>Investigates and extends numeric and geometric patterns looking for a general rule or relationships:               <ul style="list-style-type: none"> <li>represented in physical or diagrammatic form</li> <li>of learners own creation</li> </ul> </li> <li>Uses simple data collection sheets (requiring tallies) and simple questionnaires (with yes/no type responses) in order to collect data.</li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Recognises and uses equivalent forms of the numbers listed above including:               <ul style="list-style-type: none"> <li>common fractions with 1-digit denominators</li> </ul> </li> <li>Solves problems in contexts such as:               <ul style="list-style-type: none"> <li>measurements in Natural Science and Technology contexts</li> </ul> </li> <li>Performs mental calculations involving               <ul style="list-style-type: none"> <li>addition and subtraction</li> <li>multiplication of whole numbers to <math>12 \times 12</math></li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers</li> <li>addition and subtraction of common</li> <li>multiplication of at least whole 4-digit by 1-digit numbers</li> <li>division of at least 4-digit by 3-digit numbers.</li> </ul> </li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including               <ul style="list-style-type: none"> <li>building up and breaking down numbers</li> <li>rounding off and compensating</li> <li>using a calculator</li> </ul> </li> <li>Investigates and extends numeric and geometric patterns looking for a general rule or relationships:               <ul style="list-style-type: none"> <li>not limited to sequences involving constant difference or ratio</li> </ul> </li> <li>Draws enlargements and reductions of 2D shapes (at least quadrilaterals and triangles) using grid paper to compare their size and shape.</li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units listed above</li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Counts forwards and backwards in decimals</li> <li>Recognises and uses equivalent forms of the numbers listed above including:               <ul style="list-style-type: none"> <li>common fractions with 1-digit and 2-digit denominators.</li> <li>decimal fractions to at least 2 decimal places</li> </ul> </li> <li>Solves problems in contexts such as:               <ul style="list-style-type: none"> <li>financial (reading and interpreting accounts, and discount)</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>equivalent fractions.</li> <li>addition and subtraction of positive decimals with at least 2 decimal places</li> <li>multiple operations of whole numbers with or without brackets</li> </ul> </li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including               <ul style="list-style-type: none"> <li>building up and breaking down numbers</li> <li>rounding off and compensating</li> <li>using a calculator</li> </ul> </li> <li>Performs mental calculations involving:               <ul style="list-style-type: none"> <li>addition and subtraction</li> <li>multiplication of whole numbers to at least <math>12 \times 12</math>.</li> </ul> </li> <li>Write number sentences to describe a problem situation within a context</li> <li>Investigates and extends numeric and geometric patterns looking for a general rule or relationships:               <ul style="list-style-type: none"> <li>of learners own creation</li> <li>represented in tables.</li> </ul> </li> <li>Investigates relationships between the perimeter and area of rectangles and squares.</li> <li>Recognises and describes angles in 2D shapes, 3D objects and the environment in terms of:               <ul style="list-style-type: none"> <li>right angles</li> <li>angles smaller than right angles</li> <li>angles greater than right angles</li> </ul> </li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Recognises and uses equivalent forms of the numbers listed above including:               <ul style="list-style-type: none"> <li>common fractions with 1-digit and 2-digit denominators.</li> <li>decimal fractions to at least 2 decimal places</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:               <ul style="list-style-type: none"> <li>finding fractions of whole numbers.</li> <li>addition and subtraction of positive decimals with at least 2 decimal places</li> </ul> </li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>building up and breaking down numbers</li> <li>rounding off and compensating</li> <li>using a calculator.</li> </ul> </li> <li>Performs mental calculations involving:               <ul style="list-style-type: none"> <li>addition and subtraction</li> <li>multiplication of whole numbers to at least <math>12 \times 12</math>.</li> </ul> </li> <li>Write number sentences to describe a problem situation within a context</li> <li>Investigates and extends numeric and geometric patterns looking for a general rule or relationships:               <ul style="list-style-type: none"> <li>of learners own creation</li> <li>represented in tables.</li> </ul> </li> <li>Investigates relationships between the perimeter and area of rectangles and squares.</li> <li>Recognises and describes angles in 2D shapes, 3D objects and the environment in terms of:               <ul style="list-style-type: none"> <li>right angles</li> <li>angles smaller than right angles</li> <li>angles greater than right angles</li> </ul> </li> </ul>



Mathematics Milestones (per Assessment Task) Grade 6 (continued)				
Term 1	Term 2	Term 3	Term 4	
		<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Solves or completes number sentences by inspection or by trial-and-improvement, checking the solution by substitution</li> <li>Determines through discussion and comparison, the equivalence of different descriptions of the same relationship or rule represented: <ul style="list-style-type: none"> <li>verbally</li> <li>in flow diagrams</li> <li>by number sentences</li> <li>in tables.</li> </ul> </li> <li>Solves problems involving selecting, calculating with and converting between appropriate SI units (measurement)</li> <li>Organises and records data using tallies and tables.</li> <li>Examines ungrouped numerical data to determine mode and median.</li> <li>Draws pictographs with one-to-many correspondence and appropriate keys</li> </ul>	<b>Assessment Task 1:</b> <ul style="list-style-type: none"> <li>Lists possible outcomes for simple experiments (including tossing a coin, rolling a die, and spinning a spinner)</li> <li>Counts the frequency of actual outcomes for a series of trials</li> </ul>	
<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises the place value of digits in: <ul style="list-style-type: none"> <li>whole numbers to 6-digits:</li> </ul> </li> <li>Recognises and represents numbers in order to compare: <ul style="list-style-type: none"> <li>multiples and factors of 2-digit whole numbers</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve: <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with common fractions (mixed numbers)</li> <li>division of at least 3-digit by 2-digit numbers.</li> <li>finding fractions of whole numbers.</li> <li>equivalent fractions.</li> <li>multiple operations of whole numbers with or without brackets</li> </ul> </li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Count forwards and backwards in decimals</li> <li>Recognise the place value of digits in: <ul style="list-style-type: none"> <li>whole numbers to a minimum of 7-digit numbers</li> <li>decimal fractions to at least 1 decimal place.</li> </ul> </li> <li>Solves problems in contexts such as: <ul style="list-style-type: none"> <li>financial (buying and selling, profit and loss, simple budgets)</li> </ul> </li> <li>Performs mental calculations involving <ul style="list-style-type: none"> <li>addition and subtraction</li> <li>multiplication of whole numbers to 12x12</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve:</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises the place value of digits in: <ul style="list-style-type: none"> <li>whole numbers to a minimum of 8-digit numbers</li> <li>decimal fractions to at least 2 decimal places.</li> </ul> </li> <li>Solves problems in contexts such as: <ul style="list-style-type: none"> <li>measurements in Natural Science and Technology contexts</li> </ul> </li> <li>Solves problems involving: <ul style="list-style-type: none"> <li>comparing two or more quantities of the same kind (ratio)</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve: <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with common fractions (Mixed numbers)</li> </ul> </li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Recognises the place value of digits in: <ul style="list-style-type: none"> <li>whole numbers to a minimum of 9-digit numbers</li> <li>decimal fractions to at least 2 decimal places.</li> </ul> </li> <li>Recognises and uses equivalent forms of the numbers listed above including: <ul style="list-style-type: none"> <li>percentages</li> </ul> </li> <li>Estimates and calculates by selecting and using operations appropriate to solve problems that involve: <ul style="list-style-type: none"> <li>addition and subtraction of whole numbers with common fractions (Mixed numbers)</li> <li>multiplication of at least whole 4-digit by 3-digit numbers</li> <li>division of at least 4-digit by 1-digit numbers.</li> </ul> </li> </ul>	

### Mathematics Milestones (per Assessment Task) Grade 6 (continued)

Term 1	Term 2	Term 3	Term 4
<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>Performs written and mental calculations with whole numbers including               <ul style="list-style-type: none"> <li>- adding and subtracting in columns</li> </ul> </li> <li>Performs mental calculations using a range of techniques for addition, subtraction and multiplication within the number range dealt with</li> <li>Writes number sentences to describe a problem situation within a context.</li> <li>Determines the output values for given input values, or input values for given output values using :               <ul style="list-style-type: none"> <li>- verbal description</li> <li>- flow diagrams</li> <li>- tables</li> </ul> </li> <li>Describes and classifies 2D shapes and 3D objects in terms of properties:               <ul style="list-style-type: none"> <li>- faces, vertices and edges.</li> <li>- length of sides</li> <li>- angle size of corners.</li> </ul> </li> <li>Organises and records data using tallies and tables.</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>multiplication of at least whole 4-digit by 1-digit numbers</li> <li>division of at least 4-digit by 3-digit numbers.</li> <li>addition and subtraction of whole numbers with common fractions (Mixed numbers)</li> <li>addition and subtraction of positive decimals with at least 1 decimal places</li> <li>multiple operations of whole numbers with or without brackets</li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including               <ul style="list-style-type: none"> <li>- multiplying in columns</li> </ul> </li> <li>Writes number sentences to describe a problem situation within a context.</li> <li>Solves problems involving calculation and conversion between appropriate time units including time zones and differences</li> <li>Solve problems involving selecting, calculating with and converting between appropriate SI units listed above.</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>multiplication of at least whole 4-digit by 2-digit numbers</li> <li>division of at least 4-digit by 2-digit numbers.</li> <li>multiple operations of whole numbers with or without brackets</li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including               <ul style="list-style-type: none"> <li>- adding, subtracting and multiplying in columns</li> <li>- long division</li> </ul> </li> <li>Performs mental calculations involving:               <ul style="list-style-type: none"> <li>- addition and subtraction</li> <li>- multiplication of whole numbers to at least <math>12 \times 12</math>.</li> </ul> </li> <li>Solves problems involving:               <ul style="list-style-type: none"> <li>- comparing two or more quantities of different kinds (rate, e.g. wages / day)</li> </ul> </li> <li>Recognises, describes and uses:               <ul style="list-style-type: none"> <li>- divisibility rule for 2, 5, 10, 100 and 1 000</li> </ul> </li> <li>Locates positions on a coded grid, describes how to move between positions on a grid, and recognizes maps as grids.</li> <li>Predicts the likelihood of events in daily life based on observation, and places them on a scale from 'impossible' to 'certain'</li> </ul>	<b>Assessment Task 2:</b> <ul style="list-style-type: none"> <li>finding percentages of whole numbers</li> <li>multiple operations of whole numbers with or without brackets</li> <li>Uses a range of techniques to perform written and mental calculations with whole numbers including:               <ul style="list-style-type: none"> <li>- adding, subtracting and multiplying in columns.</li> <li>- long division.</li> </ul> </li> <li>Performs mental calculations involving:               <ul style="list-style-type: none"> <li>- addition and subtraction</li> <li>- multiplication of whole numbers to at least <math>12 \times 12</math>.</li> </ul> </li> <li>Solves problems involving:               <ul style="list-style-type: none"> <li>- comparing two or more quantities of different kinds (rate, e.g. wages / day)</li> </ul> </li> <li>Recognises, describes and uses:               <ul style="list-style-type: none"> <li>- divisibility rule for 2, 5, 10, 100 and 1 000</li> </ul> </li> <li>Locates positions on a coded grid, describes how to move between positions on a grid, and recognizes maps as grids.</li> <li>Predicts the likelihood of events in daily life based on observation, and places them on a scale from 'impossible' to 'certain'</li> </ul>

## Mathematics Assessment Task 2

### Grade 4: Term 1

#### Checklist for 2<sup>nd</sup> Assessment Task: Term 1

Name of learner:	Date:	
<i>Is the learner able to:</i>	<b>Yes</b>	<b>No</b>
1. Use expanded notation to build up and break down numbers to 1000?		
2. Recognise and write decimal fractions of the form 0,5?		
3. Double and halve numbers to 500?		
4. Add and subtract 2 two-digit numbers in written work?		
5. Mentally add and subtract 2 two-digit numbers where one number is a whole ten?		
6. Multiply 2 single-digit numbers where the answer is not more than 100 in written work?		
7. Mentally multiply 2 single-digit numbers using the counting multiples? E.g. 2, 3, 5, 10		
8. Complete the output numbers for given input numbers using a flow diagram?		
9. Indicate the number of faces in 3-D objects?		
10. Solve word problems using the four operations with numbers to 1 000?		
11. Solve problems involving calculating with appropriate SI units for length?		
12. Explain how the problem was solved and the thinking involved?		

### Final Rating

1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

### Grade 4: Term 2

#### Holistic rubric for 2<sup>nd</sup> Assessment Task: Term 2

	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
<i>Is the learner able to:</i>				
1. Count forwards and backwards in multiples of 3, 9, 11 and 25?				
2. Use the decimal fractions of 0,5, 1,5 and 2,5, and equivalent numbers, in the context of measurement?				
3. Use expanded notation to build up and break down numbers to 2000?				
4. Identify the value of digits in numbers to 2000?				
5. Correctly complete number sentences using addition and subtraction of 2 three-digit numbers?				
6. Correctly complete written multiplication of 2 two-digit numbers where one number is a whole 10 to at least 200?				
7. Mentally add, subtract and multiply using numbers within the number range dealt with?				
8. Represent and compare common fractions of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{3}$ , $\frac{1}{8}$ ?				
9. Indicate the lines of symmetry in 2-D shapes?				
10. Solve problems involving calculating with SI units for mass?				
11. Solve problems involving calculating with, and converting between, time units?				
12. Solve word problems using all 4 operations, fractions and decimals and explain solution?				

Grade 4: Term 3		
Rating Scale for 2 <sup>nd</sup> Assessment Task: Term 3		
Name of learner:	Date:	
Is the learner able to:	Rating	Comments
1. Count forwards and backwards in different intervals with understanding?		
2. Solve problems involving addition and subtraction of whole numbers up to 5 000?		
3. Solve problems involving addition of common fractions in context?		
4. Correctly complete written work of multiplication of 2 two-digit numbers?		
5. Correctly complete written work of division of a whole 3-digit number by a whole 2-digit number?		
6. Mentally calculate addition and subtraction using numbers within the known number range?		
7. Mentally calculate multiplication of numbers to 10x10?		
8. Solve problems where two or more quantities of the same kind (ratio) are compared?		
9. Solve problems where two or more quantities of different kinds (rate) are compared?		
10. Write number sentences to describe a problem situation in context?		
11. Collect and organize data in tallies and tables and interpret graphs?		
12. Use data recorded to draw bar graphs?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term 4				
Holistic rubric for 2 <sup>nd</sup> Assessment Task: Term 4				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Is the learner able to:	Only four correct	Five to seven correct	Eight to ten correct	All twelve correct
1. Use building up and breaking down of numbers to perform written calculations of addition and subtraction of 4-digit numbers?				
2. Perform written calculations of multiplication of at least 2-digit by 2-digit numbers?				
3. Solve problems involving division of whole 3-digit numbers by whole single-digit numbers?				
4. Solve division problems where there is equal sharing with remainders?				
5. Explain solutions to problems?				
6. Solve problems involving addition of common fractions in context?				
7. Mentally calculate addition and subtraction, including rounding off to the nearest 10 or 100?				
8. Mentally calculate multiplication of number up to 10x10?				
9. Use the reciprocal relationship between multiplication and division e.g. if $3 \times 5 = 15$ , then $15 \div 3 = 5$ ?				
10. Use the equivalence of division and fractions e.g. $1 \div 8 = \frac{1}{8}$ ?				
11. Locate positions on a map from given instructions?				
12. Locate positions on a grid using rows and columns?				

Grade 5: Term 1				
Checklist for 2 <sup>nd</sup> Assessment Task: Term 1				
Name of learner:		Date:		
Is the learner able to:	Always	Often	Sometimes	Seldom
1. Use expanded notation to explain the place value of digits in 4-digit numbers?				
2. Compare decimal fractions 0,5 1,5 2,5 and so on in the context of measurement?				
3. Solve problems using addition and subtraction of whole numbers of at least 4-digits?				
4. Solve problems involving addition of common fractions in context?				
5. Calculate using multiplication of whole 2-digit by 2-digit numbers where the answer is not more than a 3-digit number?				
6. Calculate using division of a whole 3-digit number by a whole 1-digit number?				
7. Perform mental calculations of addition, subtraction and multiplication in the number range dealt with?				
8. Use flow diagrams to determine the output values of given input values?				
9. Collect data using a simple collection sheet?				
10. Record data collected using tallies and tables?				

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 2				
Holistic rubric for 2 <sup>nd</sup> Assessment Task: Term 2				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Is the learner able to:	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen correct
1. Use expanded notation to explain the place value of digits in 5-digit numbers?				
2. Place 5-digit numbers according to a given order?				
3. Use common fractions to twelfths in context?				
4. Recognise 0 in terms of additive inverses?				
5. Recognise 1 in terms of multiplicative inverses?				
6. Solve addition and subtraction problems using a range of techniques with numbers up to 5-digits?				
7. Solve 2-digit by 2-digit multiplication problems where the answer is at least 1000?				
8. Correctly complete written work of division of a whole 3-digit number by a whole 1-digit number?				
9. Mentally calculate addition and subtraction using numbers within the known number range?				
10. Mentally calculate multiplication of numbers to 10x12?				
11. Solve problems using a financial context e.g. buying and selling?				
12. Solve measurement problems using appropriate SI units?				
13. Use tallies and tables to organize and record data?				
14. Determine the mode of the data?				

Grade 5: Term 3		
Rating Scale for 2 <sup>nd</sup> Assessment Task: Term 3		
Name of learner:	Date:	
Is the learner able to:	Rating	Comments
1. Compare whole 6-digit numbers according to given criteria?		
2. Use expanded notation to explain the place value of digits in a 6-digit whole number?		
3. Compare and explain common fractions to twelfths?		
4. Identify the factors of any whole 2-digit number?		
5. Round off numbers to the nearest 5, 10, 100 and 1000?		
6. Add and subtract whole numbers with common fractions (mixed numbers)?		
7. Find fractions of whole numbers which result in whole numbers?		
8. Perform mental calculations using addition, subtraction and multiplication?		
9. Solve problems where two or more quantities of the same kind are compared (ratio)?		
10. Complete number sentences by trial-and-improvement, checking the solution by substitution e.g. $x \div 4 = 12$ ?		
11. Determine the mode of ungrouped numerical data?		
12. Interpret ungrouped data by drawing a pictograph?		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 4				
Holistic rubric for 2 <sup>nd</sup> Assessment Task: Term 4				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Is the learner able to:	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen correct
1. Use expanded notation to build up and break down whole 6-digit numbers?				
2. Calculate addition in columns?				
3. Calculate subtraction in columns?				
4. Solve problems using multiplication of at least whole 3-digit by 2-digit numbers?				
5. Solve problems using division of at least whole 3-digit by 2-digit numbers?				
6. Solve problems of equivalent fractions in context, and explain solutions?				
7. Use the equivalence of division and fractions e.g. $1 \div 8 = \frac{1}{8}$				
8. Correctly use the commutative property of whole numbers?				
9. Correctly use the associative property of whole numbers?				
10. Correctly use the distributive property of whole numbers?				
11. Solve problems where two or more quantities of different kinds (rate) are compared?				
12. Locate positions on a coded grid e.g. a map, from written instructions?				
13. Use written instructions to trace a path between positions on a coded grid.				
14. Identify right angles in 2-dimensional shapes?				

Grade 6: Term 1				
Checklist for 2 <sup>nd</sup> Assessment Task: Term 1				
Name of learner:		Date:		
Is the learner able to:	Always	Often	Sometimes	Seldom
1. Use expanded notation to demonstrate the place value of 6-digit numbers?				
2. Identify the multiples of 2-digit whole numbers?				
3. Identify the factors of 2-digit whole numbers?				
4. Solve problems using addition and subtraction of mixed numbers (whole numbers with common fractions)?				
5. Correctly calculate division of 3-digit by 2-digit whole numbers?				
6. Correctly calculate multiple operations of whole numbers with or without brackets?				
7. Complete addition and subtraction in columns?				
8. Perform mental calculations using addition, subtraction and multiplication?				
9. Use flow diagrams to determine the input number for given output numbers?				
10. Classify 3-dimensional objects according to faces, edges and vertices?				

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 2				
Holistic rubric for 2 <sup>nd</sup> Assessment Task: Term 2				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Is the learner able to:				
1. Count forwards and backwards in decimals and fractions?				
2. Identify the place value in whole numbers to 7-digits?				
3. Identify the place value of decimal fractions to 1 decimal place?				
4. Use the technique of multiplying in columns in written work?				
5. Use addition and subtraction to perform mental calculations?				
6. Mentally calculate multiplication of numbers to 12x12?				
7. Solve problems involving 4-digit by 1-digit multiplication?				
8. Solve problems involving division of 4-digit by 3-digit numbers?				
9. Correctly calculate the addition and subtraction of common fractions with denominators which are multiples of each other as well as mixed numbers?	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen correct
10. Solve problems involving addition and subtraction of positive decimals with at least 1 decimal place?				
11. Use multiple operations of whole numbers with brackets in number sentences?				
12. Solve problems involving calculation and conversion between time units including time zones?				
13. Write number sentences to describe a problem situation in context?				
14. Solve measurement problems by selecting and calculating with the correct SI units?				

Grade 6: Term 3		
Rating Scale for 2 <sup>nd</sup> Assessment Task: Term 3		
Name of learner:	Date:	
Is the learner able to:	Rating	Comments
1. Use expanded notation to indicate the place value of 8-digit numbers?		
2. Indicate the place value of decimal fractions to at least 2 decimal places?		
3. Solve problems using addition and subtraction of mixed numbers?		
4. Solve problems involving multiplication of 4-digit by 2-digit numbers?		
5. Solve problems involving division of 4-digit by 2-digit numbers?		
6. Add and subtract 8-digit numbers in columns?		
7. Multiply 3-digit by 2-digit numbers using columns?		
8. Correctly calculate using long division?		
9. Perform mental calculations using addition, subtraction and multiplication?		
10. Write number sentences to describe a problem situation within a context?		
11. Interpret sketches of 3-dimensional objects from different positions?		
12. Interpret ungrouped data by drawing pictographs and using appropriate keys?		

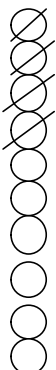

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 4				
Holistic rubric for 2 <sup>nd</sup> Assessment Task: Term 4				
	1 Not achieved	2 Partial achievement	3 Satisfactory achievement	4 Outstanding achievement
Is the learner able to:	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen correct
1. Identify the place value in 9-digit whole numbers?				
2. Identify the place value in decimal fractions to at least 2 decimal places?				
3. Correctly calculate and use percentages?				
4. Calculate addition and subtraction of 9-digit numbers using columns?				
5. Calculate multiplication of 4-digit by 3-digit numbers using columns?				
6. Solve problems involving division of at least 4-digit by 1-digit numbers?				
7. Correctly use the technique of long division when calculating?				
8. Find percentages of whole numbers?				
9. Correctly calculate number sentences containing multiple operations, with and without brackets?				
10. Perform mental calculations involving addition, subtraction and multiplication (12x12)?				
11. Use the divisibility rule of 2, 5, 10, 100 and 1000 correctly?				
12. Solve problems involving the comparison of two or more quantities of different kinds (rate)?				
13. Locate positions on a coded grid using written instruction?				
14. Predict the likelihood of daily events and place them on a scale from 'impossible' to 'certain'.				



Trajectory			
Addition			
Grade R	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"><li>Tumi has 4 marbles and he wins 5. How many marbles does he now have?</li></ul> <p>Counting all (using fingers, counter, pictures etc.)</p> <div><div><div><div>○</div><div>○</div></div><div><div>○</div><div>○</div></div></div><div><div><div>○</div><div>○</div></div><div><div>○</div><div>○</div></div></div></div> <div>1, 2, 3, 4      1, 2, 3, 4, 5</div> <div>1 2 3 4... 8 9</div> <p>The learner would count all the objects in the both groups, even if the number of objects in both groups is known.</p>	<ul style="list-style-type: none"><li>Tumi has 9 marbles and he wins 17. How many marbles does he now have?</li></ul> <p>Counting all (using fingers, counter, pictures etc.)</p> <div><div><div><div>○</div><div>○</div></div><div><div>○</div><div>○</div></div></div><div><div><div>○</div><div>○</div></div><div><div>○</div><div>○</div></div></div><div><div><div>○</div><div>○</div></div><div><div>○</div><div>○</div></div></div></div> <div>1, 2, 3, ..., 9      1, 2, 3, ..., 17</div> <div>1 2 3 .... 26</div> <p>The learner would count all the objects he/she knows quantities in both groups. Counting on from the first addend (using fingers, counter, pictures etc.)</p> <div><div><div><div>○</div><div>○</div></div><div><div>○</div><div>○</div></div></div><div><div><div>○</div><div>○</div></div><div><div>○</div><div>○</div></div></div><div><div><div>○</div><div>○</div></div><div><div>○</div><div>○</div></div></div></div> <div>1, 2, 3, ..., 9      1, 2, 3, ..., 17</div> <div>9, 10, 11, ..., 26</div> <p>The learner would only say the total number of objects of the first group and count in ones until all objects in the second group have been counted.</p>	<ul style="list-style-type: none"><li>Tshepo has 27 marbles and he wins 48 marbles. How many marbles does she now have?</li></ul> <p>– Counting all (using fingers, counter, pictures etc.)</p> <p>– Counting on from the first addend (using fingers, counter, pictures etc.)</p> <p>– Counting on from the larger addend (using finger, counters, pictures etc.)</p> <div><div><div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div></div><div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div><div>○</div></div></div><div>1, 2, 3, ..., 48</div><div>48, 49, 50, ...</div><p>The learner would only say the total number of objects of the larger group and count in ones until all objects in the other group have been counted.</p><p>– Accelerated counting strategies.</p><p>– Symbolic representation, e.g.</p><div><div><math>48 + 2 \rightarrow 50 + 10 \rightarrow 60 + 10 \rightarrow 70 + 5 = 75.</math></div><div><b>OR</b></div><div><math>48 + 10 \rightarrow 58 + 10 \rightarrow 68 + 2 \rightarrow 70 + 5 = 75</math></div><div><b>OR</b></div><div><math>48 + 2 \rightarrow 50 + 20 \rightarrow 70 + 5 = 70</math></div></div></div>	<ul style="list-style-type: none"><li>Tshepiso has R250,90 in her purse and her father gives her R175,50. How much does she now have?</li></ul> <div><math>R250,90 + R100 \rightarrow R350,90 + R50 \rightarrow R400,90 + R20 \rightarrow R420,90 + R0,10 \rightarrow R421,00 + R0,40 = R421,40</math></div> <div><b>OR</b></div> <div><math>R250,90 + R100 = R350,90</math></div> <div><math>R350,90 + R50 = R400,90</math></div> <div><math>R400,90 + R20 = R420,90</math></div> <div><math>R420,90 + R0.10 = R421,00</math></div> <div><math>R421,00 + R0,40 = R421,40</math></div> <div><ul style="list-style-type: none"><li>Grade 3 learners have so far collected 642 cans for the collect-a-can and grade 4 learners have collected 356. How many cans have they collected so far, altogether?</li></ul><div><b>Place Value Computation</b></div><div><div>600   40   2   300   50   6</div><div>600   300   40   50   2   6</div><div>900   90   8</div><div>998</div></div></div>

Addition (continued)		
Grade 4	Grade 5	Grade 6
<p>• Nare and Pheladi have saved some money. Nare saved R2578,00 and Pheladi saved R4345,00. How did they save between themselves?</p> <p>R2000 R500 R70 R8 + R4000 R300, R40 R5</p> <p>R2000 + R4000 R500 + R300 R70 + R40 R8 + R5</p> <p>R6000 R800 R110 R13</p> <p>R6000 R800 R123</p> <p>R6000 R900 R20 R3</p> <p>R6923</p> <p><u>Introduced Notation</u></p> <p>+ R2000 + R500 R70 R8 R4000 R300 R40 R5</p> <p>R6000 R800 R110 R13</p> <p>Learners must not be taught to add in columns (HTU). This is only introduced in Grade 5</p>	<p>• Nare and Pheladi have saved some money. Nare saved R2578,00 and Pheladi saved R4345,00. How did they save between themselves?</p> <p>R2000 R500 R70 R8 + + + +</p> <p>R4000 R300 R40 R5</p> <p>R6000 R800 R110 R13</p> <p>R 2 5 7 8</p> <p>+ R 4 3 4 5</p> <p>6 0 0 0</p> <p>8 0 0</p> <p>1 1 0</p> <p>1 2</p> <p>8 0 0</p> <p>1 2</p> <p>R 6 9 2 2</p>	<p>Solve problems that involve addition of whole numbers with at least 4 digits.</p> <p>R 2 5 7 8</p> <p>+ R 4 3 4 5</p> <p>6 0 0 0</p> <p>8 0 0</p> <p>1 1 0</p> <p>1 2</p> <p>R 6 9 2 2</p>



Trajectory			
Subtraction			
Grade R	Grade 1	Grade 2	Grade 3
<ul style="list-style-type: none"> <li>Thabo has 10 sweets. He eats 4? How many left?</li> </ul> <p>Counting methods with counters, and pictorial and schematic representations</p> 	<ul style="list-style-type: none"> <li>Sibusiso has 26 Marbles, he loses 5 marbles. How many are left?</li> </ul> <p>Counting methods without counters.</p> 	<ul style="list-style-type: none"> <li>The school had 95 grade 2 learners, 37 were transferred to another school. How many grade 2 learners are there now?</li> </ul> <p><b>Symbolic representation, e.g.</b>  <math>95 - 7 = 88</math>      <math>88 - 30 = 58</math></p> <p><b>AND</b></p> $95 - 7 \rightarrow 88 - 30 = 58$ <p><b>OR</b></p> $95 - 10 \rightarrow 85 - 10 \rightarrow 75 - 10 \rightarrow 65 - 5 \rightarrow 60 - 2 = 58$ $37 + 3 \rightarrow 40 + 5 \rightarrow 45 + 5 \rightarrow 50 + 5 \rightarrow 55 + 5 \rightarrow 60 + 5 \rightarrow 65 + 5 \rightarrow 70 + 5 \rightarrow 75 + 5 \rightarrow 80 + 5 \rightarrow 90 + 5 \rightarrow 95 \dots$ <p><b>Breaking down and building up</b></p> $95 - 37$ $90 \quad 5 - 30 \quad 7$ $90 - 30 \rightarrow 60 \quad 5 - 7 \rightarrow 0$ $60 - 10 \rightarrow 50 \quad 15 - 7 \rightarrow 8$ $50 + 8 = 58$ <p><b>Rounding off and compensating</b>  <i>I subtract 40 instead of 37</i>  <math>95 - 40 = 55</math> now I have subtracted 3 too much, so have to add 3 to my answer  <math>55 + 3 = 58</math></p>	<ul style="list-style-type: none"> <li>Manganyi had R560, 00 in his wallet. He bought some shoes, and he now has R124, 80c in his wallet. How much money did he spend on the shoes?</li> </ul> $R124, 80c + R25, 20 \rightarrow R150 + R50 \rightarrow R200 + R100 \rightarrow R300 + R100 \rightarrow R400 + R100 \rightarrow R500 + R60 = R560$

**Therefore:**  $R25, 20 + R50 \rightarrow R75, 20 + R100 \rightarrow R175, 20 + R100 \rightarrow R275, 20 + R100 \rightarrow R375, 20 + R60 = R435, 20$  which is money spent on shoes.

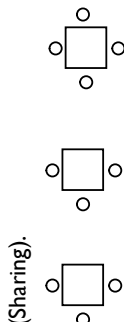
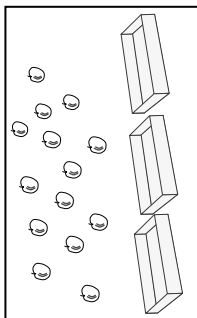
**Place Value Computation**

$R560 - R124, 80$   
 $R500 + R60 - R100 + R20 + R4 + 80c$   
 $R500 - R100 \rightarrow R400$   
 $R60 - R20 \rightarrow R40 - R4 \rightarrow R36 - 80c \rightarrow R35, 20$   
 $= R435, 20$  money spent on shoes

Subtraction (continued)		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>In an Olympic elimination the South African team had 3845 members. Some members were eliminated and only 1787 qualified for the next round. How many members were disqualified?</li> </ul> <p><b>Place value notation/Expanded notation written horizontally</b></p> $3\ 845 - 1\ 787$ $3\ 845 \text{ is } 3\ 000 + 800 + 40 + 5 - 1\ 787 \text{ is } 1000 + 700 + 80 + 7$ $\text{Rearranged } (3000 - 1000) + (800 - 700) + (40 - 80) + (5 - 7)$ $3000 - 1000 = 2000$ $800 - 700 = 100$ $40 - 80, \text{ I need another } 40 \text{ so I take it from the } 100 \text{ then I have } 80 \text{ left}$ $5 - 7, \text{ I need another } 2 \text{ so I take it from } 60, \text{ then I have } 58$ $2\ 000 + 58 = 2\ 058$ <p><b>Place value notation/expanded notation written vertically</b></p> $\begin{array}{r} 3000 \\ - 1000 \\ \hline 2000 \end{array} \quad \begin{array}{r} 800 \\ - 700 \\ \hline 100 \end{array} \quad \begin{array}{r} 40 \\ - 80 \\ \hline 10 + 5 - 7 \end{array} \quad \begin{array}{r} 5 \\ - 7 \\ \hline 8 \end{array}$ $= 2\ 058$ <p>Learners must not be taught to subtract in columns (HTU). This is only introduced in Grade 5</p>	<ul style="list-style-type: none"> <li>One day during the Confederation Cup eliminations the Ellispark stadium had 34 218 spectators, the Royal Bafokeng had only 18 952. How many more spectators attended the match in Ellispark?</li> </ul> <p><b>Condensed notation</b></p> $\begin{array}{r} 20\ 000 \\ - 30\ 000 \\ \hline \end{array} \quad \begin{array}{r} 10\ 000 \\ - 4\ 000 \\ \hline \end{array} \quad \begin{array}{r} 1\ 000 \\ - 200 \\ \hline \end{array} \quad \begin{array}{r} 100 \\ - 8 \\ \hline \end{array}$ $\begin{array}{r} 20\ 000 \\ - 10\ 000 \\ \hline \end{array} \quad \begin{array}{r} 10\ 000 \\ - 8\ 000 \\ \hline \end{array} \quad \begin{array}{r} 1\ 000 \\ - 900 \\ \hline \end{array} \quad \begin{array}{r} 100 \\ - 50 \\ \hline \end{array} \quad \begin{array}{r} 100 \\ - 2 \\ \hline \end{array}$ $\begin{array}{r} 20\ 000 \\ - 10\ 000 \\ \hline \end{array} \quad \begin{array}{r} 10\ 000 \\ - 8\ 000 \\ \hline \end{array} \quad \begin{array}{r} 1\ 000 \\ - 900 \\ \hline \end{array} \quad \begin{array}{r} 100 \\ - 50 \\ \hline \end{array} \quad \begin{array}{r} 100 \\ - 2 \\ \hline \end{array}$	<ul style="list-style-type: none"> <li>The school fund is R329 218. Some lab equipment worth R182 952 was purchased. What is the school balance?</li> </ul> <p><b>Subtracting in columns</b></p> $\begin{array}{r} 3\ 2\ 9\ 2\ 1\ 8 \\ - 1\ 8\ 1\ 9\ 5\ 2 \\ \hline 1\ 4\ 6\ 2\ 6\ 6 \end{array}$ <p>Method: <b>As for Grade 5</b> R146 266 is the school balance.</p>

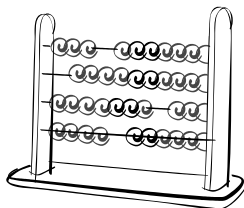

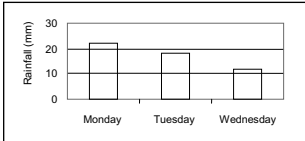

Trajectory																				
Multiplication																				
Grade 1	Grade 2	Grade 3																		
<ul style="list-style-type: none"><li>• 4 learner have to sit at a table. How many learners will sit on all 6 tables?</li></ul> <p>Learners may solve the problem by drawing a picture and then count how many learners altogether. Learners may also be encouraged to use counter to represent the situation. Once this has happened learners must be encouraged to describe what they have done.</p> <div></div> <p>Later in a year learners may be introduced to the following representations:</p> $4 + 4 \rightarrow 8 + 4 \rightarrow 12 + 4 \rightarrow 16 + 4 \rightarrow 20 + 4 \rightarrow 24$	<ul style="list-style-type: none"><li>• A pack of apples cost R7,50 at a local fruit shop. How much will I need to buy 6 packs?</li></ul> <p>Symbolic representation, e.g.</p> $\begin{array}{rcl} R7,50 & + & R7,50 & = & R15,00 & 2 \text{ packs} \\ R15,00 & + & R15,00 & = & R30,00 & 4 \text{ packs} \\ R30,00 & + & R30,00 & = & R60,00 & 6 \text{ packs} \end{array}$ <p>Another learner may represent the same thinking as follows:</p> $\begin{array}{rcl} \textcircled{2} & & \textcircled{4} \\ R7,50 + R7,50 \rightarrow R15,00 + R15,00 \rightarrow R30,00 \\ R30,00 + R15,00 \rightarrow R45,00 & \textcircled{6} & \end{array}$ <p>NB: The numbers at the top are just to track the packs</p>	<ul style="list-style-type: none"><li>• A mini-bus taxi carries 15 people. How many people will be in 7 mini-bus taxis?</li></ul> <div><div>Note that people in 6 taxis is found by adding people in 2 taxis and in 4 taxis</div><p>2 taxis will carry 30 4 taxis will carry 60 6 taxis will carry 90 7 taxis will carry 90 plus 15 which is 105</p><p>Symbolic representation may be as follows:</p><table><tr><th>Option 1 Representative</th><th>Option 2 Representative</th></tr><tr><td><math>15 + 15 = 30</math></td><td>(2 taxis) <math>15 + 15 \rightarrow 30 + 30 \rightarrow 60</math></td></tr><tr><td><math>30 + 30 = 60</math></td><td>(4 taxis) <math>60 + 30 \rightarrow 90 + 15 = 105</math></td></tr><tr><td><math>60 + 30 = 90</math></td><td>(6 taxis)</td></tr><tr><td><math>90 + 15 = 105</math></td><td>(7 taxis)</td></tr><tr><td><math>2 \times 15 = 30</math></td><td><math>2 \times 15 \rightarrow 30 \times 2 \rightarrow 60</math></td></tr><tr><td><math>2 \times 30 = 60</math></td><td><math>60 + 30 \rightarrow 90 + 15 = 105</math></td></tr><tr><td><math>6 \times 15 = 90</math></td><td></td></tr><tr><td><math>7 \times 15 = 105</math></td><td></td></tr></table></div>	Option 1 Representative	Option 2 Representative	$15 + 15 = 30$	(2 taxis) $15 + 15 \rightarrow 30 + 30 \rightarrow 60$	$30 + 30 = 60$	(4 taxis) $60 + 30 \rightarrow 90 + 15 = 105$	$60 + 30 = 90$	(6 taxis)	$90 + 15 = 105$	(7 taxis)	$2 \times 15 = 30$	$2 \times 15 \rightarrow 30 \times 2 \rightarrow 60$	$2 \times 30 = 60$	$60 + 30 \rightarrow 90 + 15 = 105$	$6 \times 15 = 90$		$7 \times 15 = 105$	
Option 1 Representative	Option 2 Representative																			
$15 + 15 = 30$	(2 taxis) $15 + 15 \rightarrow 30 + 30 \rightarrow 60$																			
$30 + 30 = 60$	(4 taxis) $60 + 30 \rightarrow 90 + 15 = 105$																			
$60 + 30 = 90$	(6 taxis)																			
$90 + 15 = 105$	(7 taxis)																			
$2 \times 15 = 30$	$2 \times 15 \rightarrow 30 \times 2 \rightarrow 60$																			
$2 \times 30 = 60$	$60 + 30 \rightarrow 90 + 15 = 105$																			
$6 \times 15 = 90$																				
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
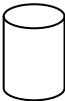
Multiplication (continued)		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>A large box contains 18 small boxes and each small box contains 25 sweets. How many sweets are in the large box?</li> </ul> <p> <math>4 \times 25 = 100</math>  <math>8 \times 25 = 200</math>  <math>16 \times 25 = 400</math>  <math>2 \times 25 = 50</math>  <math>(16 + 2) \times 25 = 400 + 50 = 450</math> </p> <p><b>Breaking down the 18 into 10 and 8</b></p> <p> <math>10 \times 25 = 250</math> and  <math>8 \times 25 = 200</math> (because <math>4 \times 25</math> is 100)  <math>250 + 200 = 450</math> </p> <p><b>Using place value computation:</b></p> <p> <math>10 \times 21 = 10 \times 20 + 10 \times 1 = 200 + 10 = 210</math>  <math>8 \times 21 = 8 \times 20 + 8 \times 1 = 160 + 8 = 168</math>  <math>210 + 168 = 378</math> </p>	<ul style="list-style-type: none"> <li>There are primary 76 schools in our city. Each school has 857 learners. How many primary school learners are there altogether?</li> </ul> <p> <math>(800 + 50 + 7) \times (70 + 6)</math>  <math>= 800 \times 70 + 800 \times 6 + 50 \times 70 + 50 \times 6 + 7 \times 70 + 7 \times 6</math>  <math>= 56\,000 + 4\,800 + 3\,500 + 300 + 490 + 42</math>  <math>= 50\,000 + (6\,000 + 4\,000 + 3\,000) + (800 + 500 + 300 + 400) + (90 + 40) + 2</math>  <math>= 50\,000 + 10\,000 + 2\,000 + 130 + 2</math>  <math>= 60\,000 + 2000 + 100 + 30 + 2</math>  <math>= 62\,132</math> </p> <p><b>Learners must not be taught to multiply in columns. This is only introduced in Grade 6.</b></p>	<ul style="list-style-type: none"> <li>A large box contains 18 small boxes and each small box contains 25 sweets. How many sweets are in the large box?</li> </ul> <p>(Although this example is only 2-digit by 2-digit multiplication, it serves as an example of the representation)</p> $  \begin{array}{r}  25 \\  18 \\  \hline  40 \\  160 \\  \hline  450  \end{array}  $

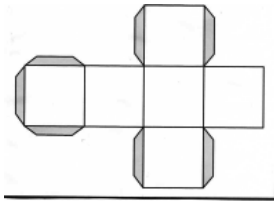
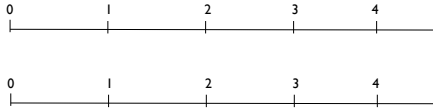
Trajectory				
Division				
Grade R	Grade 1	Grade 2	Grade 3	
<ul style="list-style-type: none"><li>10 learners have to sit at 3 tables. How many at each table?</li></ul> <p>(Sharing).</p> 	<ul style="list-style-type: none"><li>The apples should be packed in the boxes. How many apples should go into each box?</li></ul> <p>(Sharing)</p> 	<ul style="list-style-type: none"><li>30 apples are available. How many bags can be filled with 4 apples each?</li></ul> <p>(Grouping)</p> $4 + 4 \rightarrow 8 + 4 \rightarrow 12 + 4 \rightarrow 16 + 4 \rightarrow 20$ $20 + 4 \rightarrow 24 + 4 \rightarrow 28$ <p>There are 7 fours, so four bags, and 2 loose apples</p> <ul style="list-style-type: none"><li>R34 is to be shared between 6 children. How much money can be given to each child?</li></ul> <p>(Sharing)</p> $\begin{array}{ccccccc} R5 & R5 & R5 & R5 & R5 & R5 \\ R5 & & & & & \\ R4 \text{ left over} & & & & & \end{array}$	<ul style="list-style-type: none"><li>R84 is to be shared between 5 children. How much money can be given to each child?</li></ul> <p>R10 for each child is R50. Another R5 for each child is R25. Another R1 for each child is R5. R16 for each child, then there is R4 left.</p>	

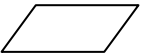
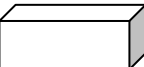
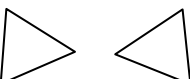

Division (continued)		
Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none"> <li>• <b>Tebogo buys chairs at R115 each and he pays with ten R100 notes. How many chairs does he get, and how much change?</b>  <math>5 \times R115 = R575</math>  <math>2 \times R115 = R230</math>    <math>R575 + R230 = R805</math>  <math>1 \times R115 = R115</math>    <math>R805 + R115 = R925</math>            He gets <math>5 + 2 + 1 = 8</math> chairs and R75 change.</li> <li>• <b>Jaamiah buys 7 chairs. She pays with nine R100 notes and she gets R4 change. How much does each chair cost?</b>            She actually pays R896, that is at least R100 for each chair.  <math>7 \times R100 = R700</math>  <math>7 \times R20 = R140</math>, that is R840  <math>7 \times R5 = R35</math>, that is R875  <math>7 \times R2 = R14</math>, that is R889  <math>7 \times R1 = R7</math>, that is R896            One chair is <math>R100 + R20 + R5 + R1 = R128</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cynthia works in a factory. She has to cut 36 cm long pieces of ribbon from a roll which is 914 cm long. How many pieces can she cut?</b>  <math>10 \times 36 = 360</math>  <math>10 \times 36 = 360</math>  <math>20 \times 36 = 720</math>  <math>3 \times 36 = 108</math>  <math>23 \times 36 = 828</math>  <math>2 \times 36 = 72</math>  <math>25 \times 36 = 900</math></li> </ul>	<p>9856 ÷ 283 by "long" division, which means the compact form of writing up the work:</p> $\begin{array}{r} 34 \overline{) 9856} \\ \underline{360} \phantom{0} \\ 1256 \\ \underline{112} \phantom{0} \\ 1366 \\ \underline{1161} \phantom{0} \\ 2056 \\ \underline{2004} \phantom{0} \\ 526 \\ \underline{514} \phantom{0} \\ 126 \\ \underline{116} \phantom{0} \\ 106 \\ \underline{106} \phantom{0} \\ 0 \end{array}$ <p>OR</p> $\begin{array}{r} 34 \overline{) 9856} \\ \underline{1161} \phantom{0} \\ 1366 \\ \underline{1161} \phantom{0} \\ 2056 \\ \underline{2004} \phantom{0} \\ 526 \\ \underline{514} \phantom{0} \\ 126 \\ \underline{116} \phantom{0} \\ 106 \\ \underline{106} \phantom{0} \\ 0 \end{array}$ <p>The more compact form on the right should not be taught, and is not compulsory. Some learners will revert to it themselves.</p>

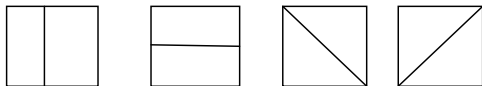



Intermediate Phase Mathematics Glossary	
Word	Meaning/Explanation
24-hour time	A way of time keeping in which the day (divided into 24 hours) runs from mid-night to midnight and is numbered from 0 to 23. For example, 6 o'clock in the morning is written as 06:00 (said: "zero six hundred hours"), and 6 in the evening is written as 18:00 (said, "eighteen hundred hours"). This is similar to digital time, except in digital time the hours are numbered only until 12 (noon). Therefore 1 o'clock in the afternoon is written as 13:00 in 24-hour time and as 1:00 p.m. in digital time.
2D shapes	These include triangles, squares, and circles. They can be drawn on paper or another surface, but cannot be built.
3D objects	They occupy space. 3D objects with straight sides include cubes and pyramids. Those which are curved include spheres (balls) and cones.
Abacus	 <p>A counting frame with strings containing ten counting beads on each string. It is used in the Foundation Phase to help learners count, double halve, add and subtract.</p>
Analogue time	<p>Time read on a watch or clock with hands. We use terminology such as "o'clock", "half past", "quarter to" ... and a.m. or p.m. to differentiate between morning and afternoon.</p> 
Area	The boundary (or in mathematical terms, the perimeter) encloses the area. We measure area in square units (cm <sup>2</sup> , m <sup>2</sup> , etc)
Associative property of numbers	Re-grouping numbers to make calculations easier. For example, 6+9+4. We can re-group: (6+4)+9=10+9=19.
Bar graph	<p>A way of representing data by drawing rectangular bars (or columns) of equal width to the height of the values they represent:</p> 
Breadth	The shorter side of a rectangle. Sometimes also called the width.
Breaking down numbers	A number is made up of digits; each digit has a different value depending on its position in the number. Break 345 into: 300 + 40 + 5 because the digit 3 means 300, the digit 4 means 40 and the digit 5 means 5. Numbers can also be built up and broken down in other ways e.g. 12: 6+6, 10+2, 4x3, 15-1-1
Building up numbers	The opposite of breaking down. What number is formed from 600 + 80 + 7? It is 687.
Capacity	The amount of liquid (usually) that something can hold. For example, the <i>capacity</i> of my car's petrol tank is 56 litres.
Commutative property of numbers	This allows us to change the order of numbers in addition and multiplication calculations. 5+6=6+5; 4x7=7x4
Cone	<p>A 3-dimensional object that looks like an ice-cream cone</p> 

Counting: structured	Objects that are grouped together e.g. beads on a string, apples in a box																												
Counting: unstructured	Loose, individual objects e.g. chairs, children, bread tags, apples on a table																												
Counting: rote	Saying the number names in sequence without referring to a number line etc.																												
Counting: rational	Counting objects, or pointing to the numbers as each number is said. Learners will be able to answer questions about the counting e.g. when counting in 2s and learners are stopped at 14, they can answer questions such as <i>How many 2s in 14? How much are 7 twos? If 7 twos are 14, how much are 8 twos? Etc.</i>																												
Cube	A 3-dimensional object made up of square faces (e.g. a die: 																												
Cylinder	A 3-dimension shape like a cool drink can 																												
Data	We collect data and use it as a base for drawing graphs, tally tables etc																												
Denominator	The 'bottom' number in a fraction which shows us how many parts something has been divided into. E.g. $\frac{1}{3}$ . 3 is the denominator as something has been divided into 3 equal parts.																												
Digit	We have 10 digits in our number system: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. All numbers are made up of these digits																												
Digital time	See 24-hour time.																												
Distributive property of numbers	We use this property when multiplying: $45 \times 6 = (40 \times 6) + (5 \times 6)$																												
Edge	Where two surfaces of a 3-dimensional object meet.																												
Expanded notation	This is similar to breaking down numbers: $5\,264 = 5\,000 + 200 + 60 + 4$ OR $(5 \times 1\,000) + (2 \times 100) + (6 \times 10) + (4 \times 1)$																												
Face (of 3D object)	A surface of a 3-dimensional object. A cube has 6 faces.																												
Factor	A number that divides exactly into another number. The factors of 12 are: 1, 2, 3, 4, 6, 12.																												
Flard cards	<p>A set of cards with numbers 1-9; 10-90; 100-900; and 1 000-9 000 (example below)</p> <table border="1" data-bbox="614 1258 1224 1355"><tr><td>1</td><td>10</td><td>100</td><td>1000</td></tr><tr><td>2</td><td>20</td><td>200</td><td>2000</td></tr></table> <p>Learners place the cards on top of each other to build numbers and gain an understanding of place value; e.g. to build the number 1 234 they would use the cards:</p> <table border="1" data-bbox="614 1460 829 1668"><tr><td>1</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2</td><td>0</td><td>0</td><td></td></tr><tr><td>3</td><td>0</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td></tr></table> <p>They then place the cards on top of each other so what they see is:</p> <table border="1" data-bbox="614 1720 829 1760"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	10	100	1000	2	20	200	2000	1	0	0	0	2	0	0		3	0			4				1	2	3	4
1	10	100	1000																										
2	20	200	2000																										
1	0	0	0																										
2	0	0																											
3	0																												
4																													
1	2	3	4																										
Flow diagram	<div data-bbox="614 1807 866 1863" data-label="Diagram"></div> <p>The number sentence <math>3 + 5 = 8</math> is represented on this flow diagram. 3 is the input number, +5 is the operator and 8 is the output number. There are usually several input numbers and learners must fill in the corresponding output numbers.</p> <p>Flow diagrams either give: the input number and operator, with the output number missing OR the output number and operator, with the input number missing OR the input number and output number, with the operator missing</p>																												

Fraction: common	When we divide something into equal parts, each part is a fraction of a whole. A common fraction is written $\frac{1}{3}$
Fraction: decimal	The calculator's way of writing a fraction. $\frac{1}{2} = 0,5$ . The fraction part is written after the decimal comma.
Fraction: Non-unitary	See common fractions. Non-unitary is more than one part i.e. $\frac{2}{3}$
Fraction: Unitary	See common fractions. A unitary fraction is only one part i.e. $\frac{1}{3}$
Group teaching	When a teacher works with a small group (not more than 10 if possible) of learners at their cognitive level. Different groups may work on different concepts during group teaching sessions.
Group work	When learners work together, discussing problems and techniques to solve them.
Heptagon	A 2-dimensional shape with seven sides.
Hexagon	A 2-dimensional shape with six sides.
Individual work	When learners work on their own while the teacher is working with a small group. The work they do is consolidation and practice of concepts already learnt and is often written work done in classwork books.
Input number	See "Flow" diagram
International Time	See 24-hour time. This is an alternative name.
Length	The longer side of a rectangle or the distance between two points or places.
Mass	The mass of something is how heavy it is.
Median	The middle number in an ordered series of data.
Mode	The score or number that appears the most in a range of numbers
Multiple	The answers to multiplication tables, or counting in a particular number. The multiples of 5 are: 5, 10, 15, 20 etc.
Net	<p>A 3-dimensional object (most commonly cubes, pyramids, rectangular prisms) are built from nets. If a 3-dimensional object is flattened out, you will have its net. The net of a cube looks like this:</p>  <p>Tags need to be removed</p>
Nonagon	A 2-dimensional shape with 9 sides.
Number grid	A grid of numbers, often referred to as a number square, from 1 to 100, or 1 to 120, or 100 to 200, and so on.
Number line	 <p>Number lines are lines with numbers written at evenly spaced intervals. They are used when counting, adding and subtracting. The intervals on the number line can be in 1s, 5s, 10s or any number, even fractions and decimals. The numbers follow a set sequence/pattern e.g. 2, 4, 6, and are never a random set of numbers e.g. 1, 2, 7, 15, 33, etc.</p>
Number name	One, two, three, four etc. It is how we say and write the numbers.
Number sentence	<p>A number sentence is usually written to solve a problem. For example: <i>There are 3 sheep and 2 cows in the shed. How many animals are there altogether?</i></p> <p>The number sentence is: <math>3+2=\square</math> animals (open number sentence because the answer is unknown, and there is a place holder where the answer will go), and <math>3+2=5</math> animals (closed number sentence, the answer is filled in).</p> <p>Therefore, number sentence is written to communicate a mathematical concept using mathematical symbols e.g. <math>2+3=5</math> or <math>2+3=10-5</math> or <math>4\times=8</math> etc.</p>

Number symbol	235 is the number symbol for “two hundred and thirty five”.
Numerator	The top number in a fraction: $\frac{1}{2}$ . The numerator is 1. It is how many parts of the fraction we are referring to.
Numerosity	This means to have a feeling for the “how muchness” of a number in different contexts – to build up a profile of the number so as to really understand the number (have a sense of the number) when it is used in different contexts e.g. 10c is not a lot of money, but 10km is a long way to walk.
Octagon	A 2-dimensional shape with eight sides.
Operator	See “Flow Diagram”. The operator can be + - x or ÷
Order of operations	Mathematicians have agreed that, where there are mixed operations in one calculation, the correct order is: Brackets, Of, Divide, Multiply, Add, Subtract. The acronym is BODMAS
Output number	See “Flow diagrams”
Parallelogram	A quadrilateral that has opposite sides equal and parallel: 
Pentagon	A two-dimensional shape with five sides.
Percentage	A fraction with denominator 100, commonly written %. $\frac{1}{2} = 50\%$
Perimeter	The distance around something a 2-dimensional shape.
Pictograph	A graph which has symbols to represent the data. E.g. a stick man drawing can represent 1, 2, 5 or however many people in real life.
Place value	A digit placed in a number has place value. For example, the digit 2 in the number 246 equals 200 or $2 \times 100$ .
Polygon	A shape with 3 or more straight sides.
Prism	A brick is only one example of a rectangular prism. Its opposite faces are rectangular 
Pyramid	A 3-dimension object with a polygon as a base and triangular faces which meet in one vertex.
Quadrilateral	A two-dimensional shape with four sides.
Rectangle	A quadrilateral with opposite sides equal and parallel, and four right angles.
Rectangular prism	See “Prism”
Reflection	When a 2-d shape is flipped to form a mirror image of itself: 
Rhombus	Like a parallelogram, but all four sides are equal (or like a square, but it does not have right angles)
Right angle	When two straight lines intersect, an angle is formed. If the two lines intersect like at the corner of a piece of paper ( $90^\circ$ - 90 degrees) the angle formed is called a right angle.
Rotation	 When a shape is turned.
Sort according to one attribute/ criteria	Sort a collection of objects according to one aspect only. For example, sort a collection of coloured shapes according to either shape or colour; but not both. Learners will put all the circles together; all the triangles together and so on if sorting according to shape, but if they are sorting according to colour, they will put all the red shapes together regardless of what the shapes are.
Square	A 4-sided shape with all sides equal and four right angles.

Symmetry: line	<p>A shape has line symmetry when a line can divide the shape into two halves that look the same (mirror images). In nature, a butterfly is symmetrical. Objects can have more than 1 line of symmetry. A square has 4 lines of symmetry</p> 
Tally table	<p>A way of counting and recording data using one stroke for each object counted, up to four. When the fifth object is counted, a horizontal or angled line is drawn through the four strokes. <math>### = 5</math></p>
Techniques	<p>Methods, a skill or expertise in the way of doing something.</p>
Tessellation	<p>Fitting shapes together without overlaps or gaps.</p>
Translation	<p>When we slide a shape.</p> 
Triangle	<p>A 3-sided figure.</p>
Trundle wheel	<p>A device for measuring length. It is made up of a wheel with distances marked on it, a handle to guide the wheel and a device which causes a click every metre. Children can count how many metres by counting the clicks.</p>
Vertex	<p>The point at which any two lines intersect.</p>
Volume	<p>The amount of space a 3-dimensional object occupies. This is closely connected to capacity. We measure volume in cubic units (<math>\text{cm}^3</math>)</p>
Width	<p>The shorter side of a rectangle. Sometimes also called the breadth.</p>

## Language

### Introduction

#### *Background*

The NCS (and C2005) reflected a change in the way we teach literacy / languages. Traditionally, the different components of language were taught in isolation, with little or no connection between the lessons. Grammar, spelling and comprehension were taught as separate skills and there were no links to a theme or context. In contrast, the NCS (and C2005), encourages a more integrated, text-based approach. In this approach, the shared reading of a text becomes the basis for the development of the different oral and written literacy skills (grammar, comprehension, word building, spelling and writing). The Assessment Frameworks are in line with this change.

#### *The Milestones for Language*

The Language milestones reflect the structure of the NCS for Languages, and are based on the key language skills. In the Intermediate Phase there are milestones for Listening and Speaking (Oral), Reading, Writing, Spelling and Grammar, and Investigation.

- The milestones for Spelling and Grammar being specific skills are separated from those of Reading and Writing, although, in practice, both are required for Communicative Writing.
- Learning Outcome 6, Language Structure and Use and Learning Outcome 5, Thinking and Reasoning, have been infused with Listening and Speaking, Reading and Writing.

The separation of the milestones under these headings has been done to assist the teacher in planning, teaching and assessment. However, in practice, a single activity will develop a range of skills. Listening and speaking skills, grammar, spelling and writing skills develop from well structured reading lessons. Language lessons need to be structured in order to develop these fundamental skills. *The Foundations for Learning Gazette* provides guidance on those components that form the basis of a well structured Language lesson. It provides for time to be set aside for:

- Listening and Speaking (Oral)
- Shared reading and writing (as a class)
- Spelling, sight words, vocabulary, language (word and sentence level work) (as a class followed by written/practical activities to consolidate)
- Guided reading with the teacher (in groups)
- Independent reading
- Independent writing: eg descriptions, stories, journals, reports, graphic texts
- The teaching of a First Additional Language

This breakdown helps you to plan your lessons so that the learners spend time listening and speaking, reading and writing every day.

### *Using the Language Assessment Tasks*

Milestones have been identified for each of the two Assessment Tasks per term for Language. Many of them can be assessed using your daily teaching and learning activities although you may also need to develop specific assessment activities to confirm your assessment.

Not all the milestones for the term have been included in each Assessment Task. However, even if you are not formally assessing a milestone during a particular Assessment Task, it does not mean that it should not be part of your daily teaching and learning programme for the term. Similarly you might need to start developing skills early in the year even though a milestone may only to be assessed in the third term.

It is essential that you continually assess your learners' progress through both formal and informal assessment activities. The Assessment Tasks form only your formal assessment programme for the year. Your informal assessment is also important as this informs your daily planning. Not everything that you teach has to be formally assessed and recorded. On a daily basis you can observe your learners' listening skills, oral competence, ability to answer questions, participation in discussions, use of decoding skills when reading aloud, reading comprehension and writing skills. During your daily teaching and learning activities, note specific problems that learners have so that you can remedy them immediately. Also look out for evidence of learners achieving beyond the minimum, so that you can extend their learning.

Home Language Milestones (per term) : Grade 4			
Term 1	Term 2	Term 3	Term 4
<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to, follows and gives directions and instructions</li> <li>• Enjoys listening to fables and stories, relating them to own experience</li> <li>• Asks and responds to closed and open-ended questions</li> <li>• Expresses thoughts and feelings in an imaginative way by telling a story</li> <li>• Makes a short oral presentation, speaking audibly and at a reasonable pace</li> <li>• Participates in discussions on familiar topics, taking turns to share ideas and offer opinions, showing respect for others</li> <li>• Takes part in everyday conversations with other learners, appreciating others' points of view</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Discusses graphical techniques (colour, design, choice of pictures etc) used in visual and multimedia texts eg posters, pictures, cartoons</li> <li>• Reads South African and international fiction and non-fiction texts independently eg myths, stories and textbooks</li> <li>• Uses a range of reading strategies to find meaning in fiction texts eg making predictions and using contextual clues</li> <li>• Identifies and comments on the central idea and the main characters of a fiction story</li> <li>• Discusses cause effect relations in a fiction story</li> <li>• Describes feelings about a fiction story</li> <li>• Recognises the different structures, language use, purposes and audiences of different kinds of fiction texts eg direct speech</li> <li>• Reads aloud clearly and with expression</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to school announcements, identifying specific details</li> <li>• Enjoys listening to stories and poems identifying the main idea and specific details</li> <li>• Asks and responds to closed and open-ended questions</li> <li>• Comments on the effect of the sound and word pictures used in poems and stories</li> <li>• Describes a set of actions or events audibly and at a reasonable pace</li> <li>• Participates in discussions on familiar topics, asking relevant questions and offering opinions</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks</li> <li>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues</li> <li>• Identifies and comments on the plot and characters in a fiction story</li> <li>• Discusses cause effect relations in a story</li> <li>• Describes and explains feelings about stories or poems</li> <li>• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures</li> <li>• Identifies the main and supporting ideas in a short information text</li> <li>• Surveys content page, headings and index to locate information</li> <li>• Recognises the different structures, language use, purposes and audiences</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, poems, short reports and limericks identifying the main idea and specific details</li> <li>• Asks and responds to higher order questions</li> <li>• Expresses thoughts and feelings in an imaginative way by role-playing a situation</li> <li>• Makes an oral presentation, speaking audibly and making eye contact</li> <li>• Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something</li> <li>• Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books</li> <li>• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning</li> <li>• Identifies and comments on the plot and the setting in a story</li> <li>• Describes and explains feelings about a range of texts</li> <li>• Discusses cause effect relations in a story using language such as 'when...', 'then...', 'if...', 'then...'</li> <li>• Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, simile, word pictures, humour</li> <li>• Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens for the main idea and specific details in stories, dialogues and interviews</li> <li>• Asks and responds to higher order questions</li> <li>• Comments on the social, moral and cultural values in oral texts</li> <li>• Describes a set of actions in sequence</li> <li>• Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace</li> <li>• Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books</li> <li>• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning</li> <li>• Identifies and comments on the plot, characters and setting in a story</li> <li>• Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed</li> <li>• Discusses cause effect relations in a story</li> <li>• Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps</li> <li>• Interprets simple visual texts (tables, charts, posters, graphs, maps)</li> <li>• Interprets simple visual texts (tables, charts, posters, graphs, maps)</li> </ul>



Home Language Milestones (per term) : Grade 4 (continued)				
Term 1	Term 2	Term 3	Term 4	
<p>of different kinds of non-fiction texts eg formal language</p> <ul style="list-style-type: none"><li>Reads aloud clearly and with expression</li></ul>	<p>of different kinds of non-fiction texts eg formal language</p> <ul style="list-style-type: none"><li>Reads aloud clearly and with expression</li></ul>	<p>Surveys content page, headings and index to locate information</p> <ul style="list-style-type: none"><li>Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures</li><li>Reads aloud clearly and with expression</li></ul>	<p>Changes text from one form to another eg from a table to a graph</p> <ul style="list-style-type: none"><li>Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports</li><li>Uses terms such as direct and indirect speech, quotation marks, simile, proverbs</li><li>Reads aloud clearly and with expression</li></ul>	
<p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Writes for personal purposes eg a short description of a personal experience or event</li><li>Writes for playful and creative purposes eg poems</li><li>Writes and designs visual and information texts eg recipes, dialogues, posters</li><li>Uses appropriate grammar, spelling and punctuation in writing</li><li>Writes sentences using different tenses</li><li>Records words in a personal dictionary</li></ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Plans, drafts and revises stories and short descriptions (1 – 2 paragraphs)</li><li>Writes for playful and creative purposes eg limericks, letter, diary</li><li>Writes and designs visual and information texts eg set of instructions, simple book reviews, brochures</li><li>Uses appropriate grammar, tenses, spelling and punctuation in writing</li><li>Writes extended sentences using a wide variety of words, qualifying phrases and clauses</li><li>Shifts from one tense to another consistently and appropriately</li><li>Records words in a personal dictionary</li><li>Uses neat, legible handwriting for all written work</li></ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Plans, drafts, revises and publishes stories and descriptions in paragraph form (2 – 3 paragraphs) using a variety of vocabulary</li><li>Writes for playful and creative purposes eg poems</li><li>Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip</li><li>Uses appropriate grammar, tenses, spelling and punctuation in writing</li><li>Writes sentences using direct and indirect speech using quotation marks</li><li>Shifts from one tense to another consistently and appropriately</li><li>Records words in a personal dictionary</li></ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Plans writing, recording ideas on mind maps, flow charts and lists</li><li>Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2 – 3 paragraphs), using a variety of vocabulary and both simple and compound sentences</li><li>Writes for playful and creative purposes eg letter, simple brochure</li><li>Writes and designs visual and information texts using headings, topic and supporting sentences eg short report</li><li>Uses appropriate grammar, spelling, punctuation and different tenses in writing</li><li>Uses a thesaurus to find new vocabulary</li><li>Records words in a personal dictionary</li><li>Uses neat, legible handwriting for all written work</li></ul>	
<p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"><li>Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts eg description of a personal experience or event</li><li>Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives)</li><li>Uses prefixes and suffixes to form compound sentences</li></ul>	<p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"><li>Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews</li><li>Uses prefixes, stems and suffixes to form words</li><li>Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)</li></ul>	<p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"><li>Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories, descriptions and instructions</li><li>Identifies subject and predicate of a sentence</li><li>Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions</li></ul>	<p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"><li>Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports</li><li>Explores the origin of words eg from Afrikaans or African languages</li><li>Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions</li></ul>	

Home Language Milestones (per term) : Grade 4 (continued)				
Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"><li>• Uses more complex tenses eg present progressive: I am eating my lunch.</li></ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"><li>• Asks questions to obtain information, sequences the information and reports back orally</li></ul>	<ul style="list-style-type: none"><li>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession</li><li>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour.</li><li>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour.</li></ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"><li>• Locates information from relevant sources using key words or concepts, eg dictionaries, textbooks and children's encyclopaedias</li><li>• Summarises the information in a mind map and draws a conclusion</li></ul>	<ul style="list-style-type: none"><li>• Uses subject-verb concord</li><li>• Uses subject-verb concord</li><li>• Uses complex tenses eg past progressive: She was watching TV when...</li><li>• Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession</li><li>• Links sentences into a coherent paragraph using correct punctuation</li></ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"><li>• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books</li><li>• Selects the relevant ideas, summarises the information in a paragraph, diagram or table</li><li>• Makes judgments and draws conclusions</li></ul>	<ul style="list-style-type: none"><li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation</li><li>• Writes a caption for a drawing or picture</li><li>• Organises information into a simple graphic form eg. a poster</li><li>• Builds own word bank and personal dictionary using initial letter of word eg. far, good, hat paragraph using pronouns, connecting words (eg also, finally) and correct punctuation</li></ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"><li>• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books</li><li>• Makes predictions and identifies alternative options or possibilities and explains why and how they are different</li><li>• Sequences and summarises the information into paragraphs, a diagram or table</li><li>• Makes judgments and draws conclusions</li></ul>	

Home Language Milestones (per term) : Grade 5				
Term 1	Term 2	Term 3	Term 4	
<b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Listens to, follows and gives directions and instructions clearly</li> <li>• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience</li> <li>• Describes events in correct sequence</li> <li>• Asks and responds to higher order questions</li> <li>• Expresses thoughts and feelings in an imaginative way</li> <li>• Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression</li> <li>• Participates in discussions, offering own opinion and considering other points of view</li> <li>• Communicates effectively in group situations by taking turns and asking relevant questions</li> </ul>	<b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details</li> <li>• Asks and responds to higher order questions</li> <li>• Expresses emotions in a sensitive way</li> <li>• Compares stories, poems, choral chants and riddles in terms of structure and language</li> <li>• Makes an oral presentation, changing tone and tempo</li> <li>• Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback</li> <li>• Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation</li> </ul>	<b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression</li> <li>• Listens for specific details in information texts eg speeches</li> <li>• Asks and responds to higher order questions</li> <li>• Makes an oral presentation, changing volume and pace</li> <li>• Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions</li> <li>• Changes register, grammar structure and idioms to suit different audiences and purposes</li> <li>• Communicates effectively in group situations by keeping to the topic and maintaining the discussion</li> </ul>	<b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"> <li>• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>• Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Explores the associations of words and concepts to get new angles on topics</li> <li>• Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul>	
<b>Reading:</b> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books</li> <li>• Uses a range of reading strategies eg contextual clues and previous knowledge</li> <li>• Discusses the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>• Identifies and explains cause effect relations in a story</li> <li>• Identifies main and supporting ideas and notes specific details in an information text</li> <li>• Surveys content page, headings and index to source information</li> <li>• Views and comments on graphical</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, making story maps or notes</li> <li>• Reads chapters from short novels as part of a class activity</li> <li>• Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response</li> <li>• Identifies and explains cause effect relations in a story</li> <li>• Predicts content or ending of a story</li> <li>• Identifies main and supporting ideas and notes specific details in a range of information texts</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>• Makes predictions and inferences about plot and characters in a fiction text</li> <li>• Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia</li> <li>• Reads and follows fairly complex instructions and directions with little</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>• Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>• Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> <li>• Identifies the main and supporting ideas</li> </ul>	

Home Language Milestones (per term) : Grade 5 (continued)			
Term 1	Term 2	Term 3	Term 4
<p>techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps</p> <ul style="list-style-type: none"> <li>• Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Uses a writing process to plan, draft and revise writing to produce a final, correct version</li> <li>• Writes for personal and creative purposes eg a diary, story, letter; poem</li> <li>• Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements</li> <li>• Uses appropriate grammar, spelling and punctuation in written work</li> <li>• Uses simple and compound sentences to form paragraphs</li> <li>• Shifts from one tense to another consistently and appropriately</li> <li>• Produces neat, legible work</li> </ul>	<ul style="list-style-type: none"> <li>• Views and comments on the message in visual and multimedia texts eg films/videos and television dramas</li> <li>• Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Uses a writing process to plan, draft and revise writing to produce a final, correct version</li> <li>• Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary</li> <li>• Writes for playful and creative purposes eg humorous anecdotes, letter; poem</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts</li> <li>• Uses appropriate grammar, spelling and punctuation in written work</li> <li>• Writes extended sentences using phrases and clauses</li> <li>• Shifts from one tense to another consistently and appropriately</li> <li>• Produces neat, legible work with attention to presentation eg title, headings</li> </ul>	<p>assistance</p> <ul style="list-style-type: none"> <li>• Reads and responds to a range of information texts, making notes of specific details</li> <li>• Interprets and discusses visual texts eg tables, charts and bar graphs</li> <li>• Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>• Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary</li> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs</li> <li>• Uses appropriate grammar, spelling and punctuation in written work</li> <li>• Writes sentences using direct and indirect speech</li> <li>• Uses simple, compound and complex sentences to form paragraphs</li> <li>• Shifts from one tense to another consistently and appropriately</li> <li>• Produces neat, legible work with attention to presentation eg title, headings and suitable graphics</li> </ul>	<p>and notes specific details in information texts, summarising the information in a mind map</p> <ul style="list-style-type: none"> <li>• Discusses the influence of context on information</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li> <li>• Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li> <li>• Writes for playful and creative purposes eg poem, letter</li> <li>• Uses figurative language eg simile, onomatopoeia, personification</li> <li>• Writes and designs visual and information texts eg reports and labeled maps</li> <li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li> <li>• Uses simple, compound and complex sentences to form paragraphs</li> <li>• Uses topic and supporting sentences to write coherent paragraphs</li> </ul>

Home Language Milestones (per term) : Grade 5 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Spelling and Grammar:</b> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary (nouns, verbs, adverbs, adjectives, prepositions)</li> <li>• Uses prefixes, stems and suffixes to form words</li> <li>• Uses subject-verb concord</li> <li>• Uses complex tenses eg past progressive: She was watching TV when...</li> </ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters</li> <li>• Uses dictionary and thesaurus to check words and record in a personal dictionary</li> <li>• Uses prefixes, stems and suffixes/ extensions to form words</li> <li>• Identifies and uses parts of speech eg pronouns, articles and conjunctions</li> <li>• Writes one paragraph on personal experiences eg daily news</li> <li>• Participates in a discussion to choose a topic to write about</li> <li>• Uses correct grammatical structures so that others can read and understand what has been written</li> <li>• Uses prefixes, stems and suffixes/ extensions to form words</li> <li>• Identifies and uses parts of speech eg pronouns, articles and conjunctions</li> <li>• Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation</li> </ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs</li> <li>• Identifies subject and predicate</li> <li>• Identifies and uses parts of speech eg prepositions, articles and conjunctions</li> <li>• Uses complex tenses eg past perfect progressive</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li> <li>• Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li> <li>• Identifies and uses parts of speech eg articles and conjunctions</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li> </ul>	
<b>Investigation:</b> <ul style="list-style-type: none"> <li>• Asks relevant questions to obtain information</li> <li>• Organizes information in a logical order and reports back orally</li> </ul>	<b>Investigation:</b> <ul style="list-style-type: none"> <li>• Conducts an interview to obtain information</li> <li>• Organizes and sequences the information under different headings eg on a chart</li> <li>• Draws conclusions</li> <li>• Makes an oral presentation</li> </ul>	<b>Investigation:</b> <ul style="list-style-type: none"> <li>• Develops an hypothesis of possible results or endings</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Processes and evaluates the information</li> <li>• Identifies and explains the advantages and disadvantages of something</li> <li>• Draws conclusions</li> <li>• Writes a short report on the findings (one paragraph)</li> </ul>	<b>Investigation:</b> <ul style="list-style-type: none"> <li>• Develops an hypothesis and predicts the results</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks</li> <li>• Processes and evaluates the information</li> <li>• Draws conclusions</li> <li>• Writes a short report on the research and the findings (1 – 2 paragraphs)</li> </ul>	

Home Language Milestones (per term) : Grade 6			
Term 1	Term 2	Term 3	Term 4
<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words</li> <li>Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes</li> <li>Identifies how stereotypes are created in oral texts and discusses how this affects the listener</li> <li>Asks and responds to thought provoking questions using appropriate language</li> <li>Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis</li> <li>Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion</li> <li>Listens with understanding, identifies opinions which differ from own and responds appropriately</li> <li>Expresses emotions in a sensitive way</li> <li>Speaks using an appropriate register in unfamiliar situations</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences</li> <li>Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details</li> <li>Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons</li> <li>Identifies how stereotypes are created and how this affects the listener</li> <li>Asks and responds to thought provoking questions using appropriate language</li> <li>Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis</li> <li>Expresses ideas coherently on challenging topics e.g. reports using appropriately language</li> <li>Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes</li> <li>Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> <li>Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map</li> <li>Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language</li> <li>Comments on the social, moral and cultural values in different texts eg is there any stereotyping?</li> <li>Asks and responds to challenging questions using appropriate language</li> <li>Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation</li> <li>Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument</li> <li>Listens and shows sensitivity to social and cultural differences through affirmation and language usage</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> <li>Explains and discusses themes, plots,</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> <li>Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details</li> <li>Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems</li> <li>Asks and responds to challenging questions using appropriate language</li> <li>Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect</li> <li>Reflects on own, and others, presentations, sensitively giving balanced and constructive feedback.</li> <li>Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations</li> <li>Listens critically to debates and manipulates language to argue and persuade others</li> <li>Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> </ul>

Home Language Milestones (per term) : Grade 6 (continued)			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Explains themes, plots, setting and characterization in a fiction text</li> <li>Distinguishes cause from effect in a variety of contexts</li> <li>Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text</li> <li>Identifies the main idea and notes specific details in a range of information texts</li> <li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g. suitability of language and register used in formal / informal texts</li> <li>Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message</li> <li>Interprets and analyses details in graphical texts eg maps, line graphs, pie charts</li> <li>Changes the format of information eg from a table to written form</li> </ul>	<ul style="list-style-type: none"> <li>Explains themes, plots, setting and characterization in a fiction text, giving an overall response</li> <li>Identifies and discusses the author's point of view</li> <li>Discusses how techniques used by the writer influences understanding</li> <li>Understands and uses information in information texts and summarises main and supporting ideas</li> <li>Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)</li> <li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)</li> </ul>	<p>setting and characterization in a fiction text, summarizing the main and supporting ideas</p> <ul style="list-style-type: none"> <li>Distinguishes cause from effect in a variety of contexts</li> <li>Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.</li> <li>Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text</li> <li>Understands and uses information in a range of information texts and summarises main and supporting ideas</li> <li>Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.</li> </ul>	<ul style="list-style-type: none"> <li>Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response</li> <li>Discusses the diversity of social and cultural values in texts</li> <li>Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice</li> <li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem</li> <li>Understands and uses information in a range of information texts and summarises main and supporting ideas</li> <li>Follows fairly complex instructions and directions</li> <li>Views different visual and multimedia texts (newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer</li> </ul>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing</li> <li>Uses correct spelling, punctuation, tenses and appropriate grammar</li> <li>Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph</li> <li>Uses figurative language eg similes, metaphors, personification</li> <li>Selects, classifies and categorises relevant information from different sources to</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs</li> <li>Reflects on and evaluates own and others' writing</li> <li>Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li> <li>Reflects on and evaluates own and others' writing</li> <li>Writes for personal and exploratory purposes using a wide variety of language e.g. journal, descriptive paragraph,</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li> <li>Reflects on and evaluates own and others' writing</li> <li>Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)</li> </ul>

Home Language Milestones (per term) : Grade 6 (continued)			
Term 1	Term 2	Term 3	Term 4
<p>write information texts eg reports, letters, sets of instructions</p> <ul style="list-style-type: none"> <li>• Uses passive and active voice effectively</li> <li>• Shifts from one tense to another consistently and appropriately</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Produces neat work, paying attention to the final presentation</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters</li> <li>• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</li> <li>• Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)</li> <li>• Uses prefixes, stems and suffixes/ extensions to form words</li> <li>• Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences</li> <li>• Uses subject-verb concord</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Asks relevant questions to obtain information from different sources</li> </ul>	<p>Writes for playful and creative purposes e.g. different types of poetry, jokes, etc. experimenting with words and using figurative language</p> <ul style="list-style-type: none"> <li>• Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Writes and designs visual texts using language, sound effects and graphics e.g. a newsletter with photographs, book cover, TV advert</li> <li>• Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews</li> <li>• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</li> <li>• Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)</li> <li>• Uses prefixes, stems and suffixes/ extensions to form words</li> <li>• Uses complex tenses correctly eg He will have finished by now</li> <li>• Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences</li> <li>• Links sentences into coherent paragraphs using pronouns, connecting words (eg However...) and correct punctuation</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Conducts an interview or research to obtain information</li> </ul>	<p>argumentative essay (minimum of 3 paragraphs)</p> <ul style="list-style-type: none"> <li>• Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register</li> <li>• Uses figurative language eg similes, metaphors, personification</li> <li>• Changes word order for focus and emphasis</li> <li>• Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries</li> <li>• Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports</li> <li>• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</li> <li>• Explores origins of words</li> <li>• Identifies parts of speech (nouns, pronouns, articles and modals)</li> <li>• Uses complex tenses correctly eg He will have finished by now</li> <li>• Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences</li> <li>• Links sentences into coherent paragraphs using pronouns, connecting words (eg However...) and correct punctuation</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Develops an hypothesis using different sources to research</li> </ul>	<ul style="list-style-type: none"> <li>• Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register</li> <li>• Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article</li> <li>• Uses the passive voice effectively</li> <li>• Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article</li> <li>• Shifts from one tense to another consistently and appropriately</li> <li>• Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions</li> <li>• Identifies parts of speech (nouns, pronouns, articles and modals)</li> <li>• Uses prefixes, stems and suffixes/ extensions to form words</li> <li>• Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction</li> <li>• Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Develops an hypothesis and describes preferred results</li> </ul>



Home Language Milestones (per term) : Grade 6 (continued)				
Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"> <li>• Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks follow-up questions to get deeper answers</li> <li>• Categorises, classifies and organises the information under relevant headings on a chart</li> <li>• Draws conclusions</li> <li>• Prepares and makes an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects information from different sources</li> <li>• Processes, compares and evaluates the information</li> <li>• Presents a balanced and logical argument, contrasting different perspectives</li> <li>• Draws conclusions</li> <li>• Writes a short report on the findings (at least one paragraph).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses different sources to research</li> <li>• Processes and evaluates the information</li> <li>• Offers alternative solutions to problems</li> <li>• Draws conclusions and makes recommendations</li> <li>• Writes a short report on the research and findings</li> </ul>	

Home Language Milestones (per Assessment Task): Grade 4				
Term 1	Term 2	Term 3	Term 4	
<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"><li>Enjoys listening to fables and stories, relating them to own experience</li><li>Takes part in everyday conversations with other learners, appreciating others points of view</li><li>Makes a short oral presentation, speaking audibly and at a reasonable pace</li><li>Expresses thoughts and feelings in an imaginative way by telling a story</li></ul> <b>Reading:</b> <ul style="list-style-type: none"><li>Reads South African and international fiction texts independently eg myths, stories</li><li>Uses a range of reading strategies to find meaning in fiction texts eg making predictions and using contextual clues</li><li>Identifies and comments on the central idea and the main characters of a fiction story</li><li>Discusses cause effect relations in a fiction story</li><li>Describes feelings about a fiction story</li><li>Recognises the different structures, language use, purposes and audiences of different kinds of fiction texts eg direct speech</li></ul> <b>Writing:</b> <ul style="list-style-type: none"><li>Writes for personal purposes eg a short description of a personal experience or event</li><li>Writes for playful and creative purposes eg poems</li></ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"><li>Enjoys listening to stories and poems, identifying the main idea and specific details</li><li>Comments on the effect of the sound and word pictures used in poems and stories</li><li>Participates in discussions on familiar topics, asking relevant questions and offering opinions</li><li>Describes a set of actions or events</li></ul> <b>Reading:</b> <ul style="list-style-type: none"><li>Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks</li><li>Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues</li><li>Identifies and comments on the plot and characters in a fiction story</li><li>Discusses cause effect relations in a story</li><li>Describes and explains feelings about stories or poems</li><li>Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language</li></ul> <b>Writing:</b> <ul style="list-style-type: none"><li>Plans, drafts and revises stories and short descriptions (1 – 2 paragraphs)</li><li>Uses appropriate grammar, tenses, spelling and punctuation in writing</li><li>Writes extended sentences using a wide</li></ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"><li>Enjoys listening to stories, short reports and limericks identifying the main idea and specific details</li><li>Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback</li><li>Expresses thoughts and feelings in an imaginative way by role-playing a situation</li><li>Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something</li></ul> <b>Reading:</b> <ul style="list-style-type: none"><li>Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books</li><li>Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning</li><li>Identifies and comments on the plot and the setting in a story</li><li>Describes and explains feelings about a range of texts</li><li>Discusses cause effect relations in a story using language such as ‘when...’, ‘then...’, ‘if...’, ‘then...’</li><li>Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour</li></ul> <b>Writing:</b> <ul style="list-style-type: none"><li>Plans, drafts, revises and publishes stories and descriptions in paragraph form (2 – 3 paragraphs) using a variety of vocabulary</li><li>Uses appropriate grammar, tenses, spelling and punctuation in writing</li></ul>	<b>Assessment task 1:</b> <b>Listening and speaking (Oral):</b> <ul style="list-style-type: none"><li>Listens for the main idea and specific details in stories, dialogues and interviews</li><li>Comments on the social, moral and cultural values in oral texts</li><li>Describes a set of actions in sequence</li><li>Participates in discussions on familiar topics, comparing but respecting others’ ideas and opinions and giving constructive feedback</li></ul> <b>Reading:</b> <ul style="list-style-type: none"><li>Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books</li><li>Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning</li><li>Identifies and comments on the plot, characters and setting in a story</li><li>Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed</li><li>Discusses cause effect relations in a story</li><li>Uses terms such as direct and indirect speech, quotation marks, simile, proverbs</li></ul> <b>Writing:</b> <ul style="list-style-type: none"><li>Plans writing, recording ideas on mind maps, flow charts and lists</li><li>Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2 – 3 paragraphs), using a variety</li></ul>	

Home Language Milestones (per Assessment Task): Grade 4 (continued)				
Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"> <li>• Uses appropriate grammar; spelling and punctuation in writing</li> <li>• Writes sentences using different tenses</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts eg description of a personal experience or event</li> <li>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions)</li> <li>• Uses more complex tenses eg present progressive: I am eating my lunch.</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Asks questions to obtain information, sequences the information and reports back orally</li> </ul>	<p>variety of words, qualifying phrases and clauses</p> <ul style="list-style-type: none"> <li>• Shifts from one tense to another consistently and appropriately</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews</li> <li>• Uses prefixes, stems and suffixes to form words</li> <li>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions</li> <li>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Locates information from relevant sources using key words or concepts, eg dictionaries, textbooks and children's encyclopaedias</li> <li>• Summarises the information in a mind map and draws a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Writes sentences using direct and indirect speech using quotation marks</li> <li>• Shifts from one tense to another consistently and appropriately</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters</li> <li>• Identifies subject and predicate of a sentence</li> <li>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions</li> <li>• Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books</li> <li>• Selects the relevant ideas, summarises the information in a paragraph, diagram or table</li> <li>• Makes judgments and draws conclusions</li> </ul>	<p>of vocabulary and both simple and compound sentences</p> <ul style="list-style-type: none"> <li>• Uses appropriate grammar; spelling, punctuation and different tenses in writing</li> <li>• Uses a thesaurus to find new vocabulary</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports</li> <li>• Explores the origin of words eg from Afrikaans or African languages</li> <li>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions</li> </ul> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books</li> <li>• Makes predictions and identifies alternative options or possibilities and explains why and how they are different</li> <li>• Sequences and summarises the information into paragraphs, a diagram or table</li> <li>• Makes judgments and draws conclusions</li> </ul>	
<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to, follows and gives directions and instructions</li> <li>• Enjoys listening to fables and stories, relating them to own experience</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to school announcements, identifying specific details</li> <li>• Enjoys listening to stories and poems, identifying the main idea and specific details</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, short reports and limericks identifying specific details</li> <li>• Asks and responds to higher order questions</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens for the main idea and specific details in stories, dialogues and interviews</li> <li>• Asks and responds to higher order questions</li> <li>• Participates in discussions on familiar</li> </ul>	

## Home Language Milestones (per Assessment Task): Grade 4 (continued)

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>Asks and responds to closed and open-ended questions</li> <li>Participates in discussions on familiar topics, taking turns to share ideas and offer opinions, showing respect for others</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg myths, stories and textbooks</li> <li>Uses a range of reading strategies to find meaning in fiction texts eg making predictions and using contextual clues</li> <li>Discusses graphical techniques (colour, design, choice of pictures etc) used in visual and multimedia texts eg posters, pictures, cartoons</li> <li>Reads aloud clearly and with expression</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writes for personal purposes eg a short description of a personal experience or event</li> <li>Writes and designs visual and information texts eg recipes, dialogues, posters</li> <li>Uses appropriate grammar, spelling and punctuation in writing</li> <li>Records words in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Asks and responds to closed and open-ended questions</li> <li>Makes an oral presentation, speaking audibly and at a reasonable pace</li> <li>Participates in discussions on familiar topics, asking relevant questions and offering opinions</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks</li> <li>Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues</li> <li>Identifies the main and supporting ideas in a short information text</li> <li>Surveys content page, headings and index to locate information</li> <li>Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures</li> <li>Reads aloud clearly and with expression</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writes for playful and creative purposes eg limericks, letter, diary</li> <li>Writes and designs visual and information texts eg set of instructions, simple book reviews</li> <li>Uses appropriate grammar, tenses, spelling and punctuation in writing</li> <li>Records words in a personal dictionary</li> <li>Uses neat, legible handwriting for all written work</li> </ul>	<ul style="list-style-type: none"> <li>Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback</li> <li>Makes an oral presentation, speaking audibly and making eye contact</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books</li> <li>Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning</li> <li>Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs</li> <li>Surveys content page, headings and index to locate information</li> <li>Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures</li> <li>Reads aloud clearly and with expression</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writes for playful and creative purposes eg poems</li> <li>Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip</li> <li>Uses appropriate grammar, tenses, spelling and punctuation in writing</li> <li>Records words in a personal dictionary</li> </ul>	<p>topics, comparing but respecting others' ideas and opinions and giving constructive feedback</p> <ul style="list-style-type: none"> <li>Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books</li> <li>Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning</li> <li>Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps</li> <li>Interprets simple visual texts (tables, charts, posters, graphs, maps)</li> <li>Changes text from one form to another eg from a table to a graph</li> <li>Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports</li> <li>Reads aloud clearly and with expression</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Writes for playful and creative purposes eg letter, simple brochure</li> <li>Writes and designs visual and information texts using headings, topic and supporting sentences eg short report</li> <li>Uses appropriate grammar, spelling, punctuation and different tenses in writing</li> <li>Records words in a personal dictionary</li> <li>Uses neat, legible handwriting for all written work</li> </ul>

Home Language Milestones (per Assessment Task): Grade 4 (continued)			
Term 1	Term 2	Term 3	Term 4
<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts eg description of a personal experience or event</li><li>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions)</li><li>• Uses conjunctions to form compound sentences</li><li>• Uses prefixes and suffixes to form words</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews</li><li>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)</li><li>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession</li><li>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour.</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters</li><li>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions</li><li>• Uses subject-verb concord</li><li>• Uses complex tenses eg past progressive</li><li>• Links sentences into a coherent paragraph using correct punctuation</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports</li><li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation</li></ul>

**NOTE:** The Investigation takes place only once during the term as part of either Assessment Task.

## Home Language Milestones (per Assessment Task): Grade 5

Term 1	Term 2	Term 3	Term 4
Assessment task 1:	Assessment task 1:	Assessment task 1:	Assessment task 1:
<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to myths and stories, jokes and riddles, relating them to own experience</li> <li>Asks and responds to higher order questions</li> <li>Expresses thoughts and feelings in an imaginative way</li> <li>Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details</li> <li>Asks and responds to higher order questions</li> <li>Expresses emotions in a sensitive way</li> <li>Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression</li> <li>Asks and responds to higher order questions</li> <li>Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions</li> <li>Changes register, grammar structure and idioms to suit different audiences and purposes</li> <li>Communicates effectively in group situations by keeping to the topic and maintaining the discussion</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life</li> <li>Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>Asks and responds to thought-provoking questions</li> <li>Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>Explores the associations of words and concepts to get new angles on topics</li> </ul>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books</li> <li>Uses a range of reading strategies eg contextual clues and previous knowledge</li> <li>Discusses the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>Identifies and explains cause effect relations in a story</li> <li>Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, making story maps or notes</li> <li>Reads chapters from short novels as part of a class activity</li> <li>Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response</li> <li>Identifies and explains cause effect relations in a story</li> <li>Predicts content or ending of a story</li> <li>Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion</li> <li>Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping</li> <li>Sequences and explains a series of steps or events eg of a story, and records in a graphic form</li> </ul>

Home Language Milestones (per Assessment Task): Grade 5 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Writing:</b> <ul style="list-style-type: none"><li>• Uses a writing process to plan, draft and revise writing to produce a final, correct version</li><li>• Writes for personal and creative purposes eg a diary, story, letter, poem</li><li>• Uses appropriate grammar, spelling and punctuation in written work</li><li>• Uses simple and compound sentences to form paragraphs</li><li>• Shifts from one tense to another consistently and appropriately</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>• Uses a writing process to plan, draft and revise writing to produce a final, correct version</li><li>• Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary</li><li>• Uses appropriate grammar, spelling and punctuation in written work</li><li>• Writes extended sentences using phrases and clauses</li><li>• Shifts from one tense to another consistently and appropriately</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>• Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li><li>• Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary</li><li>• Uses appropriate grammar, spelling and punctuation in written work</li><li>• Writes sentences using direct and indirect speech</li><li>• Uses simple, compound and complex sentences to form paragraphs</li><li>• Shifts from one tense to another consistently and appropriately</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>• Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version</li><li>• Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary</li><li>• Uses appropriate grammar, spelling, punctuation and different tenses in written work</li><li>• Uses simple, compound and complex sentences to form paragraphs</li></ul>	
<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary</li><li>• Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)</li><li>• Uses prefixes, stems and suffixes to form words</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters</li><li>• Uses dictionary and thesaurus to check words and record in a personal dictionary</li><li>• Identifies and uses parts of speech eg pronouns, articles and conjunctions</li><li>• Uses prefixes, stems and suffixes/ extensions to form words</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs</li><li>• Identifies subject and predicate</li><li>• Uses complex tenses eg past perfect progressive</li><li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li><li>• Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages</li><li>• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li></ul>	
<b>Investigation:</b> <ul style="list-style-type: none"><li>• Asks relevant questions to obtain information</li><li>• Organizes information in a logical order and reports back orally</li></ul>	<b>Investigation:</b> <ul style="list-style-type: none"><li>• Conducts an interview to obtain information</li><li>• Organizes and sequences the information under different headings eg on a chart</li><li>• Draws conclusions</li><li>• Makes an oral presentation</li></ul>	<b>Investigation:</b> <ul style="list-style-type: none"><li>• Develops an hypothesis of possible results or endings</li><li>• Applies research skills to find information in different sources eg reference books and textbooks</li><li>• Processes and evaluates the information</li><li>• Identifies and explains the advantages and disadvantages of something</li><li>• Draws conclusions</li><li>• Writes a short report on the findings (one paragraph)</li></ul>	<b>Investigation:</b> <ul style="list-style-type: none"><li>• Develops an hypothesis and predicts the results</li><li>• Processes and evaluates the information</li><li>• Draws conclusions</li><li>• Writes a short report on the research and the findings (1 – 2 paragraphs)</li></ul>	

## Home Language Milestones (per Assessment Task): Grade 5 (continued)

Term 1	Term 2	Term 3	Term 4
Assessment task 2:	Assessment task 2:	Assessment task 2:	Assessment task 2:
<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens to, follows and gives directions and instructions clearly</li> <li>• Describes events in correct sequence</li> <li>• Participates in discussions, offering own opinion and considering other points of view</li> <li>• Communicates effectively in group situations by taking turns and asking relevant questions</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books</li> <li>• Identifies main and supporting ideas and notes specific details in an information text</li> <li>• Surveys content page, headings and index to source information</li> <li>• Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details</li> <li>• Makes an oral presentation, changing tone and tempo</li> <li>• Compares stories, poems, choral chants and riddles in terms of structure and language</li> <li>• Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback</li> <li>• Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, making story maps or notes</li> <li>• Identifies main and supporting ideas and notes specific details in a range of information texts</li> <li>• Views and comments on the message in visual and multimedia texts eg films/videos and television dramas</li> <li>• Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens for specific details in information texts eg speeches</li> <li>• Makes an oral presentation, changing volume and pace</li> <li>• Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions</li> <li>• Communicates effectively in group situations by keeping to the topic and maintaining the discussion</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Reads and follows fairly complex instructions and directions with little assistance</li> <li>• Reads and responds to a range of information texts, making notes of specific details</li> <li>• Interprets and discusses visual texts eg tables, charts and bar graphs</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Listens for the main idea and specific details in information texts eg speeches and television documentaries</li> <li>• Asks and responds to thought-provoking questions</li> <li>• Participates in discussions, shares ideas and offers different perspectives on familiar topics</li> <li>• Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books</li> <li>• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index</li> <li>• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map</li> <li>• Changes text from one form to another eg from a table to a graph</li> <li>• Applies research skills to find information in different sources eg reference books and textbooks (Investigation milestone)</li> <li>• Discusses the influence of context on information</li> <li>• Reads aloud with expression, changing tempo as appropriate</li> </ul>



Home Language Milestones (per Assessment Task): Grade 5 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Writing:</b> <ul style="list-style-type: none"><li>Writes for personal and creative purposes eg a diary, story, letter, poem</li><li>Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements</li><li>Uses appropriate grammar, spelling and punctuation in written work</li><li>Uses simple and compound sentences to form paragraphs</li><li>Produces neat, legible work</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>Writes for playful and creative purposes eg humorous anecdotes, letter, poem</li><li>Uses figurative language eg simile, onomatopoeia, personification</li><li>Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts</li><li>Uses appropriate grammar, spelling and punctuation in written work</li><li>Writes extended sentences using phrases and clauses</li><li>Produces neat, legible work with attention to presentation eg title, headings</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>Writes for playful and creative purposes eg poem, letter</li><li>Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs</li><li>Uses appropriate grammar, spelling and punctuation in written work</li><li>Uses simple, compound and complex sentences to form paragraphs</li><li>Produces neat, legible work with attention to presentation eg title, headings and suitable graphics</li></ul>	<b>Writing:</b> <ul style="list-style-type: none"><li>Writes for playful and creative purposes eg poem, letter</li><li>Uses figurative language eg simile, onomatopoeia, personification</li><li>Writes and designs visual and information texts eg reports and labeled maps</li><li>Uses appropriate grammar, spelling, punctuation and different tenses in written work</li><li>Uses topic and supporting sentences to write coherent paragraphs</li></ul>	
<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary</li><li>Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)</li><li>Uses subject-verb concord</li><li>Uses complex tenses eg past progressive: She was watching TV when...</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters</li><li>Identifies and uses parts of speech eg pronouns, articles and conjunctions</li><li>Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories</li><li>Identifies and uses parts of speech eg prepositions, articles and conjunctions</li><li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li></ul>	<b>Spelling and Grammar:</b> <ul style="list-style-type: none"><li>Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports</li><li>Identifies and uses parts of speech eg articles and conjunctions</li><li>Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation</li></ul>	

NOTE: The Investigation takes place only once during the term as part of either Assessment Task.

## Home Language Milestones (per Assessment Task): Grade 6

Term 1	Term 2	Term 3	Term 4
Assessment task 1:	Assessment task 1:	Assessment task 1:	Assessment task 1:
<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words</li> <li>Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes</li> <li>Identifies how stereotypes are created in oral texts and discusses how this affects the listener</li> <li>Asks and responds to thought provoking questions using appropriate language</li> <li>Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences</li> <li>Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details</li> <li>Asks and responds to thought provoking questions using appropriate language</li> <li>Expresses ideas coherently on challenging topics e.g. reports using appropriately language</li> <li>Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> <li>Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details</li> <li>Asks and responds to challenging questions using appropriate language</li> <li>Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect</li> <li>Reflects on own, and others, presentations, sensitively giving balanced and constructive feedback.</li> <li>Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations</li> </ul>	<p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> <li>Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details</li> <li>Asks and responds to challenging questions using appropriate language</li> <li>Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect</li> <li>Reflects on own, and others, presentations, sensitively giving balanced and constructive feedback.</li> <li>Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations</li> </ul>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.</li> <li>Explains themes, plots, setting and characterization in a fiction text</li> <li>Distinguishes cause from effect in a variety of contexts</li> <li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g. suitability of language and register used in formal / informal texts</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes</li> <li>Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.</li> <li>Explains themes, plots, setting and characterization in a fiction text, giving an overall response</li> <li>Identifies and discusses the author's point of view</li> <li>Discusses how techniques used by the writer influences understanding</li> <li>Recognises and explains the different structures, language use, purposes and</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> <li>Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response</li> <li>Discusses the diversity of social and cultural values in texts</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> <li>Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response</li> <li>Discusses the diversity of social and cultural values in texts</li> </ul>

Home Language Milestones (per Assessment Task): Grade 6 (continued)				
Term 1	Term 2	Term 3	Term 4	
<ul style="list-style-type: none"><li>Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing</li><li>Uses correct spelling, punctuation, tenses and appropriate grammar</li><li>Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph</li><li>Uses figurative language eg similes, metaphors, personification</li><li>Shifts from one tense to another consistently and appropriately</li><li>Uses topic and supporting sentences to develop coherent paragraphs</li></ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"><li>Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters</li><li>Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)</li><li>Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences</li></ul>	<p>audiences of different kinds of text e.g. the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li><li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs</li><li>Reflects on and evaluates own and others' writing</li><li>Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph</li><li>Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc., experimenting with words and using figurative language</li><li>Uses topic and supporting sentences to develop coherent paragraphs</li></ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"><li>Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews</li><li>Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)</li><li>Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences</li><li>Links sentences into coherent paragraphs</li></ul>	<p>audiences of different kinds of text e.g. the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li><li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li><li>Reflects on and evaluates own and others' writing</li><li>Writes for personal and exploratory purposes using a wide variety of language e.g. journal, descriptive paragraph, argumentative essay (minimum of 3 paragraphs)</li><li>Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register</li><li>Uses figurative language eg similes, metaphors, personification</li><li>Changes word order for focus and emphasis</li></ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"><li>Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports</li><li>Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</li><li>Explores origins of words</li><li>Identifies parts of speech (nouns, pronouns, articles and modals)</li><li>Uses complex tenses correctly eg He will have finished by now</li></ul>	<ul style="list-style-type: none"><li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li><li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li><li>Reflects on and evaluates own and others' writing</li><li>Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)</li><li>Uses the passive voice effectively</li><li>Shifts from one tense to another consistently and appropriately</li></ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"><li>Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions</li><li>Uses prefixes, stems and suffixes/ extensions to form words</li><li>Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction</li><li>Uses punctuation correctly, eg comma to separate subordinate clause eg When</li></ul>	

## Home Language Milestones (per Assessment Task): Grade 6 (continued)

Term 1	Term 2	Term 3	Term 4
<p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Asks relevant questions to obtain information from different sources</li> <li>• Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.</li> </ul>	<p>using pronouns, connecting words (eg However...) and correct punctuation</p> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Conducts an interview or research to obtain information</li> <li>• Asks follow-up questions to get deeper answers</li> <li>• Categorises, classifies and organises the information under relevant headings on a chart</li> <li>• Draws conclusions</li> <li>• Prepares and makes an oral presentation.</li> </ul>	<p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Develops an hypothesis using different sources to research</li> <li>• Collects information from different sources</li> <li>• Processes, compares and evaluates the information</li> <li>• Presents a balanced and logical argument, contrasting different perspectives</li> <li>• Draws conclusions</li> <li>• Writes a short report on the findings (at least one paragraph).</li> </ul>	<p>you called, he had already left.</p> <p><b>Investigation:</b></p> <ul style="list-style-type: none"> <li>• Develops an hypothesis and describes preferred results</li> <li>• Uses different sources to research</li> <li>• Processes and evaluates the information</li> <li>• Offers alternative solutions to problems</li> <li>• Draws conclusions and makes recommendations</li> <li>• Writes a short report on the research and findings</li> </ul>
<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words</li> <li>• Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis</li> <li>• Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion</li> <li>• Listens with understanding, identifies opinions which differ from own and responds appropriately</li> <li>• Expresses emotions in a sensitive way</li> <li>• Speaks using an appropriate register in unfamiliar situations</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences</li> <li>• Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons</li> <li>• Identifies how stereotypes are created and how this affects the listener</li> <li>• Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis</li> <li>• Expresses ideas coherently on challenging topics e.g. reports using appropriately language</li> <li>• Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> <li>• Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language</li> <li>• Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?</li> <li>• Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation</li> <li>• Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument</li> <li>• Listens and shows sensitivity to social and cultural differences through affirmation and language usage</li> </ul>	<p><b>Assessment task 2:</b></p> <p><b>Listening and speaking (Oral):</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> <li>• Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details</li> <li>• Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems</li> <li>• Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations</li> <li>• Listens critically to debates and manipulates language to argue and persuade others</li> <li>• Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations</li> </ul>

Home Language Milestones (per Assessment Task): Grade 6 (continued)				
Term 1	Term 2	Term 3	Term 4	
<b>Reading:</b> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.</li> <li>Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text</li> <li>Identifies the main idea and notes specific details in a range of information texts</li> <li>Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message</li> <li>Interprets and analyses details in graphical texts eg maps, line graphs, pie charts</li> <li>Changes the format of information eg from a table to written form</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes</li> <li>Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.</li> <li>Understands and uses information in information texts and summarises main and supporting ideas</li> <li>Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)</li> <li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> <li>Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text</li> <li>Understands and uses information in a range of information texts and summarises main and supporting ideas</li> <li>Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc</li> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> <li>Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice</li> <li>Understands and uses information in a range of information texts and summarises main and supporting ideas</li> <li>Follows fairly complex instructions and directions</li> <li>Views different visual and multimedia texts (newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer</li> </ul>	
<b>Writing:</b> <ul style="list-style-type: none"> <li>Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing</li> <li>Uses correct spelling, punctuation, tenses and appropriate grammar</li> <li>Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph</li> <li>Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions</li> <li>Uses passive and active voice effectively</li> <li>Produces neat work, paying attention to the final presentation</li> </ul>	<b>Writing:</b> <ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs</li> <li>Reflects on and evaluates own and others' writing</li> <li>Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph</li> <li>Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes</li> <li>Writes and designs visual texts using language, sound effects and graphics e.g. a newsletter with photographs, book cover, TV advert</li> </ul>	<b>Writing:</b> <ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li> <li>Reflects on and evaluates own and others' writing</li> <li>Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register</li> <li>Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article</li> </ul>	<b>Writing:</b> <ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li> <li>Reflects on and evaluates own and others' writing</li> <li>Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register</li> <li>Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article</li> </ul>	

## Home Language Milestones (per Assessment Task): Grade 6 (continued)

Term 1	Term 2	Term 3	Term 4
<p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters</li> <li>• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</li> <li>• Uses prefixes, stems and suffixes/ extensions to form words</li> <li>• Uses subject-verb concord</li> </ul>	<ul style="list-style-type: none"> <li>• Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews</li> <li>• Uses prefixes, stems and suffixes/ extensions to form words</li> <li>• Uses complex tenses correctly eg He will have finished by now</li> <li>• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports</li> <li>• Uses complex tenses correctly eg He will have finished by now</li> <li>• Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences</li> <li>• Links sentences into coherent paragraphs using pronouns, connecting words (eg However...) and correct punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article</li> <li>• Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article</li> <li>• Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics</li> </ul> <p><b>Spelling and Grammar:</b></p> <ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions</li> <li>• Identifies parts of speech (nouns, pronouns, articles and modals)</li> <li>• Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction</li> <li>• Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.</li> </ul>

**NOTE:** The Investigation takes place only once during the term as part of either Assessment Task.

## Rubrics for Language Assessment Tasks 1 and 2

### Grade 4: Term 1

#### Rubric for 1<sup>st</sup> Assessment Task

Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		<b>Rating</b>	<b>Comment</b>
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to fables and stories, relating them to own experience		
	• Takes part in everyday conversations with other learners, appreciating others points of view		
	• Makes a short oral presentation, speaking audibly and at a reasonable pace		
	• Expresses thoughts and feelings in an imaginative way by telling a story		
<b>Reading</b>	• Reads South African and international fiction texts independently eg myths, stories		
	• Uses a range of reading strategies to find meaning in fiction texts eg making predictions and using contextual		
	• Identifies and comments on the central idea and the main characters of a fiction story		
	• Discusses cause effect relations in a fiction story		
	• Describes feelings about a fiction story		
	• Recognises the different structures, language use, purposes and audiences of different kinds of fiction texts eg direct speech		
<b>Writing</b>	• Writes for personal purposes eg a short description of a personal experience or event		
	• Writes for playful and creative purposes eg poems		
	• Uses appropriate grammar, spelling and punctuation in writing		
	• Writes sentences using different tenses		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts eg description of a personal experience or event		
	• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions)		
	• Uses more complex tenses eg present progressive: I am eating my lunch.		
<b>Investigation</b>	• Asks questions to obtain information, sequences the information and reports back orally		

#### Final Rating

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term I			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to, follows and gives directions and instructions		
	• Enjoys listening to fables and stories, relating them to own experience		
	• Asks and responds to closed and open-ended questions		
	• Participates in discussions on familiar topics, taking turns to share ideas and offer opinions, showing respect for others		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg myths, stories and textbooks		
	• Uses a range of reading strategies to find meaning in fiction texts eg making predictions and using contextual clues		
	• Discusses graphical techniques (colour, design, choice of pictures etc) used in visual and multimedia texts eg posters, pictures, cartoons		
	• Reads aloud clearly and with expression		
<b>Writing</b>	• Writes for personal purposes eg a short description of a personal experience or event		
	• Writes and designs visual and information texts eg recipes, dialogues, posters		
	• Uses appropriate grammar, spelling and punctuation in writing		
	• Records words in a personal dictionary		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts eg description of a personal experience or event		
	• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions)		
	• Uses conjunctions to form compound sentences		
	• Uses prefixes and suffixes to form words		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement



Grade 4: Term 2			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories and poems, identifying the main idea and specific details		
	• Comments on the effect of the sound and word pictures used in poems and stories		
	• Participates in discussions on familiar topics, asking relevant questions and offering opinions		
	• Describes a set of actions or events		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks		
	• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues		
	• Identifies and comments on the plot and characters in a fiction story		
	• Discusses cause effect relations in a story		
	• Describes and explains feelings about stories or poems		
	• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language		
<b>Writing</b>	• Plans, drafts and revises stories and short descriptions (1 – 2 paragraphs)		
	• Uses appropriate grammar, tenses, spelling and punctuation in writing		
	• Writes extended sentences using a wide variety of words, qualifying phrases and clauses		
	• Shifts from one tense to another consistently and appropriately		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews		
	• Uses prefixes, stems and suffixes to form words		
	• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions		
	• Writes a variety of sentence types eg statements, questions, commands using correct punctuation		
<b>Investigation</b>	• Locates information from relevant sources using key words or concepts, eg dictionaries, textbooks and children's encyclopaedias		
	• Summarises the information in a mind map and draws a conclusion		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term 2			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to school announcements, identifying specific details		
	• Enjoys listening to stories and poems, identifying the main idea and specific details		
	• Asks and responds to closed and open-ended questions		
	• Makes an oral presentation, speaking audibly and at a reasonable pace		
	• Participates in discussions on familiar topics, asking relevant questions and offering opinions		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks		
	• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues		
	• Identifies the main and supporting ideas in a short information text		
	• Surveys content page, headings and index to locate information		
	• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures		
	• Reads aloud clearly and with expression		
<b>Writing</b>	• Writes for playful and creative purposes eg limericks, letter, diary		
	• Writes and designs visual and information texts eg set of instructions, simple book reviews		
	• Uses appropriate grammar, tenses, spelling and punctuation in writing		
	• Records words in a personal dictionary		
	• Uses neat, legible handwriting for all written work		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews		
	• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)		
	• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession		
	• Uses more complex tenses eg present perfect progressive: I have been reading for an hour		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term 3			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories, short reports and limericks identifying the main idea and specific details		
	• Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback		
	• Expresses thoughts and feelings in an imaginative way by role-playing a situation		
	• Changes register, words and style to suit different audiences and purposes eg explores ways of asking someone to do something		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books		
	• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning		
	• Identifies and comments on the plot and the setting in a story		
	• Describes and explains feelings about a range of texts		
	• Discusses cause effect relations in a story using language such as 'when...', 'then...', 'if...', 'then...'		
	• Explains the effect of words, imagery and sound effects in poems, stories and multimedia texts eg rhythm, rhyme, alliteration, word pictures, humour		
<b>Writing</b>	• Plans, drafts, revises and publishes stories and descriptions in paragraph form (2 – 3 paragraphs) using a variety of vocabulary		
	• Uses appropriate grammar, tenses, spelling and punctuation in writing		
	• Writes sentences using direct and indirect speech using quotation marks		
	• Shifts from one tense to another consistently and appropriately		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters		
	• Identifies subject and predicate of a sentence		
	• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions		
	• Writes a variety of sentence types eg statements, questions, commands, using correct punctuation including the apostrophe for possession		
<b>Investigation</b>	• Locates information from different sources, eg dictionaries, thesauruses, children's encyclopaedias, textbooks, and reference books		
	• Selects the relevant ideas, summarises the information in a paragraph, diagram or table		
	• Makes judgments and draws conclusions		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term 3			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories, short reports and limericks identifying specific details		
	• Asks and responds to higher order questions		
	• Participates in discussions on familiar topics, keeping to the topic and giving appropriate feedback		
	• Makes an oral presentation, speaking audibly and making eye contact		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, textbooks and reference books		
	• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming, scanning		
	• Reads a range of information texts, following short printed instructions, and interpreting and explaining simple visual texts eg pictures, tables, charts, graphs		
	• Surveys content page, headings and index to locate information		
	• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg sequence words in procedures		
	• Reads aloud clearly and with expression		
<b>Writing</b>	• Writes for playful and creative purposes eg poems		
	• Writes and designs visual and information texts using topic and supporting sentences eg descriptive paragraph, set of instructions, cartoon strip		
	• Uses appropriate grammar, tenses, spelling and punctuation in writing		
	• Records words in a personal dictionary		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal and information texts eg stories and letters		
	• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions		
	• Uses subject-verb concord		
	• Uses complex tenses eg past progressive		
	• Links sentences into a coherent paragraph using correct punctuation		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term 4			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for the main idea and specific details in stories, dialogues and interviews		
	• Comments on the social, moral and cultural values in oral texts		
	• Describes a set of actions in sequence		
	• Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books		
	• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning		
	• Identifies and comments on the plot, characters and setting in a story		
	• Identifies and comments on the social, moral and cultural values in a story, explaining how meanings not obviously stated are conveyed		
	• Discusses cause effect relations in a story		
	• Uses terms such as direct and indirect speech, quotation marks, simile, proverbs		
<b>Writing</b>	• Plans writing, recording ideas on mind maps, flow charts and lists		
	• Drafts, revises, proofreads and publishes stories and descriptions in paragraph form (2 – 3 paragraphs), using a variety of vocabulary and both simple and compound sentences		
	• Uses appropriate grammar, spelling, punctuation and different tenses in writing		
	• Uses a thesaurus to find new vocabulary		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports		
	• Explores the origin of words eg from Afrikaans or African languages		
	• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions		
<b>Investigation</b>	• Formulates questions and obtains information from different sources for different perspectives on the topic, eg dictionaries, thesauruses, children's encyclopaedias, textbooks and reference books		
	• Makes predictions and identifies alternative options or possibilities and explains why and how they are different		
	• Sequences and summarises the information into paragraphs, a diagram or table		
	• Makes judgments and draws conclusions		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 4: Term 4			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for the main idea and specific details in stories, dialogues and interviews		
	• Asks and responds to higher order questions		
	• Participates in discussions on familiar topics, comparing but respecting others' ideas and opinions and giving constructive feedback		
	• Makes an oral presentation, maintaining eye contact, using facial expression and speaking clearly and at a reasonable pace		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, stories, short novels, textbooks and reference books		
	• Uses a range of reading strategies in both fiction and non-fiction texts eg skimming and scanning		
	• Reads a range of information texts, following printed instructions, scanning for specific details, eg weather reports, bus timetables and maps		
	• Interprets simple visual texts (tables, charts, posters, graphs, maps)		
	• Changes text from one form to another eg from a table to a graph		
	• Recognises the different structures, language use, purposes and audiences of different kinds of texts eg passive speech in reports		
	• Reads aloud clearly and with expression		
<b>Writing</b>	• Writes for playful and creative purposes eg letter, simple brochure		
	• Writes and designs visual and information texts using headings, topic and supporting sentences eg short report		
	• Uses appropriate grammar, spelling, punctuation and different tenses in writing		
	• Records words in a personal dictionary		
	• Uses neat, legible handwriting for all written work		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg stories, letters and reports		
	• Links sentences into a coherent paragraph using pronouns, connecting words (eg also, finally) and correct punctuation		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

## Rubrics for Language Assessment Tasks 1 and 2

### Grade 5: Term 1

#### Rubric for 1<sup>st</sup> Assessment Task

Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		<b>Rating</b>	<b>Comment</b>
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience		
	• Asks and responds to higher order questions		
	• Expresses thoughts and feelings in an imaginative way		
	• Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books		
	• Uses a range of reading strategies eg contextual clues and previous knowledge		
	• Discusses the central idea, plot, setting, atmosphere and characters of a fiction story		
	• Identifies and explains cause effect relations in a story		
	• Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized		
<b>Writing</b>	• Uses a writing process to plan, draft and revise writing to produce a final, correct version		
	• Writes for personal and creative purposes eg a diary, story, letter, poem		
	• Uses appropriate grammar, spelling and punctuation in written work		
	• Uses simple and compound sentences to form paragraphs		
	• Shifts from one tense to another consistently and appropriately		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary		
	• Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)		
	• Uses prefixes, stems and suffixes to form words		
<b>Investigation</b>	• Asks relevant questions to obtain information		
	• Organizes information in a logical order and reports back orally		

#### Final Rating

1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term I			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens to, follows and gives directions and instructions clearly		
	• Describes events in correct sequence		
	• Participates in discussions, offering own opinion and considering other points of view		
	• Communicates effectively in group situations by taking turns and asking relevant questions		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books		
	• Identifies main and supporting ideas and notes specific details in an information text		
	• Surveys content page, headings and index to source information		
	• Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps		
	• Reads aloud with expression, changing tempo as appropriate		
<b>Writing</b>	• Writes for personal and creative purposes eg a diary, story, letter, poem		
	• Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements		
	• Uses appropriate grammar, spelling and punctuation in written work		
	• Uses simple and compound sentences to form paragraphs		
	• Produces neat, legible work		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary		
	• Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)		
	• Uses subject-verb concord		
	• Uses complex tenses eg past progressive: She was watching TV when...		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement



Grade 5: Term 2			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details		
	• Asks and responds to higher order questions		
	• Expresses emotions in a sensitive way		
	• Participates in discussions on less familiar topics, explaining own opinion and giving constructive feedback		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books		
	• Uses a range of reading strategies eg skimming, scanning, making story maps or notes		
	• Reads chapters from short novels as part of a class activity		
	• Identifies and discusses the themes and issues in a fiction story, giving and explaining a personal response		
	• Identifies and explains cause effect relations in a story		
	• Predicts content or ending of a story		
	• Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language		
<b>Writing</b>	• Uses a writing process to plan, draft and revise writing to produce a final, correct version		
	• Writes for personal purposes eg a story, journal, description using a wide variety of vocabulary		
	• Uses appropriate grammar, spelling and punctuation in written work		
	• Writes extended sentences using phrases and clauses		
	• Shifts from one tense to another consistently and appropriately		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters		
	• Uses dictionary and thesaurus to check words and record in a personal dictionary		
	• Identifies and uses parts of speech eg pronouns, articles and conjunctions		
	• Uses prefixes, stems and suffixes/extensions to form words		
<b>Investigation</b>	• Conducts an interview to obtain information		
	• Organizes and sequences the information under different headings eg on a chart		
	• Draws conclusions		
	• Makes an oral presentation		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 2			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories, poetry, radio and television programmes, identifying the key message and specific details		
	• Makes an oral presentation, changing tone and tempo		
	• Compares stories, poems, choral chants and riddles in terms of structure and language		
	• Participates in discussions on less familiar topics, offering own opinion and giving constructive feedback		
	• Uses language sensitively in everyday conversation with different audiences eg in a disagreement with someone or change the direction of a conversation		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, textbooks and reference books		
	• Uses a range of reading strategies eg skimming, scanning, making story maps or notes		
	• Identifies main and supporting ideas and notes specific details in a range of information texts		
	• Views and comments on the message in visual and multimedia texts eg films/videos and television dramas		
	• Recognises the different structures, language use, purposes and audiences of different texts eg use of informal/formal language		
	• Reads aloud with expression, changing tempo as appropriate		
<b>Writing</b>	• Writes for playful and creative purposes eg humorous anecdotes, letter, poem		
	• Uses figurative language eg simile, onomatopoeia, personification		
	• Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts		
	• Uses appropriate grammar, spelling and punctuation in written work		
	• Writes extended sentences using phrases and clauses		
	• Produces neat, legible work with attention to presentation eg title, headings		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and letters		
	• Identifies and uses parts of speech eg pronouns, articles and conjunctions		
	• Writes a variety of sentence types eg statements, questions, commands, exclamations using correct punctuation		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 3			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories, dialogues and short plays, dramatizing them for an audience with varying voice and facial expression		
	• Asks and responds to higher order questions		
	• Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions		
	• Changes register, grammar structure and idioms to suit different audiences and purposes		
	• Communicates effectively in group situations by keeping to the topic and maintaining the discussion		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters		
	• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index		
	• Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion		
	• Makes predictions and inferences about plot and characters in a fiction text		
	• Explains how writers use language to describe the setting, atmosphere and characters in a poem or story eg similes, rhythm, onomatopoeia		
	• Recognises the different structures, language use, purposes and audiences of different texts eg the characteristics of different types of stories such as science fiction and mystery stories		
<b>Writing</b>	• Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version		
	• Writes for personal purposes eg story, description in paragraph form (minimum of 3 paragraphs) using a wide variety of vocabulary		
	• Uses appropriate grammar, spelling and punctuation in written work		
	• Writes sentences using direct and indirect speech		
	• Uses simple, compound and complex sentences to form paragraphs		
	• Shifts from one tense to another consistently and appropriately		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs		
	• Identifies subject and predicate		
	• Uses complex tenses eg past perfect progressive		
	• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation		
<b>Investigation</b>	• Develops an hypothesis of possible results or endings		
	• Applies research skills to find information in different sources eg reference books and textbooks		
	• Processes and evaluates the information		
	• Identifies and explains the advantages and disadvantages of something		
	• Draws conclusions		
	• Writes a short report on the findings (one paragraph)		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 3			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for specific details in information texts eg speeches		
	• Makes an oral presentation, changing volume and pace		
	• Participates in discussions on less familiar topics, justifying own opinion, responding sensitively to others' ideas and suggestions		
	• Communicates effectively in group situations by keeping to the topic and maintaining the discussion		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg poems, short novels and newsletters		
	• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index		
	• Reads and follows fairly complex instructions and directions with little assistance		
	• Reads and responds to a range of information texts, making notes of specific details		
	• Interprets and discusses visual texts eg tables, charts and bar graphs		
	• Reads aloud with expression, changing tempo as appropriate		
<b>Writing</b>	• Writes for playful and creative purposes eg poem, letter		
	• Writes and designs visual and information texts eg descriptive paragraphs, reports, maps, graphs		
	• Writes and designs visual and information texts eg descriptive paragraphs, notices, newsletters, maps, charts		
	• Uses appropriate grammar, spelling and punctuation in written work		
	• Uses simple, compound and complex sentences to form paragraphs		
	• Produces neat, legible work with attention to presentation eg title, headings and suitable graphics		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg stories and descriptive paragraphs		
	• Identifies and uses parts of speech eg prepositions, articles and conjunctions		
	• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 4			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories and short plays, commenting on their social, moral and cultural values and relating them to everyday life		
	• Makes an oral presentation, keeping eye contact and changing facial expression, tone, tempo, volume and pace		
	• Asks and responds to thought-provoking questions		
	• Participates in discussions, shares ideas and offers different perspectives on familiar topics		
	• Explores the associations of words and concepts to get new angles on topics		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books		
	• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index		
	• Identifies and comments on the characters, themes and issues in a fiction text, offering and justifying an opinion		
	• Identifies and discusses environmental, cultural and social values in texts eg how different writers deal with social and cultural issues and stereotyping		
	• Sequences and explains a series of steps or events eg of a story, and records in a graphic form		
<b>Writing</b>	• Uses a writing process to plan, draft, revise and proofread writing to produce a final, correct version		
	• Writes for personal purposes eg stories and descriptions using linking paragraphs (minimum of 3 paragraphs) and a wide variety of vocabulary		
	• Uses appropriate grammar, spelling, punctuation and different tenses in written work		
	• Uses simple, compound and complex sentences to form paragraphs		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports		
	• Uses dictionary and thesaurus to check words eg to explore the origin of words borrowed from other languages		
	• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation		
<b>Investigation</b>	• Develops an hypothesis and predicts the results		
	• Processes and evaluates the information		
	• Draws conclusions		
	• Writes a short report on the research and the findings (1 – 2 paragraphs)		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 5: Term 4			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Listens for the main idea and specific details in information texts eg speeches and television documentaries		
	• Asks and responds to thought-provoking questions		
	• Participates in discussions, shares ideas and offers different perspectives on familiar topics		
	• Uses language sensitively and thoughtfully in everyday conversation with different audiences eg to praise or motivate someone		
<b>Reading</b>	• Reads South African and international fiction and non-fiction texts independently eg short novels and reference books		
	• Uses a range of reading strategies eg skimming, scanning, surveying content page, headings and index		
	• Identifies the main and supporting ideas and notes specific details in information texts, summarising the information in a mind map		
	• Changes text from one form to another eg from a table to a graph		
	• Applies research skills to find information in different sources eg reference books and textbooks (Investigation milestone)		
	• Discusses the influence of context on information		
	• Reads aloud with expression, changing tempo as appropriate		
<b>Writing</b>	• Writes for playful and creative purposes eg poem, letter		
	• Uses figurative language eg simile, onomatopoeia, personification		
	• Writes and designs visual and information texts eg reports and labeled maps		
	• Uses appropriate grammar, spelling, punctuation and different tenses in written work		
	• Uses topic and supporting sentences to write coherent paragraphs		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words used in personal, creative and information texts eg stories and reports		
	• Identifies and uses parts of speech eg articles and conjunctions		
	• Links sentences into a coherent paragraph using pronouns, connecting words (eg 'Therefore...') and correct punctuation		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

## Rubrics for Language Assessment Tasks 1 and 2

### Grade 6: Term 1

#### Rubric for 1<sup>st</sup> Assessment Task

Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		<b>Rating</b>	<b>Comment</b>
<b>Oral (Listening and Speaking)</b>	<ul style="list-style-type: none"> <li>Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words</li> </ul>		
	<ul style="list-style-type: none"> <li>Listens for the main idea and specific details in information texts eg explanations, speeches, radio and television programmes</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies how stereotypes are created in oral texts and discusses how this affects the listener</li> </ul>		
	<ul style="list-style-type: none"> <li>Asks and responds to thought provoking questions using appropriate language</li> </ul>		
	<ul style="list-style-type: none"> <li>Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.</li> </ul>		
	<ul style="list-style-type: none"> <li>Explains themes, plots, setting and characterization in a fiction text</li> </ul>		
	<ul style="list-style-type: none"> <li>Distinguishes cause from effect in a variety of contexts</li> </ul>		
	<ul style="list-style-type: none"> <li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of texts e.g suitability of language and register used in formal / informal texts</li> </ul>		
	<ul style="list-style-type: none"> <li>Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses correct spelling, punctuation, tenses and appropriate grammar</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses figurative language eg similes, metaphors, personification</li> </ul>		
	<ul style="list-style-type: none"> <li>Shifts from one tense to another consistently and appropriately</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses topic and supporting sentences to develop coherent paragraphs</li> </ul>		
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies and uses parts of speech (nouns, pronouns, prepositions and conjunctions)</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences</li> </ul>		
<b>Investigation</b>	<ul style="list-style-type: none"> <li>Asks relevant questions to obtain information from different sources</li> </ul>		
	<ul style="list-style-type: none"> <li>Collates the information into a comprehensive whole including pictures, drawings, introduction and conclusion.</li> </ul>		

#### Final Rating

1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term I			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories, poems and dialogues, responding critically by asking and answering questions and recognizing key features such as register and choice of words		
	• Makes a coherent oral presentation using appropriate body language adjusting volume and tempo for emphasis		
	• Interacts positively during group discussions on less familiar topics, sharing ideas and expressing and justifying own opinion		
	• Listens with understanding, identifies opinions which differ from own and responds appropriately		
	• Expresses emotions in a sensitive way		
	• Speaks using an appropriate register in unfamiliar situations		
<b>Reading</b>	• Reads and responds to South African and international fiction and non-fiction texts e.g. books, poetry, short plays, reference books etc. both aloud and silently		
	• Uses different reading and comprehension strategies e.g. skimming, scanning, prediction, etc.		
	• Identifies and discusses the writer's intentional and unintentional hidden cultural and social messages in a text		
	• Identifies the main idea and notes specific details in a range of information texts		
	• Views different visual and multimedia texts, such as photographs, television advertisements, dramas or documentaries in order to interpret and discuss the message		
	• Interprets and analyses details in graphical texts eg maps, line graphs, pie charts		
	• Changes the format of information eg from a table to written form		
<b>Writing</b>	• Uses a writing process to plan, draft and revise writing to produce a final version, using adjectives and adverbs to enhance writing		
	• Uses correct spelling, punctuation, tenses and appropriate grammar		
	• Writes for personal and creative purposes using descriptive language e.g. a poem, a myth, story, descriptive paragraph		
	• Selects, classifies and categorises relevant information from different sources to write information texts eg reports, letters, sets of instructions		
	• Uses passive and active voice effectively		
	• Produces neat work, paying attention to the final presentation		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words commonly used in personal and information texts e.g. stories, journals, reports, letters		
	• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary		
	• Uses prefixes, stems and suffixes/extensions to form words		
	• Uses subject-verb concord		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement



Grade 6: Term 2			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences		
	• Listens for information eg in talks, radio shows and reports summarizing the main idea and specific details		
	• Asks and responds to thought provoking questions using appropriate language		
	• Expresses ideas coherently on challenging topics e.g. reports using appropriately language		
	• Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion		
<b>Reading</b>	• Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes		
	• Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.		
	• Explains themes, plots, setting and characterization in a fiction text, giving an overall response		
	• Identifies and discusses the author's point of view		
	• Discusses how techniques used by the writer influences understanding		
	• Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)		
<b>Writing</b>	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers		
	• Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs		
	• Reflects on and evaluates own and others' writing		
	• Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph		
	• Writes for playful and creative purposes e.g. different types pf poetry, jokes, etc, experimenting with words and using figurative language		
	• Uses topic and supporting sentences to develop coherent paragraphs		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews		
	• Identifies and uses parts of speech (nouns, pronouns, conjunctions and articles)		
	• Uses adjectival, adverbial and noun phrases and clauses to extend and enrich sentences		
	• Links sentences into coherent paragraphs using pronouns, connecting words (eg However...) and correct punctuation		

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

<b>Final Rating</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 2			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	<ul style="list-style-type: none"> <li>Enjoys listening to stories, legends and poems, responding critically by identifying themes and relating them to own life experiences</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies and discusses the influence of sound and visual effects on the listener eg rhythm, repetition, alliteration, onomatopoeia and comparisons</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies how stereotypes are created and how this affects the listener</li> </ul>		
	<ul style="list-style-type: none"> <li>Makes a structured oral presentation on a less familiar topic using appropriate body language adjusting volume, tone and tempo for emphasis</li> </ul>		
	<ul style="list-style-type: none"> <li>Expresses ideas coherently on challenging topics e.g. reports using appropriately language</li> </ul>		
	<ul style="list-style-type: none"> <li>Interacts positively during group discussions on more challenging topics, expressing and justifying own opinion</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction texts e.g. short stories, newspapers and textbooks for a variety of purposes</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses different reading and comprehension strategies e.g. contextual clues, predictions, making inferences, etc.</li> </ul>		
	<ul style="list-style-type: none"> <li>Understands and uses information in information texts and summarises main and supporting ideas</li> </ul>		
	<ul style="list-style-type: none"> <li>Selects relevant information from a variety of information texts and records in different ways e.g. local community or electronic media (where available)</li> </ul>		
	<ul style="list-style-type: none"> <li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. the characteristics of different genres (text types) such as different types of newspaper articles (weather, sport, local news)</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> </ul>		
	<ul style="list-style-type: none"> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs</li> </ul>		
	<ul style="list-style-type: none"> <li>Reflects on and evaluates own and others' writing</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes for personal and exploratory purposes using a wide variety of language e.g. story, journal, dialogue, descriptive paragraph</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes informational texts expressing ideas clearly and logically e.g. a letter to the newspaper, book reviews, recipes</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes and designs visual texts using language, sound effects and graphics e.g. a newsletter with photographs, book cover, TV advert</li> </ul>		
	<ul style="list-style-type: none"> <li>Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics</li> </ul>		

<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. descriptive paragraphs, letters, book reviews</li> </ul>		
	<ul style="list-style-type: none"> <li>• Uses prefixes, stems and suffixes/extensions to form words</li> </ul>		
	<ul style="list-style-type: none"> <li>• Uses complex tenses correctly eg He will have finished by now</li> </ul>		
	<ul style="list-style-type: none"> <li>• Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</li> </ul>		

<b>Final Rating</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 3			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	<ul style="list-style-type: none"> <li>Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> </ul>		
	<ul style="list-style-type: none"> <li>Listens for information eg in explanations, talks and debates summarizing the main idea and specific details eg using a mind map</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language</li> </ul>		
	<ul style="list-style-type: none"> <li>Asks and responds to challenging questions using appropriate language</li> </ul>		
	<ul style="list-style-type: none"> <li>Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> </ul>		
	<ul style="list-style-type: none"> <li>Explains and discusses themes, plots, setting and characterization in a fiction text, summarizing the main and supporting ideas</li> </ul>		
	<ul style="list-style-type: none"> <li>Distinguishes cause from effect in a variety of contexts</li> </ul>		
	<ul style="list-style-type: none"> <li>Explains how the writer manipulates the reader's understanding i.e. the techniques used, characterization, sub-themes, etc.</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> </ul>		
	<ul style="list-style-type: none"> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li> </ul>		
	<ul style="list-style-type: none"> <li>Reflects on and evaluates own and others' writing</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes for personal and exploratory purposes using a wide variety of language e.g. journal, descriptive paragraph, argumentative essay (minimum of 3 paragraphs)</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses figurative language eg similes, metaphors, personification</li> </ul>		
	<ul style="list-style-type: none"> <li>Changes word order for focus and emphasis</li> </ul>		
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses dictionary and thesaurus to increase vocabulary and check words and record in a personal dictionary</li> </ul>		
	<ul style="list-style-type: none"> <li>Explores origins of words</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies parts of speech (nouns, pronouns, articles and modals)</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses complex tenses correctly eg He will have finished by now</li> </ul>		

<b>Investigation</b>	• Develops an hypothesis using different sources to research		
	• Collects information from different sources		
	• Processes, compares and evaluates the information		
	• Presents a balanced and logical argument, contrasting different perspectives		
	• Draws conclusions		
	• Writes a short report on the findings (at least one paragraph).		

<b>Final Rating</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 3			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	• Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words		
	• Identifies and discusses how the listener's understanding is influenced by the content, choice of words and the speaker's body language		
	• Comments on the social, moral and cultural values in different texts eg Is there any stereotyping?		
	• Makes a oral presentation on a more challenging topic, adjusting volume, tone and tempo and reflecting afterwards to improve the presentation		
	• Interacts positively during group discussions on challenging topics, presenting a balanced, logical argument		
	• Listens and shows sensitivity to social and cultural differences through affirmation and language usage		
<b>Reading</b>	• Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, reference books etc		
	• Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc		
	• Critically discusses cultural and social values in text by identifying different perspectives and giving own perspective based on evidence in the text		
	• Understands and uses information in a range of information texts and summarises main and supporting ideas		
	• Interprets and analyses details in graphical texts i.e. from graphs and maps, then transfers the detail from one form to another e.g. from a line graph to a pie chart.		
<b>Writing</b>	• Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers		
	• Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words		
	• Reflects on and evaluates own and others' writing		
	• Writes for personal and exploratory purposes using a wide variety of language e.g. descriptive paragraph, argumentative essay (minimum of 3 paragraphs)		
	• Writes informational texts expressing ideas clearly and logically using topic and supporting sentences e.g. research report, book reviews, summaries		
	• Writes and designs visual texts using language, pictures and sound effects creatively e.g. an advertisement for television		
<b>Spelling and grammar</b>	• Uses phonics and spelling rules to spell words commonly used in personal and informational texts e.g. stories, reports		
	• Uses complex tenses correctly eg He will have finished by now		
	• Writes a variety of compound and complex sentences, using adjectival, adverbial and noun phrases and clauses to extend and enrich sentences		
	• Links sentences into coherent paragraphs using pronouns, connecting words (eg However...) and correct punctuation		

Final Rating			
1	2	3	4
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 4			
Rubric for 1 <sup>st</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	<ul style="list-style-type: none"> <li>Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> </ul>		
	<ul style="list-style-type: none"> <li>Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details</li> </ul>		
	<ul style="list-style-type: none"> <li>Asks and responds to challenging questions using appropriate language</li> </ul>		
	<ul style="list-style-type: none"> <li>Makes a structured oral presentation using non verbal strategies and varying the volume, tone and tempo of voice for effect</li> </ul>		
	<ul style="list-style-type: none"> <li>Reflects on own, and others, presentations, sensitively giving balanced and constructive feed-back.</li> </ul>		
	<ul style="list-style-type: none"> <li>Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> </ul>		
	<ul style="list-style-type: none"> <li>Explains and discusses themes, plots, setting and characterization in a longer fiction text, its relationship to own life and an overall response</li> </ul>		
	<ul style="list-style-type: none"> <li>Discusses the diversity of social and cultural values in texts</li> </ul>		
	<ul style="list-style-type: none"> <li>Recognises and explains the different structures, language use, purposes and audiences of different kinds of text e.g. a biography is not presented in the same way as a poem</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> </ul>		
	<ul style="list-style-type: none"> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li> </ul>		
	<ul style="list-style-type: none"> <li>Reflects on and evaluates own and others' writing</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes for personal and exploratory purposes e.g. a journal, a dialogue, argumentative essay (minimum of 3 paragraphs)</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses the passive voice effectively</li> </ul>		
	<ul style="list-style-type: none"> <li>Shifts from one tense to another consistently and appropriately</li> </ul>		
<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses prefixes, stems and suffixes/extensions to form words</li> </ul>		
	<ul style="list-style-type: none"> <li>Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.</li> </ul>		



<b>Investigation</b>	• Develops an hypothesis and describes preferred results		
	• Uses different sources to research		
	• Processes and evaluates the information		
	• Offers alternative solutions to problems		
	• Draws conclusions and makes recommendations		
	• Writes a short report on the research and findings		

<b>Final Rating</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Grade 6: Term 4			
Rubric for 2 <sup>nd</sup> Assessment Task			
Name of learner:		Date:	
Use the assessment tasks to rate learners against the following milestones:		Rating	Comment
<b>Oral (Listening and Speaking)</b>	<ul style="list-style-type: none"> <li>Enjoys listening to stories, plays and poems, identifying and discussing key themes, recognizing key features such as context, content, register and choice of words</li> </ul>		
	<ul style="list-style-type: none"> <li>Listens for information eg in talks, explanations, debates and reports summarizing the main idea and specific details</li> </ul>		
	<ul style="list-style-type: none"> <li>Comments on the use of alliteration, repetition and onomatopoeia in texts and uses these for creative and imaginative self-expression e.g. in poems</li> </ul>		
	<ul style="list-style-type: none"> <li>Interacts positively during group discussions on challenging topics, speaking diplomatically to prevent conflict situations</li> </ul>		
	<ul style="list-style-type: none"> <li>Listens critically to debates and manipulates language to argue and persuade others</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses language thoughtfully and appropriately in everyday communication in different formal and informal situations</li> </ul>		
<b>Reading</b>	<ul style="list-style-type: none"> <li>Reads and responds to South African and international fiction and non-fiction e.g. journals, novels, newspapers, textbooks etc</li> </ul>		
	<ul style="list-style-type: none"> <li>Uses different reading and comprehension strategies e.g. skimming, scanning, making inferences, etc</li> </ul>		
	<ul style="list-style-type: none"> <li>Analyses the effect of stereotyping, bias and prejudice within texts and offers and justifies opinions about stereotyping, bias and prejudice</li> </ul>		
	<ul style="list-style-type: none"> <li>Understands and uses information in a range of information texts and summarises main and supporting ideas</li> </ul>		
	<ul style="list-style-type: none"> <li>Follows fairly complex instructions and directions</li> </ul>		
	<ul style="list-style-type: none"> <li>Views different visual and multimedia texts(newspaper or television advertisements, dramas, etc.) and discusses techniques such as lighting and sound effects used by the graphic designer or photographer</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>Uses a writing process to plan, draft, revise and produce a final version, using feedback from peers</li> </ul>		
	<ul style="list-style-type: none"> <li>Focuses on improving language, using correct spelling, punctuation, tenses and appropriate grammar and linking sentences into cohesive paragraphs using connecting words</li> </ul>		
	<ul style="list-style-type: none"> <li>Reflects on and evaluates own and others' writing</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes for imaginative and creative purposes e.g. a story, a poem, showing an understanding of style and register</li> </ul>		
	<ul style="list-style-type: none"> <li>Writes informational texts using appropriate language and terminology from other learning areas e.g. descriptive paragraphs, technical instructions, newspaper article</li> </ul>		
	<ul style="list-style-type: none"> <li>Shows an understanding of style and register by transferring information from, for example, a story into a newspaper article</li> </ul>		
	<ul style="list-style-type: none"> <li>Produces neat work, paying attention to the final presentation eg layout, appropriate illustrations or graphics</li> </ul>		

<b>Spelling and grammar</b>	<ul style="list-style-type: none"> <li>• Uses phonics and spelling rules to spell words used in personal and informational texts e.g. reports, stories, set of instructions</li> </ul>		
	<ul style="list-style-type: none"> <li>• Identifies parts of speech (nouns, pronouns, articles and modals)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Identifies and uses complex sentences eg with a main and subordinate clause, linked by a conjunction</li> </ul>		
	<ul style="list-style-type: none"> <li>• Uses punctuation correctly, eg comma to separate subordinate clause eg When you called, he had already left.</li> </ul>		

<b>Final Rating</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Not achieved	Partially achieved	Satisfactory achievement	Outstanding achievement

Intermediate Phase Language Glossary	
Word	Explanation
<b>Listening/ Speaking (Oral)</b>	
Closed questions	These assess learners': <ul style="list-style-type: none"> <li>• Basic comprehension eg Recall of facts</li> <li>• Sequencing ability</li> <li>• Memory</li> </ul> There is normally only one correct answer
Higher order questions	These ask learners to evaluate and judge eg what is the best way to help Linda's family at this time?
Open questions	These ask learners to: <ul style="list-style-type: none"> <li>• Summarise eg Write the key points of the story</li> <li>• Analyse eg What was the dragon's favourite food?</li> <li>• Compare eg What are the similarities and differences between these two characters?</li> <li>• Apply eg How does knowing the prices of the different packets of chips help you to choose which to buy?</li> <li>• Identify and explain cause and effect eg Why were you late for school today?</li> </ul>
<b>Phonics</b>	
Antonyms	A word that is opposite in meaning to another word eg 'large' and 'small'
Aural activity	Listening activity
Blending	The ability to put together two or three letters to make a single sound eg <i>str</i>
Consonant digraphs	Two consonants making a single sound eg <i>ch th</i>
Decoding skills	To break down a word into separate units (syllables and letters) – an important skill for reading
Encoding skills	To build words using separate letters or sounds – an important skill for spelling and writing
Homophones	A word that sounds the same as another but is spelt differently and has a different meaning eg 'to' and 'two'
Letter-sound relationships (graphemes)	The link between the name of a letter and the sound it makes; the understanding that the two are different is important. Learner need to know the sound the letter makes in order to decode words – knowing the letter name is of little help in the reading process.
Onset and rime	Words can be broken into onset (the first part of a syllable before the vowel) and rime (the vowel and the remainder of the syllable) eg <i>c-at, sh-arp</i>
Phonemic awareness	The ability to distinguish between the separate sounds (phonemes) of a language eg <i>sh-u-t</i>
Prefixes	One or more letters added to the beginning of a word to change its meaning eg <i>un-, dis-</i>
Suffixes	One or more letters added to the end of a word to change its meaning or make it another part of speech eg <i>-ness, -ly</i>
Synonyms	A word that has the same or nearly the same meaning as another word eg 'big' and 'large'
Vowel digraphs	Two vowels making a single sound eg <i>ea oa</i>
<b>Reading</b>	
Alliteration	The repeated use of the same sound at the beginning of words in a sequence eg <i>The crafty crocodile crawled in the creek.</i>
Auditory discrimination	The ability to hear the difference between separate sounds
Bias	A tendency to support or oppose a particular person or thing in an unfair way by allowing personal opinions to influence one's judgement, showing prejudice.
Biography	An account of a person's life written by another
Cause effect relations	The link between the result and its cause eg <i>He fell over because he tripped on the kerb.</i>

Genre	A kind or style of writing eg poetry, folklore, novel etc
Graphic	A visual representation of information
Group reading	An activity in which same-ability groups of learners read suitably graded readers either on their own or together and then discuss a text under the guidance of the teacher. It provides the opportunity for the teacher to introduce new vocabulary and teach / reinforce reading strategies.
High frequency words	Words that occur often in a language and which readers need to be able to memorise. They are sometimes called 'sight words'
Independent reading	Learners reading silently on their own.
Legend / fable / tale	A very old story from ancient times, not always true, that people tell about a famous event or person.
Main idea of a story	What the story is about eg <i>The story is about a girl who helps an old woman and is rewarded.</i> Note: this is different to the message of a story eg <i>Good deeds are rewarded.</i>
Metaphor	A figure of speech in which one thing is used to describe something else which has similar qualities eg the <i>starry-eyed</i> princess
Myth	An ancient story explaining, in story form, natural events or the early history and traditions of a people, their gods, culture, heroes, religious beliefs etc
Onomatopoeia	Words that sound like what they describe eg a car <i>crashes</i>
Oral texts	These can be stories, songs, poems, rhymes, information talks, radio programmes etc read or told to the learners (The NCS documents provide details for each grade)
Paired reading	Learners reading in twos to further practise their reading.
Prediction	The ability to guess an outcome on the basis of known facts
Print media	Communication using print, often used to refer to newspapers and magazines
Scanning	To run one's eyes over a text to find specific information eg <i>a timetable for the time of a train or bus</i>
Shared reading	An activity in which learners share the reading of a text with the teacher. This is often a lesson for the whole class. The same text can be read several times and is used as the basis for the teaching of reading, writing and grammar skills.
Sight words	In English many words have irregular sound-to-letter relationships and need to be memorised. Learners need to use the shape, length and other features of a word to recognise it. Eg <i>was, the, have</i>
Simile	Comparing one thing directly with another, using <i>like</i> or <i>as</i> eg <i>Her eyes were like stars</i>
Skimming	To read a text very quickly to get an overview
Social, cultural values in a story	The underpinning values in a story that are evident through the actions of the characters, the way the plot unfolds and ends and the language used by the writer.
Stereotype	A fixed (often biased) view about what a particular type of person is like eg a fairy princess, a stepmother
Visual discrimination	The ability to see similarities and differences in pictures, letters and words
Written texts	These can be fiction (stories, songs, poems, rhymes, etc) or non-fiction texts (information texts from textbooks or reference books, newspaper articles, journals, diaries, posters etc) (The NCS documents provide details for each grade)
<b>Handwriting</b>	
Active and passive voice	In a sentence using the active voice the subject performs the action eg <i>The dog ate the bone.</i> In a sentence using the passive voice the subject is on the receiving end of the action eg <i>The bone was eaten by the dog.</i>
Direct and indirect speech	Direct speech reproduces the exact words used by the speaker or writer – these are written between speech marks (inverted commas). eg <i>"Mike is a good friend," John said.</i> Indirect speech is used when someone else is reporting what was said or written. eg <i>John said that Mike was a good friend.</i>

Modals	Enable speakers/writers to express different shades and degrees of meaning about things like possibility and probability ie <i>shall, should, will, would, can, could, may, might, must</i>
Personal dictionary	A small notebook that learners use to record useful words in alphabetical order – one page per letter.
Sentence starters	An aid to learners to enable them to write one or more sentences; especially useful in earlier grades eg <i>My name is... / I liked the book because...</i>
Shared writing	An activity in which learners share the writing of a text with the teacher. This is often a lesson for the whole class. By modelling the writing process learners gain an understanding of various writing skills, depending upon the grade. At the same time it reinforces various reading, writing and grammar skills.
Subject-verb concord	The agreement between the subject and the verb in a sentence so that they match eg <i>When the verb is plural the subject of the sentence must be plural.</i>
Tense	The form of the verb that indicate time – past, present or future
Transcribes	Copying written text from a board or a textbook into an exercise book or onto paper. This may involve learners having to change the script from print script in a book to a joined writing script.
Word bank / word wall	A store of new words eg charts containing lists of words on a common topic, or lists of words listed placed in alphabetical order on the classroom walls
Writing frame	A temporary support for writing – eg <i>a framework showing learners how to plan a story in three paragraphs</i>
Writing strips	Strips of paper or card on which is written a row of a pattern, letters, numerals, words or a sentence as an aid to help learners to copy correctly.









